ANNOUNCEMENT FOR THE 113TH AND 114TH SESSIONS

The 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.

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 13. Find the undergraduate programs that fall within your area of interest.

Step 2:
Turn to Degree Programs, beginning on page 15, 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 118. Titles of courses that fulfill the liberal arts requirements (Morse Academic Plan—MAP) begin on page 108.

Consider also the section on Study Options on the Sample Curriculum Worksheet. If you want to explore related programs, look for the box on Other Programs to See.

Step 4:
Once you’ve reviewed the programs offered, go to page 151 for information on Student Activities/University Services at NYU and the school.

Step 5:
Finally, turn to page 163 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 courses for both required and elective courses (courses are listed numerically, beginning on page 118).
• Select courses that meet the liberal arts requirements. Course titles begin on page 108.
An Introduction to New York University

Over 170 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. MDCCCLXXI 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, per stare et praestare—to persevere and to excel—underscores the depiction of classic runners. When combined, these symbols represent the continued pursuit of academic excellence. Finally, there is the upheld torch of the Lady of the Harbor, which signifies NYU in service to the “metropolis”—New York City.

UNIVERSITY LOGO

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

UNIVERSITY TORCH

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

UNIVERSITY COLOR: VIOLET
NICKNAME: VIOLETS

In the late 1880s, it was the custom to plant violets in the yardwise strip of grass around the but-
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. 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 Shinkin Halls and the state-of-the-art Henry Kaufman Management Center, which houses the graduate programs. The Washington Square complex is adjacent to the University’s renowned Elmer Holmes Bobst Library. The Stern School offers B.S., M.B.A., M.S., and Ph.D. degrees. Students may specialize in accounting, economics, finance, information systems, international business, management, marketing, operations management, statistics, or actuarial science. Joint graduate-level programs are offered with the School of Law 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 in a distinctive manner 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 70 years provided courses and professional credentials designed to meet the cultural and career needs of today’s adult population. SCPS offers approximately 2,000 noncredit classes each semester in the creative arts, business and marketing, entertainment, technology, and digital arts; international studies; real estate and construction; hospitality, philanthropy; and more. SCPS also offers credit-bearing programs, including associate’s and bachelor’s degrees geared to the needs of adults returning to college and Master of Science degree programs for professionals. Students value the school’s flexible scheduling, convenient class locations, and online offerings through The Virtual CollegeTM, the school’s distance learning component.

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 School of Law, the Steinhardt School of Education, the School of Medicine, 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 an Advanced Certificate in Clinical Social Work, a Post-Master’s Certificate Program in the Treatment of Alcohol- and Drug-Abusing Clients, and an Advanced Professional Certificate in Palliative and End of Life Care.

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.

1832
COLLEGE OF ARTS AND SCIENCE
1835
SCHOOL OF LAW
1841
SCHOOL OF MEDICINE
1865
COLLEGE OF DENTISTRY
1886
GRADUATE SCHOOL OF ARTS AND SCIENCE
1890
THE STEINHARDT SCHOOL OF EDUCATION
1900
LEONARD N. STERN SCHOOL OF BUSINESS
1934
SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES
1938
ROBERT F. WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE
1948
POST-GRADUATE MEDICAL SCHOOL
1960
SCHOOL OF SOCIAL WORK
1965
TISCH SCHOOL OF THE ARTS
1972
GALLATIN SCHOOL OF INDIVIDUALIZED STUDY
1963
MOUNT SINAI SCHOOL OF MEDICINE (affiliated July 1, 1999)
New York University and New York

THE 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. The Bobst Library houses more than 3.3 million volumes, 29 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 6,400 users per day and circulates almost one million books annually.

Bobst Library offers three specialized reference centers, 28 miles of open stacks shelving, and approximately 2,000 seats for student study. The stacks are open until midnight and a 24-hour study area is located on the A and B levels. The Avery Fisher Center for Music and Media, one of the world's largest academic media centers, has over 100 audio and video viewing carrels and 5 media-enhanced classrooms; students and researchers use more than 51,000 audio and video recordings per year. The Studio for Digital Projects and Research offers a constantly evolving, leading-edge resource for faculty and student projects and promotes 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 provides instructional sessions and term paper clinics for students. Virtual library services continue to expand, and the library offers e-mail reference and electronic reserves. Subject specialist librarians work directly with students, at the reference centers, through instructional sessions, and by appointment to assist with specific research needs.

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 B. Lane 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 Greer 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. Research for term papers in the humanities and social sciences may take them to such diverse places as the American Museum of Natural History, the Museum of Modern Art, a garment factory, a deteriorating neighborhood, or a foreign consulate.

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

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

University apartment buildings provide housing for 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 and government, and gifts from friends, alumni, corporations, and other private philanthropic sources.

The University is committed to a policy of equal treatment and opportunity in every aspect of its relations with its faculty, students, and staff members, without regard to age, citizenship status, color, disability, marital or parental status, national origin, race, religion, sex, or sexual orientation.
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 Dr. Sharon Weinberg, Vice Provost for Faculty Affairs, New York University, Elmer Holmes Bobst Library, 70 Washington Square South, New York, NY 10012-1091; 212-998-2370, for faculty and employees, and to Thomas Grace, Director of Judicial Affairs and Title IX and VI Officer, Office of the Vice President for Student Affairs, New York University, 60 Washington Square South, Suite 601, New York, NY 10012-1019, 212-998-4403, for students. Inquiries may also be referred to the director of the Office of Federal Contract Compliance, U.S. Department of Labor.

New York University is a member of the Association of American Universities and is accredited by the Middle States Association of Colleges and Schools (Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104; 215-662-5606). Individual undergraduate, graduate, and professional programs and schools are accredited by the appropriate specialized accrediting agencies.

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The Steinhardt School of Education, dedicated to the study of education, health, nursing, communications, and the arts, is one of the oldest and largest schools in the nation dedicated to the human services professions; it offers both undergraduate and graduate programs. 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 of Education provide you with the knowledge and practical education necessary to meet the challenges of your chosen profession.

From its beginning nearly 115 years ago, The Steinhardt School of Education 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, nursing, communications, and the arts.
In the field of education, The Steinhardt School of Education 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.

The Steinhardt School of Education’s programs in nursing, 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. As an undergraduate, the required liberal arts component of our health professions programs 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.

The Steinhardt School of Education’s program in communication studies prepares you for a career in education, the health services, private industry, the media, or government service. Depending on the concentration you choose, course work may be broadly interdisciplinary, with courses in diverse departments of the school as well as in other schools within the University, or highly specialized and offering focused study in one area.

All course work is augmented by internships and field placements in New York City, the communications capital of the world.

The Steinhardt School of Education offers programs in the arts to help you reach your career goals. Our programs in studio art, music, 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, or musician involved in performance, music business, or music technology.

Administration and Staff of the School (2004-2005)

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Patricia M. Carey, B.A., MA, Ph.D., Associate Dean for Student Services and Public Affairs
Joan Malczewski, B.S., MA, Ph.D., Associate Dean for Faculty Affairs
Joseph Giovanelli, B.A., MA, Associate Dean for Administration and Finance
Dawn Duncan, B.S., M.S., Assistant Dean for Development
Lindsay Wright, B.S., Ph.D., Assistant Dean for Planning
Lee Frissell, B.A., MA, Director of Field Projects
Richard Arum, B.A., M.Ed., Ph.D., Director of Research

STAFF

Jeanne Bannon, B.A., MA, Director of Student Services
Stanislaus Greidus, B.A., MA, Director of Enrollment Management
Helen J. Kelly, B.A., MA, Director of Special Programs
David A. Zapotocky, B.S., MA, Ph.D., Director of Registration 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, and the arts that are offered each summer in more than 12 overseas locations. The Study Abroad Programs are designed to promote both the student’s intellectual growth and the capacity for cross-cultural understanding. Each program aims to increase the student’s understanding of a foreign culture as well as content mastery from a new perspective. Programs are offered in several foreign countries with some courses required to be taken at the Washington Square Center. For additional information, consult Helen J. Kelly, Director of Special Programs, Office of Program Development, The Steinhardt School of Education, New York University, 82 Washington Square East, 5th Floor, New York, NY 10003-6680; telephone: 212-998-5090.

CENTER FOR CAREER ADVANCEMENT

The Center for Career Advancement develops and supports continuing education experiences for the variety of professions served by The Steinhardt School of Education. The center, utilizing the school’s extensive faculty resources, offers a variety of experiences designed to assist the professional in keeping abreast of the recent knowledge and skill development in a particular field. Programs are presented during the year in a variety of settings, including seminars, conferences, and extended institutes. For information on upcoming conferences, consult Helen J. Kelly, Director of Special Programs, Office of Program Development, The Steinhardt School of Education, New York University, Pless Hall, 82 Washington Square East, 5th Floor, New York, NY 10003-6680; telephone: 212-998-5090.

INSTITUTE FOR EDUCATION AND SOCIAL POLICY

In this era of intense challenge to the theory and practice of public education, the Institute for Education and Social Policy believes American public education must contribute to social justice and must build capacity for effective participation in democratic institutions. Our work—research and technical assistance—informs and supports policy makers, educators, parents, and communities in their efforts to improve urban schools in low-income neighborhoods and communities of color because, although these schools have traditionally failed to educate students, we believe the students and their schools can succeed.

Current projects include the following:

• a cluster of local and national studies aimed at understanding charter school reform, particularly as it affects the opportunities to learn available to urban students;

• evaluation of the Annenberg Challenge Grant project of the New York Networks for School Renewal;

• research using the New York City Department of Education’s School-Based Expenditure Report data to analyze the relationships between resource investment patterns and student outcomes;

• evaluation of the New York City Department of Education’s Performance Driven Budgeting Initiative;
• technical assistance and training programs for two dozen local community organizations engaged in school improvement efforts;
• technical assistance to community-based organizations in other urban areas involved with the Annie E. Casey Foundation’s Rebuilding Communities Initiative; and
• research support for the Alliance for Quality Education’s statewide efforts to build constituency support for increased state funding for public education.

Recently completed projects include the following:
• a study, based on graduation rates, of the cost-effectiveness of small high schools;
• a policy paper, Focus on Learning, that recommended improvements for special and general education in New York City and has contributed to the state’s, city’s, and federal government’s efforts to reform New York City special education;
• Hard Lessons: Public Schools and Minorities and Women, a study of public school privatization efforts; and
• analyses of the state’s Schools Under Registration Review (SURR) process, through which the state identifies and assists low-performing schools.

The institute was founded in 1994 by Norm Fruchter, director; Robert Berne, senior vice president for health; and Ann Marcus, professor of education and former dean of The Steinhardt School of Education. The institute is located at 726 Broadway, 5th Floor, New York, NY 10003-9580. For information, contact the institute at the above address, call 212-998-5880, or e-mail us at esp@nyu.edu. Our Web site is www.nyu.edu/esp.

METRO CENTER

The Metropolitan Center for Urban Education, founded in 1978 by Professor LaMar P. Miller, addresses educational problems that are national in scope but are brought into sharp focus in large urban areas. The mission of the Metro Center is to promote an understanding of, and provide services and assistance to, underserved populations and the educational, governmental, and community agencies that serve them, which will result in ensuring equity and achieving excellence in the educational experiences of children and youth. The center provides services to school districts throughout the region, particularly to New York City and tristate public schools, by providing leadership and direction aimed at identifying, analyzing, and finding solutions to urban problems, especially those that affect minorities and women.

The thrust of the center’s programs is services to schools, services to student teachers, research, and evaluation. The most extensive program of the center is the New York Technical Assistance Center (NYTAC), which is one of 15 comprehensive centers across the country created by the U.S. Department of Education. The NYTAC assists the New York State Education Department and local school districts in building their capacity to ensure that all students meet high standards of performance and achievement. The center also operates the Equity Assistance Center (EAC) for Federal Region B (New York, New Jersey, Puerto Rico, and the U.S. Virgin Islands). Issues of race, human relations, and conflicts that have plagued our schools are the focus of this program. The EAC, with sites at Baruch College of the City University of New York and Rutgers, the State University of New Jersey, provides assistance to school districts on race, gender, and national origin desegregation problems.

The Metro Center also conducts the Upward Bound Program for New York City high school students with physical disabilities. The object of this program is to prepare students for entrance and success in postsecondary institutions. The center conducts four school partnership programs in targeted New York City high schools. The dropout prevention program features mentoring for individual pupils by New York University graduate students.

The center has also mounted a major initiative on safe and drug-free schools through three projects. The first is a data collection project designed to develop a statewide approach for the New York City public school system and aligned activities related to youth drug and violence data. The second is Resilient School and Community: Safe and Drug Free, designed to provide a multifaceted response to the mandate of encouraging communities to act together to combat the growing epidemic of violence and illegal drug use. The third is the School Violence Project, designed to address methods and activities to reduce and prevent violence in schools, examine the existing body of knowledge concerning the causes and conditions of school violence, and apply this knowledge to methods and activities that reduce and prevent violence in New York City inner-city high schools.

Additionally, two new projects at the center focus on the extension of the school day: the first is the 21st-century literacy plus program at IS 143 and IS 275 in Community School District 5 in Harlem, which provides tutoring and other services to students after school. The second is TASC, The After-School Corporation project at PS 123 in Harlem, which provides opportunities for 300 students from 3 to 6 p.m. after school.

The center and provide rich intellectual exchange to the people of the region, and internationally are sponsored by the center and provide rich intellectual exchange and research development. Opportunities for confer with senior research faculty, guest lecturers, and visiting professors are available across an array of nursing scholarship areas. The center has state-of-the-art computing facilities, data management expertise, and statistical consultation services. The annual Pilot Grant Program, created to assist nurse researchers in the development of their programs of research, funds research awards each spring. Doctoral fellowships for nursing students who wish to apply to work with research faculty are competed for annually. For further information, consult Professor Linda Mayberry at linda.mayberry@nyu.edu.

PLESS CENTER FOR NURSING RESEARCH

The Muriel & Virginia Pless Center for Nursing Research was founded in 1995, in partnership with the Division of Nursing and the NYU Medical Center Department of Nursing. The Center for Nursing Research provides the professional and technical resources to promote research conducted by faculty, practitioners, and nursing students of the NYU community. The center regularly reviews and refines its services, responding to the needs of the NYU nursing research community.

Forums and annual scientific meetings (local, regional, and international) are sponsored by the center and provide rich intellectual exchange and research development. Opportunities for confer with senior research faculty, guest lecturers, and visiting professors are available across an array of nursing scholarship areas. The center has state-of-the-art computing facilities, data management expertise, and statistical consultation services. The annual Pilot Grant Program, created to assist nurse researchers in the development of their programs of research, funds research awards each spring. Doctoral fellowships for nursing students who wish to apply to work with research faculty are competed for annually. For further information, consult Professor Linda Mayberry at linda.mayberry@nyu.edu.
## Guide to Areas of Interest and Study

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## Degree Programs

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<td>Music Business</td>
<td>58</td>
</tr>
<tr>
<td>Music Education, All Grades*</td>
<td>58</td>
</tr>
<tr>
<td>Music Technology</td>
<td>58</td>
</tr>
</tbody>
</table>

*Leads to provisional/initial teacher certification.
†Professional license qualifying.
The Steinhardt School of Education Bulletin 2004-2006 • 17

NYU Teacher Education

Mathematics Education • Science Education: Biology, Chemistry, Earth Science, and Physics
English and Foreign Language Education • Childhood, Early Childhood, and Special Education • Music Education
Social Studies Education • Teachers of Students with Speech and Language Disorders

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 he or she will 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 adéptly 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 new 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 curriculum, 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 108.

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 1. This course is the keystone of our efforts to help make NYU teachers into 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, mostly in nonteaching settings accompanying human development, and in appropriate school settings in the second semester.

**Year Three:** The core experiences during this year and the next begin to interact more specifically with the particular requirements of the specialization students chose 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 course in Language Acquisition and Literacy Education. The language and literacy course is based on the mutually supporting premises that children who can’t 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 becoming teachers. 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 knowing both 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.
The Bachelor of Science Program in Applied Psychological Studies is designed to provide you with learning experiences in various human services fields—such as counseling, health, or social work—before you choose a career. It provides you with an understanding of the different types of work and settings within the human services professions and the many ways in which psychology and counseling skills are used.

This broad-based program in the Department of Applied Psychology offers the academic foundation essential to all human services professions—a strong liberal arts background designed to develop your critical understanding of human nature. You study psychology, sociology, natural sciences, language, culture, and history. Equally important, the program offers you the opportunity for continuous career exploration in different fieldwork settings. You build a portfolio of valuable experience that will help you in seeking an entry-level position or in continuing on for graduate study.
YOUR CAREER OPPORTUNITIES

Most human services fields require continuing study beyond the baccalaureate level. This program prepares you for graduate study in a specific field or for employment in the human services.

With your portfolio of experience gained through the program, you can apply for immediate entry-level employment in, for example, research sites, childhood education centers, or community agencies, perhaps combining work and graduate study.

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

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

"This program enabled me to explore my career interests in counseling. The hands-on experience I gained through internships and fieldwork made me positive of my goals, while my academic studies provided the foundation I needed for graduate school."

SUMI KIM
THE PROGRAM

The curriculum in applied psychological studies is designed for juniors and seniors who have completed the equivalent of 60 points in liberal arts courses. A typical program of study for the freshman and sophomore years is outlined to the right. While in the program, students take 15 points in core psychology courses covering personality, developmental, social, and learning theories. Students also must take 6 points in counseling, 7 points in sociology, and 11 points in research skills. In addition, students gain valuable learning experiences from taking 15 points in fieldwork placements including hospitals, social service agencies, and schools. Students also take 12 points in restricted electives by advisement. The full curriculum requires 128 points.

Gigliana Melzi
Program Director
212-998-9023

Department of Applied Psychology
The Steinhardt School of Education
New York University
East Building, Suite 400
239 Greene Street
New York, NY 10003-6674

APPLIED PSYCHOLOGICAL STUDIES

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<thead>
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<th>Freshman Year</th>
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<td><strong>LIBERAL ARTS</strong></td>
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<tr>
<td>Writing the Essay, V40.0100</td>
<td>4</td>
</tr>
<tr>
<td>Speech Communication, E21.0033</td>
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<tr>
<td>Liberal Arts Requirement: Foreign Language</td>
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</tr>
<tr>
<td>Foundations of Contemporary Culture: World Cultures, V55.05••</td>
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<tr>
<td><strong>MAJOR</strong></td>
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<tr>
<td>New Student Seminar: E03.0001</td>
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<tr>
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| Spring Semester | |
| **LIBERAL ARTS** | |
| The Advanced College Essay, V40.0110 | 4 |
| Introduction to Sociology, V93.0001 | 4 |
| Foundations of Scientific Inquiry: Quantitative Reasoning, V55.01•• | 4 |
| Foundations of Contemporary Culture: Conversations of the West, V55.04•• | 4 |
| **TOTAL** | 16 |

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<tr>
<th>Sophomore Year</th>
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<tr>
<td>Introduction to Psychology, V89.0001</td>
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</tr>
<tr>
<td>Foundations of Scientific Inquiry: Natural Science I, V55.02••</td>
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</tr>
<tr>
<td>Foundations of Contemporary Culture: Societies and the Social Sciences, V55.06••</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>16</td>
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| Spring Semester | |
| **LIBERAL ARTS** | |
| Foundations of Contemporary Culture: Expressive Culture, V55.07•• | 4 |
| Foundations of Scientific Inquiry: Natural Science II, V55.03•• | 4 |
| Survey of Psychology: Introduction, E63.1271 | 3 |
| Basic Statistics I, E10.1085 | 3 |
| Unrestricted Elective | 2 |
| **TOTAL** | 16 |

- Liberal arts requirements, see page 108.

(Continued from page 21.)

process. They visit a variety of agencies and schools, observe staff, sit in on case conferences, participate in student advisory groups, discuss professional ethics, and explore careers. By the second semester of their junior year, students choose a field site placement.

In their senior year, students continue to gain practical experience in their field site of choice. They engage in various activities, such as doing intake interviews at a community youth agency, serving as a mentor in a public school setting, observing group process in an outpatient hospital setting, or working on a faculty research project.

Field Site Groups/Career Exploration

Students receive guidance and discuss their fieldwork experiences in groups each week. These groups provide the student with an opportunity to assess their experiences, explore career choices, and start the process of seeking a position after graduation or applying for graduate school.
## Sample Curriculum Worksheet

### Junior Year 30 Points

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td><strong>MAJOR</strong></td>
<td>Fieldwork in Applied Psychology I, E63.1123</td>
<td>3</td>
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<td></td>
<td>Counseling Interview, E63.1012</td>
<td>3</td>
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<td></td>
<td>Personality Development, E63.1039</td>
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<tr>
<td></td>
<td>Basic Statistics, E10.1085</td>
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<td>Restricted Elective</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>15</strong></td>
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<tr>
<td><strong>Spring Semester</strong></td>
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<tr>
<td><strong>MAJOR</strong></td>
<td>Fieldwork in Applied Psychology II, E63.1124</td>
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<tr>
<td></td>
<td>Research and Evaluation in the Behavioral Sciences, E63.1073</td>
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<tr>
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<td>Social Psychology, E63.1003</td>
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<td></td>
<td>Writing in Social Sciences, E11.1191</td>
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<td></td>
<td>Restricted Elective</td>
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<td><strong>TOTAL</strong></td>
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### Senior Year 34 Points

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<td>Introduction to Group Dynamics, E63.1620</td>
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<td>Psychological Measurement, E63.1137</td>
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<td></td>
<td>Psychology of Human Learning, E63.1214</td>
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<td>Diversity and Professional Life, E66.1011</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>17</strong></td>
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<tr>
<td><strong>Spring Semester</strong></td>
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<tr>
<td><strong>MAJOR</strong></td>
<td>Fieldwork in Applied Behavioral Science IV, E63.1126</td>
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<td>Mental Health: Historical, Social, and Political Perspectives, E63.1031</td>
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<td>The Cultures of Psychology, E63.1050</td>
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<td>Sociology of Urban Life, E20.1025</td>
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<td></td>
<td>Restricted Elective</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>17</strong></td>
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</table>
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 classical painting to mixed media and multicultural theory, NYU 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 SoHo 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 Nancy Barton, director of the undergraduate art program and a practicing artist whose works have been exhibited internationally in galleries as diverse and prestigious as the Museum of Modern Art, the Long Beach Museum, and the Shoshana Wayne Gallery. Professor Jack Risley is a renowned sculptor with numerous shows in New York, Boston, and Cologne, Germany. He is also the recipient of a National Endowment for the Arts Grant, a Tiffany Foundation Award, and the Rome Prize. 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.

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.

(Continued on page 26.)

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, 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 bachelor’s degree in art.

Undergraduate students can begin to take selected art education courses during their senior year and apply to the B.S. 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 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

- Studio manager
- 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

(Continued on page 26.)
THE PROGRAM

The 128-point curriculum in studio art combines 62 points of liberal arts courses with 64 required points in studio art that includes drawing, painting, sculpture, printmaking, crafts (ceramics, glass, jewelry), photography, digital and video art, undergraduate projects, and art history.

Students also choose 2 points of unrestricted electives in area(s) of interest.

Nancy Barton
Program Director
212-998-5710
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Linda Vega
Student Advisement Coordinator
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Department of Art and Art Professions
The Steinhardt School of Education
New York University
34 Stuyvesant Street
New York, NY 10003-7599

STUDIO ART

Please note: Minors are available in areas such as journalism, psychology, and art history. Please contact the student advisement coordinator for further information.

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<td>Fundamentals of Drawing I. E90.0322</td>
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<td>Fundamentals of Sculpture I. E90.0342</td>
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<td>Fundamentals of Media I. E90.*****</td>
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| Spring Semester | |
| **LIBERAL ARTS** | |
| The Advanced College Essay. V40.0110 | 4 |
| **MAJOR** | |
| Fundamentals of Drawing II. E90.0323 | 3 |
| Fundamentals of Sculpture II. E90.0343 | 4 |
| Fundamentals of Media II. E90.***** | 4 |
| (Digital Art, Photography, or Video Art) | |
| Art and Contemporary Culture II. E90.0038 | 3 |
| **TOTAL** | 18 |

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| Spring Semester | |
| **LIBERAL ARTS** | |
| Foundations of Contemporary Culture: World Cultures. V55.05••• | 4 |
| Liberal Arts Requirement: Introduction to Psychology. V89.0001 | 4 |
| Contemporary Art. E90.1113 | 3 |
| **MAJOR** | |
| Studio Concentration or Undergraduate Projects. E90.***** | 4 |
| (optional: Studio Elective E90.*****) (3) | |
| **TOTAL** | 15 (18) |

* Liberal arts requirements, see page 108.

(Continued from page 25.)

The school’s program begins freshman year with an ambitious series of interdisciplinary studio courses. 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 and sciences. 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 year, and study abroad is a popular option during the spring semester. 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. You may also apply for the Senior Honors Studio course, 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 Studio Art Program is by review of your artist statement and slide portfolio.
### Sample Curriculum Worksheet

<table>
<thead>
<tr>
<th>Junior Year</th>
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<td><strong>LIBERAL ARTS</strong></td>
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<tr>
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<tr>
<td>Undergraduate Projects. E90.1022</td>
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<tr>
<td>(optional: Internship. E90.1302)</td>
<td>(3)</td>
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<td>15 (18)</td>
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| Spring Semester (Study Abroad Option) |          |
| **LIBERAL ARTS** |          |
| Foundations of Contemporary Culture: Societies and Social Sciences. V55.06··· | 4 |
| Liberal Arts Requirement: Foreign Language | 4 |
| Liberal Arts Elective | 4 |
| **MAJOR** |          |
| Studio Elective. E90. · · · · | 3 |
| (optional: Studio Elective. E90. · · · ·) | (3) |
| **TOTAL** | 15 (18) |

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| Spring Semester |          |
| **LIBERAL ARTS** |          |
| Liberal Arts Elective | 4 |
| **MAJOR** |          |
| Undergraduate Projects. E90.1023 | 4 |
| Studio Elective. E90. · · · · | 3 |
| (optional: Undergraduate Internship. E90.1302) | (3) |
| **TOTAL** | 15 (18) |

---

### 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 Carl Andre, Debra Balken, Suzaan Boettger, Richard Cork, Gregory Crewdson, Jessica Glasscock, Gary Hill, Roni Horn, Isaac Julien, Marilyn Karp, Vitaly Komar and Komar Melamid, Sakarin Krue-on, Sutee Kunavichayanont, Varsha Nair, Peter Plagens, Laurie Simmons, Joel Shapiro, Hunt Slonem, Rirkrit Tiravanija, Naomi Urabe, and Klaomard Yipintsoi.

### Study Options:

Students in the Studio Art Program pursue a Bachelor of Science degree and can specialize in painting and drawing, sculpture, printmaking, video, crafts (ceramics, glass, jewelry), digital art, or photography.

**Minor:** Students may also minor in another area such as art history, science, or English, to name just a few.

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

**Study Abroad:** In the junior year, you are encouraged to enroll for one semester in one of the exciting study abroad options sponsored by New York University. Programs such as NYU in Florence, where students live at the 55-acre Villa La Pietra estate, are especially popular with studio art majors.

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

---

### ANOTHER PROGRAM TO SEE:

- Communication Studies: Graphic Communications Management and Technology
Fundamentals: The First Year

Your immersion in a series of intensive studio courses allows you to explore many forms and philosophies of artmaking simultaneously, giving you an unusually wide array of skills and languages to express your ideas. You use traditional and nontraditional materials in a variety of projects, which range from classical figure drawing to experimental sculpture, performance, black-and-white 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 (sophomore seminar) and Integrating Liberal Arts courses explore personal expression in relation to history and critical thought. These courses integrate ideas and visual practice, incorporating artist's projects and cultural criticism on an equal basis.

Studio Courses

The Studio Art Program offers structured course sequences in painting and drawing, sculpture, photography, art in media (digital and video art), printmaking, and craft arts (ceram-
ics, jewelry, and glass). After your first year, you may choose to focus on one medium or to combine a wide range of disciplines.

**Undergraduate Projects Courses**

After freshman year, you may apply to take undergraduate projects courses. The 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.

**Senior Studio and Exhibition**

You may apply for the Senior Studio course, designed to help students focus on the issues and formal strategies that they have identified as central to their work. In addition to group critiques, a senior mentor meets independently with you in your studio work space. Over the course of this 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.

**Study Abroad Option**

Students in the junior year are encouraged to enroll for one semester in one of several excellent study abroad programs sponsored by New York University or to participate in an established exchange program with one of several internationally renowned universities. Study abroad programs such as NYU in Florence, London, or Paris are especially popular with studio art majors.

**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, Lisa Yuskavage, Paul Pfeiffer.


**Dual Degree Program: B.S. 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 taking selected art education courses, 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 our undergraduate 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.
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 and a second in Early Childhood Education and Early Childhood Special Education. 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 and variability in 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.
Grades from these dual certification programs—whether pursuing work in general or special education—share visions for their students. 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.

**Your Program Choices**

Upon successful completion of their programs, students may be recommended for New York State Certification in two areas: early childhood education (birth through grade 2) and early childhood special education or childhood education (grades 1 through 6) and childhood special education. The Childhood Education and Childhood Special Education Dual Certification Program description (page 32) and the Early Childhood Education and Early Childhood Special Education Dual Certification Program description (page 32) outline the educational opportunities available to you at NYU and the professional opportunities available to you after graduation and certification.

**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, psychology, 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.

**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 preservice 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.

**Distinguished Faculty**

The faculty working in childhood, early childhood, and special education are among the country’s leading experts in their fields. Professor Frances Rust is an early childhood specialist deeply committed to improving teacher education through her studies of the beliefs of teachers and of how teachers’ skills are evaluated. Professor Chelsea Bailey examines social, political, and economic influences on child development and how children comprehend the world around them. Professors Lisa Fleisher, Jane Herzog, and Maris Krasnow bring a background

(Continued on page 32.)

**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

“I had great student teaching experiences in New York City, and the opportunity to spend a semester at Bennett College in North Carolina was culturally rewarding for me. Now, I’m opening my own preschool with a curriculum that includes special needs students. My NYU education prepared me for this.”

SHERILLE SHEPPARD
You will have practical experience in a learning environment designed to give you focused experiences. You will begin the program in a field placement that is representative of the variety of settings that serve school-age 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.

### Dual Certification: Grades 1-6

We prepare you for two types of teacher certification: as a special education teacher (grades 1 through 6) and as a childhood education teacher (grades 1 through 6). This certification will enable you to teach in either general education or inclusive or self-contained special education settings.

### 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.

### Field Experience and Student Teaching

During your junior and senior years, you will be engaged in a variety of student teaching experiences. After your admittance to the professional program in your junior year, you will begin a series of four field-based student teaching experiences. You will begin the program in a field placement that is designed to give you focused experience in a learning environment that addresses the needs of diverse learners. You will subsequently have three semesters of student teaching in childhood and special education settings that enable you to learn how to employ assessment techniques to guide instruction, design curricula and implement instruction for diverse learners, utilize technology and adaptive equipment, and work collaboratively with parents and other educating professionals. To ensure that all students have the opportunity to work with children of varying abilities and needs, two of these placements will be in special education settings—one of which will be in a self-contained classroom. Settings for these placements will be representative of the variety of settings that serve school-age 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 EDUCATION AND EARLY CHILDHOOD SPECIAL EDUCATION

**Supporting All Young Children’s Learning: A Unique Program**

The Certification Program in Early Childhood Education and Early Childhood Special Education, designed to prepare teachers for teaching in both early childhood (birth through second grade) and early childhood special education settings, is unique among undergraduate programs. At NYU we believe that all early childhood teachers should be prepared to work with young children who come to them with varying capacities and needs. With a strong focus on the linguistic and developmental diversity found in typically and atypically developing children, program graduates will be prepared to work in collaboration with families and other educational professionals to create environments supportive of all children’s learning.

### Focusing on How Children Learn and Develop

Our Certification Program in Early Childhood Education and Early 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. Throughout your program, you will focus on the application of theory and practice through fully integrated experiences in early childhood and special education.

### Dual Certification: Birth-Grade 2

We prepare you for two types of teacher certification: as a special education teacher (birth through grade 2) and as an early childhood education teacher (birth through grade 2). This enables you to teach in either general education or inclusive or self-contained special education settings, as well as early intervention, home-based programs, day care, and other infant/toddler programs.
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, within a family context.

Field Experience and Student Teaching
Throughout your 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. 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-aged 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 type of 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 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.

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.
THE PROGRAM

The 137-point curriculum in early childhood and early childhood special education is designed to prepare teachers for teaching in both early childhood (birth through second grade) 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.

Curriculum Coordinators
Frances Rust
212-998-5463
Lisa Fleisher
212-998-5390
Maris Krasnow
212-998-5207

Department of Teaching and Learning
The Steinhardt School of Education
New York University
East Building, Suite 220
239 Greene Street
New York, NY 10003-6674

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CHILLOOD EDUCATION/CHILDHOOD SPECIAL EDUCATION

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* General education requirements, see the Morse Academic Plan, page 108.
### SAMPLE CURRICULUM WORKSHEET

#### Junior Year  
36 Points

**Fall Semester**

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| Strategies for Teaching Children with Challenging Behavior. E75.1161 | 2 |

| Integrating Seminar in Childhood and Special Education I—Contexts and Learning Environments of Diverse Learners. E25.1005 | 1 |
| Foundations of Special Education. E75.0083 | 3 |
| Observation and Participation in Special Education. E75.1504 | 2 |

**TOTAL** 18

**Spring Semester**

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| or Language and Reading Instruction for Childhood I. E25.1177 | 2 |
| Integrated Arts in Childhood Education. E25.1080 | 2 |
| Classroom Assessment. E75.1035 | 2 |

| Integrating Seminar in Childhood and Special Education II—Assessment to Guide Instruction. E25.1006 | 1 |
| Principles and Strategies for Teaching Students with Severe and Multiple Disabilities. E75.1010 | 3 |
| Supervised Student Teaching in Childhood Education (Grades 1-6). E25.1354 | 2 |

**TOTAL** 18

#### Senior Year  
36 Points

**Fall Semester**

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<td>Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers. E81.1999</td>
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<td>Principles and Strategies for Teaching Students with Mild to Moderate Disabilities I. E75.1007</td>
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| Integrating Seminar in Childhood and Special Education II—Curricular Design and Instruction for Diverse Learners. E25.1007 | 1 |
| Supervised Student Teaching in Childhood Education (Grades 1-6). E25.1355 | 3 |

| or Supervised Student Teaching in Special Education (Grades 1-6). E75.1009 | 3 |

**TOTAL** 18

**Spring Semester**

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| Principles and Strategies for Teaching Students with Mild to Moderate Disabilities II. E75.1008 | 2 |
| Language and Reading Instruction for Childhood II. E25.1178 | 1 |

| Integrating Seminar in Childhood and Special Education IV: Professional Development and Collaboration with Parents and Other Professionals. E25.1008 | 1 |
| Supervised Student Teaching in Childhood Education (Grades 1-6). E25.1355 | 3 |

| or Supervised Student Teaching in Special Education (Grades 1-6). E75.1009 | 3 |

**TOTAL** 18

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The Steinhardt School of Education courses, page 118. Faculty, page 185. •

### OTHER PROGRAMS TO SEE:
- All secondary education fields
- Applied Psychological Studies
THE PROGRAM

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 program requires 134 points for completion.

Curriculum Coordinators
Frances Rust
212-998-5463
Lisa Fleisher
212-998-5390

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The Steinhardt School of Education
New York University
East Building, Suite 220
239 Greene Street
New York, NY 10003-6674

---

### EARLY CHILDHOOD/EARLY CHILDHOOD SPECIAL EDUCATION

#### Freshman Year 33 Points

<table>
<thead>
<tr>
<th>Semester</th>
<th>Points</th>
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<tbody>
<tr>
<td>Fall</td>
<td>17</td>
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<tr>
<td>LIBERAL ARTS</td>
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<tr>
<td>Foundations of Contemporary Culture: Conversations of the West, V55.04••</td>
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<tr>
<td>Writing the Essay, Y40.0100</td>
<td>4</td>
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<tr>
<td>Foreign Language I</td>
<td>4</td>
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<tr>
<td>Fundamentals of Mathematics, E12.0001</td>
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<tr>
<td>MAJOR</td>
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<tr>
<td>New Student Seminar, E03.0001</td>
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<tr>
<td>Field Observations in Schools and Other Educational Settings, E27.0005</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<table>
<thead>
<tr>
<th>Semester</th>
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<tbody>
<tr>
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<td>Foundations of Contemporary Culture: World Cultures, V55.05••</td>
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<td>The Advanced College Essay, Y40.0110</td>
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<td>Foreign Language II</td>
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<td><strong>TOTAL</strong></td>
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#### Sophomore Year 32 Points

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<tr>
<td>Foundations of Contemporary Culture: Expressive Cultures, V55.07••</td>
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<tr>
<td>Natural Science Course by Advisement, V••••••</td>
<td>4</td>
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<tr>
<td>or Nutrition and Health, E33.0119</td>
<td>4</td>
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<tr>
<td>Speech Communication, E21.0033</td>
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<tr>
<td>(If exempt by exam—substitute will be a liberal arts concentration course.)</td>
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<tr>
<td>Human Development II: Application for Early Childhood Educators, E63.0021</td>
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General education requirements, see the Morse Academic Plan, page 108.
# SAMPLE CURRICULUM WORKSHEET

## Junior Year  36 Points

### Fall Semester

<table>
<thead>
<tr>
<th>LIBERAL ARTS</th>
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<tbody>
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<td>Liberal Arts Concentration</td>
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### MAJOR

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Introduction to Early Childhood and Special Education, E25.1103</td>
<td>2</td>
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<tr>
<td>Learning and Experience in Family, School, and Community I, E25.1019</td>
<td>2</td>
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<tr>
<td>Observation and Participation in Early Childhood Special Education, E75.1503</td>
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<tr>
<td>Foundations of Special Education, E75.0083</td>
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<tr>
<td>Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers, E81.1999</td>
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</table>

**TOTAL** 18

### Spring Semester

<table>
<thead>
<tr>
<th>LIBERAL ARTS</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 Literacy, E25.1175</td>
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<tr>
<td>Integrated Curricula in EC/SE I: Science, Social Studies, E25.1024</td>
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<tr>
<td>Integrating the Arts into the Early Childhood Curriculum I (Drama), E78.1053</td>
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<tr>
<td>Instructional Strategies for Supporting Diverse Learners in Early Childhood Settings I, E75.1047</td>
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<tr>
<td>Principles and Practices for Teaching Students with Severe and Multiple Disabilities, E75.1010</td>
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<tr>
<td>Supervised Student Teaching in Early Childhood Special Education, E75.1509</td>
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</table>

**TOTAL** 18

## Senior Year  33 Points

### Fall Semester

<table>
<thead>
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<th>LIBERAL ARTS</th>
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</thead>
<tbody>
<tr>
<td>Liberal Arts Concentration</td>
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### MAJOR

<table>
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<tr>
<td>Integrated Curricula in EC/SE II: Science, Social Studies, E25.1026</td>
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<td>Integrating the Arts into the Early Childhood Curriculum II (Music), E78.1054</td>
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<td>Instructional Strategies for Supporting Diverse Learners in Early Childhood Settings II, E75.1048</td>
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<td>Supervised Student Teaching in Early Childhood Education, E25.1357</td>
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**TOTAL** 16

### Spring Semester

<table>
<thead>
<tr>
<th>LIBERAL ARTS</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>The Role of the Professional in Early Childhood Special Education, E75.1510</td>
<td>2</td>
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<tr>
<td>Integration Seminar in Early Childhood and Special Education, E75.1012</td>
<td>3</td>
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<tr>
<td>Supervised Student Teaching in Early Childhood Special Education, E75.1509</td>
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<tr>
<td>or Supervised Student Teaching in Early Childhood Education, E25.1357</td>
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<tr>
<td>Inquiries into Teaching and Learning II, E27.1002</td>
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**TOTAL** 17

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The Steinhardt School of Education courses, page 118. Faculty, page 185.
Communication Studies

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 broadcasting, film, and the Internet. The media 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. In both our public and private lives, interpersonal and mediated forms of communication structure our everyday interactions. Our department takes seriously the study of communication. 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.

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
YOUR CAREER OPPORTUNITIES

Graduates from the baccalaureate Communication Studies Program hold a variety of positions in a wide range of communication areas such as the following:

- Advertising and marketing
- Broadcasting (radio and television)
- Corporate communication
- Cultural and civic affairs
- Education
- Government service and public administration
- Graphic communication management and computer applications
- Health-related services
- Human resource development
- Law
- Politics
- Public relations
- Publishing (book, magazine, and newspaper)
- Speech and professional communication

Some examples of jobs obtained by recent graduates:

- Production assistant—Showtime Network
- Production assistant—WNBC
- Graphic communication—New York Press
- Researcher—MTV
- Assistant account executive—Backer Spielvogel Bates (advertising agency)
- Editorial assistant—Scholastic magazine

In addition, several graduates have continued on to advanced study in media and communication or in fields such as law, public administration, and management.

HELPING YOU START YOUR CAREER

Virtually all 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. Through our alumni networks, graduates of the program regularly inform us of job openings and provide referrals.

(Continued on page 40.)
THE PROGRAM

The 128-point curriculum in communication studies combines 60 points of liberal arts with 16 points of required core courses that cover the history and perspectives of communication, media criticism, and language, thought, and culture. Majors are also required to take 16 points of electives in their area(s) of concentration that include speech and interpersonal communication, mass media and communication, and graphic communication. In addition, students choose 12 points of specialization electives by advisement from some of the following areas: journalism; marketing and advertising; cinema and motion pictures; graphic communication; and video, film, and television, to name just a few. Additionally, students select from 8 points of restricted electives by advisement from each of the following areas: oral communication and technology and society. Students also choose 16 points from any liberal arts or communication-related area of interest.

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New York, NY 10003-6674
212-998-5635

COMMUNICATION STUDIES

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<tr>
<td>Writing the Essay. V40.0100</td>
<td>4</td>
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<tr>
<td>Foundations of Contemporary Culture. V55.*****</td>
<td>4</td>
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<tr>
<td><strong>MAJOR</strong></td>
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<tr>
<td>New Student Seminar. E03.0001</td>
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<tr>
<td>Speech Communication. E21.0033</td>
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<tr>
<td>Perspectives on Communication. E59.0001</td>
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<tr>
<td><strong>Spring Semester</strong></td>
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<tr>
<td>The Advanced College Essay. V40.0110</td>
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<td>Foundations of Contemporary Culture. V55.*****</td>
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<td>Foundations of Scientific Inquiry: Quantitative Reasoning. V55.01••</td>
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<td><strong>LIBERAL ARTS</strong></td>
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<tr>
<td>Language, Thought, and Culture. E59.0010</td>
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<td>Liberal Arts Requirement: Foreign Language</td>
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<tr>
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<tr>
<td><strong>TOTAL</strong></td>
<td>16</td>
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</tbody>
</table>

- Liberal arts requirements, see page 108.

(Continued from page 39.)

3. Graphic Communication focuses on professional practices, strategies, and innovations in commercial printing, advertising, marketing, corporate communication, and the allied industries, emphasizing management techniques and computer technologies.

Variety of Internships

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

Recent internship settings include MTV, VH1, Backer Spielvogel Bates (advertising agency), NBC, Whitehead Associates (public relations), Chrysalis Records, Lorimar TV, World-Wide TV News, WABC-TV, Kerschenbaum and Bond Advertising, The Late Show with David Letterman, and Rolling Stone magazine.

Student Activities

The Communication Club, the undergraduate student club in the Department of Culture and Communication, offers students the opportunity to participate in a full range of academic and social events, such as a lecture series and an annual faculty-student off-campus retreat. The club is involved in community service and offers career preparation and networking. The department supports a student chapter of the national organization, Lambda Pi Eta, an honors society for communication studies majors, as well as PRSSA, the Public Relations Student Society of America, a national organization for students with interests in public relations and public affairs. 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.
SAMPLE CURRICULUM WORKSHEET

Junior Year 32 Points

Fall Semester

LIBERAL ARTS
Foundations of Scientific Inquiry: Natural Science II. V55.03 4
Liberal Arts Elective 4

MAJOR
Concentration (see below) 4
Specialization Elective (see below) 4

TOTAL 16

Spring Semester

LIBERAL ARTS
Liberal Arts Elective 4

MAJOR
Concentration (see below) 4
Specialization Elective (see below) 4

TOTAL 16

Senior Year 32 Points

Fall Semester

MAJOR
Specialization Elective (see below) 4
Restricted Elective (see below) 4
Unrestricted Elective 4
Unrestricted Elective 4

TOTAL 16

Spring Semester

LIBERAL ARTS
Integrated Liberal Arts: Communication. E59.1200 4

MAJOR
Restricted Elective (see below) 4
Unrestricted Elective 4
Unrestricted Elective 4

TOTAL 16

Concentration
Requirements for the three concentrations are fulfilled by selecting 16 points from one or more of these areas:

1. Mass Media and Communication
   (see E59 courses, pages 135-36)
2. Speech and Interpersonal Communication
   (see E21 courses, pages 124-25)
3. Graphic Communication
   (see E24 courses, pages 126-27)

Specialization Electives
Students in the Communication Studies Program fulfill specialization requirements by selecting 12 points from one or more of the following areas of study:

- American Sign Language
- Cinema and motion pictures
- Computer science and technology
- Graphic communication
- Journalism
- Marketing and advertising
- Photography
- Speech and interpersonal communication
- Theatre
- Video, film, and television
- Written communication

Restricted Electives
To be selected by advisement from either of the following areas of study:

- Oral communication
- Technology and society

OTHER PROGRAMS TO SEE:

- Educational Technology and Communication
- English Education
- Foreign Language Education

STUDY OPTIONS:
Areas of Concentration: Students select an area of concentration from the following choices: mass media and communication; speech and interpersonal communication; and graphic communication.

Minor: A student may establish a minor, choosing journalism, psychology, sociology, or any other major area in the College of Arts and Science.

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 to study at one of our six NYU study abroad sites: London, Madrid, Prague, Florence, Paris, and Accra, Ghana. In addition, our department sponsors two summer study abroad courses, allowing students to analyze media and globalization in either Amsterdam or Hong Kong and Beijing.
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 a New Plays for Young Audiences series occurs where emerging and experienced playwrights workshop their plays; 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, covering 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; 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 of the faculty help students realize their full potential.

(Continued on page 44.)
THE PROGRAM

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.

Philip Taylor
Program Director
Education Building,
Suite 777
35 West Fourth Street
New York, NY 10012-1172
212-998-5424

Department of Music and Performing Arts

The Steinhardt School of Education
New York University
Education Building,
Suite 777
35 West Fourth Street
New York, NY 10012-1172

EDUCATIONAL THEATRE

B.S. in Educational Theatre with Teacher Certification in Theatre K-12
133 points

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
Acting I. E17.0027 3

PEDAGOGY
Introduction to Educational Theatre I. E17.0050 3
Field Observation in Schools and Other Educational Settings. E27.0005 1

TOTAL 18

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 I, Part 2. E17.0028 3

PEDAGOGY
Introduction to Educational Theatre II. E17.0051 3

TOTAL 18

Sophomore Year 33 Points

Fall Semester
LIBERAL ARTS
or Fundamentals of Mathematics. E12.0001 4

MAJOR
Masters of Modern Drama. E17.1057 3
Character Study and Motivation. E17.1051 4

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
Foundations of Scientific Inquiry: Natural Science 1 4
Foundations of Contemporary Culture: Expressive Culture. V55.07** 4

MAJOR
Physical Theatre Improvisation. E17.1113 3

PEDAGOGY
Dramatic Activities in the Secondary Classroom. E17.1068 2
Education as a Social Institution. E20.1015 3

TOTAL 16

* General education requirements, see the Morse Academic Plan, page 108.

(Continued from page 43.)

Preparing the Theatre Artist-Teacher

Our aim is to prepare the theatre artist-teacher for a range of opportunities in schools 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. We provide 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,
SAMPLE CURRICULUM WORKSHEET

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>36 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td></td>
</tr>
<tr>
<td>Foundations of Scientific Inquiry: Natural Science II</td>
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<tr>
<td>Human Development I. E63.0020</td>
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<tr>
<td>Directing. E17.1081</td>
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<tr>
<td>Restricted Elective. E17.*****</td>
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<tr>
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<td><strong>PEDAGOGY</strong></td>
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<tr>
<td>Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers. E81.1999</td>
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<th>Senior Year</th>
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<tr>
<td><strong>LIBERAL ARTS</strong></td>
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<tr>
<td>English or Dramatic Literature Elective</td>
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<td>Styles of Acting and Directing. E17.1099</td>
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<td><strong>PEDAGOGY</strong></td>
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<td>Drama in Education I. E17.2193</td>
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<tr>
<td>Student Teaching: Theatre in the Elementary Classroom. E17.1134</td>
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</table>

| **Spring Semester** | |
| **LIBERAL ARTS** | |
| Liberal Arts Elective | 4 |
| **MAJOR** | |
| Restricted Elective. E17.***** | 3 |
| **PEDAGOGY** | |
| Drama in Education II. E17.2194 | 3 |
| Student Teaching: Theatre in the Secondary Classroom. E17.1174 | 4 |
| **TOTAL** | 14 |

| **Spring Semester** | |
| **LIBERAL ARTS** | |
| Performing Arts in Western Civilization. E85.1505 | 4 |
| English or Dramatic Literature Elective | 4 |
| **MAJOR** | |
| Restricted Elective. E17.***** | 3 |
| Restricted Elective. E17.***** | 3 |
| **PEDAGOGY** | |
| Human Development II: Application for Childhood Educators. E63.0022 | |
| or | |
| Human Development II: Adolescents. E63.0024 | 4 |
| **TOTAL** | 18 |

The Steinhardt School of Education courses, page 118. Faculty, page 185. •

OTHER PROGRAMS TO SEE:
• Childhood Education and Childhood Special Education
• Early Childhood Education and Early Childhood Special Education
• Communication Studies
• English Education
• Music

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.
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, we develop our sense of tradition and our social, ethical, and moral concerns. Language that is sensitively and intelligently shaped can help us to 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.
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 provisional or initial certification in New York and most other states, you take the New York State Teacher Certification Examinations following graduation.

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.

Many 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 the NYU Office of Career Services.

*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 Afifi**
THE PROGRAM
The 129-point program in English education, 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 or independent school setting.

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TEACHING ENGLISH, GRADES 7-12

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
- Foreign Language I 4
- Fundamentals of Mathematics, E12.0001 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
- Foreign Language II 4

**MAJOR**

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

**TOTAL** 16

Sophomore Year  
32 Points

**Fall Semester**

**LIBERAL ARTS**

- Foundations of Contemporary Culture: Societies and Social Sciences, V55.06 4
- Natural Science, V 4

**MAJOR**

- Human Development I, E63.0020 4
- Literature as Exploration, V41.0071 4

**TOTAL** 16

**Spring Semester**

**LIBERAL ARTS**

- Foundations of Contemporary Culture: Expressive Culture, V55.07 4
- Natural Science, V 4

**or**

- Nutrition and Health, E33.0119

**MAJOR**

- Human Development II: Early Adolescents, E63.0023 2
- Human Development II: Adolescents, E63.0024 2
- The Reading of Poetry, E11.0193 4

**TOTAL** 16

* General education requirements, see the Morse Academic Plan, page 108.
### Sample Curriculum Worksheet

#### Junior Year  (32 Points)

<table>
<thead>
<tr>
<th>Fall Semester</th>
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<tbody>
<tr>
<td><strong>LIBERAL ARTS</strong></td>
</tr>
<tr>
<td>A Mathematics Course</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>Quantitative Reasoning. V55.0101</td>
</tr>
<tr>
<td><strong>MAJOR</strong></td>
</tr>
<tr>
<td>English Content Core. E11.1005</td>
</tr>
<tr>
<td>Advanced Composition. E11.1185</td>
</tr>
<tr>
<td>Integrating Reading and Writing with Adolescents I. E11.1600</td>
</tr>
<tr>
<td>Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers. E81.1999</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIBERAL ARTS</strong></td>
</tr>
<tr>
<td>Speech Communication. E21.0033</td>
</tr>
<tr>
<td>(If exempt by exam—substitute will be a liberal arts concentration course.)</td>
</tr>
<tr>
<td><strong>MAJOR</strong></td>
</tr>
<tr>
<td>Literature Seminar for English Majors. V41.0930</td>
</tr>
<tr>
<td>Integrating English and History with Adolescents. E27.1020</td>
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<tr>
<td>Education as a Social Institution. E20.1015</td>
</tr>
<tr>
<td>or</td>
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<tr>
<td>Critical Study of Education. E55.1031</td>
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#### Senior Year  (32 Points)

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<thead>
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<th>Fall Semester</th>
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</thead>
<tbody>
<tr>
<td><strong>MAJOR</strong></td>
</tr>
<tr>
<td>Inquiries into Teaching and Learning II. E27.1002</td>
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<tr>
<td>Teaching English in Multidialectal Society. E11.1589</td>
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<tr>
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<tr>
<td>Student Teaching the English Language Arts in the High School. E11.1603</td>
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<td><strong>TOTAL</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAJOR</strong></td>
</tr>
<tr>
<td>Teaching Students with Disabilities in General Education Classrooms. E75.1005</td>
</tr>
<tr>
<td>English Content Core. V41.1005</td>
</tr>
<tr>
<td>English Content Core. V41.1005</td>
</tr>
<tr>
<td>Student Teaching the English Language Arts in the Middle School. E11.1602</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

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The Steinhardt School of Education courses, page 118. Faculty, page 185. •

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

Multilingual-Multicultural Study in Teaching
Chinese • French • German • Hebrew • Italian • Japanese • Latin • Russian • Spanish

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.

Certification Program in Foreign Language Education (Grades 7 through 12)

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.
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. 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, etc.), New York City public schools
- Teachers of foreign language in New Jersey, Westchester County, Rockland County, Long Island public schools
- Teachers of Spanish and French, LaGuardia High School of Music & Art and Performing Arts
- Teachers of French and Japanese, United Nations High School

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 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.

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.

Special NYU Resources

Learning experiences can be enriched through several specialized University resources such as the Deutsches Haus, La Maison Francaise, Casa Italiana Zerilli-Marinò, 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 Foreign Language Conference, sponsored each year by NYU and the New York City Department of Educa-

(Continued on page 53.)
### THE PROGRAM

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.

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Curriculum Coordinator  
212-998-5498

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The Steinhardt School of Education  
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East Building, Suite 200  
239 Greene Street  
New York, NY 10003-6674

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### TEACHING A FOREIGN LANGUAGE, GRADES 7-12

#### Freshman Year 33 Points

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<tr>
<th>Fall Semester</th>
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<tr>
<td>Foundations of Contemporary Culture: Conversations of the West, V55.04 ••</td>
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<tr>
<td>Writing the Essay, V40.0100</td>
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<td>Natural Science Course by Advisement or Nutrition and Health, E33.0119</td>
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<td>New Student Seminar, E03.0001</td>
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<td>Field Observations in Schools and Other Educational Settings, E27.0005</td>
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<td><strong>LIBERAL ARTS</strong></td>
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<tr>
<td>Foundations of Contemporary Culture: World Cultures, V55.05 ••</td>
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<td>The Advanced College Essay, V40.0110</td>
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#### Sophomore Year 32 Points

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<td>Foundations of Contemporary Culture: Societies and Social Sciences, V55.06 ••</td>
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<tr>
<td>Fundamentals of Mathematics, E12.0001</td>
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<td><strong>MAJOR</strong></td>
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<td>Human Development I, E63.0020</td>
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<td>Foreign Language Content Core</td>
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<tbody>
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<td>Foundations of Contemporary Culture: Expressive Culture, V55.07 ••</td>
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<td>Human Development II: Adolescents, E63.0024</td>
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* General education requirements, see the Morse Academic Plan, page 108.
## SAMPLE CURRICULUM WORKSHEET

### Junior Year 32 Points

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<td><strong>MAJOR</strong></td>
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<tr>
<td>Education as a Social Institution. E20.1015</td>
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<tr>
<td>Language Acquisition and Literacy Education in a Multilingual and Multicultural Context. E27.1030</td>
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<tr>
<td>Teaching Foreign Languages: Theory and Practice. E29.1999</td>
</tr>
<tr>
<td>Foreign Language Content Core</td>
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<tr>
<td>Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers. E81.1999</td>
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<tr>
<td>Mathematics Course by Advisement</td>
</tr>
<tr>
<td>Speech Communication. E21.0003 (If exempt by exam—substitute will be a liberal arts concentration course or a content core course.)</td>
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<tr>
<td><strong>MAJOR</strong></td>
</tr>
<tr>
<td>Field Experience and Seminar: Teaching Foreign Languages. E29.1915</td>
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<tr>
<td>Foreign Language Content Core</td>
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### Senior Year 32 Points

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<th>Fall Semester</th>
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<tbody>
<tr>
<td><strong>MAJOR</strong></td>
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<tr>
<td>The Second Language Classroom: Elementary and Secondary Schools. E29.2201</td>
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<tr>
<td>Supervised Student Teaching in Foreign Languages (High School). E29.1066</td>
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<tr>
<td>Foreign Language Content Core</td>
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<tr>
<td>Inquiries into Teaching and Learning II. E27.1002</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<table>
<thead>
<tr>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAJOR</strong></td>
</tr>
<tr>
<td>Teaching Students with Disabilities in General Education Classrooms. E75.1005</td>
</tr>
<tr>
<td>Supervised Student Teaching in Foreign Languages (Middle School). E29.1065</td>
</tr>
<tr>
<td>Foreign Language Content Core</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

The Steinhardt School of Education courses, page 118. Faculty, page 185. •

(Continued from page 51.)

tion, provides you with an opportunity to meet foreign language professionals and possible employers from throughout the metropolitan area. The Department of Education also recruits prospective teachers on campus each year. The NYU Office of Career Services helps students develop résumé writing and interviewing skills. Student teaching placements often lead to full-time employment upon graduation.
Mathematics Education

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.

Certification Program in Mathematics Education (Grades 7 through 12)

Teaching the Power of Mathematics

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 using computers and calculators in the classroom and developing new and effective curricula and assessment tools.

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 one or 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, Manhattan Comprehensive Night and Day High School, and Elisabeth Irwin High School.

Student Activities

You are encouraged to become a student member of the Association of Teachers of Mathematics of New York City and the Association of Mathematics Teachers of New York State, as well as 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.

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.

"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

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. To qualify for provisional or initial certification in New York and most other states, you take the New York State Teacher Certification Examinations after graduation. While teaching, many of our graduates pursue a master's degree that enables 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
- Manhattan Comprehensive Night and Day High School
- Baruch College High School

Other graduates have put their mathematics and teaching skills to use in business, industry, science, and government agencies.
THE PROGRAM
The 128-point curriculum in teaching mathematics for 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 calculus, linear 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.

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TEACHING MATHEMATICS, GRADES 7-12

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
Natural Science Course by Advisement 4

MAJOR

New Student Seminar: E03.0001 0
Field Observations in Schools and Other Educational Settings. E27.0005 1
Calculus I. V63.0121 4

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
Calculus II. V63.0122 4

TOTAL 16

Sophomore Year 32 Points

Fall Semester

LIBERAL ARTS

Foundations of Contemporary Culture: Societies and Social Sciences. V55.06 4
Foreign Language 4

MAJOR

Human Development I. E63.0020 4
Calculus III. V63.0123 4

TOTAL 16

Spring Semester

LIBERAL ARTS

Natural Science Course by Advisement or Nutrition and Health. E33.0119 4

MAJOR

Human Development II: Early Adolescents. E63.0023 2
Human Development II: Adolescents. E63.0024 2
Linear Algebra. V63.0140 4
Mathematics by Advisement V63.4325 (such as Advanced Calculus V63.0325) 4

TOTAL 16

* General education requirements, see the Morse Academic Plan, page 108.
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<thead>
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<td>Liberal Arts Elective</td>
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<td>Language Acquisition and Literacy Education in a Multilingual and Multicultural Context. E27.1030</td>
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<td>A geometry course such as Transformations and Geometrics. V63.0270</td>
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<td>A probability or probability and statistics course such as Theory of Probability, V63.0233</td>
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<td>Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention:The Social Responsibilities of Teachers. E81.1999</td>
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<td><strong>LIBERAL ARTS</strong></td>
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<td>Speech Communication. E21.0033</td>
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<td>(If exempt by exam—substitute will be a liberal arts concentration elective.)</td>
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<td>Inquiries into Teaching and Learning II. E27.1002</td>
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<td>Supervised Student Teaching of Mathematics I (Grades 7-12), E12.1077</td>
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<td>Mathematics by Advisement</td>
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<td><strong>MAJOR</strong></td>
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<td>Teaching Students with Disabilities in General Education Classrooms. E75.1005</td>
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<tr>
<td>Supervised Student Teaching of Mathematics II (Grades 7-12), E12.1078</td>
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<td>Education as a Social Institution, E20.1015</td>
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</table>

The Steinhardt School of Education courses, page 118. Faculty, page 185.
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 has been a pioneer in “real-time,” interactive computer music performance and composition. He is an internationally recognized composer and scholar whose compositions are performed throughout the world; his two books on interactive music systems (MIT Press) are highly acclaimed. Professor Lawrence Ferrara is a pianist and an award-winning author of books and articles on music analysis, research methodologies, and the philosophy of music. A noted music copyright expert, he has been a consultant to every major record, music publishing, and motion picture company in the U.S. and has represented Andrew Lloyd Webber, Elton John, Paul McCartney, Billy Joel, Mariah Carey, Gloria Estefan, Marc Anthony, and many other artists in copyright infringement litigations in the U.S. and Europe. A recent addition to our faculty is Professor Meg Bussert, a Broadway veteran, Tony Award nominee, and Theatre World Award winner. She has had leading roles in numerous Broadway productions and international tours and was nominated for the Cable Ace Award for her role on HBO as the Queen opposite Richard Harris in Camelot. Included in the artists she has worked with are Sir John Gielgud, Agnes DeMille, Michael Kidd, Debbie Reynolds, Richard Kiley, and Dick Van Dyke. She has given vocal concerts in major venues such as Carnegie Hall and is featured on numerous recordings, including Phantom of the Opera, on RCA/BMG. She has a passion for teaching and advising students toward a successful music performance career. These are but a few examples of our distinguished faculty.

(Continued on page 60.)

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, BMG, EMI Music Publishing, Sony Music, Elektra Entertainment, 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. Some have started their own recording and mastering studios and record companies while others have pursued very successful careers in film scoring, performance, and composition.
THE PROGRAM

The 131-point curriculum in music business combines 40 points of liberal arts courses with 29 points in music history and literature, piano class, theory and ear training, music technology, and music electives. Students are also required to take 62 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.

An internship in one of the many aspects of the music business is required.

Catherine Moore
Program Director
Catherine Fitterman
Associate Program Director
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New York, NY 10012-1172
www.nyu.edu/education/music/mbusiness

MUSIC BUSINESS

Freshman Year 34 Points

Fall Semester

LIBERAL ARTS
Writing the Essay, V40.0100 4
Calculus/Algebra, V63.●●●● 4

MAJOR
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
New Student Seminar, E03.0001 0
Business Structure of the Music Industry, E85.0221 2
Music Elective, E85.●●●● 2

TOTAL
16

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
Keyboard Harmony and Improvisation II, E85.0073 1
Collegium and Program Seminar, E85.0092 0
Computer-Based Systems for Management Support, C20.0001 4
The Economic and Legal Setting of the Music Industry, E85.1222 2

TOTAL
18

Sophomore Year 35 Points

Fall Semester

LIBERAL ARTS
Economic Principles II, V31.0002 4
Music History I: Medieval and Renaissance, E85.1067 2
Music Publishing, E85.1700 2
Music Elective, E85.●●●● 3
Collegium and Program Seminar, E85.0092 0
Principles of Financial Accounting, C10.0001 4
Music Technology Course, E85.●●●● 3

TOTAL 18

Spring Semester

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

MAJOR
Music History II: Baroque and Classical, E85.1068 2
Live Music Industry: Principles and Practice, E85.1226 2
Marketing and Merchandising in the Music Industry, E85.1224 3
Collegium and Program Seminar, E85.0092 0
Statistics for Business Control and Regression and Forecasting Models, C22.0103 6

TOTAL 17

Audition
Audition requirements vary depending on your major area. It is expected that all music students will have acceptable 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.

A Choice of Major
You may apply for admission to one of the following programs:

1. MUSIC PERFORMANCE

Our Bachelor of Music in music performance provides 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 practice, 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

(Continued on page 62.)

### SAMPLE CURRICULUM WORKSHEET

<table>
<thead>
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<th>Junior Year</th>
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<td><strong>Fall Semester</strong></td>
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<td><strong>MAJOR</strong></td>
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<tr>
<td>Advertising and Promotion in the Music Industry. E85.1214</td>
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<td>Music History III: 19th Century. E85.1077</td>
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<td>Village Records or ME.* E85.</td>
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<td>Unrestricted Elective*</td>
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<td>Collegium and Program Seminar. E85.0092</td>
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<td>Introduction to Marketing. C55.0001</td>
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<td>Music History IV: 20th Century. E85.1078</td>
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<td>Village Records or ME.* E85.</td>
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<td>Collegium and Program Seminar. E85.0092</td>
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<td>Speech Communication. E21.0033</td>
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<td>Management and Organizational Analysis. C50.0001</td>
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<td><strong>Fall Semester</strong></td>
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<td>Music Technology Course. E85.</td>
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<tr>
<td>Unrestricted Elective.*</td>
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<td>Entrepreneurship for the Music Industry. E85.1216</td>
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<tr>
<td>Internship in Music Business. E85.1042</td>
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<td>Collegium and Program Seminar. E85.0092</td>
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<td>Foundations of Financial Markets. C15.0002</td>
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<td>Performing Arts in Western Civilization. E85.1505</td>
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<td>Production and Artists and Repertoire in the Music Industry. E85.1223</td>
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<td>Business Policy. C40.0250</td>
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*See adviser regarding music elective course requirements applicable toward the degree.

The Steinhardt School of Education courses, page 118. Faculty, page 185. •
THE PROGRAM

The 131-point Bachelor of Music curriculum in teachers of vocal music, instrumental music, and piano for all grades 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 coursework 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 school children. 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.

David Elliott
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Cathy Benedict
Undergraduate Adviser
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Ira Shankman
Undergraduate Adviser
212-998-5244

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35 West Fourth Street
New York, NY 10012-1172

TEACHING MUSIC, ALL GRADES

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<td>Foundations of Contemporary Culture: World Cultures. V55.05**</td>
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<td>Natural Science II: Brain and Behavior. V55.0306</td>
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<td>Human Development I: E63.0020</td>
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<td>Speech Communication, E21.0033</td>
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<td>Performing Arts in Western Civilization. E85.1505</td>
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Content Core 58 Points

| Aural Comprehension in Music I. E85.0006 | 1 |
| Aural Comprehension in Music II. E85.0007 | 1 |
| Aural Comprehension in Music III. E85.0008 | 1 |
| Aural Comprehension in Music IV. E85.0009 | 1 |
| Music Theory I. E85.0035 | 2 |
| Music Theory II. E85.0036 | 2 |
| Music Theory III. E85.0037 | 2 |
| Music History I: Medieval and Renaissance. E85.1067 | 2 |
| Music History II: Baroque and Classical. E85.1068 | 2 |
| Music History III: 19th Century. E85.1077 | 2 |
| Keyboard Harmony and Improvisation I. E85.0072 | 1 |
| Keyboard Harmony and Improvisation II. E85.0073 | 1 |
| Keyboard Harmony and Improvisation III. E85.0074 | 1 |
| Woodwind Practicum for Music Education. E85.0025/1425 | 1 |
| Brass Practicum for Music Education. E85.0125/1424 | 1 |
| String Practicum for Music Education. E85.0026/1426 | 1 |
| Guitar Strings Practicum for Music Education. E85.0126 | 1 |
| Percussion Practicum for Music Education. E85.0027/1427 | 1 |
| Vocal and Choral Conducting Practicum. E85.0028 | 1 |

• General education requirements, see the Morse Academic Plan, page 108.

(Continued from page 61.)

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.

2. MUSIC COMPOSITION

Our Bachelor of Music in 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 major, 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 curricular, 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.

3. MUSIC BUSINESS
Building on a solid foundation in the liberal arts, our Bachelor of Music 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. There are four elements in the curriculum: music, business, music industry, and liberal arts courses. 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 world view or reinforce an on-going 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 faculty and 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
THE PROGRAM

The 130-point curriculum in music performance/piano studies 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.

Program Directors
Ron Sadoff
Piano
212-998-5779

William Wesbrooks
Vocal Performance: Classical Voice/Music Theatre
212-998-5739

Dinu Ghezzo
Music Composition
212-998-5438

Stephanie Baer
Strings
212-992-9447

Esther Lamneck
Woodwinds and Brass
212-998-5441

Department of Music and Performing Arts Professions
The Steinhardt School of Education
New York University Education Building, Suite 777
35 West Fourth Street
New York, NY 10012-1172

Special Note:
Students studying other instruments or voice follow a similar curriculum.

4. MUSIC EDUCATION

In our Bachelor of Music degree in music education, 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. Located in one of the most diverse urban centers in the world, our students experience a broad spectrum of music practices and pedagogies. 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. We prepare our students to use

### MUSIC PERFORMANCE

#### Freshman Year 32 Points

<table>
<thead>
<tr>
<th>Fall Semester</th>
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<tr>
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<td>Music Theory I, E85.0035</td>
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| Spring Semester | 16 |
| **LIBERAL ARTS** | 4 |
| The Advanced College Essay, V40.0110 | 4 |
| Liberal Arts Requirement: Foreign Language | 4 |
| **MAJOR** | 3 |
| Piano or Organ, E85.0056 | 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

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| Spring Semester | 16 |
| **LIBERAL ARTS** | 4 |
| Foundations of Contemporary Culture; Conversations of the West, V55.04•• | 4 |
| **MAJOR** | 3 |
| Piano or Organ, E85.1056 | 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 |
| Introduction to Piano Literature and Repertoire, E85.1081 | 1 |
| Music Specialization, E85.1•• | 3 |
| **TOTAL** | 16 |

• Liberal arts requirements, see page 108.

(Continued from page 63.)

supervised by company officials who assess their progress. NYU faculty oversee internships through site visits and communication with site supervisors. Upon graduation from our department, many of our students are offered positions in companies in which they had an internship.

(Continued from page 63.)
STUDY OPTIONS:

Music Theory and Composition

Music Performance

Performance students may elect one of the following programs:

- Vocal Performance (classical voice or a sequence of courses in music theatre)
- Instrumental
- Piano

All interested students are encouraged to contact the department for further information.

Summer Study

NYU offers a summer program in Pisa, Italy, to study music theory as well as to perform. Open to highly qualified seniors with special permission.

SAMPLE CURRICULUM WORKSHEET

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Your Teaching Internship

Two semesters of student teaching under the direct supervision of a certified music teacher in either a public or private school give our students hands-on experience. A member of our faculty visits each student teacher's classroom three times each semester. Student teaching consists of one semester in an elementary school and one in a secondary school. 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.

(Continued on page 66.)
THE PROGRAM

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.

Kenneth Peacock
Program Director
212-998-5431

Robert Rowe
Associate Director
212-998-5435

Department of Music and Performing Arts Professions
The Steinhardt School of Education
New York University
Education Building, Suite 777
35 West Fourth Street
New York, NY 10012-1172

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5. MUSIC TECHNOLOGY

Our Bachelor of Music 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 Music Synthesis; Computer Music Synthesis; Multimedia; and Film Scoring. We maintain 10 recording and computer music studios, including two recording suites; four Macintosh-based computer music laboratories; an A/V and film music editing studio; an analog synthesis studio; two research and development facilities that use Macintosh, IBM, and SGI computers; plus two full 24-bit Sonic Solutions digital editing and mastering systems. Our main recording facility is built around an SSL console with full

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### MUSIC TECHNOLOGY

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<td><strong>LIBERAL ARTS</strong></td>
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*Liberal arts requirements, see page 108.

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### Internship Opportunities

Music technology students take advantage of the unmatched resources in New York City through internships at leading record companies, recording studios, publishing firms, and other music industry enterprises. During the junior and senior years, internships are established with companies that embrace our music technology students due to their thorough training. 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.

### Junior Year

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<td>Fall</td>
<td>E85.1020</td>
<td>Internship in Music Technology</td>
<td>2</td>
</tr>
<tr>
<td>Fall</td>
<td>E85.1036</td>
<td>Guided Specialization</td>
<td>6</td>
</tr>
<tr>
<td>Fall</td>
<td>E85.1015</td>
<td>Music Elective*</td>
<td>2</td>
</tr>
<tr>
<td>Spring</td>
<td>E85.0092</td>
<td>Colloquium and Program Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>E85.1020</td>
<td>Internship in Music Technology</td>
<td>2</td>
</tr>
<tr>
<td>Spring</td>
<td>E85.1036</td>
<td>Guided Specialization</td>
<td>6</td>
</tr>
<tr>
<td>Spring</td>
<td>E85.1015</td>
<td>Music Elective*</td>
<td>2</td>
</tr>
<tr>
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<td>Spring</td>
<td>E85.1036</td>
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<td>6</td>
</tr>
<tr>
<td>Spring</td>
<td>E85.1015</td>
<td>Music Elective*</td>
<td>2</td>
</tr>
</tbody>
</table>

*By advisement.*
As health care becomes increasingly sophisticated and complex, nurses are assuming more diverse roles and increased leadership responsibilities. The baccalaureate degree is becoming recognized as the minimum educational requirement for professional nursing practice. Whether you are a beginning undergraduate, hold a bachelor’s degree in another field, or are a diploma or associate’s degree graduate with an R.N. license, we offer a program that will suit your educational needs.

Today, New York University’s Division of Nursing is top ranked among nursing programs in the nation. We are one of the few to offer the continuum of nursing education with the bachelor’s, master’s, and doctoral degree programs. Our programs are accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, NY 10006; 800-669-1656.
YOUR CAREER OPPORTUNITIES

Following graduation you may begin to practice as a graduate nurse. Upon passing the nationally standardized NCLEX R.N. licensing examination provided through each state, you can begin practice as a registered nurse (R.N.).

Nurses today perform increasingly sophisticated special care techniques in dialysis, emergency, surgical, coronary, and intensive care units. They may choose to specialize in such areas as pediatrics, obstetrics, geriatrics, mental health, acute care, or community health.

New emphasis on community-based outpatient and home health care offers expanding opportunities for nurses to be the principal providers of services in these settings.

Some nurses are undertaking independent ventures of their own, opening private practice or starting agencies for high-technology home health care.

Our graduates are in demand to fill responsible positions in health care facilities throughout the area and around the country. A small sampling in the New York area shows recent baccalaureate graduates accepting staff positions at NYU Medical Center, Columbia Presbyterian Medical Center, Montefiore Medical Center, St. Luke’s-Roosevelt Hospital Center, Bellevue Hospital Center, Beth Israel Medical Center, Mount Sinai Medical Center, New York Hospital-Cornell Medical Center, and Memorial Sloan-Kettering Cancer Center as well as positions as visiting nurses, hospice nurses, and public health nurses.

Many graduates of our bachelor’s degree programs go on to study for master’s and doctoral degrees.

“NYU’s nursing program offered me clinical experience at leading hospitals throughout New York City and the opportunity to work with a broader spectrum of people than I ever could have if I had gone to school in my hometown. That was important to me.”

DEIDRE GRIMES

(Continued on page 70.)
NURSING: FOUR-YEAR B.S. PROGRAM

Freshman Year 33 Points

Fall Semester

LIBERAL ARTS

Fundamentals of Mathematics, E12.0001 4
Writing the Essay, V40.0100 4

SCIENCES

Nutrition and Health, E33.0119 3
Introduction to Modern Chemistry, V25.0002 5

MAJOR

New Student Seminar, E03.0001 0

TOTAL 16

Spring Semester

LIBERAL ARTS

The Advanced College Essay, V40.0110 4
Introduction to Psychology, V89.0001 4

SCIENCES

Human Anatomy and Physiology, E41.0070 3

MAJOR

Theoretical and Research Bases of Nursing Practice, E41.0120 3
Basic Statistics I, E10.1085 3

TOTAL 17

Sophomore Year 33 Points

Fall Semester

LIBERAL ARTS

Foundations of Contemporary Culture: Conversations of the West, V55.04 4
Introduction to Sociology, V93.0001 4
Survey of Developmental Psychology: Introduction, E63.1271 3

SCIENCES

Microbiology, E14.1023 4

MAJOR

Health Assessment and Promotion, E41.0239 3

TOTAL 18

Spring Semester

LIBERAL ARTS

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

MAJOR

Fundamentals of Nursing, E41.0240 6
Altered Health Patterns, E41.1435 3
Nurse-Client Therapeutic Interaction, E41.0238 2

TOTAL 15

All students enrolled must maintain a cumulative grade point average and a nursing science grade average of 2.7. All nursing courses and other designated courses must be taken for a letter grade and are not open to students on a pass/fail basis. Please refer to the most recent Division of Nursing Student Handbook for the current academic policies.

Division of Nursing
The Steinhardt School of Education
New York University
246 Greene Street
New York, NY 10003-6677
212-998-5300

(Continued from page 69.)

You gain experience in clinical services ranging from maternity to geriatrics at outstanding major medical centers and health care settings. Our more than 100 placement sites include Tisch Hospital and Rusk Institute of Rehabilitation Medicine, both of which are part of the NYU Medical Center; Mount Sinai Hospital; Beth Israel Medical Center; St. Vincent’s Hospital and Medical Center; New York City public health facilities; and centers for elderly care and a variety of community-based agencies, including home health agencies.

Student Activities

You are encouraged to join the National Student Nurse Association and the Undergraduate Student Nurse Association, which are involved in many community service and career development activities. We also have a chapter of Sigma Theta Tau, the national honor society for nursing.

Helping You Start Your Career

Our annual Professional Nursing Day introduces you to various institutions and service agencies that are prospective employers. Graduates and other special guests speak at new student seminars. Numerous hospitals offer clinical externships over the summer in which many of our students participate. Clinical externships are often important sources for future employment.

Clinical Study Regulations (Undergraduate)

1. The undergraduate program includes a number of nursing science courses with a hands-on clinical placement as an integral part of the total educational program.

2. All students enrolling in a clinical course(s) are required to have health
**STUDY OPTIONS**

**Independent Study:**
Students can enroll in independent study to explore specific topics or work on a special project.

**Examinations and Clearance and Health Insurance Coverage**
Prior to beginning any clinical course(s).
In addition, clinical resources require certain testing and immunizations against communicable diseases before permitting students to use their facilities.

3. All students enrolling in a clinical course(s) are required to have confirmation of current CPR certification.

4. Students must receive a passing grade in the lecture, clinical, and laboratory components in order to receive a passing grade in a nursing science course.

5. A student may not fail a foundation nursing or nursing science course more than two times and remain in the program. Specific criteria must be met for a student to take two nursing science courses concurrently.

6. All students enrolled in undergraduate nursing courses with a clinical placement are responsible for their own transportation to the agency. Assignments posted in the agency must be picked up by the student.

7. All students who are not registered nurses are required to register for an NCLEX R.N. licensing examination preparatory course during their senior year.

**OTHER PROGRAMS TO SEE:**
- Applied Psychological Studies
- Nutrition and Food Studies

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**SAMPLE CURRICULUM WORKSHEET**

**Junior Year 33 Points**

<table>
<thead>
<tr>
<th>Fall Semester</th>
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</thead>
<tbody>
<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td></td>
</tr>
<tr>
<td>Speech Communication, E21.0033</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Contemporary Culture: Expressive Culture, V55.07</td>
<td>4</td>
</tr>
<tr>
<td><strong>MAJOR</strong></td>
<td></td>
</tr>
<tr>
<td>Adult Health Nursing, E41.1241</td>
<td>6</td>
</tr>
<tr>
<td>Nursing Pharmacotherapeutics, E41.1436</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4</td>
</tr>
<tr>
<td>Unrestricted Elective</td>
<td>4</td>
</tr>
<tr>
<td><strong>MAJOR</strong></td>
<td></td>
</tr>
<tr>
<td>Nursing Care of Adults and Elders, E41.1243</td>
<td>5</td>
</tr>
<tr>
<td>Professional Nursing, E41.1261</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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</table>

**Senior Year 29 Points**

<table>
<thead>
<tr>
<th>Fall Semester</th>
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</thead>
<tbody>
<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td></td>
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<tr>
<td>Integrated Liberal Arts</td>
<td>4</td>
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<tr>
<td><strong>MAJOR</strong></td>
<td></td>
</tr>
<tr>
<td>Acute Psychiatric Nursing, E41.0241</td>
<td>3</td>
</tr>
<tr>
<td>Parent/Child Nursing, E41.1242</td>
<td>6</td>
</tr>
<tr>
<td>Nursing Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAJOR</strong></td>
<td></td>
</tr>
<tr>
<td>Community Health Nursing, E41.1244</td>
<td>5</td>
</tr>
<tr>
<td>Nursing Leadership and Management, E41.1245</td>
<td>5</td>
</tr>
<tr>
<td>Nursing Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>13</td>
</tr>
</tbody>
</table>

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The Steinhardt School of Education courses, page 118. Faculty, page 185.

Please refer to the most recent Division of Nursing Student Handbook on the Web site for the current academic policies at www.nyu.edu/education/nursing.
NURSING: B.S. PROGRAM FOR COLLEGE GRADUATES

15-Month Curriculum 59 Points

<table>
<thead>
<tr>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>New Student Seminar: E03.0001</td>
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<tr>
<td>Altered Health Patterns: E41.1435</td>
<td>3</td>
</tr>
<tr>
<td>Nurse-Client Therapeutic Interaction: E41.0238</td>
<td>2</td>
</tr>
<tr>
<td>Health Assessment and Promotion: E41.0239</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Nursing: E41.0240</td>
<td>6</td>
</tr>
<tr>
<td>Theoretical and Research Bases of Nursing Practice: E41.0120</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>17</td>
</tr>
</tbody>
</table>

Spring Semester

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Adult Health Nursing: E41.1241</td>
<td>6</td>
</tr>
<tr>
<td>Parent/Child Nursing: E41.1242</td>
<td>6</td>
</tr>
<tr>
<td>Professional Nursing: E41.1261</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Pharmacotherapeutics: E41.1436</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18</td>
</tr>
</tbody>
</table>

- Liberal arts requirements, see page 108.

B.S. PROGRAM FOR COLLEGE GRADUATES

The B.S. Program in Nursing offers several options for students who already have a baccalaureate degree in another field and want to make a career change to professional nursing. Students enter the program with advanced standing of 48 liberal arts credits from their previous course work. In addition, students must have met or completed, while matriculated at NYU, an additional 21 credit points of specific science and other prerequisite courses, such as Nutrition (E33.0119, 3 points), Chemistry (V25.0002, 5 points), Statistics (E10.1085, 3 points), Anatomy and Physiology (E41.0070, 3 points), Microbiology (E14.1023, 4 points), and Developmental Psychology (E63.1271, 3 points).

A 15-month curriculum is available to college graduates who have completed all prerequisites. The 15-month curriculum consists of 59 nursing points that cover the care of individuals, families, and communities, as well as scientific and professional issues in nursing.
### SAMPLE CURRICULUM WORKSHEET

#### Summer Semester
- Acute Psychiatric Nursing, E41.0241 3
- Nursing Care of Adults and Elders, E41.1243 5
  (plus optional nursing externship)

**TOTAL** 8

#### Second Fall Semester
- Community Health Nursing, E41.1244 5
- Nursing Leadership and Management, E41.1245 5
- Nursing Electives 6

**TOTAL** 16

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*The Steinhardt School of Education courses, page 118. Faculty, page 185.*
THE B.S. COURSE SEQUENCE FOR REGISTERED NURSES

The B.S. Program in Nursing offers a sequence of courses for registered nurses. Most students transfer 31 points from an associate's degree program toward the 128-point program. The curriculum combines courses in the liberal arts with courses in nutrition, chemistry, statistics, and other subjects. Students take 28-31 points in nursing science.

### NURSING: B.S. PROGRAM COURSE SEQUENCE FOR REGISTERED NURSES WITH AN ASSOCIATE’S DEGREE

<table>
<thead>
<tr>
<th>First Year</th>
<th>33 Points</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Mathematics, E12.0001</td>
<td>4</td>
</tr>
<tr>
<td>Writing the Essay, V40.0100</td>
<td>4</td>
</tr>
<tr>
<td><strong>SCIENCES</strong></td>
<td></td>
</tr>
<tr>
<td>Nutrition and Health, E33.0119</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Modern Chemistry, V25.0002</td>
<td>5</td>
</tr>
<tr>
<td><strong>MAJOR</strong></td>
<td></td>
</tr>
<tr>
<td>New Student Seminar, E03.0001</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

| Spring Semester | |
| **LIBERAL ARTS** | |
| The Advanced College Essay, V40.0110 | 4 |
| Introduction to Psychology, V89.0001 | 4 |
| **SCIENCES** | |
| Human Anatomy and Physiology, E41.0070 | 3 |
| **MAJOR** | |
| Theoretical and Research Bases of Nursing Practice, E41.0120 | 3 |
| Basic Statistics I, E10.1085 | 3 |
| **TOTAL** | 17 |

<table>
<thead>
<tr>
<th>Second Year</th>
<th>32 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td></td>
</tr>
<tr>
<td>Foundations of Contemporary Culture: Conversations of the West, V55.04**</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Sociology, V93.0001</td>
<td>4</td>
</tr>
<tr>
<td>Survey of Developmental Psychology, E63.1271</td>
<td>3</td>
</tr>
<tr>
<td><strong>SCIENCES</strong></td>
<td></td>
</tr>
<tr>
<td>Microbiology, E14.1023</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

| Spring Semester | |
| **LIBERAL ARTS** | |
| Foundations of Contemporary Culture: World Cultures, V55.05** | 4 |
| Speech Communication, E21.0033 | 4 |
| Foundations of Contemporary Culture: Expressive Culture, V55.07** | 4 |
| **MAJOR** | |
| Nurse-Client Therapeutic Interaction, E41.0238 | 2 |
| Health Assessment and Promotion, E41.0239 | 3 |
| **TOTAL** | 17 |

- Liberal arts requirements, see page 108.

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### DUAL DEGREE PROGRAM AREAS

- Advanced Practice Nursing: Adult Acute Care Nurse Practitioner
- Advanced Practice Nursing: Adult Primary Care Nurse Practitioner
- Advanced Practice Nursing: Adult Primary and Geriatrics Nurse Practitioner
- Advanced Practice Nursing Geriatrics
- Advanced Practice Nursing Holistic Nursing
- Advanced Practice Nursing Mental Health
- Advanced Practice Nursing Palliative Care
- Advanced Practice Nursing Pediatrics
- Midwifery
- Nursing Informatics
- Teaching of Nursing
- Nursing Administration
### SAMPLE CURRICULUM WORKSHEET

<table>
<thead>
<tr>
<th>Third Year</th>
<th>32 Points</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<td><strong>LIBERAL ARTS</strong></td>
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<tr>
<td>Foreign Language</td>
<td>4</td>
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<tr>
<td>Unrestricted Elective</td>
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<tr>
<td>Integrated Liberal Arts*</td>
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</tr>
<tr>
<td><strong>MAJOR</strong></td>
<td></td>
</tr>
<tr>
<td>Professional Nursing.* E41.1261</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Elective*</td>
<td>3</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

| **Spring Semester** | |
| **LIBERAL ARTS** | |
| **MAJOR** | |
| Community Health Nursing.* E41.1244 | 5 |
| Nursing Leadership and Management.* E41.1254 | 3 |
| Nursing Elective* | 3 |
| Nursing Elective* | 3 |
| **TOTAL** | **14** |

*Required courses; must be taken for a letter grade.

---

**DUAL DEGREE B.S./M.A.**

At New York University, the innovative dual degree baccalaureate and master’s degree track enable all qualified generic, transfer, registered nurse, and second baccalaureate students to enroll in a dual B.S./M.A. The intent of the B.S./M.A. dual degree programs is to assist qualified students to facilitate their advancement to a master’s degree that prepares them to be nurse practitioners, midwives, teachers, and managers of nursing. During an undergraduate’s senior year, a student may earn graduate credits that meet requirements for the baccalaureate degree as well as allowing for credit reduction of a student’s master’s degree course work.

To be eligible for consideration for admission to the dual degree program, students should have at least a 2.7 GPA. In order to continue into the M.A. component of the dual degree program, students will have to gain admission to the master’s program they choose and have a 3.0 GPA at the time of completion of their B.S. degree.

Applications to the Dual Degree Program are submitted after admission to NYU during the semester in which the first clinical course (Fundamentals of Nursing) is taken. The application forms for the Dual Degree Program are processed by the Division of Nursing and not by the Office of Undergraduate Admissions. For further information on the dual degree, or any of our programs, contact the Division of Nursing Office of Enrollment Services at 212-998-5317.
Food and nutrition are challenging fields of study for personal as well as professional reasons. Everyone eats and drinks to stay fit and healthy and also to enjoy the social and cultural experiences associated with food. Food choices vary according to taste, of course, but also to family background and economic status and such factors as geography, climate, marketing and trade practices, and social trends. These fields also encompass some of the most critically important—and hotly debated—issues affecting modern society, among them world hunger and problems related to the safety, bioengineering, and the globalization of food. This program helps you understand the significance of all of these factors so you are well prepared for an almost limitless variety of food and nutrition careers.

This unique program allows you to combine your enjoyment of food with an interest in health, culture, or business. Its strengths are an unusually 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.

Unusually Varied Career Choices

Food is a $900 billion 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 Advantages of Our Location

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 student nutrition health advocates, food managers, and food professions clubs take full advantage of our location through field trips and invited speakers. You learn the basics of food preparation and management in our department’s state-of-the-art foods laboratory facility.

The Liberal Arts Foundation

Careers in foods and nutrition call for 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.

The 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.

A Choice of Concentration

Nutrition and food studies let 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.

A Vast Choice of Internships

Along with your academic courses, you apply your knowledge in supervised internship placements.

(Continued on page 78.)

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 or management dietetics 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, 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 $900 billion 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.

(Continued on page 79.)
We encourage our students to join Student Activities year. We try to arrange 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.

Helping You Start Your Career

Employers in the metropolitan area frequently ask our faculty for job referrals, and the department maintains a bulletin board that lists current positions. The NYU Office of Career Services 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 nutrition or food clubs, which sponsor 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

A CHALLENGING FIELD

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.

A CHALLENGING PROGRAM

Students learn basic, community, clinical, and administrative dietetics, as well as food service management and food science. 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.

INTERNSHIP OPPORTUNITIES

During your senior year, you do fieldwork in hospital dietetics, helping patients and clients meet their special nutritional needs under the close supervision of registered dietitians. Recent settings for such internships have included the St. Vincent’s Hospital and Medical Center, the NYU Medical Center, the Hospital for Joint Diseases, the New York Foundling Hospital in Manhattan, Maimonides Medical Center in Brooklyn, and the Bronx Veterans Affairs Medical Center.

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 courses approved 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 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) The 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 21 additional credits to complete a Master of Science degree in nutrition and dietetics: clinical nutrition.

(2) The 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 18 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.

Judith A. Gilbride
Director, Nutrition and Dietetics Programs
212-998-5590

Food and Restaurant Management

A FAST-GROWING INDUSTRY

As Americans eat more and more of their meals outside the home, food and restaurant management has become among 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 take-out 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
YOUR CAREER OPPORTUNITIES

FOOD AND RESTAURANT MANAGEMENT
(Continued from page 77.)

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, Waldorf-Astoria
- Assistant restaurant manager, Ark Management
- Executive steward, Holiday Inn Crowne Plaza
- Sales associate, D’Artagnan Foods
- Assistant restaurant consultant, Loews’ Hotels

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 in society are at a premium. The program also prepares students for graduate study in such fields as humanities, social and behavioral science, and management. Although this is a new field, we expect graduates to obtain entry-level positions as follows:

- Food writers
- Food stylists
- Food photographers
- Caterers
- Cooks or cook managers
- Food or beverage directors
- Assistants to food operations, marketing, and design directors
- Sales associates
- Research assistants
- Consultants
- Test kitchen assistants
- Food product developers
- Food brokers

A FASCINATING 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 food fields and are developed through consultation with faculty to meet individual interests and goals.

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 to be accredited.

credits while working in famous restaurants and outstanding business sites.

Recent placements have included the Tribeca Grill, Hudson River Café, Ark Management, 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

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 to be accredited.
THE PROGRAM

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.

Kristie J. Lancaster
Director of Undergraduate Study
212-998-5580
Fax: 212-995-4194
kristie.lancaster@nyu.edu

Department of Nutrition, Food Studies, and Public Health
The Steinhardt School of Education
New York University
Education Building, 10th Floor
35 West Fourth Street
New York, NY 10012-1172

### NUTRITION AND FOOD STUDIES

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>32 Points</th>
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<tbody>
<tr>
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<tr>
<td><strong>LIBERAL ARTS</strong></td>
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<tr>
<td>Writing the Essay, V40.0100</td>
<td>4</td>
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<tr>
<td>Introduction to Modern Chemistry, V25.0002</td>
<td>5</td>
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<td><strong>MAJOR</strong></td>
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<tr>
<td>New Student Seminar: E03.0001</td>
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<tr>
<td>Introduction to Foods and Food Science I, E33.0085</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition and Health, E33.0119</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15</td>
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</tbody>
</table>

| Spring Semester |          |
| **LIBERAL ARTS** |          |
| The Advanced College Essay, V40.0110 | 4 |
| Foundations of Contemporary Culture: Conversations of the West, V55.04** | 4 |
| Natural Science Course | 4 |
| **MAJOR** |          |
| Computers in Nutrition and Food Service I: Introduction, E33.1017 | 1 |
| Computers in Nutrition and Food Service II: Software Applications, E33.1018 | 1 |
| Concentration Course | 3 |
| **TOTAL** | 17 |

<table>
<thead>
<tr>
<th>Sophomore Year</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td></td>
</tr>
<tr>
<td>Foundations of Contemporary Culture: World Cultures, V55.05**</td>
<td>4</td>
</tr>
<tr>
<td>Speech Communication, E21.0033</td>
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<tr>
<td>Food Production and Management, E33.1052</td>
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<td>Concentration Courses</td>
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<td><strong>TOTAL</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

| Spring Semester |          |
| **LIBERAL ARTS** |          |
| Liberal Arts Requirement: Foreign Language | 4 |
| Natural Science Course | 4 |
| **MAJOR** |          |
| Food Microbiology and Sanitation: Safety Certification, E33.1048 | 1 |
| Food Management Theory, E33.0091 | 3 |
| Concentration Course | 3 |
| **TOTAL** | 15 |

*Liberal arts requirements, see page 108.*

### Concentration Courses

**Nutrition and Dietetics**

- Diet Assessment and Planning, E33.0060 ......................(3)
- Educational Psychology, E63.1014 ..........................(2)
- or
- Learning, V89.0020 .................................(4)
- Computers in Nutrition and Food Service I, E33.1017 .................(1)
- Computers in Nutrition and Food Service II, E33.1018 ......................(1)
- Human Anatomy and Physiology, E14.1035 .........................(3)
- Nutritional Biochemistry, E33.1064 ..........................(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)

**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)
- Computers in Nutrition and Food Service IV, E33.1020 .................(1)
- Beverages, E33.1025 ..................................(3)
- Food Service Supervision and Training, E33.1039 .........................(5)
- Food Facility Design and Equipment, E33.1054 .........................(5)
- Internship in Food Studies and Food Management, E33.1056 .................(3)
- Food Service Accounting, E33.1101 ..................................(3)
- Food Service Marketing, E33.1189 ..................................(3)
## Sample Curriculum Worksheet

### Junior Year 32 Points

**Fall Semester**

**LIBERAL ARTS**

- Foundations of Contemporary Culture: Societies and the Social Sciences, V55.06 ** 4
- Restricted Elective ** 3

**MAJOR**

- Food and Society, E33.1051 ** 2
- Concentration Courses ** 6

**TOTAL** ** 15

**Spring Semester**

**LIBERAL ARTS**

- Foundations of Contemporary Culture: Expressive Culture, V55.07 ** 4
- Liberal Arts Elective ** 4

**MAJOR**

- Food Microbiology and Sanitation, E33.1023 ** 3
- Restricted Elective ** 3
- Concentration Course ** 3

**TOTAL** ** 17

### Senior Year 32-33 Points

**Fall Semester**

**LIBERAL ARTS**

- Fieldwork, E33.1198 ** 4
- or Internship in Food Studies and Food Management, E33.1056 ** 3
- Restricted Elective ** 3
- Concentration Courses ** 5

**TOTAL** ** 15-16

**Spring Semester**

**LIBERAL ARTS**

- Food and Nutrition in a Global Society, E33.1180 ** 4

**MAJOR**

- Restricted Electives ** 8
- Concentration Courses ** 5

**TOTAL** ** 17

The Steinhardt School of Education courses, page 118. Faculty, page 185. •

### 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.

### 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 ** 1
- Communications Workshop in Foods and Nutrition, E33.1130 ** 3
- Essentials of Cuisine, E33.1135 ** 3
- Techniques of Regional Cuisines, E33.1183 ** 1
- Food Science and Technology, E33.1184 ** 3
- Food in the Arts, E33.1204 ** 2
- Advanced Foods, E33.1217 ** 1

**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, E16.1085 ** 3
- Health Assessment, E41.0239 ** 2
- Counseling Interview, E63.1012 ** 3
- E33.1** and other electives, particularly in the College of Arts and Science, by advisement.
Science Education

Degree Programs in Teaching
Biology • Chemistry • Earth Science • Physics

Since their inception, the Bachelor of Science Programs 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 either biology, chemistry, earth science, or physics. All science courses are taken in NYU’s College of Arts and Science, along with 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-to-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 classroom and the real teaching world, you complete a semester of observation and 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.

**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.

**YOUR CAREER OPPORTUNITIES**

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, NYU Medical Center
- Instructors at museums, halls of science, and zoos
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.

Pamela Fraser-Abder
Curriculum Coordinator
212-998-5208

Department of Teaching and Learning
The Steinhardt School of Education
New York University
East Building, Suite 637
239 Greene Street
New York, NY 10003-6674

## Science Education: Teaching Biology, Grades 7-12
(For Freshman and Sophomore Transfer Students)

### Freshman Year 33 Points

**Fall Semester**

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

**TOTAL** 17

**Spring Semester**

**LIBERAL ARTS**
- Foundations of Contemporary Culture: Societies and Social Sciences. V55.06 4
- The Advanced College Essay. V40.0110 4

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

**TOTAL** 16

### Sophomore Year 36 Points

**Fall Semester**

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

**MAJOR**
- Human Development I. E63.0020 4
- General Chemistry I. V25.0101 4
- Molecular and Cell Biology I. V23.0021 4

**TOTAL** 18

**Spring Semester**

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

**MAJOR**
- Human Development II: Early Adolescents. E63.0023 2
- General Chemistry II. V25.0102 4
- Molecular and Cell Biology II. V23.0022 4

**TOTAL** 18

• Liberal arts requirements, see page 108.
## SAMPLE CURRICULUM WORKSHEET

### Junior Year  
**33 Points**

#### Fall Semester

<table>
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<tr>
<th>Course Description</th>
<th>Course Code</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Language Acquisition and Literacy Education in a Multilingual and Multicultural Context</td>
<td>E27.1030</td>
<td>4</td>
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<tr>
<td>Education as a Social Institution</td>
<td>E20.1015</td>
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<td>General Physics I, V85.0011</td>
<td>V85.0011</td>
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<td>Organic Chemistry I, V25.0243</td>
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<tr>
<td>Organic Chemistry I Lab, V25.0245</td>
<td>V25.0245</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>18</strong></td>
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#### Spring Semester

<table>
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<th>Course Description</th>
<th>Course Code</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Conversations of the West</td>
<td>V55.04</td>
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<table>
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<tr>
<th>Course Description</th>
<th>Course Code</th>
<th>Credits</th>
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<tr>
<td>Methods I: Teaching of Science in Middle School and High School</td>
<td>E14.1039</td>
<td>3</td>
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<tr>
<td>Biology by Advisement, V23.          <strong>••••</strong></td>
<td>V23.04</td>
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</tr>
<tr>
<td>Biology by Advisement, V23.          <strong>••••</strong></td>
<td>V23.04</td>
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### Senior Year  
**29 Points**

#### Fall Semester

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<tr>
<td>Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers</td>
<td>E81.1999</td>
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<tr>
<td>Inquiries into Teaching and Learning II</td>
<td>E27.1002</td>
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<tr>
<td>Supervised Student Teaching of Science in Middle School</td>
<td>E14.1149</td>
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<tr>
<td>Teaching Science in Middle and High Schools II: Methods and Curriculum</td>
<td>E14.1040</td>
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<td>Biology by Advisement, V23. <strong>••••</strong></td>
<td>V23.04</td>
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<td><strong>TOTAL</strong></td>
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#### Spring Semester

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<thead>
<tr>
<th>Course Description</th>
<th>Course Code</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Teaching Students with Disabilities in General Education Classrooms</td>
<td>E75.1005</td>
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<tr>
<td>Supervised Student Teaching of Science in High School</td>
<td>E14.1150</td>
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<tr>
<td>Using New York City’s Nonformal Science Resources to Teach Science</td>
<td>E14.1050</td>
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<td>Biology by Advisement, V23. <strong>••••</strong></td>
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### Science Education: Teaching Chemistry, Grades 7-12

(For Freshman and Sophomore Transfer Students)

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<tr>
<td><strong>LIBERAL ARTS</strong></td>
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</tr>
</tbody>
</table>
| 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  
| General Chemistry II, V25.0102 | 4  
| General Chemistry II Lab, V25.0104 | 2  
| Calculus II, V63.0122 | 4  
| **TOTAL** | 18 |

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>36 Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 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  
| (If exempt by exam—substitute will be a liberal arts concentration course.) |  
| Foundations of Contemporary Culture: Conversations of the West, V55.04•• | 4  
| **MAJOR** |  
| Human Development II: Early Adolescents, E63.0023 | 2  
| Human Development II: Adolescents, E63.0024 | 2  
| Organic Chemistry II, V25.0244 | 4  
| Organic Chemistry II Lab, V25.0246 | 2  
| **TOTAL** | 18 |

* Liberal arts requirements, see page 108.
## SAMPLE CURRICULUM WORKSHEET

### Junior Year  34 Points

#### Fall Semester

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<tr>
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<tr>
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<tr>
<td>Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers. E81.1999</td>
<td>1</td>
</tr>
<tr>
<td>Language Acquisition and Literacy Education in a Multilingual and Multicultural Context. E27.1030</td>
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</tr>
<tr>
<td>General Physics I. V85.0011</td>
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<tr>
<td>Physical Chemistry I. V25.0651</td>
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**TOTAL**  18

#### Spring Semester

<table>
<thead>
<tr>
<th>LIBERAL ARTS</th>
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<tbody>
<tr>
<td>Foundations of Contemporary Culture: Societies and Social Sciences. V55.06**</td>
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<td>Methods I: Teaching of Science in Middle School and High School. E14.1039</td>
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**TOTAL**  16

### Senior Year  27 Points

#### Fall Semester

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<td>Teaching Science in Middle and High Schools II: Methods and Curriculum. E14.1040</td>
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**TOTAL**  14

#### Spring Semester

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<td>Using New York City’s Nonformal Science Resources to Teach Science. E14.1050</td>
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<tr>
<td>Education as a Social Institution. E20.1015</td>
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**TOTAL**  13

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The Steinhardt School of Education courses, page 118. Faculty, page 185.
## Science Education: Teaching Earth Science, Grades 7-12

(For Freshman and Sophomore Transfer Students)

### 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

**TOTAL** 19

#### 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
- General Chemistry II, V25.0102 4
- General Chemistry Lab II, V25.0104 2

**TOTAL** 18

### Sophomore Year 32 Points

#### Fall Semester

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

**MAJOR**
- Human Development I, E63.0020 4
- Evolution of the Earth, V49.0001 4

**TOTAL** 16

#### Spring Semester

**LIBERAL ARTS**
- Speech Communication, E21.0033 4 (If exempt by exam—substitute will be a liberal arts concentration course.)
- Foundations of Contemporary Culture: Societies and Social Sciences, V55.06**••** 4

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

**TOTAL** 16

* Liberal arts requirements, see page 108.
## SAMPLE CURRICULUM WORKSHEET

### 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. V49.0330 4

**TOTAL** 17

#### 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

**TOTAL** 14

### 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. V23.0880 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
- Field Laboratory in Ecology. V23.0016 4

**TOTAL** 14

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The Steinhardt School of Education courses, page 118. Faculty, page 185.
### SCIENCE EDUCATION: TEACHING PHYSICS, GRADES 7-12
(For Freshman and Sophomore Transfer Students)

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• Liberal arts requirements, see page 108.
## SAMPLE CURRICULUM WORKSHEET

### Junior Year 35 Points

#### Fall Semester

**LIBERAL ARTS**
- Foundations of Contemporary Culture: Societies and Social Sciences. V55.06 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
- Modern Physics I. V85.0103 5
- Electricity and Magnetism I. V85.0131 3

**TOTAL** 17

#### Spring Semester

**LIBERAL ARTS**
- Unrestricted Liberal Arts Elective. E/V 4

**MAJOR**
- Education as a Social Institution. E20.1015 3
- Methods I: Teaching of Science in Middle School and High School. E14.1039 3
- Modern Physics II. V85.0104 5
- Electricity and Magnetism II. V85.0132 3

**TOTAL** 18

### Senior Year 29 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
- Physics by Advisement. V85.. 3
- Physics by Advisement. V85.. 3

**TOTAL** 16

#### 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
- Experimental Physics. V85.0112 3

**TOTAL** 13

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The Steinhardt School of Education courses, page 118. Faculty, page 185.

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OTHER PROGRAMS TO SEE:
- Mathematics Education
- Nursing
Social Studies Education

Certification Program in Social Studies Education (Grades 7 through 12)

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 and to generate real student interest in history, the social sciences, and the challenges of active citizenship.
YOUR CAREER OPPORTUNITIES

Our program in social studies education prepares you for teaching secondary school social studies anywhere in the United States or overseas. To qualify for provisional or initial certification in New York and most other states, you take the National Teachers Examination after graduation.

Our program also provides excellent preparation if you wish to work in other positions related to social studies education, such as textbook editor in publishing or a curriculum developer in an educational agency.

Following is a small sampling of the positions obtained by recent graduates:

• Secondary school teacher, for example, Hunter College High School, Stuyvesant High School, Norman Thomas High School, and Brooklyn Technical High School
• Educational filmmaker on an Australian aborigine project
• Consultant on social studies curriculum materials
• Congressional aide on education issues
• Guidance counselor, Cleveland Board of 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

(Continued on page 94.)
THE PROGRAM

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.

Robert Cohen
Curriculum Coordinator
212-998-5491

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The Steinhardt School of Education
New York University
East Building, Suite 635
239 Greene Street
New York, NY 10003-6674

TEACHING SOCIAL STUDIES, GRADES 7-12

Freshman Year 33 Points

Fall Semester

LIBERAL ARTS

Foundations of Contemporary Culture: Conversations of the West. V55.04••04II 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 (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. V57.0053 or
History of East Asia to 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

(Continued from page 93.)

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 that have shaped the fields of social studies over the past decade, on issues such as multiculturalism, national history standards, and service learning. Faculty publish regularly in leading social studies journals, including Social Education, 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. Current faculty projects include a national study of service-learning, assessing school reform in New York City, and designing a curriculum for high school social studies classes on the political and historical implications of the World Trade Center disaster. Faculty in our program collaborate with col-

• General education requirements, see the Morse Academic Plan, page 108.
leagues in allied fields in our Department of Teaching and Learning, most notably English education, with whom we have developed a course that integrates literature and history to prepare our graduates to take an interdisciplinary approach to social studies.

Professor Robert Cohen is one of the social studies educators. His current work examines ways that bring social studies to life for both teachers and their students. Student teachers and the students they will themselves guide come face to face with the objects of history out in the field, actively developing their understandings through the development of online learning communities or community analysis. Professor Cohen is also an accomplished scholar of American political history and the history of social movements. He is the author of *When the Old Left Was Young: Student Radicals and America's Mass Student Movement 1929-1941*. Professor Cohen blends his extensive scholarship with a feel for bringing history to life.

**Fieldwork and Student Teaching**

In your junior year, you begin your student teaching experience by observing middle or 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, prepare you for your senior year of student teaching. In the fall semester of your senior year, under the guidance of your cooperating teacher (an NYU supervisor and methods teacher), you 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.

**Helping You Start Your Career**

Many of our students receive their first job offer from the school where they do their teaching internship, 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.
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. Our programs are designed to integrate arts and sciences course work with a solid foundation in study of normal and disordered human communication processes. 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, and stuttering. They also work with adults who acquire communicative disorders due to trauma, cancer, degenerative diseases such as Parkinson’s disease, and 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. Teachers in this area are in great demand in New York City and throughout the country.

Graduates of Our Undergraduate Program

Undergraduate students in the Department of Speech-Language Pathology and Audiology are provided with the fundamentals necessary for graduate study, which is required for state licensure and national certification by the American Speech-Language-Hearing Association. Within our department are two undergraduate programs: Speech-Language Pathology and Teaching Students with Speech and Language Disabilities. The first program, Speech-Language Pathology, is a preprofessional program that provides a comprehensive understanding of the practice of speech-language pathologists across the life span. The second program, Teaching Students with Speech and Language Disabilities, allows you to focus on the speech and language disorders that affect school-age children. This program of study leads to initial New York State certification in Teaching Students with Speech and Language Disabilities.

Speech-Language Pathology

This Bachelor of Science degree program prepares you for entry into a master’s program by providing the fundamentals of normal and disordered communication from infants through the elderly. After completing a master’s degree in speech-language pathology and passing the national examination in speech pathology, your career opportunities expand considerably. You can enter a clinical fellowship in 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

TEACHING STUDENTS WITH SPEECH AND LANGUAGE DISABILITIES

Upon graduating from our undergraduate program in teaching students with speech and language disabilities, you are eligible to take the New York State Teacher Certification Examination (NYSTCE) series. If you pass the series of exams, the University will recommend you (via application) to the New York State Department of Education for initial certification as a Teacher of Students with Speech and Language Disabilities. Your certification is readily transferable to most other states as well. Graduates with this certification are in great demand at public and private schools throughout the country.

You will also be prepared to continue your specialized graduate study in speech-language pathology. This will qualify you for expanding job opportunities not only in schools but also in treatment and residential centers, hospitals, social service agencies, rehabilitation centers, and private practice.

Recent graduates have found positions in public and private schools as teachers of students with speech and language disabilities, working directly with children who have communication disabilities and speech and language problems. Others have gone on to study for the master’s degree to become professionally certified and licensed as speech-language pathologists.

(Continued on page 98.)
THE PROGRAM

The 133-point curriculum in speech-language pathology includes courses that satisfy requirements in the student's major area of study as well as liberal arts. Students take 68 points in liberal arts courses and 20 points in guided electives. The major area of study provides students with 45 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 coursework 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.

For further information, call 212-998-5230.

Department of Speech-Language Pathology and Audiology
The Steinhardt School of Education
New York University
719 Broadway, Suite 200
New York, NY 10003-6860

SPEECH-LANGUAGE PATHOLOGY

Freshman Year 35 Points

Fall Semester

LIBERAL ARTS

Foundations of Contemporary Culture: Conversations of the West, V55.04** 4
Writing the Essay, V40.0100 4

MAJOR

New Student Seminar, E03.0001 0
Speech Pathology I, E34.0017 2
Fundamentals of Mathematics, E12.0001 4

TOTAL 17

Spring Semester

LIBERAL ARTS

Foundations of Contemporary Culture: World Cultures, V55.05** 4
The Advanced College Essay, V40.0110 4
Introduction to Psychology, V89.0001 4

MAJOR

Speech Pathology II, E34.0018 2
Speech Communication, E21.0033 4

TOTAL 18

Sophomore Year 35 Points

Fall Semester

LIBERAL ARTS

Human Reproduction and Development, V23.0003 4
Foreign Language 4
Psycholinguistics, V61.0005 4

MAJOR

Anatomy and Physiology of Speech and Hearing Mechanism I, E34.0008 3
Survey of Developmental Psychology, E63.1271 3

TOTAL 18

Spring Semester

LIBERAL ARTS

Foundations of Contemporary Culture: Expressive Culture, V55.07** 4

MAJOR

Anatomy and Physiology of the Speech and Hearing Mechanism II, E34.0009 3
Basic Statistics I, E10.1085 3
Unrestricted Elective 3
American Sign Language I, E28.1090 4

TOTAL 17

* General education requirements, see the Morse Academic Plan, page 108.

(Continued from page 97.)

of students with speech and language disabilities and as a speech-language pathologist. Your program will begin with introductory course work in communication disorders during the freshman year; progress through courses in normal language development, articulation disorders, and child language disorders; and culminate in a supervised student teaching experience. This course work will develop your abilities to identify and treat communicative disorders and also includes pedagogical courses that prepare you to be an educator in speech and hearing programs in schools. These courses include a full range of field experiences and observations in regular and special education classrooms.

Teaching Students with Speech and Language Disabilities: Supervised Fieldwork

As required fieldwork, you will complete one semester of student teaching in a public or independent school in the New York City metropolitan area. Early in the semester you will observe an experienced teacher of students with speech and language disabilities. Later you will assume part of the teacher’s responsibilities under the teacher’s supervision. Members of our faculty visit the school and discuss your progress with you and the cooperating teacher. You will also meet with department faculty and other student teachers in a class held on campus.

Student teaching placements are within the five boroughs of New York City and are sites where members of our faculty maintain special relationships with the supervisors of the schools’ speech and hearing rehabilitation programs.
SAMPLE CURRICULUM WORKSHEET

Junior Year 33 Points

Fall Semester

LIBERAL ARTS

Foundations of Contemporary Culture: Societies and Social Sciences, V55.06 ** 4
Human Physiology, V23.0004 4

MAJOR

Language Development in the Preschool Years. E34.1601 3
Psychology of Human Learning, E63.1214 3
Introduction to Audiology, E34.1230 3

TOTAL 17

Spring Semester

LIBERAL ARTS

Liberal Arts Elective. V • • • • 4

MAJOR

Introduction to Articulation Disorders. E34.1101 3
Unrestricted Elective 3
Audiology Intervention Strategies with Children. E34.1205 3
Language and Reading Instruction in Early Childhood. E25.1176 3

TOTAL 16

Senior Year 30 Points

Fall Semester

LIBERAL ARTS

Liberal Arts Elective. V • • • • 4

MAJOR

Unrestricted Elective 2
Introduction to Neurogenic Communication Disorders, E34.1012 3
Ethical Issues in Professional Life. E50.1050 4

TOTAL 13

Spring Semester

LIBERAL ARTS

Liberal Arts Elective. V • • • • 4

MAJOR

Speech Pathology: An Introduction to Methods and Materials for Diagnosis and Therapy in the Schools. E34.1065 4
Communication and Aging. E34.1015 3
Acoustic Phonetics. E34.1402 3
Introduction to Language Disorders in Children. E34.1207 3

TOTAL 17

The Steinhardt School of Education courses, page 118. Faculty, page 185.

Teaching Students with Speech and Language Disabilities: Teacher Certification

Graduates from this program who pursue the Initial Certificate from the New York State Education Department can provide speech and language therapy to children in grades K-12 on an individual and small-group basis. They are in great demand in New York State and throughout the country.

OTHER PROGRAMS TO SEE:

- Childhood Education/Childhood Special Education
- Communication Studies: Speech and Interpersonal Communication
- Early Childhood Education/Early Childhood Special Education
## The Program
The 132-point curriculum in teaching students with speech and language disabilities for all grades includes 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. The major area of study provides students with specialized courses in speech pathology, the anatomy and physiology of the speech and hearing mechanisms, and language disorders in children. The pedagogical core prepares students to be educators in speech and hearing programs in schools. The curriculum includes a full range of field experiences and observations culminating in one semester of supervised student teaching in public and independent school settings.

For further information, call 212-998-5230.

Department of Speech-Language Pathology and Audiology
The Steinhardt School of Education
New York University
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New York, NY 10003-6860

### Teaching Students with Speech and Language Disabilities, All Grades

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<td>4</td>
</tr>
<tr>
<td>Human Reproduction and Development. V23.0003</td>
<td>4</td>
</tr>
<tr>
<td><strong>MAJOR</strong></td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology of Speech and Hearing Mechanism I. E34.0008</td>
<td>3</td>
</tr>
<tr>
<td>Human Development I. E63.0020</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>18</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td></td>
</tr>
<tr>
<td>Foundations of Contemporary Culture: Expressive Culture. V55.07</td>
<td>4</td>
</tr>
<tr>
<td><strong>MAJOR</strong></td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology of Speech and Hearing Mechanism II. E34.0009</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Hearing. E34.0229</td>
<td>2</td>
</tr>
<tr>
<td>Human Development II: Application for Childhood Educators. E63.0022</td>
<td>4</td>
</tr>
<tr>
<td>Acoustic Phonetics. E34.0402</td>
<td>3</td>
</tr>
<tr>
<td>Field Observation</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

* General education requirements, see the Morse Academic Plan, page 108.
## Sample Curriculum Worksheet

### Junior Year 31 Points

**Fall Semester**

<table>
<thead>
<tr>
<th>MAJOR</th>
</tr>
</thead>
</table>
| Language Development in the Preschool Years. E34.1601 | 3  
| Organization of Speech and Hearing Programs in the Schools. E34.1025 | 2  
| Introduction to Audiology. E34.1230 | 3  
| American Sign Language I. E28.1090 | 4  
| Education as a Social Institution. E20.1015 | 3 |

**TOTAL** 15

**Spring Semester**

<table>
<thead>
<tr>
<th>MAJOR</th>
</tr>
</thead>
</table>
| Introduction to Articulation Disorders. E34.1101 | 3  
| Speech Pathology: An Introduction to Methods and Materials for Diagnosis and Therapy in the Schools. E34.1065 | 4  
| Introduction to Language Disorders in Children. E34.1207 | 3  
| Audiology Intervention Strategies with Children. E34.1205 | 3  
| Language and Reading Instruction in Early Childhood. E25.1176 | 3 |

**TOTAL** 16

### Senior Year 30 Points

**Fall Semester**

<table>
<thead>
<tr>
<th>MAJOR</th>
</tr>
</thead>
</table>
| Inquiries into Teaching and Learning II. E27.1002 | 4  
| 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 |

**TOTAL** 17

**Spring Semester**

<table>
<thead>
<tr>
<th>MAJOR</th>
</tr>
</thead>
</table>
| Liberal Arts Elective | 4  
| Supervised Student Teaching. E34.1546 | 6  
| Teaching Students with Disabilities in General Education Classrooms. E75.1005 | 3 |

**TOTAL** 13

---

Other Programs to See:
- Childhood Education/Childhood Special Education
- Communication Studies: Speech and Interpersonal Communication
- Early Childhood Education/Early Childhood Special 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 studio art, communication studies (with concentrations in either graphic communication management and technology or speech and interpersonal communication, among others), educational theatre, music, nutrition and food studies, and teacher education (see pages 103-6).

The College of Arts and Science and the Tisch School of the Arts also offer minors for Steinhardt students (see page 107).
**TEACHER EDUCATION MINOR**

The Steinhardt School of Education offers an official minor in education to students in the College of Arts and Science (CAS). Designed to give CAS students an opportunity to explore teaching, this minor will appear on the student's transcript and consists of the 18-point sequence of courses listed above.

Students—most of whom begin the sequence in the fall of their junior year—can start by taking just one or two courses. These courses are designed to provide students with an opportunity to look at contemporary education issues, to gain classroom experience, and to explore the merits of a career in teaching. In addition, completion of these courses can provide students with a head start in our master’s degree teacher certification programs.

The Steinhardt School of Education also has a teacher certification adviser who can assist CAS students with the minor in education. For more information, please contact Mark Perez, Office for Student Services and Public Affairs, The Steinhardt School of Education, New York University, 82 Washington Square East, Room 32, New York, NY 10003-6680; 212-998-5033.

### TEACHER EDUCATION MINOR (NONCERTIFICATION 18-POINT SEQUENCE)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>18 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inquiries into Teaching and Learning I. E27.0001</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Human Development I. E63.0020</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Foundations of Special Education. E75.0083</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Education as a Social Institution. E20.1015</strong> or <strong>Critical History of Education. E55.1031</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Language Acquisition and Literacy Education. E27.1030</strong> or <strong>Classroom Practicum: Planning, Assessment, Management, and Technology. E27.1050</strong></td>
<td>4</td>
</tr>
</tbody>
</table>

**Studio Art Minor**

(Please note: Students must present a portfolio containing examples of art work as a prerequisite for acceptance into the program.)

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>REQUIRED COURSES</td>
</tr>
<tr>
<td>Introduction to Drawing. E90.0320</td>
</tr>
<tr>
<td>Introduction to Sculpture. E90.0340</td>
</tr>
<tr>
<td>Introduction to Painting. E90.0330</td>
</tr>
<tr>
<td>Introduction to Photography I. E90.0360</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELECTIVES</td>
</tr>
<tr>
<td>Select any total of 6 points from .0000 or .1000 level courses within the Department of Art and Art Professions. Students should consult the course listings for prerequisites. Studio courses may be repeated for credit. Recommended electives are as follows:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Digital Art. E90.0354</td>
</tr>
<tr>
<td>Fundamentals of Printmaking. E90.0373</td>
</tr>
<tr>
<td>Sculpture: Anatomy for the Artist. E90.0346</td>
</tr>
<tr>
<td>Introduction to Ceramics. E90.0104</td>
</tr>
<tr>
<td>Introduction to Video Art. E90.0352</td>
</tr>
<tr>
<td>Jewelry. E90.0021</td>
</tr>
<tr>
<td>Introduction to Photography II. E90.0361</td>
</tr>
</tbody>
</table>

| TOTAL REQUIRED POINTS | 18 |

For information on the minor in studio art, contact Linda Vega, Department of Art and Art Professions, 212-998-5708.
## Communication Studies Minor

**Points**

**REQUIRED COURSES**
- Perspectives on Communications.  
  E59.0001  ..................................  4
- History of Communication.  
  E59.0003  ..................................  4

**ELECTIVES**
Select any total of 8 points from the following:
- Language, Thought, and Culture.  
  E59.0010  ..................................  4
- Introduction to Media Criticism.  
  E59.0014  ..................................  4
- Languages of Communication: Film, Television, and Radio.  
  E59.1004  ..................................  4
- Mass Media and Society.  
  E59.1016  ..................................  4
  E59.1300  ..................................  4
- Introduction to Mass Persuasion and Propaganda.  
  E59.1014  ..................................  4

**TOTAL REQUIRED POINTS**  16

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

## Communication Studies: Minor in Graphic Communication Management and Technology

**Points**

**REQUIRED FOUNDATION COURSE**
- Print and Human Experience.  
  E24.1204  ..................................  4

Remaining 12 points to be selected from the following two areas:

**MANAGEMENT COURSES**
- Graphic Communications Management.  
  E24.1101  ..................................  3
- Magazine Publishing Management.  
  E24.1916  ..................................  3

**TECHNOLOGY COURSES**
- Buying of Printing and Graphic Communications Products.  
  E24.1203  ..................................  3
- Selling of Printing and Graphic Communications Products.  
  E24.1202  ..................................  3

**TOTAL REQUIRED POINTS**  16

For information on the communication studies minor in graphic communication management and technology, contact Deborah Borisoff, Department of Culture and Communication, 212-998-5192.

## Communication Studies: Minor in Speech and Interpersonal Communication

**Points**

**REQUIRED COURSES**
A minimum of 8 points to be chosen from the following:
- Speech Communication.  
  E21.0033  ..................................  4
- Public Speaking.  
  E21.1011  ..................................  4
- Argumentation and Debate.  
  E21.1075  ..................................  4
- Persuasion.  
  E21.1083  ..................................  4
- Conflict Management Communication.  
  E21.1081  ..................................  3-4
- Oral Interpretation I.  
  E21.1033  ..................................  3-4
- or
- Oral Interpretation II.  
  E21.1034  ..................................  3-4

**REQUIRED COURSES**
A minimum of 8 points to be chosen from the following:
- The Art of Narration.  
  E21.1127  ..................................  3
- Voice and Diction.  
  E21.0032  ..................................  2
- Gender Differences in Communications.  
  E21.0001/1001  ..................................  1-2

**TOTAL REQUIRED POINTS**  16

For information on the communication studies minor in speech and interpersonal communication, contact Deborah Borisoff, Department of Culture and Communication, 212-998-5192.
### Educational Theatre Minor

**Points**

*COURSES*

To be selected by advisement from the following:

- Stagecraft I, II
  
  - E17.0009, 0010 ...3 or 4

- Acting I
  
  - E17.0027 ...3 or 4

- Masters of Modern Drama
  
  - E17.1057, 1058 ...3 or 6

- Directing
  
  - E17.1081, 1082 ...3 or 4

- Physical Theatre Improvisation
  
  - E17.1113 ...3

- Acting II
  
  - E17.0037 ...3-4

- Introduction to Theatre for Young Audiences
  
  - E17.1005, 1006 ...2-4

- Design for the Stage
  
  - E17.1017 ...1-3

- Theatre in Education: Learning Through Theatre
  
  - E17.1040 ...3

- Theory of Creative Drama
  
  - E17.1065 ...3

- Methods of Conducting Creative Drama
  
  - E17.1067 ...3

**TOTAL REQUIRED POINTS** 24

For information on the educational theatre minor, contact Philip Taylor, Department of Music and Performing Arts Professions, 212-998-5424.

### Music Minor

**Points**

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Points</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Total 12)</td>
<td>Music Theory I,*</td>
</tr>
<tr>
<td></td>
<td>E85.0035</td>
</tr>
<tr>
<td>2</td>
<td>Music Theory II</td>
</tr>
<tr>
<td>2</td>
<td>Aural Comprehension I</td>
</tr>
<tr>
<td>1</td>
<td>Aural Comprehension II</td>
</tr>
<tr>
<td>1</td>
<td>Keyboard Harmony and Improvisation I</td>
</tr>
<tr>
<td>1</td>
<td>Keyboard Harmony and Improvisation II</td>
</tr>
<tr>
<td>1</td>
<td>and any two of the following:</td>
</tr>
<tr>
<td>Music History I</td>
<td></td>
</tr>
<tr>
<td>E85.1067</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Music History II</td>
</tr>
<tr>
<td>2</td>
<td>Music History III</td>
</tr>
<tr>
<td>2</td>
<td>Music History IV</td>
</tr>
<tr>
<td>2</td>
<td>Music Theory III</td>
</tr>
<tr>
<td>2</td>
<td>Music Theory IV</td>
</tr>
<tr>
<td>2</td>
<td>Sight Reading for Singers</td>
</tr>
<tr>
<td>2</td>
<td>Business Structure/Music Industry</td>
</tr>
</tbody>
</table>

**ELECTIVE COURSES**

- Aural Comprehension III, E85.0008
- Aural Comprehension IV, E85.0009
- Music Theory III, E85.0037
- Music Theory IV, E85.0038
- Sight Reading for Singers, E85.0103
- Business Structure/Music Industry, E85.0221

**Points**

- MIDI Technology, E85.1007
- Audio for Video I, E85.1010
- Recording Technology for Nonmajors, E85.1022
- Electronic Music Synthesis, E85.1037
- Jazz Theory, E85.1039
- Jazz Improvisation, E85.1075
- Jazz Improvisation I, II, E85.0035, 0036, 0037, 0038
- Chamber Ensemble, E85.1080
- NYU Band, E85.1083
- NYU Choral Arts Society, E85.1085
- Jazz Ensemble, E85.1089
- Percussion Ensemble, E85.1090
- Reference/Research in Jazz, E85.1121
- Music for Children, E85.1201
- Music Theatre History I, E85.1264
- Music Theatre History II, E85.1265
- Film Music: Historical Aesthetics and Perspectives, E85.1500
- MIDI for Nonmajors, E85.1810

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*All music minor students must take the music theory placement examination administered by the music theory director. Students who need remedial theory/aural comprehension will be assigned to E85.0018. Basic Musicianship, 4 points, as a prerequisite for Music Theory I and Aural Comprehension I. Basic Musicianship, E85.0018, cannot be used toward the 16-24 points total for the music minor.*
Private Lessons
Wind/Percussion.  
E85.0034/1034 ...........2-8 (total)
String Instrument.  
E85.0045/1045 ...........2-8 (total)
Piano/Organ.  
E85.0056/1056 ...........2-8 (total)
Voice.  
E85.0063/1063 ...........2-8 (total)
Composition.  
E85.1021 ...........2-8 (total)

**TOTAL REQUIRED POINTS ...........16 MINIMUM**

For information on the music curriculum minor, contact Paul Horan, Department of Music and Performing Arts Professions, 212-998-5771.

### Nutrition Minor

**REQUIRED COURSES**

- Diet Assessment and Planning.  
  E33.0060 ...........3
- Introduction to Foods and Food Science.  
  E33.0085 ...........3
- Food Management Theory.  
  E33.0091 ...........3
- Nutrition and Health.  
  E33.0119 ...........3
- Food Microbiology and Sanitation: Safety Certification.  
  E33.1048 ...........1
- Human Anatomy and Physiology.  
  E14.1035 ...........3

Additional related elective courses to supplement your nutrition studies:

- Food and Society.  
  E33.1051 ...........2
- Food Issues of Contemporary Societies.  
  E33.0071 ...........3
- Computers in Nutrition and Food I.  
  E33.1017 ...........1
- Computers in Nutrition and Food II.  
  E33.1018 ...........1
- Computers in Nutrition and Food III.  
  E33.1019 ...........1
- Food Production and Management.  
  E33.1052 ...........3
- Communications Workshop in Foods and Nutrition.  
  E33.1130 ...........2
- International Foods.  
  E33.1183 ...........1
- International Nutrition.  
  E33.1187 ...........2-3
- Advanced Foods.  
  E33.1217 ...........1-3
- Nutrition and Metabolism.  
  E33.1269 ...........3

**TOTAL REQUIRED POINTS ...........16 MINIMUM**

### Food Studies Minor

**REQUIRED COURSES**

- Introduction to Foods and Food Science.  
  E33.0085 ...........3
- Food Management Theory.  
  E33.0091 ...........3
- Nutrition and Health.  
  E33.0119 ...........3
- Food and Society.  
  E33.1051 ...........2
- Food Microbiology and Sanitation: Safety Certification.  
  E33.1048 ...........1

**ELECTIVE COURSES**

Choose 4 points by advisement from:

- Computers in Nutrition and Food I.  
  E33.1017 ...........1
- Computers in Nutrition and Food II.  
  E33.1018 ...........1
- Computers in Nutrition and Food III.  
  E33.1019 ...........1
- Food Issues of Contemporary Societies.  
  E33.0071 ...........3
- Food Production and Management.  
  E33.1052 ...........3
- Advanced Foods.  
  E33.1217 ...........1-3

**TOTAL REQUIRED POINTS ...........16 MINIMUM**

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.
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 TSOA bulletin for specific course listings and course descriptions.

For information on the minor in applied theatre, contact the Department of Drama, Undergraduate, at 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 TSOA bulletin for specific course listings and course descriptions.

Sixteen points are chosen by advisement from the following: H48.1000-9999; H49.1000.

For information on the minor in art and public policy, 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.
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).
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, experiential—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 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 rapidly expanding opportunities for study abroad.

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 in the MAP brochure, published annually.

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, interpreted, 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
The World Cultures courses introduce students to the ways in which cultural traditions are created and the ways in which cultures define themselves against internal and external alternatives. These courses introduce students to the methodologies and problems of cultural studies. Like Conversations of the West, World Cultures is not intended as a set of historical surveys. Each course is designed to examine the challenges of “translation”—of appreciating cultural traditions other than one’s own; to introduce students to the major texts, artifacts, and values of another cultural tradition; and to develop a sense of the diversity and similarities of the ways in which people in different cultural traditions understand, experience, and imagine their lives.

SOCIETIES 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.

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; examines fundamental issues associated with their 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
Science and technology play such a central role in the modern world that even individuals not directly engaged in scientific or technical pursuits need to have solid skills in quantitative and analytical reasoning and a clear understanding of scientific investigation. Even more than their forebears, citizens of the 21st century will need competence and confidence in dealing with the approaches and findings of science if they are to make informed decisions on vital political, economic, and social issues.

Rather than striving for encyclopedic coverage of facts, Foundations of Scientific Inquiry (FSI) courses stress the process of scientific reasoning and seek to illustrate the role of science and mathematics in our understanding of the natural world. The objectives of the FSI sequence are to give students who will not be science majors a positive experience in scientific inquiry and to encourage learning about how science is done. The quantitative component of these courses emphasizes the critical role of mathematics in the analysis of natural phenomena. The courses within the FSI are collected into three groups—Quantitative Reasoning, Natural Science I, and Natural Science II. All lectures are taught by regular faculty, including some of the University’s most
distinguished professors, and each course includes workshops or related laboratory sections led by graduate student preceptors.

**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.

**Courses**

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

**CONVERSATIONS OF THE WEST**

*Note that the pre- or corequisite for all Conversations of the West courses is completion of, exemption from, or registration in V40.0100, V40.0110, or V40.0009.*

Conversations of the West sections all share a recommended reading list of works from Greek, Roman, and Near Eastern antiquity. 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.* Additional readings for each class are selected by the individual instructors, who take their guidance from the recommended reading lists for the several tracks.

In addition to the traditional lecture/recitation format, selected sections of Conversations of the West are also offered in writing-intensive versions in conjunction with V40.0100, Writing the Essay. Please consult the Directory of Classes for each semester’s schedule.

**Conversations of the West: Antiquity and the Renaissance**

V55.0402 4 points.

Continues with Machiavelli’s *Principe,* 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**

*Note that the pre- or corequisite for all World Cultures courses is completion of, exemption from, or registration in V40.0100, V40.0110, or V40.0009.*

**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, are examined through ancient texts illustrating their historical development and culture. These are the civilizations where writing began, and 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 role of men and women, literature, cosmology, and art. We explore literature in the broadest sense, including documents that might otherwise be simply 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 premodern 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 writers.
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 prehistory 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: Russia Between East and West
V55.0510  4 points.

Distinctive historical and geographical dichotomies and issues in Russian culture. Emphasis is on primary documents, including literary works, travel notes, works of art, and political statements from all periods, chosen to establish the particular matrix of competing positions that make up the Russian national and cultural identity.

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. This course examines how to make sense of societies that seem unfamiliar and how to think critically about Western images of the unfamiliar. Questions examined in depth include: 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 encounter today 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: Pre-Columbian America
V55.0513  4 points.

The beliefs and practices of two major societies and cultures of pre-Hispanic Mexico: the Aztecs and the Mayas. We examine the nature of cultures based primarily on an oral tradition. Among the areas explored are how these cultures saw their origins and history; how they defined their relationship to community, to nature, to the gods, and to the state; their ways of seeing life and death; and their concept of time and reality. The course is organized around certain themes, among them, politics and governance, religion and ritual, history and myth, narrative and poetry, codices and stelae, urban centers and ceremonial spaces. It helps students understand non-Western ways of thought and practice and to see the continuity of these traditions into present-day indigenous culture. Also considered is the issue of the authenticity of sources translated from their original languages and transcribed in the postconquest period.

World Cultures: Latin America
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, and 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 for the course consist mostly of primary sources and allow us 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. Course materials also include novels, short stories, films, photographs, and music.

**World Cultures: India**

V55.0516 4 points.

Considers the paradoxes of modern India: ancient religious ideas coexisting with material progress, hierarchical caste society with parliamentary democracy, and urban shantytowns with palatial high-rises. The course integrates research on India’s cultural values with social-scientific perspectives on their contemporary relevance. By examining problems such as protective discrimination for lower castes and cultural nationalism, it shows how democracy involves difficult choices among competing, often opposed, ancient and modern cultural values.

**World Cultures: Native Peoples of North America**

V55.0519 4 points.

Since well before contact with Europeans, native peoples living in the United States and Canada have spoken many different languages, practiced many varied lifeways, and organized their societies distinctively. To convey a sense of the range and diversity of contemporary Native American life, and to understand the impact of colonial and postcolonial histories on current affairs, this course draws on anthropological, linguistic, sociological, historical, and literary works. Concepts and images developed in a variety of academic disciplines as well as in popular culture are discussed and examined critically. Studies of societies in three geographic areas (the Northwest, the Southwest, and the Northeast) are used to explore particular problems confronting analysts and native peoples alike. Some of these problems are how we understand social and cultural diversity and complexity, differing systems of value and social inequality, language use, uses of documentary and oral histories, the impact of urban and rural lifeways, museums, federal acknowledgment or recognition of tribal status, and repatriation (the return of bones and objects of cultural importance to native people).

**World Cultures: Muslim Europe**

V55.0520 4 points.

From the early eighth century C.E. onward, Islamic civilization, which embraced both sides of the Mediterranean, made far-reaching and critical contributions to the course of Western development. This course explores the past and present of Muslims within the boundaries of present-day Europe. It begins by examining the foundation of the oldest Islamic societies of the West, with particular emphasis on the art and science of Al-Andalus (medieval Spain) and on the early modern government and social structure of the Ottoman Balkans. Through history, literature, and the visual arts, the second half of the course focuses on the diversity of the modern Muslim experience in Europe, from Russia to England. It also addresses the dilemmas of self-definition and survival that confront citizen and immigrant alike as minorities within predominantly Christian nation-states.

**World Cultures: Islam in Asia**

V55.0525 4 points.

Two-thirds of the world’s Muslims today live in Central, South, and Southeast Asia. The course examines the ways in which Islamic traditions spread from the Middle East, the nature of the ensuing dialogue between Muslims and adherents of existing traditions (Hinduism, Buddhism, Confucianism, Christianity, shamanism), and the politics of Islam today, from Afghanistan eastward to the Philippines. The object of the course is to highlight the nature of dialogue and conflict between the adherents of Islam and those of other religious traditions, to clarify the economic and social issues behind conflicts waged in the name of religion, and to depict the different and constantly evolving “Islams” that thrive in Asia.

**World Cultures: New Guinea**

V55.0524 4 points.

How has the outside world imagined, toured, colonized, and portrayed the island of New Guinea? Conversely, how have New Guineans responded to these events and interactions, both by internalizing and contesting external depictions and domination? We study the contrastive ways outsiders and New Guineans have narrated these overlapping experiences and histories. We approach the topic through specific dramas, events, and processes, for example, first contact and colonialism, missionization, the Second World War, and independence. Course materials include different media and modes of representation. We view historical and contemporary films by and about New Guineans, listen to recordings and radio programs, and read writings by indigenous and non-New Guinean authors.

**World Cultures: Muslim Spain**

V55.0527 4 points.

Considers one example of the long-term establishment of a Muslim polity in Europe. Traces the political flow of events from the Arab-Berber conquest of the peninsula and their experiments in state formation to the emergence of Christian rulers in the northern kingdoms and the reversal of the tide until the final submission of the surviving Muslim enclave of Granada in 1492. Of chief concern is the construction of a remarkable social and intellectual culture out of the various indigenous and imported elements; how the three indigestible ingredients called Islam, Christianity, and Judaism fared in that melting pot the Spaniards called convivencia, particularly when one of the others was stirring; and the problems posed by the notion of “Muslim Spain” for Spanish historians and for Westerners generally.

**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. The emphasis is on the Soviet experience, though the Tsarist past and post-Soviet developments are also considered. Special attention is given to the role of historical traditions, leadership, ideology, ramifying events, and socioeconomic 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 U.S., 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. We start by exploring the immigration of Latin American peoples to U.S. cities, turn to three case studies of emerging Latino communities, and end by examining contemporary issues involving Latinos in urban centers such as New York.
Societies and the Social Sciences: Interdisciplinary Perspectives on Capitalism
V55.0615 4 points.

What is capitalism? By the end of the 20th century it seemed to have conquered the world. Countries everywhere are turning to the idea of the free market and are being pulled or pushed in the global economy of capitalism. Despite capitalism's success, social scientists have never agreed about what it is or how it works. We examine some of the different ways in which social scientists over the last 200 years have tried to tell the story of how capitalism works and also explore some of the different kinds of capitalism that exist today and the different ways in which social scientists understand them.

Societies and the Social Sciences: Interdisciplinary Perspectives on the Language of America's Ethnic Minorities
V55.0616 4 points.

Examines the role of language in communities in the United States, specifically within African American, Asian American, Latino, and Native American populations. Explores the relationship of language to culture, race, and ethnicity. In particular, looks for similarities and differences across these communities, and considers the role that language experiences play in current models of race and ethnicity.

Societies and the Social Sciences: Interdisciplinary Perspectives on Metropolitan Studies
V55.0651 4 points.

Considers the major approaches that have been deployed to investigate the urban experience in the modern world and explores the historical geography of capitalist urbanization with particular attention to North American and Western European cities, to colonial and postcolonial cities, and to the global contexts of urban development. Major topics include urban and regional planning, urban politics and governance, suburbanization and regional development, gentrification and urban social movements, the gendering and rationalization of urban space, racial segregation, and urban design and architecture.

Societies and the Social Sciences: Anthropological Perspectives
V55.0640 4 points.

Anthropology concerns the ways in which people live in society, especially as mediated through cultural processes. Deeply concerned with non-Western as well as Western ways of life and the relations between them, anthropology addresses the problem of differences and similarities within and between human populations, including the use of differences to establish or resist power within social formations. Anthropology views such differences not simply as situations of the past but as constantly being produced in new global formations of power and commerce. Students explore how anthropologists use data to develop basic premises about the nature of human societies and the foundations of distinctive regimes of sociality, and they examine theories of social life in the terms of a commitment to grasping the perspectives, knowledge, and lived experience of social actors through the methodology of ethnographic fieldwork.

Societies and the Social Sciences: Economic Perspectives
V55.0650 4 points.

Economics explores the ways that individuals in society assign value, act to optimize the gain of what they consider valuable, and seek to limit the risk of losing those valuables. To understand how people make these decisions, economists model the ways that individuals take account of uncertain circumstances, the limits of their own knowledge, and the inefficiency of social institutions in which they participate. Topics may include decision theory, markets, and the historical development of economic analysis. With this perspective, students go on to consider social issues such as voting behavior or fiscal and trade policy. Consideration is also given to critiques of economics' methods and to discussion of other social-scientific approaches.

Societies and the Social Sciences: Linguistic Perspectives
V55.0660 4 points.

Examines language from a dual perspective: as part of humankind's biological endowment and as a social phenomenon. Considers the structure, universality, and diversity of human language. Introduces the core areas of grammar: its sound system, the structures of words and sentences, and meanings. Examines the representation of language in the brain, first-language acquisition, and processing. Introduces linguistic universals, dialect, sociolects, and the mechanism of linguistic change.

Societies and the Social Sciences: Political Perspectives
V55.0670 4 points.

The study of politics uses social science methods to understand the institutions that societies construct to address their problems and needs. Topics may include interstate war, ethnic conflict, environmental degradation, democratic transition, poverty, globalization, or government gridlock. Students analyze the institutional strategies that have been devised to deal with these issues and examine related theoretical concerns with concrete implications for reform. For instance: What is the best way to foster international cooperation in an area where little or none exists? How can formerly nondemocratic states successfully make a transition to democracy? How important is an independent judiciary, and how can it be established? What, if anything, can be done to ensure genuine competition between political parties, and on what does it depend? Important questions of social science method are also considered, such as the role of...
theoretical models in explanation, the status of inferences made from small samples, and the widespread problem of selection bias in non-experimental data.

**Societies and the Social Sciences: Psychological Perspectives**

V55.0680 4 points.

Why do people do what they do, think what they think, feel what they feel? Psychology is the scientific study of the mind and individuals’ behavior. It assumes that mental and behavioral events—normal and abnormal—have biological, psychological, and social or cultural causes. Studying these causes, how they operate, and what their consequences are yields greater understanding of oneself, other people, and our society; it may also have implications for social policy and for how we lead our lives. Analyzing data from observations, surveys, and experiments, students consider the current state of psychological knowledge, how it is obtained, and its limitations.

**Societies and the Social Sciences: Sociological Perspectives**

V55.0690 4 points.

How can we understand the uniquely social or collective aspects of human lives? Sociology begins with the recognition that the lives of individuals are profoundly shaped by social groups and institutions. It maintains that these groups and institutions have a reality of their own, which cannot be understood simply as the product of individual actions, beliefs, and desires; and that they shape individuals as much as, or even more than, individuals shape society. Students consider the relationship between individuals, groups, and institutions in particular contexts, examining topics such as social protest, law and criminality, social policy, the economic organization of society, the arts, and contemporary conflicts over religion, race, class, and gender. They explore how various social-scientific theories and methods illuminate such issues and how these insights may help us to address important social problems.

**Expressive Culture**

Note that the prerequisite for all Expressive Culture courses is completion of or exemption from V40.0100 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? This course attempts to answer some of these questions.

**Expressive Culture: Images**

V55.0720 4 points.

What is the place of art in an image-saturated world? The course begins with a consideration of 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. The bulk of the course is an exploration of the visual and conceptual challenges presented by major works of sculpture, architecture, and painting. It concludes with a selection of problems raised by art today. The course is designed to equip students with the vocabulary to both appreciate and question the artistic “gestures” of society in various places and times.

**Expressive Culture: Images—Painting and Sculpture in New York Field Study**

V55.0721 4 points.

New York’s public art collections contain important examples of painting and sculpture from almost every phase of the past, as well as some of the world’s foremost works of contemporary art. Meeting once a week for an extended period, the course combines on-campus lectures with group excursions to prominent buildings. Consideration is given both to individual buildings as examples of 19th- and 20th-century architecture, as well as to phenomena such as the development of the skyscraper and the adaptation of older buildings to new uses.

**Expressive Culture: Sounds**

V55.0730 4 points.

Our lives pulsate 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. This course investigates the function and significance of music and the musician in human life. A series of specific case studies raises 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, students and faculty together reassess the value of music in human experience.

**Expressive Culture: Performance**

V55.0740 4 points.

This course 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. This course explores the expressive and representational achievements of cinema in the context of modernity and mass culture, providing students...
with 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**

*Note that the prerequisite for all Quantitative Reasoning courses is completion of or exemption from V63.0005.*

In addition to the traditional lecture/workshop format, selected sections of Quantitative Reasoning are also offered in small-group formats. Please consult the Directory of Classes for each semester’s schedule.

**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: Mathematics and the Computer**  
V55.0102  4 points.

The mathematics and physics that make the digital world a reality are the subject of this class. Students investigate the mathematical ideas behind how computers operate and construct decision-making machines that obey the principles of mathematical logic. The course includes a basic introduction to electricity and circuits, allowing students to make physical realizations of abstract mathematical ideas, such as number bases, in order to see their importance to the design of computational machines. The transistor, the basic element of the central processing unit of the computer, is considered in theory and is the subject of a laboratory exploration. Students design and construct circuits that perform arithmetical operations, such as addition, as well as more complex circuits, such as the encoder, decoder, multiplexer, and arithmetic logic unit, that are critical to the operation of the computer.

**Quantitative Reasoning: Mathematical Patterns in Society**  
V55.0103  4 points.

Examines the role of mathematics in a variety of contexts in the natural and 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.

**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? How did life on Earth originate? How did intelligence develop and human beings come to exist? And are we alone in the cosmos? 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, outlines the evolution of life and intelligence in the context of the sometimes catastrophic geologic history of our planet, and ends with a discussion of the possibilities for intelligent life in the cosmos. Laboratory projects include studies of the nature of light and the observed spectra of starlight, the evidence for an expanding universe, experimental studies of impact cratering on planetary surfaces and the current impact hazard, the geologic evidence for continental drift, and the catastrophic causes of mass extinctions of life.

**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 atmosphere, ozone and its depletion, greenhouse gases, and acid rain. Case studies from the New York City environment, such as the Hudson River, are used to focus discussions. 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-rang- ing 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. Science has provided a rich understanding of visual effects that has dramatically enriched our appreciation of what we see. 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 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: Systems of the Human Body
V55.0207 4 points.
Aims to develop the sciences necessary to understanding the various interrelated systems operating within the human body. The skeletal-muscle system converts muscle contraction into human motion (the science of biomechanics is relevant here). The cardiovascular system transports blood throughout the body, carrying oxygen to the site of muscle contractions and removing carbon dioxide and heat (fluid dynamics). The consumed oxygen is converted into work and heat, and the rate of consumption varies with speed in walking, running, etc. (thermodynamics). The nervous system transports electrical signals from the sensory receptors to the brain and from there to the muscles; these signals determine human reaction time, coordination, and optimal strategies for human performance (electrodynamics and optimal control theory). All of these systems, working together, make possible human motion and thought.

NATURAL SCIENCE II
Note that the prerequisite for all Natural Science II courses is completion of or exemption from V55.01XX and V55.02XX.

Natural Science II: Human Genetics
V55.0302 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. This course explores the foundations and frontiers of modern human genetics, with an emphasis on understanding and critically evaluating new discoveries in this rapidly evolving field of research. The syllabus 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. In this context, we develop the statistical techniques used to quantify genetic inheritance or establish a linkage between genes and characteristics. Descending to the molecular level, the course investigates 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. The laboratory projects throughout the semester introduce students to the methodology of genetic research, ranging from diagnosing inherited traits in families to hands-on explorations of the techniques of genetic engineering.

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 course covers current and important topics in neuroscience. Why do so many people drink alcohol and take drugs? What does Prozac do to the brain? Is the brain closer to a computer or a plant? Students gain an understanding of the role of the brain and the nervous system in such areas as learning, perception, drug addiction, depression, stress, and Alzheimer’s and Parkinson’s diseases. Laboratory topics explore brain anatomy, basic neural processes, sensory systems, receptor function, and behavior through hands-on experiments and computer demonstrations. Handling of animals and animal brain tissue is required in some labs.

Natural Science II: The Molecules of Life
V55.0310 4 points.
Our lives are increasingly influenced by the availability 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 us the molecular machinery of the cell. Critical to the function of such biomolecules is their threedimensional structure that endows them with a specific function. This information provides the scientific basis for understanding drug action and how new drugs are designed. 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.

Natural Science II: Earth, Life, and Time
V55.0312 4 points.
Over the last four billion years, life on Earth has evolved in response to changes in the environment. At the same time, major innovations in the history of life have led to transformations of the earth’s physical environment. Earth, Life, and Time examines the history of the intimate relationship between the earth’s changing environment and the evolution of life on the planet. This long-term historical perspective provides a context for understanding current environmental issues such as global warming, tropical deforestation, and loss of biodiversity.
Inquiries into Teaching and Learning II
E27.1002 4 points. For students in teacher certification programs.

Focuses on the themes of knowledge and knowing and schools and schooling. Builds on students’ extensive and continuing field experiences as the basis for a critical examination of how the academic disciplines, the school organization, 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.

Food and Nutrition in a Global Society
E33.1180 4 points.

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.

Ethical Issues in Professional Life
E50.1050 4 points.

Ethical issues in the human service professions. Historical perspective on the evolution of the professional idea. Ethical issues inherent in the idea of being a professional; examples drawn from education, nursing, health, art, and business.

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.

Diversity and Professional Life
E66.1011 4 points.

An interdisciplinary approach to diversity issues including gender, race, class, and sexual orientation, as they impact on the intersection of personal, professional, and political lives. Includes analyses drawn from psychology, economics, anthropology, and other fields as they bear on professional values, patterns of discrimination, work-family conflicts, and related areas.

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. For example:

**E11.1601**

- **E** indicates the course is given at The Steinhardt School of Education.
- These two digits indicate the department, program, or unit offering the course (e.g., E11 = English Education).
- The first digit after the decimal indicates eligibility to take the course:
  - 0 = undergraduate students
  - 1 = junior, senior, and graduate students
- The last three digits constitute the course number within the given department, program, or unit.

indicates a course in English education for juniors, seniors, and graduate students only. A hyphen between numbers indicates that neither term of the course may be taken for credit without the other term. A comma between numbers indicates that either term of the course may be taken without the other term. A full course is the work prescribed for a class that meets at least two hours each week for a period of 30 weeks or the equivalent. A half course is the work prescribed for a class that meets at least two hours a week for a period of 15 weeks or the equivalent. Unless otherwise stated, two half courses will be accepted as equivalent to one full course. Courses given on the first (1) level and the second (2) level are differentiated, in part, by the amount of work required in each, as follows:

- **First (1) level** courses require, for 2 points of credit a term, a minimum of four hours of outside study for each recitation period plus a term paper or equivalent project involving research.
- **Second (2) level** course requires, for 3 points of credit a term, seven hours of outside study for each recitation period and a term paper or equivalent project involving more elaborate and intensive research.
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
E11.0195 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 page 173.

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.

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 Psychological Studies.

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 writing, 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 II
E11.1602 240 hours: 8 points. Fall, spring. Prerequisites: E11.1600,1601 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 your own teaching of one English class during the semester is designed to promote your development as a reflective practitioner.

Student Teaching the English Language Arts in the Middle School III
E11.1603 240 hours: 8 points. Fall, spring. Prerequisites: E11.1600,1601 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 your own teaching of one English class during the semester is designed to promote your development as a reflective practitioner.
E12: MATHEMATICS EDUCATION

Fundamentals of Mathematics
E12.0001 60 hours: 4 points. Fall, spring. May be counted in lieu of 4 points of the mathematics requirement in liberal arts.

Substantial effort is made to reduce or eliminate mathematics anxiety while building a deeper understanding of elementary mathematics and its applications to students’ lives. Mathematical activities and games are used to help students learn and appreciate quantitative reasoning.

Mathematics for Decision Making
E12.0002 60 hours: 4 points. Fall, spring.

Applications of statistics and probability, necessary for informed decision making, are highlighted. Collecting, interpreting, and analyzing data; examining data from geometric, numerical, and algebraic perspectives; and analyzing the outcomes of events form the foundation for solving problems and making decisions.

Instructional strategies make use of various tools, personal interests, and connections with other disciplines.

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

For description, see page 173.

Teaching Elementary School Mathematics I
E12.1023 1-2 points.

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.

Mathematical Concepts in Integrated Early Childhood/Special Education Curriculum I
E12.1032 1 point.

The spatial and temporal experiences of young children. Analysis of activities in early childhood settings that help children develop insight into mathematics. As a study in itself and as a tool for applied use. Extension of the concepts explored in the preceding course by considering the use of mathematical concepts, methods, and materials in integrated curriculum with more advanced learners.

The Teaching of “Parts,” Grades 7-12
E12.1041 45 hours: 3 points. Alternate fall semesters.

Teaching about ratios, proportions, percents, decimals, and fractions in grades 7-12.

Teaching of Data Collection and Analysis, Grades 7-12
E12.1042 45 hours: 3 points.

Methods of helping students to learn, understand, and apply the concepts and skills of statistics and probability in grades 7 through 12; the use of technology to support and enhance such understanding; and how to assess the learning that has taken place.

Teaching Secondary School Mathematics
E12.1043 45 hours: 3 points.

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.

Methods of helping students to learn, understand, and apply the concepts and skills of algebra and trigonometry in grades 7 through 12; the use of technology to support and enhance such understanding; and how to assess the learning that has taken place.

Teaching of Geometry, Grades 7-12
E12.1046 45 hours: 3 points.

Methods of helping students to learn, understand, and apply the concepts of geometry in grades 7 through 12; the use of technology to support and enhance such understanding; and how to assess the learning that has taken place.

Teaching Precalculus Mathematics
E12.1047 45 hours: 3 points.

Methods of helping students to learn, understand, and apply the concepts and skills of precalculus; the use of technology to support and enhance such understanding; and how to assess the learning that has taken place.

Supervised Student Teaching of Mathematics in the Secondary School
E12.1076*† 45 hours: 3 points. Fall, spring.

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

Supervised Student Teaching of Mathematics I, Grades 7-12
E12.1077 A minimum of 20 school days (100 hours): 5 points.

Students are placed in a regular classroom setting under the guidance of an experienced master teacher. Students are expected to observe different teachers; to work with individual students and small groups of students; to attend department meetings and open school nights where appropriate; and to take over responsibility for one or more classes, including planning lessons, managing the classroom, instruction, and student assessment. This course also includes a weekly seminar of all students enrolled in a student teaching experience in mathematics education.

Supervised Student Teaching of Mathematics II, Grades 7-12
E12.1078 A minimum of 20 school days (100 hours): 5 points.

Students are placed in a regular classroom setting under the guidance of an experienced master teacher. Students are expected to observe different teachers; to work with individual students and small groups of students; to attend department meetings and open school nights where appropriate; and to take over responsibility for one or more classes, including planning lessons, managing the classroom, instruction, and student assessment. This course also includes a weekly seminar of all students enrolled in a student teaching experience in mathematics education.

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 in order to understand problems of our daily life. Pollution and diseases affecting the processes of both external and internal respiration are presented. Facets of ecology, 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 page 173.

**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.

**Microbiology**

E14.1023 90 hours: 4 points. Spring.

Prerequisites (strongly recommended): a college laboratory course in biology and chemistry. For nursing students; others by permission of instructor.

This course introduces the student to the classification and characteristics of bacteria and other protists. Fundamental concepts of control are studied and applied to physical and chemical agents as well as to antibiotics and chemotherapeutic means. The uses of microorganisms in the daily life of humans and in treating disease are also presented. In the laboratory, nonpathogenic bacteria are used to investigate the various means used to identify and control bacteria.

**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 activities 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.

**Teaching Science in Middle and High Schools II: Methods and Curriculum**

E14.1040 3 points.

The connection between learning outcomes and assessment is considered in relation to how it influences instructional decisions, especially with respect to development of curriculum. The roles of instructional strategies, motivation, classroom management, curriculum, and technology are addressed as a means of sustaining learner interest and cooperation.

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

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

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

E14.1150 3 points.

Professional methods course for teachers of secondary science.

**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.

**E16: QUANTITATIVE STUDIES**

**Basic Statistics I**

E16.1085 45 hours: 3 points. Fall, spring.

Prerequisite: a course in algebra. May not be taken concurrently with E16.1086 or E16.1995. Credit is not granted to students who have received credit for E16.1995 (E12.1995).

Review of the essential mathematics for statistics. Collection and tabulation of data; the properties of frequency distributions; histograms and frequency polygons; measures of central tendency, dispersion, and correlation; tests of hypotheses using the normal curve, the t distribution, the F distribution, and the chi-square distribution.

**Basic Statistics II**

E16.1086 45 hours: 3 points. Fall, spring.


For description, see E16.1085.
Biostatistics
E16.1995 45 hours: 3 points. Fall.
Prerequisite: a course in algebra. May not be taken concurrently with E16.1085, 1086.
Credit is not granted for E16.1995 for students who have taken E16.1085.

The collection, tabulation, and elementary analysis of vital statistics. Sources and uses of population, mortality, and morbidity data. Classification and tabulation, frequency distribution, measures of location and variation, rates and ratios, correlations and regression, and tests of significance using the normal curve, the t distribution, and the chi-square distribution. Illustrations and examples taken from the health professions.

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.

Acting I
E17.0027,0028 60 hours: 3-4 points each term. Fall, spring.
Class hours are spent in the practice of improvisation, pantomime, and theatre games as well as brief scenes. Three additional hours a week involve rehearsal and performance of scenes on Friday afternoons or major productions.

Acting II
E17.0037,0038 90 hours: 3-4 points each term. Fall, spring.
Prerequisite: satisfactory work in E17.0027,0028 or equivalent and permission of adviser.

Fall term deals with scene study, rehearsal approaches, and audition techniques for actors. Spring term focuses on characterization and dramatic relationships. Additional hours of rehearsal each 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. An analysis 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.

Introduction to Educational Theatre II
E17.0051 45 hours: 3 points. Spring.
An examination of the major periods of theatre history from the beginnings of modern theatre to postmodern theatre and performance art. An analysis 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 page 173.

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 required: 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. 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.

Character Study and Motivation
E17.1051 60 hours: 3-4 points.
A practical exploration of theories and methods of building a character. Utilization of numerous theories from Stanislavski or Brecht including improvisation, animal imagery, sensory awareness, and the application of these approaches to text. Acting I or equivalent required.

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.

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.

Masks and Puppetry
E17.1079 45 hours: 3 points. Fall.
Credit is not granted to students who have received credit for E17.2061.

Historical and practical experience in basic mask- and puppet-making techniques. Exploration of the uses of masks and puppets and their importance in theatre. Laboratory three hours a week.
Directing
E17.1081,1082   90 hours: 3-4 points each term. Fall, spring.
Elements of play scripts are analyzed and dramatized. Students cast and rehearse members of the acting classes in brief scenes performed at workshop meetings on Friday afternoons. Class assignments include rehearsal.

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.
Techniques for performing and teaching pantomime. Training in body control, gesture, and facial expressiveness. While basically a performance course, the history of mime as a theatre art is examined, and significant examples of Eastern and Western styles are studied.

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, followed by scheduled conferences with field supervisor. Seminar addresses formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice. Student teachers observe, plan, teach, and evaluate drama and theatre activities integrated across the elementary school curriculum, N-6. 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 T.I.E. 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 page 173.

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 are considered along with work settings.
E21: SPEECH AND INTERPERSONAL COMMUNICATION

Voice and Diction
E21.0032  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 E21.1005. Hours are arranged for student evaluation and practice.

Speech Communication
E21.0033  60 hours: 4 points. Fall, spring.
Theories of communication; fundamentals of spoken communication with projects in discussion, speaking, reading, and dialogue; oral and nonverbal factors; principles and practice in listening, interpersonal and group interaction.

Phonetics and Phonemics of American English
E21.0061  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.

Introduction to Rhetoric
E21.0130  60 hours: 4 points. Fall, spring.
A historic view of rhetorical theory from the ancients (Plato, Aristotle, Quintilian) to the modern (Broude, 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
E21.0132  60 hours: 4 points. Fall, spring.
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.).

Independent Study
E21.1000  45 hours per point: 1-6 points. Fall, spring, summer. Hours to be arranged.
For description, see page 173.

Gender Differences in Communication
E21.1001  30 hours: 2 points. Fall, spring (first and second seven weeks of term).
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.

Communication in Conflict Solving
E21.1002  30 hours: 2 points. Fall, spring (first and second seven weeks of each term); summer.
Conflict is a part of our personal and professional lives. By understanding the dynamics of confrontation, we can deal effectively with conflicts when they occur and possibly prevent conflicts from occurring. This course provides students with the practical skills and the theoretical background necessary for handling conflicts.

Communication and Public Relations
E21.1003  30 hours: 2 points. Fall, spring (first and second seven weeks of each term); summer.
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.

New Dimensions in Communication: The Communication Consultant in Corporate America
E21.1008  30 hours: 2 points. Spring.
Identifies strategies for the communication consultant in corporate America. Survey of the kinds of consulting that occurs and professional opportunities available. Strategies are provided for making the transition from academic to corporate arenas.

New Dimensions in Communication: Communication for Professionals
E21.1009  30 hours: 2 points. Fall, spring (first and second seven weeks of each term). Topic both terms: Communication for Professionals.
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, and individual presentations in television studio setting, and defining the professional environment.

Interviewing Strategies
E21.1010  30 hours: 2 points. Fall, spring (first and second seven weeks of each term); summer.
This course 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.

Public Speaking
E21.1011  60 hours: 4 points. Fall, spring, summer.
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.

Nonverbal Communication
E21.1012  30 hours: 2 points. Spring (second seven weeks of term).
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**
E21.1013 30 hours: 2 points. Spring (first and second seven weeks of term).

Consideration is given to verbal and nonverbal communication processes in United States culture as compared and contrasted with other interacting cultures; stereotypes resulting from differences in communication; and intervention strategies designed to strengthen effective intercultural communication.

**Communication in Organizational Settings**
E21.1014 30 hours: 2 points. Fall, spring (second seven weeks of each term).

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 (i.e., marketing and sales), leadership in meetings, and problem-solving skills.

**Team Building**
E21.1015 60 hours: 4 points. Fall, spring.

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.

**Political Rhetoric**

Looking at the rhetoric of public relations, we examine 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, discussion on how public relations helps create the viewpoints that eventually become well established and widely held.

**Public Relations Techniques: Nonprofit Sector**
E21.1020 30 hours: 2 points. Fall, spring (second seven weeks of the term).

Focuses on all aspects of communication in public relations for the nonprofit sector. Students learn to question, examine, and solve public relations problems endemic to the nonprofit sector.

**Communication and Advertising**
E21.1021 60 hours: 4 points. Fall, spring.

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.

**Public Relations in the Electronic Media**
E21.1022 60 hours: 4 points. Spring.

Understanding the interrelationships between mediated communication and public relations. Course focuses on the electronic media and assesses the impact of these media on public relations marketing campaigns.

**Public Relations: Written Communication for the Media**
E21.1023 60 hours: 4 points. Spring.

The communication skills called for by every mass medium require training. Therefore, the emphasis of this course is on teaching writing principles and patterns in the various media forms. Students learn, as modern mass communicators, the principles of writing for impact, information, and persuasion.

**Advanced Advertising Strategies**
E21.1024 60 hours: 4 points. Fall, spring.

This course teaches students who have taken a basic advertising course on how to develop a complete advertising campaign for a product, service, or nonprofit organization.

**Argumentation and Debate**
E21.1075 60 hours: 4 points. Fall. Prerequisite: speech course or senior standing.

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.

**Conflict Management Communication**
E21.1081 45-60 hours: 3-4 points. Fall.

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 we can learn to assess, manage, and defuse conflicts productively.

**Communication Competencies in the Mediation Process**
E21.1082 45 hours: 3 points. Fall.

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.

**Persuasion**
E21.1083 60 hours: 4 points. Spring. Prerequisite: speech course or senior standing.

Analysis of factors inherent in the persuasive process; examination and application of these factors in presentations. Hours are arranged for student evaluation and practice.

**The Art of Narration**
E21.1127 45 hours: 3 points. Spring.

Practice in storytelling techniques and extensive study of materials. Hours are arranged for student evaluation and practice.

**Interpersonal Communication**
E21.1191 60 hours: 4 points. Fall, spring, summer.

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.

**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**
E23.1057 30 hours: 2 points. Prerequisite: 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.

A practical examination of specific teaching problems and practices as they relate to secondary school social studies education. Class sessions are based on student teaching experiences.

**Teaching of Social Studies in the Secondary School I**
E23.1040 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.
Exploring 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 different 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.

**Community Studies: Political, Social, and Historical Forces**
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.

**E24: GRAPHIC COMMUNICATION**

**Independent Study**
E24.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 173.

**Graphic Communication Management**
E24.1101 45 hours: 3 points. Fall, spring.
An intensive study of effective management techniques. Emphasizes the accomplishments, results, and areas of concern that managers confront. Topics include organizational theory, leadership evaluation, development, and planning.

**Management Perspectives on the Estimating of Printing**
E24.1201 45 hours: 3 points. Fall.
Students must be well versed in printing technologies and terminology in order to register for this course.

An in-depth analysis of the systems and management procedures that generate accurate cost estimations in the production of printed material. Estimating procedures are given for paper, type, art preparation, prepress assembly, platemaking, sheeted and web offset press production, and binding and finishing.

**The Buying of Printing and Graphic Communication Products**
E24.1203 45 hours: 3 points. Fall.
Focus is on the purchasing function of a corporation. Discussion centers on such topics as training and compensating the purchasing director; the place of price; the practicality of bidding every job; the team concept of buyer and seller; how to select a vendor; the buyer’s open-door policy.

**Print and Human Experience**
E24.1204 60 hours: 4 points. Fall.
An overview of print as a function of communication and of 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**
E24.1205 60 hours: 4 points. Spring.
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 are examined.

**Electronic Publishing Seminar: Print in Revolution**

E24.1304 45 hours: 3 points. Fall.

This course attends to changes in “printery” practices and gives theoretical and managerial overviews of the impact of this rapidly emerging new publishing industry. Significant development of this fast-developing field covered through lectures, discussion, demonstration of systems, guest speakers, and selected readings.

**Graphic Communication Projects: Concept Through Execution**

E24.1340 45 hours: 3 points. Fall, spring.

Focus is on the workflow process, from creative concept through execution, in a variety of projects in graphic communication management. Class projects include the development of Web sites, newsletters, and advertising and promotional campaigns.

**Color Reproduction**

E24.1402 45 hours: 3 points. Fall.

An in-depth study to provide the graphics manager with a definitive and professional understanding of (1) how the principles of color relate to the systems of color separation and the printing process; (2) the photographic and electronic scanning methods of color separation; and (3) the practical conditions of color masking, communication, color correction, and quality control in printing.

**Graphic Communication I: Design and Persuasion**

E24.1501 45 hours: 3 points. Fall, spring. Juniors and seniors.

Principles, procedures, and processes involved in graphic communication. Topics include image communication, principles of design and persuasion, use of light and color, typography and layout, photography and digital imaging, workflow, and preparation of data for production in various forms of graphic media.

**Graphic Communication II: Print and Web Media**


Processes used in the reproduction of printed materials and electronic graphic communication. Topics include color separation theory, scanners and image processing, paper and substrates, printing inks, proofing, platemaking, press production, and electronic/on-demand printing, Internet, and image processing.

**Electronic Publishing I: Foundational Tools**

E24.1601 45 hours and hours arranged: 3 points. Fall, spring. Juniors and seniors.

Basic introduction and hands-on experience in electronic publishing: a week-by-week approach to learning tools and technologies and discussion on their impact on how we communicate, express visual ideas, and present information. Students produce simple illustrations and announcements and design and lay out publications for reproduction through learning basic graphic design programs as well as practicing scanning skills and understanding Photoshop.

**Electronic Publishing II: Dynamic Structures**

E24.1602 45 hours and hours arranged: 3 points. Fall, spring. Juniors and seniors.

The forms and uses of new electronic publishing technologies are explored in a laboratory context of experimentation and discussion. Focus is on sharpening technological skills to produce larger projects for reproduction. Advanced techniques in Photoshop, QuarkXpress, and Adobe Illustrator.

**Publishing on the Internet**

E24.1604 45 hours and hours arranged: 3 points. Fall, spring.

Examines and provides hands-on skills to the new and ever-expanding technology. Topics include basic HTML skills as well as managerial and marketing processes central to Internet publishing.

**Magazine Editing**

E24.1901 45 hours: 3 points. Spring.

The supervisory role and responsibility of the editor in magazine publishing. Topics include working effectively with freelance writers; coordinating with art, circulation, production, advertising, and publicity departments; establishing and staying within editorial budgets; source and fact checking; creating effective display copy; the processes of writing and styling copy; planning and scheduling future issues; achieving an editorial style. The responsibilities of editors in corporate communication, academic and nonprofit organizations, book publishing, and publications on the Web are also discussed.

**Magazine Publishing Management**

E24.1916 45 hours: 3 points. Fall.

The function and responsibilities of the publisher and the business staff of a magazine. Examines consumer and trade magazine case histories. Topics include changes in the publishing business cycle; industry structure, characteristics, and evolution; the competitive nature of the magazine business; trends in new publications; economic considerations and changes in revenue patterns.

**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 instructions 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 page 173.

**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. 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

E25.1093 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

E25.1111 30-45 hours: 2-3 points.

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

E25.1113 45 hours: 2 points. Spring.

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.**

Extends the language-related processes with special focus on developmental reading and writing. Varied approaches to teaching reading in elementary school programs are introduced. Students apply concepts by working with children in their field placements to develop reading skills at developmentally appropriate levels.

**Language and Reading Instruction for Childhood II**

E25.1178  **20 hours: 1 point.**

Continuation of Language and Reading Instruction for Childhood I.

**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.

**Supervised Student Teaching in Early Childhood Education**

E25.1357  **A minimum of 20 school days (100 hours): 3-4 points.**

Number of points set by program requirements.

Supervised student teaching with children from birth through second grade in nursery schools, child care centers, Head Start and Early Head Start, and public and private schools.

**E27: TEACHING AND LEARNING**

**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. Fall, spring.**

Structured observation/participation experiences in a variety of educational environments to introduce new students in the teacher education programs to a range of teaching and learning situations.

**Inquiries into Teaching and Learning III**

E27.1002  **60 hours plus 15 hours of field experience: 4 points. Spring.**

Focuses on the themes knowledge and knowing and schools and schooling. Builds on students’ extensive and continuing field experiences as the basis for a critical examination of how the academic disciplines, the school organization, and the curriculum contribute to teaching and learning. Students explore how knowledge is constructed, how literacy skills are developed and contribute to what pupils come to know, and how the individuals learn and interact in formal and nonformal educational settings.

**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 placed on the varieties of language acquisition processes, including normal and delayed acquisition, growing up bilingual and/or bi-dialectal, and the effects of preschool exposure to literacy.

**Classroom Practicum: Planning, Assessment, Management, and Technology**

E27.1050  **45 hours plus 30 hours arranged in classroom observation/participation: 4 points.**

Examines knowledge of the learning processes across disciplines as a basis for instructional planning with particular attention to teaching diverse populations in urban schools. Various modes of assessment are considered in terms of how they inform instructional decisions. The roles of instructional strategies, motivation, and classroom management are addressed as means of stimulating and sustaining learner interest and cooperation. The uses of technology as an instructional tool to support information acquisition and communication are integrated into the course processes and applied to teaching and learning situations.

**E28: DEAFNESS REHABILITATION**

**American Sign Language: Techniques of Communicating with Deaf Persons, Level I**

E28.1090  **60 hours: 4 points. Fall, spring.**

Concentrated instruction in American Sign Language.
American Sign Language: Techniques of Communicating with Deaf Persons, Level II
E28.1091 60 hours: 4 points. Fall, spring.
For description, see E28.1090.

American Sign Language: Techniques of Communicating with Deaf Persons, Level III
E28.1291 60 hours: 4 points. Fall.
A continuation of E28.1090,1091. Emphasis is on developing fluency in both expressive and receptive skills. Videotaping sessions also form an integral part of this course.

American Sign Language: Advanced Techniques of Communicating with Deaf Persons, Level IV
E28.1292 60 hours: 4 points. Spring.
For description, see E28.1291.

Linguistic Structure of American Sign Language
E28.1295 45 hours: 3 points. Spring.
An introductory course presuming no prior training in either linguistics or American Sign Language (ASL). Topics covered include iconicity versus arbitrariness; ASL phonology (how signs are formed); morphology (how signs take on various functions); syntax (how sentences are organized); sign language acquisition and psycholinguistic aspects of ASL. Language samples are analyzed.

American Deaf Culture and Community
E28.1297 45 hours: 3 points. Spring.
Explores deafness as a cultural phenomenon through the study of the history, language, art forms, traditions, and patterns of everyday life of America's deaf community.

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 45 hours: 3 points. Fall, spring.
University-supervised student teaching experience in foreign language at middle school level for 20 days. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience also includes a 30-hour class observation prior to student teaching and a student teaching seminar, which meets once a week.

Supervised Student Teaching in Foreign Language Education: High School
E29.1066 45 hours: 3 points. Fall, spring.
University-supervised student teaching experience in foreign language at high school level for 20 days. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience also includes a 30-hour class observation prior to student teaching and a student teaching seminar, which meets once a week.

Japanese for Business People and Language Teachers
E29.1171 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 will get a chance to learn methodologies of working with beginning and intermediate learners of Japanese. One hour of practice will be 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 vocabulary 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. Prerequisite: E33.0119 (not required for nursing students).
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.
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 guidelines 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 page 173.

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 current computer tools for nutritional analysis.

Computers in Nutrition and Food Service IV: Advanced Food Service Applications
E33.1020 15 hours: 1 point. Fall, spring. Prerequisites: E33.1017, E33.1018, or equivalents.

Application and evaluation of current computer tools for management of food service systems.

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.

Covers food service sanitation procedures: facilities, food handling, codes, and management responsibilities. 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.

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.
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. Repeatable up to 5 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.

Techniques of Regional Cuisines  
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, control, fundraising, and investment in food and food service industries.

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.

Food Preparation Techniques: Photography  
E33.1200 45 hours: 3 points. Fall.  
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, biological, 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 I, II  
E34.0008,0009 45 hours: 3 points. Fall, spring.  
A comprehensive study of the anatomical, physiological, and neurological bases of speech production and perception. The structures and mechanics of respiration, phonation, resonance, articulation, and speech perception are studied.
Speech Pathology I, II
E34.0017,0018  30 hours: 2 points each term. Fall, spring.
A presentation of clinically normal voice, speech, and language processes provides a foundation for the overview of major categories of communication disabilities. Includes etiologies and typical symptomatology of major communication disorders.

Fundamentals of Hearing
E34.0229  30 hours: 2 points. Fall.
Concepts and principles basic to the understanding of the normal hearing process. Anatomy and physiology of the auditory system, acoustics, psychophysical methods, and basic correlates of the auditory stimulus.

Organization of Speech and Hearing Programs in the Schools
E34.1025  30 hours: 2 points. Fall.
Prerequisites: E34.0017, E34.0018, and E21.0061 or permission of the instructor.
Analysis of initiating and providing speech, language, and hearing rehabilitation programs within the framework of a school system is addressed. Techniques of organization, administrative tasks, differential diagnosis, programming, and establishment of professional relationships with staff, parents, and community members in culturally diverse environments are studied.

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 E21.0061 or permission of the 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 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 in the schools 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 the 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.

Introduction to Audiology
E34.1230  45 hours: 3 points. Fall.
Principles and techniques of pure tone and speech audiology; 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.

Supervised Student Teaching in the Preschool, Elementary School, Middle School, and High School
E34.1546  A minimum of 20 school days (100 hours): 6 points. Fall, spring; hours to be arranged. Open to speech and hearing majors only.
Prerequisites: E34.0008, E34.0009, E34.0017, E34.0018, E34.0229, E34.1025, E34.1101, E34.1207, E34.1601, and E21.0061.
Provides the opportunity for intensive experience in diagnosing and providing speech and language therapy for children in a public school setting under the supervision of an individual holding New York State licensure and the ASHA Certificate of Clinical Competence. Class discussions focus on the specific documents used in a public school, laws affecting and governing school speech and language therapy programs, and the current research literature regarding effective programs for public school children. Students partially fulfill the clinical hour requirements for American Speech-Language-Hearing Association Certification and the New York State Department of Education Teaching Certificate.

Language Development in the Preschool Years
E34.1601  45 hours: 3 points. Fall.
Prerequisites: E34.0008, E34.0009, E34.0017, E34.0018, E34.0229, E34.1025, E34.1101, E34.1207, E34.1601, and E21.0061.
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.

E36: SCIENCE AND MATHEMATICS EDUCATION
Application of Microcomputers to Mathematics and Science Instruction
E36.1002  45 hours: 3 points. Fall, spring.
A study of microcomputer application techniques for teaching science and mathematics. Analysis and application of existing computer programs and techniques to science and mathematics instruction. Field trips and experiences are available.

E38: MEDIA ECLOGY
The Impacts of Technology
E38.1034 (formerly E31.1034)  60 hours: 4 points. Spring.
An inquiry into the nature of the technology and human complex in contemporary society. A quest for appropriate actions for the future through understanding.
**Introduction to Evolution of Technology**

E38.1035 (formerly E31.1035) 60 hours: 4 points. Fall.

A study of the technical and social-cultural problems relating to humanity’s efforts in developing and utilizing technology from earliest times to the present. Today’s technical triumphs and mistakes are the results of the interaction of people from all parts of the world.

**E41: NURSING**

**Human Anatomy and Physiology**

E41.0070 3 points.

The structure and function of the human body and how it affects a person’s health and well-being.

**Theoretical and Research Bases of Nursing Practice**

E41.0120* 45 hours: 3 points. Fall, spring, summer.

Focus is on the conceptual and research development of nursing knowledge that forms the basis of evidence-based practice. The relationship of nursing theories to the development of research questions and the explanation of research findings is discussed. Areas of nursing inquiry currently investigated are presented. The validity of quantitative and the confirmability of qualitative methods used to answer research questions are discussed. Students critically evaluate current nursing research and assess applicability to clinical practice. They also evaluate and assess applicability of related research reported in the media.

**Nurse-Client Therapeutic Interaction**

E41.0238 2 points.

Theoretical principles and skills necessary to initiate and develop therapeutic interactions and caring/healing relationships with patients/clients/families. Students explore how their personal experiences, attitudes, and communication styles affect their interactions in health care settings. Students learn and practice effective therapeutic communication skills through self-reflections and analysis of relational dynamics.

**Health Assessment and Promotion**

E41.0239* 30 hours: 2 points. Spring.

Focuses on the development of health assessment techniques that includes use of data collection instruments to identify alterations in human environmental health patterns.

**Fundamentals of Nursing**

E41.0240 45 hours plus 45 lab hours plus 120 clinical hours: 6 points. Fall, spring.

Development of the concepts and skills used by the professional nurse. Using nursing theory, students apply the nursing process in the on-campus laboratory and with adult clients and their significant others in clinical settings such as acute care facilities, skilled nursing facilities, primary care centers, and elder centers.

**Acute Psychiatric Nursing**

E41.0241 3 points.

Biopsychosocial models for understanding persons and groups experiencing vulnerabilities and alterations in mental health across the lifespan. The nursing process is applied to individuals and groups in acute care mental health settings.

**Independent Study**

E41.1000 45 hours per point: 1-6 points. Fall, spring; hours to be arranged.

For description, see page 173.

**Adult Health Nursing**

E41.1241* 150 hours: 6 points. Fall, spring.

Focus is on professional nursing care for individuals and their significant others experiencing acute and/or chronic illness. The nursing process is applied in caring for adults and their significant others across care settings such as the hospital, end-of-life facilities, and home care.

**Parent/Child Nursing**

E41.1242* 150 hours: 6 points. Fall, spring.

Rogers’s conceptual model provides the framework for examining the life process of mothers, children, and their families as they move through the life cycle of childbearing, childhood, and parenting. Patterns of the human and environmental field are identified; changes in patterns are described and analyzed. The nursing process is utilized in the delivery of nursing care to maximize the health potential of young families.

**Nursing Care of Adults and Elders**

E41.1243 60 hours plus 120 clinical hours: 5 points. Fall, spring.

Focuses on the life process of adults and elders. The interactions among aging, disease, functional ability, and the environment are explored. Emphasis is placed on the application of the nursing process to health problems, health promotion/maintenance, and disease management relating to orthopedics, neurology, rehabilitation, immune dysfunction, and elimination in the adult and older adult populations.

**Community Health Nursing**

E41.1244 45 lecture hours plus 120 clinical hours: 5 points. Fall, spring.

Focuses on understanding and applying the principles of public health nursing to community health nurs-

**Nursing Science IV: Community Health**

E41.1253* 75 hours: 3 points. Fall. R.N.’s only.

Focuses on understanding and applying the principles of public health nursing to community health nursing practice in protecting and enhancing the health of communities and populations across the life span.

**Nursing Leadership and Management**

E41.1245* 150 hours: 6 points. Spring, fall. E41.1254* 75 hours: 3 points. Spring. R.N.’s only.

Focuses on the understanding, synthesis, and application of leadership and management principles. Students apply current leadership and management research findings in provision of care. Critical thinking and ethical decision-making skills are developed in identifying and analyzing key issues in the delivery of professional nursing care.

**Professional Nursing**

E41.1261 3 points.

Explores philosophical assumptions about nursing as a basis for understanding professional roles. Nursing is identified as a learned, valued profession; emphasis is on the influence of history in its evolution. Contemporary educational trends and practice issues are explored as primary factors in professional socialization. Ethical and legal aspects of nursing practice are discussed. Factors shaping nursing practice in health care delivery system are defined and evaluated.

**Altered Health Patterns**

E41.1435 45 hours: 3 points. Fall, spring. Prerequisite or corequisite: human anatomy, inorganic and organic chemistry. Open to special students.

Focuses on pathophysiology. Emphasis is placed on the relationship of usual health patterns of major body subsystems to changes that occur during the illness experience.

**Nursing Pharmacotherapeutics**

E41.1436* 45 hours: 3 points. Spring, fall. Prerequisites: physiology and organic chemistry.

Client responses to pharmacological agents. Application of nursing process to clients taking pharmacologic agents.

**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.

**E59.1015** 60 hours: 4 points. Spring.

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.

**E59.1017** 60 hours: 4 points.

Introduces the media studies student to the theory, principles, and practice of marketing management and integrated marketing communications. Analyzes the methods, 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.

**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.

**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.

**E59.1200** 60 hours: 4 points. Fall, spring. Open only to seniors in the Department of Culture and Communication or by permission of the 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. Fall. Prerequisite: senior standing and department approval to pursue honors in the major. Open only to communication studies majors with seniors standing.

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. Fall, spring.

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.

**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.

**E63: APPLIED PSYCHOLOGY**

**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 of 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 theo-

**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, and drug use are 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.

**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 math readiness, gender differences in learning styles. 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.

**Human Development II: Early Adolescents**

E63.0023 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 adolescence and applied across various institutional contexts. Important issues include puberty, cross-gender peer relations, preventing risky behaviors such as drug and alcohol use, delinquency, and assessment of male and female achievement. 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.

**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. Prerequisite: a course in general or educational 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. Not open to graduate-level majors. This course is required for Applied Psychological Studies B.S. undergraduates.

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 30 hours: 2 points. Fall, spring. Prerequisite: a course in general psychology or equivalent. Not open to freshmen and sophomores.

Overview of major areas in psychology such as development, learning, social, personality, and measurement; the concepts and principles fundamental to the educative process and their application to teaching.

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

E63.1051 60 hours: 4 points. Spring.

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. Fall, spring.
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.

Personality Development
E63.1039  45 hours: 3 points. Fall, spring.
Prerequisite: general, educational, or developmental 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.
A focus on the psychology of women and their mental health through 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.
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 and Evaluation in the Behavioral Sciences
E63.1073  45 hours: 3 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.

Sexual Identities Across the Life Span
E63.1110  45 hours: 3 points. Spring.
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.
The focus during this first semester is on 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
E63.1124  120 hours: 1-4 points. Spring.
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 is 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 Behavioral Science III
E63.1125  120 hours: 1-4 points. Fall.
Students select one field site to test a career alternative of their choice. Continuous self-evaluation vs-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 Behavioral Science IV
E63.1126  120 hours: 1-5 points. Spring.
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.

Psychological Measurement
E63.1137  45 hours: 3 points. Fall.
Prerequisite: E63.1073. 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.
Consideration of major learning theories and related research. Learning is viewed in relation to social, cognitive, and personality development. Implications for the implied behavior changes are discussed.

Survey of Developmental Psychology: Introduction
E63.1271  45 hours: 3 points. Fall, spring.
Prerequisite: a course in introductory, developmental, or educational 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.
Prerequisite: a course in introductory, developmental, or educational 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.
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.

E66: WOMEN’S STUDIES COMMISSION SERIES

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

Orientation Seminar and Fieldwork: Psychoeducational Aspects of Special Education
E75.0081*  135 hours: 3 points. Fall.
Required course for all undergraduates majoring in special education.
Orientation to special education and to the University. Includes relevant readings and discussions, films, speakers, group advisement, site visits, and small group and individual assignments.

**Foundations of Special Education**  
E75.0083  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 page 173.

**Teaching Students with Disabilities in General Education Classrooms**  
E75.1005  15 hours per point: 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, parent issues, and instructional strategies.

**Principles and Strategies for Teaching Students with Mild to Moderate Disabilities I**  
E75.1007  2 points.

Strategies for adapting curriculum and teaching methodologies for students with disabilities, including assistive and instructive technology and collaborating with teachers, other professionals, para-professionals, and parents in creating individualized educational programs.

**Principles and Strategies for Teaching Students with Mild to Moderate Disabilities II**  
E75.1008  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 assessments, various observational 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.

**Behavior Modification in Special Education Settings**  
E75.1160 (formerly E63.1160)  45 hours: 3 points. Fall, spring.

Examination and application of basic principles of applied behavior analysis. Topics include operant and classical conditioning, reinforcers and reinforcement systems, modeling, shaping, satiation, and deprivation. Application is related to behavior management in various classroom settings.

**Strategies for Teaching Children with Challenging Behavior**  
E75.1161  15 hours: 1 point.

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, childcare 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, childcare 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. Fall, spring.
Exploration of dramatic play in the integrated early childhood classroom.

Integrating the Arts into Early Childhood Curriculum II
E78.1054 15 hours: 1 point. Fall, spring.
Materials and strategies for creating an integrated early childhood curriculum with a focus on infusing the curriculum with music and movement activities.

E81: HEALTH EDUCATION

Sexuality and the Human Experience
E81.0001 30 hours: 2 points. Fall, spring.
Explores human sexuality throughout the life cycle as well as sexual attitudes and behavior. Major topics include patterns of sexual response; love and intimacy; sexual development; behavioral variations; sexually transmitted diseases; and commercialization of sex.

Independent Study
E81.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 173.

Health Counseling
E81.1062 30 hours: 2 points. Fall.
Physical, mental, emotional, and social health problems of elementary and secondary school pupils; remedial procedures; handling of confidential records; counseling techniques; health aspects of educational and vocational guidance.

Human Reproduction and Sexual Functioning
E81.1997 45 hours: 3 points. Fall.
Primarily a content course for educational personnel and others who will use the subject matter in their professional work. Topics include anatomy, physiology, and common pathologies of the male and female reproductive systems, male and female sexual response cycles, pregnancy, prenatal anatomic differentiation and development, the physiology of childbirth, and methods of fertility regulation.

Introduction to Community Health Research
E81.1321 45 hours: 3 points. Spring.
Prerequisite: any course in elementary statistics or the equivalent.
Fundamentals of community health research. Basic skills for interpreting community health data, methods of scientific inquiry in the community health field, and review of current community health research literature.

School Violence Prevention Workshop
E81.1990 2 hours: 0 points.
Completion of this requirement is demonstrated by enrollment and attendance in the workshop. 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.

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, spring.
Prerequisite: 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.

Aural Comprehension in Music II
E85.0007 45 hours: 1 point. Fall, spring.
Prerequisite: E85.0006; corequisite: E85.0036.
Continued training in elementary musicianship skills.

Aural Comprehension in Music III
E85.0008 45 hours: 1 point. Fall.
Prerequisite: E85.0007; corequisite: E85.0037.
Training in intermediate musicianship skills emphasizing sight-singing and dictation. Course activities are correlated with the materials of harmony and counterpoint for the diatonic, chromatic, and post-tonal repertories.

Aural Comprehension in Music IV
E85.0009 45 hours: 1 point. Spring.
Prerequisite: E85.0008; corequisite: E85.0038.
Continued training in intermediate musicianship skills.

String Practicum for Composers
E85.0016 30 hours: 2 points. Fall.
There is a fee for renting instruments.
A review of fingerings and positions for violin, viola, cello, and double bass playing and composition. Examination and performance of scores written for strings. Composition projects for strings.

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.

Vocal Training (Group)
E85.0024 15 hours: 2 points. Fall, spring.
Group lessons (by examination) in voice, supplemented by extra assignments, outside practice, and observation. Required attendance at recitals.

Woodwind/Brass Practicum for Music Education
E85.0025 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.

String Practicum for Music Education
E85.0026 15 hours: 1 point. Spring.
There is a fee for renting instruments. Prerequisite: E85.0025 or equivalent.
Fundamentals of string playing in a heterogeneous situation for the prospective teacher. Class-teaching procedures and equipment, methods, and materials for children and adolescents. Additional mixed ensembles of string, brass, wind, and percussion with particular attention devoted to writing for these combinations in schools.

Percussion Practicum
E85.0027 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
E85.0028 15 hours: 1 point. Fall.
Introduction to vocal/choral materials, with emphasis on the developing voice and rehearsal and performance techniques.
Wind or Percussion Instruments (Private Lessons)
E85.0034* 7.5-15 hours: 2-4 points. Fall, spring.
For freshmen and sophomores.
For description, see E85.1045.

Music Theory I
E85.0035 45 hours: 2 points. Fall, spring.
Prerequisite: E85.0037; 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, spring.
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.

Stringed Instruments (Private Lessons)
E85.0045* 7.5-15 hours: 2-4 points. Fall, spring.
For freshmen and sophomores.
For description, see E85.1045.

Piano or Organ (Private Lessons)
E85.0056* 7.5-15 hours: 2-4 points. Fall, spring.
For freshmen and sophomores.
For description, see E85.1056.

Italian/English Diction
E85.0061 30 hours: 2 points. Fall.
Study of the International Phonetic Alphabet and lyric diction rules for singing in Italian and English.

French/German Diction
E85.0062 30 hours: 2 points. Spring.
Study of lyric diction rules for singing in French and German; continued study of the International Phonetic Alphabet as it applies to these languages.

Vocal Training (Private Lessons)
E85.0065* 7.5-15 hours: 2-4 points. Fall, spring; hours to be arranged.
For freshmen and sophomores.
For description, see E85.1063.

Fundamentals of Conducting
E85.0065 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.

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.

Participation in Chamber Ensembles
E85.0080† 60 hours: no points, no tuition fee.
Fall, spring.
Open to the University community. Registration by audition only.
Performance of chamber ensembles. Smaller ensembles are derived from the total membership.

Participation in New York University Orchestra
E85.0089† 60 hours: no points, no tuition fee.
Fall, spring.
Open to the University community. Registration by audition only.
Performance of orchestral literature and orchestral/vocal works in concert with the New York University Choral Arts Society.

Participation in New York University Jazz Ensemble
E85.0092† 30 hours: 0 points. Fall, spring.
Required each term of all undergraduates.
All undergraduate music majors meet in collegium six times each semester to discuss broad issues of the music profession, career opportunities, and departmental matters. During the remaining weeks, students meet with members of their major program for visits with specialists in their field and for programmatic discussions.

Collegium and Program Seminar
E85.0099 45 hours: 3 points. Fall.
Definition of music theater as an art form. Review of its current status in Broadway, regional, stock, community, and educational venues. Presentation of key elements of music theater productions including acting, direction, choreography, and set/lighting/costume design. Study of selected repertoire providing models for song analysis. Broadway directors, actors, and choreographers are invited for lectures, demonstrations, and discussions throughout the semester.
Sight Reading for Vocalists
E85.0105 30 hours: 2 points. 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.

Recording Technology II Laboratory
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.

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 page 173.

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 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 maintenance and troubleshooting concepts used in the recording studio. Procedures discussed are those necessary in utilizing sophisticated audio equipment and understanding essential aspects of studio design.

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 postproduction industry are explored, with special emphasis on synchronization and the interfacing of SMPTE time code, and multitrack audio-sweetening techniques including music editing, sound effects design, foley, and dialog replacement.

Concert Recording I
E85.1011 30 hours: 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 30 hours: 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 in the recording studio. Open to students without previous experience in recording technology.

Composition for the Music Theatre
E85.1023 30 hours: 2-3 points. Fall, spring.
Composing in the various styles and forms to be found in music theatre. Creating lyrics appropriate to each. “Adapting” a play into a musical libretto in synopsis form.

Voice (Group)
E85.1024 15 hours: 2 points. Fall, spring; hours to be arranged.
Section determined by adviser in music department.
Group lessons in voice for nonmusic majors and those not performing in University groups (six in a group, one hour per week).

Teaching of Music in the Junior and Senior High School
E85.1027 45 hours: 2 points. Spring.
Music in the general curriculum. Developing an understanding and perception of the process of musical thought applicable to youth. Students observe in selected schools.

Wind or Percussion Instruments (Group)
E85.1032 15 hours: 2 points. Fall, spring; hours to be arranged.
Section determined by adviser in music department.
Group lessons in wind or percussion instruments for nonmusic majors and those not performing in University groups (six in a group, one hour per week).

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 on 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 45 hours: 3 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.

Colloquium in Music Therapy
E85.1044* 90 hours per point: 2-6 points each term. Fall, spring; hours to be arranged.
Orientation to problems in clinical music therapy situations. Offered in conjunction with fieldwork in various agencies and institutions associated with New York University.

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 Therapy
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, 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 (by examination) in voice, supplemented by extra assignments, outside practice, and observation. Required attendance at recitals.

Music Theatre Repertoire
E85.1064 30 hours: 2 points. Fall, spring.
Directed study and performance of scenes from the music stage.

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.

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. Required each term of music majors and those registered for other ensembles.

New York University Band
E85.1083 90 hours: 1 point. Fall, spring.
Open to the University community.
For description, see E85.0083.

New York University Choral Arts Society
E85.1085 100 hours: 1 point. Fall, spring.
Required each term of junior and senior vocal majors; open to others by advisement.
Registration by audition only.
For description, see E85.0085.

New York University Orchestra
E85.1087 60 hours: 1 point. Fall, spring.
Open to the University community. Required each term of junior and senior instrumental students; open to others by audition.
For description, see E85.0087.
New York University Jazz Ensemble
E85.1089 60 hours: 1 point. Fall, spring.
Open to the University community.
Registration by audition only.

For description, see E85.0089.

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, caprice, and scherzo receive 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 include 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. Fall.
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 #1 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 #1 A minimum of 20 school days (100 hours): 3-4 points. Fall, spring.
Restricted to music majors.

Song Repertoire I and II
E85.1164,1165 30 hours: 2 points each term. Fall, spring.
E85.1164 is prerequisite to E85.1165. For juniors and seniors.

A survey and performance course on the art song repertoire. Students study and perform repertoire from the genres of German lied; French melodic; and American, British, Italian, and Spanish songs.

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

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.

Advertising and Promotion in the Music Industry
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.
Required of all students in the music business program.
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
Required of all students in the music business

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, E85.1700.
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 and post-production 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.

Film Music: Historical Aesthetics and Perspectives
E85.1500  45 hours: 3-4 points. Fall, spring.
From silent film’s pit orchestras to today’s synchronized high-tech productions, this course explores the great film composers from Max Steiner to John Williams through their techniques and influential styles. The course includes demonstrations within the classroom and in Studio C, an extensive music-for-video production studio.

Performing Arts in Western Civilization
E85.1505  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.

Acting for Music Theatre II
E85.1520  45 hours: 2 points. Fall, spring.
Continuation of Acting for Music Theatre I, with more emphasis on scene study and the application of acting fundamentals to both contemporary and classical material.

Acting for Music Theatre III
E85.1521  45 hours: 2 points. Fall, spring.
Continuation of Acting for Music Theatre II. Exploration of styles of acting as they relate to music theatre. Students perform scenes from selected works and periods that require a physical and vocal technique particular to that period.

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. Fall, summer.
An introduction to analog electronic theory including solid-state devices. Ohm’s Law and related measurement techniques are explored. Students arrange for additional lab time to apply hands-on experience in basic circuit design.

Electronic Technology II
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 Technology
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.

E89: DANCE EDUCATION

Introduction to Modern Dance
E89:0012  60 hours: 2 points. May be repeated for a total of 6 points. Fall. spring.
Principally for nondance majors. Introduction to modern dance, including analysis of movement in dance technique and improvisation.
Beginning Ballet  
E89.0014  45-60 hours: 1 point. 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.

Beginning Modern Dance Techniques  
E89.0016  45-60 hours: 1 point. Fall, spring.  
For music theatre, voice, and nondance majors.  
Fundamentals of technique including placement, flexibility, motor skills, and some improvisation.

Beginning Jazz Dance Technique  
E89.0029  45-60 hours: 1 points. May be repeated for a total of 4 points. Fall, spring.  
For music theatre, voice, and nondance majors.  
Fundamentals of jazz as a dance discipline at introductory level, including special emphasis on placement and utilizing individual anatomical structures most efficiently.

Intermediate Ballet  
E89.0044  45-90 hours: 1 point. Fall, spring.  
Open only by audition.  
Continuation of training in basic technical skills in ballet.

Common Hour Dance  
E89.1001  45 hours: 0 point. Fall, spring.  
Weekly meeting time for graduate students or participation in workshops and concert production, etc.

Tap Dance  
E89.1013  45 hours: 2 points. Fall, spring.  
Basic course in jazz tap, waltz clog, and soft-shoe styles of tap dance. Relates the cultural and generic origins of these styles to their introduction to and development in theatre as a performing art. Includes fundamental skills and traditional steps and sequences for creating tap dance choreography.

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.  
Analysis of jazz as a dance discipline—introductory level. Includes composition.

Intermediate Technique and Pedagogy: Modern Dance  
E89.1040  45-90 hours: 1 point. Fall, spring.  
Section 1: (Hawkins-based) (minimum of two days).  
Registration of nondance majors by permission of program director only. Required of dance majors for teaching certification.  
Intermediate technical skills and pedagogical methods with emphasis on development of expression and effective pedagogy.

Introduction to Laban Movement Analysis  
E89.1041  30 hours: 2 points. Fall.  
Registration of nondance majors by permission of program director only.  
Introductory experience in Laban’s system of qualitative movement analysis, including the basic body, space, and dynamic elements. Provides skill practice and observation, particularly in understanding one’s personal movement style.

Advanced Technique and Pedagogy: Modern Dance  
E89.1075  45-90 hours: 1 point. Fall, spring.  
Section 1: (Hawkins-based) (minimum of two days); sections 2 and 3: (improvisation).  
Registration of nondance majors by permission of program director only. Required of dance majors for teaching certification.  
Advanced technical skills and pedagogical methods with emphasis on continuity, phrasing, and performance in a modern style.

Advanced Ballet  
E89.1074  45-90 hours: 1 point. Fall, spring.  
Registration of nondance majors by permission of program director only.  
Advanced technical skills with emphasis on continuity, phrasing, and performance in American balletic style.

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.

Dance Notation  
E89.1141  60 hours: 3 points. Fall, spring.  
Registration of nondance majors by permission of program director only.  
Introduction to the history of movement notation and other systems of notation. Basic understanding of movement and its visual analysis through the Labanotation system. Work in theory, reading, writing, and some computer applications.

Teaching Creative Rhythmic Movement  
E89.1453  45 hours: 3 points. Spring.  
Registration of nondance majors by permission of program director only. Required of dance majors for teaching certification.  
Creative movement theories, techniques, and skills are actively explored for the teaching of children. Emphasis on the use of dance as an expressive, creative, interacting, and learning aesthetic/educational experience. Includes dance class observations. Meets city and state certification requirements in this area.

Teaching Performance of Dance  
E89.1454  45 hours: 3 points. Fall.  
Registration of nondance majors by permission of program director only. Required of dance majors for teaching certification.  
Provides opportunities for students to plan choreography and to view and design dance concerts that recognize the developmental needs and aesthetic interests of developing dancers.

Anatomy and Kinesiology for the Dancer  
E89.1811  60 hours: 3 points. Fall, spring.  
Registration of nondance majors by permission of program director only.  
Study of the basic mechanical principles affecting the physiological functioning and anatomical structure of the human body. Dance laboratory application of these principles to body alignment, placement, and dynamic posture for dance.

E90: ART AND ART PROFESSIONS  
Introduction to Jewelry  
E90.0021  60 hours: 3 points. Open to all students.  
Beginning and traditional techniques for jewelry and metalsmithing. Through demonstrations and practice, students create individual projects in a variety of materials. Discussions and assignments consider preconceived notions about jewelry as well as structural design problems.
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.

Art and Contemporary Culture II  
E90.0038  45 hours: 3 points. Spring.  
Required for art majors.  
Traces the evolution of the arts from the 1800s through 1945. Movements such as romanticism, realism, and modernism are discussed in relation to social and technological developments ranging from colonial imperialism to the Industrial Revolution. The role of these movements in current culture is an ongoing focus.

Visual Arts (Sophomore Seminar)  
E90.0009  60 hours: 3 points. Fall.  
Open only to art majors.  
A seminar course that examines the historical development of the arts within a theoretical framework, addressing a range of models from structuralism and semiotics to modern and postmodern paradigms. The class is designed for practicing artists, allowing students to gain the skills and confidence to express their artistic objectives in critical writing, art making, and verbal analysis. Each student is responsible for oral presentations, works of art generated through research, and written statements about their own artistic objectives.

Introduction to Ceramics  
E90.0104  60 hours: 3 points.  
Open to all students.  
An introduction to the technical problems of making, decorating, glazing, and firing ceramic forms, while providing opportunities for understanding and developing sensitivities to clay as an art form.

Introduction to Drawing  
E90.0320  60 hours: 3 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. Fall, spring.  
Open only to art majors. Two semesters of this course are required for all studio 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: 3 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 I, II  
E90.0332,0335  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 introduced; individual and class critiques, discussions, assignments to visit museums and galleries; readings and extensive out-of-class problems.

Introduction to Sculpture  
E90.0340  60 hours: 3 points. Fall, spring.  
Studio course designed for nonart majors.  
Assignments/critiques/demonstrations related to the basic elements of sculpture.

Fundamentals of Sculpture I, II  
E90.0342,0345  60 hours: 4 points. Fall, spring.  
Two semesters of this course are required for all studio majors. Open only to art 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, 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.

Sculpture: Anatomy for the Artist  
E90.0346,0347  60 hours: 3 points. Fall.  
Open only to art majors. Atelier course offered on two levels.  
E90.0346: freshmen and sophomores. E90.0347: juniors, seniors, and graduate students.  
Analysis of the skeletal and muscular structure of the human figure through sculpture as a basis for artistic interpretation. Modeling of the skeleton and the human figure in studio accompanied by lectures and demonstrations.

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 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.

Fundamentals of Photography I, II  
E90.0362,0363  60 hours: 4 points. Fall, spring.  
Open only to art majors. On two levels.  
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: 3 points. Spring.

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.

Students must have the approval of their adviser and the art department chairperson to register for independent study.

For description, see page 173.

Undergraduate Projects
E90.1022,1023  20-60 hours: 1-4 points. Fall, spring.

Open only to art majors or by permission of the undergraduate director.

Prerequisite: sophomore standing or above. (E90.1023 is reserved for seniors; portfolio approval by instructor is required.)

Integrates the theory and practice of contemporary art, combining studio projects with reading assignments, which 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. To enable students to work with a range of media during the course, students receive studio workspace when available.

Modem Art and Contemporary Culture
E90.1050  30 hours: 3 points. Spring.

Open to nonart majors.

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 philosophical 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.

Prerequisite: one course in art history. Open to nonart majors.

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.

Contemporary Art
E90.1115  45 hours: 3 points. Spring.

Prerequisite: E90.1051. Open to art and nonart majors.

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.

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.

Prerequisite: 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, vary from semester to semester.

Introduction to Digital Art
E90.1354  60 hours: 3 points. Fall, spring.

Studio course designed for art and 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.

Introduction to Photography
E90.1360  60 hours: 3 points. Fall, spring.

Studio course designed for art and 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.

Introduction to Lithography
E90.1374  60 hours: 3 points. Fall, spring.

Studio course designed for art and nonart majors.


Introduction to Relief Printmaking
E90.1376  60 hours: 3 points. Fall, spring.

Studio course designed for art and nonart majors.

Hands-on introduction to relief printmaking. Studio work in linoleum and woodblock cutting. Western and Japanese techniques are featured.

Introduction to Photo Processes in Printmaking
E90.1378  60 hours: 3 points. Fall.

Studio course designed for art and nonart majors.

Hands-on introduction to photo processes in printmaking. An intensive introductory-level studio course in photographic applications to intaglio, lithography, and screen printmaking.

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.

Jewelry II
E90.1391  60 hours: 3 points. Fall, spring.

Prerequisite: E90.0021 or equivalent experience.

Exploration of jewelry making as an expressive medium for small-scale sculpture. Traditional techniques for jewelry and metalsmithing, including casting, soldering, and polishing. Students create individual projects in a variety of materials with class critiques and gallery assignments.
Prerequisites: one course in sculpture.

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.

Drawing II
E90.1525 60 hours: 3 points. Spring.
Prerequisites: two courses in drawing.

Greater emphasis placed on the figure as a key form and the use of color as it relates to composition. Special attention to individual work and expression.

Painting I
E90.1530 60 hours: 3 points. Fall.
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.

Painting II
E90.1533 60 hours: 3 points. Spring.
Prerequisite: E90.1530.

Emphasis is on the development of skills, composition, and interpretative ability in the individual painter.

Sculpture I
E90.1540 4 points. Fall.
Prerequisite: one course in sculpture.

Developing and 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 is an important supplement to studio assignments.

Sculpture II
E90.1541 4 points. Spring.
Prerequisite: one course in sculpture.

Provides a critical framework for students interested in building a personal body of work using sculpture materials. Assignments and readings focus on the transformation of ideas into works of art and place artistic production within the context of recent movements in sculpture as well as broader cultural issues. Students have a great deal of autonomy in conceiving and fabricating their projects. Technical assistance is given on an individual basis, and students have regular access to the sculpture shop, where available equipment includes wood and metal tools, as well as welding, plaster, and mold-making facilities.

Video Art I
E90.1550 60 hours: 3 points. Fall.
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.

Video Art II
E90.1551 60 hours: 3 points. Spring.
Prerequisite: E90.1550 or permission of instructor.

Continuation of Video Art I.

Digital Art I
E90.1552 60 hours: 3 points. Fall.
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.

Digital Art II
E90.1553 60 hours: 3 points. Spring.
Prerequisite: E90.0359 or permission of instructor.

The varieties of computer art are explored from conceptual art to computer pattern painting. Each student develops and uses a personal and visual computer style. Projects are evaluated in terms of the student’s project design objectives.

Black-and-White Photography I, II
E90.1560, 1561 60 hours: 3 points. Fall, spring.
Prerequisite: one course in photography.

Advanced course in black-and-white photography. Emphasis is on the creation of a body of prints dealing with one subject or theme. Aesthetic decisions made by the individual in choice of subject matter and technique are considered. Lectures, technical demonstrations, and individual critiques are included. Readings on individual photographers, aesthetics, and darkroom techniques are assigned. Critiques by visiting photographers/artists are held.

Color Photography I, II
E90.1562, 1563 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, II
E90.1574, 1575 60 hours: 3 points. Fall, spring.
Prerequisite: E90.0373.

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.

Focus on particular subjects or techniques allows students to broaden skills and expression. Past topics have included the figure, the landscape, grisaille, pastels, charcoal. 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 watercolor, trompe l’oeil, collage, mixed media, off-the-stretcher, narrative painting. Projects are chosen as a result of 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.
Ceramics II
E90.1641 60 hours: 3 points. Fall, spring.
Open to all students.
Prerequisite: E90.0104 or equivalent experience.
Exploration of clay as an expressive medium with experiences in hand building, throwing, surface decoration, and preparation of slips and glazes. During the second half of the year, attention is given to exploring individual expressions with class critiques and gallery and museum assignments.

Projects in Sculpture: Glass
E90.1642,1643 60 hours: 3 points. Fall:
E90.1642; spring: E90.1643.
Held at UrbanGlass. Open only to art majors.
Intensive workshop provides a survey of contemporary glass-working techniques through a combination of studio instruction and technical lectures. The studio areas, which include glasscasting, 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,
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 student and faculty interest.

Projects in Video Art I, II
E90.1650,1651 60 hours: 3 points. Fall,
Prerequisites: two semesters of advanced sculpture.
Topics selected by faculty and students to reflect their artistic preoccupations or to provide research in particular skills, subjects, or trends in drawing.

Projects in Printmaking
E90.1670,1671 60 hours: 3 points. Fall:
E90.1670; spring: E90.1671.
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 faculty and student interest.

Advanced Projects in Drawing
E90.1920,1921 60 hours: 3 points. Fall:
E90.1920; spring: E90.1921.
Prerequisites: two semesters of advanced drawing.
Topics selected by faculty and students to reflect their artistic preoccupations or to provide research in particular skills, subjects, or trends in drawing.

Advanced Projects in Painting
E90.1930,1931 60 hours: 3 points. Fall,
Prerequisites: two semesters of advanced painting.
Topics selected by faculty and students to reflect their artistic preoccupations or to provide research in particular skills, subjects, or trends in painting.

Advanced Projects in Sculpture
E90.1941,1942 60 hours: 3 points. Fall,
Prerequisites: two semesters of advanced sculpture.
Topics selected by 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
E90.1950,1951 60 hours: 3 points. Fall,
Prerequisites: two semesters of advanced art in media.
Students create independent video art. Video art standards are analyzed and evaluated. Field trips required.

Advanced Projects in Digital Art I, II
E90.1952,1953 60 hours: 3 points. Fall,
Prerequisites: two semesters of advanced art in media.
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
E90.1960,1961 60 hours: 3 points. Fall,
Prerequisites: two semesters of advanced photography.
Topics selected by 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.
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 content, accessibility, and the role of the creative artist in social change are explored from Periclean Athens to contemporary society focusing on definitions of the individual and ideas of social order. The course includes field trips and guest lectures to supplement the instructor’s lectures and class discussions.
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 include Registration Services, Counseling and Student Services, International Student Services, Special Student Advisement, and Alumni Relations.

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 health services, financial aid, career services, undergraduate admissions, housing, and student life. For further information, contact Student Services, Joseph and Violet Pless Hall, 2nd Floor; sed.student.matters@nyu.edu; www.nyu.edu/education/students; 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 Office of Career Services, 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 Seminar, 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 and 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 involvement. Staff members in the Office of Counseling and Student
Services assist and advise numerous Steinhardt School of Education student organizations.

All Steinhardt School of Education 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. This organization is governed by an executive board of officers and representatives from each program curriculum in The Steinhardt School of Education. The USG plays an active role in the governance of the school and University and is responsible for appointing students to serve on designated school/University committees.

Additional information about the USG may be obtained by contacting the USG Office, Joseph and Violet Pless Hall; telephone: 212-998-5350.

Office for International Students and Scholars

The Office for International Students and Scholars (OISS) coordinates services for international students and scholars. The OISS issues certificates of eligibility for F-1 and J-1 student visas, advises on all matters pertaining to student immigration status, and serves as the University’s liaison to all United States government agencies with responsibilities for visitors from abroad. Advisers are available every day to assist students with immigration, employment, financial, personal, and cross-cultural concerns. Students are required to report to the OISS upon arrival; to keep the office informed of changes in academic program, address, or funding; and to notify the office when departing the U.S. for more than a brief period.

The OISS sponsors programs to facilitate international students’ adjustment to their new environment and to ensure continued success during their studies at New York University. Programs include a comprehensive orientation; a University-based friendship program that provides international students the opportunity to share common interests with NYU faculty, staff, alumni, and friends; trips to spots of local and regional cultural interest; cross-cultural and educational seminars; and festivals celebrating U.S. and world cultures.

The office is located at 561 La Guardia Place and is open from 9 a.m. to 5 p.m., Monday through Friday; telephone 212-998-4720; e-mail: intl.students.scholars@nyu.edu; Web site: www.nyu.edu/osl/oiss.

Students with Disabilities

The Henry and Lucy Moses Center for Students with Disabilities provides services to students with qualified disabilities within all the schools and colleges of the University. Located at 240 Greene Street, 2nd Floor, the center provides services to students with hearing and visual impairments, mobility impairments, learning disabilities and attention deficit disorders, chronic illnesses, and psychiatric disorders. Student disability files presented to the center are confidential and are not part of a student’s official academic records at NYU.

In order to qualify for services and accommodations, a student must present appropriate, recent documentation of a disability and complete an intake interview with a counselor at the center. Services include the provision of sign language interpreters, readers, notetakers, and other auxiliary aids. The center works in conjunction with academic and administrative departments in providing assistance with examination accommodations, registration, and housing. Learning specialists are available to provide one-on-one assistance to eligible students under the center’s auspices. The center also sponsors programs and workshops, as well as the CHOICES career enhancement program. Limited tuition aid is available to eligible students.

Students with disabilities, supported by reasonable accommodations, must be able to function in their academic and residential environments. Supported by such accommodations, they are expected to meet the requirements and expectations of their academic programs, to follow the established guidelines for securing and remaining in residential living space, and to adhere to University student conduct and disciplinary codes.

Students with disabilities must be able to function in an independent manner as possible and to seek appropriate assistance in a reasonable and timely manner. University resources and staff cannot be expected to meet all of a student’s needs associated with managing a disability. It is expected that students will follow appropriate health regimens, secure appropriate medical and therapeutic assistance from qualified practitioners at NYU or in the New York City area, and arrange necessary support services (i.e., transportation, individual monitoring of needs, financial assistance, personal care) that NYU does not provide.

Telephone 212-998-4980 (voice and TTY) or visit our Web site (www.nyu.edu/osl/csd) for more information.

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

The Office of Lesbian, Gay, Bisexual, and Transgender (LGBT) Student Services exists to create campus environments that are inclusive and supportive of student diversity in the areas of sexual orientation and gender identification. The office offers a number of support services and programs including the following:

- Weekly discussion groups
- Student clubs
- Cultural, educational, and social programs
- Community service opportunities
- Rainbow Connection mentor program
- Outspoken peer education program
- Lending library
- Information on campus and community resources, including health services, spiritual organizations, recreational and social opportunities, volunteer opportunities, jobs, and internships

Our programs include lunch discussions on various topics, social events, major speakers, performances, and movie nights. Office staff members are always available to speak with students about coming out and related personal issues. The Office of LGBT Student Services houses a lending library and a number of resources regarding everything from health to legal issues to referrals to social events within the New York City LGBT community. The Office of LGBT Student Services is also dedicated to advocacy, education, training, and consulting. Outspoken is our peer education program that trains LGBT students and allies on issues of importance to the LGBT community and prepares them to present this information to the campus community. The Safe Zone program trains a growing network of students, faculty, and staff across the University who are willing and prepared to provide support and information to lesbian, gay, bisexual, transgender, and questioning students.

The office is located at the Kimmel Center for University Life, 60 Washington Square South, Suite 602. Students can also reach us at 212-998-4424 or lgbt.office@nyu.edu. You can also send us an AOL instant message at nyulgbtoffice. We are open Monday through Thursday from 9 a.m.-8 p.m. and Friday from 9 a.m.-5 p.m. For more information and a listing of upcoming events and programs, visit our Web site at www.nyu.edu/lgbt.

Phone 212-998-4980; TTY, 212-995-4490; Fax, 212-995-4995; E-mail, lgtoffice@nyu.edu; Web site, www.nyu.edu/lgbt; \( 9:00 \text{AM} - 5:00 \text{PM} \).
Office for African American, Latino, and Asian American Student Services (OASIS)

Since 1988, the OASIS mission has been to provide innovative programs that offer resources and support to our rich multicultural and ethnic student community. We help students achieve their goals in a supportive environment and an atmosphere of respect. By creating opportunities that address the intellectual success, cultural connections, and social concerns of students, college life takes on a whole new meaning.

The many diverse groups OASIS serves have grown over the years. Please contact us to learn about how we may serve you. Here is a summary of what we offer:

EDUCATIONAL AND CULTURAL PROGRAMS
- Educational and Cultural Institute/Under1Roof
- OASIS Speaker Series
- -ISM Project
- Diversity Day

GRADUATE AND PROFESSIONAL INITIATIVES
- Future Administrators Cultural Training Seminar (FACTS) Program
- Institute for the Recruitment of Teachers
- Career Advantage Internship Program
- How to Make the Most Out of the Diversity Career Fair
- Making It in Media

PERSONAL DEVELOPMENT AND LEADERSHIP
- The OASIS Leadership Institute (OLI)
- Mentorship Program
- OASIS Peer Ambassadors
- Brothers for Success
- Financial Aid Seminar Series
- The Culture Shop

ACADEMIC ENRICHMENT SERVICES
- Strategic Networking for Academic Performance (SNAP)
- Timbuktu Academic Resource Center

SOCIAL AND COMMUNITY PROGRAMS
- Welcome Reception
- Holiday Celebration
- The Nia Awards Celebration
- University Commencement Reception
- OASIS in the Community Day
- Graduate Students of Color Socials
- The Alumni of Color Network (AOC)

GENERAL RESOURCES AND SERVICES
- The OASIS O-Line—Semester Newsletters and Weekly E-Newsletter of Events
- Scholarship/Grant/Fellowship Information
- Counselor in Residence—staffed by a professional courtesy of University Counseling Service
- OASIS 101 Information Sessions
- The Official OASIS Web Site (www.oasis.nyu.edu)

The office, located at Kimmel Center for University Life, 60 Washington Square South, Suite 806, is open Monday and Friday from 9 a.m. to 5 p.m., and Tuesday, Wednesday, and Thursday from 9 a.m. to 7 p.m. The main telephone number is 212-998-4343.

Student Resource Center
Kimmel Center, Suite 210
www.nyu.edu/src
212-998-4959

The mission of the Student Resource Center (SRC) is to provide a helpful, welcoming, student-focused environment that provides personal attention and information to students at NYU, while educating them on the myriad of services available within their schools and throughout the University. The center offers programs, publications, and hands-on assistance for the entire University community. In addition, staff members focus specifically on the needs of new and continuing students, transfers, commuters, graduate students, parents and families of students, and spiritual diversity at NYU.

The Student Resource Center also provides a variety of services and support for students through the merging of the Office of Student Life (OSL) and the Commuter Student Services Office (CSSO) and two newly created staff positions for transfer and graduate students. Additionally, staff members provide guidance and advice on campus and city life and work closely with NYU’s academic and administrative units to provide students with the most comprehensive services possible. Staff members help students navigate the sometimes complex NYU organizational landscape, as well as provide resources, referrals, and information.

Office of Student Activities

The Office of Student Activities (OSA) staff provides ongoing advisement and support services for All-Square and school-based student organizations and serves as liaisons between the leaders of these organizations, student government, faculty, and administration.

OSA holds an annual fall and spring club fair to introduce students to the 346 student organizations registered with their office. OSA offers the G.O.L.D. Program (Growth Opportunities for Leadership Development) for students interested in learning about leadership, social justice, civic engagement, and event planning. OSA hosts a series of special events each year that supports student clubs and organizations and fosters a greater sense of community at NYU. OSA oversees the Loeb Student Center (LSC) located in the Kimmel Center for University Life on the 7th floor. The LSC includes two club lounges, club mailboxes, bulletin boards, a club and student publication resource center, Student Activities Board (SAB) and All-Square Student Budget Allocation Committee (ASSBAC) offices, the Program Board (PB) office, and the Office of Student Activities. OSA is responsible for Fraternity and Sorority Life (FSL) at NYU, serves as the primary advisers for the NYU Greek community, and provides guidance and support for fraternities, sororities, and their governing councils and judicial boards.

OSA is home to the student Program Board (PB) and works in partnership with their various committees to produce and promote an annual season of cutting-edge visual and performing arts programs, literary events, new music performances, concerts, lectures, and films as well as a visual and performing arts festival, CONCEPTION, featuring works by NYU students.

For detailed information about fraternity and sorority life, the Program Board, OSA programs and services, or a directory of registered student organizations, go to the OSA Web site at www.osa.nyu.edu. The Office of Student Activities is located in the Kimmel Center for University Life, New York University, 60 Washington Square South, 7th floor, New York, NY 10012-1019; telephone 212-998-4700, fax 212-995-4116; e-mail osa@nyu.edu or program.board@nyu.edu.
Program Office

The Program Office is the home office for Program Board and Ticket Central and also coordinates events and programs for the Commuter Circle. The office coordinates Big Fun Days, a series of fun and innovative special events that start in September with Bobcat Day and end the year with the Strawberry Festival. For information about all Program Office events, join the e-mail list by sending a message to join-program-office-events@forums.nyu.edu. The office is located in Room 210 of the Kimmel Center for University Life, 60 Washington Square South, 212-998-4999; www.nyu.edu/programoffice.

NYU Program Board

Program Board is a student-run organization dedicated to providing low-cost, quality entertainment and cultural programs for the entire New York University community. Members are responsible for every step of the event-planning process, from booking of talent and contract negotiation to technical production and publicity.

Committees include concerts, films, lectures, new music, performing arts, poets and writers, and publicity. Program Board also hosts Network Event Theater™, a series of free advance screenings of big-budget films. Students interested in joining one of the Program Board’s committees should visit the Program Office. For information about events, have your name put on the Program Board e-mail list by sending a request to join-program-office-events@forums.nyu.edu. The office is located at the Kimmel Center for University Life, 60 Washington Square South, Room 210; 212-998-4999.

Ticket Central Box Office

The Ticket Central Box Office, 212-998-4999, is NYU’s clearinghouse for discount tickets to a wide range of performing arts and film events on and off campus. Ticket Central is located in the Kimmel Center for University Life, 566 La Guardia Place (side entrance). Join the e-mail list by sending a message to join-ticket-central@forums.nyu.edu. The Web site is www.nyu.edu/ticketcentral.

Information Center

The advanced, multimedia NYU Information Center, Shimkin Hall, 1st Floor, is the place to go for answers to questions about the University, the Village, or New York City. The Information Center serves as a central information resource and referral service for NYU students, faculty, alumni, and staff, as well as for the general public.

Staff members answer questions directly or refer inquiries to a specific office for a more complete answer. Publications available include current bulletins for University schools, application forms for special testing programs (GRE, GMAT, LSAT, DAT, MCAT, TOEFL), a variety of maps (campus, subway, bus, trolley, etc.), campus newspapers, calendars, and journals, as well as a wide variety of internal and external pamphlets and brochures detailing new academic programs, study abroad opportunities, campus activities and events (films, lectures, concerts, theatre performances), and metropolitan resources (libraries, museums, etc.).

Sports and Recreation

JEROME S. COLES SPORTS AND RECREATION CENTER

The Jerome S. Coles Sports and Recreation Center fills the recreational needs of the University’s students, faculty, staff, and alumni. It accommodates a wide range of individual and group recreational activities, in addition to serving as home for several New York University intercollegiate teams. The center’s operating schedule provides every member of the University community with an opportunity to participate in a series of programs, recreational courses, free play, intramural activities, and varsity or club teams.

As a result of multipurpose area functions and scheduling, a wide range of activities at varying skill levels is available to all facility users. The Jerome S. Coles Sports and Recreation Center provides the following facilities:

- A roof with a 1/6-mile, three-lane running track, plus a playing surface that accommodates six tennis courts.
- A natatorium with an NCAA regulation-size swimming pool and diving tank.
- Four squash courts and five handball/ racquetball courts.
- A large, modern weight-training room and two annexes containing Life Strength and Hammer Strength machines, plus free weights, StairMasters, VersaClimbers, Lifesteps, rowing machines, and abductor/adductor machines.
- Individual rooms for wrestling/martial arts, fencing, physical fitness/calisthenics, dance, and exercise prescription instruction.
- Over 1,000 square feet of textured rock wall: Coles Rocks.

The Coles Sports and Recreation Center is located at 181 Mercer Street (between Bleecker and West Houston Streets). The center covers 142,000 square feet and has four levels (roof, lobby, natatorium, and field house). Five hundred people can use the facility at one time, 1,9000 spectators can be seated in the field house bleachers, and 230 can be seated in the natatorium bleachers. The center is barrier-free to facilitate access for those with disabilities.

Lockers and recreational equipment are available to members. Reservations are necessary for squash, handball, racquetball, and tennis courts. Tickets for home intercollegiate events that require an admission fee can be secured at the center.

Use of the center is available to all students who are registered for credit-bearing courses and who hold currently valid ID cards. Students who are maintaining matriculation must pay an additional $60 per term ($45 for summer) for the use of Coles. Other members of the University community may obtain access to the center by purchasing a membership. Rules and procedures pertinent to use of the center and its programs are published annually and are available at the Membership Office.

THE PALLADIUM ATHLETIC FACILITY

The Palladium Athletic Facility, located on East 14th Street near Union Square, is the latest in cutting-edge sports complexes designed to feel like a private health club. The facility boasts an aerodynamically designed, L-shaped deep-water pool for lap-swimming and varsity-level competition.

Some of the highlights of the Palladium, which opened in the fall of 2002, include a 3,140-square-foot weight room complete with free weights, selectorized machines, and a FitLinxx workout system. The FitLinxx system is a series of weight-lifting machines connected to a computer network that not only tells one how fast to pump, but also remembers previous workouts and weight settings.

The Palladium also features a 3,433-square-foot aerobic fitness room dedicated to cardio equipment, including treadmills, elliptical trainers, and exercise bikes. Each machine is outfitted with consoles into which patrons can plug their own headphones to receive audio from the nine TV stations playing in the room or the eight commercial-free cable radio stations. From this envi-
Intercollegiate athletics offer desirable opportunities for physical, confidence, and leadership development for those men and women of the student body interested in higher levels of competition. New York University is a member of and adheres to the rules and regulations of the National Collegiate Athletic Association and the Eastern Collegiate Athletic Association, as well as a number of local and regional associations in particular sports. The University competes in NCAA Division III intercollegiate varsity basketball for men and women. The University also maintains a program of intercollegiate competition for men and women in several other sports. The men’s sports include cross-country, fencing, golf, soccer, swimming and diving, tennis, indoor track and field, outdoor track and field, volleyball, and wrestling. In addition to basketball, varsity competition is available to women in cross-country, fencing, soccer, swimming and diving, tennis, indoor track and field, outdoor track and field, and volleyball. Call 212-998-2021 for information and schedules.

New York University is a member of the University Athletic Association, which includes Brandeis University, Carnegie Mellon University, Case Western Reserve University, the University of Chicago, Emory University, the University of Rochester, and Washington University (in St. Louis).

**Student Residences**

Housing over 11,000 students, year round, in 24 residence halls, the Department of Housing is responsible for the overall administration and operations of the residence halls.

The individual residence halls differ somewhat in building design, room types, kitchen facilities, and meal plan options. They are divided into two main categories: traditional-style and apartment-style halls.

The traditional style residence halls (Brittany, Goddard, Hayden, Rubin, and Weinstein) offer a mix of two- to three-person bedrooms and two- to three-person bedrooms in two-bedroom suites. Traditional-style rooms or suites have their own bathrooms but no kitchen. Residents are required to have a meal plan of at least 10 meals per week.

The apartment style residence halls (Alumni, Broome Street, Carlyle Court, Cliff Street, Coral Towers, Greenwich Hotel, Lafayette Street, Palladium, Seventh Street, Stuyvesant Town, Third Avenue North, Twenty-sixth Street, University Court, University Hall, Washington Square Village, Water Street, West 11th Street, and, West 13th Street) offer one- and two-person bedrooms in apartments with bathrooms and kitchens and the option of choosing any meal plan for extra convenience.

Each of the following residence halls accommodates undergraduates only unless otherwise indicated.

- **Alumni Hall**, 33 Third Avenue
- **Brittany Hall**, 55 East 10th Street (freshmen only)
- **Broome Street Residence**, 400 Broome Street
- **Carlyle Court**, 25 Union Square West
- **Cliff Street**, 15 Cliff Street (undergraduates and graduates)
- **Coral Towers**, 131 Third Avenue
- **Paulette Goddard Hall**, 79 Washington Square East (freshmen only)
- **Greenwich Hotel**, 636 Greenwich Street
- **Hayden Hall**, 33 Washington Square West (freshmen only)
- **Lafayette Street Residence**, 80 Lafayette Street
- **The Palladium Hall**, 140 East 14th Street (undergraduates and Stern graduates)
- **Rubin Hall**, 35 Fifth Avenue (freshmen only)
- **Second Street**, 1 East Second Street
- **Seventh Street Residence**, 40 East Seventh Street
- **Stuyvesant Town** (graduates only)
- **Third Avenue North Residence Hall**, 75 Third Avenue (freshmen only)
- **Twenty-sixth Street Residence**, 334 East 26th Street (undergraduates and graduates)
- **University Court**, 334 East 25th Street
- **University Hall**, 110 East 14th Street
- **Washington Square Village**, 4 Washington Square Village (graduates only)
- **Water Street Residence**, 200 Water Street
- **Weinstein Center for Student Living**, 5 University Place (freshmen only)
- **West 11th Street**, 31 West 11th Street (graduates only)
- **West 13th Street**, 47-53 West 13th Street

For more information about NYU housing, call 212-998-4600 or log on to the Web site at www.nyu.edu/housing.
Off-Campus Housing Office

The Department of Housing provides NYU students, faculty, and staff with information about non-University housing options through the Off-Campus Housing Office. The office is located at 4 Washington Square Village, on the corner of Mercer and Bleecker Streets, and is open Monday through Friday. For the hours of operation, please call 212-998-4620. The office maintains a database of available off-campus housing listings online at home.nyu.edu. To access these listings, you must have an NYUHome account. Once you are logged in, click on the “research” tab and then look for the Off-Campus Housing section. For more information or to learn more about the services provided, visit www.nyu.edu/housing/offcampus or contact the office by telephone at 212-998-4620.

NYU Campus Dining Services

Keeping up with the ever-changing food trends, NYU Campus Dining has everything from traditional American cuisine, ethnic dishes, and national brands like Burger King® and Pizza Hut Express®. Also available are low-fat, vegan, and vegetarian dining options at 13 different dining sites (listed below), including a restaurant with a view of Washington Square Park, two food courts, an outdoor café, six residential restaurants, three espresso bars, and late-night snack locations, which make eating on campus convenient for all.

Students can choose from 10 distinctive meal plans. On-campus and off-campus residents have the freedom to use their NYUCard for meals, beverages, and snacks.

For more information on dining locations and hours of service, contact NYU Campus Dining Services, 212-995-3030, or log onto www.nyu.edu/dining services.

NYU-sponsored Student Health Insurance Program

The general hours of operation are Monday-Thursday, 8 a.m. to 6 p.m.; Friday and Saturday, 10 a.m. to 6 p.m. Individual clinical hours and/or provider availability may differ. NYUHC is closed during certain University holidays. For hours of individual departments and holiday schedules, please call NYUHC at 212-443-1000.

AFTER-HOURS CARE

In case of a life- or limb-threatening emergency, students are encouraged to dial 911. For other health emergencies, or when NYUHC is closed, students can call NYU Department of Public Safety at 212-998-2222. Callers will be connected with the emergency room at NYU Medical Center's Tisch Hospital, where a physician will provide advice over the telephone and determine if the caller needs to go to the emergency room or can wait to see a health care provider at NYUHC the following day.

IMMUNIZATION

New York State Public Health Laws 2165 and 2167 mandate that all students registering for 6 credits or more in a degree-granting program provide immunization documentation for measles (rubella), mumps, and rubella (German measles) (NYSPHL 2165) and meningitis (NYSPHL 2167) prior to registration. Students born before January 1, 1957, are exempt from the measles, mumps, and rubella immunization requirement. However, all students are required to respond to the request for information regarding meningitis immunization. Failure to comply with the state immunization laws will prevent NYU students from registering for classes. Appointments are available for immunizations at NYUHC (212-443-1199). In addition to this requirement, NYUHC recommends that students consider the following immunizations: hepatitis B, varicella, and meningitis. Students should discuss these immunization options with their primary care provider.

New York University Health Center

726 Broadway on the 3rd and 4th Floors
Telephone: 212-443-1000
E-mail: health.center@nyu.edu
Web site: www.nyu.edu/nyuhc

The mission of the New York University Health Center (NYUHC) is to provide and promote high-quality, accessible, and cost-effective treatment, prevention, and education in support of the University’s goals and in response to the needs and concerns of its students. To this end, a comprehensive range of services is offered in a facility with state-of-the-art equipment and highly qualified health care professionals. NYUHC charges fees for its clinical services and will submit claims to certain insurance companies.

Health care at NYUHC is available to all registered NYU students. Students covered under an NYU insurance plan must first seek treatment at NYUHC, except in emergencies. NYU plans cover virtually 100 percent of the cost of medically necessary treatment at NYUHC. Students covered under private health insurance may telephone Patient Accounts at 212-443-1010 to determine whether or not NYUHC has a billing relationship with their insurance company. A scheduled appointment is the preferred method for students to receive services at NYUHC. Typically, a health care provider will be able to see a student in Primary Care Services based on appointment availability and the student’s scheduling needs. Patients who cannot wait for an appointment because of the nature of their illness or injury will receive assistance through Urgent Care Services or will be offered referrals to local health care providers.

In addition to Primary Care and Urgent Care, NYUHC offers an extensive array of clinical, rehabilitative, educational, and support services. These include allergy and immunization, dermatology, endocrinology, gastroenterology, gynecology/women’s health, men’s health, minor surgery, neurology, ophthalmology, orthopedics, otolaryngology (ear, nose, and throat), psychiatry, podiatry, pulmonology, sports medicine, travel medicine, laboratory, and radiology. Through collaboration between our various units, NYUHC also provides comprehensive wellness, education, and support services including workshops and seminars, a Smoking Cessation Program, advice on healthy nutrition and exercise, and numerous publications that address common health concerns.
To select, change, or waive coverage in an NYU-sponsored student health insurance plan voluntarily.

NYU sponsors three student health insurance plans: the Basic Plan, the Comprehensive Plan, and the NYUHC Only Plan. An additional insurance plan is available for eligible graduate assistants, teaching assistants, and research assistants. Students maintaining their own health insurance can supplement their coverage by enrolling in the NYUHC Only Plan, or they can waive the optional student health insurance plans (and corresponding charge) entirely. Also, students who are eligible for the program but do not meet the automatic enrollment criteria may enroll in any NYU-sponsored student health insurance plan voluntarily.

Except for medical emergencies and when seeking medical treatment outside the borough of Manhattan, students insured under any NYU-sponsored student health insurance plan are required to seek treatment and be evaluated first at the New York University Health Center, 726 Broadway, for any sickness or injury. A medical emergency refers to an acute illness or injury that is life- or limb-threatening or may permanently affect quality of life.

To select, change, or waive coverage in an NYU plan, students must submit a completed Student Health Insurance Selection/Waiver Form to the Student Health Insurance Services Office before the applicable enrollment/waiver deadline. Doing so will ensure that students are enrolled in the plan of their choice. Students waiving the NYU plans must submit documentation of their alternate insurance coverage.

Detailed information about the NYU-sponsored student health insurance plans and the selection/waiver process is included in the Student Health Insurance Handbook. To obtain a copy of the booklet and/or the selection/waiver form, please call Student Health Insurance Services or visit their Web site.

NYU Office of Career Services
NYU Office of Career Services
Main Office: 719 Broadway, 3rd Floor
Telephone: 212-998-4730
Fax: 212-995-3827
Web site: www.nyu.edu/careerservices

Academic year office hours: Monday, Tuesday, and Friday, 9 a.m.-5 p.m.; Wednesday and Thursday, 9 a.m.-7 p.m.
Summer office hours: Monday, Tuesday, Wednesday, and Friday, 9 a.m.-5 p.m.; Thursday, 9 a.m.-7 p.m.

Publications: NYU Office of Career Services Career Guidebook (comprehensive); A Guide to NYU Office of Career Services (brief)

NYU CareerNet: This online database allows students to search for full-time, part-time, and internship positions. After registering with the Office of Career Services, NYU alumni (fee required) and students with a valid NYU ID have access to job listings 24 hours a day via the Web site.

Career Assessment Tools: The Strong Interest Inventory and Myers-Briggs Type Indicator are available to assist students in learning about their interests, preferences, and styles. (Fee and follow-up appointment required.)

EMPLOYMENT ASSISTANCE

Careers at NYU: The Office of Career Services advises and assists students and alumni in securing internships and part-time and full-time employment. The counselors work with students to identify career options, prepare a résumé and cover letter, and address any career-related concerns. Students are encouraged to begin utilizing the full range of services as early as possible. Some of the available programs are listed below:

SEMINAR SERIES
- First Steps in Career Planning
- Résumé and Cover Letter
- Interviewing Skills
- Dining for Success—Mastering the Lunch and Dinner Interview
- Job Search and Networking Skills
- On-Campus Recruitment Orientation
- How to Choose a Major and a Career
- Work Abroad Orientation

CAREER PROGRAMS

Mentor Program: Successful professionals in a variety of fields serve as mentors to give students an inside look at various occupations. Students speak with mentors by telephone or in person and in some cases are able to spend a “day on the job” with a professional in their field of interest.

Career Week: Held in October, this annual program features presentations by professionals and special guest speakers on a variety of career-related issues. Students have opportunities to gather in-depth career information and ask questions.

Fraternities and Sororities

There are 25 fraternities and sororities recognized by the University. Information may be obtained at the Office of Fraternity and Sorority Life at Weinstein Hall, 5 University Place, 212-998-4710.
Religious Groups

The Catholic Center. The Catholic Center offers daily and Sunday Mass and a variety of religious, educational, social service, and social activities for both undergraduate and graduate students. Center facilities include Holy Trinity Chapel and the Newman Catholic Students Room. The center is open every weekday, and chaplains are available for consultation and counseling. The center’s office is located at 238 Thompson Street, 1st Floor, between West Third and West Fourth Streets. For further information, call 212-674-7236 or 212-998-1065.

The Edgar M. Bronfman Center for Jewish Student Life—Hillel at NYU. Located at 7 East 10th Street, the Bronfman Center is the center for Jewish student life on campus. Thousands of students participate in arts, social action, religious, social, and educational programming. The Bronfman Center offers students the opportunity to participate in Alternative Spring Programs, to exhibit their work in galleries, and to plan events that matter to them. Students run weekly Shabbat services and dinner, as well as holiday celebrations. For more information, call 212-998-4114 or visit the Bronfman Center Web site at www.nyu.edu/bronfman.

Protestant Campus Ministries. Located at 194 Mercer Street, 212-998-4711, the Protestant Campus Ministries have a part-time chaplain available for counseling.

Related Web Sites. The Hindu Students Council promotes understanding of Hindu culture, philosophy, and spirituality. Its Web site is www.nyu.edu/clubs/hec. The Islamic Center Web site features prayer service and event schedules and a new newsletter at www.nyu.edu/clubs/islam.center. The Office of Student Activities has over 30 registered religious clubs, and new organizations are added each year. For a complete list of student religious clubs and organizations at NYU, visit http://www.osa.nyu.edu/directory.htm.

The NYU Bookstores

MAIN BOOKSTORE

The New York University Main Bookstore, located at 18 Washington Place, stocks required and recommended course books, both new and used; a complete selection of hardcover and paperback general books; current best-sellers; children’s books and children’s clothing; study aids; and NYU sportswear, stationery, and gifts. Registered students can get a printout of their required and recommended textbooks at the store on the text level. The main telephone number is 212-998-4667.

The book inquiry system (Web site: www.bookstores.nyu.edu) is available two weeks prior to the start of a new semester. Registered students, using the Internet, can inquire about, get a listing of, and purchase optional and required course books 24 hours a day with a major credit card. Orders will be shipped via UPS ground within two business days.

Regular store hours are 10 a.m. to 7:15 p.m., Monday–Thursday, and 10 a.m. to 6 p.m., Friday and Saturday. Store hours are extended, including some Sundays, beginning one week prior to the start of classes and continuing through the first two weeks of classes. Call the store or check the Web site for more information.

COMPUTER STORE

The Computer Store, located at 242 Greene Street, 212-998-4672, or computerstore@nyu.edu, offers educationally priced hardware and software. Books, CDs, film supplies, accessories, small electronics, repair services, and computing supplies are also available. At the start of each semester, students can take advantage of a no-interest computer loan for up to $3,000 with deposit.

PROFESSIONAL BOOKSTORE

The Professional Bookstore, located at 530 La Guardia Place, 212-998-4680, or prof.books@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 with required and recommended course books. Also available are sportswear, featuring school insignia; stationery; study guides; and reference books.

Campus Safety

The safety of its students is of the utmost concern to New York University. The University has a comprehensive safety program that includes training, protection, and education. As part of the overall plan, the NYU Department of Public Safety provides a force of over 250 uniformed officers who are on duty at campus facilities and patrol 24 hours a day on foot, on bicycle, and in vehicles. Residence halls have 24-hour security or doormen. The campus bus, trolley, and escort van services provide safe transport to and from residence hall locations and other University facilities seven days a week, 24 hours a day. Specific information regarding campus transportation is available at www.nyu.edu/ride.

In accordance with federal regulations, New York University annually publishes its Campus Security Report, which includes campus crime statistics for the previous three years as well as institutional policies, resources, and other information concerning campus security and crime prevention, alcohol and drug abuse, and sexual harassment. A copy of this report is available by contacting the Office of Student Affairs, Kimmel Center for University Life, New York University, 60 Washington Square South, Suite 601, New York, NY 10012-6675; 212-998-4414/4403. A PDF version of the report can be accessed online at www.nyu.edu/publicafety/security/report/0SecurityReport.pdf.

Computer Services and Internet Resources

INFORMATION TECHNOLOGY SERVICES (ITS)
www.nyu.edu/its

Client Services Center: 10 Astor Place, 4th Floor Telephone Help Line: 212-998-3333

Information Technology Services (ITS) provides technology-based services to University students, faculty, and staff. These services include computer and network support, on- and off-campus Internet access, software, ITS computer labs, free classes, and a variety of additional resources to help with your course work and research projects.

NYU HOME, E-MAIL, AND INTERNET RESOURCES
http://home.nyu.edu

ITS provides NYUHome, a customizable portal to many Web-based services and tools, including e-mail, Albert, Web forums (Lyris), NYU Blackboard, an events calendar, personal Web pages, research tools, library resources, and more. NYU students in degree or diploma programs and most visiting and special students are eligible for NYUHome service. NYUHome now offers a customizable e-mail spam filtering tool and the opportunity to select your own personal e-mail address (see the NYUHome Preferences section for details). If you have not already done so, visit http://start.nyu.edu to activate your NYUHome service.

COMPUTER LABS AND INSTRUCTIONAL FACILITIES
www.nyu.edu/its/labs

ITS operates four computer labs, offering over 350 multimedia-equipped Macintosh and Windows computers with a variety of software and peripherals and high-speed Internet access. Two ITS-affili-
CONNECTING TO NYU-NET
www.nyu.edu/its/nyunet
NYU’s data network, NYU-NET, links your computer—whether in your home, residence hall, or off-campus workplace—to NYUHome, allowing access to many Internet services. You can connect to NYU-NET in a variety of ways:

- Modem connections to NYU-NET are available using the NYU DIAL (Direct Internet Access Link) service. See http://home.nyu.edu/help/connecting/dial.
- NYU’s wireless access network, NYURoam, allows you to connect your laptop at a growing number of locations around campus (see www.nyu.edu/its/wireless).
- NYU ResNet (www.nyu.edu/its/resnet) provides direct Ethernet connections from rooms in most NYU residence halls.
- Over 100 NYUHome stations (www.nyu.edu/its/homestations.html) are installed on campus for student use.
- Laptop plug-in connections to NYU-NET are available at Bobst Library (see www.nyu.edu/its/faq/connecting/roaming.html). The Electronic Resources Center (Bobst Library, B-Level) also loans laptops to students at no charge for use in designated library locations.

SOFTWARE FOR HOME AND OFFICE USE
http://home.nyu.edu > Files Tab > Software Channel
IT provides Internet software and instructions for connecting your computer to NYU-NET, as well as Symantec AntiVirus software to protect your computer from viruses and worms. To download software, log in to NYUHome using your NetID and password, click on the “Files” tab, and then select the appropriate software for your computer’s operating system from the Software channel.

HELP
www.nyu.edu/its/helpdesk.html ; http://home.nyu.edu/its/faq

Computer and network support is provided by the ITS Client Services Center (CSC). For telephone help, call 212-998-3333 from 8 a.m. to 12 midnight, Monday through Friday, and 12 noon to 12 midnight, Saturday and Sunday. For online support, visit the Web sites listed above. For in-person help, visit an ITS computer lab or the ITS Client Services Center, 10 Astor Place, 4th Floor (open 9 a.m. to 6 p.m., Monday through Friday). Please note that appointments are required at the CSC if you need help with laptop configuration.

CLASSSE
www.nyu.edu/its/classes
Each semester, ITS offers classes and talks to the NYU community on a variety of topics, including Blackboard, NYURoam, specific software packages, and more. For details and the current schedule, please see the Events channel in NYUHome, or visit www.nyu.edu/its/classes.

SPECIAL RESOURCES
ITS Academic Computing Services provides specialized resources and services for instructional and research purposes through the ITS Faculty Technology Center and its affiliated staff of subject-area specialists in the Arts, Education, the Humanities, High Performance Computing, the Sciences, and in Statistics and Mapping for the Social Sciences. ITS also cooperates with NYU Libraries and the Studio for Digital Projects and Research. For more information about the resources available to advanced students, see www.nyu.edu/its/students.html.

FURTHER INFORMATION
www.nyu.edu/its
The ITS Web site provides detailed information about ITS resources and services and how to access them. The ITS Publications Group also offers a variety of pamphlets and guides; visit www.nyu.edu/its/pubs for more information and online versions of our current publications.

The Office for University Development and Alumni Relations
The Office for University Development and Alumni Relations for The Steinhardt School of Education of New York University enables graduates to maintain an active and enduring relationship with their school and classmates.

The Alumni Association is the advisory body of The Steinhardt School of Education Alumni Association. This group of active Steinhardt School of Education graduates works directly with the Office for University Development and Alumni Relations and is represented on the University-wide Alumni Association.

The Office for University Development and Alumni Relations, in conjunction with the Alumni Association, annually sponsors various social activities, conferences, and cultural events. Events are also cosponsored with the Dean’s Office and the Office of the Associate Dean for Student Services and Public Affairs. Graduates are encouraged to attend and participate in student recitals, gallery openings, and theatre productions. There are also special programs for recent graduates.

Alumni can find outlets for continued professional development at their alma mater. Conferences offered by the Center for Career Advancement are held throughout the year and are often offered to alumni at a discounted rate. Alumni are also invited to participate in workshops, seminars, and lectures, which take place schoolwide and within departments. In addition, educational lectures are offered throughout the University. Other events during the year include Dean’s Day, The Steinhardt School of Education Commencement activities, and regional receptions.

For further information, please consult the Office for University Development and Alumni, The Steinhardt School of Education, New York University, 25 West Fourth Street, Room 520, New York, NY 10012-1119; 212-998-6929.
New York University Alumni Activities

The involvement of alumni in University activities is crucial to the health and strength of New York University. Alumni provide important ties between the past and the present and help the University build for the future. The NYU Office for University Development and Alumni Relations works with the dean of each school and college to help serve alumni needs and encourage their involvement and support.

Contributing alumni receive the NYU Alumni Card, which is a passport to many University-wide alumni services and benefits, including limited access to Bobst Library and Coles/Palladium Sports Centers, entrance to the NYU Torch Club, educational travel programs, lifetime e-mail forwarding, and membership in VioletNet, an online community exclusively for NYU graduates. Alumni are also invited to apply for membership at the Princeton Club and participate in numerous University events, both on campus and across the country.

For further information, please contact the Office for University Development and Alumni Relations, New York University, 25 West Fourth Street, 5th Floor, New York, NY 10012-1119; 212-998-6912; alumni.info@nyu.edu.
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 90 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.

Another popular volunteer program for Steinhardt students is College Connection, where small groups of undergraduates host middle school students on the NYU campus for a morning to give them their first taste of college life. In addition, more than 200 NYU undergraduates are members of the President’s C-Team, donating their time to 12 preschool and after-school programs, senior centers, and hospitals throughout Lower Manhattan.

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.
Admission

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 that 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; telephone 212-998-4500; Web: admissions.nyu.edu.

Applicants who are neither U.S. citizens nor permanent residents of the U.S. should see page 166.

Recommended High School Preparation

The quality of an applicant’s secondary school record is more important than a prescribed pattern of courses. Sound preparation should include four years of English, with heavy emphasis on writing; three to four years of mathematics; two to three years of science; three to four years of social studies; and two to three years of foreign language. The remainder of the program may include further work in the above subjects or elective work in other subjects, including music and art. Special consideration is given to honors or advanced placement courses. 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. The SAT I of the College Entrance Examination Board or an NYU-administered examination may be required for students applying on the basis of the 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.

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.

e. All required testing should be completed and official results forwarded.

All candidates are urged to complete and file the applications as soon as possible, especially those who are seeking financial aid and/or housing (see below for application filing deadlines). 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 and transfer candidates for summer and fall admission are notified in early April.

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.

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 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.

Although interviews are generally not available, a visit to the campus is strongly recommended. Applicants will be notified if an interview is requested by the Office of Undergraduate Admissions or the individual department.

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, call the Office of Undergraduate Admissions at 212-998-4524. It is suggested that arrangements be made several weeks prior to visiting the campus. Information is also available on the NYU Web site: admissions.nyu.edu.

NYU Guest Accommodations

Prospective students and their families visiting New York are invited to stay in Club Quarters, a private hotel convenient to the University. Located in a newly renovated 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 212-443-4700.

Required Testing

Freshman applicants must take the Scholastic Assessment Test (SAT I) or the American College Test (ACT) and have official scores sent directly from the testing service to the University. We recommend that freshman applicants also submit scores from three SAT II Subject Tests, preferably from the Writing Examination and any other two tests. 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 SAT I and SAT II, the University’s code number is 2562. For ACT, the code number is 2838.

Arrangements to take these examinations should be made during the senior year in high school and one month prior to the examination date. Applicants seeking September admission are recommended to take the SAT I (SAT II recommended) or ACT examinations during the preceding October, November, or December.

Transfer students must submit SAT, SAT I, or ACT scores (see page 165). The school may require additional testing at the University for transfer applicants and for applicants with interrupted education.

Detailed information on the SATs may be obtained from the College Board, P.O. Box 6200, Princeton, NJ 08541–6200; 800-228-6267; www.collegeboard.com. Detailed information on the ACT may be obtained from the American College Test, P.O. Box 414, Iowa City, IA 52243–0414; 319–337–1000; 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 applicants, 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.

The application for admission will contain the most current information regarding enrollment.

Financial Aid Application

After the admission decision is made and the appropriate financial aid applications are received by the Office of Financial Aid, a request for financial aid is 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 Stafford Student Loans (including the Federal Unsubsidized Federal Stafford Loan), Perkins Loans, Federal Work-Study, and other federal financial aid programs. 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 I (SAT II recommended) or ACT test scores may be considered under the Early Decision Plan. Under this plan, students should submit their applications and all supporting credentials, including their junior year SAT I (SAT II recommended) or ACT results, no later than November 1. Applicants for certain programs may 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. 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 by the early decision notification date. Early decision applicants must also file the Free Application for Federal Student Aid (FASFA) by February 15.

**Transfer Applicants**

A student may be admitted by transfer from another college in September, January, or May. (See The Admissions Process, page 164.) Some programs admit students only for the fall semester. Please contact the appropriate department.

Except when specifically noted, the general procedures described for entering freshmen apply to all applicants seeking to transfer from other two- 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, 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. An audition, interview, or creative portfolio is required for certain programs. The Office of Undergraduate Admissions and/or specific departments may require additional testing at the University for transfer students or for those with interrupted education.

**TRANSFER CREDIT**

If a transfer applicant is admitted to New York University, his or her records are examined carefully to determine how much, if any, transfer credit will 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 and averages attained by the applicant; and the suitability of courses taken elsewhere for the program of study chosen here. Grades of C or better (no credit is awarded for grades of C-) must have been earned in transfer courses in order to be applied toward degree requirements. In those 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 maximum number of transfer credits granted to the two-year college transfer student shall not exceed the minimum number of credits required for his or her associate’s degree; in any case, this shall not exceed 72 credits. Transfer students from four-year colleges can receive approximately 96 credits. (The Steinhardt School of Education’s residency requirement is 32 credits.) The lowest passing grade from other institutions will not be considered for transfer credit. Each program of study reserves the right to determine the grade level of courses acceptable for transfer to an area of specialization.

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**

Transfer students must fulfill the residence requirement for the degree (see page 182).

**Community College Transfer Opportunity Program**

The Steinhardt School of Education especially encourages students from community colleges to complete their baccalaureate degrees in teacher education, health, nursing, communications, and the arts. Through the Community College Transfer Opportunity Program, the school has transfer agreements with 12 community colleges in New York, New Jersey, and Connecticut. These agreements enable associate degree students from these colleges to maximize their transfer credit toward a baccalaureate degree in a related field of study at The Steinhardt School of Education. Transfer agreements also exist for R.N. students from over 30 regional community colleges and hospital-based nursing programs. Applicants must meet the school’s admission requirements. Special scholarships are available to students from these selected community colleges. For more information, contact Director, Community College Transfer Opportunity Program, The Steinhardt School of Education, New York University, 82 Washington Square East, New York, NY 10003-6680; telephone 212-998-5139; Web site: www.nyu.edu/ctop.

**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 (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. Such 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, or online at admissions.nyu.edu. A $25.00 application fee is required.

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 for International Students available from the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191, U.S.A.

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. Those 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 Scholastic Assessment Test (SAT I) or the American College Test (ACT). In addition, we recommend that freshman applicants also submit scores from the SAT II Subject Tests, preferably from the Writing Examination and any other two 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 of his or her examinations. All documents submitted for review must be official; that is, they must be either originals or copies certified by authorized persons. A “certified” photocopy or other copy is one that bears either an original signature of the registrar or other designated school official or an original impression of the institution’s seal. Uncertified photocopies are not acceptable. If these official documents are in a foreign language, they must be accompanied by an official English translation.

In addition, every applicant whose native language is not English must take the TOEFL (Test of English as a Foreign Language). Information concerning this examination may be obtained by writing directly to TOEFL-ETS, P. O. Box 6151, Princeton, NJ 08541, U.S.A., or by visiting the Web site at www.toefl.org. Each student must request that his or her score on this examination be sent to the Office of Undergraduate Admissions.

Applicants residing in the New York area may elect to take the English proficiency test of the University’s American Language Institute, located at 48 Cooper Square, Room 200, New York, NY 10003-7154, U.S.A. An appointment to take the test may be made by telephoning 212-998-7040.

In lieu of the TOEFL, acceptable results on the APIEL (Advanced Placement International English Language) examination administered by the College Board will be considered. For information on this test, visit its Web site at www.collegeboard.com.

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) or exchange visitor visas (Form DS-2019) 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 or governmental 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 (AFOCE) form to the Office for International Students and Scholars. This form is included in the admissions packet for international students. This certificate (I-20) will only be issued once the admitted applicant has submitted the required nonrefundable tuition and housing (if applicable) deposits.

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, Professor Griffin. The office is located in Joseph and Violet Pless Hall, 82 Washington Square East, 2nd Floor; telephone 212-998-5234.

See also Office for International Students and Scholars, page 152.

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.

Individuals who wish to obtain additional information about the American Language Institute are invited to telephone or 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.) or to 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.

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.

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 service fees, must, if he or she wishes to return to the school, contact the Office of the Associate Dean for Student Services and Public Affairs, The 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 Application for Undergraduate Admission, pay the $65.00 application fee, and submit an official transcript. The Office of Undergraduate Admissions may require additional testing at the University for those with interrupted education. Applications should be submitted well in advance of the following deadlines: August 1 for the fall term, December 1 for the spring term, and April 1 for the summer term.

2. If students have not attended another college or university and have been out of school for a consecutive two-year period, they must file the special readmission application online (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 60. (For freshmen, the maximum number of credits is 32.) Of these 60 credits, a maximum of 32 is allowed toward the liberal arts requirements. Students transferring with credit from the CLEP Subject Examinations should seek clarification of the policies regarding advanced standing credit from the advisement office once they have enrolled.

### 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>Classics—Vergil</td>
<td>4, 5</td>
<td>4</td>
<td>Expressive Culture</td>
</tr>
<tr>
<td>Classics—Lyric</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>Expository Writing</td>
<td></td>
<td></td>
<td>No Credit</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>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>Physics nonmajors:</td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td>Physics majors:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics C—Mech.</td>
<td>4, 5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Physics C—E &amp; M</td>
<td>4, 5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Politics (American Government and Politics)</td>
<td>4, 5</td>
<td>4</td>
<td>Societies and the Social Sciences</td>
</tr>
<tr>
<td>Politics (Comparative 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>
</tbody>
</table>

*Students may choose one course only and corresponding MAP satisfaction.
THE COLLEGE LEVEL EXAMINATION PROGRAM
(CLEP)
The College Level Examination Program is administered by the Educational Testing Service, Princeton, NJ.

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, e.g., British “A” levels, French Baccalauréat, German Abitur, Italian Maturità, 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.

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. 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 167.

For additional information, students should contact the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191.

Placement Examination
Placement examination results are used in the school under the following conditions:

1. Foreign Languages: 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 Advanced Placement or SAT II test 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.

2. Speech: Students may be exempted from the required course, E21.0033, Speech Communication, by examination. The exemption test may be applied for through the Department of Culture and Communication, East Building, Suite 735; telephone 212-998-5191. This test is given regularly throughout the academic year. Please note: Students in the Communication Studies (COMM) and Teaching Students with Speech and Language Disabilities, All Grades (SSLD), programs are required to fulfill the speech requirement.

Exemption Examination
Students have the right to seek exemption from some degree requirements through application to the pertinent academic program for an exemption examination, subject to requirements for professional certification. Exempted points do not reduce the total number of points required for the degree.

Entrance Deficiencies
Applicants who lack one or, at most, two entrance requirements sometimes are admitted “on condition.” Students with an entrance condition must register for the subject in which they are conditioned concurrently with their first-term registration.

For further information, students should contact the Office of Undergraduate Admissions.

The Enrollment Process
To be enrolled, an admitted undergraduate candidate must do the following:

1. Accept the University’s offer of admission and pay the required nonreturnable tuition deposit.

2. If applicable, pay the required nonrefundable housing deposit.

3. Have his or her high school and/or college forward a final transcript 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.

1New York State Education Department Office of Higher Education and the Professions Cultural Education Center, Room 5E26 Albany, NY 12230 518-474-5851
Registration and Advisement

All degree students are assigned advisers and are urged to take full advantage of all opportunities for securing advice before selecting courses.

Degree Students

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

Special (Nonmatriculated) Students

Undergraduate matriculated students who are currently attending other accredited four-year colleges and maintaining good standing, both academic and disciplinary, may be admitted on certification from their own schools. Such students must be eligible to receive degree credit at their own schools for the courses taken at The Steinhardt School of Education. Those who are not currently attending another school may apply for admission upon presentation of evidence of appropriate high school averages and SAT scores or transcripts from prior colleges attended. The approval as a special undergraduate student is for one semester but may be extended on reapplication. The special 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 dis-
able 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 177 for refund schedule.

Leave of Absence
Undergraduate students who are taking a leave of absence are referred to the Office of Counseling and Student Services, Joseph and Violet Pless Hall, 2nd Floor, to complete an interview as part of the official “leave” procedure.

Termination of Matriculation
Undergraduate students who are not planning to return to 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.

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. Beyond the end of the third week of the term, a student may not add a course.

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 Evaluator, 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 Evaluator, 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

If a student repeats a course in which he or she had received a failing grade, only the second grade is counted in the grade point average.
Note: There are no A+, D-, or F+ grades.

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

R = Registered paid auditor, not graded.
P = Pass, not counted in average.
N = Not counted (see Note below).
IP = Incomplete but passing—term paper or other work or final examination lacking (grade given only with the permission of the instructor); may be made up within time limits (see Note below). If not made up, grade lapses to N.
IF = Incomplete but not passing; may be made up within time limits. If not made up, grade lapses to F. The F will be calculated into the GPA.

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

Students with 9 credits or more of IP, IF, or N on their transcripts at any one time will be considered as not making satisfactory progress in their programs of study and will be subject to probation. Students who have three probationary terms or two consecutive probationary terms will be subject to dismissal. They will be subject to dismissal if they have 18 such credits 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 “F” grades are normally given.)

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

The lowest passing grade is “D” (see Division of Nursing for differing policies). 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.

Note: We urge students taking “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 Honors
To qualify for 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*, awarded 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*, given on the basis of the quality of service that a student has given to the school; and the *Arch Award*, awarded 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 11 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, Stockholm, and Vienna, and Humboldt University in Berlin. Negotiations are under way with institutions in Africa, Eastern Europe, and Latin America as well. 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 Student Center for International Study, New York University, Silver Center for Arts and Science, 100 Washington Square East, Room 901C, New York, NY 10003-6688; 212-998-8720 (e-mail address: international.study@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 beginning of the term in question.

1 Not available to special students.
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. 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: student 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.

Once a final examination period has begun, no transcript will be forwarded for any student who is currently enrolled in courses until all the student’s final grades have been received and recorded. Please notify the Office of the University Registrar immediately of any change of address.

Students are able to access their grades at the end of each semester via Albert, NYU’s Web-based registration and information system. Albert can be accessed via NYU Home at 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: student 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, Enrollment Verification and Graduation, 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. Currently, we are not accepting requests for certification by e-mail.

Diploma Application

Students may officially graduate in September, January, or May. The Commencement ceremony for all schools is held in May. In order to graduate in a specific semester, you must apply for graduation within the application deadline period indicated on the calendar. (Students may view the graduation deadlines calendar and general information about graduation in the Office of the University Registrar’s Web page at www.nyu.edu/registrar.) It is recommended that you apply for graduation no later than the beginning of the semester in which you plan to complete all program requirements. If you do not successfully complete all academic requirements by the end of the semester, you must reapply for graduation for the following cycle.

Arrears Policy

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

Discipline

Students are expected to familiarize themselves and to comply with the rules of conduct, academic regulations, and established practices of the University and The Steinhardt School of 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.

\[\text{Not available to special students.}\]
New York University Weapons Policy
New York University strictly prohibits the possession of all weapons, as described in local, state, and federal statutes, that includes, but is not limited to, firearms, knives, explosives, etc., in and/or around any and all University facilities—academic, residential, or other. This prohibition extends to all buildings—whether owned, leased, or controlled by the University, regardless of whether the bearer or possessor is licensed to carry that weapon. The possession of any weapon has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are duly authorized law enforcement personnel who are performing official federal, state, or local business and instances in which the bearer of the weapon is licensed by an appropriate licensing authority and has received written permission from the executive vice president of the University.

New York University Simulated Firearm Policy
New York University strictly prohibits simulated firearms in and/or around any and all University facilities—academic, residential, or other. This prohibition extends to all buildings—whether owned, leased, or controlled by the University. The possession of a simulated firearm has the potential of creating a dangerous situation for the bearer and others.

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

Policies Concerning Academic Integrity
The relationship between students and faculty is the keystone of the educational experience at New York University in The Steinhardt School of 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 NYU Student’s Guide.)
Tuition, Fees, and Financial Aid

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

Tuition and Fees

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2004-2005. 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 in supplements to this bulletin.

Note that the registration and services fee covers memberships, dues, etc., to the student’s class organization and the day organization and entitles the student to membership in such University activities as are supported by this allocation and to receive regularly those University and school publications that are supported in whole or in part by the student activities fund. It also includes the University’s health services, emergency and accident coverage, and technology fee.

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

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

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

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

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

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

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 2004-2005.

Tuition

12 to 18 points per term $14,164.00

Nonreturnable registration and services fee, per term 883.00

For each point taken in excess of 18, per point, per term (includes a nonreturnable registration and services fee of $52.00 per point) 1 887.00

Students taking fewer than 12 points, per point, per term 835.00

Fall term 2004; nonreturnable registration and services fee, first point 262.00

Fall term 2004; nonreturnable registration and services fee, per point, for registration after first point 52.00

Spring term 2005; nonreturnable registration and services fee, first point 275.00

Spring term 2005; nonreturnable registration and services fee, per point, for registration after first point 52.00

General Fees

Basic Health Insurance Benefit Plan (full-time students automatically enrolled, 2, 3 all others can select):

Annual $1,429.00

Fall term 571.00

Spring term (coverage for the spring and summer terms) 858.00

Summer term (for students who did not register in the preceding term) 359.00

Comprehensive Health Insurance Benefit Plan (international students automatically enrolled, 2, 3 all others can select):

Annual $1,917.00

Fall term 768.00

Spring term (coverage for the spring and summer terms) 1,149.00

Summer term (for students who did not register in the preceding term) 480.00

NYUHC Only Health Insurance Benefit Plan 1

(any student can select, but must maintain other insurance):

Annual $581.00

Fall term 252.00

Spring term (coverage for the spring and summer terms) 349.00

Summer term (for students who did not register in the preceding term) 145.00

Stu-Dent Plan (dental services through NYU’s College of Dentistry):

Primary Member—academic year $185.00

Partner 185.00

Dependent (under age 16) 75.00

Renewal Membership 150.00

Late tuition payment fee (other than late registration) 25.00

Penalty fee 10.00

Application fee for admission (nonreturnable, see page 164) 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 2004; nonreturnable registration and services fee 210.00

Spring term 2005 (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:

Music and Music Education
Private Instruction fee:

To be paid when registering for:

E85.0034 $75.00

E85.0045 75.00

E85.0056 75.00

E85.0063 75.00

E85.1021 75.00

E85.1034 75.00

E85.1045 75.00

E85.1056 75.00

E85.1063 75.00

Science Education
Laboratory fee:

To be paid when registering for:

E14.1023 $50.00

E14.1035 50.00

E14.1170 50.00

E14.1171 50.00

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 by

1Accelerated nursing students in the Division of Nursing pay additionally for each point taken in excess of 20 points.

2Waiver option available.

3Students automatically enrolled in the Basic Plan or the Comprehensive Plan can change between plans, can waive the plan entirely (and show proof of other acceptable health insurance), or can select the NYUHC Only Plan.
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 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 and have received any federal grants or loans. This adjustment may result in the student’s bill not being fully paid. NYU will bill the student for this difference. The student will be responsible for payment of this bill before returning to NYU and will remain responsible for payment even if he or she does not return to NYU.

For any semester a student receives any aid, that semester will be counted in the satisfactory academic progress standard. This may require the student to make up credits before receiving any further aid. Please review the “satisfactory academic progress” standard for The Steinhardt School of Education so you do not jeopardize future semesters of aid.

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.

**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 100%

Withdrawal within the second calendar week from the opening date of the term 70%

Withdrawal within the third calendar week from the opening date of the term 55%

Withdrawal within the fourth calendar week from the opening date of the term 25%

Withdrawal after completion of the fourth calendar week of the term NONE

**Note:** After the official opening date of the term, the registration and services fee is not returnable.

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**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 forward ed with the admission application and is also available on the Office of Financial Aid Web site at www.nyu.edu/financial. 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 maximum sources of available support will be investigated, students must apply for financial aid by the appropriate deadline.

It is the student’s responsibility to supply true, accurate, and complete information and to inform the Office of Financial Aid immediately of any changes or corrections in his or her housing status or financial situation, including tuition remission benefits or outside grants, once application has been made.

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

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

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*The 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 on the Internet when using FAFSA on the Web. See www.nyu.edu/financial.aid/tap.html.) The FAFSA (available online at www.fafsa.ed.gov or from 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. Continuing and graduate students should consult the Financial Aid Web site or their department for individual deadlines.

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. Complete all applications at least 12 weeks before the beginning of the term in which funds are needed.

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. Conditional permanent resident (I-551C).  
3. 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

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

University-Sponsored and -Administered Programs

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

Awards, made on a competitive basis, are based on the student’s record of academic achievement and test scores as well as financial need.

SCHOLARSHIPS AND GRANTS

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

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

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 and Internship Center. 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 Student Employment and Internship Center. All students may use the center as soon as they have paid their tuition deposit and may also wish to use the center as a resource for summer employment. Extensive listings of both on-campus and off-campus jobs are available. The Student Employment and Internship Center is located at 5 Washington Place.

Resident Assistantships. Resident assistants reside in the undergraduate dormitories and are responsible for organizing, implementing, and evaluating social and educational activities. Compensation is room and board. 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.

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 applied for a Federal Pell Grant (file the FAFSA), must not have exhausted his or her TAP eligibility, must have already accrued 6 credits or the equivalent, 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 (VVT)

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/diploma program and be matriculated for your first bachelor’s degree. (You are not eligible if you have already completed a bachelor’s degree.) By submitting the Free Application for Federal Student Aid (FAFSA), you also apply for a Federal Pell Grant.

Federal 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

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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 origination fee of 3 percent will generally 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 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.

Parent Loans for Undergraduate Students (PLUS) Program. The federal Parent Loans for Undergraduate Students Program enables creditworthy parents of eligible undergraduate 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 must also notify the Office of Financial Aid if they receive this benefit.

The Steinhardt School of Education-Sponsored Programs
Information on the school’s Honors Program, including the Scholars Program (see page 178), is available from the Office of the Associate Dean for Student Services and Public Affairs, The Steinhardt School of Education, New York University, 82 Washington Square East, 2nd Floor, New York, NY 10003-6680.

THE DIVISION OF NURSING
Federal Nursing Student Loans. Students awarded this loan must be enrolled for a minimum of 6 points per semester in the Division of Nursing of The Steinhardt School of Education. The amount of each loan is a maximum of $2,500 annually for the first two years of study and $4,000 annually for the final two years to an aggregate total of $15,000. Availability is limited. Interest is at the rate of 5 percent per annum beginning nine months after the student has ceased to be at least a half-time student in a nursing curriculum. Deferment of repayment of the loan is granted for up to three years’ service in a uniformed service or in the Peace Corps. Repayment may extend to a period of 10 years after the nine-month period of grace after the student has ceased to be at least a half-time student in a nursing curriculum.

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, The 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 undergraduate 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.
Undergraduate Study

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

All Bachelor of Science students admitted as new freshmen are required to complete a minimum of 60 points of liberal arts. Bachelor of Music 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 108.

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.

Students who are pursuing a major in Communication Studies (COMM) and Teaching Students with Speech and Language Disabilities,
All Grades (SSLD), are required to fulfill the speech requirement.

**Supervised Student Teaching**

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

Students in pre-student-teaching fieldwork are assigned to a variety of educational settings to complete 100 hours of observation and participation prior to student teaching. The Office of Field Activities in conjunction with the course instructors will arrange placements.

Students should consult their curriculum advisers well in advance regarding prerequisites for clearance to student teaching as well as requirements for successful completion of the student-teaching course(s). Full-time employment concurrent with student teaching is prohibited. No more than 16 points should be taken during the term in which the student registers for 6 points of student teaching. Registration in 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 undergraduate applicants must take 4 points of speech at New York University or pass a qualifying examination, ideally during their first year of attendance and prior to graduation.

5. 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.

6. All applicants must be interviewed by the appropriate department faculty and recommended for student teaching.

7. Students need approval of their advisers to register for field experience courses. For each semester an online request for placement form must be completed following attendance of a Student Teaching Convocation event.

**Teacher Certification**

On satisfactory completion of teaching programs (including student teaching) and degree confer-ral, 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 Education Department also requires new employees in New York State school districts, BOCES, or charter schools to be fingerprinted. The legislation does not require a student teacher or a person in a field placement to be fingerprinted unless such an individual is being compensated for their service and therefore considered to be an employee. For students in early childhood education, assignments in a pre-school-age setting may require fingerprinting under the auspices of the New York City Health Department prior to entering the field.

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

4. All prospective teachers in early childhood and childhood education must have the following, on either the undergraduate or graduate level:

   a. College-level work in English, mathematics, science, social studies, and a language other than English (American Sign Language is acceptable).

   b. A concentration in one of the liberal arts or sciences.

**Notice:** New York State and Title II of the 1999 National Higher Education Act specify that the institutional pass rates on State Teacher Exams be published for schools offering teacher education programs. Statistics on the New York State Teacher Certification Examinations for The Steinhardt School of Education at New York University are as follows for 2001-2002: 123 students completed the Assessment of Teaching Skills—Written (ATS-W). Of these, 123 passed, and this yielded a pass rate of 100 percent. The statewide pass rate for the ATS-W is 96 percent. A total of 129 NYU students completed the Liberal Arts and Sciences Test (LAST). Of those, 127 passed, and this yielded a pass rate of 98 percent. The statewide pass rate for the LAST is 95 percent.

**New York State Teacher Certification**

**Initial Certificate**—The first teaching certificate (valid for three years) obtained by a candidate who has met the requirements of the new regulations. Requirements include the completion of a program registered under the new regulations and passing scores on the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills—Written (ATS-W), and the Content Specialty Test (CST).

The Initial Certificate will be issued only to students completing programs that are now registered as leading to the Initial Certificate. If any students are expected to complete a program and apply for certification on or after February 2, 2004, they must enroll in a program leading to the Initial Certificate.

Candidates receiving an Initial Certificate will need to qualify for the new Professional Certificate.

**Professional Certificate**—The Professional Certificate is the final teaching certificate awarded that qualifies a candidate who has met the requirements of the new 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 nonreturnable registration and services fee. All course requirements must be completed within 10 years from the date of matriculation. Continuous maintenance is required.

Writing Proficiency Examination

FRESHMEN STUDENTS
Steinhardt freshmen 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 either 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 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 2004-2005


Research includes alternative organizational theories and their application to schools and the study of educational policy at federal, state, and local levels. Recent publications are about school restructuring and educational reform.


Status of business education studies from national and regional perspectives; models of collegiate instruction; the impact of distance education technologies on instruction; and training.


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.

Norman Fruchter, Clinical Professor. B.A. 1959, Rutgers; M.Ed. 1982, Columbia.

Educational policy, relationship between resources and outcomes, parent activism and educational improvement, effectiveness of school reform initiatives in improving urban education.


Research interests include organization theory and leadership within the sociopolitical context of urban school environments. Recent publications examine how conventional organizational systems, assumptions, and practices generate school community conflict and contribute to greater inequality in education.


Spiritual development of college students, organizational culture and transformation, and the experiences of marginalized students. Teaching interests include student development theory,


Special interests in adult and continuing education and community college education.

Teboho Moja, Clinical Professor. B.A. 1977, B.Ed. 1979, North (South Africa); M.Ed. 1982, Witwatersrand (South Africa); Ph.D. 1985, Wisconsin (Madison).

Specialist in education policy, institutional development, and change. Research and experience in policy research in the area of transformation strategies and new policy initiatives. Experience as special adviser to the minister of education, South Africa; general manager for educational broadcasting at the South African Broadcasting Corporation; and executive director and commissioner of the National Commission on Higher Education, South Africa.


Effective applications of technology to instruction and other group communications and processors; curriculum development in information systems and corporate training. Publications include End-User Information Systems (Macmillan, 1994) and Training for Organizations (SouthWestern, 2001).

Jan M. Plass, Associate Professor. M.A. 1990, Ph.D. 1994, Erfurt (Germany).

Research interests include cognitive aspects of learning from the different media, especially individual differences in multimedia learning and instructional design for the Web. Areas of expertise are instructional design of multimedia and Web-based applications, interface design, and design of knowledge management systems.


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 schools communities partnered with 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.

Research interests include psychological dimensions of college student learning and development, college instruction, learning in math and science, and strategies for enhancing multicultural campus environments. Recent publications focus on case studies for working with college students, creating learner-centered classrooms, student learning, retention, 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 impact of racial segregation in California public secondary schools on college choice and the impact of campus racial climate on student persistence, adjustment, and outcomes.

AFFILIATED FACULTY

La Ruth H. Gray, Adjunct Associate Professor. B.A., M.A., Ed.D. Director, Educational Administration Placement Services; Associate Director, Metropolitan Center for Urban Education.

Department of Applied Psychology

FULL-TIME FACULTY 2004-2005


Social, emotional, motivational, and behavioral development of high-risk children and youth; parent development; program and policy implications of developmental research with high-risk children and youth; the influence of neighborhood and family socio-economic disadvantage on parent and child development; developmental approaches to the design and evaluation of preventive interventions; policy research on child and family services.


Women’s mental health and well-being; psychosocial influences on depression; mental health effects of poverty, discrimination, and emotional abuse; cross-cultural research.

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; parent-child relationships; 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., California (Santa Cruz); Ph.D. 1986, Princeton.

Social psychology, experimental methods, the psychology of prejudice, and educational psychology. Research on “stereotype threat,” psychology and transcendence of racial and cultural minorities, understanding and unseating the negative influence of stereotypes on important educational outcomes (motivation, learning, standardized test performance) through the analysis of intergroup perceptions, motivations, defenses, and attitudes, particularly among children and adolescents.

Mary Brabeck, Dean, Professor of Applied Psychology. B.A. 1967, Minnesota; M.S. 1970, St. Cloud State; Ph.D. 1980, Minnesota. Dr. Brabeck was the dean of the Boston College Lynch School of Education from 1996 until 2003 and was a professor of counseling and developmental psychology there for 23 years. She is chair of the American Association of Colleges of Teacher Education (AACTE) and a member of the Holmes Partnership Board and the American Psychological Association. Dr. Brabeck serves on the APA Board of Educational Affairs. She has published more than 80 book chapters and journal articles. Her most recent edited books are *Practicing Feminist Ethics in Psychology* and *Meeting at the Hyphen: Schools-Universities-Communities-Professions in Collaboration for Student Achievement and Well-Being*.


Ronald P. Esposito, Associate Professor. B.S. 1966, Georgetown; M.S. 1969, Ph.D. 1974, Fordham. Group dynamics, consultation, cross-cultural counseling, vocational development, and organizational development/work redesign; emphasis on primary prevention and social, political, and economic influences.

Iris E. Fodor, Professor. B.A. 1956, City College; 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.


Arnold H. Grossman, Professor. B.S. 1963, City College; M.S.W. 1965, Ph.D. 1970, New York; C.S.W., A.C.S.W. Research interests include psychosocial experiences and health behaviors of the gay, lesbian, and bisexual population, 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, Assistant Professor. B.A. 1984, Columbia; M.S. 1988, Hunter College; M.A. 1993, Ph.D. 1995, Graduate Center (CUNY). HIV primary and secondary prevention; measurement and impacts of medication adherence, substance use, and HIV transmission; perceptions and attitudes toward high-risk sexual behaviors; gay and HIV identities; test and scale development of high-risk behaviors; computerized certification, licensure, and achievement testing; development and evaluation of community-based health programs.

Bruce Homer, Assistant Professor. B.S. 1992, Dalhousie; M.A. 1995, Ph.D. 2000, Toronto. 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). Research methodology and applications; development of evaluation methodology; aptitude, achievement, and personality test development.

Theresa J. Jordan, Associate Professor. B.A. 1971, M.A. 1972, Ph.D. 1979, New York. Biases in decision making, particularly ageism, racism, and sexism; impact of physicians’ biases on patient health care decisions; effects of medical illness on life-span adjustments and role performance; extensive use of mathematical modeling/computer modeling to address the above topics.

Samuel Juni, Professor. B.S. 1973, Brooklyn College; 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; conceptualization of addiction.


Mary McRae, Associate Professor. B.A. 1971, City College; M.S. 1976, Brooklyn College; Ed.D. 1987, Columbia. Multicultural counseling and training; group dynamics specializing in T-group and Tavistock models; issues concerning race, gender, and class; psychodynamic theory and qualitative research methods.

Christine McWayne, Assistant Professor. B.S., Abilene Christian; M.S.Ed., Ph.D., Pennsylvania. Partnership- and community-based research within the Head Start community in New York City; family involvement in children’s education in low-income communities; recent research focuses on the examination of multiple dimensions of school readiness within the context of classroom quality and the social and structural dimensions of urban neighborhoods.


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.

Work and relationships as developmental contexts; gender issues; supervision and training; psychoanalytic theory and psychotherapy; feminist and qualitative research methods.


Multicultural assessment and counselor training; qualitative research methods; intelligence testing with diverse populations.


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


Social and emotional development among urban adolescents; resiliency among adolescent mothers; the impact of school environments on child and adolescent development; qualitative research methods.


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

George Garcia, B.A., M.A.

Francine R. Goldberg, Ph.D., CRC, NCC

Lloyd Goldsamt, Ph.D., LP

Richard Grallo, B.A., M.S., Ph.D.

Michael Kelleher, B.A., M.A.

Marjorie Kornreich, B.A., M.A.

Robert Kuisis, M.A., M.A., Ph.D.

Rosa LaVergne, M.A., CRC

Judy Lief-Recalde, B.A., M.A., Ph.D.

Robert Lindsey, M.A., CRC

Tamar Manor, B.A., M.A.

Christiane Manzella, B.M., M.M., M.A., Ph.D.

Iris Markewich, Ph.D., CRC

Carol Maxfield, B.S., M.A., Ph.D.

Mary McCarty-Arias, M.A., CRC

Stephen McFadden, M.S.W.

Greer Melidonis, M.A., Psy.D.

Joyce Mesch-Spinello, Ph.D., CRC, LP

Linda Moriber-Matz, M.A., CRC

Frederick Munch, B.A., M.A.

Joan Perlman, B.A., M.A., Ph.D.

Rachel Posner, B.A., M.A.

Janna Sweenie, B.A., M.A.

Sue Sweeney, B.A., M.A.

Corinne Miller Weinman, M.A., CRC

Leo Wilton, B.A., M.A., Ph.D.

Nancy Ziehler, B.A., M.S., Ph.D.

Department of Art and Art Professions

FULL-TIME FACULTY 2004-2005


Director of the Graduate Art Therapy Program. Twenty years of extensive and varied clinical experience as an art therapist and art therapy supervisor. Worked with a wide range of populations including geriatrics, adults, adolescents, and children. Presented numerous lectures, workshops, and in-services throughout the United States and other countries including Italy, Korea, Iceland, and Turkey. Published articles in American Journal of Art Therapy and currently serves as an Educational Committee member at the American Art Therapy Association, Inc.


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

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

A pioneer in video art and in computer-enhanced digital photography; represented by Paula Cooper Gallery; one-person shows in major museums throughout the world and in distinguished group exhibitions featuring art on the “cutting edge.”


Director of the Art Education Program. Extensive experience teaching students from diverse cultural and ethnic backgrounds nationally and internationally at both the elementary/middle school and university level. Research interests include critical pedagogy in art education, feminism, postcolonial theory, and globalization in relation to visual culture.


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. Active exhibiting sculpture; international achievement.

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

Experience in modern and contemporary art and material culture. Former art museum, corporate, and independent curator, gallerist, and nonprofit management consultant. Chair, Committee on Museum Professional Training and Council of Standing Professional Committees of the American Association of Museums. Professional interests include shared competencies for visual arts professionals, cultural policy and advocacy, architectural history and historic preservation, contemporary art and artists, 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, Inc. Adviser to corporations and not-for-profit organizations on administrative, programmatic, and fund-raising issues, including strategic plans, policy and procedures, exhibition development and tours, acquisitions and commission of art, feasibility studies, communications programs, budgeting, and contracts.


Performance artist and photographer represented by Rupert Goldsworthy Gallery, New York. Book designer for major exhibition catalogs at the Metropolitan Museum of Art, the National Gallery of Art, and others. Two grants from National Endowment for the Arts.


A sculptor who is represented by Postmasters Gallery in New York; numerous one-person exhibitions in New York; solo shows in Boston and Cologne. Recipient of a National Endowment for the Arts Grant, a Tiffany Foundation Award, a Marie Sharpe Walsh Foundation Grant, the Rome Prize, and other awards.


Chair for two international conferences held at NYU: “Case for Clay in Secondary Education” and “Criticism in the Crafts Arts: Crossings, Alignments, and Territories.” Educational consultant to Lenox China Company; board of directors of Watershed 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.


Director of doctoral program and the Visual Culture M.A. Program; expert in women’s culture studies and American textiles; quilt historian; author of *Labors of Love: America’s Textiles and Needlework 1650-1930* and other books on folk art; numerous articles and lectures on textiles as material culture.

**PART-TIME FACULTY**

**Art Education**

- Emily Hartzell, B.A., M.F.A.
- Zoya Kocur, B.A., M.A.
- Stephanie Lebowitz, B.F.A., M.S.
- Robert McCallum, J.M.B., B.A., M.F.A.
- Constance Rich, B.A., M.A.

**Art in Media**

- Keith Adams, B.A., M.A.
- Phyllis Baldino, B.F.A.
- Samuel Cucher, B.F.A., M.F.A.
- Sigrid Hackenberg, B.A., M.A.
- Jenny Del Corte Hirschfeld, M.A.
- James Jefferds, B.A., M.A., M.F.A.
- Laura Parnes, B.F.A.
- Jocelyn Taylor

**Art Therapy**

- Marygrace Berberian, M.A., A.T.R.-B.C.
- Daniel Blau, M.A., A.T.R.-B.C.
- Elizabeth Cross, M.A., A.T.R.-B.C.
- Lani Gerity, D.A., A.T.R.-B.C.
- Shirley Riley, M.A., A.T.R.-B.C.

**Critical Studies**

- Jan Avgikos
- Daniel Cameron, B.A.
- Lawrence Chua, B.A.
- RoseLee Goldberg, B.A., M.A.
- Kirby Gookin, B.A., M.A., M.Phil.
- Simon Leung, B.A.
- John Perrault
- Carter Ratcliff, B.A.
- David Rimanelli, B.A.
- Thomas Zummer, B.F.A.

**Internships**

- Jacqueline M. Atkins, B.S., M.A., M.L.A.

**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.
- Suzan Courtney, B.A., M.F.A.
- Maureen Gallace, B.A., M.A.
- Elizabeth Cross, M.A., A.T.R.-B.C.
- Lani Gerity, D.A., A.T.R.-B.C.
- Shirley Riley, M.A., A.T.R.-B.C.

**Critical Studies**

- Jan Avgikos
- Daniel Cameron, B.A.
- Lawrence Chua, B.A.
- RoseLee Goldberg, B.A., M.A.
- Kirby Gookin, B.A., M.A., M.Phil.
- Simon Leung, B.A.
- John Perrault
- Carter Ratcliff, B.A.
- David Rimanelli, B.A.
- Thomas Zummer, B.F.A.

**Internships**

- Jacqueline M. Atkins, B.S., M.A., M.L.A.
William Komoski, B.F.A.
Matvey Levenstein, B.F.A., M.F.A.
Judith Linhares, B.F.A., M.F.A.
Bob Lobe, B.A.
Keith Mayerson, B.A., M.F.A.
Marlene McCarty
Arnold Mesches
Maurizio Pellegrin, B.A., M.F.A.
Helen Quinn, B.F.A., M.F.A.
Juan Jose Robles, B.A., M.F.A.
Peter Rostovsky, B.A., M.F.A.
Michael St. John
Mary Ann Santos, B.A.
Donald Traver, B.F.A.
Michael Waugh, B.A., M.F.A.

Photography
Lyle Ashton-Harris, B.A., M.F.A.
Cody Choi, B.F.A.
Ann Chwatsky, B.S., M.S.
Renee Cox, B.F.A., M.F.A.
Susan Daboll, B.F.A., M.A.
Sue De Beer, B.F.A., M.F.A.
Barbara Ess, B.A.
Christopher Gallo, B.F.A.
Kenneth Sean Golden, B.F.A., M.A.
Rupert Goldsworthy, B.A., M.A.
Antonio Gonzales, B.F.A., M.F.A.
Kristin Holcomb, B.A., M.F.A.
Lucretia Knapp, M.A., M.S., M.F.A.
Susan Landgraf, B.A., M.A.
Michael Lavine, B.A., B.F.A.
Mark Morosse, B.F.A., M.F.A.
Shirin Neshat, B.A., M.A., M.F.A.
Wayne Olson, B.A., M.F.A.
Jim Pavlicovic, B.E.A., M.A., M.F.A.
Nina Prantis (ICP)
Craig Smith, B.F.A., M.F.A.

Joni Stembach, B.F.A., M.A.
Gwen Thomas, B.F.A.
Penelope Umbrico, B.F.A., M.F.A.
J. Zheng, B.A.

Printmaking
James Acevado, B.F.A.
Carson Fox, B.F.A., M.F.A.
Zarina Hashmi, B.S.C.
Mark Johnson, B.A., M.A.
Lisa Mackie, B.F.A., M.F.A.
William Paden, B.A.
Kiki Smith

Sculpture
Steve Currie, B.F.A., M.F.A.
Teresita Fernandez, B.F.A., M.F.A.
Rand Hardy, B.F.A.
Hilary Harp, B.F.A., M.F.A.
Robin Hill, B.F.A.
Eric Levine
Matthew McCaslin, B.F.A.
Paul Ramirez, B.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.

Sculpture: Craft Media
Kathy Butlerly, B.F.A., M.F.A.
John Defazio, B.F.A., M.F.A.
Eve Eisler, B.A.
Michael Ferguson, B.F.A., M.F.A.
Bruce Gagnier, B.A., M.F.A.
Beth Kattelman, B.A., M.B.A., M.F.A.
Shida Kuo, B.A., M.A.
Shari Mendelson, B.F.A., M.F.A.
Steven Montgomery, B.P.H., M.F.A.
Matt Nolan, B.A.

Carolanne Patterson, B.A., B.F.A., M.F.A.
Lisa Spiros, B.F.A.
Dirk Staschke, B.F.A., M.F.A.

Venice Program
William Barcham, B.S., M.F.A., Ph.D.
Marco Ferraris
Aleramo Lanapoppi, Ph.D.
Robert C. Morgan
Francesca Pasini
Maurizio Pellegrin, B.A., M.F.A.
Luca Pes, Ph.D.
Lucio Pozzi
Teodora Sammartini
Anita Seiff

Visual Arts Administration
Anne Edgar, B.A., M.A.
Alan Fausel, B.A., M.A.
Richard Francis, B.A., M.A.
Ellen Haddigan, B.S.
Oliver Hirsch
Shelley Sanders Kehl, B.A., J.D., Ed.D.
Steven Klindt, B.A., M.A.
Nancy McGary, B.S., M.A.
Jennifer McGregor, B.A.
Abby Remer, B.A., M.A.
Vida Schreibman, B.F.A., M.A.
Vivian Selbo, B.S.
Beverly Wolff, B.A., J.D.

Visual Culture
Lourdes Font, B.A., M.A., Ph.D.
William Ketchum, Jr., B.A., J.D.
Leanore Kogan, B.A., M.A.
Desiree Koslin, M.A., M.F.A., Ph.D.
Elizabeth Marcus, B.A., M.A., M.Phil.
Valerie Steele, B.A., M.A., Ph.D.
Gerard Wertkin, B.A., LL.B., LL.M.
Department of Culture and Communication

FULL-TIME FACULTY 2004-2005


International comparative research on national public spheres, globalization of journalism and public relations, media and social movements, alternative media, public discourses around immigration and multiculturalism, and Pierre Bourdieu's field theory.


Gender and communication, conflict management; organizational communication; cross-cultural communication and listening. Coauthor or coeditor of several published books, including *The Power to Communicate: Gender Differences as Barriers; Conflict Management: A Communication Skills Approach; Listening in Everyday Life; Women and Men Communicating: Challenges and Changes;* and numerous book chapters and journal articles. Named Distinguished Research and Teaching Fellow by the Eastern Communication Association.


A political/medical anthropologist who has conducted ethnographic field research in Northern Ireland and South Africa and with the homeless in New York City. Has taught at Central European University—Budapest, Institute of Humanities Studies—Ljubljana, and the Department of Performance Studies, 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,* now in its third printing.

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


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


Women’s relationship to literature and art over the centuries; the historical development of artist-related book practices through the critique of text. New media and visual culture and communication. Her work is internationally collected and exhibited. Project in process: *Lunar Performance: Creating an Architecture of Text in Time.* Web site: www.nyua.edu/projects/haum.

Joyce Hauser, Clinical Associate Professor. B.S. 1976, SUNY (Empire State College); Ph.D. 1987, Union Institute.

Politics and nonverbal communication. Author of *Good Divorce, Bad Divorce: A Case for Divorce Mediation* and over 70 book chapters and articles. Awarded: one of the “Top 15 Women in America,” “Broadcast of the Year” from NBC-Radio, one of the “Top Women in Public Relations,” included in Marquis “Who’s Who in America,” and recipient of The Steinhardt School of Education’s Professor of the Year Award (1999). Formerly: CEO of Marketing Concepts and Communication. Currently a broadcast journalist and producer.

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

Intercultural communication and cultural studies; globalization and communication; transnational construction of identities; and postcolonial feminism.


Research interests include the political economy of communication and the relationship between systems of mediated communication and democracy. Interests include communication policy and law and contemporary media, culture, and globalization. Author of *Canada’s Hollywood: The Canadian State and Feature Films* and Franchising the Candy Store: Split-Run Magazines and the New International Regime for Trade in the Culture.


Teaching and research interests include philosophy of communication, intercultural communication, African American culture, comparative research methods, and the rhetoric of political advertising, as well as death and dying in comparative cultural perspective. His most recent work includes “Death in Black and White: A Study of Family Differences in the Performance of Death Rituals” (Qualitative Research Reports in Communication, 2002) and “Philosophy and Method in Communication Research” (*Intersections: The Journal of Global Communications and Culture,* 2002).


The history of communication, technology and culture, and propaganda analysis. Author of numerous scholarly articles. Executive producer of documentaries, *McCorkle’s New York* (1987 Emmy Award) and *Sons of Derry: Coeditor, Language in America.*


Research interests include television history, stardom and fan culture, and teen media. Currently working on a book on the development of broadcast stardom in early television.

Research interests: social, ethical, and political dimensions of information and communications technology and new media; technology and values; ethics and integrity in scientific research.

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


Siva Vaidyanathan, 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.


PART-TIME FACULTY

Mary Aiello-Gray, B.A.

Mary Dawne Arden, B.A.

George Back, B.A., M.A., Ph.D.

Will Baker, B.S.

Susan Barnes, B.F.A., M.F.A., Ph.D.

Lila Bauman, B.A., M.A.

Helen-Gary Bishop, B.A., M.A.

Bonnie Blake, B.A., M.A.

Joyce Bloom, B.S., M.A.

Gary Blum, B.A., M.A.

Roger Brown, B.A., M.A.

Mary Carpenter, B.S., M.A.

William Cass, B.A., M.A.

James Chesebro, B.A., M.A., Ph.D.

Jennifer Clark, B.A., M.A.

Robert Cole, B.A., M.A.

Marla Collins, B.A., M.A.

Patrick Daly, B.F.A.

John Dalzell, B.S., M.A.

Erich Dietrich, B.A., M.A.

Mark Edelman, B.A.

Melvin Ettinger, B.S.E.E., M.S.E.E.

Salvatore Fallica, B.A., M.A., Ph.D.

Melene Follert, B.A., M.A.

Michele Frank, B.F.A.

Gregory Giangrande, B.A., M.A.

Gary Gumpert, B.A., M.A., Ph.D.

Dan Hahn, B.A., M.A., Ph.D.

Ellen Hauser, B.A., M.A.

Harold Hills, B.S., M.A.

Tracy Holleran, B.S., M.S.Ed.

Michael Jaffe, B.A., LL.B.

Charlotte Klein, B.A., M.B.A.

Jill Krawitz, B.S., M.A.

Anastacia Kurylo, B.A., M.A.

John Lang, B.A., M.A.

Diana Leidel, B.F.A., M.A.

Robin Levenson, B.A., M.F.A.

Andrea Lieberman, B.A., M.A.

Michele Litzky, B.A.

Gabrielle Lupe, B.A., M.P.A.

Sandra Mix Meyer, B.B.A., M.A.

John C. Mollard, B.A., M.A.

Bruce Myers, B.F.A., M.A.

Betsy Newman, B.A., M.A.

Kathleen Novak, B.A., M.A.

Deborah Panzer, B.A., M.A.

Bill Phillips, B.A., M.A.

David Poltrak, B.A., M.B.A.

Leslie Potter, B.A., M.A.

Marshall Raines, B.S., M.B.A.

Bob Richter, B.A.

Martin Roberts, B.A., M.A.

Stephanie Rodden, B.A., M.L.S.U., M.A.

Alan Ross, B.E., J.D.

Suzanne Rothenberg, B.A., M.A.

Bonnie Selterman, B.A., M.A.

Richard Siklos, B.A.

Patricia Stack, B.A., M.A., Ph.D.

Beth Strugatz-Seplow, B.A., M.A.

Rachel Sussman, B.A., M.A.

Lisa Szczzerba, B.F.A., M.A.

Shawn Threadgill, B.A.

Maurice Tunick, B.F.A.


Jill Weinberg-Cohen, B.A., M.A.

Dawn Werner, B.A.

Jane Wiater, B.A., M.A.

Cynthia Wiseman, B.A., M.A.

INSTRUCTORS

Allison Butler, B.A., M.A.

Susan Collins, B.A., M.A.

Christina Kotchemidova, Licence ès lettres, M.A.

Manos Pantelidis, B.A., M.A.

M. J. Robinson, B.A., M.A.

Eric Saranovitz, B.A., M.A.

Bilge Yesil, B.A., M.A.
Department of Humanities and Social Sciences in the Professions

FULL-TIME FACULTY 2004-2005


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


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. Publications include Medieval Stereotypes and Modern Antisemitism (Berkeley: University of California Press, 1997), and God, Humanity, and History (Berkeley: University of California Press, 2000).


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.


Current research focuses on moral and political philosophy; environmental philosophy; aesthetics; philosophy of biology, behavior, and mind. Recent publications include Green Philosophy: An Introduction to Environmental Ethics with Robert Elliot (Basil Blackwell).


Interests include environmental ethics and policy, philosophy of technology, philosophy of film, and moral philosophy. Author of over 60 articles and book chapters and editor of 15 scholarly anthologies including Environmental Pragmatism, Social Ecology After Bookchin, and Technology and the Good Life? Author of Real Arguments: Film, Philosophy, and Social Criticism (2003).


Research interests focus on cross-national studies of civic education and conceptions of citizenship, nationality, and ethnic identity among students and teachers. Courses in research methods, comparative education, cross-cultural socialization, and sociology of education. Publications include the forthcoming “Citizenship Education and Political Extremism in Germany” in Political and Citizenship Education: International Perspectives, ed. Stephanie Wilde (Wallingford, United Kingdom: Symposium Press).


Organizational sociologist with broad interests in the management of individualism and the politics of comparability. His first book, Kingdom of Children (Princeton University Press, 2001), a finalist for the C. Wright Mills Award, examines the cultural preconditions and organizational mechanics of the homeschool movement in the U.S.


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.


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; global education. Author of numerous articles in scholarly and popular journals. Most recent book: Whose America? Culture Wars in the Public Schools.

ADJUNCT FACULTY

Noga Admon, M.A.

Bruce Byers, Ph.D.

Dana Fenton, M.A.

Michael Johanek, Ph.D.
Anna Liebovich, Ph.D.
Greg Moglia, Ph.D.
Bethany Rogers, Ph.D.
Lynda Spielman, Ph.D.

AFFILIATED FACULTY
Lawrence Ferrara, Professor, Department of Music and Performing Arts Professions. B.A., M.M., Ph.D.
John V. Gilbert, Associate Professor, Department of Music and Performing Arts Professions. B.A., Mus.B., M.A., Ed.D.

Department of Music and Performing Arts Professions

FULL-TIME FACULTY 2004-2005
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, Loredel, Something’s Afoot, Gorey Stories, Damn Yankees, The Firefly, and New Moon. Premiered as Lucy in Lucy’s Lapses for the Portland Opera. Recordings include Phantom on RCA/BMG, Scossa for Orchestra on ESSAY, Lost in Boston on Varese Sarabande. Member of Actors’ Equity, AFTRA, and Screen Actors Guild.

Pianist and author with expertise in music research, aesthetics, performance analysis, and music research methodologies. Winner, Presidential Fellowship and Daniel E. Griffiths research awards. Recordings for Orion and Musique Internationale. Forensic music copyright consultant for major recording and publishing company and artists including Andrew Lloyd Webber, Gloria Estefan, Billy Joel, Paul McCartney, Mariah Carey, Elton John, James Brown, Paul Simon, Eminem, and Jay Z.
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; orchestral 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.
Greg Ganakas, Clinical Assistant Professor. B.S. 1976, Michigan.
Director and choreographer of Broadway, off-Broadway, and regional theatre; television; and opera. Professional collaborations with Agnes de Mille, Chita Rivera, Carol Channing, Betty Buckley, Jim Dale, Mary Martin, Sammy Davis Jr., and Beverly Sills. Staged productions for Virginia Opera, Paper Mill Playhouse, North Shore Music Theatre, the Sharon Stage, Michigan Opera Theatre, Minnesota Opera, and Boston Pops.
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.
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.
Winner of Naumburg Scholarship, awarded Pro Music’s Soloist sponsorship. Performer as soloist with orchestras and chamber music ensemble. Specialization in new music performance.
Robert J. Landy, Professor. B.A. 1966, Lafayette College; M.S. 1970, Hofstra; Ph.D. 1975, California (Santa Barbara).
Development of theory and clinical approaches to drama therapy. Editor in chief emeritus of the journal The Arts in Psychotherapy. Author of Persona and Performance: The Meaning of Role in Drama, Therapy, and Everyday Life.
Music Theory Program director. Research interests include music psychology, computer modeling, improvisation, 18th-century music, Byzantine and Greek Church chant.
Catherine Moore, Clinical Assistant Professor. B.A. 1976, Bishop’s (Canada); Ph.D. 1991, Liverpool (United Kingdom).

Marketing consultant and musicologist. Research interests include the interaction of culture and industry, international cultural trade policy, strategic music marketing, and 17th-century Italian music. 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.

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


Pianist film composer with expertise in aesthetic and historical analysis of music. Lecture-recitals throughout the United States and Europe. Premiers of solo piano works and recordings for Capstone. Scores and theme music composed for HBO, Cinemax, PBS, and the Discovery Channel.


Director and dramaturge focused on devising theatre from source material and/or classic texts. Recent productions include 5 X Wilder, Pericles, and mindylyner. Research interests include arts integration, teacher training, arts curriculum development, methodologies of play analysis, and portfolio review and self-assessment. Serves as the artistic/education director for Learning Stages and curriculum consultant for Dance Theater Workshop.


Jazz saxophonist. Has performed with groups including Combo Nuvo, Vanguard Orchestra, Don Friedman Quartet, Vince Giordano’s Nighthawks, the Temptations, and the Supremes. Has created jazz education programs for music industry labels and venues including Blue Note Records, Verve Music Group, Half Note Records, Blue Note Jazz Club, and The Knitting Factory. Educational consultant for Kenny Werner’s Effortless Mastery.


Performer and director with expertise in 20th-century acting styles, directorial approaches, physical theatre techniques, and original works. Research in experimental theatre and feminist theory with focus on drama-in-education curricula.


Research interests and publications are in the fields of applied theatre and arts education, qualitative research, reflective praxis, and educational inquiry. His book Applied Theatre: Creating Transformatice Encounters in the Community describes how theatre can empower individuals and communities to effect change. Inaugural director of the first center in Australia dedicated to applied theatre research, Centre for Applied Theatre Research, Griffith University, 1997-2001. His book Researching Drama and Arts Education: Paradigms and Possibilities (Falmer) is a standard text on research design used by many graduate students worldwide.


William Wsbrooks, Clinical Assistant Professor. B.A. 1972, Eastern New Mexico.

Director and playwright with off-Broadway credits such as ‘Tovah Feldshuh’s acclaimed Tzillulah, Hallelujah’ and Thomas Michael Allen’s new production of The Water Coolers. Regional and touring credits include My Fair Lady with Gary Beach, My One and Only with Hinton Battle and Jodi Benson; A Wonderful Life, Private Lives, Gypsy; and The Pirates of Penzance. Writing credits include Boudab Land (CAPS Fellowship, Ludwig Vogelstein Grant) and the libretto for Barbery Kepp (1994 development grant from the National Endowment for the Arts).


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.

Distinguised Performers and Composers-in-Residence

Leo Kraft (1989-1991)
George Perle (1993-1994)
Robert Craft (1996-1997)
Morton Subotnick (1996-1997)
Leo Kraft (1997-1998)
George Crumb (1997-1998)
Steven Schick (1997-1998)
Maya Beyser (1997-1998)
The New Hudson Saxophone Quartet (2003- )
The Quintet of the Americas (2003- )

Full-Time and Adjunct Faculty (By Specialization)

Educational Theatre
Peter Avery, B.A., M.F.A.
Tracy Bersley, B.F.A., M.F.A.
Jason Brantman, B.S.
Laurie Brooks, B.A., M.A.
Ralph Lee, B.A.
Zeke Leonard, B.F.A.
Frances McGarry, B.S., M.A., Ph.D.
Billy Mitchell, B.A., M.A.
Music Theatre
Bill Bowers, B.F.A., M.F.A.
Meg Bussert, B.A., M.A.T.
Diane Ciesla, B.A.
Greg Ganakas, B.S.
Dianna Heldman, B.A., M.M.Ed., D.A.
John Simpkins, B.A., M.A.
Grant Wenaus, B.M., M.M., D.M.A.
William Wesbrooks, B.A.

Dance Education
John Anzalone, B.A., M.A.
Frederick Curry, B.A., M.A.
Andrea Markus, B.A., M.A.
Lars Rosager, B.A.
Germaine Salsberg

Music Theory
Alfred Bishai, B.M., M.M.
Marc Antonio Consoli, B.M., M.M., D.M.A.
Justin Dello Joio, B.M., M.M., D.M.A.
Lawrence Ferrara, B.A., M.M., Ph.D.
Panayotis Mavromatis, B.A., M.A., M.A.
Robert Rowe, B.M., M.A., Ph.D.
Katherine Svistoonoff, B.M., M.M.

Music Education
David J. Elliott, B.Mus., B.Ed., M.Mus., Ph.D.
John V. Gilbert, B.A., Mus.B., M.A., Ed.D.
Susan Glass, B.A., M.A., Ed.D.
Amy Goldin, B.S., M.S.
Jerry Kerlin, B.S., M.A.
Sherrie Maricle, B.A., M.A., Ph.D.
Barbara Murray, B.A., M.A.
Francisco Nunez, B.S., Art.Dip.
Ira Shankman, B.S., M.A.
Elise Sobel, B.A., M.A.
Robert Susman, B.M., M.A.
Paula Washington, B.M., M.A., Ph.D.
Raymond Wheeler, B.M., M.M., D.M.A.
Laura Wilson, B.M., M.A., Ph.D.

Music Technology
Tom Beyer, B.M., M.M.
Richard Boulanger, B.M., M.A., Ph.D.
Alan Campbell, B.A., M.A., Ph.D.
James Carpino, B.M.
Rich Cirminello, B.M., M.M.
Isabel Diaz-Cassou, B.M., M.A.
Nicholas Didkovsky, B.A., M.A., Ph.D.
Tom Doczi, B.A., M.M.
Gary Filadelfo, B.M.
Mark Frankel, B.A., M.A.
Paul Geludo, B.S., M.M.
Jake Glanz, B.S., M.M.
Barry Greenhut, B.M., M.M.
Sean Huff, B.M., M.M.
Dafna Naphtali, B.M., M.M.
Kenneth J. Peacock, B.A., M.A., Ph.D.
Robert Rowe, B.M., M.A., Ph.D.
Ron Sadoff, B.M., M.M., Ph.D.
Morton Subotnick, B.M., M.M.
Sasha Van Orten, Tonmeister
Terry Walker, B.A., M.M.
Marvin Welkowitz, B.M., M.M.
Leszek Wojcik, Tonmeister
Paul Zinman, B.F.A., M.M.

Flute
Robert Dick, B.A., M.M.
Brad Garner, B.M., D.M.A.
Suzanne Gilchrest, B.A., M.M.
Kathleen Nestor, B.A., M.M.
Keith Underwood, B.M., M.A.

Oboe
Vicki Bodner, B.M.
Robert Botti
Gerard Reuter
Matt Sullivan, B.M.

Clarinet
Stanley Drucker, B.F.A., M.M.
David Krakauer, B.A., M.M.
Ester Lamneck, B.M., M.M., D.M.A.

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

Saxophone
Paul Cohen, B.M., M.M., D.M.A.
Frank Foster
George Garzone, B.S.
Ralph Lalama, B.M.E.
Mike Migliore
Bob Parsons, B.M., M.A.
Tim Ruedeman, B.M., M.A.
David Schroeder, B.M.E., M.M., D.A.

French Horn
Joe Anderer
Peter Gordon, B.M.
Barbara Oldham

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

Trumpet
Laurie Fink, B.M.
Mark Gould
Tim Hagans, B.M.
Tim Hoyt, B.M., M.M.
David Krauss, B.M., M.M.

Trombone
Conrad Herwig
James Markey

Tuba
Marcus Rojas

Percussion
Guillermo Acevedo
Barry Centanni, B.M., M.M.
Vincent Cherico
Kory Grossman, B.M.
Jamey Haddard, B.M.
Sherrie Marie, B.A., M.A., Ph.D.
Anthony Moreno, B.M.
Dave Ratajczak, B.M.
Akira Tana
Harp
Monika Jarecka, M.A., M.S., Ph.D.
Violin
Nina Beilina, B.M., M.M.
Elizabeth Chang, B.M., M.M.
Stephanie Chase, B.M., M.M.
Arturo Delmont, B.M.
Pamela Frank, B.M., M.M.
Burton Kaplan, B.M.
Ann Setzer, B.M., M.M.
Hideko Udagawa, B.M., M.M.
Neil Weintrob, B.M., M.M.
Viola
Misha Amory, B.M., M.A.
Stephanie Baer, B.M.
Lawrence Dutton, B.M.
Cello
Ardyth Alton, B.M., M.M.
Marion Feldman, B.S., M.S.
Nina Marie Lee, B.M., M.M.
Double Bass/Electric Bass
Ronald McClure, B.M.
Michael Richmond, B.A.

Division of Nursing

FULL-TIME FACULTY 2004-2005

Mary Brennan, Clinical Assistant Professor; B.S. 1985, Salem State; M.S. 1990, Boston College.
Adult acute care, emphasizing advanced practice theory, differential diagnosis, diagnostic reasoning, and clinical decision-making.

Patricia Burkhardt, Clinical Associate Professor; B.S.N. 1967, St. Louis; M.P.H., Ph.D. 1981, Johns Hopkins; C.N.M.
Women’s health; factors affecting childbearing education structures and levels in professional midwifery.

Elizabeth Capestiti, Associate Professor; B.S.N. 1980, Lehman College; M.S.N. 1984, Hunter College; Ph.D 1995, Pennsylvania.
The development and testing of individualized interventions aimed at reducing falls and injuries from bed rails among frail older adults.
Findings from her research have been used to draft both state legislation and federal regulations related to nursing home care; serves on several national boards; a consultant to the Hospital Bed Safety Workgroup of the United States Food and Drug Administration and the Center's for Medicare and Medicaid Services.

Bernadette Capelli, Professor; B.S. Michigan State; M.S., Ph.D. Columbia.
Adult primary care; HIV/AIDS; published numerous articles on HIV.

Barbara Carty, Clinical Associate Professor; B.S. 1965, Catholic; M.S. 1976, Adelphi; Ed.D. 1993, Columbia; R.N. F.A.A.N.
Nursing informatics; clinical information systems in the acute care setting; software development; telecommunication technology; including the effect on patient care and nursing education and its use for distance learning.

Danuta Clemmens, Assistant Professor; B.S. 1975, Laurentain; M.S. 1984, Toronto; Ph.D. 2000, Connecticu.
Postdoctoral research fellowship in psychosocial oncology; Adolescent daughters and mothers with breast cancer.

Mei Fu, Assistant Professor; B.A. 1997, M.S. 2000, Ph.D. 2003, Missouri (Columbia).

Terry T. Fulmer, Erline Perkins McGriff Professor of Nursing; B.S. 1975, Skidmore College; M.S. 1977, Ph.D. 1983, Boston College; R.N., F.A.A.N.
Elder mistreatment; acute care of the elderly; nursing informatics; restrictive behaviors; inter-disciplinary team-training research methods.

Joanne K. Griffin, Associate Professor; B.S. 1953, College of Mount Saint Vincent; M.A. 1960, Ph.D. 1975, New York; R.N.
Parent-child nursing; women's health issues; curriculum and teaching in nursing; interaction in and evaluation of groups; ethical and legal issues in nursing; substance abuse.

Judith Haber, Professor; B.S. 1965, Adelphi; M.A. 1967, Ph.D. 1984, New York; R.N., F.A.A.N.
Family theory; marital conflict; adjustment to acute and catastrophic illness; psychiatric-mental health nursing; caring; evidence-based practice; leadership.

Cardiovascular health promotion and risk reduction in children, adolescents, and families; genetic and environmental determinants of CVD.

Family/parenting issues, home-care nursing.

Kathleen Kenney, Clinical Assistant Professor; B.S.N. 1986, College of Mount Saint Vincent; M.S.N. 1990, SUNY (Stony Brook); R.N.
Infants, children, and adolescents; pain management, effects of acute and chronic illness on children; the nurse practitioner’s role in acute care of children; pediatric emergency care.

Christine Tassone Kovner, Professor; B.S.N. 1969, Columbia; M.S.N. 1972, Pennsylvania; Ph.D. 1985, New York; R.N., F.A.A.N.
Cost of nursing care; computers; public health nursing.

Clinical Specialist Certification in Adult Psychiatric and Mental Health Nursing. Research interest in competency-based education and evidence-based practice; phenomenology (caring) and validating NANDA nursing diagnoses. Mayor of Garden City, NY.

Interdisciplinary-interprofessional collaboration; curriculum and instruction; family-domestic violence; crisis-conflict intervention; gerontology; stress management; critical thinking; methods of inquiry.

Linda Jane Mayberry, Associate Professor. B.S.N. 1976, Iowa; M.S. 1982, Texas Women’s; Ph.D. 1992, California (San Francisco); F.A.A.N.

Women’s health; evidence-based practice; management and research on labor, delivery, and high-risk pregnancies.

Sandra Graham McClowry, Professor. B.S. 1980, M.S. 1981, Northern Illinois; Ph.D. 1988, California (San Francisco); R.N., F.A.A.N.

Family theory, child temperament and family interactions, community preventive intervention.


Health policy; legislation; curriculum development; professional issues.


Long-term care policy; health service delivery in long-term care; quality of care in nursing homes; evaluation of gerontological nurse clinician practice; clinical/ethical decisions in long-term care.


Professional role development; psychiatric-mental health issues; alcohol and drug issues (including treatment) and practice; ethics; human sexuality; curriculum development.

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

Nursing history; wartime nursing; trauma nursing practice; gender studies; long-term stress (post-traumatic stress disorder). Most recently: We Band of Angels: The Untold Story of American Nurses Trapped on Bataan by the Japanese.

Hila Richardson, Clinical Professor. B.S.N. 1967, Virginia; M.P.H. 1973, Johns Hopkins; Dr.PH. 1980, Columbia; R.N., F.A.A.N.

Long-term care; substance abuse; leadership.

Deborah Witt Sherman, Associate Professor. B.S.N. 1980, Mount Saint Mary College; M.S.N. 1986, Pace; Ph.D. 1994, New York; R.N., F.A.A.N.

Palliative care; quality of life; breast cancer; quantitative research.

RESEARCH SCIENTISTS AND TRAINING SPECIALISTS

Patricia Bonvissuto, M.S.
Childhood special education.

Susan Fairchild, M.P.H.
Sexual expression and older adults; elder abuse; language patterns of older adults.

Anne Marie Gibeau, B.S., M.S.N.; C.N.M.
Midwifery and childbearing families; cultural diversity.

Elaine Gould, M.S.W.
Gerontology; health care professionals techniques for communicating with the elderly; practice change strategies for improving care.

Katherine Hyer, M.P.P., Dr.PA.
Geriatrics; health policy; managed care organizations.

Malvina Kluger, B.A.
Alzheimer’s disease research; gerontology.

Michelle Meako, M.Ed.
Alzheimer’s disease; geriatrics.

Ethel Mitty, Ed.D.; R.N.
Bioethics.

Gloria Ramsey, B.S.N., J.D.
Ethics; law.

Andrea Sherman, M.A., Ph.D.
Creative aging; intergenerational relations; arts and aging; dance; policymaking.

PART-TIME FACULTY

Diane Ackroyd, M.S.; R.N., C.S., NP-P

Sally Arbolino, M.S.; R.N., P.P.

Susan Bowar-Ferres, Ph.D.; R.N., C.N.A.A.

Patricia Simino Boyce, Ph.D.; R.N.

Susan Derby, B.S.N.; M.A.; R.N.

Kathleen M. Dirschel, B.S.N., M.A.; Ph.D.; R.N.

Rose Anne Indelicato, B.S.N., M.S.N.; R.N.

Janet Macrae, Ph.D.; R.N.

Margaret McClure, Ed.D.; R.N.

Sally Mendelsohn, M.S.N.; C.N.M.

Eloise Monzillo, B.S.N., M.S., Ph.D.; R.N.

Eileen Quinlan, M.S.; R.N., C.S., G.N.P.

Gail Rivera, M.S.; C.N.M.

Cynthia Sculco, Ed.D.; R.N.

Esther Siegel, Ed.D.; R.N., C.S.

Mark Sinnett, B.S., Pharm.D.

Thomas Smith, M.S.; R.N.

Kenneth Zwolski, Ed.D.; R.N.

Department of Nutrition, Food Studies, and Public Health

FULL-TIME FACULTY 2004-2005


Cultural and social history of food, women and society; American cultural studies, 20th-century United States.


Research interests include New York City foodways; American Jewish history; immigration studies; culture and food.


Public health education, disparities in health status among women and ethnic populations, appropriate interventions for prevention and health promotion particularly in the areas of alcohol and other drugs.

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.


Methods used to assess dietary patterns and dietary quality, nutritional epidemiology, dietary assessment (food grouping, nutrient database development, biomarkers), analysis of nutrition data in national health surveys, and hunger and food insecurity issues.
Nutrition assessment; nutrition in gerontology; clinical nutrition management.

Policy and prevention of chronic and infectious diseases, poverty and public health, women’s health.

Public health nutrition: chronic disease prevention and treatment in at-risk populations; nutrition in African Americans; nutrition in hypertension; nutrition in gerontology.

Planning, implementation, and evaluation of public health programs and policies in developing countries; the organization, management, financing, and delivery of primary health care; social capital and other nonmedical determinants of health.

Dietary guidance policy; nutrition in health promotion and disease prevention; nutrition education of health professionals; nutrition intervention in high-risk groups; community nutrition.

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.

Sports nutrition; weight loss and behavior modification; food service systems; recipe development; nutrition education.

Professional preparation of health education specialists and the professionalization of health education, credentialing, curriculum development, professional ethics, continuing education, and computer resources for health education.

PART-TIME FACULTY

Joan Aronson, A.O.S., B.S., M.S.
Jim Beers, B.A., Ph.D.
Vicki Breithart, M.S.Ed., M.S.W., Ed.D.
David J. Canty, B.S., M.S., Ph.D.
Kathleen Carpenter, B.S., M.S.
Catherine Charlton, M.P.H.
Toni Davis, B.A., Ph.D.
Carol G. Durst, B.S., M.S.
Jeffrey P. Fine, B.A., M.S.W., M.S.
Jennifer B. Franch-Wyant, B.A., M.S.
Antoinette Franklin, B.S., M.S.
Ellen J. Fried, B.A., J.D.
Karen Denard Goldman, B.S., M.A., M.S., Ph.D.
Claudia Gill Green, B.S., M.S., Ph.D.
Robbie Harrison, B.S., M.A., Ed.M., Ed.D.
J. Corinna Hawkes, B.Sc., Ph.D.
Janet L. Helm, B.S., M.S.
Erica B. Hirsch, B.S., M.S.
Lauren Hyman, B.A.
Audrey Jacobson, M.D., Ph.D.
Linda G. Lawry
Patricia Lobenfeld, A.S., B.A., M.A.
James Lubrani, B.S., M.A.
Janet Lupoli, B.S., M.S., Ph.D.
Suzanne Magnotta, B.S., M.S.
Michelle Masiello, B.A., M.A.
Hope Mason, B.A., M.P.A.
Charles M. Mueller, B.A., M.S., Ph.D.
Michael J. Palmieri, B.S., M.S.
Margaret Happel Perry, B.S., 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.
Krishnaendu K. Ray, M.A., Ph.D.
Daniel B. Rippes, B.A., M.P.A.
Alice S. Ross, B.S., M.S., Ph.D.
Leila Azima Salem, B.S., M.A.
Elizabeth Schaible, A.A.S., B.B.A., M.S.
Janet E. Schebendach, B.A., M.S.
Susan Schulz, B.A., M.A.
Leah G. Sweet, B.A., M.A.
Amy Topel, B.A.
Frederick R. Tripp, B.A., M.S.
Susan M. Underwood, B.S., M.S.
Richard J. Vayda, B.A., M.A.
Sheldon O. Watts, B.S., M.P.H.
Judy Wessler, M.P.H.
Martha Widdicombe, B.A., M.P.H.; R.N.
Lisa R. Young, B.S., M.S., Ph.D.
Stephen Zagor, B.A., M.P.S.

Department of Speech-Language Pathology and Audiology

FULL-TIME FACULTY 2004-2005

Speech scientist with focus on instrumentation and speech production.

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; Ph.D. 1978, Columbia; CCC-SLP.
Special interest and expertise in child language acquisition and disorders and phonological disorders.
Maurice H. Miller, Professor. B.A. 1950, M.A. 1952, Brooklyn College; Ph.D. 1956, Columbia; CCC/A/SLP

Specialized areas of interest and expertise in audiology and hearing conversation.

Christina Reutertsold-Wagner, Assistant Professor. B.S. 1986, Lund (Sweden); M.S. 1988, Boston; Ph.D. 1999, Lund (Sweden); CCC/SLP.

Special interest and expertise in language acquisition and child language disorders

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, assessment and rehabilitation.

Phyllis Tureen, Associate Professor. B.A. 1950, M.A. 1953, Brooklyn College; Ph.D. 1968, New York; CCC-SLP.

Special interest and expertise in stuttering theory and therapy, cleft palate and orofacial anomalies, and introductory course work in speech disorders and approaches to therapy.


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

CLINIC DIRECTORS

Joan Persky, M.S., CCC-SLP

Clinical Director

Erasmia Benakis, M.A., CCC-SLP

Off-Campus Clinic Director

PART-TIME FACULTY

Erasmia Benakis, M.A.; CCC-SLP

Deanne Fitzpatrick, M.A.; CCC-SLP/A

Barbara Grossman, B.A., M.A.; CCC-A

Jayne Latz, M.A.; CCC-SLP

Hildy Lipner, B.S., M.A.; CCC-SLP/L

May Liu, M.A.; CCC-SLP

Doron Milstein, M.A., Ph.D.; CCC-A

Joan Persky, M.S.; CCC-SLP

Brian Scott, M.A.; CCC-SLP

Lisa Tafuro, M.S.; CCC-SLP

Department of Teaching and Learning

FULL-TIME FACULTY 2004-2005


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.


Social, political, and economic contexts of early childhood education; teacher education; curriculum theory.


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 When the Old Left Was Young: Student Radicals and America’s Mass Student Movement, 1929-1941, named an outstanding Academic Book for 1994 by Choice.

Patricia Cooper, Assistant Professor. B.A. 1976, SUNY (Purchase); M.A. 1978, Chicago; M.S. 1980, Erikson Institute; Ph.D. 2001, Emory.

Research interests include children’s literature, teacher education, cross-cultural teacher/student relationships, early childhood educator Vivian Paley, storytelling, and language and literacy development and education. Recent publications include the article “Effective White Teachers of Black Children: Teaching Within a Community” in the Journal of Teacher Education.

Laura Daigen-Ayala, Master Teacher. B.A. 1975, SUNY (Albany); M.S. 1985, Bank Street College of Education.

Multicultural and second language education; school reform.

Maryann Dickar, Assistant Professor. B.A. 1988, Vassar College; M.A. 1993, SUNY (Binghamton); Ph.D. 2000, Minnesota.

Student cultures of resistance and their relationship to school reform. Urban school reform, critical pedagogy, and identity formation particularly as it is influenced by race, class, gender, and sexuality. Professional development.

Miriam Eisenstein-Ebsworth, Associate Professor. B.A. 1968, Brooklyn College; 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; 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; M.S. 1977, Ph.D. 1979, Illinois (Urbana-Champaign).

Learning disabilities, models of effective instruction, resource/consulting teacher models, curriculum-based assessment and program implementation, and reading instruction for low achievers.


Science curriculum development, implementation and evaluation; multicultural differences in science achievement; gender- and ethnic-related issues in science education.


One of the world’s most distinguished authorities in the field of children’s literature. Research interests: children’s literature, creative writing for children, language arts, Hellenic studies as reflected in children’s and adults’ books. Author of “Children and Their Literature”—a column on parents, children, and books—and 27 children’s books. Author of “Children and Their Literature”—a column on parents, children, and books—and 27 children’s books. Recipient: Professor of the Year (1992), Educator of the Year (1979), Hellenic American Educator’s Association), and a presidential citation (1997) for 40 years of teaching.


The use of technology in the teaching of mathematics at all levels; mathematical modeling; real-world applications of mathematics; statistics.

Jay Gottlieb, Professor. B.S. 1964, City College; M.S. 1966, Ph.D. 1972, Yeshiva.

Applied research in special education, mainstreaming, attitudes toward people with disabilities, multidisciplinary evaluation.


Vocational education and literacy training for the handicapped, paraprofessional training and research, and teacher training in special education.

Sheldon B. Kastner, Associate Professor. B.B.A. 1939, City College; M.A. 1960, Temple; Ph.D. 1967, Yeshiva.

Special education, learned helplessness, attribution theory as applied to special populations, and evaluation of therapeutic interventions.


Research interests: school reform, special education, curriculum design, professional development.


Research methods.


Literacy education in urban school contexts; sociocultural perspectives on literacy education; teacher research and classroom inquiry as pedagogy.


Research interests: school reform, school design, teaching, and teacher education.


Mathematics education; inquiry-based classroom communities; after-school learning communities; and self-assessment.


Executive director of The Steinhardt School of Education’s Metropolitan Center for Urban Education. Areas of expertise include achievement, school desegregation, and analyses of solutions to urban problems.

Catherine Milne, Assistant Professor. B.Ed. 1978, B.Sc. 1979, James Cook (Queensland); M.Sc. 1993, Ph.D. 1998, Curtin University of Technology.

Experiences: Taught in the Northern Territory of Australia for almost 15 years working as subject teacher, head of department, and assistant principal. Research interests: learning and teaching science in urban schools, professional education of science teachers, the history and philosophy of science and science education, historico-cultural analysis of learning environments, learning to teach, and using design experiments.


Scholarship and research focusing on the ways in which schools are influenced by social and economic conditions in the urban environment. Served as an adviser and engaged in collaborative research with several large urban school districts throughout the United States. Has also done research on issues related to education and economic and social development in the Caribbean, Latin America, and several other countries throughout the world.

Carol Parness, Urban Master Teacher. B.A. 1979, Queens College; M.S. 1984, Adelphi; Professional Certificate (SAS) 1986, Queens College.

Research interests: special education, professional development, cooperative learning, assessment, new teachers—recruitment and retention.


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/Write to Learn. Editor of Prospects 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.


Teacher evaluation and beliefs about teaching; early childhood education.


Director, field placements. Former executive assistant to the chancellor, New York City Board of Education; former principal of La Guardia High School of Music, Art, and Performing Arts.


Research Interests include friendship development in inclusive settings, Head Start services to children with disabilities, social skills of preschool children with disabilities.


Research interests include areas that intersect with interlanguage: empirical pedagogy, English grammar, language testing, intonational “vital life.”


Multicultural education and transformative curriculum making; early childhood education with an emphasis on infants and toddlers and cross-cultural comparisons; child abuse and neglect, including children’s court testimony.


Language and literacy acquisition; sociolinguistics; early literacy intervention; teacher education; language across the curriculum; literacy assessment.


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.


Second and foreign language teaching methodology; language learning strategies; cross-cultural studies.


Director, Center for Research in Teaching and Learning. Research interests include standards-based education, assessment, education of special populations. Former executive director of assessment and accountability, New York City Board of Education; member, New York State Assessment Panel.

Diana B. Turk, Assistant Professor. Ph.D. 1999, Maryland (College Park).

Areas of specialization include social studies curriculum and instruction, American studies, U.S. women’s history, and ethnographic methodology.


Special education; child development; emotional disturbance in children, adolescents, and adults; teaching strategies; curriculum design; adolescent pregnancy; school dropouts; behavior management in the classroom.

PART-TIME FACULTY

Marlene Barron, B.A., M.S., Ph.D.

Wendy Biderman, B.A., M.A., Ed.M., Ph.D.

Marla Brooks, B.A., M.S.E.

Isabel Cadenas, B.S., M.S.

Christina Cambronero, B.S., M.S.

Paul Camhi, B.A., Ph.D.

Paul Cinco, B.S., M.S.

Lena Cohen, B.S., M.A.

Grant Courtney, B.S., M.S.

Tracy Daraviras, B.A., M.A.

Gail Davis, B.S., M.S.

Anthony DeFazio, B.A., M.M.A., M.A.

Helene Dunkelblau, B.A., M.A.T., Ph.D.

Timothy Ebsworth, Ph.D.

Lorraine Estebanez

Judith Fenton, B.A., M.A.

Joshua Fishman, B.S., M.S., Ph.D.

Helen Friedlander, B.A., M.A.

Shirley Glickman, B.A., M.A., Ph.D.

Lauren Goldenberg, B.A., M.A.

Brenda Greene, B.S., M.A., Ed.D.

Helene Haver, B.A., M.A.

William Haver, B.A., M.A.

Patricia Juell, B.A., M.A.

Suzanna Kaplan, B.A., M.A., Ed.M.

Jeong Y. Kim, B.S., M.A.

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Martin Deutsch, B.A., M.A., Ph.D., Early Childhood and Elementary Education
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Laurie Wilson, B.A., M.A., Ph.D., Art Therapy
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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
Travel Directions to the Washington Square Campus*

LEXINGTON AVENUE SUBWAY
Local to Astor Place Station. Walk west on Astor Place to Broadway, then south on Broadway to Waverly Place, and west on Waverly Place to Washington Square.

BROADWAY SUBWAY
Local to Eighth Street Station. Walk south on Broadway to Waverly Place, then west on Waverly Place to Washington Square.

SIXTH OR EIGHTH AVENUE SUBWAY
To West Fourth Street–Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.

SEVENTH AVENUE SUBWAY
To Christopher Street–Sheridan Square Station. Walk east on West Fourth Street to Washington Square.

PORT AUTHORITY TRANS-HUDSON (PATH)
To Ninth Street Station. Walk south on Avenue of the Americas (Sixth Avenue) to Waverly Place, then east to Washington Square.

FIFTH AVENUE BUS
Buses numbered 2, 3, and 5 to Eighth Street and University Place. Walk south to Washington Square. Bus numbered 1 to Broadway and Ninth Street. Walk south on Broadway to Waverly Place and west to Washington Square.

EIGHTH STREET CROSSTOWN BUS
Bus numbered 8 to University Place. Walk south to Washington Square.

BROADWAY BUS
Bus numbered 6 to Waverly Place. Walk west to Washington Square.

*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)
- The 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

### 2004

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</thead>
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<tr>
<td>Summer Sessions I</td>
<td>May 17–June 4</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>Summer Sessions II</td>
<td>June 7–25</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>Summer Sessions III</td>
<td>June 28–July 16</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>Summer Sessions IV</td>
<td>July 19–August 6</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>Independence Day: holiday</td>
<td>July 5</td>
<td>Monday</td>
</tr>
<tr>
<td>Fall-term registration</td>
<td>Begins April 14</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>November 8</td>
<td>Monday</td>
</tr>
<tr>
<td>Labor Day: holiday</td>
<td>September 6</td>
<td>Monday</td>
</tr>
<tr>
<td>Fall-term classes begin</td>
<td>September 7</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Spring registration</td>
<td>Begins November 15</td>
<td>Monday</td>
</tr>
<tr>
<td>Thanksgiving recess</td>
<td>November 25–27</td>
<td>Thursday-Saturday</td>
</tr>
<tr>
<td>Last day of classes, Legislative Day</td>
<td>December 14 (runs on a Thursday schedule)*</td>
<td></td>
</tr>
<tr>
<td>Reading Day</td>
<td>December 15</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Fall-term final examinations</td>
<td>December 16–23</td>
<td>Thursday-Thursday</td>
</tr>
<tr>
<td>Winter recess</td>
<td>December 24–January 15</td>
<td>Friday-Saturday</td>
</tr>
</tbody>
</table>

### 2005

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Dr. Martin Luther King, Jr. Day: holiday</td>
<td>January 17</td>
<td>Monday</td>
</tr>
<tr>
<td>Spring classes begin</td>
<td>January 18</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Presidents’ Day: holiday</td>
<td>February 21</td>
<td>Monday</td>
</tr>
<tr>
<td>Spring recess</td>
<td>March 14–19</td>
<td>Monday-Saturday</td>
</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>March 28</td>
<td>Monday</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>May 2</td>
<td>Monday</td>
</tr>
<tr>
<td>Reading Day</td>
<td>May 3</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Spring-term final examinations</td>
<td>May 4–11</td>
<td>Wednesday-Wednesday</td>
</tr>
<tr>
<td>Commencement:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conferring of degrees</td>
<td>May 12</td>
<td>Thursday</td>
</tr>
<tr>
<td>Memorial Day: holiday</td>
<td>May 30</td>
<td>Monday</td>
</tr>
<tr>
<td>Independence Day: holiday</td>
<td>July 4</td>
<td>Monday</td>
</tr>
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<td>Summer Sessions I</td>
<td>May 16–June 3</td>
<td>Monday-Friday</td>
</tr>
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<td>Summer Sessions II</td>
<td>June 6–24</td>
<td>Monday-Friday</td>
</tr>
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<td>Summer Sessions III</td>
<td>June 27–July 15</td>
<td>Monday-Friday</td>
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<tr>
<td>Summer Sessions IV</td>
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# Calendar

## 2005

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<td>Begins November 14</td>
<td>Monday</td>
</tr>
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<td><strong>Thanksgiving recess</strong></td>
<td>November 24-26</td>
<td>Thursday-Saturday</td>
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<td>December 13 (runs on a Thursday schedule)*</td>
<td>Tuesday</td>
</tr>
<tr>
<td><strong>Reading Days</strong></td>
<td>December 14</td>
<td>Wednesday</td>
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<td>Monday-Saturday</td>
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<td><strong>Last day for withdrawing from a course</strong></td>
<td>March 27</td>
<td>Monday</td>
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<tr>
<td><strong>Last day of classes</strong></td>
<td>May 1</td>
<td>Monday</td>
</tr>
<tr>
<td><strong>Reading Day</strong></td>
<td>May 2</td>
<td>Tuesday</td>
</tr>
<tr>
<td><strong>Spring-term final examinations</strong></td>
<td>May 3-10</td>
<td>Wednesday-Wednesday</td>
</tr>
<tr>
<td><strong>Commencement: Conferring of degrees</strong></td>
<td>May 11</td>
<td>Thursday</td>
</tr>
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<td><strong>Memorial Day: holiday</strong></td>
<td>May 29</td>
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Frequently Called Numbers

www.nyu.edu

Admissions (Undergraduate)
998-4500
22 Washington Square North

Admissions (Graduate)
998-5030
Joseph and Violet Pless Hall, 82 Washington Square East, 2nd Floor

Bobst Library (Information)
998-2505
70 Washington Square South

Bookstore, Main
998-4667, 4668
18 Washington Place

Bursar
998-2800
25 West Fourth Street, 1st Floor

Counseling and Student Services
998-5065
Joseph and Violet Pless Hall, 82 Washington Square East, Room 32

Counseling Services, University
998-4780
3 Washington Square Village, Suite 1M

Students with Disabilities Adviser
998-4980
240 Greene Street, 2nd Floor

Employment, Student
998-4757
5 Washington Place, 1st Floor

Financial Aid
998-4444
25 West Fourth Street, 1st Floor

Health Center
443-1000
726 Broadway

Higher Education Opportunity Program
998-5690
East Building, 239 Greene Street, Room 800

Housing (University)
998-4600
8 Washington Place

Housing (Off-Campus)
998-4620
4 Washington Square Village

Information Center
998-4636
Shimkin Hall, 50 West Fourth Street, 1st Floor

International Students and Scholars, Office for
212-998-4720
561 La Guardia Place

Lost and Found
212-998-1905
Protection and Transportation Services
14 Washington Place

Registrar, Office of the University
212-998-4850
25 West Fourth Street, 1st Floor

Registration Services
212-998-5054
Joseph and Violet Pless Hall, 82 Washington Square East, Room 31

Security/Protection and Transportation Services
212-998-2222
14 Washington Place

THE STEINHARDT SCHOOL OF EDUCATION UNDERGRADUATE PROGRAMS

Art
212-998-5700
Barney Building, 34 Stuyvesant Street, Suite 302

Applied Psychology
212-998-5360
East Building, 239 Greene Street, Suite 400

Childhood, Early Childhood, and Special Education
212-998-5460
East Building, 239 Greene Street, Suite 200

Communication Studies
212-998-5191
East Building, 239 Greene Street, 7th Floor

Educational Theatre
212-998-5868
26 Washington Place, 2nd Floor

English Education
212-998-5460
East Building, 239 Greene Street, Suite 635

Foreign Language Education
212-998-5460
East Building, 239 Greene Street, Suite 635

Graphic Communications Management
212-998-5125
East Building, 239 Greene Street, 7th Floor

Humanities and Social Sciences
212-998-5636
246 Greene Street, Suite 300

Mathematics Education
212-998-5460
East Building, 239 Greene Street, Suite 600

Music
212-998-5424
Education Building, 35 West Fourth Street, Suite 777

Nursing
212-998-5300
246 Greene Street, Suite 800

Nutrition and Food Studies
212-998-5580
Education Building, 35 West Fourth Street, 10th Floor

Science Education
212-998-5460
East Building, 239 Greene Street, Suite 200

Speech and Interpersonal Communication
212-998-5191
East Building, 239 Greene Street, 7th Floor

Social Studies Education
212-998-5460
East Building, 239 Greene Street, Suite 635

Speech-Language Pathology and Audiology
212-998-5230
719 Broadway, 2nd Floor

Teacher Education
212-998-5460
East Building, 239 Greene Street, Suite 200