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Announcement for the 109th and 110th Sessions

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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 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.

How to Use This Bulletin

Welcome to the 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 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 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 or Sample Program of Study for each program that interests you. The worksheet or program 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 School of Education classes are listed numerically beginning on page 113. Titles of courses that fulfill the liberal arts requirements (Morse Academic Plan—MAP) begin on page 104.

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 147 for information on Student Activities/School and University Services at NYU and the school.

Step 5:
Finally, turn to page 157 for information on Admission, Registration and Advisement, and Tuition, Expenses, and Financial Aid.

If you're already a student at the School of Education, you can also use this bulletin to

- Choose a major (follow Steps 1, 2, and 3 above).
- Keep track of your academic progress (review the Sample Curriculum Worksheet or Sample Program of Study for your program of study).
- Review courses for both required and elective courses (courses are listed numerically, beginning on page 113).
- Select courses that meet the liberal arts requirements. Course titles begin on page 104.
Over 160 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 more than 46,000 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. The faculty, which initially consisted of 14 professors (among them artist and inventor Samuel F. B. Morse), now totals over 5,000.
the City of New York. "New York University" became a metropolis—New York City.

Finally, there is the upheld torch of the Lady of the University. MDCCCXXXI is 1831, the year of incorporation for NYU, then known as the University of University.

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

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

ALMA MATER
NYU's Alma Mater, "New York University Evensong," was written in 1900 by Duncan MacPherson Gennis. "Dear Old NYU" became even more appropriate in 1945 when Dorothy I. Pearson, a Washington Square College student, wrote a third verse. As the earlier verses paid homage to the University Heights campus (part of NYU from 1885-1973), Pearson's verse praised "the archway that ever stands triumphant" and symbolically links NYU to the surrounding community.

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

Enrollment in the undergraduate divisions ranges between 100 and 6,000. While some introductory classes in some programs have large numbers of students, many classes are small. More than 2,500 courses are offered, leading to more than 25 different degrees.

The College of Arts and Science offers the Bachelor of Arts degree in a wide range of programs in the humanities, science, social sciences, and foreign languages and literatures and, in some departments, the Bachelor of Science degree. Joint programs of study currently involve NYU's Robert F. Wagner Graduate School of Public Service, Graduate School of Arts and Science, School of Education, Shirley M. Ehrenkranz School of Social Work, School of Medicine, and College of Dentistry, as well as Stevens Institute of Technology.

The School of Law is one of the oldest law schools in the United States. It offers a comprehensive first professional program leading to the degree of Juris Doctor and a graduate curriculum leading to the degrees of Master of Laws, Master of Comparative Jurisprudence, and Doctor of Juridical Science.

The School of Medicine and Post-Graduate Medical School offer the Doctor of Medicine and Doctor of Philosophy degrees and courses for accreditation designed to meet the needs of physicians in practice. Medical students and residents gain clinical experience through the NYU Hospitals Center, which includes the 704-bed Tisch Hospital and the 174-bed Rusk Institute of Rehabilitation Medicine, both of which are part of the Mount Sinai-NYU Medical Center/Health System. The school also maintains affiliations with select institutions for a variety of joint academic and clinical programs. Most clinical teaching takes place at the 1,232-bed Bellevue Hospital, where the School of Medicine supervises care. Other affiliated hospitals include the Hospital for Joint Diseases, NYU Downtown Hospital, and the New York Department of Veterans Affairs Medical Center.

The Cooperative Care unit, housed in the Arnold and Marie Schwartz Health Care Center, offers an innovative health care program in which patients receive health care and educational services in a centralized area with the assistance of a live-in relative or friend.

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

The College of Dentistry is the third oldest and the largest private dental school in the United States. It is administered by the David B. Kriser Dental Center and is composed of clinics, laboratories, and other teaching facilities contained within several buildings. The center is located on First Avenue, from East 24th Street to 25th Street, in the midst of one of the nation's most renowned health sciences complexes, which extends from East 14th Street to East 34th Street. The Kriss Dental Center includes the Arnold and Marie Schwartz Hall of Dental Sciences and the K. B. Weissman Clinical Science Building.

Ceremonies, Traditions, and Symbols

FOUNDERS DAY
In 1830, when New York University was only an idea, the founders stated the need and the intent for establishing "in the City of New York a university on a liberal foundation, which shall correspond with the spirit and wants of our age and country, which shall be commensurate with our great and growing population, and which shall enlarge the opportunities of education for such of our youth as shall be found . . . and inclined to improve them." Now in the fourth quarter of its first two hundred years of existence, NYU has grown to proportions that, in all likelihood, the founders never imagined. Still, the University remains faithful to their vision.

Founders Day is a festive celebration that perpetuates the heritage of its founders, who conceived and incorporated an innovative institute of learning, and honors the candidates for baccalaureate degrees whose academic achievements qualify them for recognition as University Honors Scholars. It also serves as the backdrop for recognizing distinguished teachers at NYU.

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, penitus et praeclarum — to persevere and to excel—underscores the depiction of classic runners and, 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.
The Graduate School of Arts and Science offers the degrees of Master of Arts, Master of Science, and Doctor of Philosophy in most areas of the humanities, social sciences, and natural sciences. Several certificate programs are also offered. The NYU in Paris and NYU in Madrid programs are based in centers in Paris and Madrid. Joint programs of study currently involve the School of Law, School of Medicine, Leonard N. Stern School of Business, and School of Education. Courses are offered in the late afternoon and evening as well as during the day.

The School of Education offers a broad range of undergraduate preprofessional and professional programs in the human service fields. In addition to the traditional education-related curricula in teaching and learning, administration, and applied psychology, the school offers work in health, physical therapy, and other health-related disciplines, a program in nutrition and food studies, foundational and research courses in the history of education, research methodologies, and humanities; undergraduate and graduate courses in nursing; and a full range of courses in dance, music, and art. Graduate students may enroll in master’s, sixth-year certificate, and doctoral programs, and undergraduate work leads to the Bachelor of Science or Bachelor of Music degree. Courses are given weekdays, evenings, and summers to full-time, part-time, and special students. There are a large number of summer study abroad programs.

The Leonard N. Stern School of Business is located in a three-building complex that comprises Tisch and Shimmel 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 and Study Center. The School of the Arts offers B.F.A., M.F.A., M.P.A., and Ph.D. degrees. (Note: Certain of the M.S. programs were phased out during the 1999 academic year.) Students may specialize in accounting or taxation, economics, finance, information systems, international business, management, marketing, operations management, and management information systems; international business; management; marketing; operations research; statistics; and actuarial science. Joint graduate-level programs are offered with the College of Arts and Science, the School of Education, the School of Law, and the Shirley M. Ehrenkranz School of Social Work. Courses for full-time and part-time students are offered in the late afternoon as well as during the day. Saturday programs are available in public and noncredit classes in real estate, information technology, real estate, and real estate development.

The Robert F. Wagner Graduate School of Public Service offers curricula in public administration, including nonprofit management, financial management, public policy analysis, comparative and development administration, and international administration; 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, including the Advanced Management Program for Clinicians (AMPC). Joint degree programs are available with the College of Arts and Science, the School of Education, the School of Law, and the Shirley M. Ehrenkranz School of Social Work. Courses for full-time and part-time students are offered in the late afternoon and evening. Special Saturday programs are available in public and nonprofit management and in health services management.

The Shirley M. Ehrenkranz School of Social Work offers Bachelor of Science, Master of Social Work, and Doctor of Philosophy degrees. The bachelor’s program prepares students for social work practice immediately upon 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 and a Post-Master’s Certificate Program in the Treatment of Alcohol- and Drug-Abusing Clients.

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

The Gallatin School of Individualized Study was organized to promote innovative degree programs. It combines flexible curricula and rigorous standards. The Gallatin School offers an undergraduate program, leading to the Bachelor of Arts degree, and the Master of Arts Degree Program.

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, 1989.

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

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

SHIRLEY M. EHRENKRANZ SCHOOL OF SOCIAL WORK
New York University

The Libraries Nine distinct libraries at the University contain over 4,2 million volumes.

The Elmer Holmes Bobst Library and Study Center is one of the largest open-stack research libraries in the nation. Designed for easy access, the library has more than 2.9 million books and journals, plus microforms, video- and audiotapes, and other materials located in stacks where students are free to browse. The library has hundreds of study carrels interspersed among the open book stacks plus five major reading rooms, up to 3,500 students can comfortably study here at any one time.

Among the noteworthy resources of the Bobst Library are the collections in American and English literature and history, economics, education, science, music, United Nations documents, Near Eastern and Ibero-American languages and literature, and Judaica and Hebraica, as well as the Business Reference Center, the Tamiment Institute/Ben. Josephson Library on the history of radicalism in the United States, the Robert F. Wagner Labor Archives on the history of the New York City labor movement, the New York University Archives, the Fales Library of English and American literature since 1750, the Robert Frost Library, the Berol Collection of Lewis Carroll materials, and numerous rare books and manuscripts. Of particular interest is the Avery Fisher Center for Music and Media, a state-of-the-art facility housing the library’s audio and video collections and language laboratory.

A computerized catalog, known as BobCat for Bobst Library Catalog, provides access to the libraries’ holdings. It can be searched in any of the University libraries or over NYU-Net.

The Law Library contains 752,000 volumes and is strong in a variety of areas, including legal history, biography, jurisprudence, and copyright, taxation, criminal, labor, business, and international law (including primary source materials of the United Nations and European Economic Community), plus emerging legal specialties such as urban affairs, poverty law, and consumerism.

The Frederick L. Ehrman Medical Library at the Medical Center contains more than 155,000 volumes, 2,000 periodicals, computer software, and audiotuables.

The John and Bertha E. Waldmann Memorial Library at the David B. Kipper Dental Center contains nearly 38,000 bound scholarly volumes as well as one of the largest collections of rare books on dentistry in the country, including the Weinberger Collection, the Blum Collection, and the Meisel St. Apollonia Collection.

The Courant Institute of Mathematical Sciences Library has a highly specialized research collection of over 64,000 volumes in mathematics, computer science, and physics.

The Stephen Chan Library of Fine Arts is a reference collection of over 143,000 volumes in the history of art of all periods, classical archaeology, and the conservation of paintings and sculpture. The Conservation Center Library supports the research and curricular needs of the Conservation Center of the Institute of Fine Arts. It is a highly specialized, noncirculating collection on the study of the technology and conservation of works of art and historic artifacts. It includes approximately 14,000 volumes and 220 periodicals.

The Jack Buehle Library of the Real Estate Institute provides a unique reference and research resource of 1,300 volumes about the New York real estate market for students and real estate professionals.

The Eltingeuseum Library at the Hagop Kevorkian Center is a noncirculating reference collection, the majority of which is included in Bobst or the Bobst Library card catalog. The collection also includes representative area newspapers in Arabic, Persian, Turkish, Hebrew, and English.

The Grey Art Gallery and Study Center, the University’s fine arts museum, presents five to seven 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 showings in conjunction with its exhibitions. Admission to the gallery is free.

The New York University Art Collection, founded in 1958, consists of more than 6,500 19th- and 20th-century American and European paintings, sculptures, drawings, and prints. It includes an important collection of contemporary Asian and Middle Eastern art from the Ben and Abby Grey Foundation.

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, theatres, playgrounds, and prisons of the greatest city in the world form a regular part of the educational scene for students of medicine, dentistry, education, social work, law, business and public administration, and the creative and performing arts.

The chief center for undergraduate and graduate study is at Washington Square in Greenwich Village, long famous for its contributions to the fine arts, literature, and drama, and its personalized, 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 1,500 members of the faculty and administration, and University student residence halls accommodate over 7,000 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, citizen status, color, disability, marital or parental status, national origin, race, religion, sex, or sexual orientation.

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An Introduction to the School of Education

The 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 graduate and undergraduate 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 School of Education provide you with the knowledge and training necessary to meet the challenges of your chosen profession.

From its beginning over 100 years ago, the 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 50 undergraduate and graduate professional programs in education, applied psychology, health, nursing, communications, and the arts.
In the field of education, the School of Education offers some of the most progressive 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 School of Education’s programs in the health care, nursing, and food professions 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, nursing, and food 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 food and restaurants business complement your classroom learning with practical hands-on experience in the field.

The School of Education’s programs in communications prepare you for a career in education, the health services, private industry, the media, or government service. Some communications concentrations are broadly interdisciplinary and require you to take courses in diverse departments of the school as well as in other schools within the University. Other programs are highly specialized and offer focused study in one area. In every case, course work is augmented by internships and field placements in New York City, the communications capital of the world.

The School of Education offers programs in the arts to help you reach your career goals. Our programs in 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 (1999-2000)

ADMINISTRATION
Ann L. Marcus, B.A., M.Sc. [London], Ed.D., Dean
Patricia M. Carey, B.A., M.A., Ph.D., Associate Dean for Student Services and Public Affairs
W. Gabriel Carras, B.S., M.A., Ph.D., Associate Dean for Faculty Affairs

Thomas James, B.A., M.A., Ph.D., Vice Dean
Lindsay Wright, B.S., Ph.D., Assistant Dean for Planning
Lee Frissell, B.A., M.A., Director of Field Projects
James Hurley, B.S., Associate Dean for Administration and Finance
Ronald Janoff, B.A., M.A., Director of Program Development
Lawrence Siegel, B.S., M.B.A., J.D., Assistant Dean for External Affairs
Charles Sprague, B.A., Director of Research Development

STAFF
Stanislaus Greidus, B.A., M.A., Director of Enrollment Management
Helen J. Kelly, B.A., M.A., Director of Special Programs
David A. Zapotocky, B.S., M.A., Ph.D., Director of Registration Services
Elise Hugg, B.S., M.A., Ph.D., School of Education Archivist
Nichole Scrofani, B.A., Senior Assistant Director of Admissions (School of Education—Undergraduate)

Special Programs and Centers
In addition to regular academic programs, several special programs and centers exist within the University and in the 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, School of Education, New York University, 62 Washington Square East, Room 62, 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 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, School of Education, New York University, Pless Hall, 82 Washington Square East, Room 62, New York, NY 10003-6680; telephone: (212) 998-5090.

CENTER FOR THE STUDY OF AMERICAN CULTURE AND EDUCATION
The Center for the Study of American Culture and Education at New York University, founded in 1994, initiates interdisciplinary research and curriculum development projects, contributes to faculty enrichment, and helps integrate liberal studies into professional programs at the School of Education. Because there is a great need to reconsider how the liberal arts should be incorporated into teaching and research at schools of education, center activities will have an important influence on teacher education and other fields of professional practice in the human services.

Center programs are funded primarily by private gifts and grants. With support from the Spencer Foundation, the center’s director, Professor Ellen Condliffe Lagemann, is studying the history of education research, focusing on problems of collaboration between education faculty and other colleagues within the University and among scholars and public school teachers and administrators; the Lilly Endowment is funding a study leading to the assessment of “philanthropic studies” as a new field within universities. The center recently organized two national conferences of scholars studying the history of philanthropic foundation involvement in the formulation of public policy.

Center Fellows are engaged in a broad range of activities such as developing a series of seminars and conferences to investigate the history of the College Board and its relationship to schools, colleges, and universities; exploring ways of introducing media education into the foundations of education; and conducting a seminar with participants from New York metropolitan area universities to study how changing demographic, economic, and political circumstances are transforming urban high schools.

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administration and staff of the school (1999-2000)

administration
ann l. marcus, b.a.; m.sc. [london], ed.d., dean
patricia m. carey, b.a., m.a., ph.d., associate dean for student services and public affairs
w. gabriel carras, b.s., m.a., ph.d., associate dean for faculty affairs

thomas james, b.a., m.a., ph.d., vice dean
lindsay wright, b.s., ph.d., assistant dean for planning
lee frissell, b.a., m.a., director of field projects
james hurley, b.s., associate dean for administration and finance
ronald janoff, b.a., m.a., director of program development
lawrence siegel, b.s., m.b.a., j.d., assistant dean for external affairs
charles sprague, b.a., director of research development

staff
stanislaus greidus, b.a., m.a., director of enrollment management
helen j. kelly, b.a., m.a., director of special programs

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The center is affiliated with the School of Education’s Department of Humanities and Social Sciences in the Professions and the Graduate School of Arts and Science’s Department of History.

INSTITUTE FOR EDUCATION AND SOCIAL POLICY

In this era of intense challenge to the theory and practice of public education, the institute works to strengthen public schools in New York City and in other urban settings both nationally and abroad. Our work focuses primarily on low-income neighborhoods and communities of color, historically and currently the recipients of inadequate, ineffective, and often discriminatory education. Through our research, policy studies, technical assistance, and evaluation efforts, we work to build capacity for school improvement among policymakers, educators, parents, and community-based organizations. Based on the belief that good public education builds a more effective democracy, the institute seeks to increase support for urban schooling and to expand the school improvement strategies of school districts, state education agencies, and community and nonprofit organizations engaged in school reform.

Current institute projects include an analysis of the state’s Schools Under Registration Review (SURR) process, through which the state identifies and assists low-performing schools; a national study of charter schools; evaluation of the Annenberg Challenge Grant project of the New York Networks for School Renewal; dissemination of a research analyzing the New York City Board of Education’s School-Based Budget Review data; evaluation and technical assistance project examining the New York City Board of Education’s Performance Driven Budgeting Initiative; technical assistance and training programs for several community organizations engaged in local 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 coordination of the activities of the New York City members of the Cross City Campaign for Urban School Reform.

Recently completed projects include a study, based on graduation rates, of the cost of small high schools; a policy paper, Focus on Learning, which recommended improvements for special and general education in New York City and has become a part of the state’s, city’s, and federal government’s efforts to reform New York City special education; and Hard Lessons: Public Schools and Privatization, a study of public school privatization efforts.

The institute was founded in 1994 by Norm Fruchter, director; Robert Berne, vice president for academic development; and Ann Marcus, dean of the School of Education. This 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 iesp@nyu.edu. Our Web site can be found at www.nyu.edu/iesp.

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, undeserved populations and the educational, government, 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 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 systemwide approach for the New York City public school system and align activities related to youth drug and violence data. The second is the 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 recruitment and training of minorities and women in mathematics and science education are the focus of the Teacher Opportunity Program. The center also provides opportunities for a large number of graduate students who serve as graduate tutors in New York City public schools. For further information, consult Professor La Mar P. Miller, Executive Director Metropolitan Center for Urban Education, School of Education, New York University, Pless Hall, 82 Washington Square East, Room 72, New York, NY 10003-6680; telephone: (212) 998-5100; Web: www.nyu.edu/education/metrocenter; E-mail: lamar.miller@nyu.edu.

CENTER FOR NURSING RESEARCH

The Center for Nursing Research was founded in 1965, in partnership with the Division of Nursing and the Mount Sinai-NYU Medical Center/Health System Department of Nursing. Through the vision of the Center Advisory Board and the support of the Hugoton Foundation, 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. Comfortable and modern conference facilities can be arranged through the center. The annual Pilot Grant Program, created to promote research 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 provided annually. Faculty members and students are invited to use these facilities in their continued effort to generate new knowledge essential to the growth of the profession and improvement of nursing practice. For additional information, please contact Terry Fulmer, Ph.D., R.N., FAAN, professor and director, Center for Nursing Research, Division of Nursing, E-mail: terry.fulmer@nyu.edu; telephone (212) 998-5375.
<table>
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<tr>
<th>PROGRAMS OF STUDY</th>
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<td>Applied Psychological Studies</td>
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<td>Communication Studies</td>
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<td>Dance Education</td>
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<td>Early Childhood Education and Early Childhood Special Education</td>
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<td>Educational Theatre</td>
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<td>English Education</td>
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<td>Foreign Language Education</td>
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<td>Mathematics Education</td>
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<tr>
<td>Music Business</td>
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<td>Music Education</td>
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<td>Nursing</td>
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<td>Nutrition and Food Studies</td>
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<td>Science Education</td>
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<td>Social Studies Education</td>
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<tr>
<td>Speech-Language Pathology and Audiology</td>
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# University, School, and Alumni Award Recipients for Teaching

## School of Education Professor of the Year Award

<table>
<thead>
<tr>
<th>Year</th>
<th>Professor</th>
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<tbody>
<tr>
<td>1980</td>
<td>Professor Henry Perkinson</td>
</tr>
<tr>
<td>1981</td>
<td>Professor Norma Thompson</td>
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<tr>
<td>1982</td>
<td>Professor Robert Berlin</td>
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<tr>
<td>1983</td>
<td>Professor John Phillips</td>
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<tr>
<td>1984</td>
<td>Professor Laura Brittain</td>
</tr>
<tr>
<td>1985</td>
<td>Professor Nancy Esibill</td>
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<tr>
<td>1986</td>
<td>Professor Martin Hamburger</td>
</tr>
<tr>
<td>1987</td>
<td>Professor Gilbert T. Rachman</td>
</tr>
<tr>
<td>1988</td>
<td>Professor Robert Wasson</td>
</tr>
<tr>
<td>1989</td>
<td>Professor Claudette Lefebvre</td>
</tr>
<tr>
<td>1990</td>
<td>Professor Michael Bronner</td>
</tr>
<tr>
<td>1991</td>
<td>Professor Christine Nyström</td>
</tr>
<tr>
<td>1992</td>
<td>Professor Constantine Georgiou</td>
</tr>
<tr>
<td>1993</td>
<td>Professor Charles Hayes</td>
</tr>
<tr>
<td>1994</td>
<td>Professor Arnold Grossman</td>
</tr>
<tr>
<td>1995</td>
<td>Professor Kenneth Goldberg</td>
</tr>
<tr>
<td>1996</td>
<td>Professor Carol Noll Hoskins</td>
</tr>
<tr>
<td>1997</td>
<td>Professor Bridget N. O’Connor</td>
</tr>
<tr>
<td>1998</td>
<td>Professor Lawrence Balter</td>
</tr>
<tr>
<td>1999</td>
<td>Professor Joyce Hauser</td>
</tr>
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</table>

## University Distinguished Teaching Medal

<table>
<thead>
<tr>
<th>Year</th>
<th>Professor</th>
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<tbody>
<tr>
<td>1988</td>
<td>Professor Neil Postman</td>
</tr>
<tr>
<td>1989</td>
<td>Professor Lawrence Balter</td>
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<tr>
<td>1990</td>
<td>Professor Claudette Lefebvre</td>
</tr>
<tr>
<td>1991</td>
<td>Professor John Mayher</td>
</tr>
<tr>
<td>1992</td>
<td>Professor Constantine Georgiou</td>
</tr>
<tr>
<td>1993</td>
<td>Professor Carl H. Ringler</td>
</tr>
<tr>
<td>1994</td>
<td>Professor Lenore H. Ringler</td>
</tr>
</tbody>
</table>

## Alumni Great Teacher Award

<table>
<thead>
<tr>
<th>Year</th>
<th>Professor</th>
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</thead>
<tbody>
<tr>
<td>1959</td>
<td>Alonzo F. Myers</td>
</tr>
<tr>
<td>1962</td>
<td>Louis E. Raths</td>
</tr>
<tr>
<td>1963</td>
<td>Beatrice J. Hurley</td>
</tr>
<tr>
<td>1965</td>
<td>Samuel P. McCutchen</td>
</tr>
<tr>
<td>1966</td>
<td>Hale A. Woodruff</td>
</tr>
<tr>
<td>1970</td>
<td>Ethel J. Alpenfels</td>
</tr>
<tr>
<td>1971</td>
<td>H. Harry Giles</td>
</tr>
<tr>
<td>1972</td>
<td>Louise M. Rosenblatt</td>
</tr>
<tr>
<td>1973</td>
<td>Henrietta J. Heck</td>
</tr>
<tr>
<td>1975</td>
<td>Karen Gillespie</td>
</tr>
<tr>
<td>1976</td>
<td>Elazar J. Pedhazer</td>
</tr>
<tr>
<td>1978</td>
<td>Janice L. Corn</td>
</tr>
<tr>
<td>1979</td>
<td>Robert S. Berlin</td>
</tr>
<tr>
<td>1985</td>
<td>Frances W. Aronoff</td>
</tr>
<tr>
<td>1988</td>
<td>Padma D. Sare</td>
</tr>
<tr>
<td>1990</td>
<td>Beverly K. Bain</td>
</tr>
<tr>
<td>1993</td>
<td>Richard R. Ellis</td>
</tr>
<tr>
<td>1994</td>
<td>Arnold Goren</td>
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## Degree Programs

<table>
<thead>
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<th>Program Description</th>
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<tr>
<td><strong>BACHELOR OF SCIENCE (B.S.)</strong></td>
<td></td>
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<tr>
<td>Arts and Arts Education Programs</td>
<td></td>
</tr>
<tr>
<td>Dance Education</td>
<td>42</td>
</tr>
<tr>
<td>Educational Theatre, All Grades*</td>
<td>44</td>
</tr>
<tr>
<td>Music Teacher, All Grades*</td>
<td>60</td>
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<tr>
<td>with areas of concentration in Instrumental Music Piano Vocal Music</td>
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<tr>
<td>Studio Art</td>
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<td>Communication Programs</td>
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<td>Communication Studies</td>
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<tr>
<td>with areas of concentration in Communication Media and Technology Graphic Communications Management and Technology Mass Media and Communication Speech and Interpersonal Communication</td>
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<tr>
<td>Teacher Certification Programs</td>
<td></td>
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<tr>
<td>Biology, 7-12*</td>
<td>84</td>
</tr>
<tr>
<td>Chemistry, 7-12*</td>
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<tr>
<td>Childhood Education and Childhood Special Education*</td>
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<td>Early Childhood Education and Early Childhood Special Education*</td>
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<td>Earth Science, 7-12*</td>
<td>84</td>
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<tr>
<td>Educational Theatre, All Grades*</td>
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<tr>
<td>English, 7-12*</td>
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<td>Foreign Language Education: Teacher 7-12*</td>
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<tr>
<td>Chinese French German Hebrew Italian Japanese Latin Russian Spanish</td>
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<td>Mathematics, 7-12*</td>
<td>56</td>
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<td>Music Education, All Grades*</td>
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<td>Physics, 7-12*</td>
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<td>Social Studies, 7-12*</td>
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<td>Teacher Education Minor</td>
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<table>
<thead>
<tr>
<th>Program Description</th>
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<tbody>
<tr>
<td>Teaching Students with Speech and Language Disabilities, All Grades*</td>
<td>94</td>
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<tr>
<td>Health-Related Programs</td>
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<tr>
<td>Applied Psychological Studies</td>
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<td>Nursing†</td>
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**BACHELOR OF MUSIC (B.MUS.)**

<table>
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<th>Program Description</th>
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<td>with areas of concentration in Instrumental Piano Theory and Composition Voice</td>
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<tr>
<td>Music Business</td>
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<tr>
<td>Music Technology</td>
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</table>

*Leads to provisional/initial teacher certification. †Professional license qualifying.
Mathematics Education

Science Education: Biology, Chemistry, Earth Science, and Physics

English Education

Foreign Language Education

Childhood, Early Childhood, and Special Education

Music Education

Social Studies Education

Teachers of Students with Speech and Language Disorders
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

SKILLS FOR THE PRESENT, VISION FOR THE PRESENT AND THE FUTURE

New York University is committed to preparing teachers who meet the highest standards of their profession. Teachers graduating from our programs know their subjects and how to teach them. They know children and adolescents and how to help them learn. They understand the complex realities of 21st-century schooling and are prepared to succeed in helping all children grow and develop. This moral commitment to equity and social justice is accompanied by a deep commitment to excellence. The NYU teacher is a lifelong learner who will keep meeting the ever-new challenges of teaching.
NYU's teacher education curricula recognize that education at the beginning of the new millennium continues to be marked by competing demands and ongoing disagreements about methods and goals. In order to prepare teachers to work effectively in this exciting but difficult environment, we have designed our teacher education curricula to ensure that each of our graduates will have the understandings and the skills they 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 adeptly with change by understanding it as an intrinsic element of their personal and professional lives. NYU teachers have continually displayed their ability to remain committed to working in the dynamic environment of the classroom.

One of the central features of the 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-credit 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 on page 104.

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

**PEDAGOGICAL CORE**

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

**Year Two:** This year is devoted to understanding the processes of human growth and development both in and out of the school. In Human Development, each participant develops a broad understanding of how humans grow from conception to death in psychological terms, including how we learn, how our minds work, how our bodies influence our minds, and how development is influenced by the family, school, and work environments we live in. The second semester involves a choice of two Educational Development modules. Each module focuses on one of the four developmental levels that students can be certified to teach—early childhood, childhood, middle childhood/early adolescence, and adolescence. The focus is on understanding the particular characteristics of kids at the developmental levels students have chosen. The modules share a commitment to exploring and understanding the wide range of human development at all ages from a multicultural as well as a learning point of view. Both semesters include field experiences, mostly in nonschool 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's teaching placements where students make the final transition to being the teachers they've been preparing to be. While all experienced teachers recognize that we keep learning to teach throughout our teaching careers, the supervised student teaching experiences (with their associated seminars) provide the nurturing environments that make the successful transition from student to professional possible.

Growing out of and leading 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 appropri-
ate 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 intel-
lectually exciting and personally rewarding expe-
rience. 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 effec-
tive teaching depends on both knowing the con-
tent one teaches and how to teach it (pedagogy),
and that knowing and doing are inseparable in
this interaction. Or, to take another line, NYU
teachers will be prepared to teach in the real
world of schools (what is) while all the time
striving toward what it might be. They can do
both because they have explored the context of
real schools and how their own autobiographical
learning history enhances and constrains their
teaching practice in such schools.
Applied Psychological Studies

EXPLORING CAREERS IN HUMAN SERVICES

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.

A PORTFOLIO OF EXPERIENCE BUILT ON A STRONG ACADEMIC BASE
A Diverse Group of Students with Common Goals

The program attracts transfer students from community colleges, four-year colleges, and the NYU community. Students transfer into the program at the beginning of their junior year in college. Our students are committed to working closely with others, whether they be children, adolescents, adults, or the elderly. They want to choose the field of work best suited to their interests. They enjoy psychology and want to learn more about personality, behavior, and human development. And, they are drawn to the challenge of helping people cope with the problems they may face in daily life, ranging from physical disabilities and emotional disorders to family violence, unemployment, and substance abuse.

Classroom Study

The program offers courses in psychology, sociology, counseling, and research that integrate theory and the practical experience gained in fieldwork. You examine the needs of specific populations and take electives that focus on your specific interests, such as health education, conflict resolution, special education, and many others.

Distinguished Faculty

Many of our faculty of the Department of Applied Psychology work closely with undergraduates. Professor Gigliana Melzi brings a strong interest in the ways preschool children in different cultures interact with their parents to acquire language. Professor Lisa Suzuki studies multiculturalism as well as intelligence testing and helps to prepare students to work among diverse populations. The research of Professor Perry Hakitis focuses on high-risk sexual behaviors and gay and HIV identities. Professor Niobe Way, director of undergraduate studies, examines the lives and friendships of low-income urban adolescents and is an active faculty adviser to the University Neighborhood High School on New York’s Lower East Side.

Fieldwork: A Major Component

You have extensive practical fieldwork throughout your junior and senior years, including the summers if you wish.

Together with your program adviser and field site coordinator, you choose field placements from among social service and community agencies, hospitals, community health centers, career counseling agencies, and schools. You learn about each organization, how different types of professionals work together as teams, their approaches to client service, and the specific community needs and problems that each organization is trying to address.

In your junior year fieldwork, you concentrate on key issues and concerns within the human service professions, the development of fundamental knowledge of psychology, and the basic skills of individual and group process. You visit a variety of agencies and schools, observe and

(Continued on page 22.)

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, government service, 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 in schools
- Outplacement and career counseling in business and industry
- Family counseling
- Counseling those with disabilities
- Rehabilitation and therapies: art, music, drama, dance, speech, occupational therapy, and therapeutic recreation
- Special education
- Health education and nutrition
- 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 extensive on-site fieldwork placements ranging from hospitals and social service agencies to schools and career counseling centers. Students also take 12 points in restricted electives by advisement.

Niobe Way
Program Director
(212) 998-5563

Department of Applied Psychology
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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<tr>
<td>Speech Communication. E21.0033</td>
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| Spring Semester | | |
| **LIBERAL ARTS** | | |
| Writing Workshop II. V40.0002 | 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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<th>Sophomore Year</th>
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<tr>
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<tr>
<td>Foundations of Scientific Inquiry: Natural Science I. V55.02**</td>
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<tr>
<td>Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06**</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 |
| Developmental Psychology. E63.1271 | 3 |
| Basic Statistics I. E10.1085 | 3 |
| Unrestricted Electives | 2-3 |
| **TOTAL** | 16-17 |

(Continued from page 21.)

Seminars in Career Exploration
You bring your fieldwork experiences into seminars on campus each week. These provide you with an opportunity to assess your fieldwork, to explore your career choices, and to start the process of seeking a position after graduation or applying for graduate school.

* Liberal arts requirements, page 104. School of Education courses, page 113. Faculty, page 176. *
### Sample Curriculum Worksheet

#### Junior Year  32 Points

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<td>Gender and Professional Life. E63.1011 4</td>
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#### Senior Year  32 Points

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<tr>
<td>Restricted Elective 3</td>
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</table>
Art

PREPARING ARTISTS AND EDUCATORS TO SHAPE A NEW CENTURY

Now more than ever, images have become a site where truth is contested and social space is defined. Boundaries between media are being challenged, as handmade marks and objects merge with computer screens and virtual realities. In the Department of Art and Art Professions, we mix the rich visual traditions of the past with emerging forms and ideas, encouraging students to envision fresh new ways of making art. Balancing cutting-edge technical training against a backdrop of aesthetic approaches ranging from 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 art or teaching 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 science, 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

The faculty of 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 Herekane Wayne Gallery. Professor Jack Rieley 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 Tompkins is a recent recipient of a Guggenheim Fellowship with showings of his paintings and sculptures at the Whitney Museum of 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 and studio assistant, researcher and archivist, designer for the Internet, photo lab technician, designer, modelmaker, 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.

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 and arts educator.

Recent graduates are employed in areas such as

• Art assistant
• Art director
• Photo archivist
• Curator for Internet gallery
• Assistant gallery director
• Assistant coordinator of museum education
• Television production coordinator
• Art teacher, public school, community center
• Graphic designer
• Digital designer
• Internship coordinator for arts college
THE PROGRAM
The 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, computer and video art, and art history.

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

Nancy Barton
Program Director
(212) 998-5710

Linda Vega
Student Advisement Coordinator
(212) 998-5708

Department of Art and Art Professions
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 program director for further information.

Freshman Year 36 Points

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<td>New Student Seminar. E03.0001</td>
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<td>Fundamentals of Drawing I. E90.0322</td>
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<td>LIBERAL ARTS</td>
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Sophomore Year 34 Points

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<tr>
<td>LIBERAL ARTS</td>
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</tbody>
</table>

* Liberal arts requirements, page 104. School of Education courses, page 113. Faculty, page 176. *

(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, which offer studio space for mixed media projects. 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 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 and Study Center, the department’s 80 Washington Square East Galleries, and the Rosenberg Gallery, as well as the “Different
STUDIO 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), computer 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 one’s own style or body of work.

OTHER PROGRAM TO SEE:
• Communication Studies: Graphic Communications Management and Technology

SAMPLE CURRICULUM WORKSHEET

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>30 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td></td>
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<tr>
<td>LIBERAL ARTS</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>
<tr>
<td>Liberal Arts Requirement: Mathematics</td>
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</tr>
<tr>
<td>MAJOR</td>
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</tr>
<tr>
<td>Studio Concentration. E90.****</td>
<td>3</td>
</tr>
<tr>
<td>Undergraduate Projects. E90.1022</td>
<td>3</td>
</tr>
<tr>
<td>Studio Art Elective.E90.****</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>17</td>
</tr>
</tbody>
</table>

| Spring Semester (Study Abroad Option) |
| LIBERAL ARTS | |
| Liberal Arts Requirement: Foreign Language | 4 |
| Liberal Arts Elective | 4 |
| MAJOR | |
| Studio Concentration. E90.**** | 3 |
| Unrestricted Elective | 2 |
| TOTAL | 13 |

<table>
<thead>
<tr>
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<td>Fall Semester</td>
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<td>LIBERAL ARTS</td>
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<tr>
<td>Liberal Arts Elective</td>
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</tr>
<tr>
<td>Integrating Liberal Arts: Art, Culture, and Society. E90.1995</td>
<td>4</td>
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<tr>
<td>MAJOR</td>
<td></td>
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<tr>
<td>Senior Studio. E90.1023</td>
<td>3</td>
</tr>
<tr>
<td>Studio Concentration. E90.****</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>14</td>
</tr>
</tbody>
</table>

| Spring Semester |
| LIBERAL ARTS | |
| Liberal Arts Requirement: Natural Science | 4 |
| Liberal Arts Elective | 4 |
| MAJOR | |
| Senior Studio. E90.1023 | 3 |
| Studio Concentration. E90.**** | 3 |
| TOTAL | 14 |

Voices” lecture series and the city’s extraordinary wealth of museums, galleries, and artists’ studios.

Portfolio Review
Admission to all art programs is by review of your artist statement and slide portfolio.

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

Fundamentals:
The First Year
Your immersion in a series of intensive studio courses allows you to explore many forms and philosophies of art-making simultaneously, giving you an unusually wide array of skills and languages to express your ideas. You use traditional and nontraditional materials in a variety of projects, which range from classical figure drawing to experimental sculpture, performance, black-and-white photography, and digital imaging. At the end of the first year, you are better prepared to make, observe, and analyze your own artworks and the work of others you become

(Continued on page 28.)
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 (computer and video art), printmaking, and craft arts (ceramics, 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

During sophomore and junior years, 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 in these classes are given studio space to 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, you choose a senior mentor who meets independently with you in your studio workspace. 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, E90.1632. 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: Kiki Smith, Takashi Murakami, Jannine Antoni, Lyle Ashton Harris, Beverly Semmes, Petah Coyne, Brad Kahlhamer, Ursula Von Rydningard, Lynne Yamamoto, Shirley Kanada, Peter Campus, Donald Sultan, Haim Steinbach, Jeanne Silverthorne, Lucio Pozzi, Suzanne McClelland, Lisa Yuskavage.


Preparation for Art Education

Students who are interested in teaching art in public and private schools can begin to take art education courses, by advisement, in their junior and senior years. By taking selected art education courses, students are able to make an informed decision about pursuing teaching art as a profession. Students beginning their education with a strong focus in studio art 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 Degree Program in Art Education can reduce their MA degree requirements by a maximum of 12 points, enabling them to 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 learning to develop socially and culturally relevant arcurricula. Simultaneously, students complete the requirements for teacher certification through the master’s program and gain teaching experience 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.
Childhood, Early Childhood, and Special Education

The NYU 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 how to adapt those environments to meet the needs of the very diverse group of students in their classes.
Teachers from these dual certification programs—whether pursuing work in general or special education—share visions for their students. Students 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 childhood education and childhood special education 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 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 preschool 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 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 Jane Herzog and Lisa Fleisher bring a background rich in teacher education and literacy to the undergraduate curriculum. Professor M. Trika Smith-Burke is yet another outstanding member of our Department.

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 grades 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 two, in a variety of settings that include center-based and home-based infant and toddler and early intervention programs, day care, Headstart, 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 agencies

"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
(Continued from page 31.)
ment of Teaching and Learning. She specializes in language and literacy acquisition and teaches courses on early literacy intervention and literacy assessment.

CHILDHOOD EDUCATION AND CHILDHOOD SPECIAL EDUCATION

Opening Doors and Supporting the Diverse Needs of Learners

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

Focusing on How Children Learn and Develop

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

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 edu-
cation 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 vari-
ety of student teaching experiences. After your admittance to the profes-
sional 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 semes-
ters 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 educational 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 class-
room. 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 under-
graduate 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 development-
al diversity found in typically and atypically developing children, pro-
gram 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 inte-
grated 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 the-
ory and practice through fully inte-
grated experiences in early child-
hood 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, 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.
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 to 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, Headstart and Early Headstart, 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

This dual certification program provides training 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 two semesters of student teaching opportunities in a public or independent school setting.

Curriculum Directors
Frances Rust
(212) 998-5463
Chelsea Bailey
(212) 998-5862
Lisa Fleisher
(212) 998-5390

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

CHILDHOOD EDUCATION AND CHILDHOOD SPECIAL EDUCATION DUAL CERTIFICATION

Liberal Arts (General Education Requirements) 48-52 Points

<table>
<thead>
<tr>
<th>Subject</th>
<th>Points</th>
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<tbody>
<tr>
<td>Foundations of Contemporary Culture:</td>
<td></td>
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<tr>
<td>Conversations of the West. V55.04**</td>
<td>4</td>
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<tr>
<td>World Cultures. V55.05**</td>
<td>4</td>
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<tr>
<td>Societies and the Social Sciences. V55.06**</td>
<td>4</td>
</tr>
<tr>
<td>Expressive Culture. V55.07**</td>
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<tr>
<td>Natural Science</td>
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<tr>
<td>Fundamentals of Mathematics E12.0001</td>
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<td>Mathematics for Decision Making (or alternate).</td>
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<td>E12.0002</td>
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<td>Writing Workshop I. V40.0001</td>
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<td>Writing Workshop II. V40.0002</td>
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<td>Foreign Language I</td>
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<tr>
<td>Foreign Language II</td>
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<tr>
<td>Speech Communication.* E21.0033</td>
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</tbody>
</table>

*Students exempt from speech may use those credits toward their liberal arts concentration.

Content Core: Liberal Arts Concentration*

Students must have 30 points from a liberal arts concentration, to be selected by advisement from one or more of the liberal arts and science areas. Concentration may include courses that also satisfy liberal arts requirements. Total credits may then be reduced by 8 to 12 points.

Common Pedagogical Core 20 Points

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
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<tbody>
<tr>
<td>New Student Seminar and site visits (taken with E27.0005). E03.0001</td>
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<td>Field Observations in Schools and Other Educational Settings. E27.0005</td>
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<tr>
<td>Inquiries into Teaching and Learning I. E27.0001</td>
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<tr>
<td>Inquiries into Teaching and Learning II. E27.1002</td>
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<td>Human Development I. E63.0020</td>
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<td>Human Development II: Childhood. E63.0022</td>
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<td>Human Development II: Early Childhood. E63.0021</td>
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<tr>
<td>or Human Development II: Early Adolescents. E63.0023</td>
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<td>Foundations of Special Education. E75.0083</td>
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* General education requirements, see the Morse Academic Plan, page 104.
School of Education courses, page 113. Faculty, page 176. •
SAMPLE PROGRAM OF STUDY

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<tr>
<th>Specialized Pedagogical Core</th>
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<td>Language and Reading Instruction for Early Childhood. E25.1176</td>
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<td>Language and Reading Instruction for Childhood I. E25.1177</td>
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<td>Language and Reading Instruction for Childhood II. E25.1178</td>
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<tr>
<td>Teaching Elementary School Math I. E12.1023</td>
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<tr>
<td>Integrated Curricula in Math, Science, and Social Studies in Childhood Education II. E25.1143</td>
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<tr>
<td>Integrated Arts in Childhood Education. E25.1080</td>
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<tr>
<td>Integrated Arts in Childhood Education. E85.1055</td>
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</tr>
<tr>
<td>Strategies for Teaching Children with Challenging Behavior. E75.1161</td>
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</tr>
<tr>
<td>Principles and Strategies for Teaching Students with Mild to Moderate Disabilities I. E75.1007</td>
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</tr>
<tr>
<td>Principles and Strategies for Teaching Students with Mild to Moderate Disabilities II. E75.1008</td>
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</tr>
<tr>
<td>Principles and Strategies for Teaching Students with Severe and Multiple Disabilities. E75.1010</td>
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<tr>
<td>Classroom Assessment. E75.1035</td>
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<tr>
<td>Integrating Seminar in Childhood and Special Education I—Contexts and Learning Environments of Diverse Learners. E25.1005</td>
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<tr>
<td>Integrating Seminar In Childhood and Special Education II—Assessment to Guide Instruction. E25.1006</td>
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<tr>
<td>Integrating Seminar In Childhood and Special Education III—Curricular Design and Instruction for Diverse Learners. E25.1007</td>
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<tr>
<td>Integrating Seminar In Childhood and Special Education IV—Professional Development and Collaboration with Parents and Other Professionals. E25.1008</td>
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Fieldwork and Student Teaching | Points |
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</thead>
<tbody>
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<td>Observation and Participation in Special Education. E75.1504</td>
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<tr>
<td>Supervised Student Teaching in Childhood Education (Grades 1-6). E25.1354</td>
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<tr>
<td>Supervised Student Teaching in Childhood Education (Grades 1-6). E25.1355</td>
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</tr>
<tr>
<td>Supervised Student Teaching in Special Education (Grades 1-6). E75.1009</td>
<td>3</td>
</tr>
</tbody>
</table>

Teacher Certification Requirements

In compliance with the New York State Board of Regents requirements for teacher certification, the NYU School of Education has reregistered all teacher education undergraduate programs. Please note that the courses shown here reflect the changes approved by the New York State Education Department. Students should consult departmental advisers for the most current information and certification requirements applicable to them.

How Students Will Be Affected: Beginning Fall 2000

The new teacher certification regulations will affect all students entering as freshmen in fall 2000 or later. These students must complete the new requirements in order to be recommended for certification by the School of Education.

TRANSFER STUDENTS

Transfer students entering in fall 2000 or later who meet all school and state requirements prior to January 31, 2004, may be recommended for certification under the existing state regulations.

The School of Education will offer appropriate coursework in order to accommodate all students. For further information, see your program advisor.

OTHER PROGRAMS TO SEE:

- All Secondary Education fields
- Applied Psychology Studies
THE PROGRAM

The 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 two semesters of student teaching opportunities in a public or independent school setting.

Curriculum Directors

Frances Rust
(212) 998-5463

Chelsea Bailey
(212) 998-5862

Lisa Fleisher
(212) 998-5390

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

EARLY CHILDHOOD EDUCATION AND EARLY CHILDHOOD SPECIAL EDUCATION DUAL CERTIFICATION

Content Core: Liberal Arts Concentration*

Students must have 30 points from a liberal arts concentration, to be selected by advisement from one or more of the liberal arts and science areas. Concentration may include courses that also satisfy liberal arts requirements. Total credits may then be reduced by 8 to 12 points.

Common Pedagogical Core

<table>
<thead>
<tr>
<th>Liberal Arts (General Education Requirements)</th>
<th>48-52 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Contemporary Culture: Conversations of the West. V55.04**</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Contemporary Culture: World Cultures. V55.05**</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06**</td>
<td>4</td>
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<tr>
<td>Foundations of Contemporary Culture: Expressive Culture. V55.07**</td>
<td>4</td>
</tr>
<tr>
<td>Natural Science</td>
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<tr>
<td>Natural Science</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Mathematics. E12.0001</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics for Decision Making (or alternate). E12.0002</td>
<td>4</td>
</tr>
<tr>
<td>Writing Workshop I. V40.0001</td>
<td>4</td>
</tr>
<tr>
<td>Writing Workshop II. V40.0002</td>
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</tr>
<tr>
<td>Foreign Language I</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language II</td>
<td>4</td>
</tr>
<tr>
<td>Speech Communication.* E21.0033</td>
<td>4</td>
</tr>
</tbody>
</table>

*Students exempt from speech may use those credits toward their liberal arts concentration.

Common 20 Points

| New Student Seminar and site visits (taken with E27.0005). E03.0001 | 0 |
| Field Observations in Schools and Other Educational Settings. E27.0005 | 1 |
| Inquiries into Teaching and Learning I. E27.0001 | 4 |
| Inquiries into Teaching and Learning II. E27.1002 | 4 |
| Human Development I. E63.0020 | 4 |
| Human Development II: Early Childhood. E63.0021 | 2 |
| Human Development II: Childhood. E63.0022 | 2 |
| Foundations of Special Education. E75.0083 | 3 |

• General education requirements, see the Morse Academic Plan, page 104.
School of Education courses, page 113. Faculty, page 176. •
## SAMPLE PROGRAM OF STUDY

### Specialized Pedagogical Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Early Childhood and Special Education. E25.1103</td>
<td>2</td>
</tr>
<tr>
<td>Learning and Experience in Family, School, and Community. E25.0019</td>
<td>2</td>
</tr>
<tr>
<td>Language and Literacy. E25.1175</td>
<td>2</td>
</tr>
<tr>
<td>Language and Reading Instruction in Early Childhood. E25.1176</td>
<td>2</td>
</tr>
<tr>
<td>Mathematical Concepts in Integrated EC/SE Curriculum II. E12.1033</td>
<td>2</td>
</tr>
<tr>
<td>Integrated Curricula in EC/SE Classrooms I: Science, Social Studies, Drama, and Art. E25.1024</td>
<td>2</td>
</tr>
<tr>
<td>Instructional Strategies for Supporting Diverse Learners in Early Childhood Settings I. E75.1047</td>
<td>2</td>
</tr>
<tr>
<td>Instructional Strategies for Supporting Diverse Learners in Early Childhood Settings II. E75.1048</td>
<td>2</td>
</tr>
<tr>
<td>Principles and Practices for Teaching Students with Severe and Multiple Disabilities. E75.1010</td>
<td>3</td>
</tr>
<tr>
<td>The Role of the Professional in Early Childhood Special Education. E75.1510</td>
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<tr>
<td>Integration Seminar in Early Childhood and Special Education. E75.1012</td>
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### Fieldwork and Student Teaching

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
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<tr>
<td>Observation and Participation in Early Childhood Special Education. E75.1503</td>
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<tr>
<td>Supervised Student Teaching in Early Childhood Education.† E25.1357</td>
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</tr>
<tr>
<td>Supervised Student Teaching in Early Childhood Special Education.† E75.1509</td>
<td>3</td>
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</tbody>
</table>

*Students are required to repeat either E25.1357 or E75.1509 for 4 points.

### Teacher Certification Requirements

In compliance with the New York State Board of Regents requirements for teacher certification, the NYU School of Education has registered all teacher education undergraduate programs. Please note that the courses shown here reflect the changes approved by the New York State Education Department. Students should consult departmental advisers for the most current information and certification requirements applicable to them.

### How Students Will Be Affected Beginning Fall 2000

The new teacher certification regulations will affect all students entering as freshmen in fall 2000 or later. These students must complete the new requirements in order to be recommended for certification by the School of Education.

### OTHER PROGRAMS TO SEE:

- All Secondary Education fields
- Applied Psychology Studies

### Transfer Students

Transfer students entering in fall 2000 or later who meet all school and state requirements prior to January 31, 2004, may be recommended for certification under the existing state regulations. The School of Education will offer appropriate course work in order to accommodate all students. For further information, see your program adviser.
Communication Studies

Samuel F. B. Morse, a professor at NYU, invented the telegraph in 1844 and the modern communications revolution was born. Since then, a steady stream of technological innovations has transformed society. We live in a media age. From film and television, to books and magazines, to newer forms of computer-assisted communication such as the Internet, the diversity and influence of the media cannot be overestimated. Businesses, governments, politics, civic affairs, and nonprofit organizations all depend on the development of effective communication strategies and skills. As communication becomes increasingly sophisticated, the need expands for university-prepared professionals in this diverse field.

Our Bachelor of Science Program in Communication Studies in the Department of Culture and Communication provides preprofessional educational experience that explores the social and cultural impact of communication techniques and serves as a base for either an entry-level position or further
specialization. The program’s greatest strength is its internationally recognized, full-time faculty. Its most exciting feature is its interdisciplinary nature, offering opportunities to take courses in various programs throughout the School of Education and the University.

The major components of the program are the following: a strong liberal arts preparation; core courses in communications theory and systems of communication analysis; a concentration in one of four areas of professional practice; and the opportunity for further specialized course work according to your own interests and goals.

Distinguished Faculty

Students are certain to come across the department’s distinguished chair, Professor Neil Postman, among the many eminent members of the Department of Culture and Communication. Professor Postman is interested in the effects of large-scale technological change on the vitality of human interaction—something he has conveyed in over 16 distinguished books that have been translated into half a dozen languages. Professor Mark Crispin Miller analyzes the economics of the media industry and is especially interested in how the ownership of media constrains freedom of speech. Professor JoEllen Fisherkeller researches media literacy—in particular, how young people react to films and television programs and how we need to educate the young to respond more intelligently. Professor Robin Means Coleman examines the representation of minority groups in our popular culture and mass media, particularly the ways in which African Americans are depicted. Professor Ted Magder, the dynamic director of undergraduate studies, examines ways in which government and corporate policies affect what we will see in movies, on television, and in print and even what we will hear on compact discs.

The Liberal Arts Foundation

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

A Choice of Concentration

You choose the area in which you want to focus:

1. Mass Media and Communication provides a humanistic approach to understanding the impact that modern communications technologies have on people, society, and culture. Emphasis is given to an examination of how these media relate to human perception, feeling, thought, expression, and value.

2. Speech and Interpersonal Communication emphasizes professional practices and strategies in the psychological principles of communication, speaking on radio and television, addressing an audience and within a group, interviewing, public relations, conflict resolution and interpersonal communications, and understanding intercultural communication and gender and communication.

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 communications
- Cultural and civic affairs
- Education
- Government service and public administration
- Graphic communications management and computer applications
- Health-related services
- Human resource development
- Politics
- Public relations
- Publishing (book, magazine, and newspaper)
- Speech and professional communications

Some examples of jobs obtained by recent graduates:

- Production assistant—Showtime Network
- Production assistant—WNBC
- Graphic communications—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 communications or in fields such as law, public administration, and management.

HELPING YOU START YOUR CAREER

The Communication Studies Program coordinates student placement in internships where they gain valuable practical experience. Internships often lead to future employment. Graduates of the program regularly inform us of job openings and provide referrals.

(Continued on page 40.)
## COMMUNICATION STUDIES

### Freshman Year 32 Points

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>LIBERAL ARTS</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing Workshop I. V40.0001</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Speech Communication. E21.0033</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Foundations of Contemporary Culture</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>MAJOR</strong></td>
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<tr>
<td></td>
<td>New Student Seminar. E03.0001</td>
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</tr>
<tr>
<td></td>
<td>Perspectives on Communication. E59.0001</td>
<td>4</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td>16</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td><strong>LIBERAL ARTS</strong></td>
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</tr>
<tr>
<td></td>
<td>Writing Workshop II. V40.0002</td>
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<td></td>
<td>Foundations of Contemporary Culture</td>
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<tr>
<td></td>
<td>Foundations of Scientific Inquiry: Quantitative Reasoning. V55.01**</td>
<td>4</td>
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<tr>
<td></td>
<td><strong>MAJOR</strong></td>
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<tr>
<td></td>
<td>History of Communication. E59.0003</td>
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### Sophomore Year 32 Points

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</thead>
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<td><strong>LIBERAL ARTS</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundations of Contemporary Culture</td>
<td>4</td>
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<tr>
<td></td>
<td>Foundations of Scientific Inquiry: Natural Science I. V55.02**</td>
<td>4</td>
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<tr>
<td></td>
<td><strong>MAJOR</strong></td>
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<tr>
<td></td>
<td>Language, Thought, and Culture. E59.0010</td>
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<td></td>
<td>Concentration (see below)</td>
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<td><strong>TOTAL</strong></td>
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<td>16</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td><strong>LIBERAL ARTS</strong></td>
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</tr>
<tr>
<td></td>
<td>Liberal Arts Requirement: Foreign Language</td>
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<tr>
<td></td>
<td>Foundations of Contemporary Culture</td>
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</tr>
<tr>
<td></td>
<td><strong>MAJOR</strong></td>
<td></td>
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<td></td>
<td>Introduction to Media Criticism. E59.0014</td>
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<tr>
<td></td>
<td>Concentration (see below)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

| Concentration (see below) | 4 |

### 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, Kershchenbaum 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

(Continued from page 38)
## Study Options

**Areas of Concentration:** Students select an area of concentration from the following choices: mass media and communication; speech and interpersonal communication; communication media and technology; and graphic communications management and technology.

**Minor:** A student may establish a minor, choosing journalism, psychology, English, or other subjects in combination with communication studies.

## Other Programs to See:
- English Education
- Foreign Language Education

## 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
  - 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 4
  - Unrestricted Elective 4
  - Unrestricted Elective 4
- **Total** 16

**Spring Semester**
- **Liberal Arts**
  - Integrating Liberal Arts. E59.1200 4
- **Major**
  - Restricted Elective 4
  - Unrestricted Elective 4
  - Unrestricted Elective 4
- **Total** 16

### Sample Curriculum Worksheet

- For Liberal Arts, students can choose from a variety of professional associations and organizations in New York City that organize regular events, such as the Center for Communication.

**Concentration**

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

1. Mass Media and Communication (See E59 courses, page 129)
2. Speech and Interpersonal Communication (See E21 courses, pages 119-20)
3. Communication Media and Technology (See E19 and E24 courses, pages 117-18, 121-22)
4. Graphic Communications Management and Technology (See E24 courses, pages 121-22)

**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 communications management and technology
- Journalism
- Marketing and advertising
- Photography
- Speech and interpersonal communication
- Theatre
- Video, film, and television
- Written communication

**Restricted Electives**

To be selected by advisement from any of the following areas of study:

- Oral communication
- Technology and society
Dance Education

STUDY IN THE DANCE CAPITAL OF THE WORLD

New York is the center of the dance world. The city is legendary for its extraordinary ballet companies as well as its creators of modern, jazz, ethnic, and other expressions of dance. Drawing on the resources of outstanding members of this dance community, the program focuses on the development of dancers as educators and on a philosophy that emphasizes the importance of dance to the growth of every individual.

A DUAL EDUCATIONAL APPROACH

Unlike some conservatory-based programs that stress performance only, our Bachelor of Science Program in Dance Education is designed to (1) provide the intelligent and serious dancer with the additional professional focus of dance education and (2) enrich the performance abilities of the dance educator.

SMALL, INDIVIDUALIZED PROGRAM

Our program is small and personalized, set in an intensive dance-oriented environment. We offer individualized programs to meet the particular aptitudes and technical preferences of each student.
YOUR CAREER OPPORTUNITIES

Through our Program in Dance Education, you are prepared for exciting careers as teachers, managers, or owner of a professional dance studio. You also are prepared to go on for graduate study, which is required for professional certification for teaching in the schools.

Jobs obtained by recent graduates include the following:

• Teacher of dance in schools
• Teacher of dance in studios in New York
• Dancer with Pearson/Widrig Dance Company and Douglas Dunn Company and trainer for Walt Disney Studios
• Dancer and trainer for Big Apple Circus

HELPING YOU START YOUR CAREER

The program regularly posts job listings, including auditions, summer employment, and internship opportunities. Internships in schools and dance studios frequently lead to employment upon graduation. Some faculty members run dance companies in the community, which frequently hire our students.

Historic Avant-Garde Influence

On our performance faculty have been many who have gone on to achieve renown among the avant-garde in modern dance. They include such illustrious names as Valerie Bettis, Martha Graham, Doris Humphrey, Lucas Hoving, Ruth Currier, Ernestine Stodèle, Murray Louis, Daniel Lewis, Sara Pearson, and Douglas Dunn.

What We Offer

To help you to be an enlightened dancer and an effective teacher, we offer opportunities to develop your broad understanding of the practical, theoretical, scientific, educational, and aesthetic bases of dance education. At the same time, our program has specialized components designed to develop your teaching abilities in technique, choreography, and performance.

Dance and Education Focus

We offer the following opportunities:

• Technique classes taught by excellent teachers with professional performing credentials—in ballet, tap, ethnic, jazz, and modern dance, including the work of Cunningham, Limón, Graham, and Hawkins
• Courses in improvisation, choreography, repertoire, and dance therapy

• Special study in performance, choreography, and concert production
• Involvement in all aspects of a performance through two dance-related companies—the Washington Square Repertory Dance Company, a concert company, and the Kaleidoscope Dancers for Children, which performs a vital function in bringing dance to school children in the community
• Courses in the processes of teaching dance in grades K-12
• Teaching internships in New York area schools under the supervision of experienced teachers in these settings and our faculty
• A wide range of elective courses
• Teaching internships in New York professional dance studios under the supervision of experienced teachers in these settings and our faculty, e.g., internships with Jacques D’Amboise National Dance Institute
• Students produce and perform in concerts and workshops throughout the school year
• A senior project that includes the creation and presentation of an originally choreographed work

Audition

Admission to all dance programs is by audition, interview, and approval of program advisers. Membership in performing groups is by audition.

Kaleidoscope Dancers for Children and the Washington Square Repertory Dance Company.

Liberal Arts Component

Our program offers an extensive combination of courses in arts, science, and humanities, taken at NYU’s College of Arts and Science and School of Education.

Student Activities

You have ample opportunities to meet fellow students and become involved in the school through the Undergraduate Dance Club, New Student Seminar, Governance Council, and the Undergraduate Student Government.
Educational Theatre

Certification Program in Educational Theatre

TEACHING THROUGH DRAMATIC ART

Theatre is inherently educational— a “school of weeping and laughing,” as Spanish playwright García Lorca once called it. As we enter a new century, America is rediscovering the teaching power that flows from the immediacy and involvement of live theatre and classroom drama. In schools, with the advent of Learning Standards for the Arts, the discipline of theatre is assuming a more vital role in teaching not only the lessons of life, but also academic subjects across the curriculum.

BACHELOR OF SCIENCE IN EDUCATIONAL THEATRE

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
YOUR CAREER OPPORTUNITIES

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

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

For further information, please contact Professor Alistair Martin-Smith by telephone at (212) 998-5266 or by E-mail at am60@is5.nyu.edu

(Continued on page 46.)
## THE PROGRAM

The program in education 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.

Alistair Martin-Smith  
Program Adviser  
Pless Annex  
82 Washington Square East  
New York, NY 10003-6680  
(212) 998-5868

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

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## EDUCATIONAL THEATRE, ALL GRADES

### Liberal Arts (General Education Requirements)  

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<th>Course Description</th>
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<td>Foreign Language</td>
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<tr>
<td>Writing Workshop I. V40.0001</td>
<td>4</td>
</tr>
<tr>
<td>Writing Workshop II. V40.0002</td>
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</tr>
<tr>
<td>Foundations of Contemporary Culture: Conversations of the West. V55.04**</td>
<td>4</td>
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<tr>
<td>Foundations of Contemporary Culture: World Cultures. V55.05**</td>
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<tr>
<td>Foundations of Contemporary Culture: Expressive Culture. V55.07**</td>
<td>4</td>
</tr>
<tr>
<td>or Fundamentals of Mathematics. E12.0001</td>
<td>4</td>
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<tr>
<td>Foundations of Scientific Inquiry: Natural Science I. V55.0201</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Scientific Inquiry: Natural Science II. V55.0301</td>
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<td>Human Development I. E63.0020</td>
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<tr>
<td>Performing Arts in Western Civilization. E85.1505</td>
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<td>English or dramatic literature (by advisement)</td>
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<tr>
<td>Voice and Diction. E21.0032</td>
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### Content Core*  

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<tr>
<td>Stagecraft I. E17.0009</td>
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<tr>
<td>or Stagecraft II. E17.0010</td>
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<td>Acting I. E17.0027</td>
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<tr>
<td>Character Study and Motivation. E17.1051</td>
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<td>Masters of Modern Drama. E17.1057 or E17.1058</td>
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<tr>
<td>Directing. E17.1081 or E17.1082</td>
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<td>Physical Theatre Improvisation. E17.1113</td>
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### Restricted Electives  

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<tbody>
<tr>
<td>Acting II. E17.0037</td>
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<tr>
<td>Introduction to Theatre for Young Audiences. E17.1005/1006</td>
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<tr>
<td>Design for the Stage. E17.1017</td>
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<td>Theory of Creative Drama. E17.1065</td>
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<td>Methods of Conducting Creative Drama. E17.1067</td>
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<td>Masks and Puppetry. E17.1079</td>
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</tbody>
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---

*Thirty-six points selected from “Required Courses” (18 points) and “Restricted Electives” (18 points by advisement).

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(Continued from page 45.)

### Hands-On Learning

The program gives you “hands-on” learning experiences in teaching through role-play, improvisation, mime, story drama, puppetry, mask-making, creative drama, and issue-based drama programs. Special workshops, open to undergraduates and graduate students alike, are conducted on topics such as children’s theatre, African American theatre, British theatre, and process drama. Visiting lecturers have included distinguished theatrical leaders from around the world, such as Gavin Bolton, David Booth, Tony Jackson, Jonathan Neelands, Cecily O’Neill, and Brian Way. Students also have ample opportunities to see outstanding New York theatrical productions at discounted ticket prices.
SAMPLE PROGRAM OF STUDY

Styles of Acting and Directing I. E17.1099 3-4
or Styles of Acting and Directing II. E17.1100 3-4
Musical Theatre: Background and Analysis. E17.1101/1102 3
Beginning Playwriting. E17.1105 2
Stage Lighting. E17.1143 3-4
Costume Design. E17.1175 3-4

Common Pedagogical Core 12 Points
New Student Seminar (taken with E27.0005). E03.0001 0
Field Observations in Schools and Other Educational Settings. E27.0005 1
Inquiries into Teaching and Learning I. E27.0001 4
Human Development II: Childhood. E63.0022 2
Human Development II: Adolescents. E63.0024 2
Education as a Social Institution. E20.1015 3

Specialized Pedagogical Core 24 Points
Introduction to Educational Theatre I. E17.0050 3
Introduction to Educational Theatre II. E17.0051 3
Dramatic Activities in the Elementary Classroom. E17.1029 2
Dramatic Activities in the Secondary Classroom. E17.1068 2
Student Teaching: Theatre in the Elementary Classroom. E17.1134 4
Student Teaching: Theatre in the Secondary Classroom. E17.1174 4
Drama in Education I. E17.2193 3
Drama in Education II. E17.2194 3

Teacher Certification Requirements
In compliance with the New York State Board of Regents requirements for teacher certification, the NYU School of Education has reregistered all teacher education undergraduate programs. Please note that the courses shown here reflect the changes approved by the New York State Education Department. Students should consult departmental advisers for the most current information and certification requirements applicable to them.

How Students Will Be Affected Beginning Fall 2000
The new teacher certification regulations will affect all students entering as freshmen in fall 2000 or later. These students must complete the new requirements in order to be recommended for certification by the School of Education.

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

THE INTERACTION OF LANGUAGE AND LEARNING

Language is our most important tool for spoken communication, but it is much more than that. Through a novel, poem, or play, we can experience, understand, and express feelings ranging from joy to sadness, from love to alienation. Through language, 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.

OUR REPUTATION CONTINUES TO GROW

Our Bachelor of Science Program, Teaching English, Grades 7-12, in the Department of Teaching and Learning, has long been regarded as among the finest in the country. Our international reputation has grown through our recent sponsorship of the Conference of the International Federation for Teachers of English, held at the NYU School of Education.
Distinguished Faculty

In Touch with the Latest Ideas

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

Pursuing a Special Interest

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

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

Your Teaching Internship

In your junior year, you begin your student teaching experience by observing secondary school teachers and their students in the classroom. In your senior year, under the guidance of your supervising teacher, you assume responsibility for teaching an actual class. Teacher education is a collaborative effort, involving you, the experienced cooperating teacher in whose classroom you will be working, and a member of our faculty.

Relationships Provide the Key

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

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THE PROGRAM

The 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 multicultural poetry, 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.

Harold A. Vine, Jr.
Curriculum Director
(212) 998-5237

Department of Teaching
and Learning
School of Education
New York University
East Building, Suite 635
239 Greene Street
New York, NY 10003-6674

TEACHING ENGLISH, GRADES 7-12

<table>
<thead>
<tr>
<th>Liberal Arts (General Education Requirements)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Contemporary Culture: Conversations of the West. V55.04**</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Contemporary Culture: World Cultures. V55.05**</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06**</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Contemporary Culture: Expressive Cultures. V55.07**</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Scientific Inquiry: Natural Science I. V55.02**</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Scientific Inquiry: Natural Science II. V55.03**</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Mathematics. E12.0001</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics by advisement</td>
<td>4</td>
</tr>
<tr>
<td>Writing Workshop I. V40.0001</td>
<td>4</td>
</tr>
<tr>
<td>Writing Workshop II. V40.0002</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language I</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language II</td>
<td>4</td>
</tr>
<tr>
<td>Speech Communication.* E21.0033</td>
<td>4</td>
</tr>
</tbody>
</table>

*May be exempt by examination—substitute will be a liberal arts elective in speech, drama, or media.

<table>
<thead>
<tr>
<th>Content Core</th>
<th>36 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>May include courses that also satisfy liberal arts requirements.</td>
<td></td>
</tr>
<tr>
<td>Literature as Exploration. V41.0071</td>
<td>4</td>
</tr>
<tr>
<td>The Reading of Poetry. V41.0193</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Composition. V41.0885</td>
<td>4</td>
</tr>
<tr>
<td>One British literature course</td>
<td>4</td>
</tr>
<tr>
<td>One speech, drama, or media course</td>
<td>4</td>
</tr>
<tr>
<td>One multiethnic literature course</td>
<td>4</td>
</tr>
<tr>
<td>One American literature course</td>
<td>4</td>
</tr>
<tr>
<td>Literature Seminar for English Majors. V41.0930</td>
<td>4</td>
</tr>
<tr>
<td>Teaching English in a Multidialectal Society. V41.0589</td>
<td>4</td>
</tr>
</tbody>
</table>

• General education requirements, see the Morse Academic Plan, page 104.
School of Education courses, page 113. Faculty, page 176. •
## Sample Program of Study

<table>
<thead>
<tr>
<th>Common Pedagogical Core</th>
<th>20 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Seminar (taken with E27.0005). E03.0001</td>
<td>0</td>
</tr>
<tr>
<td>Field Observations in Schools and Other Educational Settings. E27.0005</td>
<td>1</td>
</tr>
<tr>
<td>Inquiries into Teaching and Learning I. E27.0001</td>
<td>4</td>
</tr>
<tr>
<td>Inquiries into Teaching and Learning II. E27.1002</td>
<td>4</td>
</tr>
<tr>
<td>Human Development I. E63.0020</td>
<td>4</td>
</tr>
<tr>
<td>Educating Students with Disabilities in the General Education Classroom (with field work). E75.1005</td>
<td>4</td>
</tr>
<tr>
<td>Education as a Social Institution (with field work). E20.1015</td>
<td>3</td>
</tr>
<tr>
<td>or Critical Study of Education. E55.1031</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialized Pedagogical Core</th>
<th>12 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Development II: Early Adolescents. E63.0023</td>
<td>2</td>
</tr>
<tr>
<td>Human Development II: Adolescents. E63.0024</td>
<td>2</td>
</tr>
<tr>
<td>Integrating Reading and Writing with Adolescents I. E11.1600</td>
<td>4</td>
</tr>
<tr>
<td>Integrating Reading and Writing with Adolescents II. E11.1601</td>
<td>4</td>
</tr>
<tr>
<td>or Integrating English and History with Adolescents. E27.1020</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fieldwork and Student Teaching</th>
<th>12 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teaching the English Language Arts in the Middle School. E11.1602</td>
<td>4-8</td>
</tr>
<tr>
<td>Student Teaching the English Language Arts in the High School. E11.1603</td>
<td>4-8</td>
</tr>
</tbody>
</table>

### Teacher Certification Requirements

In compliance with the New York State Board of Regents requirements for teacher certification, the NYU School of Education has reregistered all teacher education undergraduate programs. Please note that the courses shown here reflect the changes approved by the New York State Education Department. Students should consult departmental advisers for the most current information and certification requirements applicable to them.

How Students Will Be Affected Beginning Fall 2000

The new teacher certification regulations will affect all students entering as freshmen in fall 2000 or later. These students must complete the new requirements in order to be recommended for certification by the School of Education.

Transfer Students

Transfer students entering in fall 2000 or later who meet all school and state requirements prior to January 31, 2004, may be recommended for certification under the existing state regulations. The School of Education will offer appropriate coursework in order to accommodate all students. For further information, see your program adviser.
Foreign Language Education

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

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

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.

The School of Education’s Department of Teaching and Learning has integrated its programs in bilingual education, foreign language education, and Teaching English to Speakers of Other Languages (TESOL) to provide a rich environment of language learning rarely found at other institutions. The Bachelor of Science Programs in Teaching a Foreign Language, Grades 7-12, also interact with various...
foreign language programs in the College of Arts and Science and the graduate-level international education program at the 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 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 such public and independent schools as Stuyvesant High School and the United Nations School.

Special NYU Resources
Learning experiences can be enriched through several specialized University resources such as the Deutsches Haus, La Maison Française, Casa Italiana Zerilli-Murri, 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 Board of Education, provides you with an opportunity to meet foreign language professionals and possible employers from throughout the metropolitan area. The Board of Education also recruits prospective teachers on campus each year. The NYU Office of Career Services helps students develop résumé-writing and interview skills.

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 sampling of positions were obtained by recent graduates:

• Teacher of foreign language, New York City Board of Education
• Teacher of foreign language, Board of Education, Hartford, Connecticut
• Bilingual teacher, Park Slope High School, Brooklyn
• Teacher of Spanish, Harry Van Arsdale High School, Brooklyn
• Teacher of Spanish, U.S. Department of State, Washington, DC

(Continued on page 55.)
THE PROGRAM
The 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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FOREIGN LANGUAGE EDUCATION, GRADES 7-12

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<tr>
<td>Mathematics for Decision Making (or alternate). E12.0002</td>
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<td>Writing Workshop I. V40.0001</td>
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</tr>
<tr>
<td>Writing Workshop II. V40.0002</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language I (major language)</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language II (major language)</td>
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<tr>
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</table>

*May be exempt by examination—substitute will be a liberal arts elective or major language course.

Content Core 28 Points
Students must select 28 points in target language by advisement. A total of 36 points (40 points for Latin) is required to claim a major. Eight points in the target language are included in the liberal arts core. May include courses that also satisfy liberal arts requirements.

• General education requirements, see the Morse Academic Plan, page 104.
School of Education courses, page 113. Faculty, page 176. •
SAMPLE CURRICULUM WORKSHEET

<table>
<thead>
<tr>
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</tr>
<tr>
<td>Human Development II: Adolescents. E63.0024</td>
<td>2</td>
</tr>
<tr>
<td>Language Acquisition and Literacy Education. E27.1030</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Practicum: Planning, Assessment, Management, and Technology. E27.1050</td>
<td>4</td>
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<table>
<thead>
<tr>
<th>Specialization Pedagogical Core</th>
<th>Points</th>
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<tbody>
<tr>
<td>Teaching Foreign Languages: Theory and Practice. E29.1999</td>
<td>4</td>
</tr>
<tr>
<td>The Second Language Classroom: Elementary and Secondary Schools. E27.2201</td>
<td>4</td>
</tr>
<tr>
<td>Field Experiences and Seminar: Teaching Foreign Languages. E29.1915</td>
<td>4</td>
</tr>
<tr>
<td>Supervised Student Teaching in Foreign Languages (High School). E29.1066</td>
<td>4</td>
</tr>
<tr>
<td>Supervised Student Teaching in Foreign Languages (Middle School). E29.1065</td>
<td>4</td>
</tr>
</tbody>
</table>

(Continued from page 53.)

Interviewing skills. Student teaching placements often lead to full-time employment upon graduation.

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Students should consult departmental advisers for the most current information and certification requirements applicable to them.

How Students Will Be Affected Beginning Fall 2000

The new teacher certification regulations will affect all students entering as freshmen in fall 2000 or later. These students must complete the new requirements in order to be recommended for certification by the School of Education.

TRANSFER STUDENTS

Transfer students entering in fall 2000 or later who meet all school and state requirements prior to January 31, 2004, may be recommended for certification under the existing state regulations.

The School of Education will offer appropriate course work in order to accommodate all students. For further information, see your program adviser.
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.

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 courses in the College of Arts and Science. Courses in teaching methods and curriculum development are taken in the 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 a semester 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, Upper East Side 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.

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.

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

ABEL LASTRA
THE PROGRAM

The 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.

Kenneth P. Goldberg
Curriculum Director
(212) 998-5870

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

TEACHING MATHEMATICS, GRADES 7-12

<table>
<thead>
<tr>
<th>Liberal Arts (General Education Requirements)</th>
<th>40 Points</th>
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<td>Foreign Language</td>
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<td>Writing Workshop I. V40.0001</td>
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<td>Writing Workshop II. V40.0002</td>
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<td>Foundations of Contemporary Culture:</td>
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<tr>
<td>Conversations of the West. V55.04**</td>
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<td>Foundations of Contemporary Culture:</td>
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<td>World Cultures. V55.05**</td>
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<td>Societies and the Social Sciences. V55.06**</td>
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<td>Foundations of Scientific Inquiry:</td>
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<td>Natural Science I. V55.0201</td>
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<td>Foundations of Scientific Inquiry:</td>
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<td>Natural Science II. V55.0301</td>
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<tr>
<td>Speech Communication.* E21.0033</td>
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<td>Restricted Elective</td>
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*May be exempt by examination—substitute will be a liberal arts elective.

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<th>Content Core</th>
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<tr>
<td>Calculus I. V63.0021</td>
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<td>Calculus II. V63.0022</td>
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<tr>
<td>Calculus III. V63.0023</td>
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<tr>
<td>Linear Algebra. V63.0024</td>
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<tr>
<td>Mathematics Elective. V63. ****</td>
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<tr>
<td>Geometry course (e.g., V63.0070, Transformations and Geometries)</td>
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</tr>
<tr>
<td>Probability or Probability and Statistics course (e.g., V63.0030, Theory of Probability)</td>
<td>4</td>
</tr>
<tr>
<td>either Advanced Calculus. V63.0025</td>
<td>4</td>
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<tr>
<td>Abstract Algebra. V63.0046 or Algebra I. V63.0043</td>
<td>4</td>
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<tr>
<td>Mathematics Elective. V63. ****</td>
<td>4</td>
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* General education requirements, see the Morse Academic Plan, page 104.
School of Education courses, page 113. Faculty, page 176. *
SAMPLE PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>Common Pedagogical Core</th>
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<tr>
<td>Field Observations in Schools and Other Educational Settings. E27.0005</td>
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<td>Inquiries into Teaching and Learning I. E27.0001</td>
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<td>Inquiries into Teaching and Learning II. E27.1002</td>
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<td>Human Development I. E63.0020</td>
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<td>Human Development II: Early Adolescents. E63.0023</td>
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<td>Human Development II: Adolescents. E63.0024</td>
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<td>Language Acquisition and Literacy Education. E27.1030</td>
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<tr>
<td>Classroom Practicum: Planning, Assessment, Management, and Technology. E27.1050</td>
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<tr>
<td>Education as a Social Institution. E20.1015</td>
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<tr>
<td>Educating Students with Disabilities in the General Education Classroom. E75.1005</td>
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<th>Specialized Pedagogical Core</th>
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<td>Teaching Secondary School Mathematics. E12.1043</td>
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<tr>
<td>Teaching of Data Collection and Analysis, Grades 7-12. E12.1042</td>
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<tr>
<td>Teaching of Algebra and Trigonometry, Grades 7-12. E12.1045</td>
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<tr>
<td>Teaching of Geometry, Grades 7-12. E12.1046</td>
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<tr>
<td>Teaching of Precalculus. E12.1047</td>
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<tr>
<td>Supervised Student Teaching of Mathematics I (Grades 7-12). E12.1077</td>
<td>5</td>
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<tr>
<td>Supervised Student Teaching of Mathematics II (Grades 7-12). E12.1078</td>
<td>8</td>
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</tbody>
</table>

Teacher Certification Requirements

In compliance with the New York State Board of Regents requirements for teacher certification, the NYU School of Education has reregistered all teacher education undergraduate programs. Please note that the course shown here reflect the changes approved by the New York State Education Department. Students should consult departmental advisers for the most current information and certification requirements applicable to them.

How Students Will Be Affected Beginning Fall 2000

The new teacher certification regulations will affect all students entering as freshmen in fall 2000 or later. These students must complete the new requirements in order to be recommended for certification by the School of Education.

TRANSFER STUDENTS

Transfer students entering in fall 2000 or later who meet all school and state requirements prior to January 31, 2004, may be recommended for certification under the existing state regulations.

The School of Education will offer appropriate coursework in order to accommodate all students. For further information, see your program adviser.

OTHER PROGRAMS TO SEE:

- Childhood Education and Childhood Special Education
- Early Childhood Education and Early Childhood Special Education
- Science Education
IN MUSIC PROFESSIONS IN THE 21st CENTURY WILL BE EXPECTED TO BE MUCH MORE THAN SPECIALISTS. PERFORMERS AND COMPOSERS WILL TEACH AND WORK WITH NEW TECHNOLOGIES. EDUCATORS AND TECHNOLOGISTS MUST BE COMPETENT PERFORMERS AND/OR COMPOSERS. MUSIC BUSINESS LEADERS WILL HAVE TO COMMAND THE HISTORY AND THEORY OF MUSIC WITHIN THE CONTEXT OF THE WORLD OF INTERDISCIPLINARY IDEAS. THE DEPARTMENT OF MUSIC AND PERFORMING ARTS PROFESSIONS IS UNIQUELY POSITIONED TO PREPARE YOU TO SUCCEED IN A MUSIC PROFESSION IN THE NEXT CENTURY.

WE PREPARE OUR STUDENTS TO BE THE BEST PERFORMERS, COMPOSERS, EDUCATORS, TECHNOLOGISTS, OR BUSINESS PROFESSIONALS THEY CAN BE. OUR INTENSIVE TRAINING IN EACH OF THESE SPECIALIZED AREAS IS OF THE HIGHEST QUALITY. BUT WE GIVE YOU SO MUCH MORE. IN OUR DEPARTMENT, TRADITIONAL, CONTEMPORARY, AND JAZZ PERFORMERS, AS WELL AS 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.
Our departmental curricula in dance education, music theatre, film scoring, and educational theatre bring composers and performers together with choreographers, directors, actors, librists, 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. 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.

Distinguished Faculty
Students in our Department of Music and Performing Arts Professions will see a broad range of scholarship within the department. Professor Catherine Moore is prominent in the music marketing industry but also brings a scholarly eye to the interaction of culture and industry, international cultural trade policy, and 17th-century Italian music. Beginning with his pathbreaking work at Massachusetts Institute of Technology, Professor Robert Rowe has been a pioneer in "real-time" interactive computer performance and composition. He is the winner of the 1990 Bourges Competition and the author of Interactive Music Systems: Machine Listening and Composing. An addition to our faculty who has quickly garnered much undergraduate esteem is Professor Allen Cohen. A respected composer, Professor Cohen specializes in 20th-century American romantic music, Wagner and Wagnerian music-drama, and musical theatre. Vocalist and Professor Karen Lykes is also active in undergraduate education. With her strong experience in performance (United States, Europe, Central America, and Japan) and in recording (Titanic Records and Koch International Classics), she has been able to help students develop their own skills and prepare them for the challenging environment they will soon enter. These are but a few examples of our distinguished faculty.

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

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 practices, and composition.

(Continued on page 62.)

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 record 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 a few) 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
Graduates teach music in elementary and secondary schools and become private instrumental and vocal teachers. Music education students have completed graduate degrees in music and currently sit in major professorial and administrative positions throughout North America, Asia, and Australia.

MUSIC BUSINESS
Music business prepares you for a career in artist management, 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 Entertainment, EMI Music Publishing, Sony Music, Metropolitan Entertainment, Elektra Entertainment, William Morris Agency, and many other music companies, some founded by alumni of the program.

MUSIC TECHNOLOGY
Graduates have careers in recording engineering, production and postproduction, audio/video mastering, audio maintenance and repair, synthesizer programming, 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, SBK Records, Verve Records, Sony, Billboard magazine, numerous other record and broadcast studios, and concert halls. Some have started their own recording studios and record companies while others have pursued very successful careers in performance and composition.
THE PROGRAM

The curriculum in music business combines 40 points of liberal arts courses with 24 points in music history and literature, piano class and theory, and ear training. Students are also required to take 67 points in courses covering production and performance, economics, marketing, and market management, to name a few. This also includes the core business studies in accounting, marketing, and finance. NYU’s Stern School of Business offers an internship in one of the many aspects of the music business to required.

Catherine Moore
Program Director
(212) 998-5427

Department of Music and Performing Arts Professions
School of Education
New York University
Education Building, Suite 687
35 West Fourth Street
New York, NY 10012-1172

MUSIC BUSINESS

Freshmen Year 33 Points

Fall Semester
LIBERAL ARTS
Writing Workshop I. V40.0001 4
Economic Principles I. V31.0001 4
Calculus/Algebra. V63.****

MAJOR
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
TOTAL 16

Spring Semester
LIBERAL ARTS
Writing Workshop II. V40.0002 4
Economic Principles II. V31.0002 4

MAJOR
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
The Business Structure of the Music Industry. E85.0221 2
TOTAL 17

Sophomore Year 34 Points

Fall Semester
MAJOR
Music History I: Medieval and Renaissance. E85.1067 2
The Economic and Legal Setting of the Music Industry. E85.1222 2
Music Publishing. E85.1700 2
Music Elective. E85.**** 2
Collegium and Program Seminar. E85.0092 0
Computer-Based Systems for Management Support. C20.0001 4
TOTAL 16

Spring Semester
MAJOR
Introduction to Sociology. V93.0001 4
Introduction to Psychology. V89.0001 4
Music History II: Baroque and Classical. E85.1068 2
Advertising and Promotion in the Music Industry. E85.1214 3
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 18

Liberal arts requirements, page 104. School of Education courses, page 113. Faculty, page 176.

(Continued from page 61.)

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 traditional, contemporary, electronic and 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 New York 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
Theatre studies are immersed in the excitement of New York City, the pulse and heartbeat of American music theatre. Music theatre students perform in fully staged productions viewed by producers, agents, and casting directors and are guided by directors, choreographers, conductors, designers, and guest artists who are active in the Broadway community.

#### 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 majors, vocal choirs, small and large chamber ensembles, over 20 jazz ensembles, a concert band, a music theatre repertory group, and an opera workshop for the reading of their works. Many of our composers’ works performed in our concerts have been

### Sample Curriculum Worksheet

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>36 Points</th>
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<tbody>
<tr>
<td>Fall Semester</td>
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<td>LIBERAL ARTS</td>
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<td>Foundations of Contemporary Culture. V55.</td>
<td>4</td>
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<td>MAJOR</td>
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<tr>
<td>Music History III: 19th Century. E85.1077</td>
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<td>Independent Study—Record Company. E85.1000 (Section 017)</td>
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<tr>
<td>Production and Artists and Repertoire in the Music Industry. E85.1223</td>
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<td>Music Elective* E85.</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>Collegium and Program Seminar. E85.0092</td>
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<td>Guided Specialization*</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>LIBERAL ARTS</td>
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<td>Performing Arts in Western Civilization. E85.1505</td>
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<td>MAJOR</td>
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<td>Collegium and Program Seminar. E85.0092</td>
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<td>Business Policy. C50.0100</td>
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*See adviser regarding music elective and guided specialization course requirements applicable toward the degree.
THE PROGRAM
The 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 60 points in liberal arts courses. The major area of study includes course work in a variety of subjects such as aural comprehension, music theory, and the development of music throughout history. Students also have the opportunity to hone their talents in voice, piano, or other instruments. The area of pedagogy provides training in the teaching of instrumental and vocal music to 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.

John Gilbert
Program Director
(212) 998-5778

Elaine Gates
Undergraduate Adviser
(212) 998-5778

Jeffrey Linger
Undergraduate Adviser
(212) 998-5244

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

(Continued from page 63.)

TEACHING MUSIC, ALL GRADES

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<thead>
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<th>Liberal Arts (General Education Requirements)</th>
<th>60 Points</th>
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<td>Writing Workshop II. V40.0002</td>
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<td>Foundations of Contemporary Culture:</td>
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<td>Conversations of the West. V55.04***</td>
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<tr>
<td>Foundations of Contemporary Culture: World</td>
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<tr>
<td>Cultures. V55.05***</td>
<td>4</td>
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<td>Foundations of Contemporary Culture: Societies</td>
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<tr>
<td>and the Social Sciences: Art and Mind. V55.0617</td>
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<td>Expressive Culture. V55.07***</td>
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<td>Sound and Music. V85.0010</td>
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<td>Natural Science II: Brain and Behavior. V55.0306 or</td>
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<td>Natural Science II: The Body: How it Works. V55.0309</td>
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<td>Human Development I. E63.0020</td>
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<td>Aural Comprehension in Music I. E85.0006</td>
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<td>Aural Comprehension in Music III. E85.0008</td>
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<tr>
<td>Music Theory I. E85.0035</td>
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<td>Music Theory IV. E85.0038</td>
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<td>Music History I: Medieval and Renaissance. E85.1067</td>
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<td>Music History II: Baroque and Classical. E85.1068</td>
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<td>Music History III: 19th Century. E85.1077</td>
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<tr>
<td>Music History IV: 20th Century. E85.1078</td>
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<tr>
<td>Keyboard Harmony and Improvisation I. E85.0072</td>
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<tr>
<td>Keyboard Harmony and Improvisation II. E85.0073</td>
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<td>Keyboard Harmony and Improvisation IV. E85.0075</td>
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Speech Communication. E21.0033 4
Liberal Arts Elective 4
Performing Arts in Western Civilization. E85.1505 4

* General education requirements, see the Morse Academic Plan, page 104.
School of Education courses, page 113. Faculty, page 176.*
SAMPLE PROGRAM OF STUDY

Woodwind Practicum. E85.0025 1
Brass Practicum. E85.0052 1
Upper String Practicum. E85.0026 1
Lower String Practicum. E85.0066 1
Percussion Practicum. E85.0027 1
Vocal and Choral Conducting Practicum. E85.0028 1
Fundamentals of Conducting. E85.0065 1
Applied specialization to be selected by advisement from
Composition. E85.1021 16
or
Wind or Percussion Instruments* E85.0034,1034 or
Stringed Instruments* E85.0045,1045 or
Private Piano* E85.0056,1056 or
Voice* E85.0063,1063
Collegium and Program Seminar. E85.0092 0
Recital. E85.1092 1
Participation in Ensembles. E85.0*** 1

*0-level courses for freshmen and sophomores; 1000-level courses for juniors and seniors.

<table>
<thead>
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<th>Common Pedagogical Core</th>
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<td>Field Observations in Schools and Other Educational Settings. E27.0005</td>
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<tr>
<td>Inquiries into Teaching and Learning I. E27.0001</td>
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<td>Education as a Social Institution. E20.1015</td>
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<td>Human Development II: Childhood. E63.0022</td>
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<th>Specialized Pedagogical Core</th>
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<tr>
<td>Teaching of Music in Junior and Senior High School. E85.1027</td>
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<tr>
<td>Teaching of Music in the Elementary Grades. E85.1048</td>
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<tr>
<td>Materials and Technology in Music and Music Education. E85.1054</td>
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<tr>
<td>Music for the Exceptional Child. E85.1204</td>
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<tr>
<td>Supervised Student Teaching and Seminar: Elementary. E85.1141</td>
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<tr>
<td>Supervised Student Teaching and Seminar: Secondary. E85.1145</td>
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</table>

Right at the outset in your freshman year, and continuing through your senior year, hands-on experience is provided through Village Records, the Music Business Program’s own record company. Music business students are involved in all aspects of running a record company—selecting artists, producing and recording their music, and advertising and marketing a finished product.

Each Wednesday, students attend program seminars at which faculty and guest speakers from the music world discuss career opportunities and issues. An advisory committee of leading professionals in the music industry advise our faculty on the expectations of the industry as well as job vacancies, making our curriculum cutting edge and our students prepared for job placement.

Internship Opportunities

During the junior and senior years, all music business students are placed in internship settings with record companies, publishing houses, merchandising companies, digital recording studios, or concert management firms. Students are 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.

4. MUSIC EDUCATION

In our Bachelor of Science 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...
THE PROGRAM

The 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, college, and recital to advanced orchestration, electronic music, and computer music.

Program Directors
Ron Sadoff
Piano and Instrumental
(212) 998-5779
Karen Lykos
Classical Voice/Opera
(212) 998-5451
Greg Ganakas
Music Theatre
(212) 998-5449

Department of Music and Performing Arts Professions
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.

MUSIC PERFORMANCE

<table>
<thead>
<tr>
<th>Freshman 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>Writing Workshop I. V40.0001</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Scientific Inquiry: Quantitative Reasoning. V55.01**</td>
<td>4</td>
</tr>
<tr>
<td>or Fundamentals of Mathematics. E12.0001</td>
<td>4</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>Piano or Organ. E85.0056</td>
<td>3</td>
</tr>
<tr>
<td>New York University Chamber Ensembles. E85.1080</td>
<td>1</td>
</tr>
<tr>
<td>Music Theory I. E85.0035</td>
<td>2</td>
</tr>
<tr>
<td>Aural Comprehension in Music I. E85.0006</td>
<td>1</td>
</tr>
<tr>
<td>Keyboard Harmony and Improvisation I. E85.0072</td>
<td>1</td>
</tr>
<tr>
<td>Collegium and Program Seminar. E85.0092</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

| **Spring Semester** | |
| **LIBERAL ARTS** | |
| Writing Workshop II. V40.0002 | 4 |
| Liberal Arts Requirement: Foreign Language | 4 |
| **MAJOR** | |
| 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** |

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>32 Points</th>
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</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>
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<tr>
<td><strong>MAJOR</strong></td>
<td></td>
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<tr>
<td>Piano or Organ. E85.0056</td>
<td>3</td>
</tr>
<tr>
<td>New York University Chamber Ensembles. E85.1080</td>
<td>1</td>
</tr>
<tr>
<td>Music Theory IV. E85.0038</td>
<td>2</td>
</tr>
<tr>
<td>Aural Comprehension in Music IV. E85.0009</td>
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</tr>
<tr>
<td>Keyboard Harmony and Improvisation IV. E85.0075</td>
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<tr>
<td>Collegium and Program Seminar. E85.0092</td>
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<tr>
<td>Introduction to Piano Literature and Repertoire. E85.1081</td>
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<tr>
<td>Music Specialization. E85.1***</td>
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<td><strong>TOTAL</strong></td>
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</table>

| **Spring Semester** | |
| **LIBERAL ARTS** | |
| Foundations of Scientific Inquiry: Natural Science I. V55.02** | 4 |
| **MAJOR** | |
| Piano or Organ. E85.0056 | 3 |
| New York University Chamber Ensembles. E85.1080 | 1 |
| Music Theory III. E85.0037 | 2 |
| Aural Comprehension in Music III. E85.0008 | 1 |
| Keyboard Harmony and Improvisation III. E85.0074 | 1 |
| Collegium and Program Seminar. E85.0092 | 0 |
| Music Specialization. E85.1*** | 4 |
| **TOTAL** | **16** |

• Liberal arts requirements, page 104. School of Education courses, page 113. Faculty, page 176.

(Continued from page 65.)
experience a broad spectrum of music practices and pedagogies. Music education students have 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 a variety of approaches (including Kodaly, Orff, Dalcroze, and Suzuki) so that they can draw on the most effective means for the various tasks of teaching. A systematic balance among music theory and history, music education, and liberal arts courses with the continuous development of each student’s musicianship and artistry has marked our graduates as among the most prepared in the field.
SAMPLE CURRICULUM WORKSHEET

Junior Year  35 Points

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

MAJOR
Piano or Organ. E85.1056 3
New York University Chamber Ensembles. E85.1080 1
Collegium and Program Seminar. E85.0092 0
Music History I: Medieval and Renaissance. E85.1067 2
Intermediate Conducting. E85.1093 2
Music Specialization. E85.1••• 6
TOTAL  18

Spring Semester
LIBERAL ARTS
Speech Communication. E21.0033 4

MAJOR
Piano or Organ. E85.1056 3
New York University Chamber Ensembles. E85.1080 1
Collegium and Program Seminar. E85.0092 0
Music History II: Baroque and Classical. E85.1068 2
Piano Literature and Repertoire I. E85.1096 1
Recital. E85.1092 1
Restricted Music Elective. E85.1••• 2
Music Specialization. E85.1••• 3
TOTAL  17

Senior Year  31 Points

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

MAJOR
Piano or Organ. E85.1056 3
New York University Chamber Ensembles. E85.1080 1
Music History III: 19th Century. E85.1077 2
Collegium and Program Seminar. E85.0092 0
Music Specialization. E85.1••• 6
TOTAL  16

Spring Semester
LIBERAL ARTS
Integrated Liberal Arts. E•••••• 4

MAJOR
Piano or Organ. E85.1056 3
New York University Chamber Ensembles. E85.1080 1
Music History IV: 20th Century. E85.1078 2
Recital. E85.1092 1
Piano Literature and Repertoire II. E85.1097 1
Music Specialization. E85.1••• 3
TOTAL  15

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.

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.

5. MUSIC TECHNOLOGY
Our Bachelor of Music in music technology prepares students for careers in recording engineering, production and postproduction, audio/video mastering.

(Continued on page 68.)
### THE PROGRAM

The curriculum in music technology combines 44 points of liberal arts courses with 37-36 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 10-13 points in core classes, which include performance, fundamentals in computer and electronic music, as well as internship opportunities in many different aspects of the field and courses in specific areas of music technology. Students also choose 43-46 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
School of Education  
New York University  
Education Building, Suite 777  
35 West Fourth Street  
New York, NY 10012-1172

(Continued from page 67.)

### MUSIC TECHNOLOGY

#### Freshman Year 31 Points

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<th>Courses</th>
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<td>Collegium and Program Seminar. E85.0092</td>
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<td></td>
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<td><strong>Spring Semester</strong></td>
<td><strong>LIBERAL ARTS</strong></td>
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<td>Writing Workshop II. V40.0002</td>
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<tr>
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<td><strong>MAJOR</strong></td>
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<td>Music Theory II. E85.0036</td>
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<td>Music History I: Medieval and Renaissance. E85.1067</td>
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#### Fall Semester

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<td>Liberal Arts Requirement: Mathematics</td>
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<td>Music Theory I.</td>
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<tr>
<td>Aural Comprehension in Music I.</td>
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</tr>
<tr>
<td>Keyboard Harmony and Improvisation I.</td>
<td>1</td>
</tr>
<tr>
<td>Collegium and Program Seminar.</td>
<td>0</td>
</tr>
<tr>
<td>MIDI Technology I.</td>
<td>3</td>
</tr>
<tr>
<td>Electronics Technology I.</td>
<td>3</td>
</tr>
<tr>
<td>Ensemble. E85.****</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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#### Spring Semester

<table>
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<th>Points</th>
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<tr>
<td>Liberal Arts Requirement: Mathematics</td>
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<td>Aural Comprehension in Music IV.</td>
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<tr>
<td>Keyboard Harmony and Improvisation IV.</td>
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<tr>
<td>Collegium and Program Seminar.</td>
<td>0</td>
</tr>
<tr>
<td>Recording Technology II.</td>
<td>4</td>
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<tr>
<td>Recording Technology II Laboratory.</td>
<td>2</td>
</tr>
<tr>
<td>Music History II: Baroque and Classical.</td>
<td>2</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</tbody>
</table>

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 elect 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 12 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, NeXT, and SGI computers; plus a full 20-bit Sonic Solutions digital editing room. Digital audio hardware includes Sonic Solutions, Digidesign’s Pro Tools III, Sound Accelerator and Audiomedia boards—for which NYU is a registered software developer—and several Motorola...
# Sample Curriculum Worksheet

## Junior Year  
**33 Points**

### Fall Semester

**LIBERAL ARTS**
- Foundations of Contemporary Culture  
  #### 4

**MAJOR**
- Collegium and Program Seminar. E85.0092  
  0
- Fundamentals of Audio Techniques I: Studio Maintenance. E85.1008  
  3
  3
- Musical Acoustics. E85.1035  
  3
- Concert Recording I. E85.1011  
  2
- Music History III: 19th Century. E85.1077  
  2

**TOTAL**  
  17

### Spring Semester

**LIBERAL ARTS**
- Liberal Arts Requirement: Natural Science  
  4

**MAJOR**
- Collegium and Program Seminar. E85.0092  
  0
- Musical Elective* E85.****  
  2
- Audio for Video I. E85.1010  
  3
  3
- Concert Recording II. E85.1012  
  2
- Music History IV: 20th Century. E85.1078  
  2

**TOTAL**  
  16

*By advisement.

## Senior Year  
**32 Points**

### Fall Semester

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

**MAJOR**
- Collegium and Program Seminar. E85.0092  
  0
- Internship in Music Technology. E85.1820  
  3
- Guided Specialization. E85.****  
  6
- Music Elective* E85.1****  
  2
- Ensemble. E85.****  
  1

**TOTAL**  
  16

### Spring Semester

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

**MAJOR**
- Collegium and Program Seminar. E85.0092  
  0
- Internship in Music Technology. E85.1820  
  2
- Guided Specialization. E85.****  
  3
- Music Elective* E85.1****  
  2
- Ensemble. E85.****  
  1

**TOTAL**  
  16

56001 platforms. Music technology students have access to the art technology facilities at NYU, where they can gain training in advanced hardware platforms for computer music, graphics, animation, and multimedia. Students also learn programming using C and Common Lisp as well as work in graphic environments such as Opcode's MAX. Sophisticated synthesis possibilities may be realized through real-time digital signal processing, SMPTE handling, software synthesis such as MIT's Csound, and an extensive collection of sampling, effects, and synthesis modules.

**Internship Opportunities**
Music technology students take advantage of the unmatched resources in New York City through internships at leading record companies, recording studios, publishing firms, and other music industry enterprises. During the junior and senior years, internships are established with companies who 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.
As health care becomes increasingly sophisticated and complex, nurses are assuming more diverse roles and increased leadership responsibilities. The baccalaureate degree is becoming the minimum educational requirement for professional nursing practice. Whether you are a beginning undergraduate, or a diploma or associate’s degree graduate with an R.N. license, or hold a bachelor’s degree in another field, we offer a program that will suit your educational needs.

Our undergraduate program in the Division of Nursing is based on theory developed by Dr. Martha E. Rogers, who focused on patients as whole human beings. Under her leadership, we set new educational and professional standards and became one of the first institutions of higher learning to treat nursing science as a unique body of knowledge. Today, we are top ranked among nursing programs in the nation. And we are one of the few to offer 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.
Distinguished Faculty

We attract outstanding faculty, and you study with men and women who are at the forefront of advancements in nursing care, research, administration, and teaching. Engaged in ongoing professional practice—from newborn and infant care to terminal illness and gerontology—our faculty bring their knowledge and skills to the classroom.

Our Division of Nursing is the home to several of this country's leading researchers in the field of nursing. Of special interest to undergraduates may be Professor Elizabeth Apollo, a researcher with diverse interests. Her work ranges in studies of issues related to body image, Down's syndrome, and breast cancer. Professor Marianne Roncoli augments her interest in primary care with a keen understanding of the cost and quality outcome of advanced practice nursing. Her research interests also include preterm infants and asthma in children. Professor Sheila Smyth-Giambanco's interests include immunology in wellness promotion and disease prevention, with a special focus on HIV, oncology, and autoimmunity. Professor Smyth-Giambanco is also working with Internet and network-based learning environments and their ability to benefit health care instruction and delivery.

Graduates in Leadership Positions

Our graduates are leaders in diverse academic and clinical settings, administrative posts, and successful private practices around the world. Some have received national recognition for research in education or in specialized areas of clinical interest.

Our Approach Is Humanistic

Our goal is to prepare you to approach a patient as a total person. You are challenged to examine the social, emotional, and environmental context in which wellness and illness occur. In this way, you gain fresh perspectives on the nurse's role in promoting the health potential of individuals, families, and communities.

An Integrated Process

The program combines a strong university core of arts and science courses with nursing theory and clinical courses, independent study, and a progression of nursing science courses that follow the human developmental process from conception to death.

You may select an elective course in fields such as computer science, foreign languages, thanatology, or independent study to further your intellectual growth or to expand your career possibilities.

Early Start in Clinical Experience

Your clinical fieldwork begins in the sophomore year and continues until the completion of the program.

You gain experience in services ranging from maternity and pediatrics to oncology and surgery at outstanding major medical centers. Our more than 100 placement sites include Tisch Hospital and Rusk Institute of Rehabilitation Medicine (both of which are part of the Mount Sinai-NYU Medical Center/Health System), Beth Israel Medical Center, Mount Sinai-NYU Medical Center/Health System, New York Hospital-Cornell Medical Center, and Memorial Sloan-Kettering Cancer Center as well as positions as visiting nurses, hospital nurses, and public health nurses.

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

Following graduation you may begin to practice as a graduate nurse. Upon successful completion of the New York State Licensure Examination, you 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 outpatient and home care offers expanding opportunities for nurses to be the principal providers of these services, which have been limited or nonexistent in the past.

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 Columbia Presbyterian Medical Center, Montefiore Medical Center, St. Luke's-Roosevelt Hospital Center, Bellevue Hospital Center, Beth Israel Medical Center, Mount Sinai-NYU Medical Center/Health System, New York Hospital-Cornell Medical Center, and Memorial Sloan-Kettering Cancer Center as well as positions as visiting nurses, hospital nurses, and public health nurses.

"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
THE FOUR-YEAR B.S. PROGRAM (132 POINTS)

The four-year B.S. Program in Nursing offers a curriculum of liberal arts and nursing courses for high school graduates and transfer students from two- to four-year colleges. The curriculum combines 60 points of liberal arts courses with 53 required points in nursing courses that cover the care of individuals, families, and communities, as well as scientific and professional issues in nursing. Students are required to take 19 points in cognate courses that cover anatomy and physiology, chemistry, statistics, nutrition, and developmental psychology.

Students in this curriculum begin clinical field work in the sophomore year and gain experience in maternal/child health, medical and surgical nursing care, community psychiatric nursing, and nursing leadership.

All students enrolled must maintain a cumulative grade point average and a nursing science grade average of 2.8. Cognate courses, 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.

Diane O. McGivern
Acting Program Director
(212) 998-3300
Division of Nursing
School of Education
New York University
246 Greene Street
New York, NY 10003-6677

(Continued from page 71.)

NURSING: FOUR-YEAR B.S. PROGRAM

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>34 Points</th>
</tr>
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<tbody>
<tr>
<td>Fall Semester</td>
<td></td>
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<tr>
<td>LIBERAL ARTS</td>
<td></td>
</tr>
<tr>
<td>Writing Workshop I. V40.0001</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Arts Requirement: Mathematics</td>
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</tr>
<tr>
<td>Human Anatomy and Physiology I.* E14.1170</td>
<td>4</td>
</tr>
<tr>
<td>MAJOR</td>
<td></td>
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<tr>
<td>New Student Seminar. E03.0001</td>
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<tr>
<td>Introduction to Modern Chemistry* V25.0002</td>
<td>5</td>
</tr>
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<tr>
<td>Spring Semester</td>
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</tr>
<tr>
<td>LIBERAL ARTS</td>
<td></td>
</tr>
<tr>
<td>Writing Workshop II. V40.0002</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Sociology* V93.0001</td>
<td>4</td>
</tr>
<tr>
<td>Human Anatomy and Physiology II.* E14.1171</td>
<td>4</td>
</tr>
<tr>
<td>MAJOR</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
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</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>36 Points</th>
</tr>
</thead>
<tbody>
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<td>Fall Semester</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td></td>
</tr>
<tr>
<td>Introduction to Psychology. V89.0001</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology* E14.1023</td>
<td>4</td>
</tr>
<tr>
<td>MAJOR</td>
<td></td>
</tr>
<tr>
<td>Nursing Science I* E41.0240</td>
<td>6</td>
</tr>
<tr>
<td>Theoretical Bases of Nursing Science.* E41.0252</td>
<td>2</td>
</tr>
<tr>
<td>Health Assessment* E41.0239</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td><strong>18</strong></td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
</tr>
<tr>
<td>MAJOR</td>
<td></td>
</tr>
<tr>
<td>Nursing Science II.* E41.1241</td>
<td>6</td>
</tr>
<tr>
<td>Altered Health Patterns.* E41.1435</td>
<td>3</td>
</tr>
<tr>
<td>Statistics. E16.****</td>
<td>3</td>
</tr>
<tr>
<td>Survey of Developmental Psychology.* E63.1271</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition.* E33.****</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

• Liberal arts requirements, page 104. School of Education courses, page 113. Faculty, page 176. •

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, 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 laboratory courses as an integral part of the total educational program.

2. All students enrolling in a laboratory course(s) are required to have health examinations and clearance and health insurance coverage prior to beginning any laboratory course(s). In addition, clinical laboratory resources require certain testing and immunizations against communicable diseases before permitting students to use their facilities.
SAMPLE CURRICULUM WORKSHEET

**Junior Year** 33 Points

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>Liberal Arts Requirement: Foreign Language</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Speech Communication. E21.0033</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MAJOR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nursing Science III* E41.1242</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Nursing Pharmacotherapeutics.* E41.1436</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>17</td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td></td>
</tr>
<tr>
<td>Foundations of Contemporary Culture: Expressive Culture. V55.07**</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Contemporary Culture: World Cultures. V55.07**</td>
<td>4</td>
</tr>
<tr>
<td>MAJOR</td>
<td></td>
</tr>
<tr>
<td>Nursing Science IV* E41.1243</td>
<td>6</td>
</tr>
<tr>
<td>Scientific Methods in Nursing.* E41.1437</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
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</table>

**Senior Year** 29 Points

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>Liberal Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrating Liberal Arts*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MAJOR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nursing Science V* E41.1244</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Professional Nursing* E41.1261</td>
<td>3</td>
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<td></td>
<td>Restricted Elective* E41.****</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>15</td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td></td>
</tr>
<tr>
<td>Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06**</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Contemporary Culture: Conversations of the West. V55.04**</td>
<td>4</td>
</tr>
<tr>
<td>MAJOR</td>
<td></td>
</tr>
<tr>
<td>Nursing Science VI* E41.1245</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>14</td>
</tr>
</tbody>
</table>

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

3. All students enrolling in a laboratory course are required to have confirmation of current CPR certification.
4. Students must receive a passing grade in the clinical laboratory and recitation in order to receive a passing grade in a nursing science course.
5. A student may not fail a supportive 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 laboratory 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 take an NCLEX R.N. examination preparatory course, during their senior year.

Please refer to the most recent Division of Nursing Student Handbook for the current academic policies.

STUDY OPTIONS

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

OTHER PROGRAMS TO SEE:

• Applied Psychological Studies
• Nutrition and Food Studies
**Nursing: B.S. Program for College Graduates**

<table>
<thead>
<tr>
<th>Twelve-Month Curriculum</th>
<th>59 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer Session I (May-June)</strong></td>
<td></td>
</tr>
<tr>
<td>Survey of Developmental Psychology. E63.1271</td>
<td>3</td>
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<tr>
<td>Nutrition. E33.****</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Summer Session II (June-August)</strong></td>
<td></td>
</tr>
<tr>
<td>Nursing Science I. E41.0240</td>
<td>6</td>
</tr>
<tr>
<td>Health Assessment. E41.0239</td>
<td>2</td>
</tr>
<tr>
<td>Theoretical Bases of Nursing Science. E41.0252</td>
<td>2</td>
</tr>
<tr>
<td>Nursing Science II. E41.1241</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

**Fall Semester**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Nursing Science III. E41.1242</td>
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<tr>
<td>Nursing Science IV. E41.1243</td>
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<td>Altered Health Patterns. E41.1435</td>
<td>3</td>
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<tr>
<td>Nursing Pharmacotherapeutics. E41.1436</td>
<td>3</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

• Liberal arts requirements, page 104. School of Education courses, page 113. Faculty, page 176. •

**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 in this area enter the program with 56 liberal arts points from previous baccalaureate course work.

A 12-month curriculum is available to college graduates who have completed science and cognate prerequisites in anatomy and physiology, microbiology, chemistry, organic chemistry, nutrition, psychology, and statistics.
## Sample Curriculum Worksheet

<table>
<thead>
<tr>
<th>Winter Session (January)</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Methods in Nursing. E41.1437</td>
<td>Nursing Science V. E41.1244</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Nursing Science VI. E41.1245</td>
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<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Professional Nursing II. E41.1261</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Nursing Elective</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

The 12-month curriculum consists of 59 points that cover the care of individuals, families, and communities as well as scientific and professional issues in nursing.

A two-year, full-time nursing program is available to college graduates who have not completed prerequisite science courses. The B.S. Program in Nursing can also be completed in five years on a part-time evening basis. Students also have the flexibility to begin the program on either a full- or part-time basis and transfer to another schedule of study to complete their program.
THE B.S. COURSE SEQUENCE FOR REGISTERED NURSES

The B.S. Program in Nursing offers a sequence of courses for registered nurses, designed for either part-time or full-time study. Most students transfer 66 points from an associate’s degree program. The curriculum combines courses in the liberal arts with cognate courses in nutrition, organic chemistry, statistics, and other subjects. Students take 27 points in nursing science.

Special Note:
Please note that this sequence has been developed to accommodate students who are also working part or full time as registered nurses. This curriculum can be finished sooner if students are able to take 9 or 10 points per semester.

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

<table>
<thead>
<tr>
<th>First Year</th>
<th>17 Points</th>
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<tbody>
<tr>
<td>Fall Semester</td>
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<tr>
<td>Theoretical Bases of Nursing Science. E41.0252</td>
<td>2</td>
</tr>
<tr>
<td>Nutrition. E33.***</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>5</td>
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</tbody>
</table>

| Spring Semester |
| Introduction to Modern Chemistry. V25.0002 | 5 |
| **TOTAL** | 5 |

| Summer Session |
| Basic Statistics I. E16.1085 | 3 |
| Liberal Arts Requirement | 4 |
| **TOTAL** | 7 |

<table>
<thead>
<tr>
<th>Second Year</th>
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<tr>
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<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>9</td>
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</tbody>
</table>

| Spring Semester |
| Nursing Science: Care of the Unitary Human Being. E41.1267 | 5 |
| Scientific Methods in Nursing. E41.1437 | 2 |
| **TOTAL** | 7 |

| Summer Session |
| Nursing Elective | 6 |
| **TOTAL** | 6 |

• Liberal arts requirements, page 104. School of Education courses, page 113. Faculty, page 176. •

DUAL DEGREE PROGRAM AREAS

Advanced Practice Nursing: Adult Acute Care Nurse Practitioner
Advanced Practice Nursing: Adult Primary Care Nurse Practitioner
Advanced Practice Nursing: Geriatrics
Advanced Practice: Holistic Nursing
Advanced Practice Nursing: Mental Health
Advanced Practice Nursing: Palliative Care
Advanced Practice Nursing: Pediatrics
Nursing Informatics
Teaching of Nursing
Nursing Administration
Nurse Midwifery

DUAL DEGREE B.S./M.A.

At New York University, the innovative dual degree baccalaureate and master’s degree programs enable all qualified generic, transfer, registered nurse, and second baccalaureate students to complete a dual B.S./MA program in a reduced amount of time. The intent of the B.S./MA dual degree programs is to prepare highly qualified clinicians, teachers, and managers of nursing. During an undergraduate student’s senior year, student may earn from 6-18 graduate points toward the baccalaureate degree, thereby allowing for point reduction of a student’s master’s degree course work.
SAMPLE CURRICULUM WORKSHEET

<table>
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<tr>
<th>Third Year</th>
<th>20 Points</th>
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<td>Fall Semester</td>
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<tr>
<td>Professional Nursing. E41.1261</td>
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<tr>
<td>Liberal Arts Requirement</td>
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<tr>
<td>Restricted Elective</td>
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<td><strong>TOTAL</strong></td>
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<tr>
<td>Spring Semester</td>
<td></td>
</tr>
<tr>
<td>Nursing Science VI. E41.1254</td>
<td>3</td>
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<tr>
<td>Liberal Arts Requirement</td>
<td>4</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

To be eligible for consideration for admission to the dual degree program, students should have at least a 2.8 GPA. In order to continue into the M.A. component of the dual degree program, students will have to maintain a 3.0 GPA.

Applicants to the dual degree programs should complete the undergraduate admission application and indicate in writing “Dual B.S./M.A. Nursing” under “anticipated college major” in Section 2—Filing Status of the undergraduate application. In addition, all dual B.S./MA applicants will interview with a master’s program faculty member. Once admitted, students are expected to complete requirements for both degrees.
Nutrition and Food Studies

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. 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 an $800 billion industry, half of all meals are eaten outside the home, and 25 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 lets you tailor your education to your own career goals. You focus your studies by selecting one of three areas of concentration: nutrition and dietetics, food and restaurant management, or food studies. These areas are described in “Your Career Opportunities” on this page.

A Vast Choice of Internships

Along with your academic courses, you apply your knowledge in supervised internship placements arranged (Continued on page 80.)
Nutrition and Dietetics

A CHALLENGING FIELD

Nutrition and dietetics 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 to 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 to 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 Mount Sinai-NYU Medical Center Health System, 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 22 additional credits to complete a Master of Science degree in food, 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 and Food Studies. After 18 months of clinical dietetics practice and course work, you earn a Master of Science degree in food, 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 laws prepare you for the wide range of opportunities in this field. Our cooperative education program helps you apply management theory to on-the-job experience. You gain skills, income, and academic credits while working in famous restaurants and outstanding business sites.
Recent placements have included the Tribeca Grill, 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 new 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.

A FASCINATING COURSE OF STUDY

Concentration courses cover food issues of contemporary societies, essentials of cuisine, beverage management systems, foods, food science, food laws, 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.

YOUR CAREER OPPORTUNITIES

FOOD AND RESTAURANT MANAGEMENT
(continued)

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 a variety of academic programs in humanities, social and behavioral science, and management fields. 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
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, 17 points of core courses, 27 to 31 points of specialization courses in an area of concentration, and the remaining 20 to 24 points as electives. Core courses taken by all students in the program include food science, food production and management, food management theory, nutrition, food sanitation, and food and society. Specialization and elective courses are discussed under each area of concentration.

Amy L. Bentley
Director of Undergraduate Study
(212) 998-5580
Fax: (212) 995-4194
amy.bentley@nyu.edu

Marion Nestle
Department Chair
(212) 998-5580
Fax: (212) 995-4194
Department of Nutrition and Food Studies
School of Education
New York University
Education Building, 10th Floor
35 West Fourth Street
New York, NY 10012-1172

NUTRITION AND FOOD STUDIES

Freshman Year 32 Points

Fall Semester

LIBERAL ARTS
Writing Workshop I. V40.0001 ........................................(4)
Introduction to Modern Chemistry. V25.0002 ............(5)

MAJOR
New Student Seminar. E03.001 ..................................................................(0)
Introduction to Foods and Food Science I. E33.0085 ..........(3)
Nutrition and Health. E33.0119 ........................................(3)

TOTAL 15

Spring Semester

LIBERAL ARTS
Speech Communication. E21.0033 ........................................(4)
Foundations of Contemporary Culture: Conversations of the West. V55.04** ...............(4)
Natural Science Course ........................................(4)

MAJOR
Concentration Course ........................................(5)

TOTAL 17

Sophomore Year 34 Points

Fall Semester

LIBERAL ARTS
Writing Workshop II. V40.0002 ........................................(4)
Foundations of Contemporary Culture: World Cultures. V55.05** ........................................(4)

MAJOR
Food Production and Management. E33.1052 ...........(3)
Concentration Course ........................................(6)

TOTAL 17

Spring Semester

LIBERAL ARTS
Liberal Arts Requirement: Foreign Language ..........(4)
Natural Science Course ........................................(4)

MAJOR
Food Microbiology and Sanitation. E33.1023 ............(3)
Food Management Theory. E33.0091 ........................................(3)
Concentration Course ........................................(3)

TOTAL 17

• Liberal arts requirements, page 104. School of Education courses, page 113. Faculty, page 176 •
## SAMPLE CURRICULUM WORKSHEET

### Junior Year 32 Points

**Fall Semester**

**LIBERAL ARTS**
- Foundations of Contemporary Culture: Societies and the Social Science. V55.06** 4
- Restricted Elective 3

**MAJOR**
- Food and Society. E33.1051 2
- Concentration Course 6

**TOTAL** 15

**Spring Semester**

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

**MAJOR**
- Restricted Elective 3
- Concentration Course 6

**TOTAL** 17

### Senior Year 32-33 Points

**Fall Semester**

**LIBERAL ARTS**
- Liberal Arts Elective 4

**MAJOR**
- Fieldwork. E33.1198 4
- Internship in Food Studies and Food Management. E33.1056 3
- Restricted Elective 3
- Concentration Course 5

**TOTAL** 15-16

**Spring Semester**

**LIBERAL ARTS**
- Integrating Liberal Arts Course 4

**MAJOR**
- Computers in Nutrition and Food Service I. E33.1017 1
- Computers in Nutrition and Food Service II. E33.1018 1
- Restricted Elective 8
- Concentration Course 3

**TOTAL** 17

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**Food Service Marketing**
- E33.1189 ..............................(3)

**Food Studies**
- Food Issues of Contemporary Societies E33.0071 .................................(3)
- Computers in Nutrition and Food Service I E33.1017 .............................(1)
- Computers in Nutrition and Food Service II E33.1018 ...........................(1)
- Beverages E33.1025 ............................(3)
- Internship in Food Studies and Food Management E33.1056 ........................(3)
- Food Laws and Regulations E33.1109 .................................(3)
- Communications Workshop in Foods and Nutrition E33.1130 ........................(2)

---

**Essentials of Cuisine**
- E33.1139 .................................(2-3)

**International Foods**
- E33.1183 .................................(1)

**Food Science and Technology**
- E33.1184 .................................(3)

**Food in the Arts**
- E33.1204 .................................(2)

**Advanced Foods**
- E33.1217 .................................(1-3)

**Elective Courses, by Advisement**
- Independent Study E33.1000 .................................(1-6)
- Computers in Nutrition and Food Service E33.1019 .................................(1)
- Food Demonstrations E33.1137 .................................(1-3)
- Catering E33.1143 .................................(1-3)

**International Nutrition**
- E33.1187 .................................(1)

**Food Preparation Techniques**
- Photography E33.1200 .................................(1)

**Food in the Arts**
- E33.1204 .................................(2)

**Food Photography**
- E33.1271 .................................(1)

**Management and Organizational Analysis**
- C50.0001 .................................(4)

**Basic Statistics I**
- E16.1085 .................................(3)

**Health Assessment**
- E41.0239 .................................(2)

**Counseling Interview**
- E63.1012 .................................(3)

**E33.****** and other electives, particularly in the College of Arts and Science, by advisement.**
Science Education

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

Certification Programs in Science Education
Biology, Chemistry, Earth Science, and Physics (Grades 7 through 12)

Helping Others to Explore the Wonders of Science

Every day, science expands its profound role in our lives— for instance, through biotechnology, space exploration, medical research, and ecological discoveries. The goal of the science teacher is to stimulate in students' minds deep interest in understanding the world, to help them experience the challenge of exploring natural phenomena on this planet and beyond, and to encourage aptitudes that may lead to careers in science: teaching, research, or professional practice.

A Program in the National Forefront

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 the high schools. Today, we supplement our emphasis on science, technology, and society with a focus on training teachers to adapt curricula to
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, Mount Sinai-NYU Medical Center/Health System
- Instructors at museums, halls of science, and zoos

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.

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.

Multicultural Environments, especially in urban areas, so that all students feel more at home in studying science.

Distinguished Faculty

One of the many distinguished faculty members in our Department of Teaching and Learning is Professor Brian Murfin. The recipient of numerous grants investigating the use of cutting-edge technologies to both learn and teach science, Professor Murfin is also concerned with the relationship between science and culture and how these topics enable the development of multicultural science curricula. Professor Murfin is one of many distinguished faculty undergraduates can work with.

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 School of Education, you take courses in methods for teaching science and the development of curriculum 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.
THE PROGRAM

The 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 Director
(212) 998-5380

Department of Teaching and Learning
School of Education
New York University
East Building,
Suite 607
239 Greene Street
New York, NY 10003-6674

SCIENCE EDUCATION: TEACHING BIOLOGY, GRADES 7-12

<table>
<thead>
<tr>
<th>Liberal Arts (General Education Requirements)</th>
<th>28 Points</th>
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<tbody>
<tr>
<td>Foundations of Contemporary Culture: Conversations of the West. V55.04**</td>
<td>4</td>
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<tr>
<td>Foundations of Contemporary Culture: World Cultures. V55.05**</td>
<td>4</td>
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<tr>
<td>Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06**</td>
<td>4</td>
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<tr>
<td>Writing Workshop I. V40.0001</td>
<td>4</td>
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<tr>
<td>Writing Workshop II. V40.0002</td>
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<tr>
<td>Foreign Language I</td>
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<tr>
<td>Speech Communications.*E21.0033</td>
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</tbody>
</table>

Content Core 74 Points

- Principles of Biology I and II. V23.0011/0012 8
- General Chemistry I and II. V25.0101/0102 8
- Organic Chemistry I and II. V25.0243/0244 8
- Organic Chemistry Laboratory I and II. V25.0245/0246 4
- Molecular and Cell Biology I and II. V23.0021/0022 8
- Introduction to Laboratory Techniques. V25.0103 2
- Introduction to Quantitative Analysis. V25.0104 2
- General Physics I and II. V85.0011/0012 10
- Calculus I. V63.0021 4
- Five biology courses by advisement 20

*May be exempt by examination—substitute will be a liberal arts elective.

- General education requirements, see the Morse Academic Plan, page 104.
- School of Education courses, page 113. Faculty, page 176.

SCIENCE EDUCATION: TEACHING CHEMISTRY, GRADES 7-12

<table>
<thead>
<tr>
<th>Liberal Arts (General Education Requirements)</th>
<th>28 Points</th>
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<tbody>
<tr>
<td>Foundations of Contemporary Culture: Conversations of the West. V55.04**</td>
<td>4</td>
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<tr>
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<td>Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06**</td>
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<td>Writing Workshop I. V40.0001</td>
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<tr>
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</tbody>
</table>

Content Core 62 Points

- General Chemistry I and II. V25.0101/0102 8
- Organic Chemistry I and II. V25.0243/0244 8
- Organic Chemistry Laboratory I and II. V25.0245/0246 4
- Introduction to Laboratory Techniques. V25.0103 2
- Introduction to Quantitative Analysis. V25.0104 2
- General Physics I and II. V85.0011/0012 10
- Calculus I and II. V63.0021/0022 8
- Physical Chemistry I and II. V25.0651/0652 8
- Experimental Methods. V25.0661 4
- Two chemistry courses by advisement 8

*May be exempt by examination—substitute will be a liberal arts elective.

- General education requirements, see the Morse Academic Plan, page 104.
- School of Education courses, page 113. Faculty, page 176.
# SAMPLE PROGRAM OF STUDY

## Common Pedagogical Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
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<td>New Student Seminar (taken with E27.0005), 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>Inquiries into Teaching and Learning I. E27.0001</td>
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<tr>
<td>Inquiries into Teaching and Learning II. E27.1002</td>
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<tr>
<td>Human Development I. E63.0020</td>
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</tr>
<tr>
<td>Educating Students with Disabilities in the General Education Classroom. E75.1005</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Practicum: Planning, Assessment, Management, and Technology. E27.1050</td>
<td>4</td>
</tr>
<tr>
<td>Education as a Social Institution. E20.1015</td>
<td>3</td>
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<tr>
<td>Human Development II: Early Adolescents. E63.0023</td>
<td>2</td>
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## Specialized Pedagogical Core

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<th>Course</th>
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<tbody>
<tr>
<td>Human Development II: Adolescents. E63.0024</td>
<td>2</td>
</tr>
<tr>
<td>Language Acquisition and Literacy Education. E27.1030</td>
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</table>

### Teaching of Science: Intermediate and High School. E14.1039

### Supervised Student Teaching in Middle School. E14.1149

### Supervised Student Teaching in High School. E14.1046

## OTHER PROGRAMS TO SEE:

- Mathematics Education
- Nursing
- Nutrition and Dietetics

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### Teacher Certification Requirements
In compliance with the New York State Board of Regents requirements for teacher certification, the NYU School of Education has registered all teacher education undergraduate programs. Please note that the courses shown here reflect the changes approved by the New York State Education Department. Students should consult departmental advisers for the most current information and certification requirements applicable to them.

### How Students Will Be Affected Beginning Fall 2000
The new teacher certification regulations will affect all students entering as freshmen in fall 2000 or later. These students must complete the new requirements in order to be recommended for certification by the School of Education.

### TRANSFER STUDENTS
Transfer students entering in fall 2000 or later who meet all school and state requirements prior to January 31, 2004, may be recommended for certification under the existing state regulations.

The School of Education will offer appropriate course work in order to accommodate all students. For further information, see your program adviser.
### SCIENCE EDUCATION: TEACHING EARTH SCIENCE, GRADES 7-12

<table>
<thead>
<tr>
<th>Liberal Arts (General Education Requirements)</th>
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<tbody>
<tr>
<td>Foundations of Contemporary Culture:</td>
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<tr>
<td>Conversations of the West. V55.04**</td>
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<td>Foundations of Contemporary Culture:</td>
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<tr>
<td>World Cultures. V55.05**</td>
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<tr>
<td>Foundations of Contemporary Culture:</td>
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<tr>
<td>Societies and the Social Sciences. V55.06**</td>
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<tr>
<td>Writing Workshop I. V40.0001</td>
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<td>Speech Communication.* E21.0033</td>
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*May be exempt by examination—substitute will be a liberal arts elective.

**Content Core 56 Points**

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<thead>
<tr>
<th>Content Core</th>
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<tbody>
<tr>
<td>Principles of Biology I and II. V23.0011/0012</td>
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<tr>
<td>General Chemistry I and II. V25.0101/0102</td>
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<tr>
<td>Evolution of the Earth. V49.0001</td>
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<td>Earth System Science. V49.0010</td>
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<tr>
<td>Whole Earth Science: The Global Environment. V49.0012</td>
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<td>Earth and Life History. V49.0064</td>
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<tr>
<td>Geology of National Parks. V49.0200</td>
<td>4</td>
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<tr>
<td>Field Geology. V49.0705</td>
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<tr>
<td>Cities and Geology. V49.0330</td>
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<tr>
<td>Limits of the Earth. V49.0875</td>
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<tr>
<td>Continental Drift, Seafloor Spreading, and Plate Tectonics. V49.0440</td>
<td>4</td>
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<tr>
<td>Vertebrate Evolution. V23.0013</td>
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* General education requirements, see the Morse Academic Plan, page 104. School of Education courses, page 113. Faculty, page 176. *

### SCIENCE EDUCATION: TEACHING PHYSICS, GRADES 7-12

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<td>Speech Communication.* E21.0033</td>
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*May be exempt by examination—substitute will be a liberal arts elective.

**Content Core 55 Points**

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<td>Physics I and II. V85.0100/0101</td>
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<tr>
<td>Physics III. V85.0102</td>
<td>5</td>
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<td>Calculus I and II. V63.0021/0022</td>
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<td>Calculus III. V63.0023</td>
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<td>Mathematical Physics. V85.0106</td>
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<td>Modern Physics I and II. V85.0103/0104</td>
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<td>Electricity and Magnetism I and II. V85.0131/0132</td>
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<td>Experimental Physics. V85.0112</td>
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<td>Two physics courses by advisement</td>
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* General education requirements, see the Morse Academic Plan, page 104. School of Education courses, page 113. Faculty, page 176. *
### SAMPLE PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>Common Pedagogical Core</th>
<th>Points</th>
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<tbody>
<tr>
<td>New Student Seminar (taken with E27.0005), E03.0001</td>
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</tr>
<tr>
<td>Field Observations in Schools and Other Educational Settings, E27.0005</td>
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</tr>
<tr>
<td>Inquiries into Teaching and Learning I, E27.0001</td>
<td>4</td>
</tr>
<tr>
<td>Inquiries into Teaching and Learning II, E27.1002</td>
<td>4</td>
</tr>
<tr>
<td>Human Development I, E63.0020</td>
<td>4</td>
</tr>
<tr>
<td>Educating Students with Disabilities in the General Education Classroom, E75.1005</td>
<td>4</td>
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<tr>
<td>Classroom Practicum: Planning, Assessment, Management, and Technology, E27.1050</td>
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</tr>
<tr>
<td>Education as a Social Institution, E20.1015</td>
<td>3</td>
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<tr>
<td>Human Development II: Early Adolescents, E63.0023</td>
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<thead>
<tr>
<th>Specialized Pedagogical Core</th>
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<tbody>
<tr>
<td>Teaching of Science: Intermediate and High School, E14.1039</td>
<td>4</td>
</tr>
<tr>
<td>Supervised Student Teaching in Middle School, E14.1149</td>
<td>4</td>
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<tr>
<td>Supervised Student Teaching in High School, E14.1046</td>
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**Other Programs to See:**
- Mathematics Education
- Nursing

---

### SAMPLE PROGRAM OF STUDY

<table>
<thead>
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<th>Common Pedagogical Core</th>
<th>Points</th>
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<tr>
<td>New Student Seminar (taken with E27.0005), E03.0001</td>
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<tr>
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<table>
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<td>4</td>
</tr>
</tbody>
</table>

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**Teacher Certification Requirements**

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**Transfer Students**

Transfer students entering in fall 2000 or later who meet all school and state requirements prior to January 31, 2004, may be recommended for certification under the existing state regulations.

The School of Education will offer appropriate course work in order to accommodate all students. For further information, see your program adviser.
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 seems unlimited, since student 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.
Strong Liberal Arts Orientation

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

Educational Emphasis

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

The City as a Social Studies Laboratory

New York City is the home of some of the leading innovators in social studies education, and our Social Studies Program involves these reformers in its course work. You will learn from them about projects that have succeeded in evoking student interest in politics and community studies, such as the Educational Video Center, which teaches high school students how to make documentary films about local issues. Our students have also explored ways that new technologies can be used to bring history to life, by developing primary source activities for the Franklin and Eleanor Roosevelt Institute’s New Deal Web site. Even before you student teach, you will observe high school students debating social studies questions, including those who participate in The Constitution Works, which involves students in mock trials on constitutional issues. Our program has been a source of innovation on the New York educational scene and has involved our students in designing curriculum for our urban school partners — so that, instead of merely completing course assignments, students have an opportunity to help in efforts to reform social studies education in the real world of public school students and teachers.

(Continued on page 92.)

OUR 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 at, 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
THE PROGRAM
The 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 Director
(212) 998-5491

Department of Teaching and Learning
School of Education
New York University
East Building, Suite 635
239 Greene Street
New York, NY 10003-6674

(Continued from page 91.)

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 media studies curriculum for the high school social studies classes of Los Angeles. Faculty in our program collaborate with colleagues in allied fields in our Department of Teaching and Learning, most notably English education, with whom we have developed a new 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 on-line 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.

TEACHING SOCIAL STUDIES, GRADES 7-12

### Liberal Arts (General Education Requirements)

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Contemporary Culture: Conversations of the West. V55.04**</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Contemporary Culture: World Cultures. V55.05**</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Contemporary Culture: Societies and the Social Sciences (economics). V55.06**</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Scientific Inquiry: Natural Science I. V55.0201</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Scientific Inquiry: Natural Science II. V55.0202</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Mathematics. E12.0001</td>
<td>4</td>
</tr>
<tr>
<td>Writing Workshop I. V40.0001</td>
<td>4</td>
</tr>
<tr>
<td>Writing Workshop II. V40.0002</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language I</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language II</td>
<td>4</td>
</tr>
<tr>
<td>Speech Communication.* E21.0033</td>
<td>4</td>
</tr>
</tbody>
</table>

* May be exempt by examination—substitute will be a liberal arts elective.

### Content Core†

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
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<tbody>
<tr>
<td>U.S. History to 1865. V57.0009</td>
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</tr>
<tr>
<td>History of East Asia Since 1850. V57.0053 or V57.0052</td>
<td>4</td>
</tr>
<tr>
<td>History of East Asia to 1850. V57.0052 or V57.0053</td>
<td>4</td>
</tr>
<tr>
<td>History of African Civilization to the 19th Century. V57.0055 or V57.0056</td>
<td>4</td>
</tr>
<tr>
<td>History of African Civilization During the 19th and 20th Centuries. V57.0056</td>
<td>4</td>
</tr>
<tr>
<td>History of Latin America. V57.0082</td>
<td>4</td>
</tr>
<tr>
<td>History of Modern Europe. V57.0012</td>
<td>4</td>
</tr>
<tr>
<td>Women in Europe Since 1750. V57.0196</td>
<td>4</td>
</tr>
<tr>
<td>Seminar: Fascism. V57.0290</td>
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</tr>
<tr>
<td>Foundations of Contemporary Culture: Conversations of the West.† V55.04**</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Contemporary Culture: World Culture.† V55.05**</td>
<td>4</td>
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<tr>
<td>Foundations of Contemporary Culture: Societies and the Social Sciences (economics).† V55.06**</td>
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<td>Comparative Politics. V53.0500</td>
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<tr>
<td>Post-1865 U.S. History, Geography, and the Social Studies. E23.1073</td>
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<tr>
<td>Global History, Geography, and the Social Studies. E23.1800</td>
<td>4</td>
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</tbody>
</table>

† May include courses that also satisfy the liberal arts requirements.

‡ See general education requirements above.

• General education requirements, see the Morse Academic Plan, page 104.

School of Education courses, page 113. Faculty, page 176. •
SAMPLE PROGRAM OF STUDY

of Participatory Democracy, Service Learning, and the Social Studies. E23.1090
Integrating History and Literature with Adolescents. E27.1020 4

Common Pedagogical Core 28 Points

New Student Seminar (taken with E27.0005). E03.0001 0
Field Observations in Schools and Other Educational Settings. E27.0005 1
Inquiries into Teaching and Learning I. E27.0001 4
Human Development I. E63.0020 4
Educating Students with Disabilities in the General Education Classroom. E75.1005 4
Classroom Practicum: Planning, Assessment, Management, and Technology. E27.1050 4
Human Development II: Early Adolescents. E63.0023 2
Human Development II: Adolescents. E63.0024 2
Language Acquisition and Literacy Education. E27.1030 4
Education as a Social Institution. E20.1015 3

Specialized Pedagogical Core 16 Points

Teaching Social Studies in the Middle School. E23.1037 2
Current Trends and Problems in Social Studies. E23.1135 4
Supervised Student Teaching of Social Studies in the Secondary School. E23.1046 4
Supervised Student Teaching of Social Studies in the Middle School. E23.1045 4

OTHER PROGRAMS TO SEE:

• Childhood Education and Childhood Special Education
• Early Childhood Education and Early Childhood Special Education
• Foreign Language Education

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 of 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 Board of Education recruits on campus at the end of each semester. There are also many opportunities in New York City to work for nonprofit international agencies that employ educators.
Speech-Language Pathology and Audiology

Certification Program in Teaching Students with Speech and Language Disabilities

A PROGRAM AND SKILLS IN GREAT DEMAND

Federal law mandates that children with speech, language, and hearing difficulties receive educational opportunities equal to children without such disabilities. The Bachelor of Science program prepares students to become certified as teachers of students with speech and language disorders. Through their academic preparation students learn about normal and disordered/delayed speech and language as well as hearing development and are trained to treat children who demonstrate disabilities in these areas. Graduates from this program will provide speech and language therapy to children in grades K-12 on an individual and small group basis, and they are in great demand both in the New York area and around the country as well.
A Rare Opportunity
NYU is one of the few universities in the New York City metropolitan area that offers a Bachelor of Science degree leading to New York State certification for teaching students with speech and language disorders. This program prepares you to work as a teacher of speech improvement in all grades in any New York State school. It also prepares you to continue your specialized graduate education in the field of speech-language pathology or audiology, which is essential to becoming a licensed and certified professional.

Liberal Arts Foundation
Through course work in NYU’s College of Arts and Science, you develop a broad foundation in science, psychology, humanities, and other liberal arts that are essential to professional work as a speech teacher and a speech-language pathologist.

Thorough Grounding in the Field
You receive a comprehensive education in the theoretical and practical aspects of speech-language pathology and audiology. In your freshman year you begin with courses that introduce you to the field of communication disorders.

Student teaching and course work such as articulation disorders, language development, language disorders including mental retardation and autism, and aural rehabilitation develop your abilities to identify and treat communication disorders.

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

Most teaching placements are in Manhattan public school districts located near NYU, where members of our faculty maintain special relationships with the supervisors of the speech and hearing rehabilitation programs.

Helping You Start Your Career
Student teaching often leads to job opportunities as does networking with graduate students in the department. The demand for teachers in this field provides ample opportunities for you.

Teachers of the Speech and Hearing Handicapped K-12
For current and transfer students who will graduate before January 31, 2004.

Teaching Students with Speech and Language Disabilities (All Grades)
A new certification curriculum for students who will graduate after February 1, 2004.
THE PROGRAM

The 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 two semesters of student teaching in public and independent school settings.

For further information, call (212) 998-5230.

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

TEACHING STUDENTS WITH SPEECH AND LANGUAGE DISABILITIES, ALL GRADES

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<thead>
<tr>
<th>Liberal Arts (General Education Requirements)</th>
<th>60 Points</th>
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<tr>
<td>Foundations of Contemporary Culture: Societies and the Social Sciences (economics). V55.06**</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Contemporary Culture: Expressive Culture. V55.07**</td>
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<tr>
<td>Human Reproduction and Development. V23.0003</td>
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<td>Human Physiology. V23.0004</td>
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<td>Fundamentals of Mathematics. E12.0001</td>
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<td>Human Development I. E63.0020</td>
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<td>Writing Workshop I. V40.0001</td>
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<td>Foreign Language</td>
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<td>Unrestricted Liberal Arts Electives</td>
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<tr>
<td>Speech Communication.* E21.0033</td>
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<table>
<thead>
<tr>
<th>Content Core</th>
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<tbody>
<tr>
<td>American Sign Language I. E28.1090</td>
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<tr>
<td>Speech Pathology. E34.0017</td>
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<tr>
<td>Speech Pathology. E34.0018</td>
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<tr>
<td>Anatomy and Physiology of Speech and Hearing Mechanism. E34.0008</td>
<td>3</td>
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<tr>
<td>Anatomy and Physiology of Speech and Hearing Mechanism. E34.0009</td>
<td>3</td>
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<tr>
<td>Fundamentals of Hearing Science. E34.0229</td>
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<tr>
<td>Introduction to Articulation Disorders. E34.1101</td>
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<tr>
<td>Audiology: Intervention Strategies with Children. E34.1205</td>
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<td>Introduction to Language Disorders in Children. E34.1207</td>
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<td>Introduction to Audiology. E34.1230</td>
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<tr>
<td>Acoustic Phonetics. E34.0402</td>
<td>3</td>
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<tr>
<td>Language Development in Preschool Years. E34.1601</td>
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</table>

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• General education requirements, see the Morse Academic Plan, page 104.

School of Education courses, page 113. Faculty, page 176.
SAMPLE PROGRAM OF STUDY

<table>
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<th>Common Pedagogical Core</th>
<th>24 Points</th>
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<td>Field Observations in Schools and Other Educational Settings. E27.0005</td>
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<td>Language Acquisition and Literacy Education. E27.1030</td>
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</tr>
<tr>
<td>Inquiries into Teaching and Learning II. E27.1002</td>
<td>4</td>
</tr>
<tr>
<td>Education as a Social Institution. E20.1015</td>
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<tr>
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<td>4</td>
</tr>
<tr>
<td>Human Development II: Early Childhood. E63.0021</td>
<td>2</td>
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<tr>
<td>Human Development II: Childhood. E63.0022</td>
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<tr>
<td>Educating Students with Disabilities in the General Education Classroom. E75.1005</td>
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<tr>
<td>New Student Seminar and site visits. E03.0001 (taken with E27.0005)</td>
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<tr>
<th>Specialized Pedagogical Core</th>
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<tbody>
<tr>
<td>Organization of Speech and Hearing Programs in the Schools. E34.1025</td>
<td>2</td>
</tr>
<tr>
<td>Speech Pathology: An Introduction to Methods and Materials for Diagnosis and Therapy in the Schools. E34.1065</td>
<td>4</td>
</tr>
<tr>
<td>Supervised Student Teaching of Speech in the Preschools, Elementary, Middle Schools, and High Schools. E34.1546</td>
<td>6</td>
</tr>
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OTHER PROGRAMS TO SEE:
• Childhood Education and Childhood Special Education
• Communication Studies: Speech and Interpersonal Communication
• Early Childhood Education and Early Childhood Special Education
Academic programs at the 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 School of Education offers a series of minors, including studio art, communication studies (with concentrations in either graphics communications management and technology or speech and interpersonal communication, among others), educational theatre, music, nutrition and food studies, and teacher education (see pages 99-102).
Teacher Education Minor

The 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 16-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, 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.

## TEACHER CERTIFICATION TRACK MINORS

For College of Arts and Science students who plan to seek New York State certification upon graduation, the School of Education offers 25- to 27-point certification tracks in the following areas:

<table>
<thead>
<tr>
<th>Points</th>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>English</td>
<td>Grades 7-12</td>
</tr>
<tr>
<td>25</td>
<td>Social Studies</td>
<td>Grades 7-12</td>
</tr>
<tr>
<td>25</td>
<td>Mathematics</td>
<td>Grades 7-12</td>
</tr>
<tr>
<td>27</td>
<td>Foreign Languages</td>
<td>Grades 7-12</td>
</tr>
<tr>
<td>26</td>
<td>Science Education</td>
<td>Grades 7-12</td>
</tr>
</tbody>
</table>

When students satisfactorily complete their respective degree requirements and certification track sequence, the School of Education will recommend them to the New York State Education Department for provisional certification. Please see page 175 for more general details on New York State Certification requirements. This option is available only to students who apply for certification by January 31, 2004.

## TEACHER EDUCATION MINOR (NONCERTIFICATION 16-POINT SEQUENCE)

### Required Courses

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiries into Teaching and Learning I. E27.0001</td>
<td>4</td>
</tr>
<tr>
<td>Education as a Social Institution. E20.1015</td>
<td>4</td>
</tr>
<tr>
<td>Human Development. E63.0***</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Special Education. E75.0082</td>
<td>4</td>
</tr>
<tr>
<td>Language Acquisition and Literacy Education. E27.1***</td>
<td>4</td>
</tr>
</tbody>
</table>

## AVAILABLE MINORS

- Teacher Education Minor........................................ 99
- Teacher Certification Track Minors.......................... 99
- Studio Art Minor.............................................. 100
- Communication Studies Minor................................ 100
- Communication Studies: Minor in Graphic Communication, Management, and Technology.......... 100
- Communication Studies: Minor in Speech and Interpersonal Communication............... 101
- Educational Theatre Minor.................................. 101
- Music Minor................................................... 102
- Nutrition and Food Studies Minor........................... 102

For further information, please contact Mark Perez, School of Education, Office for Student Services and Public Affairs, 82 Washington Square East, Room 32; (212) 998-5033.
**Studio Art Minor**

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

**REQUIRED COURSES**
- Introduction to Drawing: E90.1320 3
- Introduction to Sculpture: E90.1340 3
- Introduction to Painting: E90.1330 3
- Introduction to Photography: E90.1360 3

**ELECTIVES**
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:
- Introduction to Computer Art: E90.1354 3
- Fundamentals of Printmaking: E90.0373 3
- Sculpture: Anatomy for the Artist: E90.0346 3
- Projects in Sculpture: Beginning Ceramics: E90.1640 3
- Painting I: E90.1530 3
- Introduction to Video Art: E90.1352 3
- Jewelry: E90.1390 3

**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**

**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
- Mass Media, Global Communication, and the Future: 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 Ted Magder, Department of Culture and Communication, (212) 998-5128.

**Communication Studies: Minor in Graphic Communication, Management, and Technology**

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

**MANAGEMENT COURSES**
- Graphic Communications Management: E24.1101 3
- Magazine Publishing Management: E24.1916 3
- Buying of Printing and Graphic Communications Products: E24.1203 3
- Selling of Printing and Graphic Communications Products: E24.1202 3

**TECHNOLOGY COURSES**
- Print Communications Technology I: E24.1501 3
- Print Communications Technology II: E24.1502 3
- Desktop Publishing I: E24.1601 3
- Desktop Publishing II: E24.1602 3
- Publishing on the Internet: E24.1604 3

**TOTAL REQUIRED POINTS: 16**

For information on the communication studies minor in graphic communication, management, and technology, contact Greg D’Amico, Department of Culture and Communication, (212) 998-5128.
### Communication Studies: Minor in Speech and Interpersonal Communication

**Required Courses**

**A minimum of 8 points to be chosen from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Communication</td>
<td>4</td>
</tr>
<tr>
<td>Public Speaking. E21.1011</td>
<td>4</td>
</tr>
<tr>
<td>Group Discussion. E21.1015</td>
<td>4</td>
</tr>
<tr>
<td>Argumentation and Debate</td>
<td>4</td>
</tr>
<tr>
<td>Persuasion. E21.1033</td>
<td>4</td>
</tr>
<tr>
<td>Conflict Management</td>
<td>4</td>
</tr>
<tr>
<td>Communication. E21.1081</td>
<td>3-4</td>
</tr>
<tr>
<td>Oral Interpretation I. E21.1033</td>
<td>3-4</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Oral Interpretation II. E21.1034</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Total Required Points**: 16

For information on communication studies minor in speech and interpersonal communication, contact Deborah Borisoff, Department of Culture and Communication, (212) 998-5182.

### Educational Theatre Minor

**Required Courses**

**To be selected by advisement from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stagecraft I, II. E17.0009/1010</td>
<td>3-4</td>
</tr>
<tr>
<td>Acting I. E17.0027</td>
<td>3-4</td>
</tr>
<tr>
<td>Masters of Modern Drama E17.1057, 1058</td>
<td>3 or 6</td>
</tr>
<tr>
<td>Directing. E17.1081, 1082</td>
<td>3-4</td>
</tr>
<tr>
<td>Physical Theatre Improvisation. E17.1113</td>
<td>3</td>
</tr>
<tr>
<td>Acting II. E17.0037</td>
<td>3-4</td>
</tr>
<tr>
<td>Introduction to Theatre for Young Audiences. E17.1005, 1006</td>
<td>2-4</td>
</tr>
<tr>
<td>Design for the Stage. E17.1017</td>
<td>1-3</td>
</tr>
<tr>
<td>Theory of Creative Drama. E17.1065</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Required Points**: 24

For information on the educational theatre minor, contact Alistair Martin-Smith, Department of Music and Performing Arts Professions, (212) 998-5266.
Music Minor

REQUIRED COURSES

Music Theory I* E85.0035 2
Music Theory II E85.0036 2
Aural Training I E85.0006 1
Aural Training II E85.0007 1
Music History I E85.1067 2
Music History II E85.1068 2
Keyboard Harmony and Aural Training I E85.0072 1
Keyboard Harmony and Aural Training II E85.0073 1

ELECTIVE COURSES

A total of 4-12 points to be taken from these listed below:

Jazz Theory and Ear Training.
E85.1039 3
(Prerequisites: E85.0035/0036 and E85.0006/0007)
Jazz Improvisation Technique I
E85.1075 2
(Prerequisites: E85.0035/0036 and E85.0006/0007)
MIDI Technology I
E85.1097 2
(Prerequisites: E85.0035/0036 and E85.0006/0007)
MIDI for Nonmajors E85.1022 4
Electronic Music Synthesis
E85.1037 3
Musical Theatre Repertoire I
E85.1264 2
Music History III E85.1077 2
Music History IV E85.1078 2
Sight Reading for Vocalists
E85.0103 2
Electronics Technology I
E85.1817 3
Music for Children E85.1201 2
(Prerequisites: all "Required Courses" listed in first section above)

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

Film Music: Historical and Aesthetic Perspectives
E85.1500 3
(Prerequisites: E85.0035/0036 and E85.0006/0007)
MIDI for Nonmajors E85.1010 3
Composition (private lessons) E85.1021 2-8 (total)
Wind/Percussion (private lessons) E85.0034/1034 2-8 (total)
String Instrument (private lessons) E85.0045/1045 2-8 (total)
Piano/Organ (private lessons) E85.0055/1055 2-8 (total)
Voice (private lessons) E85.0063/1063 2-8 (total)
Participation in Chamber Ensemble E85.0080/1080 0-2 (total)
Participation in NYU Band E85.0083/1083 0-2 (total)
Participation in Jazz Ensemble E85.0089/1089 0-2 (total)
Participation in NYU Choral Arts Society E85.0085/1085 0-2 (total)
Percussion Ensemble E85.0090/1090 0-2 (total)

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

Nutrition and 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 3

ELECTIVE COURSES

Choose 4 points by advisement
from the following:

Diet Intervention E33.0060 3
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 III E33.1019 1
Computers in Nutrition and Food Service IV E33.1020 1
Food Microbiology and Nutrition E33.0184 3
Food Production and Management E33.1052 3

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

For information on the nutrition and food studies minor, contact Amy L. Bentley, Department of Nutrition and Food Studies, (212) 998-5591.

Communications
Workshop in Foods and Nutrition E33.1130 2
International Foods E33.1183 1
International Nutrition E33.1187 1

Note: Students with advanced experience in food preparation, production, or management may, by advisement, substitute one or more of the following elective courses for introductory courses in these areas:

Independent Study E33.1000 1-4
Food Management Essentials I-IV E33.1110-1113 1-4
Advanced Foods E33.1217 1-3
Nutrition and Metabolism E33.1269 3

*All music minor students must take the music theory entry examination administered by Professor George Fisher. Students who need remedial music theory and aural training will be assigned to Basic Musicianship E85.0016, 4 points, as a prerequisite for Music Theory I and Aural Training I. Basic Musicianship, E85.0016, cannot be counted toward the 16 points total for the music curriculum minor.
Liberal Arts Requirements

THE MORSE ACADEMIC PLAN
(For students entering the school as freshmen in the fall 1997 semester and thereafter.)

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, and natural sciences. Each School of Education major 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 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.

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 as a component of the Morse Academic Plan. Foreign Language courses are designed to introduce students to the methods and problems of the 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.

Conversations of the West
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 methods 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 interpretation of the arts making use of these media; and investigates the complex relations between artistic expression and other facets of social organization. The courses also make use, whenever possible, of the rich cultural resources of New York City.

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

In addition to the information on the Foundations of Scientific Inquiry provided in this bulletin, detailed descriptions of each year’s course offerings may be found in the MAP brochure, published annually as a supplement to this bulletin.
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 the universe and planet to how human activity affects our environment. Students consider the important roles played by laws of physics and chemistry in biology, earth, and environmental sciences, astrophysics, and cosmology and develop an understanding of how the physical sciences inform the natural sciences generally. Mathematics is introduced in each course with frequent applications to the subject matter. Predictions that can be made only with the use of mathematics are clearly delineated, showing the powerful role it plays in our understanding of the universe. Wherever possible the courses relate science to societal problems and develop a historical perspective.

NATURAL SCIENCE II

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

Courses

In addition to the information listed below, detailed descriptions of each year’s course offering may be found in the MAP brochure, published annually as a supplement to this bulletin.

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 V40.0001, V40.0002, or V40.0009.

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 V40.0001, Writing Workshop I, in the fall term, and with V40.0002, Writing Workshop II, in the spring term. Please consult the Directory of Classes for each semester's schedule.

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, Virgil’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.

Conversations of the West: Antiquity and the Middle Ages

V55.0401 4 points.

Conversations of the West: Antiquity and the Renaissance

V55.0402 4 points.

Conversations of the West: Antiquity and the Enlightenment

V55.0403 4 points.

Conversations of the West: Antiquity and the 19th Century

V55.0404 4 points.

Conversations of the West: Enlightenment

V55.0405 4 points.

Conversations of the West: 19th Century

V55.0406 4 points.

Conversations of the West: 20th Century

V55.0407 4 points.

Conversations of the West: World Cultures

V55.0408 4 points.

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 writings.

World Cultures: African Societies

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 thought, the impact of the slave trade and colonialism upon 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—are studied carefully through reading of major works of philosophy and literature. Arougically 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 novels 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.

Constructive 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 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 wherever possible. By studying the social, political, religious, ideological, ritual, economic, and cultural life of the Chinese, students gain a sense of the core values 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 Aztec and the Maya. 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 stone, 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 post-conquest period.

World Cultures: Ancient Israel
V55.0514 4 points.

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

World Cultures: Latin America
V55.0515 4 points.

Explores the cultural, social, and political organization of indigenous people before the period of European colonization. Studies the dynamics of the colonial encounter, focusing on common 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 Ater descendants in the colonial period, and African and creole slaves. Required 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: Africa—Historical Roots of Contemporary Crises
V55.0517 4 points.

Seeks to foster an awareness and understanding of vital issues facing contemporary African cultures through an exploration of their genetics. Students critically examine each theme and issue by utilizing the tools of scholars in various disciplines. For example, our human origins are explored through the findings of paleontologists, archaeologists, and molecular biologists. The problems of governance in modern Africa are viewed through the prism of political science. Conflicts between traditional and modern society are reflected in the writings of African novelists and art historians. Africa’s rich musical heritage resonates through the voices of ethnomusicologists. Slavery and the slave trade are viewed through the experiences of its victims and perpetrators. Students come to appreciate the richness and diversity of African societies and develop skills at exploring issues widely, deeply, and critically.

World Cultures: Native Peoples of North America
V55.0519 4 points.

Since 1800 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 upon 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 boxes and objects of cultural importance to native peoples).

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 foundations 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 predominately Christian nation-states.

World Cultures: Modern China
V55.0522 4 points
At the most populous nation on earth, China plays a crucial role in the world economy. An understanding of China’s place in the world must begin with an understanding of its modern history—from the Qing Dynasty and the Western encroachment to the recent economic reforms of the People’s Republic of China. This course introduces some of the major events, issues, and themes that have shaped modern Chinese society. It is structured not as a historical chronology, but as a sampling of approaches to Chinese society from various analytical perspectives. The focus is the period from the Opium War to the present day. Through various social-scientific lenses, we examine issues of war, political upheaval, and crisis, social movements, the structure of communist society, and the period of economic reform.

World Cultures: Islam in Asia
V55.0523 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 deceptions and domination? We study the contrasting ways outsiders and New Guineans have narrated these overlapping experiences and histories. We approach the topic through specific dramas, events, and processes, for example, the making and mobilization of a modern New Guinea, the missionaries in 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: African, Amerindian, and Iberian Sources of Latin American Identities
V55.0525 4 points
Coming from an interdisciplinary perspective that draws on scholarly works as well as direct examples in music, dance, ritual, and mass media, this course explores the origins and nature of cultural synthesis, creolization, and hybridity in Latin America and the Caribbean. It focuses on the contributions of African, European, and indigenous cultures in the new societies produced through their interaction under colonial and postcolonial conditions. Students survey a wide variety of such contemporary cultural forms, explore their Amerindian, African, and European sources, and evaluate their genesis under the conditions of colonialism. Through a series of case studies (ranging from Haitian vodou and Brazilian candombe and carnival to the Mexican Day of the Dead, and from Bolivian miners’ parades with the devil to the tango and samba), we compare the creolized cultural formations that have become central to contemporary nationalist or minority identity projects.

World Cultures: The Middle East in the Modern World
V55.0526 4 points
The histories, societies, and cultures of “the Middle East” — a relatively recent name for a very diverse region of western Asia and northern Africa. Focusing on the period from the heyday of Ottoman power in Europe and the Middle East in the 16th century until the present, we use a range of materials, including translated texts, novels and short stories, films and videos, and photographs, to explore changing forms of individual and collective identity, patterns of social life, and modes of government. We pay special attention to how people in the region experienced and grappled with the profound transformations their societies underwent from the 18th century onward, especially the expansion of European economic, political, and cultural power; colonial rule; and the rise of new nation-states. We conclude by discussing the Middle East today and some of the issues its peoples face.

World Cultures: Muslim Spain
V55.0527 4 points
Considers one of the two examples—the other is the Balkans—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 gradual emergence of Christian rivals in the northern kingdoms and the reversal of the tide until the final submission of the surviving Muslim enclaves of Granada in 1492. Of chief concern are the construction of a remarkable social and intellectual culture out of the various indigenous and imported elements available; how the three indigeneous ingredients called Islam, Christianity, and Judaism lived in that melting pot, particularly when one of the others was being shrunk and the problems posed by the notion of “Muslim Spain” for Spanish historians and for Westerners generally.

SOCIETIES AND THE SOCIAL SCIENCES
Note that the prerequisite for all Societies and the Social Sciences courses is completion of V55.04XX and V55.05XX and completion of or exemption from V40.0002 or V40.0009.

Societies and the Social Sciences: Topics in Interdisciplinary Perspective
V55.0600 4 points
An examination of social phenomena that cross the boundaries among the various social-scientific disciplines. Topics vary each term and may include, for example, immigration, religion, fascism, or colonialism. By considering the methodologies appropriate to the study of these topics, students learn to appreciate the characteristic approaches of the social sciences, their power to help us understand such phenomena, and their limitations.
Societies and the Social Sciences: Interdisciplinary Perspectives on Gender and Power
V55.0607 4 points.
How does gender structure our social worlds? How do gender systems, as systems of power, shape the lives of women and men cross-culturally? How do different social theories and analytical frameworks allow us to think more clearly about these questions? We analyze gender systems in diverse societies (Africa, South, East, and Southeast Asia; Eastern and Western Europe; and the Middle East) and consider the effects that historical and contemporary interconnections among societies have had on gender systems and women’s lives. Topics include theories of women’s status, forms of exploitation, reproduction; women’s work in the global economy.

Societies and the Social Sciences: Interdisciplinary Perspectives on Sociolinguistics
V55.0616 4 points.
Considers contemporary issues in the interaction of language and society, particularly work on speech variation and social structure. Focuses on ways in which social factors affect language. Topics may include: bilingualism; New York City speech; regional and social dialects; language and gender; pidgin and creole languages; the role of language in African American, Asian American, Latino, Native American, and Deaf populations; and the relationship of language to culture, race, and ethnicity.

Societies and the Social Sciences: Interdisciplinary Perspectives on Metropolitan Studies
V55.0631 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 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 of urban space, racial segregation and the politics of urban space, and urban design and architecture.

Society 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 valuations. 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 economists’ methods and to discussion of other social-scientific approaches.

Societies and the Social Sciences: Linguistic Perspectives
V55.0660 4 points.
Considers what is known about human language, including its structure, universality, and diversity. Explores the notion of “structure” in language with particular reference to the phonology (sound system) and syntax of languages. While other languages are sometimes used as well, relevant concepts are illustrated primarily with examples drawn from English; nevertheless, the focus of the course is not on any specific language or languages but on properties common to all languages and on ways in which languages may differ.

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 nonexperimental 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. Understanding what these causes are, 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 V55.04XX and V55.05XX, and completion of or exemption from V40.0002 or V40.0009.

Expressive Culture: Words
V55.0710 Formerly V55.0701. 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
Expressive Culture: Images  
V55.0720  Formerly V55.0702. 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 the museums or other locations where these works are exhibited.

Expressive Culture: Images—Architecture in New York Field Study  
V55.0722  4 points.
New York’s rich architectural heritage offers a unique opportunity to first-hand consideration of the concepts and styles of modern urban architecture, as well as its social, financial, and cultural contexts. 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  Formerly V55.0703. 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.

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 functioning of the computer.

Natural Science I: The Cosmos and the Earth  
V55.0202  4 points.
Focusses 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...
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 ge-
ologic 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 craters on planetary surfaces and the current impact haz-
ard, 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 environmen-
tal implications of energy usage and policy deci-
sions concerning energy and the environment. Topics
include the atmosphere, ozone and its depletion, green-
house 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 avail-
able 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 influ-
ential ideas are contained in his theories of special rela-
tivity which reformulated conceptions of space and time,
and general relativity, which extended these ideas to grav-
itation. Both these theories are quantitatively explored,
together with wide-ranging applications of these ideas,
from the nuclear energy that powers the sun to black
holes and the big bang theory of the birth of the universe.

Natural Science I: Exploration of Light and Color
V55.0205  4 points.
Color science is an interdisciplinary endeavor that
incorporates both the physics and perception of light
and color. This course is an introduction to color and
the related topics of light and optics, including their
applications to photography, art, natural phenomena,
and technology. Science has provided a rich under-
standing of visual effects that has dramatically enriched
our appreciation of what we see. Topics include how
color is described and measured (colorometry), 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 photog-
raphy, cow eye dissection, colorimetric measurements,
and color classification schemes.

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 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 natur-
al 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 neu-
roscience. 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, recep-
tor function, and behavior through hands-on experi-
ments and computer demonstrations. Handling of ani-
mals and animal brain tissue is required in some labs.

Natural Science II: Microbes—Friends and Foes
V55.0307  4 points.
Without microorganisms, life on earth would not exist.
Some microbes are pathogens that cause a variety of
diseases of plants and animals and some cause spoilage
and decay of our foods, materials, etc., while others
enhance our quality of life (e.g., cheeses, soy sauce,
mushrooms, alcohol and other solvents, antibiotics,
biological control of pests, and formation of fuels and
metal deposits). Most are innocuous; however, the
major importance of microbes is their ability to decom-
pose organic material and to recycle essential nutrients
on which all life is dependent (e.g., biogeochemical
cycles). Microbes have shaped history (e.g., the disper-
sion of human beings over the surface of the earth),
and they are models and tools for basic, as well as
applied, studies of all aspects of biology (e.g., medicine,
environment, crop production). This course examines
the importance of microorganisms to life on earth (and
perhaps even on other planetary bodies) and how their
physiology, biochemistry, genetics (including genetic
engineering), and ecology, as well as the physiologi-
cal characteristics of their environments, influence this
importance. The laboratory portion of the course pro-
vides a hands-on experience that illustrates how scientis-
ts study microbes.

Natural Science II: The Body— How It Works
V55.0308  4 points.
The human body is a complex system of mutually
interdependent cells, tissues, organs, and organ systems.
This course examines the methods by which the body
preserves the stability of its internal conditions as it
deals with changes in the environment, with the bal-
ance of food and water for maintenance, and with the
uptake of oxygen and its transport by the blood
throughout the body. The laboratory work is designed
to give hands-on experience in measuring many of these
parameters and interpreting their meaning.
The following pages contain descriptions of the courses offered at the 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 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. A 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
E11.0193 60 hours: 4 points. Spring.
An introductory course in the reading of poetry, designed to help students improve their abilities to understand, analyze, enjoy, and exercise critical judgment.

Independent Study
E11.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see pages 166-67.

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.
Focusing 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.

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

Writing, Learning, and Adolescents
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 in English Education
E11.1603 240 hours: 8 points. Fall, spring.
Prerequisites: E11.1600, E11.1601, or equivalents.
Involves hypothesizing appropriate goals, 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 the 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 pages 166-67.

Teaching of Elementary School Mathematics I, II
E12.1023,1024 30 hours: 2 points each. Fall, spring.
A methods course focusing on how to teach mathematics at the elementary school level. Use of a variety of manipulatives and the development of concepts and skills.

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 About Data and Chance in 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.

Methods of 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 About Algebra and Trigonometry in 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 About Geometry in Grades 7-12
E12.1046 45 hours: 3 points.
Methods of helping students to learn, understand, and apply the concepts of skills 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#  A minimum of 20 school days (100 hours): 6 points. Fall, spring.

Supervised Student Teaching in Secondary School Mathematics I
E12.1077  Curcio, Goldberg. 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 in Secondary School Mathematics II
E12.1078  Curcio, Goldberg. 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.

The Use of Mathematical Models in the Teaching of Mathematics from Secondary School Through College
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. Properties 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.
Begin with basic chemistry and continue with the cell, photosynthesis, respiration, and genetics. Evolution of plants, animals, and humans are discussed as well as ecology and the earth's ecosystems.

General Biology II
E14.0027  90 hours (with laboratory): 4 points. Spring.
The second-semester course reviews cellular respiration and the use of energy and continues with a study of plant groupings and their functions. The course concludes with a study of the human body, its systems, and their functions.

Independent Study
E14.1000*  45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see pages 166-67.

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.
Purpose, 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.

The Teaching of Science in Intermediate and Secondary Schools
E14.1039  60 hours: 4 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.

Supervised Student Teaching of Science in High School
E14.1046  A minimum of 20 school days (100 hours): 4 points.

Supervised Student Teaching of Science in the Middle School
E14.1149*  A minimum of 20 school days (100 hours): 4 points. Fall, spring; hours to be arranged.

Human Anatomy and Physiology I
E14.1170  90 hours: 4 points. Spring.
Prerequisite: E14.0025 or equivalent laboratory course in biology. Chemistry recommended.
The cellular tissues are studied. The anatomy and physiological processes of the integumentary, skeletal, joint, 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 hypothesis 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.

Biostatistics
E16.1995 45 hours: 3 points. Fall.
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, and distributions, and tests of significance using the normal curve, the t distribution, the chi-square distribution. Illustrations and examples taken from the health professions.

E17: EDUCATIONAL THEATRE

Stagecraft I and II
E17.0009,0100 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, casts, 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.
Prerequisites: satisfactory work in E17.0027,0028 or equivalent and permission of adviser.
Fall term deals with some 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.

Independent Study
E17.1010 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see pages 166-67.

Introduction to Theatre for Young Audiences
E17.1005,1006 30 hours: 2 points each term. Fall, spring.
Play and audience analysis, directing methods, production techniques. Each student plans a complete children’s theatre production. Laboratory experience recommended.

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 some 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. Relationship of drama and theatre to the elementary curriculum. Students use drama and theatre to address the human development processes that impact on the K-6 child’s readiness to learn, such as culture, nutrition, personal safety, and community.

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 activi-
ties 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 thea-
tre as applied to the secondary classroom in such areas as teaching processes, motivation, communi-
cation, and classroom management. Attention given to the relation-
ship of drama and theatre to speaking, thinking, writ-
ing, 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 7-12 student's 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
doll-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 sketches 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,
one classical French, Restoration, 18th- and 19th-cen-
tury European) are studied and acted. A course in per-
formance styles and techniques for actors, directors,
designers, teachers, and those interested in theatre his-
tory 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 pro-
gram 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 expres-
siveness. 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, 7-12, followed by scheduled conferences with
field supervisor. Seminar involves developing appropri-
te goals, budgeting and enacting appropriate learn-
ing 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 per-
formance of projects with special educational content.
Students survey the history of T.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. Use
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 instruc-
tion to prepare students with special needs for their
highest levels of achievement.

E19: EDUCATIONAL COMMUNICA-
TION AND TECHNOLOGY

Computer Literacy
E19.1001  45 hours: 3 points. Spring.
Introduction to wide-ranging aspects and demonstra-
tions of the computer, its structure and operations,
languages, programs, systems, and procedures, spe-
cialized uses, applications, and services. Critical analy-
sis of its impact on culture and society, the professions,
and individuals. Develop computer literacy and skills
to use several applications. IBM-PCs are used.

Communication with Video:
Introduction
E19.1030  45 hours: 3 points. Fall.
Recommended for nonmajors.
Analysis and production of nonbroadcast educational
video programs for schools, corporate communica-
tions, the professions, cultural and public service insti-
tutions. Emphasis is on group location projects from
script to screen; production management; use of one-
half inch production, editing, and graphics technol-
ygy; and on genres and formats of effective educational
video programs.
E19.1031 45 hours: 3 points. Spring. Recommended for nonmajors.
Advanced analysis and production of nonbroadcast educational video programs for schools, corporate communications, the professions, cultural and public service institutions. Emphasis is on group location and studio projects, scriptwriting, production management, editing and graphics and on the structure, design, and aesthetics of effective educational video programs. Student projects are broadcast on NYU-TV.

E19.1250 45 hours: 3 points. Spring. Information transmission technologies, services, and networks connecting individuals and groups to others and to resources at a distance, and their applications in the fields of education and training. These include cable, satellite, fiber optic systems, distance learning, teleconferencing, videotext, electronic mail, databases, and other on-line services. Design, implementation, and potential to support learning are examined through case studies and small-scale student projects.

E20: EDUCATIONAL SOCIOLOGY

E20.1000 15 hours: 1 point. Fall, spring. For description, see pages 166-67.

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.

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 are 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

Gender Differences in Communication
E21.0001 15 hours: 1 point. Spring (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 roles development as they affect the ability to communicate in everyday life.

Communication in Conflict Solving
E21.0002 15 hours: 1 point. Fall, spring (second seven weeks of each term); summer.
Conflict is a part of our everyday and professional lives. By understanding the dynamics of confrontation, we can deal effectively with conflicts when they occur and possibly prevent potential conflicts from occurring. This course provides students with the practical skills and the theoretical background necessary for handling conflicts.

Communication and Public Relations
E21.0003 15 hours: 1 point. Fall, spring (second seven weeks of each term). 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.

Speech for International Students and Nonnative Speakers of English
E21.0005 30 hours: 2 points. Fall, spring. For undergraduate students.
A speech improvement course especially designed for international students who wish a phonetic analysis of their language problems and practice in modifying their accents. Hours are arranged for student evaluation and practice.

Listening
E21.0007 15 hours: 1 point. Fall (first seven weeks of term). Students evaluate their own listening skills and discuss the various factors that affect listening ability and how crucial effective listening is to professional and personal success. Through case study and practical application, students learn how to strengthen their own listening ability.

New Dimensions in Communication:
The Communications Consultant in Corporate America
E21.0008 15 hours: 1 point. Spring.
Identifies strategies for the communications 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
E21.0009 15 hours: 1 point. Fall, spring (second seven weeks of each term).
Topical 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 communications, teleconferencing, the interview, group and individual presentations in television studio setting, and defining the professional environment.

Interviewing Strategies
E21.0010 15 hours: 1 point. 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.
Nonverbal Communication
E21.1032 15 hours. 1 point. 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 behavior. Topics for discussion include the meaning of body language, the uses of space, touching behavior, 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
E21.1001 15 hours. 1 point. 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 cross-cultural communication.

Communication in Organizational Settings
E21.1000 15 hours. 1 point. Fall, spring (second seven weeks of 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.

Voice and Diction
E21.1005 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. For juniors, seniors, and graduate students. For description, see E21.1005.

Speech Communication
E21.1010 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 and practice in listening; interpersonal and group interaction.

Phonetics and Phonemics of American English
E21.1015 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
E21.1020 60 hours. 4 points. Fall, spring.
A historic view of rhetorical theory from the ancients (Plato, Aristotle, Quintillian) to the modern (Burke, Weaver, Toulmin). The primary applications of this 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
E21.1021 60 hours. 4 points. Fall, spring.
An introduction to the art of evaluating speeches. Application of the rhetorical theories— referential— from Aristotle to postmodernism to famous 20th-century speeches (Kennedy’s “Inaugural,” Reagan’s “Star Wars,” etc.).

Independent Study
E21.1030 45 hours or more. 1-6 points. Fall, spring, summer; hours to be arranged. For description, see pages 166-67.

Gender Differences in Communication
E21.1031 15-20 hours. 1-2 points. For juniors, seniors, and graduate students. For description, see E21.1031.

Communication in Conflict Solving
E21.1032 15-20 hours. 1-2 points. For juniors, seniors, and graduate students. For description, see E21.1032.

Communications and Public Relations
E21.1033 15 hours or more. 1-2 points. For juniors, seniors, and graduate students. For description, see E21.1033.

Speech for International Students and Nonnative Speakers of English
E21.1034 30-45 hours. 2-3 points. For juniors, seniors, and graduate students. For description, see E21.1034.

Listening
E21.1035 15-20 hours. 1-2 points. For juniors, seniors, and graduate students. For description, see E21.1035.

New Dimensions in Communication: The Communications Consultant in Corporate America
E21.1000 15 hours. 1-2 points. For juniors, seniors, and graduate students. For description, see E21.1000.

New Dimensions in Communication: Communication for Professionals
E21.1001 15 hours. 1-2 points. For juniors, seniors, and graduate students. For description, see E21.1001.

Public Speaking
E21.1002 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
E21.1003 15 hours. 1-2 points. For juniors, seniors, and graduate students. For description, see E21.1003.

Cross-Cultural Communication
E21.1004 15 hours. 1-2 points. For juniors, seniors, and graduate students. For description, see E21.1004.

Group Discussion
E21.1005 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 evaluation and practice.

Public Relations Techniques: Nonprofit Sector
E21.1006 30 hours. 2 points. Fall, spring (second seven weeks of the term).
Focus on all aspects of communication in public relations for the nonprofit sector. Students learn to ques-
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.

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 argumentation, 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 oral and nonverbal communication, gender, culture, and setting 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.  
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 companion of American schooling in the context of global education is examined. Required course for social studies undergraduates.

Teaching Social Studies in the Middle School  
E23.1037 30 hours: 2 points. Prerequisites: E27.1050 and E23.1135. Must be taken with E23.1045.  
A practical examination of specific teaching problems and practices as they relate to middle school social studies education. Class sessions are based upon student teaching experiences.

Teaching the Social Studies in the Secondary School  
E23.1039* 30 hours: 2 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 upon student teaching experiences.

Supervised Student Teaching of Social Studies in the Middle School  
E23.1045 45-60 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 60 hours: 4 points. Prerequisites: E27.1050 and E23.1135. Must be taken with E23.1039.  
A minimum of 20 days (100 hours) of supervised student teaching of social studies in a secondary school.

Post-1865 U.S. History, Geography, and the Social Studies  
E23.1073 60 hours: 4 points.  
Surveys key developments in American civilization since the Civil War. Explores the rise of the United States to world power; the impact of industrialization; mass immigration and urbanization on American society; the evolution of the political system; reform and radical dissent; and the role that race, class, and gender played in post-1865 U.S. history. Combines historical and geographical analysis of the United States, introducing cultural and physical geography as tools for studying and teaching the American past.

Participatory Democracy, Service Learning, and the Social Studies  
E23.1090 60 hours: 4 points.  
Explores the problems and possibilities for democracy in teaching and research in the social studies. Examines theories of participatory democracy and their implications for education. Emphasis on curricular 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?
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 synthesis, economic interaction, the growth of universal religions, and geographical perspectives on key historical issues. Regionalism is explored and the impact of modern economic developments, technology, and worldwide ideologies examined. Combines historical and geographical analysis, introducing cultural and physical geography as tools for studying and teaching world history.

New York Politics and Community Studies in the Social Studies  
**E23.1925** 60 hours: 4 points.  
Every semester the course focuses on a different community in New York City (e.g., the Lower East Side, East Harlem, or Williamsburg) and examines the political forces, social conditions, and historical circumstances that make it what it is today. NYU students conduct field research in collaboration with middle or high school students who live in the neighborhood, and they write neighborhood-focused social studies curricula for the use of neighborhood schools. In the process, they study methods of research, curriculum issues, and conceptions of the role of “social study” in the middle-school and high-school curriculum.

**E24: GRAPHIC COMMUNICATIONS MANAGEMENT AND TECHNOLOGY**

**Independent Study**  
**E24.1000** 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.  
For description, see pages 186-67.

**Graphic Communications 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, sheetfed and web offset press production, and binding and finishing.

**Selling of Printing and Graphic Communications Products**  
**E24.1202** 45 hours: 3 points. Spring.  
Focus is on the sales branch of a corporation’s marketing function. Major topics include sales force organization, selection and training, deployment and account coverage, compensating and motivating the sales force, sales rosters and budgets, and formulating the sales program. Primary emphasis is on the selling of graphic arts products from the purchaser’s point of view.

**The Buying of Printing and Graphic Communications 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 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.

**Graphic Communications Technology Seminar: Electronic Technical Publishing**  
**E24.1304** 45 hours: 3 points. Fall.  
Topics include electronic publishing and information systems for management.

**Introduction to Packaging I**  
**E24.1401** 45 hours: 3 points. Fall.  
An in-depth study of the processes and operations involved in the planning, designing, developing, manufacturing, and quality control of package printing. Attention is given to the range of performance demands placed on different packages and what this means to the package manager. Includes intensive analysis of the use of lithography, gravure, flexography, and letterpress in packaging.

**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 Communications Technology I**  
**E24.1501** 45 hours: 3 points. Fall.  
Juniors and seniors.  
An intensive study of the procedures and processes involved in the prepress preparation for quality printing. Topics include principles of design, typography, and composition; art preparation; graphics photography; stripping; and basic color separation techniques.

**Graphic Communications Technology II**  
**E24.1502** 45 hours: 3 points. Spring.  
Juniors and seniors.  
An in-depth study of the processes used in the reproduction of printed materials. Topics include separation theory, scanner and image processing, paper and substrates, printing inks, proofing, platemaking, sheetfed and web printing methods, press production, and binding and finishing. While lithography is emphasized, letterpress, gravure, flexography, silkscreen, and special printing processes are also investigated.

**Desktop Publishing I**  
**E24.1601** 45 hours and hours arranged: 3 points. Fall, spring.  
Juniors and seniors.  
Basic concepts of and hands-on experience with desktop publishing. Students learn how to use a Macintosh computer to prepare manuscript for publication; produce simple illustrations; design and layout publications, announcements, reports, and advertisements; and produce camera-ready copy.

**Desktop Publishing II**  
**E24.1602** 45 hours and hours arranged: 3 points. Fall, spring.  
Juniors and seniors.  
A combination of the processes and operations involved in desktop publishing. Students learn how to use a Macintosh computer to scan in and manipulate graphic images and photographs, design complex graphics using advanced drawing programs, work with spot color and color separations, manage longer documents and data files, prepare documents for printing on a laser typesetter; and transfer files to a service bureau by modem.

**Magazine Editing I**  
**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 setting and styling copy; planning and scheduling future issues; achieving an editorial style.
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 magazines 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

Child Development, Home, the School,
and the Community I
E25.0019 30 hours: 2 points. Fall.
This course focuses on the cognitive, social, emotional, and physical development of children (infancy through adolescence) from a developmental-interactionist perspective. Studies look at the way cognitive, social, and affective aspects of development evolve from the interaction between the child, the family, the community, and the school.

Child Development, Home, the School,
and the Community II
E25.0020 30 hours: 2 points. Spring.
For description, see E25.0019.

Orientation to Early Childhood and
Elementary Education School
Visitations
E25.0007 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 rationale.

Independent Study
E25.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see pages 166-67.

Principles and Practices of Montessori
Education I
E25.1002 60 hours: 4 points. Fall.
Registration by permission of instructor.
Focus 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 competence 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 Teaching and
Learning I
E25.1005 30 hours: 1 point. Fall.
For undergraduates in the junior year.
A seminar course designed to encourage the integration of theory and practice and to ensure that the strands of inquiry into curriculum, second language development, child development, diversity, and special needs begin earlier in the program and continue as critical areas of focus in students’ curricular and instructional planning. Integration of field- and university-based experience is provided.

Integrating Seminar in Teaching and
Learning II
E25.1006* 30 hours: 1 point. Spring.
Limited to preservice students in ELED.
For description, see E25.1005.

Integrating Seminar in Teaching and
Learning III
E25.1007* 30 hours: 1 point. Fall.
Limited to preservice students in ELED.
For description, see E25.1005.

Integrating Seminar in Teaching and
Learning IV
E25.1008* 30 hours: 1 point. Spring.
Final integrative experience. For description, see E25.1005.

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 production.

Microcomputer Applications in Early
Childhood and Elementary Education I
E25.1132 45 hours: 3 points. Fall.
Choosing and using software appropriate to the special needs of early childhood and elementary education settings; practical problems in using a microcomputer; theoretical considerations in developing interactive support materials for instructional programs; planning for the integration of the microcomputer into the ongoing curriculum.

Microcomputer Applications in Early
Childhood and Elementary Education II
E25.1133 45 hours: 3 points. Spring.
Choosing and using software appropriate to early childhood and elementary education 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.

Language and Reading Instruction in
Early Childhood and Elementary
Education I
E25.1176 45 hours: 3 points. Fall.
Teaching the language-related processes with special focus on developmental reading. Varied approaches to teaching reading in early childhood and elementary school programs are presented. Students apply concepts by working with children to develop reading skills at developmentally appropriate levels. Field placement N-3 strongly recommended.

Language and Reading Instruction in
Early Childhood and Elementary
Education II
E25.1177 45 hours: 3 points. Spring.
Prerequisite: E25.1176 or the equivalent, or permission of the instructor.
Extends the view of language and reading processes with special emphasis on children’s writing, speaking, and listening. Field-based work with children allows application of classroom theories and ideas. Children’s literature is studied in relation to the language and reading program. Field placement 4-6 strongly recommended.
Study of Teaching
E25.1351 45 hours. 3 points. Fall.
Students study the processes of teaching through real and simulated situations. Emphasis on teacher roles, behavior, alternative teaching models, and decision making in the teaching-learning process. Students are videotaped twice in their placements for purposes of self-analysis. Students are expected to apply principles and skills in their fieldwork.

Field Experiences in Childhood Education: Observation and Participation, N-6
E25.1353,1354* Number of points determined by program advisor. A minimum of 45 hours per point. 2 points. Fall, spring; hours to be arranged.
Observation and participation in schools scheduled in the mornings a week.

Supervised Student Teaching in Childhood Education, N-6
E25.1355,1356* Number of points set by program requirements. A minimum of 20 school days (100 hours); 4 points. Fall, spring; hours to be arranged.
Supervised student teaching in classroom settings. Prerequisites determined by program adviser. Three half days and two full days a week.

Current Issues in Early Childhood Education: Antecedents and Developments
E25.2334 30 hours: 3 points. Spring.
Examination of major current issues in early childhood education and their historical development using philosophical, political, and demographic perspectives.

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 teaching 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.

Field Observations in Schools and Other Educational Settings
E27.0005 30 hours of field observation: 1 point. Taken concurrently with E23.0001. 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 II
E27.1002 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. Through individual and interdisciplinary group projects, students explore how knowledge is constructed, how literacy skills are developed and contribute to what people come to know and how the individuals within a school interact and affect the school’s mission.

Integrating English and History with Adolescents
E27.1020 60 hours: 4 points.
Explores how major concepts and processes of English and history can illuminate and support each other. Involves designing thematic explorations in the humanities that enable adolescents to develop a deep understanding of English and history. Explores the role of language and literacy in teaching and learning both disciplines and developing student writing skills. Considers the benefits and potential problems involved in trying to create and enact an integrated curriculum.

Language Acquisition and Literacy Education in a Multilingual and Multicultural Context
E27.1030 60 hours: 4 points.
Children acquire language through the transactions between their brains and the human worlds around them. This course helps students explore the first and second language acquisition processes and their implications for the acquisition and development of literacy skills, with a particular focus on both remedial and developmental processes for acquiring advanced reading and writing skills in middle childhood and adolescence. Emphasis is also placed on the varieties of language acquisition processes, including normal and delayed acquisition, growing up bilingual and/or dialectal, and the effects of preschool exposure to literacy.

Classroom Practicum: Planning, Assessment, Management, and Technology
E27.1030 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 and 15 hours arranged: 2 points. Spring.
Mode of learning, methods, instructional strategies, and resources for teaching a foreign language to elementary school children. Emphasis is on the development of communicative skills. Includes field observation.

Supervised Student Teaching of Foreign Languages in the Secondary School
E29.1066+ A minimum of 20 school days (100 hours): 6 points. Spring; hours to be arranged.
Prior to acceptance in student teaching, the following requirements must be met: A minimum of 12 points in the foreign language and E29.1999. Must be taken in conjunction with E29.1066.

Note: Students matriculated in the College of Arts and Science must complete appropriate language requirements before applying for student teaching. Students should arrange with Professor Tang to take the required oral competency examination at least one term prior to the term in which student teaching is desired.

Japanese for Business People and Language Teachers: Elementary Level
E29.1171 45 hours and hours arranged: 3 points. Fall, spring.
Introduction to the Japanese language, with a business focus, for Americans whose employment requires daily contact with Japanese-speaking people. The course aims to provide participants with the basic elements of spoken Japanese grammar and vocabulary with emphasis on the practical aspects of the language. An hour of drill will be arranged in addition to a two-hour regular class meeting.

Japanese for Business People and Language Teachers: Intermediate Level
E29.1172 45 hours and hours arranged: 3 points. Fall, spring.
Continuation of the elementary course.

Supervised Student Teaching in Foreign Languages Education, K-6
E29.1477,1478 A minimum of 20 school days (100 hours): 3-6 points each term. Fall, spring; hours to be arranged.

Foreign Languages in Professional Settings: Spanish for Health Care Professionals
E29.1489 45 hours: 3 points. Spring.
No previous knowledge of Spanish is necessary. A practical course that includes the special vocabulary and idiomatic structures needed by nutritionists, nurses, and other health care professionals who communicate orally with Puerto Rican, Cuban, and other Spanish-American clients in their daily work.

The Teaching of Foreign Languages in Secondary Schools
E29.1907 60 hours: 4 points. Spring.
Must be taken in conjunction with E29.1066.

Field Experience and Seminar in Foreign Language Teaching (Preservice)
E29.1915 75 hours: 4 points. Fall.
Visits to foreign language classes, K-12, and to community resources useful in foreign language teaching; Class discussions follow visits.

The Teaching of Foreign Languages
E29.1999 60 hours: 4 points. Fall.
Guiding principles and methodology in a variety of approaches to the teaching of foreign languages. Developing auditory comprehension and oral production; teaching reading and writing; cultural sensitivity; language testing. The use of audiovisual aids, including the language laboratory.

E33: NUTRITION AND FOOD STUDIES

Food Service Sanitation
E33.0048 15 hours: 1 point. Spring.
A short course on food service sanitation procedures: facilities, food handling, codes, and management responsibilities.

Diet Assessment and Planning
E33.0060 45 hours: 3 points.
Focuses on 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 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
E33.0085 60 hours: 3 points. Fall, spring, summer.
Fundamental foods course: scientific bases of food use. Professional methods and skills in food preparation. Lecture and laboratory.

Food Management Theory
E33.0091 45 hours: 3 points. Fall, spring, summer.
Organization and management of commercial and institutional food service facilities in hotel, restaurant, educational, and community program sites.

Nutrition and Health
E33.0119 45 hours: 3 points. Fall, spring, summer.
Introduction to nutrition science and its role in health and society: nutrient characteristics, requirements, and food sources; energy balance and weight control; dietary guides and food planning; and social and economic factors that affect food production and consumption.

Independent Study
E33.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see pages 166-67.
Computers in Nutrition and Food Service I: Introduction
E33.1017 15 hours: 1 point. Fall, spring, summer.
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, summer.
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, summer.
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, summer.
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, summer.
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, summer.
Principles of training and supervision in food service management through lectures, demonstrations, and case studies.

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: E33.0052, E33.0091.
Food facility design, 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 class work, 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, summer.
Prerequisite: E33.1269.
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 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 relationships with administrative and regulatory agencies, both domestic and international.

Food Management Essentials IV: Financial Accounting
E33.1113 10 hours: 1 point. Spring.
Prerequisite: E33.1110.
Survey of basic theoretical principles pertaining to financial accounting for food operations. An acceleration course for students of food studies, nutrition, and related fields with limited previous managerial knowledge or experience.

Current Research in Nutrition
E33.1117 30 hours: 2 points. Spring.
For advanced undergraduates. 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 characteristic 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 or equivalent.
Practical experience in methods for organization and presentation of preparation techniques, foods, products, meals, and cuisines for demonstration purposes.

Catering
E33.1143 15 hours per point: 1-3 points. Spring.
Prerequisites: E33.0085, E33.1052, and E33.0091 or equivalents.
Organization of planning, purchasing, preparation, pricing, marketing, delivery, and service of foods and meals for specific purposes and occasions at off-site locations.
International Foods
E33.1183 15 hours: 1 point. Summer.
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.
Prerequisite: E33.0085.
Scientific and sensory principles of food evaluation: professional methods, quality assurance, and objective experiments in advanced food preparation. Lecture and laboratory.

Clinical Nutrition and Intervention
E33.1185 45 hours: 3 points.
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, fund-raising, and investment in food and food service industries.

Food Service Marketing
E33.1189 45 hours: 3 points. Fall.
Principles, functions, and tools of marketing and sales used by distributors, commercial and noncommercial operators, and vendors; investigation of current marketing issues.

Fieldwork
E33.1198 120 hours: 4 points. Fall, spring.
Prerequisites: E33.0060, E33.1178, 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. Spring.
Prerequisite: E33.0085 or equivalent.
Introduction to methods involved in preparing food to be photographed for use in print and other media formats.

Food in the Arts
E33.1204 30 hours: 2 points. Summer.
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.

Community Nutrition
E33.1209 45 hours: 3 points. Fall, spring, summer.
Prerequisite: E33.0060.
Rationale for development of community nutrition programs and their design, implementation, and evaluation. Lectures and individual and group projects.

Advanced Foods
E33.1217 10 hours lecture, 10 hours laboratory 1-3 points. Fall, summer.
Prerequisite: E33.0085 or equivalent.
Advanced preparation and evaluation of foods; professional methods, recipe formulation, menu planning, quality assurance, cost controls, and economic, environmental, and technological influences on food preparation.

Nutrition and Metabolism
E33.1269 45 hours: 3 points. Fall, spring.
Prerequisites: E33.0119, V25.0240, and E14.1035.
Principles of chemistry and physiology applied to nutritional requirements of people of differing ages, food patterns, and therapeutic diets.

Food Photography
E33.1271 15 hours: 1 point. Summer.
Demonstration of techniques for photographing foods for use in print and other media formats.

E34: SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY

Anatomy and Physiology of Speech and Hearing Mechanism
E34.0008, 0009 45 hours: 3 points. Fall, spring.
Credit is not granted to students who have received credit for E21.1401.
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
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
E34.0029 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 90 hours: 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. 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 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 audiometry; interpretation of audiograms; consideration of etiologies and auditory characteristics of major types of hearing impairment.

Acoustic Phonetics
E34.1402 45 hours: 3 points. Spring.
Prerequisites: E34.1008 and E21.1061, or permission of instructor.

A broad-based study of acoustic phonetics including acoustic theory and measurement; distinctive feature systems; and integration of physiologic and perceptual characteristics with concomitant acoustic features.

Supervised Student Teaching of Speech in the Preschools, Elementary, Middle Schools, and High Schools
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, E34.0117, E34.0229, E34.1025, E34.1101, E34.1207, E34.1601, E21.1061.
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 and 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.
Prerequisite: E34.1008, E34.1009, E34.1205, E34.1601.

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 delayed in 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 ECOLOGY

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

Health Assessment
E41.0230 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.

Nursing Science I: Fundamentals in Nursing
E41.0240 150 hours: 6 points. Fall, spring.
Focuses on the development of the concepts and skills used by the professional nurse by incorporating the Rogerian conceptual model. Using the concepts of nursing science, students apply the nursing process in the on-campus laboratory and with adult clients in clinical settings such as acute care facilities, skilled nursing facilities, primary care centers, and elderly centers.

Theoretical Bases of Nursing Science
E41.0250 30 hours: 2 points. Fall, spring.
The development of nursing theory historically, from Nightingale to contemporary nursing theorists, provides the foundation for understanding how nurses use knowledge and how nursing theory influences practice, research, and education. Roger's Science of Unitary Human Beings is examined.

Independent Study
E41.1000 45 hours per point: 1-6 points. Fall, spring; hours to be arranged.
For description, see pages 166-67.
Nursing Science II: Parent/Child Nursing  
E41.1241* 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 pattern are described and analyzed. The nursing process is utilized in the delivery of nursing care to maximize the health potential of young families.

Nursing Science III: Adult Health Nursing  
E41.1242* 150 hours: 6 points. Fall, spring.  
Focuses on the Rogersian conceptual model as perspective for viewing individuals experiencing acute and/or chronic illness. The nursing process is applied in caring for hospitalized adults.

Nursing Science IV: Community Health/Psychiatric Nursing  
E41.1243* 150 hours: 6 points. Fall, spring,  
E41.1253* 75 hours: 3 points. Fall. R.N.'s only.  
Focuses on the Rogersian conceptual model as a perspective for viewing health promotion of persons, groups, and communities and of persons experiencing changes in pattern related to mental health. The nursing process is applied to persons, groups, communities, and individuals in mental health settings.

Nursing Science V: Nursing Care of Adults and Elders  
E41.1244* 150 hours: 6 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, and health maintenance relating to orthopedics, neurology, rehabilitation, immune dysfunction, and elimination in the adult and elderly clients.

Nursing Science VI: Leadership and Management  
E41.1245* 150 hours: 6 points. Spring,  
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* 45 hours: 3 points. Fall.  
Prerequisites: E41.0252 and E41.0241.  
Philosophical assumptions for understanding nursing professionals. Influence of history on education, practice, research, and public policy and professional organizations. Contemporary issues are explored. Ethical and legal aspects of nursing are discussed. Factors shaping nursing practice in the health care delivery system are evaluated.

Nursing Care of Unitary Human Beings  
E41.1267* 84 hours: 5 points. Spring.  
Nursing Care of Unitary Human Beings is the first of three clinical courses required for the registered professional nurse seeking to obtain a bachelor's degree in nursing. Rogers's Science of Unitary Human Beings provides the framework for examining patterning of the human/environmental field over the life cycle. The roles of the nurse as teacher and advocate are emphasized. For associate's degree and diploma nurses.

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.  
Prerequisite: physiology and organic chemistry. Client responses to pharmacological agents. Application of nursing process to clients taking pharmacological agents.

Scientific Method in Nursing  
E41.1437* 30 hours: 2 points. Fall, spring.  
Focuses on concepts basic to nursing research. Nursing theory, methods, protection of subjects, and implementation and communication of nursing research are addressed. Students critically evaluate current nursing research and its application to clinical practice.

E50: PHILOSOPHY OF EDUCATION  
Introduction to Philosophy of Education  
E50.1030 30 hours: 2 points. Fall.  
Assumptions and implications of educational theory and practice; teaching and learning, the structure of knowledge, and impact of the behavioral sciences; indoctrination and social and political influences on education. Readings from historical and contemporary sources. Emphasis on both ethics and epistemology.

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

The Many Faces of Environmentalism  
E50.1500 45 hours: 3 points. Spring.  
A consideration of the leading philosophical ideas involved in the many ways that people are looking at environmental issues. Attention focuses on the variety of interpretations given to humanity's relationship to the earth and on questions of knowing and learning, moral conduct, the rights of nonhuman life, and the nature of economic activity these interpretations provide.

E55: HISTORY OF EDUCATION  
Critical Study of Education  
E55.1031 30 hours plus 15 hours arranged in field participation experiences. 3 points.  
Part of the common pedagogical core, this course helps teachers acquire the critical skills of reflective practitioners. Through critical analysis of the educational ideas of Plato, Rousseau, and Dewey, students learn how to identify assumptions, analyze arguments, and assess evidence. Includes critical discussions of the role of the teacher and what's worth knowing and how teacher's understandings of the complex communities in which they teach can be used to promote student learning.

Historical Quest for Human Nature  
E55.1032 45 hours: 3 points. Fall, spring.  
A study of the idea of human nature from the 18th century to the present. Readings of philosophic reflections on psychology from Locke and Rousseau to Skinner and Wilson. Questions of race and gender in the 20th-century discussion.
E59: COMMUNICATION STUDIES

Perspectives on Communication
E59.0001 60 hours: 4 points. Fall.
Introduces students to the study of contemporary forms of mediated forms of communication. The course surveys the main topics in the field and introduces students to a variety of analytical perspectives. Issues include the economics of media production; the impact of media on individual attitudes, values, and behaviors; the role of media professionals; and the impact of new media technologies.

History of Communication
E59.0003 60 hours: 4 points. Spring.
A survey of the four great revolutions in human communication: orality (speech), literacy (writing and reading), typography (print and mass literacy), and the electronic media (telegraph, telephone, photography, film, radio, television, computers, and communication satellites). Examines how the semiotic codes, physical structures, and time-space biases of the media wrought by these revolutions have affected such basic human communication forms as memory, myth, ritual, narration and reenactment, and visual imagery.

Language, Thought, and Culture
E59.0010 60 hours: 4 points. Fall.
An introduction to the role played by language in human society and culture. Examines how language structures our ways of perceiving, knowing, thinking, communicating, and behaving. Uses readings and case studies to examine verbal and nonverbal communication.

Introduction to Media Criticism
E59.0014 60 hours: 4 points. Spring.
An introduction to approaches and practices used to criticize the content, structure, and context (including effects) of significant media in our society. Background readings, examination of current criticism, and beginning practice in media criticism are employed.

Independent Study
E59.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see pages 166-67.

Languages of Communication: Film, Television, Radio
E59.1004 60 hours: 4 points. Fall.
An exploration of film, television, and radio— with some attention to the print media (newspapers and magazines) and emerging media systems (home-recording systems, cable, computers)— as processors of information, conveyors and creators of mass culture, and forms of aesthetic expression.

Introduction to Mass Persuasion and Propaganda
E59.1014 60 hours: 4 points. Spring.
Analysis of the development, principles, techniques, and results of mass persuasion from its beginnings in ancient civilizations to its evolution into propaganda in the modern technological society. Mass persuasion in war, politics, and advertising is examined.

Mass Media and Society
E59.1016 60 hours: 4 points. Fall.
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.

Integrating Liberal Arts: Communication
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.

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.

E63: APPLIED PSYCHOLOGY

Human Development I
E63.0020 60 hours plus 15 hours of field experience: 4 points.
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 non-normative development. Emphasis is also placed on the importance of understanding the influence of normative and non-normative 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 will also be explored via readings, lectures, discussions, and through weekly observations in the field. Interrogation of implicit folk theories as a foundation for exploration of formal knowledge of human development.

Human Development II: Application for Early Childhood Educators
E63.0021 30 hours plus 15 hours of field experience: 2 points.
Prerequisite: E63.0020.
Further analysis of research findings and theories of human development focusing on early childhood and applied across various institutional contexts. Important issues include language development, assessment of readiness to learn, separation from the family, peer relationships, aesthetic experiences. Developmentally appropriate consideration of abusive and dangerous environments and of alcohol, tobacco, and drug use 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.
Prerequisite: E63.0020.
Further analysis of research findings and theories of human development focusing on childhood and applied across various institutional contexts. Important issues include numeric competence, assessment of reading problems, gender differences in learning styles. Developmentally appropriate consideration of abusive and dangerous environments and of alcohol, tobacco, and drug use are also included. Direct application of theory and research is made through field-based inquiry and issue-based investigation.
Human Development II: Application for Educators of Early Adolescents
E63.0023 30 hours plus 15 hours of field experience, 2 points.
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 pubertal, cross-gender peer relations, presenting 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: Application for Educators for Adolescents
E63.0024 30 hours plus 15 hours of field experience, 2 points.
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/collage, 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, rules, norms, communication, conformity, areas emphasized are group processes and influence, social motivation, prejudice, authoritarianism.

Teaching Reading to Exceptional Children
E63.1007* 45 hours: 3 points. Fall.
Prerequisites: E75.0081, E75.0082, E75.0083, E25.1060, and E25.1175.
Focuses on the teaching of reading to exceptional children. Practicum experiences include administering standardized and informal assessment instruments, lesson planning, remediating specific skill deficiencies, and evaluating learner progress.

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 help to the interviewee in various settings. Designed 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 developmental, learning, social, personality, and measurement; the concepts and principles fundamental to the educational process and their application to teaching.

Psychology of Parenthood
E63.1019 45 hours: 3 points. Fall.
Prerequisite: a course in introductory, educational, or developmental psychology.
Parenthood as a psychological stage in human development. Preparation for the tasks, goals, and problems of parenthood. Relevant literature from child development, social learning theory, dynamic psychology, and parent-child relations is included with consideration given to evidence from the fields of comparative psychology and cultural anthropology. Hours arranged for field assignments and individual projects.

Mental Health: Historical, Social, and Political Perspectives
E63.1031 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.
Prerequisites: a general, educational, or developmental psychology.
Theories, concepts, 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.

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 Applied Psychology Studies
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.

Field Orientation in Applied Psychological Studies 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.

Field Observation in Applied Psychological Studies II
E63.1124 120 hours: 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.

Field Practice in Applied Psychological Studies III
E63.1125 120 hours: 4 points. Fall.
Students select one field site to test a career alternative of their choice. Continuous self-evaluation vis-a-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.
Field Research in Applied Psychological Studies IV
E63.1126 120 hours: 4 points. Spring.

During this final 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 and 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. Rationale 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 behavioral sciences are discussed.

Survey of Developmental Psychology: Introduction
E63.1271 45 hours: 3 points. Fall, spring.
Prerequisite: A course in psychology 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 school 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.

E66: WOMEN’S STUDIES COMMISSION SERIES

Gender 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, 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* 45 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.

Introduction to the Psychology and Education of Exceptional Individuals
E75.0083* 45 hours: 3 points. Spring.
Prerequisite: E75.0081 or equivalent.

Required course for all undergraduates majoring in special education.

Introduction to the nature and needs of exceptional pupils; special education delivery systems and resources; laws, and critical issues; major approaches used to educate exceptional pupils.

Independent Study
E75.1000 45 hours per point: 1-6 points. Fall, spring; hours to be arranged.

For description, see pages 166-67.

Educating Students with Disabilities in the General Education Classroom
E75.1005 45 hours: 3 points. Spring.

Open to nonmajors.

Increasingly, students with a variety of disabilities are remaining in the general education classroom. This course is designed for nonspecial education majors and those from related service areas who recognize the need to understand the issues and possibilities for working successfully with these students. Sample topics include current legislation, availability of resources and related services, parenting issues, and instructional strategies.

Principles and Strategies for Teaching: Mild Learning and Behavioral Disorders
E75.1006* 60 hours: 3 points. Fall.
Prerequisites: E75.0081, E75.0082, E75.0083.

Principles and practices in selecting curriculum for pupils with mild learning and behavioral problems, including testing and teaching relative to the curriculum.

Supervised Student Teaching in Special Education
E75.1009* (formerly E63.1009) A minimum of 20 school days (100 hours): 4 points. Fall, spring; hours to be arranged.
Prerequisites: E63.1007, E75.0081, E75.0082, E75.0083, E75.1008.

Student teaching of pupils with mild learning and behavioral problems.

Principles and Practices for Teaching Students with Moderate to Profound Learning and Behavioral Disorders
E75.1010* (formerly E63.1010) 45 hours: 3 points. Spring.
Prerequisite: E75.1149.

Techniques and strategies for curriculum selection, modification, adaptation, and implementation. Emphasis is placed on effecting a “best fit” among a student’s educational objectives, parents, teacher, related services, learning environment, and curriculum.

Practicum Seminar I and II
E75.1012,1013 15 hours: 1 point. Fall, spring (Practicum Seminar I); spring (Practicum Seminar II).

Practicum Seminar is required for all students during the semesters that they are doing student teaching in a special education site. The seminar provides an opportunity to integrate information, skills, and experiences of the student teaching with other students engaged in similar training. The two semesters generally are the second and final two semesters of the students’ undergraduate work. Assignments are related to the clinical experience and are differentiated between semesters.

Classroom Assessment
E75.1035* (formerly E63.1035) 45 hours: 3 points. Fall.
Prerequisite: E75.0083 (E63.0083).

Measures used in assessment of exceptional children. Survey of major standardized tests as well as criterion-referenced instruments.
The Severely Disabled Person as a Student and Member of Society
E75.1149 45 hours: 3 points. Fall.
Prerequisite: a course in the psychology of the mentally retarded.
Examination of the issues, problems, and trends affecting the development and implementation of community-based educational programs and group residences. Sample topics covered include deinstitutionalization, least restrictive environment, family involvement, advocacy, and teacher roles and responsibilities.

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.

Observation of and Participation in Special Education
E75.1501* (formerly E25.1501) A minimum of 120 hours: 2 points. Fall; hours to be arranged.
A period of observation of children in special school classrooms and treatment institutions, followed by participation in classroom instruction in schools.

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E12/E25/E75: CHILDHOOD EDUCATION AND CHILDHOOD SPECIAL EDUCATION: DUAL CERTIFICATE PROGRAM COURSES

Note: These courses are for students entering as freshmen in fall 2000 or later and for all students whose graduation date will be after January 31, 2004.

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.

Integrating Seminar in Childhood and Special Education I—Context and Learning Environments of Diverse Learners
E25.1005 1 point.
A seminar course designed to encourage the integration of theory and practice, taken concurrent to first semester of field placement.

Integrating Seminar in Childhood and Special Education II: Assessment to Guide Instruction
E25.1006 1 point.
A seminar course designed to encourage the integration of theory and practice, taken concurrent to first semester of student teaching.

Integrating Seminar in Childhood and Special Education III: Curricular Design and Instruction for Diverse Learners
E25.1007 1 point.
A seminar course designed to encourage the integration of theory and practice, taken concurrent to second semester of student teaching.

Integrating Seminar in Childhood and Special Education IV: Professional Development and Collaboration with Parents and Other Professionals
E25.1008 1 point.
A seminar course designed to encourage the integration of theory and practice, taken concurrent to last semester of student teaching.

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.

Integrated Curricula in Science, Health, and Social Studies in Childhood Education
E25.1141 2 points.
Thematic teaching across the curriculum modeled in integrated curricula. Teaching methodologies specific to individual content areas of science, health, and social studies are taught in modules and simultaneously integrated through class activities and field-based projects.

Integrated Curricula in Math, Science, and Social Studies in Childhood Education I, II
E25.1142,1143 3 points each semester.
Thematic teaching across the curriculum modeled in integrated curricula. Teaching methodologies specific to individual content areas of math, science, and social studies are taught in modules and simultaneously integrated through class activities and field-based projects.

Language and Reading Instruction in Early Childhood
E25.1176 2-3 points.
Teaching the language-related processes with special focus on developmental listening, speaking, reading, and writing for native English language speakers and students who are English language learners. Varied approaches to teaching reading in early childhood programs are presented and tied to other curriculum areas. Students apply concepts by working with children to develop reading skills at developmentally appropriate levels.

Language and Reading Instruction for Childhood I
E25.1177 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 1 point.
Continuation of Language and Reading Instruction for Childhood I.

Supervised Student Teaching in Childhood Education, 1-6
E25.1334 A minimum of 20 school days (100 hours): 2 points
Supervised student teaching in classroom settings.
Supervised Student Teaching in Childhood Education, 1-6
E25.1355 A minimum of 20 school days (100 hours): 3 points.
Supervised student teaching in classroom settings.

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.

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, paraprofessionals, 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 inter-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 3 points.
Techniques and strategies for curriculum selection, modifications, adaptation, and implementation, including assistive and augmentative technology, in home, school, work, and community settings.

Classroom Assessment
E75.1035 2 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.

Strategies for Teaching Children with Challenging Behavior
E75.1161 3 points.
Strategies for creating classroom environments and behavior support plans to promote development of positive classroom behaviors and positive social interaction skills.

Observation and Participation in Special Education
E75.1504 2 points.
A period of observation of children in classrooms serving children with disabilities, followed by participation in classroom instruction.

E12/E25/E75: EARLY CHILDHOOD EDUCATION AND EARLY CHILDHOOD SPECIAL EDUCATION: DUAL CERTIFICATE PROGRAM COURSES
Note: These courses are for students entering as freshmen in fall 2000 or later and for all students whose graduation date will be after January 31, 2004.

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 both as a study in itself and as a tool for applied use. Focus on the mathematical concepts that infuse young children’s experience, the use of mathematical tools in young children’s learning, methods for adapting math curriculum for learners with diverse abilities, and the relationship of mathematical learning to all areas of curriculum.
Introduction to Early Childhood and Special Education
E25.1103  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 institutions of early childhood learning.

Language and Literacy
E25.1175  2-3 points.
Considers the relationships between young children’s language development and the acquisition of literacy. Explores the nature of language, language development, language diversity, early reading and writing development, and the deep connection of language and literacy to all areas of learning.

Language and Reading Instruction in Early Childhood
E25.1176  2-3 points.
Teaching the language-related processes with special focus on developmental listening, speaking, reading, and writing for native English language speakers and students who are English language learners. Varied approaches to teaching reading in early childhood programs are presented and tied to other curriculum areas. Students apply concepts by working with children to develop reading skills at developmentally appropriate levels.

Supervised Student Teaching in Early Childhood Education
E25.1357  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, Headstart and Early Headstart, and public and private schools.

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.

Principles and Practices for Teaching Students with Severe and Multiple Disabilities
E75.1010  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  3 points.
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 methodological 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.

Instructional Strategies for Supporting Diverse Learners in Early Childhood Settings I, II
E75.1047, 1048  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.

Observation and Participation in Early Childhood Special Education
E75.1303  2 points.
A period of observation of children in nursery schools, childcare centers, Headstart, and public and private schools serving children with disabilities, birth through second grade, followed by participation in 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, Headstart and Early Headstart, and public and private schools serving children with disabilities.

The Role of the Professional in Early Childhood/Special Education
E75.1510  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.
**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 responses, 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 pages 166-67.

**Health Counseling**
E81.1002  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.

**Methods and Materials in Teaching for Health**
E81.1219  45 hours; 3 points. Spring.
The planning, development, and teaching of health education in elementary, secondary, college, and community settings. Group planning, creation of instructional materials, and analysis of evaluation data of student demonstration teaching in class.

**Human Reproduction and Sexual Functioning**
E81.1297  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.

**Assessing Community Health Education Needs**
E81.1319  45 hours; 3 points. Spring.
A study of the fundamentals of health planning and their application to specific community health education problems. Information on health legislation, health economics, and comprehensive health planning methods are supplemented by individual field projects.

**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.

**Observation, Conference, and Student Teaching in Health**
E81.1397†  A minimum of 90 hours: 3 points. Fall, spring; hours to be arranged. Registration by permission of instructor.

**Observation, Conference, and Student Teaching in Health**
E81.1398†  A minimum of 90 hours: 3 points. Fall, spring; hours to be arranged. Registration by permission of instructor.

**Observation in Community Health Programs**
E81.1637  60 hours; 2 points. Summer; hours to be arranged.
Observation of various types of community health programs including governmental, voluntary, and professional.

**Observation in Community Health Programs**
E81.1638  60 hours; 2 points. Summer; hours to be arranged.
For description, see E81.1637.

**Drug and Alcohol Education and Child Abuse Identification**
E81.1901#  15 hours; 1 point. Fall, spring, summer.
Offered alternate weeks.
For elementary classroom teachers and secondary teachers of all subjects. Provides basic information concerning alcohol and other drugs, familiarizes teachers with various teaching methods and the sources of teaching materials, and gives teachers a greater understanding of the total school health program. Meets New York State certification requirements. A two-hour module on child abuse identification is provided.

**E85: MUSIC AND PERFORMING ARTS PROFESSIONS**

**Aural Comprehension in Music I**
E85.0006  45 hours; 1 point. Fall, spring.
Corequisite: E85.0035.
Training in elementary musicianship skills emphasizing sight-singing and dictation. Course activities are correlated with the materials of harmony and counterpoint for the diatonic repertory.

**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, spring.
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. Fall, 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.

**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 procedure 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, wood, and percussion with particular attention devoted to setting 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 and Choral Conducting Practicum
E85.0028 30 hours: 1 point. Spring.
Review literature on techniques for conducting elementary and secondary choral groups and implement through class conducting activities coupled with a review of literature on vocal techniques for young singers, score reading, and score preparation.

Wind or Percussion Instruments (Private Lessons)
E85.0034* 7.5-15 hours: 2-4 points. Fall, spring.
For freshmen and sophomores.
Prerequisite: E85.0033.

Music Theory I
E85.0035 45 hours: 2 points. Fall, spring.
Prerequisite: E85.0006 or equivalent.
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.
Further projects in diatonic tonality and an introduction to simple forms.

Music Theory III
E85.0037 45 hours: 2 points. Fall, spring.
Prerequisite: E85.0036.
Hands-on work with the materials of chromatic tonality and an introduction to complex forms.

Music Theory IV
E85.0038 45 hours: 2 points. Fall, spring.
Prerequisite: E85.0037.
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 E85.1043.

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.

Voice (Private Lessons)
E85.0063* 7.5-15 hours: 2-4 points. Fall, spring.
For freshmen and sophomores.
Prerequisite: E85.0033.

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 and 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, transcription, and score reading are emphasized.

Keyboard Harmony and Improvisation III and 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
E85.0089* 60 hours: no points, no tuition fee. Fall, spring.
Open to the University community. Required each term of music performance and music education majors not registered for other ensembles.

Study and performance of chamber music literature.

Participation in New York University Band
E85.0083* 90 hours: no points, no tuition fee. Fall, spring.
Open to the University community. Registration by audition only. Required each term of all freshman and sophomore instrumental students.
Experience in playing the standard literature and performance of new works on and off campus.

Participation in New York University Choral Arts Society
E85.0085* 100 hours: no points, no tuition fee. Fall, spring.
Open to the University community. Registration by audition only. Required each term of all freshman and sophomore vocal majors.
Performance of the major choral literature. The society presents concerts at many University and public functions. Smaller ensembles are derived from the total membership.

Participation in New York University Orchestra
E85.0087* 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
E85.0089* 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.

Collegium and Program Seminar
E85.0090 30 hours: no 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 mat-
Music Theatre Professions  
**E85.0099** 30-45 hours 2-3 points. Fall.  
Definition of music theatre as an art form. Review of its current status in Broadway, regional, stock, community, and educational venues. Presentation of key elements of music theatre 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**  
**E85.0103** 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.

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 multibillion-dollar music industry, including record company operations, music publishing, artist management, promotion, copyright, and corporate structure.

**Independent Study**  
**E85.1000** 45 hours per point: 1-6 points. Fall, spring; hours to be arranged.  
For description, see pages 166-67.

**Recording Technology I**  
**E85.1001** 60 hours 4 points. Fall.  
Introduction to the physical aspects of sound, psychoacoustics, and basic electricity. Principles and practice of magnetic recording and an overview of the recording studio.

**Recording Technology I Laboratory**  
**E85.1002** 30 hours 2 points. Fall.  
Conquisite: E85.1001. Departmental approval required.  
Practical application of the knowledge acquired in E85.1001.

**Recording Technology II**  
**E85.1003** 60 hours 4 points. Spring.  
Prerequisites: E85.1001 and E85.1002.  

**Recording Technology II Laboratory**  
**E85.1004** 30 hours 2 points. Spring.  
Conquisite: E85.1003. Departmental approval required.  
A practicum in the recording studio that coincides with the lecture schedule and demonstrates all the topics outlined in E85.1003.

**Recording Practicum III**  
**E85.1005** 60 hours 4 points. Fall.  
Prerequisites: E85.1003 and E85.1004.  
Departmental approval required.  
Actual recording experience with live musicians in the recording studio. Students perform various duties just as they would in a professional recording session.

**Recording Practicum IV**  
**E85.1006** 60 hours 4 points. Spring.  
Prerequisites: E85.1003, E85.1004, and E85.1005. Departmental approval required.  
Enrollment limited to 10 students per section.  
For description, see E85.1005.

**MIDI Technology I**  
**E85.1007** 45 hours 3 points. Fall.  
Introduction to MIDI with an emphasis on the use of current performance software and various electronic devices including synthesizers, recorders, and digital processing equipment. Use of microcomputer sequencer software and various patch librarians in project preparation.

**Fundamentals of Audio Techniques I: Studio Maintenance**  
**E85.1008** 45 hours 3 points. Fall.  
An introduction to maintenance and trouble-shooting concepts used in the music recording industry. Procedures necessary with sophisticated audio equipment and essential aspects of recording studio design.

**Fundamentals of Audio Techniques II: Studio Maintenance**  
**E85.1009** 45 hours 3 points. Spring.  
More advanced work in studio repair and maintenance, including digital equipment. Students develop practical skills tracing schematics, using test equipment, and replacing components as required daily in the music recording studio environment.

**Audio for Video I**  
**E85.1010** 45 hours 3 points. Fall.  
Introduction to the concepts and applications of audio production for video and television. Production techniques for current multimedia projects in the industry are explored, and postproduction synchronization methods are introduced.

**Concert Recording I**  
**E85.1011** 30 hours 2 points. Fall.  
Introduction to the concepts of live concert recording. Microphone selection, characteristics, and placement, as well as the acoustic problems encountered in concert halls, are discussed. Students have the opportunity to apply the lecture material by recording undergraduate rehearsals, recitals, and selected events.

**Concert Recording II**  
**E85.1012** 30 hours 2 points. Spring.  
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, University ensemble concerts, and selected events.

**Voice Class: Literature and Technique**  
**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** 30-45 hours 2-3 points. Spring.  
Prerequisites: E85.1007.  
Programming for MIDI devices using MIDI BASIC, C, MAX, and other appropriate techniques. Design and implementation of software sequencers, interface drivers, hardware applications, and further creative work in the medium.

**Form and Analysis**  
**E85.1015** 30 hours 2 points. Fall.  
Techniques and concepts applied to music literature of the 18th and 19th centuries. Synthesis through analysis, performance, and composition using contrapuntal and harmonic textures.
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.
In a multitrack environment, students learn basic digital and analog concepts in signal path, signal processing, and MIDI. Work culminates in the production of a musical project on tape.

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.

Music Acoustics
E85.1035 45 hours: 3 points. Fall.
Study of sound production by musical instruments, propagation of sound from source to listener (including electronic reproduction), and psychoacoustic perception of sound.

Electronic Music Synthesizers:
Fundamental Techniques
E85.1037 45 hours: 3 points. Fall, spring.
Departmental approval required.
Introductory course in electronic music synthesizer techniques. Students complete laboratory tasks on each individual synthesizer module. Basic concepts in the synthesis of music including generation of sound, voltage control, and treatment of sound. Creation of a work that demonstrates 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
E85.1043,1044* 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 30 hours: 2 points. Fall.
Departmental approval required.
Introduction for teachers, composers, and performers to explore potentials of computer music synthesis.
Basic concepts of music synthesis presented through the use of a microcomputer, keyboard, and appropriate software. System may be used as a real-time performance instrument or as a studio composition instrument. Educators may explore potentials for classroom application.

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 unpublish ed materials suited to all levels of music instruction. Particular emphasis on computer-assisted technology, assessment, practice, 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 advisor in music department.
Group lessons in piano for nonmusic majors and those not performing in University groups (six in a group, one hour per week). Traditional and jazz sections.

Opera Workshop
E85.1060 A minimum of 15-45 hours. 1-3 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. 2-3 points. May be repeated for a total of 12 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 theatre. 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.

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 E85.0076 with emphasis on style characteristics of selected jazz artists.

Music History III: 19th Century
E85.1077 30-45 hours. 2-3 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. Study and performance of chamber music.

Introduction to Piano Literature and Repertoire
E85.1081 15 hours. 1 point. Fall.
A survey and performance course on the keyboard music of the pre-baroque period. Focuses on the music of Bach, Handel, Scarlatti, Blow, Bull, and others. Significant treaties, such as the Fitzwilliam Virginal Book, are explored as well as baroque microtunings and their relationship to Bach’s Well-Tempered Clavier.

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 Art 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 and contemporary 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: 1 point. Fall.
A survey and performance course on the piano music of the romantic era, emphasizing the music of Chopin, Schumann, Liszt, and Brahms. In addition, late romantic composers such as Rachmaninoff and Scriabin are studied. The development of such romantic forms and character pieces as the nocturne, capriccio, and scherzo receive special attention, as well as the varied and distinctive harmonic vocabulary.

Piano Literature and Repertoire II
E85.1097 15 hours: 1 point. 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 Hambison. The impact of the inclusion of such devices as synthesizers and recording technologies is assessed.

Recording Studio Projects
E85.1112 30-60 hours: 2-4 points. Fall, spring.
Individually assigned recording projects in the Rollins Recording Studio. Registration by departmental approval only.

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
E85.1221 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
E85.1222 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 15 hours: 3-4 points. Fall, spring.
Restricted to music majors.

Supervised Student Teaching of Music in the Secondary School
E85.1143 15 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 melody; 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 Practicum: Handicapped Children
E85.1205 30 hours: 1 point. Spring.
Prerequisite: E85.1204.
Music movement experience 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. Spring.
Prerequisites: E85.1221, E85.1222, E85.1700; corequisite: E85.1224.
Introduction to the effective utilization of advertising in the music industry. Radio promotion, publicity campaigns, and media relations are examined.

The Economic and Legal Setting of the Music Industry
E85.1222 30 hours: 2 points. Fall.
Required of all students in the music business program.
Prerequisite: E85.1221; corequisite: E85.1700.
Introduction to the legal environment as it pertains to profit-making music and to ethical considerations as well as social and political influences. Emphasis on copyright law and contract law as they affect the economics of the music industry.

Production and Artists and Repertoire in the Music Industry
E85.1223 30 hours: 2 points. Fall.
Required of all students in the music business program.
Prerequisites: E85.1214, E85.1222, E85.1224, E85.1700.
Examination of the processes of A&R (artists and repertoire) production and manufacturing. Criteria for music evaluation and genre categories are analyzed. The role of the studio for the producer and the artist.

Marketing and Merchandising in the Music Industry
E85.1224 45 hours: 3 points. Spring.
Prerequisites: E85.1221, E85.1222, E85.1700; corequisite: E85.1214.
Required of all students in the music business program.
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.
Prerequisite: E85.1010.
A continuation of the postproduction process introduced in Audio for Video I. Techniques emphasize digital recording and current synchronization techniques of SMPTE and MIDI time code.

Concert Management
E85.1226 45 hours: 3 points. Fall.
Prerequisites: E85.1214, E85.1221, E85.1222, E85.1223, E85.1224, 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.
Film Music: Historical and Aesthetic Perspectives
E85.1500 15 hours per point: 3-4 points. Fall.
Development of critical listening in both director/producer and film composer. Through historical, aesthetic, and practical understanding of scoring music in films, the composer and filmmaker become more sensitive and skillful in effectively utilizing music within the film’s narrative context.

Music Publishing
E85.1700 20 hours: 2 points. Fall.
Prerequisite: E85.1221; corequisite: 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.

Electronics Technology I
E85.1817 45 hours: 3 points. Fall.
Basic concepts of electronics and an introduction to analog circuits, Ohm’s law, calculation of current, resistance, and voltage values with an explanation of practical applications to music recording technology and communications.

Electronics Technology II
E85.1818 45 hours: 3 points. Spring.
Prerequisite: E85.1817.
Continuation of study begun in Electronics 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 hours per point: 1-3 points. Fall, spring.
Junior or senior standing only.
Assignment to recording studios, music houses, or other media organizations for on-the-job training. Provides valuable “hands-on” experience that enhances the music technology curriculum. Written report and synthesizing the student’s course work and field work are required.

E89: DANCE EDUCATION

Dance Alignment I
E89.0011 60 hours: 1 point. May be repeated for a maximum of 3 points. Fall.
Registration by permission of program director.
Introduction to the fundamental Pilates-based principles of alignment for the correction of faulty neuromuscular habituation in everyday movement. Focus on transfer of these basic adjustments to dance warmups, one’s personal structure, correct use of the ballet barre, and centering for varied cultural posture and dance demands.

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* 60-90 hours: 1 point. Fall, spring.
Open only by audition.
Fundamentals of ballet technique including special emphasis on placement and utilizing individual anatomical structures most efficiently.

Beginning Modern Dance Techniques
E89.0016 45-67 hours: 1 point. Fall, spring.
Required of all incoming dance majors to a maximum of 2 points; open to nonmajors by permission only.
Fundamentals of technique including placement, flexibility, motor skills, and some improvisation.

Survey of Folk, Square, and Social Dance Forms
E89.0021 60 hours: 2 points. Spring.
Initial identification and practice of fundamental movements whose various combinations comprise European and indigenous American social and folk dance forms. Course covers performance, contradance and square dance calling, and teaching prototypes of these forms. Vests to outside functions.

Jazz Dance Techniques
E89.0029 60 hours: 1 point. Spring.
Required of all dance majors and minors; others by audition.
Introduction analysis and practice of jazz dance.

Dance Club
E89.0039 45 hours: 1 point, by advisement. Fall, spring.
Required each term of all undergraduate dance majors for a minimum of 6 terms.
Provides participation in and planning of departmental dance activities.

Intermediate Technique: Modern Dance
E89.0040 45-90 hours: 1 point. Fall, spring.
Required of all dance majors to a total of 6 points. Sections 1 and 2, eclectic in style, may include elements of Cunningham, Graham, Louis, and Hawkins-based techniques. Section 3 (improvisation) is required of all undergraduate majors open to nonmajors by permission only. Students may register for two sections simultaneously for 2 points.
Continuation of training in basic technical skills in modern styles.

Rhythmic Analysis and Percussion for Dance
E89.0041 60 hours: 2 points. Fall. May be repeated for a total of 6 points.
Fundamentals of sound for dance accompaniment. Rhythmic and movement analysis. Students prepare percussion scores for their own dance studies and gain practice in composing for and accompanying others. Satisfies eurythmics requirement in music, with advisor’s permission.

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

Creative Dance for Children
E89.0141 45 hours: 3 points. Fall.
Provides students with opportunities to develop movement skills through experiences in spatial and rhythmic explorations and improvisations. Experiences include creation and use of instruments, songs, and stories; development of ease in movement, application to teaching; interaction and joint planning for instilling a sense of self in children.

Independent Study
E89.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see pages 166-67.

Common Hour Dance
E89.1001† 45 hours: 1 point. Fall, spring.
Weekly meeting time for graduate students or participation in workshops and concert production, etc.

Senior Dance Project
E89.1003 30 hours: 1 point. Fall, spring.
Registration by permission of instructor.
Required of senior students in dance. Choreography and presentation of group dance composition.
Dance Alignment II
E89.1011 60 hours: 2 points. May be repeated for a total of 4 points. (Individual tutorial hours to be arranged via instructor or program director).
Spring.
Pre-requisite: E89.0011 or permission of program director.
Extension of the basic Pilates series and principles to intermediate and advanced neuromuscular patterning. Focus on methods for achieving individualized goals and applied instructional means of reducing correction time. Use of specialized Pilates apparatus re-energizes the body for kinetic retention and trains the teacher as a keen observer and structural analyst of varied dance forms and styles.

Origins of Contemporary Dance
E89.1012 45 hours: 3 points. Fall.
Survey of varied forms and styles of dance and their social and cultural contexts. Discussion and viewing of dance in selected periods of its development from early times to the present. Class attends films shown at the Museum and Library of Performing Arts at Lincoln Center.

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 into and development in theatre as a performing art. Includes fundamental skills and traditional steps and sequences for creating tap dance choreography.

Introduction to Dance Composition
E89.1017 60 hours: 2 points. Fall.
Basic elements of choreography. Students compose and perform dances.

Jazz Dance Technique
E89.1029 30 hours: 2 points. May be repeated for a total of 4 points. Fall, spring.
For non-dance majors:
Analysis of jazz as a dance discipline—introductory level. Includes composition.

Advanced Jazz Dance Technique
E89.1030 60 hours: 1 point. May be repeated for a total of 3 points. Fall, spring.
For dance majors: others by audition.
Analysis of jazz as a dance discipline at the advanced level. Includes composition.

Effort/Shape Movement Analysis
E89.1041 45 hours: 2 points. Fall, spring.
Registration by permission of program director.
Introduction to the systems 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 Ballet
E89.1074 45-90 hours: 1 point. Fall, spring.
Registration by permission of program director.
Advanced technical skills with emphasis on continuity, phrasing, and performance in American ballet style.

Advanced Technique: Modern Dance
E89.1075 45-90 hours: 1 point. Fall, spring.
Section 1: (Hawkins-based) (minimum of two days); section 2: (eclectic) (1 or 2 points: minimum of 2 hours per point); section 3: (improvisation).
Registration of non-dance majors by permission of program director only. Required of dance majors for a maximum of 6 points toward degree.

Advanced Dance Practicum
E89.1076 45-90 hours: 1 point. Fall, spring.
Registration by permission of dance program advisor.
Individualized projects in dance, research, production, choreography, or related arts for advanced students in the arts.

Dance Composition: Group Forms
E89.1118 60 hours: 2 points. Spring.
Application of elements of choreography to large group works. Explores the individual choreographer’s role as a director.

Dance Notation
E89.1141 60 hours: 3 points. Fall.
Prerequisites: E89.0041 or equivalent and permission of instructor.
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.

Methods and Materials in Teaching Dance
E89.1265 45 hours: 3 points. Fall.
Discussion of the theories, skills, and dance techniques, with laboratory work, basic to the establishment of a teaching method. Course is designed to prepare teachers of dance for private and public junior and senior high schools as well as community centers in the city of New York. Includes dance class observations.

Dance Repertory
E89.1271 60 hours: 2 points. Spring.
Students rehearse and perform dance scores and dances choreographed by faculty and guest artists.

Historical Development of Dance I
E89.1273 45 hours: 3 points. Fall.
General survey of the role of dance from the earliest cultures to modern times. In addition to classical antiquity and the Renaissance, the course briefly traces the development of theatrical dance from pre-classic dance forms up to but exclusive of American influences and of modern ballet.

Modern Dance Production
E89.1284 120 hours: 3 points. Spring.
Prerequisites: medical certificate of health and permission of the instructor. Required of all DANT and DPC, HEA, HST, TES, THE dance majors.
Concentrated course in the staging and presentation of modern dances, provides current learning in the theory and practice of lighting, staging, and makeup, with technical and choreographic rehearsals for concerts.

Methods of Accompaniment for Dance
E89.1309 30 hours: 2 points. Spring.
Prerequisites: E89.0041 and E89.1017, or permission of program director.
Survey of the different kinds of accompaniment (live and recorded music, percussion scores, the spoken word). Students select or prepare accompaniment for dance techniques and compositions. Consideration of historical and stylistic factors.

American Dance Heritage
E89.1401 45 hours: 3 points. Spring.
An application of multiple historical resources and of research techniques in the teaching of the history of American dance.
Teaching Creative Rhythmic Movement
E89.1453 45 hours: 3 points. Fall, spring.
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 and Related Activities for Children
E89.1454 45 hours: 3 points. Spring.
Provides opportunities for students to plan choreography and to view and design dance concerts that recognize the developmental needs and aesthetic interests of children.

Introduction to Dance Movement Therapy
E89.1502 45 hours: 3 points. Fall.
Introduction to the theories, principles, and techniques of movement in the dance therapy field. Focus is on nonverbal communication and body awareness.

African Dance
E89.1542 45 hours: 3 points. Fall.
A survey course in African dances with accompanying songs, music, and simple instruments of the regions of West, East, Central, and South Africa.

Student Teaching in Dance: Elementary School
E89.1607** 120 hours: 4 points. Fall, spring.
Speech and dance major requirements must be completed.
Supervised student teaching of dance on the elementary school level (grades K-6). Includes classroom observation and seminar conferences.

Student Teaching in Dance: Secondary School
E89.1608** 120 hours: 4 points. Fall, spring.
Speech and dance major requirements must be completed.
Supervised student teaching of dance on the secondary school level (grades 7-12). Includes classroom observation and seminar conferences.

Kinesiology for the Dancer
E89.1811 60 hours: 3 points. Fall, spring.
Registration of nondance majors by permission of program director.
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 pre-conceived 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)
E90.0059 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, written papers of art presented 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 sensibilities to clay as an art form.

Fundamentals of Drawing I, II
E90.0322, 0332 60 hours: 3 points. Fall, spring.
Open only to art majors. Two semesters of this course are required for all art studio majors.

Fundamentals of Painting I, II
E90.0332, 0333 60 hours: 4 points. Fall, spring. Open only to art majors.

Fundamentals of Sculpture I, II
E90.0342, 0343 60 hours: 4 points. Fall, spring.
Two semesters of this course are required for all studio majors. Open only to art majors.

Sculpmre: Anatomy for the Artist
E90.0346, E90.1346 60 hours: 3 points. Fall. Open only to art majors. Atelier course offered on two levels.

Analytical study of the skeletal and muscular structure of the human figure through sculpture as a basis for artistic interpretation. Modeling of the skeletal and the human figure in studio accompanied by lectures and demonstrations.

Fundamentals of Video Art
E90.0356 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 Computer 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.

Introductory course in the use of a 35mm camera with black-and-white film. Contact printing, enlarging, and developing of film are taught. Readings in the history and theories of photography are assigned. Photography as an art form of aesthetic choices is emphasized. Students provide their own cameras with manual light meter exposure controls and are asked to buy film and paper. Enlargers and photographic chemicals are provided in class.

Fundamentals of Printmaking
E90.0373 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 advisor and the art department chairperson to register for independent study. For description, see pages 166-67.

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.

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.

Modern 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 museums 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, gallery and museum visits.

Creative Art Activities in the Elementary Classroom
E90.1057 (E25.1057) 30 hours: 2 points. Fall. For elementary education students only; others by permission of instructor.

Planning and organizing classroom experiences in creative art, developing aesthetic, expressive possibilities in all of children’s learning. Individual and group studio experience, observation, and reading.

Contemporary Art
E90.1113 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.

Interns work closely with NYU faculty to assess their progress and define learning goals.

Introduction to Drawing
E90.1320 60 hours: 3 points. Fall, spring. Studio course designed for nonart majors. Assignments/critique/demonstrations related to the basic elements of drawing.

Introduction to Painting
E90.1330 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.

Introduction to Sculpture
E90.1352 60 hours: 3 points. Fall, spring. Studio course designed for art and nonart majors.

A hands-on introduction to the translation of the visual experience into sculpture. Students learn the sculptural process while working toward a personal statement in sculpture.

Introduction to Video Art
E90.1354 60 hours: 3 points. Fall, spring. Studio course designed for art and nonart majors.

Video art has become one of the most widely used media art forms because it allows both the artistic concentration of photography and the free-flowing imagery of movement. Students acquire rudimentary skills while learning toward a personal statement in video.

Introduction to Computer Art
E90.1354 60 hours: 3 points. Fall, spring. Studio course designed for art and nonart majors.

The use of the computer to enhance 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.

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.

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.

Computer 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.

Computer 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.

Silkscreen I, II
E90.1572, 1573 60 hours: 3 points. Fall, spring.
Prerequisite: E90.0373.
Exploration of varied screen printing techniques and their characteristics: paper, Mockout, resist, and cut film stencils; construction and selection of materials used. Multicolored screenprinting; studio work in photographic screen printing techniques; printmaking on different materials and surfaces (plastic, paper, wood, glass, mirrors, etc.), mixed media. Demonstrations and lectures.

Relief Printing I, II
E90.1570, 1571 60 hours: 3 points. Fall, spring.
Prerequisite: E90.1360 or equivalent.
Advanced techniques in type C and type R printing as well as color negative and slide film development are taught. The capabilities of various film stocks, lighting problems, the use of color filters and color separation for Kwik Print and Dye Transfer printing. Emphasis is on making a substantial portfolio of work on one subject. Includes readings on the aesthetics and history of color photography.

Jewelry I
E90.1390 60 hours: 3 points. Fall, spring.
Explores the aesthetic concepts and techniques of contemporary jewelry construction, employing a variety of metals. 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.

Silkscreen I, II
E90.1574, 1575 60 hours: 3 points. Fall, spring.
Prerequisite: E90.0373.
Exploration of various screen printing techniques and their characteristics: paper, Mockout, resist, and cut film stencils; construction and selection of materials used. Multicolored screenprinting; 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 their 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 glassworking 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, spring.
Prerequisites: two semesters of Sculpture.
Emphasis on specialized materials or techniques allows students to broaden the range of their skills and expression. Past topics have included clay, fiber, wood, cold glass, hot glass, low bas-relief, high relief, and jewelry. Projects are chosen as a result of student and faculty interest.

Projects in Video Art
E90.1650, 1651 60 hours: 3 points. Fall, spring.
Prerequisite: E90.1550, 1551 or equivalent experience.
Focus on particular techniques allows students to broaden the range of their skills and expression. Past topics include digital sound for video and digital editing.

Projects in Computer Art
E90.1652, 1653 60 hours: 3 points. Fall, spring.
Prerequisites: E90.1552, 1553 or equivalent experience.
Focus on particular techniques allows students to broaden the range of their skills and expression. Past topics include art on the Web and advanced techniques in digital art.

Projects in Photography
E90.1664 60 hours: 3 points. Fall.
Prerequisites: two semesters of Photography.
Students work directly with internationally recognized photographers and guest lectures to supplement the instructor’s lectures and discussions. Topics selected by faculty and students to reflect their artistic preoccupations or to provide research in particular skills, subjects, or trends in photography.

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 allow students to broaden the range of their skills and expression. Past topics have included art of the letter form, book arts, xerography, paper-making. 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, spring.
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, spring.
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, spring.
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 Computer Art
E90.1952, 1953 60 hours: 3 points. Fall, spring.
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, spring.
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 20th century. Topics include the social, political, and cultural 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 Preclassic 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.
Student Activities/School and University Services

Associate Dean for Student Services and Public Affairs Patricia M. Carey is responsible for the administration of various student development and administrative services, which include Registration Services, Counseling and Student Services, Special Student Advisement, and Alumni Relations.

Dean Carey 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, 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 Fless Hall, Room 32, (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.

Tutoring and advisement, as well as the Early Intervention Program—which assists new freshman and transfer students—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 School of Education student organizations.
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 the United States Immigration and Naturalization Service. Advisers are available every day to assist students with immigration, employment, financial, personal, and cross-cultural concerns.

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/pages/ois/offices/oiss.

SCHOOL OF EDUCATION INTERNATIONAL STUDENT COORDINATOR

The coordinator for international students in the School of Education provides information and liaison services and assists in the guidance and advancement of international students (Professor Joanne Griffin, Joseph and Violet Pless Hall, Room 34; telephone: (212) 998-5234; E-mail: griffinj@iscnyu.edu). For all matters pertaining to student visas, international students are directed to the Office for International Students and Scholars; 561 La Guardia Place; (212) 998-4720.

Students with Disabilities

The Henry and Lucy Moses Center for Students with Disabilities provides services within the 14 schools and colleges of the University. Located at 240 Greene Street, 4th Floor, the center provides services to populations with hearing and visual impairments, mobility impairments, and learning disabilities and to students with chronic conditions, such as AIDS and psychiatric disorders.

Services include the provision of sign language interpreters, readers, notetakers, and other ancillary aides. The center works in conjunction with academic and administrative departments in providing assistance with registration and housing. Tuition aid is also available through a special application process.

Access to Learning, a comprehensive support program for students with learning disabilities, functions under the center’s auspices.

The center also sponsors numerous programs and life skills workshops, as well as the Career Enhancement Program, which assists students in obtaining employment in the private sector.

Telephone (212) 998-4980 (voice and TDD) for more information. All contacts with the center are strictly confidential.

Office for African American, Latino, and Asian American Student Services

The Office for African American, Latino, and Asian American Student Services (OASIS) coordinates services for students with African, Latino, Asian, and Island American descent. Services and programs offered through OASIS include the following:

EDUCATIONAL AND CULTURAL PROGRAMS

- Educational and Cultural Institute UnderOneRoof
- Asian in America Conference
- D-Day
- The -ISM Project

STUDENT DEVELOPMENT AND LEADERSHIP TRAINING

- Leadership Institute Internship
- Three-Tier Mentorship Program
- FACTS Program
- OASIS Evens
- Diversity Education Internship
- The Leadership Resource Center

ACADEMIC ENRICHMENT SERVICES

- Strategic Networking for Academic Performance (SNAP)
- OASIS Learning Initiative
- Timbuktu Academic Resource Center

GRADUATE AND PROFESSIONAL SCHOOL OUTREACH

- Graduate School Forum
- Binary Solutions
- Law School Fair
- Institute for the Recruitment of Teachers
- Career Advantage Internship Program
- Career Advantage Internship Résumé Book
- CareerNET

ALUMNI INITIATIVES

- Life After NYU Series
- Alumni Links
- Asian/Pacific American Alumni
- Alumni of Color

SOCIAL AND CULTURAL PROGRAMS

- Welcome Reception
- Open Houses
- Nyu Awards Celebration
- University Commencement Reception
- OASIS in the Community Day

The office, located at 31 West Fourth Street, 3rd Floor, is open from 9 a.m. to 5 p.m., Monday through Friday. Telephone: (212) 998-4543.

Student Life

The Office of Student Life is the focal point and coordinator for student events on campus. Construction has begun on a new student center, which will house student clubs, activity spaces, a large theatre, lounges, and other facilities. Contact the Office of Student Activities for specific information: (212) 998-4700.

During the construction period, student activities are being held in a variety of locations on campus. Contact the Office of Student Activities for specific information: (212) 998-4700.

The place to go with a problem or a question is the Office of Student Life, telephone: (212) 998-4959. The staff has extensive knowledge of both University and student issues. They can direct a student to resources within and outside the University, relay comments or complaints to the appropriate people, or check into established policies on the student's behalf.

The staff works with the student councils, the University Committee on Student Life, the Washington Square News, and many clubs and organizations. This office also coordinates all University orientation programs for undergraduate and graduate students, Family Weekend, the Human Relations Committee, Student Mediation Services, and student leader recognition pro-
Office of Student Activities

The Office of Student Activities (OSA) provides comprehensive programs and services that support student clubs and organizations and assist student leaders in achieving their educational, personal, and career goals. It is home to all University clubs and organizations (groups with membership open to all NYU students), as well as many of the school clubs and organizations. OSA provides information as a service to the public, copyright is retained on all digital catalogs.

The OSA provides numerous programs and services for students. They include, but are not limited to, club advisement; fall and spring club fairs; student leadership programs such as the OSA GOLD Program; leadership retreats; new club development programs; and cultural programs, including Pride Month, La Herencia Latina, African Heritage Month, Women’s History Month, Asian Heritage Month, and Diversity Week. In addition, the office publishes the OSA Weekly Calendar of Club Events in the Washington Square News and oversees the Club Resource Center (CRC), club offices and mailboxes, commuter programs, and various community service projects.

Visit the OSA Web site, www.osa.nyu.edu, for a complete listing of OSA registered clubs, their mission statements, and contact information, along with a comprehensive directory of the OSA programs, services, and event calendars plus links to other important Web sites. The office is located at 21 Washington Place; telephone (212) 998-4700.

Program Office

The Program Office, (212) 998-4999, coordinates Big Fun Days, a series of fun-packed special events, which starts in September with Bobcat Day and concludes with the New York City Film Festival held in September. The office also produces The OSA Newsletter, which supports original performance art by NYU students, the Coffee House Music Series, and the Nightlife Scene, a series of free performances of big budget movies. The staff also advises the Program Board.

NYU Program Board

The Program Board is a student-run organization dedicated to providing low-cost, quality entertainment and special events for the entire New York University community. Members are responsible for every step of the event-planning process, from looking for talent and contract negotiation to technical production and publicity.

Ticket Central Box Office

The Ticket Central Box Office, (212) 998-4999, is the principal source of discount tickets to a wide range of performing arts and film events on and off campus. Ticket Central is located at 7 Washington Place in the Mercer Lounge.

Information Center

The Information Center, located on the first floor of Shimkin Hall, provides information about the University, the Village, or New York City. The Information Center 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.).

Jerome S. Coles Sports and Recreation Center

The Jerome S. 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, 1,800 spectators can be seated in the field house bleachers, and 250 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 and away intercollegiate events that require an admission fee can be purchased at the center. The Pro-Shop (Level N) sells attire and equipment commonly needed by center members.

Use of the Coles 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 Coles Center by purchasing a membership. Rules and procedures pertinent to use of the Coles Center and its programs are published annually and are available at the center’s Membership Office.

Department of Athletics, Intramurals, and Recreation

The Department of Athletics, Intramurals, and Recreation, housed in the Coles Center, administers the recreation, intramural, and intercollegiate athletic programs of the University. Recreational activities are designed to respond to the needs and interests of the entire University community— including students, faculty.
administration, staff, alumni—and a limited number of neighboring community residents. The recreation program has two major components. Instructional activities are intended to develop skills and healthful habits to be used throughout life. General recreation, informal and unstructured, is meant to provide personal enjoyment, conditioning, and relaxation.

Intramural activities provide participation and growth possibilities to those members of the center whose widely differing abilities, interests, and priorities warrant more structured and somewhat more formal levels of competition than recreational participation. Call (212) 998-2025 for information and schedules.

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, the Eastern Collegiate Athletic Association, and the ICAA, as well as a member of local and regional associations in particular sports. The University competes in NCAA Division III intercollegiate varsity basketball for men and women. It also maintains a program of intercollegiate competition for men and women in other sports. The men's sports include swimming and diving, fencing, wrestling, tennis, golf, soccer, volleyball, cross-country, indoor track, and track and field. In addition to basketball, varsity competition is available to women in volleyball, swimming and diving, fencing, indoor track, cross-country, track and field, and tennis. Call (212) 998-2024 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, University of Chicago, Emory University, Johns Hopkins University, University of Rochester, and Washington University (in St. Louis).

Chelsea Piers
Special arrangements have been made for New York University students to take classes and join the sports and entertainment complex at Chelsea Piers. The complex includes an outdoor, multi-tiered golf driving range, batting cages, in-line skating rinks, ice-skating rinks, rock-climbing walls, a 1 1/4-mile indoor track, indoor sand volleyball courts, and many other facilities. Information about discounted daily admission fees, registration for Chelsea Piers courses at reduced rates, and special monthly membership fees can be obtained by calling the Chelsea Recreational Office at (212) 998-2026 or by picking up a brochure at the Coles Membership Office.

Student Residences
The Office of Housing and Residence Life, at 8 Washington Place, first floor, is responsible for housing undergraduate and graduate students in University residence halls.

Each of the residence halls has mail distribution, a 24-hour-a-day reception desk and/or security guard, and laundry facilities in addition to a variety of recreational facilities. Each of the following residence halls accommodates undergraduates only unless otherwise noted.

- Alpine Hall, 33 Third Avenue
- Brittany Hall, 55 East 10th Street
- Broome Street Residence, 400 Broome Street
- Carlyle Court, 25 Union Square West
- Coral Towers, 201 East 14th Street (opens fall 2000)
- Paulette Goddard Hall, 79 Washington Square East
- Greenville Hall, 635 Greenville Street
- Hayden Hall, 33 Washington Square West
- Lafayette Street Residence, 80 Lafayette Street (undergraduates and graduates)
- NYU at the Seaport, 200 Water Street
- Palladium Hall, 126 East 14th Street (undergraduates and Stern graduates; opens fall 2001)
- Rubin Hall, 35 Fifth Avenue
- Seventh Street Residence, 40 East Seventh Street
- Third Avenue North Residence Hall, 75 Third Avenue
- 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)
- Weinstein Center for Student Living, 5-11 University Place
- For more information about NYU housing, call (212) 998-4600.

Campus Dining Services
Keeping up with ever-changing food trends, NYU’s Really Cookin’! has everything from traditional American cuisine, ethnic dishes, and popular brands like Burger King® and Pizza Hut Express®. Also available are low-fat, vegan, and vegetarian dining options at 10 different dining sites, including a food court, outdoor café, five dining rooms, and two late-night snack bars, which make eating on campus convenient for all.

Students can choose from 11 distinctive meal plans. On-campus and off-campus residents who subscribe to NYU meal plans have the freedom to use their NYU Card for meals, beverages, and snacks.

Each of the following dining locations accepts cash, Campus Cash, Torch Plan, meal plans, and Declining Dollars.

- Courtyard Café (3rd Avenue North), 75 Third Avenue (at 12th Street)
- Founder’s Café, 50 West Fourth Street (at the NYU Information Center)
- Hayden Dining Hall, 33 Washington Square West
- Kosher Eatery (with meat and dairy options), 5-11 University Place
- Rubin Dining Hall, 35 Fifth Avenue
- University Café (Java City), 110 East 14th Street
- University Hall Atrium Dining Room, 110 East 14th Street
- The Voile Café, 79 Washington Square East
- Weinstein Dining Hall, 5-11 University Place, Lower Level
- Weinstein Food Court and Java City, 5-11 University Place, Street Level

University Health Center
The mission of the New York University Health Center (UHC) is to provide and promote high-quality, accessible, and cost-effective treatment, prevention, and education 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. Health care at UHC is available to all registered NYU students. Students covered under an NYU insurance plan must first seek treatment at the UHC, except in emergencies. Students covered under private health insurance may telephone Patient Accounts at (212) 443-1010 to determine if the UHC has a billing relationship with its insurance company.

A scheduled appointment is the preferred method for students to receive services at UHC. Typically, a health care provider will be available to see you in Primary Care Services based on

University Housing
The mission of the NYU UHC is to provide and promote high-quality, accessible, and cost-effective treatment, prevention, and education 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. Health care at UHC is available to all registered NYU students. Students covered under an NYU insurance plan must first seek treatment at the UHC, except in emergencies. Students covered under private health insurance may telephone Patient Accounts at (212) 443-1010 to determine if the UHC has a billing relationship with its insurance company.

A scheduled appointment is the preferred method for students to receive services at UHC. Typically, a health care provider will be available to see you in Primary Care Services based on
appointment availability and your scheduling needs. Patients who cannot wait for an appointment due to the nature of their illness or injury will receive assistance through Urgent Care Services.

The UHC also offers a wide range of additional services, including the following specialty services: allergy and immunization; dermatology; ear, nose, and throat; endocrinology; gastroenterology; gynecology/women's health; minor surgery; neurology; occupational medicine; orthopedics; ophthalmology; performing arts; medicine; podiatry; pulmonology; sports medicine; and travel medicine. Appointments for specialty services may be made after a medically warranted referral from a UHC health care provider. Additional programs and services include Center for Health Promotion; chiropractic; HIV services; laboratory; nutrition services; physical and occupational therapy; optometry; pharmacy; and radiology and ultrasound.

The general hours of operation are academic year (September through May), Monday-Friday, 8 a.m. to 6 p.m.; Saturday and Sunday, 10 a.m. to 6 p.m. During the summer (June through August), the hours are Monday-Friday, 8 a.m. to 6 p.m. and Saturday, 10 a.m. to 6 p.m. The UHC is closed during certain University holidays. For hours of individual departments and holiday schedules, please call the UHC at (212) 443-1000.

The UHC is located at 726 Broadway, 3rd Floor. For more information, please call, E-mail, or visit the UHC Web site ([212] 443-1000; health.center@nyu.edu; www.nyu.edu/pages/health).

After Hours Care

In case of a life- or limb-threatening emergency, please dial 911. For a non-life- or non-limb-threatening health emergency, or when the UHC is closed, please call Protection Services at (212) 998-2222. You will be connected with Tisch Hospital’s emergency room, where a physician will provide advice over the telephone and determine if you need to come to the emergency room or can wait to see a health care provider at the UHC the following day.

Insurance

New York University students in degree-granting programs are required to maintain health insurance. Most students are automatically enrolled in an optional NYU-sponsored student health insurance plan as part of the University’s registration process. The plan in which students are enrolled automatically varies according to school, credit load, and visa status. For more specific information, please refer to the Student Health Insurance Handbook, send E-mail to the office at health.insurance@nyu.edu, or call the Student Health Insurance Services Office at (212) 443-1020.

NYU sponsors three student health insurance plans: the Basic Plan, the Comprehensive Plan, and the UHC Only Plan. Students enrolled in the NYU-sponsored student health insurance program may switch from the Basic Plan to the Comprehensive Plan, or vice versa. Students maintaining their own health insurance can supplement their coverage by enrolling in the UHC Only Plan, or they can waive any of the optional student health insurance plans (and corresponding charge) entirely. Also, students who otherwise are eligible for the program but who do not meet the credit load requirement for automatic enrollment may enroll in any NYU-sponsored student health insurance plan voluntarily.

To select, change, or waive coverage, students must submit a completed Student Health Insurance Selection/Waiver Form to the Student Health Services Office before the applicable enrollment waiver deadline. Doing so will ensure that students are enrolled in the plan of their choice.

Except for medical emergencies and when living outside the borough of Manhattan, students insured under any NYU-sponsored student health insurance plan are required to first seek treatment and be evaluated at the University Health Center (UHC) 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 the quality of life. It is the student’s responsibility to notify the plan administrator, Chickering Claims Administrators, Inc., (800) 466-4148, of any emergency or elective hospital admission. Detailed information about the NYU-sponsored student health insurance plans is included in the Student Health Insurance Handbook. To obtain a copy of the booklet and/or the Student Health Insurance Selection/Waiver Form, please visit or call the Student Health Insurance Services Office at (212) 443-1020, located at the UHC, 726 Broadway, 4th Floor. You may also contact the office via E-mail at health.insurance@nyu.edu.

NYU Office of Career Services

The NYU Office of Career Services is located at 719 Broadway, 3rd Floor; telephone: (212) 998-4730; fax: (212) 995-3827; Web site: www.nyu.edu/careerservices. Office hours are Monday, Tuesday, and Friday, 9 a.m.-5 p.m.; Wednesday and Thursday, 9 a.m.-7 p.m. (early morning hours by appointment).

The office is open to all New York University undergraduates and graduate students and alumni and assists students in making career decisions, exploring career opportunities, and securing employment appropriate to their career goals and aspirations.

All students, after registering with the office, meet with a career counselor to develop an individualized Career Action Plan. This plan is designed to assist students in assessing their skills, interests, values, and goals and in developing strategies for implementation. Students are encouraged to begin utilizing the full range of services offered early in their college careers. Some of the services and programs offered include the following:

SEMINAR SERIES

Planning Your Career: Learn to identify marketable skills, interests, and values that are important in determining the career direction that is best for you. Also, learn how to develop an individualized plan for effective career decision making.

Resume and Cover Letter: Learn how to write and construct an effective resume and cover letter that best reflect your qualifications. Topics include format, content, and layout.

Interviewing Skills: Topics include interview behavior, proper attire, and responding to difficult questions. Perfect your interviewing style through role plays and mock interviews.

Dining With Success—Mastering the Lunch and Dinner Interview: A comprehensive program for juniors and seniors, designed to train students on dining etiquette and appropriate professional behavior through a simulated business lunch/dinner experience. This workshop addresses interactions that occur when interviews are conducted during mealtime and when dining with and entertaining clients.

Diversity in the Workplace: Address issues related to cultural and ethnic diversity at work.

Job Networking Skills: Learn how to develop your networking skills. Topics include improving interpersonal communication, identifying potential contacts, informational interviewing, getting past “the screen,” and utilizing and maintaining your network.

Job Search and Internet Resources: Acquire new techniques for identifying job openings, making contacts, and implementing appropriate follow-up strategies. Use the Internet to assist you with all phases of your job search, including finding actual job listings, researching organizations, networking, and even career exploration.

On-Campus Recruitment: Learn how to make the most of the On-Campus Recruitment Program, important recruitment dates, numerous ways to obtain interviews, and what additional employment services are available.

Careers in Focus for Liberal Arts Students: This orientation provides an overview of the services...
and programs that are specifically geared for liberal arts students. A step-by-step “4-Year Action Plan” is provided to assist in your career planning and in utilizing career services throughout your college years.

Job Search Strategies for International Students: Discuss effective interviewing, networking, and job hunting techniques. Examine cultural values of American employers.

Work Abroad Orientation: Provides an overview of the work abroad resources available at the Office of Career Services. Discover the types of opportunities that are available and what the challenges are in finding a short-term position abroad.

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.

Career Fairs: Each year several fairs are held to target nonprofit, private sector, full-time, part-time, and internship opportunities for NYU students. Representatives from over 150 major companies and nonprofit agencies visit NYU to meet with students to discuss career opportunities within their organizations.

Strong Interest Inventory and Myers-Briggs Type Indicator: Self-assessment instruments that can assist students in learning about their interests and related occupations are offered. (Fee and follow-up appointment required.)

EMPLOYMENT ASSISTANCE

NYU CareerNet: Information on on- and off-campus part-time jobs, internships, and full-time opportunities is available 24 hours a day on NYU CareerNet and the World Wide Web. Terminals for CareerNet are available at the Main Office and the Student Employment and Internship Center.

Many students also secure internships through the resume-faxing service and special internship programs.

On-Campus Recruitment: Recruiters from about 600 major organizations interview graduating students at the Main Office for full-time employment after graduation.

Resume Fixing: Graduating students and alumni seeking full-time positions and current students seeking internships are encouraged to submit resumes to be faxed to employers with immediate employment openings.

Credential Files: Reference letters are maintained on file and mailed on request for employment (usually in academia) and graduate school application purposes. (Fee required.)

STUDENT EMPLOYMENT AND INTERNSHIP CENTER

The Student Employment and Internship Center, located at 5 Washington Place, 2nd Floor (telephone [212] 998-4757, fax: [212] 995-4197), is open Monday, Tuesday, and Friday from 9 a.m. to 5 p.m. and on Wednesday and Thursday from 9 a.m. to 7 p.m. It assists students in securing internships and part-time jobs both on and off campus. These positions provide career-related experience and typically pay between $7 and $20 an hour. All jobs are listed on NYU CareerNet.

Full-time jobs not requiring a bachelor’s degree are posted with the office as well. Many on-campus jobs are funded by the Federal Work-Study Program and provide an excellent opportunity to work at and get “connected” to NYU. Students interested in tutoring, baby-sitting, special projects, or working at parties and special functions should contact the “NU Works” program located at the Student Employment and Internship Center.

Writing Assistance

The Writing Center, 269 Mercer Street, Room 230, is staffed by trained graduate student tutors who will work with you on any kind of writing problem you may have. They will help you find a topic, get you started on a writing project, find just the right way to say what you want to say, help you revise what you have already written, and even help with the final editing. The tutors will work with you on a one-to-one basis, providing feedback, suggestions, information, advice, and encouragement. Any student currently enrolled at NYU is eligible to use the Writing Center. For information, call [212] 998-8860.

Fraternities and Sororities

There are 22 fraternities and sororities recognized by the University. Information may be obtained at the Office of Student Activities, 21 Washington Place, 1st Floor; [212] 998-4700.

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 for Music Performance

There’s a wealth of musical activity at New York University, and the Center for Music Performance (CMP) is key to staying informed, involved, enlightened, and entertained. The CMP promotes all musical events on campus through the publication of its monthly performance calendar. Square Notes: This free musical listing service provides dates, times, and locations for dozens of outstanding musical events that are available to students.

The CMP also acts as a catalyst to create new musical happenings and opportunities. It presents special events, including a weekly series of free jazz concerts called Jazz Tuesdays and the All-University Holiday Sing, the University’s musical kickoff for the holiday season. Each semester the CMP produces the All-University Artist-in-Residence Series, an ongoing program that brings musical artists from around the world to interact with the University community via workshops, lectures, master classes, and concerts.

The CMP serves as a liaison between individuals and the various musical organizations at NYU. There are myriad performance opportunities available enabling students of all ability levels to get involved. Ensembles that are administered through the CMP include the NU Festival and
Symphony Orchestras, the Concert Band, and NYU Pipes and Drums. Student music clubs abound, spanning a wide array of musical pursuits, including vocal performance, composition, music business, and international music. The academic music departments at the University (within the School of Education and the Faculty of Arts and Science) offer additional performance opportunities such as jazz ensembles, choral ensembles, early music ensembles, ethnomusical ensembles, brass, woodwind and percussion ensembles, and much more. No matter what your taste or musical ambition, the CMP is the resource that will point you in the right direction.

The CMP invites students to join music lovers from across the University community to explore the wide range of offerings that make music an intrinsic part of the NYU experience. Students with any questions or who wish to be added to the Square Notes mailing list should call the Center for Music Performance at (212) 992-6874. The office is located at 238 Thompson Street, 1st Floor.

Other NYU Performing Organizations

Other performing organizations at the University include the NYU Washington Square Repertory Dance Company, (212) 998-2983; NYU Kaleidoscope Dancers for Children, (212) 998-5411; NYU Playwrights; and NYU Summer Musical Theatre Workshop.

Campus Stores—The NYU Book Centers

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 clothing; study aids; and NYU sportswear, stationery, and gifts. Registered students can get a printout of required and recommended textbooks at the store on the text level. The main telephone number is (212) 998-4667.

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 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.

Book inquiry systems (TextTone: (212) 443-4000 and the Web site: www.bookc.nyu.edu) are available two weeks prior to the start of a new semester. Registered students, using a Touch-Tone telephone or the Internet, can inquire about: getting 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.

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, with the deferred-interest computer purchase program.

PROFESSIONAL BOOKSTORE

The Professional Bookstore, located at 530 La Guardia Place, (212) 998-4680, or profbooks@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 course books, sportswear, stationery, and gifts. Forms of payment include MasterCard, Visa, American Express, Discover, and NYUCard Campus Cash.

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 Protection Services provides a force of 215 uniformed security guards who are on duty at campus facilities and patrol 24 hours a day by foot, by bicycle, and vehicles. Residence halls have 24-hour security or doormen. The trolley and escort van service provides safe transport to residence hall locations and off-campus University facilities.

In accordance with federal regulations, New York University annually publishes its Campus Security Report. A copy of this report is available by contacting the Office of Student Life, 31 West Fourth Street, New York, NY 10012-1119; (212) 998-4953. This report includes campus crime statistics for the previous three years and also contains institutional policies concerning campus security and crime prevention, alcohol and drug abuse, and sexual harassment.

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Computer Services and Internet Resources

Information Technology Services (ITS) (212) 998-3333 for information by telephone www.nyu.edu/its on the Web

Information Technology Services (ITS) is the central NYU source for computing, information, network, and telecommunications services. ITS provides Internet access and software, four student computer labs around campus, and classes, assistance, and a variety of additional resources to help students with their course work and other learning and research projects. Our services include the following.

E-mail and Internet

(212) 998-3333 for information by telephone
(212) 998-3053 for account information by telephone
www.nyu.edu/its/students/internet on the Web

ITS provides NYU-Internet accounts with E-mail, personal Web pages, and easy-to-use access to the World Wide Web, network news, and other Internet services. NYU students in degree programs and diploma programs and visiting and special students in NYU degree program courses are eligible for these accounts and the many services available to account holders.

Computer Labs and Instructional Facilities

www.nyu.edu/its/students/labs on the Web

ITS’s four large, modern computer labs offer high-end Apple Macintoshes and IBM-type PCs—along with laser printers, CD-ROM drives, and related equipment—and a wide variety of up-to-date software. High-speed connections to the World Wide Web and Internet resources can be made from the labs’ computers. ITS’s labs are located in the Education Building (second floor), Tisch Hall (lower concourse—Room LC-8), 14 Washington Place (lower level), and the Third Avenue North Residence Hall (Level C-3).

The labs are open to students with ITS lab access accounts during all their hours of operation. Without an access account, eligible NYU students in degree or diploma programs may use the Third Avenue lab during all its hours of operation; they may use the other three labs on weekdays until noon and after 6 p.m. and during all weekend hours.

For complete lab hours, visit the Web site above.

Connecting to NYU-NET

(212) 998-3333 for information by telephone
www.nyu.edu/its on the Web

NYU’s campuswide data network, NYU-NET, links your personal computer—whether in your home, dorm room, or off-campus workplace—to your NYU-Internet account, the NYU Web, and the other Internet services mentioned above. Several types of telephone and modem (“dial-in”) connections can be made, and, from rooms in most on-campus residence halls, direct Ethernet links are also possible for eligible NYU students. For information about sign-in connections, visit the Web site above.
In-Room Telephone Service
(212) 443-1221 for Residence Hall Telephone Service Line
www.nyu.edu/its/students/telephone on the Web
ITS's Telecommunications Services provides telephone services to students housed in all NYU-owned residence halls.

Classes
www.nyu.edu/its/classes on the Web
Each semester, ITS and Bobst Library offer programs of short classes and talks in the use of computers, Internet, and library resources to all eligible NYU students. For a class schedule, visit the Web site above.

Special Resources
ITS also offers advanced students special resources in the arts, education, the humanities, the sciences, and the social sciences.

Software for Home and Office Use
www.nyu.edu/its/software on the Web
Look to ITS for selected Internet software that can help you make the most of your home or office connection to NYU-NET. Visit the Web site above to download directly to your PC or Macintosh, or pick up ITS's new NYU-NET CD when you start up your NYU Internet account.

Help
(212) 998-3333 for the Client Services Center Help Line
www.nyu.edu/its/helpdesk on the Web
In-person help is available at ITS computer labs and the Client Services Center, via E-mail to comment@nyu.edu, via telephone, and via the Web site above.

Further Information
www.nyu.edu/its on the Web
Further information can be obtained at (212) 998-3333 or via the Web site above. Or pick up a Computer Services and Internet Resources brochure at any of the ITS labs or at the NYU Information Center.

NYU Web—Campus Information and More
www.nyu.edu/its on the Web
NYU Web provides easy interactive access to information about NYU programs, courses, events, and facilities and to the rich array of information resources accessible via the World Wide Web and the Internet. Eligible NYU students in degree or diploma programs can reach the NYU Web from on-campus PCs and Macintoshes with connections to NYU-NET.

NYU Internet stations installed at Bobst Library, Mercer Lounge, the Study Center, and other locations around campus also provide eligible students with access to the NYU Web, E-mail, and other Internet resources.

The Office for University Development and Alumni Relations
The Office for University Development and Alumni Relations for the 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 School of Education Alumni Association. This group of active 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 School of Education Commencement activities, and regional receptions.

For further information, please consult the Office for University Development and Alumni Relations, School of Education, New York University, 25 West Fourth Street, Room 520, New York, NY 10012-1119; (212) 998-6929.

The Dean's Annual Fund
The mission of the School of Education is to provide high-quality education to current students in order to foster well-trained and intelligent professionals. The involvement of alumni is necessary in order for the school to be true to its mission.

The Dean's Annual Fund provides vital unrestricted dollars to keep the school moving forward. Annual fund support directly serves the school in many ways. It provides scholarship support to students in need. It provides the ability to keep equipment and facilities up-to-date so that students enter their fields with proper skills and expertise. It also provides assistance for students in the form of career development, counseling, and placement services.

Annual fund contributions can be made by contacting the Office for University Development and Alumni Relations, School of Education, 25 West Fourth Street, Room 520, New York, NY 10012-1119; (212) 998-6912.

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 essential ties between the past and the present and help the University build for the future. The New York University 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 are eligible for many University-wide alumni services and benefits including memberships in the Bobst Library and Coles Sports Center, Book Center discounts, and credit card membership. They are also invited to participate in all-University events.

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) 998-6929.
Community Service

Every year, hundreds of NYU students devote their time and energy to community service. In addition to the satisfaction they receive in helping their neighbors, they also gain valuable work experience. Through NYU’s Community Service Center, students volunteer with dozens of not-for-profit organizations throughout New York City.

Some begin their volunteer activities even before classes begin in the fall. They are part of NYU’s Outreach program. Divided into teams, students work with nine different organizations. They help out in soup kitchens, visit elderly people with Alzheimer’s disease, and deliver meals to homebound AIDS patients.

Over 125 undergraduates are members of the President’s C-Team, donating their time to six preschool and after-school programs in the neighborhood. They help older children with their homework, play with the little ones, and give all the children the extra attention they need.

CHANCE (Concern and Help for the Advancement of Needy Children through Education) is a national nonprofit organization designed to help inner-city high school students by giving them special tutoring and the opportunity to socialize with college students. Two nights a week, high school students come to NYU for an English lesson, an optional SAT preparation class, and dinner donated by a local restaurant. Each teenager is assigned an NYU big brother or sister who also spends time with them apart from their weekly tutoring session.

NYU students also work as College Friends in a program called College Connection, which introduces local junior high school students to college life, and as tutors to selected high school students taking NYU courses in the College Preview program.

NYU students are involved in many other activities on and off campus. They collect canned goods, conduct toy drives, and distribute bag lunches to the homeless. They work in dropout prevention programs that encourage high school students to stay in school. They renovate houses and make them livable again. Whether their involvement is with the sick, the poor, or those who simply need a helping hand, student volunteers give of themselves freely. And they all agree that they get back so much more than they give.
Admission

General Standards

Web: www.nyu.edu/ugadmissions

Admission to the 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, 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.

Applicants who are neither U.S. citizens nor permanent residents of the U.S. should see page 160.

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 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.
The Admissions Process

All candidates for undergraduate admission should send the following to the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191.

- Undergraduate Application for Admission
- Undergraduate Statistical Form
- Nonreturnable $50.00 application fee
- Official high school and/or college records
- 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 housing (see below for application filing deadlines). Applicants will be notified if additional information is required. 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.

Freshmen candidates for summer and September admission are notified beginning April 1.

Early Decision candidates are notified beginning in mid-December.

Candidates for January admission are notified on a rolling basis, usually within a month after their applications are received, but not before November 15 of the preceding year. Transfer candidates for September or summer admission are notified beginning in the middle of April.

Applications submitted after the filing deadlines will be considered in the order received as long as space in the school is available.

Campus Visits

All prospective students and their parents are invited to visit New York University campus. Opportunities to tour the University, to meet students and faculty, and to attend classes are available to interested students.

Both high school and college students wishing to discuss the choice of a college, the transfer process, or the academic programs are invited to attend an information session conducted by the Office of Undergraduate Admissions.

Although interviews are generally not required, 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 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) 998-4324. It is suggested that arrangements be made several weeks prior to visiting the campus.

Information is also available on the NYU Web site: www.nyu.edu/ugadmissions.

Club Quarters

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 students submit scores from three SAT II exams, 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 2530.

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 January admission are recommended to take the SAT I (SAT II recommended) or ACT examinations during the preceding October, November, or December. Those seeking January admission should take them during the preceding May or July.

Transfer students should submit SAT, SAT I (SAT II recommended), or ACT scores. The school may require additional testing at the University for transfer applicants and for applicants with interrupted education.

Detailed information on the SAT I and SAT II is available from the Educational Testing Service, Box 592, Princeton, NJ 08541-0001.

Detailed information on the ACT may be obtained from ACT, Iowa City, IA 52240.

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 and by April 1 for transfer students, with the following exceptions:

1. Early Admission Applicants—February 1 (freshmen only).
2. Early Decision Applicants—November 15 (freshmen only).

The deadline for transfer candidates is April 1. Some programs may have earlier deadlines.

For entrance in January, applications for admission, including all required supporting credentials, must be received by November 1 for transfer candidates.

For entrance in the summer sessions, applications should be received by April 1. Some programs may have earlier deadlines.

Applications for admission received after these dates will be considered only if space remains in the program desired.

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 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 002783. New York State residents will also be required to complete a separate application for the Tuition Assistance Program (TAP), 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 15. Applicants for certain programs may be required to submit creative materials or to audition for the performance areas. Early Decision candidates who are also applicants for financial aid must submit the NYU Early Decision Financial Aid Application by November 15, 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 (FAFSA) by February 15.

In addition, each applicant must complete on the application a signed statement agreeing that he or she will withdraw applications to any other colleges if accepted by New York University. Applicants will be notified of a decision beginning the middle of December.

Early Admission for High School Juniors
The School of Education offers early admission to qualified high school juniors who are ready and eager to undertake college study. Under this plan, a high school junior who has completed the first three years of high school work with an above average record and who has taken the SAT I (SAT II recommended) or ACT in the junior year is eligible to apply for early admission as a freshman in the school. The Early Admission applicant must submit two letters of recommendation—one from the applicant’s high school principal or guidance counselor and one from a teacher. The applicant also may be required to have a personal interview at the Office of Undergraduate Admissions.

Early Admission entrants are eligible for the same privileges and programs, including financial aid consideration, as all other entrants to the freshman class.

Special counseling will be available for those who wish to qualify for a high school diploma by the end of the first year in college.

Transfer Applicants
A student may be admitted by transfer from another college in September, January, or May. (See The Admissions Process, page 158.) 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-year or four-year regionally accredited institutions. Transfer applicants must submit official credentials from all institutions attended, including secondary school records, and transcripts from all colleges attended, whether or not the student completed any courses there. An audition, interview, or creative portfolio is required for certain programs. If available, SAT I (SAT II recommended) or ACT scores should be submitted. 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 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. 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 174).

Community College Transfer Opportunity Program
The 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 signed transfer agreements with numerous community colleges in New York, New Jersey, and Connecticut. These agreements enable associate’s degree students from these colleges to transfer at least 60 credits toward the baccalaureate degree at the 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 selected community colleges. Students from other community colleges outside the metropolitan area may request a predmissions transfer credit evaluation of credits already completed toward the associate’s degree. For more information, contact Director, Community College Transfer Opportunity Program, School of Education, New York University, 82 Washington Square East, 2nd Floor, New York, NY 10003-6680.

Transfer Applicants Within the University
Students who wish to transfer from one school to another within the University must file an Internal Transfer Application in the Office of Undergraduate Admissions, 22 Washington Square North, prior to the application deadline. A departmental interview may be required for transfer applicants during their junior year.

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. 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. These students complete the
Special Student Application. In addition, students with at least a high school record and SAT scores that satisfy undergraduate admission requirements may be admitted as special students. These students also complete the Special Student Application. Such students may be permitted to take a maximum of 32 credits in the School of Education. The Special Student Application form for undergraduate students may be obtained from the Office of Undergraduate Admissions, 22 Washington Square North, New York, NY 10011-9191.

Applicants with Foreign 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) 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 documents 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. Unnotarized 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 Educational Testing Service, Princeton, NJ 08541, U.S.A., or by visiting the Web site at www.ets.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 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.

The student’s ability to speak and write English will be further tested upon arrival at the University. If the student’s English is not adequate, he or she will have to register for noncredit English courses that entail additional expense and extend the time normally required to complete the degree. It is also possible to register for English language courses in the summer (June, July, August) prior to degree study.

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 IAP-66) 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 government scholarships, or any combination of these, he or she must arrange to send official letters or similar certification as proof of such support, together with the Application for Certificate of Eligibility (APOCE) Form. This form is included with the application packet for international students.

A coordinator in the 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, Room 34; telephone (212) 998-5469.

See also Office for International Students and Scholars, page 148.

The American Language Institute
The American Language Institute of the School of Continuing and Professional Studies of New York University offers intensive courses in English for students with little or no proficiency in the language. It also offers the University Preparatory Workshop program in English for students with English proficiency insufficient for undertaking a full-time academic program but sufficient for a part-time academic program in combination with part-time English. This combination may constitute a full-time program of study.

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 10 p.m. (Fridays until 5 p.m.), and Saturdays from 9 a.m. to 4 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 School of Education or, in lieu of such completion, has not paid a maintenance of matriculation fee of $200, 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, School of Education, New York University, 82 Washington Square East, Room 32, New York, NY 10003-6680.

The readmission procedures for any former students who are in good academic standing are as follows:

1. Former School of Education students 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 $50.00 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: April 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 and a per-
personal statement describing their activities while away from the school with 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 College Level Examination Program (CLEP) (subject examinations only), the ACT Proficiency Examination Program (PEP), the International Baccalaureate Program (IB), the Advanced Placement Program (AP) (College Entrance Examination Board), 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.

### 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>Music Theory</td>
<td></td>
<td></td>
<td>No Credit</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>Societies and the Social Sciences</td>
</tr>
<tr>
<td>Physics C—E &amp; M</td>
<td>4, 5</td>
<td>5</td>
<td>Societies and the Social Sciences</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>
</tbody>
</table>

*Students may choose one course only and corresponding MAP satisfaction.
examinations related to the school’s degree requirements, subject to the approval of the school.

The college-level course for which the examination has been designed must be appropriate to the student’s program, and the student must achieve a grade of B. In some cases, higher scores are required.

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 36 is allowed toward the liberal arts requirements.

Students considering taking CLEP or PEP should seek clarification of the policies in regard to a particular subject area at the Office of Undergraduate Admissions.

The College Level Examination Program (CLEP)
The College Level Examination Program is administered by the Educational Testing Service, Princeton, NJ.

The ACT Proficiency Examination Program (PEP)
For further information about examinations, including the subjects covered, the dates of administration of the examinations, and the fee, write to ACT Proficiency Examination Program, New York State Education Department, 99 Washington Avenue, Albany, NY 12230.

International Baccalauréat (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, and 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 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 3 or 4. Students receiving credit toward the degree may not take the corresponding college-level course for credit. If they do, they will lose the Advanced Placement Credit. No credit is given for test scores of 2 or 1. Please refer to the chart on page 161.

For additional information, students should contact the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191.

The Office of Undergraduate Admissions may require additional testing at the University for transfer students or those with interrupted education.

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 examination 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 Program 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. Have his or her high school and/or college forward a final transcript to the Office of Undergraduate Admissions.

3. File a medical report.

4. Make an appointment with the School of Education for academic advisement.

5. Pay balance of tuition and/or housing fees by the stipulated deadlines.

6. 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 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 School of Education and the Professions, New York State Education Department, Room 32, 82 Washington Square East, 4th 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, Room 32.
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 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 reaplication. 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.

Undergraduate students in other units of the University whose registration for required courses in their programs does not total 18 points may elect to take 2- or 3-point courses in the School of Education with the approval of their advisers. Such courses may or may not be credited toward the degree. Students must verify with their departments whether the courses can be applied toward the degree.

Veterans Benefits

Various Department of Veterans Affairs programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel, subject to certain restrictions. Under most programs the student pays tuition and fees at the time of registration but will receive a monthly allowance from Veterans Affairs.

All special students must meet the academic standards of the school.
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 at 25 West Fourth Street, 1st Floor, in the Office of the University Registrar, 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, which are taken for audit purposes only, or for which nonpunitive grades are received.

Veterans may visit the Office of the University Registrar, 25 West Fourth Street, 1st Floor, for obtaining applications or for assistance in filing for educational benefits.

Since interpretation of regulations governing veterans' benefits is subject to change, veterans should keep in touch with the Department of Veterans Affairs or the 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 TorchTone (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 Bursar's Office 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, Room 32. This form is to be completed by students who are changing their curriculum from one program to another within the same department in the School of Education or from one department to another in the 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 remind, however, also to fill out a 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, 82 Washington Square East, Room 32. 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 B.S.

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 School of Education. Special students must meet the same requirements for admission as matriculants.

3. Freshmen — students who have successfully completed 1-32 points.

Sophomores — students who have successfully completed 33-64 points.

Juniors — students who have successfully completed 65-96 points.

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:

\[
\begin{align*}
A &= 4.0 \text{ points} \\
A- &= 3.7 \text{ points} \\
B+ &= 3.3 \text{ points} \\
B &= 3.0 \text{ points} \\
B- &= 2.7 \text{ points} \\
C+ &= 2.3 \text{ points} \\
C &= 2.0 \text{ points} \\
C- &= 1.7 \text{ points} \\
D+ &= 1.3 \text{ points} \\
D &= 1.0 \text{ points} \\
P &= 0 \text{ points}
\end{align*}
\]

If a student repeats a course in which he or she had received a failing grade, only the second grade is counted in the average.

Note: 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 F.

R = Registered paid auditor, not graded.

P = Pass, not counted in average.

N = Not counted (see Note, page 166).

I P = 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, page 166). 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 “E.” 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 12 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 20 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 “I” grades are normally given.) “A” and “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 probation and his or her status reported to his or her curriculum adviser. No student will be entitled to more than three 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 “A,” “V,” “G,” “H,” and “C” courses to check with schools for details of their grading policies because they differ from the 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 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. Nominations for these awards are solicited from all members of the School of Education community. The John W. Withers Memorial Award is 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 are given on the basis of the quality of service that a student has given to the school. The Arch Award is awarded to undergraduate students 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 10 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 underway 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, Main Building, 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) School of Education courses per term. 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 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.

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,” “A,” “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, 3rd 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 1 Not available to special students.
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.

Full-Time Equivalency

The University defines full-time course work to be a minimum of 12 points each term. It is considered to be equivalent to 40 hours of study per week. Full-time equivalency students are expected to spend no less than 40 hours per week on a combination of course work and the item that appears below.

ELIGIBILITY CATEGORIES FOR FULL-TIME EQUIVALENCY

English proficiency: An international student taking a noncredit course in English proficiency may receive some equivalency credit. This is determined by the international student adviser.

Please note: Certification of full-time study must be determined at the time of registration. The only way in which full-time equivalency can be officially established is by a fully completed equivalency form. Equivalency credits given through the American Language Institute (Z20) are not eligible for financial aid purposes.

Information relating to equivalency status may be obtained from the Office of the Associate Dean for Student Services and Public Affairs, 82 Washington Square East, Room 32.

Transcripts of Record

Requests for official transcripts require the signature of the student requesting the transcript. A transcript may be requested in writing by sending a signed letter to the Office of the University Registrar, P.O. Box 910, New York, NY 10276-0910. A request for transcript must include all of the following information: Social Security or 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 note the following: there is no charge for academic transcripts; the limit for official transcripts issued to the student, whether by mail or in-person, is three, and more than three official transcript requests require individual requests to be completed specifying the full name and address of the college, University, prospec tive employer, or scholarship agency to which the transcript will be sent.

No exceptions may be granted to the three transcripts limit policy.

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 TorchTone using a Touch-Tone telephone and a personal identification number (PIN). Instructions on how to use TorchTone are available in the Office of the University Registrar. Students may also access grades at one of the NYU View kiosks placed throughout the campus.

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 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.

Policies Concerning Plagiarism

The Bylaws of the University define as faculty jurisdiction the educational conduct of students.

Given this charge, the School of Education has established the following guidelines to avoid plagiarism, a form of academic misconduct.

Students in the process of learning acquire ideas from others and exchange ideas and opinions with classmates, professors, and others. This exchange occurs in both reading, writing, and discussion.

Students are expected—often, required—to build their own work on that of other people, just as professional researchers and writers do. Giving credit to someone whose work has helped one is courteous and honest. Plagiarism, on the other hand, is a form of fraud. Proper acknowledgment marks the difference.

A hallmark of the educated student is the ability to recognize and acknowledge information derived from others. The School of Education expects that a student will be scrupulous in crediting those sources that have contributed to the development of his or her ideas. In particular, it is the responsibility of the student to learn the proper forms of citation: directly copied material must always be in quotation marks; paraphrased material must be acknowledged; and ideas and organization derived from another's work need to be acknowledged. The following definition of plagiarism has been adopted by the faculty of the School of Education:

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

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

The School of Education imposes heavy penalties for plagiarism in order to safeguard the degree that the University grants. Cases of plagiarism are considered among the most serious of offenses. (See The Student's Guide to NYU.)


2 Adapted from Expository Writing Program, "Statement on Plagiarism," New York University, undated, mimeographed.
Tuition, Fees, and Financial Aid
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 2000-2001.

Tuition
12 to 18 points per term $11,545.00

Fall term 2000; nonreturnable registration and services fee 623.00
Spring term 2001; nonreturnable registration and services fee 623.00
For each point taken in excess of 18, per point, per term (includes a nonreturnable registration and services fee of $39.00 per point) 707.00
Students taking fewer than 12 points, per point, per term 668.00
Fall term 2000; nonreturnable registration and services fee, first point 157.00
Fall term 2000; nonreturnable registration and services fee, per point, for registration after first point 39.00
Spring term 2001; nonreturnable registration and services fee, first point 170.00
Spring term 2001; nonreturnable registration and services fee, per point, for registration after first point 39.00

General Fees

Basic Health Insurance Benefit Plan (full-time students automatically enrolled, all others can select):
- Fall term $404.00
- Spring term (coverage for the spring and summer terms) 608.00
- Summer term (for students who did not register in the preceding term) 253.00

Comprehensive Health Insurance Benefit Plan (international students automatically enrolled, all others can select):
- Fall term $476.00
- Spring term (coverage for the spring and summer terms) 715.00
- Summer term (for students who did not register in the preceding term) 298.00

UHC Only Health Insurance Benefit Plan 1 (any student can select, but must maintain other insurance):
- Fall term $212.00
- Spring term (coverage for the spring and summer terms) 319.00
- Summer term (for students who did not register in the preceding term) 133.00

Stu-Dent Plan (dental services through NYU’s College of Dentistry):
- Academic year $150.00
- Late tuition payment fee (other than late registration) 25.00
- Penalty fee 10.00
- Application fee for admission (nonreturnable, see page 158) 50.00
- Deposit upon acceptance (nonreturnable) 200.00
- Maintenance of matriculation, per academic year 200.00
- Nonreturnable registration and services fee:
  - Fall term 118.00
  - Spring term 131.00
- Late registration commencing with the second week of classes, fifth week of classes $100.00
- Duplicate rating sheet 2.00
- Recalculation and curriculum changes 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
- E85.1021 60.00
- E85.1034 60.00
- E85.1045 60.00
- E85.1056 60.00
- E85.1063 60.00

Physical Therapy Laboratory fee:
To be paid when registering for
- E44.1402 65.00
- E44.1541 40.00

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
- E14.1402 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 must file for an official withdrawal either by TorchTone (through the first three weeks of the term only) or in writing on a completed Change of Program form with the Bursar’s Office. An official withdrawal must be filed if a course has been canceled, and, in this case, the student is entitled to a refund of tuition and fees. Withdrawal does not necessarily entitle the student to a refund of tuition paid or a cancellation of tuition still due. A refund of tuition will be made provided such withdrawal is filed within the scheduled refund period for the term (see schedule, page 170).

A student who is dismissed from the University or who voluntarily withdraws from any point or the entire University must file for an official withdrawal. A student who is administratively withdrawn from the University shall be considered to have filed for an official withdrawal.

A student who for any reason finds it impossible to complete a course for which he or she has registered must file for an official withdrawal either by TorchTone (through the first three weeks of the term only) or in writing on a completed Change of Program form with the Bursar’s Office. An official withdrawal must be filed if a course has been canceled, and, in this case, the student is entitled to a refund of tuition and fees.
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 (See Note 1, below) 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 1: Applicable on the first day of the term to those registrants not allowed by the calendar to change programs until that date.

Financial Aid
New York University believes that students should be able to choose the college that offers them the best range of educational opportunities. In order to make that choice possible, New York University attempts to aid students who are in need of financial assistance.
Financial aid is awarded in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student’s demonstrated need. Renewal of assistance depends on annual reevaluation of a student’s need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Detailed information on financial aid is forwarded with the admission application (and see also the Office of Financial Aid at www.nyu.edu/financial.aid).
Many awards are granted purely on the basis of scholastic merit. Others are based on financial need. However, it is frequently possible to receive a combination of awards based on both. Thus University scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. To ensure that maximum sources of available support will be investigated, students must apply for financial aid by the appropriate deadline. Student responsibilities. It is the student’s responsibility to supply true, accurate, and complete information and to inform the Office of Financial Aid immediately of any change in his or her financial situation, including the offer of jobs 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 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.

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 (HESCA) after the FAFSA is processed. The FAFSA 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 to New York University (the NYU federal code number is 002785). Note: 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.
Students are encouraged to apply for financial aid electronically—the fastest and most accurate method. Information is transmitted directly to the U.S. Department of Education and eliminates the additional processing time and potential error associated with a traditional paper FAFSA. The process is quicker and better for both the student and New York University. See www.nyu.edu/financial.aid.
The FAFSA is also available from the student’s current high school or institution, or from the Office of Financial Aid, New York University, 25 West Fourth Street, New York, NY 10012-1119. 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.

Eligibility
To be considered for financial aid students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration. Generally, University-administered aid is awarded to full-time students. Part-time students (fewer than 12 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) or for Pell Grants.
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 for financial aid if one of the following conditions applies:
1. U.S. permanent resident with an Alien Registration Receipt Card (“green card”), I-151 or I-551.
2. Conditional permanent resident (I-151C).
3. Other eligible noncitizen with an Arrival-Departure Record (I-94) from the U.S.

Immigration and Naturalization Service showing any one of the following designations: (a) “Refugee,” (b) “Indefinite Parole,” (c) “Humanitarian Parole,” (d) “Asylum Granted,” or (e) “Cuban-Haitian Entrant.”

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.

Grants, 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 full tuition, room and board. In addition, the University has established separate scholarship funds for students in the following special situations:

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 1963 in order to recognize the exceptional promise of new freshmen 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.
at least 12 points a term, or the equivalent, may be eligible for awards under this program. The award varies, depending on income and tuition cost. Students applying for TAP must do so via a FAFSA application, or they may contact the New York State Higher Education Services Corporation (HESC) at 1-888-NYS-HESC for an express TAP application. TAP change forms are available at the HESC Web site. Return the completed application as instructed. Do not send the forms to NYU.

If you receive a TAP award for the fall or spring semester, you will be given a credit on your Bursar Statement of Account. Credit is not extended for the summer term because the state of New York defers payment on these awards. Students who are registered as half-time for the summer will receive their TAP award at the end of the following year. Students registered as full-time will receive payment at the end of the fall semester of the same year.

Holders of New York State Grants or Fellowships may also receive the TAP award, but it cannot be more than the amount by which the tuition for the semester exceeds the grant or fellowship. A student who has tuition remission privileges from the University may be eligible for TAP funds. Consult the Bursar's Office, 25 West Fourth Street, for further details.

Students may receive TAP assistance for a maximum of four years of undergraduate study (or five years in an approved five-year baccalaureate program) and four years of graduate study, but not more than eight years of combined graduate and undergraduate study, provided they fulfill all state requirements for award eligibility such as those for attendance, academic progress, program pursuit, and income analysis.

Regents Grants for Children of Deceased or Disabled Veterans. Grants in the amount of $450 are given for each of four years of undergraduate study (or five years in an approved five-year baccalaureate program) and four years of graduate study, but not more than eight years of combined graduate and undergraduate study, provided they fulfill all state requirements for award eligibility such as those for attendance, academic progress, program pursuit, and income analysis.

Regents Grants for Children of Deceased or Disabled Police Officers or Firefighters. The deceased parent of the student must have served either as a police officer, as defined in criminal procedure law, or as a firefighter or volunteer firefighter of New York State or any of its municipalities and must have died after June 1982. In the case of a disabled parent, the injury must have been sustained in the line of duty. Students may receive this grant for a maximum of four years of undergraduate study (or five years in an approved five-year baccalaureate program, e.g., nursing, HEOP). The award is $450 per year, without consideration of income or tuition. Both this grant and the TAP award together cannot exceed the cost of tuition. See also www.hesc.com.

For Part-Time Study (APTS). A financial aid program to help New York State residents pursuing part-time undergraduate degree study offers awards in amounts of up to $1,000 per semester or tuition, whichever is less. 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 6 to 11 credits per term. Applications are available from the Financial Aid Web site or the Office of Financial Aid. The application deadline varies; please consult the Office of Financial Aid.

Vietnam Veterans Tuition Awards. To qualify for this award, the student must have been a New York State resident on the effective date of the law that established the program (April 20, 1984) or at the time of entry into service and resumed residency by September 1, 1985. Veterans must have served in the U.S. Armed Forces in Indochina between December 22, 1961 and May 7, 1975. The veteran must apply for both a TAP award and a Federal Pell Grant if he or she intends to enroll full-time and for a Federal Pell Grant if only part-time study is planned.

Full-time awards—$1,000 per term for NYU students—are available for up to eight terms for a four-year program or 10 terms in an approved five-year curriculum. Part-time awards are $300 per term for NYU students, and these are available for eligible students taking 6 to 11 credit hours per term, or the equivalent, in an approved undergraduate degree program. Awards for part-time study are available for 16 terms (eight years) or 20 terms (10 years) in programs specifically approved as requiring five years of full-time study.

The aggregate of all awards received under this program cannot exceed $10,000. If the veteran also receives a TAP award, the combination of the two awards cannot exceed tuition.

For an application, veterans should write to Vietnam Veterans Tuition Awards, HESC, 1 Commerce Plaza, Albany, NY 12255. See also www.hesc.com.

The subsidized Federal Stafford Loan Program provides low-interest student loans using the capital of lending institutions and the administrative facilities of state agencies. These loans are made by independent banks or lending institutions and are generally insured by both the state and federal governments.

An undergraduate student may borrow up to a maximum of $2,625 for the freshman year and $3,500 for the sophomore year of study. The maximum for juniors and seniors is $5,500 with a total borrowing limit of $23,000. 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.

FEDERAL GRANTS AND BENEFITS

Federal Pell Grants Program. This program is designed to provide financial assistance to undergraduate students who are registered. The grant is based on need. The maximum award is currently $3,300 per academic year. By submitting the Free Application for Federal Student Aid (FAFSA), you also apply for a Federal Pell Grant.

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 external 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 Federal Stafford Student Loan Program (SSL). The subsidized Federal Stafford Student Loan Program provides low-interest student loans using the capital of lending institutions and the administrative facilities of state agencies. These loans are made by independent banks or lending institutions and are generally insured by both the state and federal governments.

An undergraduate student may borrow up to a maximum of $2,625 for the freshman year and $3,500 for the sophomore year of study. The maximum for juniors and seniors is $5,500 with a total borrowing limit of $23,000. 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 (undergraduates only), “family contribution” is derived from the incomes of the parents, the student, and the student’s spouse, if married. For independent undergraduates, family contribution is based on the incomes of the student and spouse (if married).

The subsidized Stafford Student Loan interest rate for all students is variable with a cap of 8.25 percent. Interest does not accrue, however, nor does repayment begin, until six months after the borrower ceases to enroll at least half time.

An insurance premium of up to 1 percent as well as an origination fee of 3 percent will generally be deducted from the loan funds.

Unsubsidized Federal Stafford Student Loan Program. Students who do not qualify for subsidized Federal Stafford Loans, or who qualify for only partially subsidized Federal Stafford Loans, may borrow funds through this program up to the applicable Federal Stafford Loan limit. Students will automatically be considered for the unsubsidized program at the same time eligibility is determined for other aid programs. Terms and conditions of borrowing are the same as for the unsubsidized Federal Stafford Loan except that principal and interest must be paid while the student is still in school, beginning 60 days after the first loan is issued. For independent undergraduate students, this program provides additional loan eligibility beyond subsidized Stafford amounts. Independent student borrowers may receive both subsidized and unsubsidized Federal Stafford Student Loans as follows: freshman, $6,625; sophomore, $7,500; junior and senior, $10,500, for a combined aggregate limit of $46,000 for all undergraduate enrollment. The total combined aggregate borrowing limit, including amounts borrowed while an undergraduate, is $138,500.

Federal Parent Loans for Undergraduate Students Program (FPLUS). The Federal Parent Loans for Undergraduate Students Program enables parents of dependent 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 nine percent. Repayment of the loan must begin within 60 days after funds are disbursed and may extend up to 10 years. An insurance premium/guarantee fee of up to four 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. 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 and are not “endorsed” by NYU. 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.

School of Education-Sponsored Programs
Information on University Scholars (see page 171) is available from the Office of the Associate Dean for Student Services and Public Affairs, School of Education, New York University, 82 Washington Square East, Room 32, New York, NY 10003-6680. Candidates must be sure to file the Free Application for Federal Student Aid (FAFSA) by established deadlines.

THE DIVISION OF NURSING
Federal Nursing Student Loans. Students who do not qualify for subsidized Federal Stafford Loans and/or have an unsubsidized Federal Stafford Loan may receive Federal Nursing Student Loans for a combined aggregate limit of $13,000. Loans are made through lenders and are not “endorsed” by NYU. For more information, see the NYU Office of Financial Aid Web site or contact the Office of Financial Aid.

Ramark Corporation-Carol Deguadzeni Memorial Scholarship. This scholarship is sponsored by Ramark Corporation in honor of Carol Deguadzeni, a distinguished graduate of the department. The award is given to undergraduate students who demonstrate financial need. For more information, see the NYU Office of Financial Aid Web site or contact the Office of Financial Aid.

Ramark Corporation–Carol Deguadzeni Memorial Scholarship. Student loan scholarship to honor the memory of Carol Deguadzeni, a distinguished graduate of the department. Preference for this award is given to undergraduate students who demonstrate financial need. For more information, see the NYU Office of Financial Aid Web site or contact the Office of Financial Aid.

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 studies are eligible for membership). Decision is based on scholastic excellence, previous work experience, community involvement, and dedication to the field.

Comstock Michigan Fruit Scholarship. Acsh 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. Student loan scholarship to assist 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.

Andre and Simone Soltner Food Education Scholarship. This scholarship is administered 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 its production, historical studies, or distribution. All applicants must reside in New York State or Northern New Jersey and complete all requirements of the application process. For more information, see the NYU Office of Financial Aid Web site or contact the Office of Financial Aid.

The Department of Nutrition and Food Studies Needs Scholarship. This scholarship is administered 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 its production, historical studies, or distribution. All applicants must reside in New York State or Northern New Jersey and complete all requirements of the application process. For more information, see the NYU Office of Financial Aid Web site or contact the Office of Financial Aid.

The Department of Nutrition and Food Studies Needs 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 Arts or Bachelor of Science students admitted as new freshmen will 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; history of ideas; criticism and appreciation of music and the visual arts; literature; Western civilization; non-Western civilization; social and behavioral science; mathematics; natural science; integrated liberal arts; and speech communication. For complete details regarding the liberal arts requirements, see page 104.

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 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 School of Education during two or more terms. For full details, see General Requirements, above.

Students in communication studies 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. In addition to field supervision by faculty members, student teachers are videotaped in the field in order to analyze their teaching behavior. Taping is arranged through Professor Shubha Shaw in the Department of Administration, Leadership, and Technology, telephone (212) 998-5187.

Students in pre-student-teaching fieldwork are assigned to teaching centers through their departments. Arrangements should be made in the semester prior to the fieldwork.

Students should consult their curriculum advisers well in advance regarding prerequisites for admission 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 candidates must take a physical examination at New York University, including a tuberculin test, within the year prior to their work with children and youth. Students who work in the field for more than a year are required to take a physical each year.

6. All applicants must be interviewed by appropriate department faculty and recommended for student teaching.

ADDITIONAL PREREQUISITES IN EARLY CHILDHOOD EDUCATION AND EARLY CHILDHOOD SPECIAL EDUCATION

Students in early childhood education and early childhood special education need approval of their advisers to register for field experience courses. For each course, the student must complete a field experience registration form, which is obtained from the student’s adviser at the time of mail or in-person registration. This form, signed by the adviser, is then taken to the student teaching coordinator.

ADDITIONAL PREREQUISITES IN SECONDARY EDUCATION

Subject matter content (teaching field or subject): Students are required to have a minimum of 36 points in their subject field. Students majoring in mathematics or foreign languages who first matriculated prior to September 1, 1983, are required to have a minimum of 24 points in these fields. Foundations of Education: 12 points (includes education sequence of courses). It should be noted that several programs have been redesigned, and the foundations requirements have been changed. Applicants must check with their program advisers for up-to-date requirements.

Note: Several departments request students to work in tutorial and/or field programs prior to student teaching. Since each department has specific requirements, it is strongly recommended that students check requirements with their program advisers. In addition, several departments have developed additional requirements related to their state certification programs. Students must consult their advisers for information regarding the new requirements.

Teacher Certification

On satisfactory completion of registered teaching programs (including student teaching) and degree conferred, students will have completed all academic requirements for provisional or initial certification in New York State.

Note: The New York State Education Department requires that all prospective teachers receive instruction related to the nature and effects of alcoholic drinks, narcotics, and habit-forming drugs, including instruction in the best methods of teaching these subjects. No student will be recommended for certification who has not passed a satisfactory examination in these subjects and the best methods of teaching them. For current students, this requirement is met by successful completion of the course E81.1901, Drug and Alcohol Education and Child Abuse Identification. For new students, the requirement is met by successful completion of any of the following modules for the course Human Development II: ES3.0021, 0022, 0023, or 0024.

All prospective teachers are required to achieve a satisfactory level of performance on the appropriate New York State Teacher Certification Examinations. Scores, which are automatically submitted to the State Education Department, must be received before the State Education Department will consider issuing a certificate to teach in the public schools of New York. Students are also responsible for meeting nonacademic requirements for teacher certification, such as citizenship status.

Maintenance of Matriculation

Bachelor’s degrees. To maintain matriculation, a candidate is required to complete at New York University, under the auspices of the School of Education, at least one 3-point course each academic year or, in lieu of such completion, to pay a maintenance fee of $200.00 per academic year. All course requirements must be completed within 10 years from the date of matriculation. Continuous maintenance is required.

Proficiency Examination in Expository Writing

All freshmen and transfer students entering the School of Education, after completing V40.0001-0002 (Writing Workshop I and II) or the equivalent courses through the American Language Institute or the Higher Education Opportunity Program, must take the Proficiency Examination in Expository Writing in order to graduate. This examination is given at the end of V40.0002 or its equivalent.

Students who fail the proficiency examination are required to take and pass V40.0013, Writing Tutorial, in order to graduate. V40.0013 is offered on a pass/fail basis.

New Student Seminar

Participation in the New Student Seminar (ES3.0001) 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, Room 32, for further information.
Faculty

Department of Administration, Leadership, and Technology

FULL-TIME FACULTY 2000-2001


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.


Special interests in qualitative methodologies, student transitions to college, first-generation students, and first-year student experiences in community colleges. Recent research involves student transfer from community colleges.


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.


Research focuses on the application of technology in educational organizations with practical designs for long- and short-range planning and implementation. Areas of expertise are the superintendency and central office operations, includ-
William R. Beck, B.A., MA, Ph.D.
Bill Beirne, B.F.A., MA
Lynne P. Brown, B.A., MA, Ph.D.
Michael Callery, B.S., M.S.
Dennis Coluccio, B.A
Chester Delaney, B.A., MA
David F. Finney, B.A., MA, Ed.D.
Richard L. Fuchs, B.A., J.D.
Arnold L. Goren, B.S., MA
Thomas W. Grace, B.A., MS, Ed.S., Ed.D.
Nancy J. Grossman, B.A., MA, Ph.D.
Charles B. Hayes, B.A., MA, Ed.D.
Keith J. Jepsen, B.S., M.S., Ed.D.
Paul E. Kelly, B.S., MA
Gina Kennedy, B.A., MA
Leonard Mazlin, B.S.
Oscar Ochs, B.A., MA, Ph.D.
Sarah O’Donnell, B.A., Ph.D.
Joel Pollack, B.A., MA, Ph.D.
Elizabeth A. Regan, B.A., MA, Ph.D.
Joanne Walsh, B.A., MA, Ph.D.
L. Steven Zwerling, B.A, MA

AFFILIATED FACULTY

Norman Frucher, Clinical Professor, B.A., M.Ed. Education and Public Policy, Wagner Graduate School of Public Service.
LaRuth H. Gray, Adjunct Associate Professor, B.A., MA, Ed.D. Director, Educational Administration Placement Services; Associate Director, Metro Center for Urban Education.

Department of Applied Psychology

FULL-TIME FACULTY 2000-2001
LaRue Allen, Professor; B.A. 1972, Radcliffe College; M.S. 1977, Ph.D. 1980, Yale.
Adolescent development; early childhood, parent-child relationships; primary prevention of mental disorders; impact of social, cultural, and ecological factors on human development.

Trauma, contemporary psychoanalytic theory; gender and development; professional issues; qualitative research methodology.

Lawrence Balter, Professor; B.B.A. 1960, M.S.E. 1962, City College; Ph.D. 1968, New York.
Child development, parent-child relations, psychoanalytic theory; psychology in the media, parent education.

Ester Buchholz, Associate Professor; B.A. 1961, Hunter College; Ph.D. 1968, New York.
Alienation as a developmental need; self-regulation, self-reliance, and alone time; teenager pregnancy; parenthood; developmental psychoanalytic theory.

Ronald P. Esposito, Associate Professor, B.S. 1966, Georgetown; M.S. 1969, Ph.D. 1974, Fordham.
Group dynamics, consultation, cross-cultural counseling, and organizational development/ work redesign; emphasis on primary prevention and social, political, and economic influences.

Iris Fodor, Professor; B.A. 1956, City College; MA 1957, Ph.D. 1964, Boston.
Mothers and daughters, adolescent body image, and eating behavior with a cross-cultural focus; use of photographs for the study of self-image; children’s development of subjective awareness; children/adolescent response to stress and grief; interpersonal conflict resolution.

Perry N. Halkitis, Clinical Assistant Professor; B.A. 1984, Columbia; M.S. 1986, Hunter College; MA 1993, Ph.D. 1995, Graduate Center, CUNY.
HIV primary and secondary prevention; measurement and impacts of medication adherence, substance abuse, 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.

Barbara Hummel-Rossi, Associate Professor; B.A. 1984, SUNY (Albany); Ph.D. 1971, SUNY (Buffalo).
Research methodology and applications; development of evaluation methodology; attitude, achievement, and personality test development.

Theresa Jordan, Associate Professor; B.A. 1971, MA 1972, Ph.D. 1979, New York.
The role of psychology in clinical medicine; bias in health care delivery; decision analysis and artificial intelligence; psychological aspects of international public health.
Samuel Juni, Professor. B.S. 1973, Brooklyn College; MA 1975, Ph.D. 1978, SUNY (Buffalo).
Psychopathology and differential diagnostics; operationalizing psychoanalytic constructs and personality assessment, theory and test construction; defense mechanisms and object relations; recovery from addiction; cross-cultural psycholinguistics.

Individual and group counseling supervision, theory, practice, and research; the social and political context of counseling.

Mary McRae, Associate Professor. B.A. 1971, City College, M.S. 1976, Brooklyn College; Ed.D. 1987, Columbia.
Multicultural counseling: group dynamics specializing in T group and tavistock models; program evaluation; development training and supervision of counselors; race and sex discrimination.

Language and literacy development with special focus on the acquisition of discourse and narrative skills in preschool children. Emphasis on the influence of social and cultural factors in children’s linguistic development, especially in the context of parent-child interactions.

Mary Sue Richardson, Professor. B.A. 1967, Marquette; Ph.D. 1997, Columbia.
Life-span developmental psychology in the context of gender, race, and class; work in people’s lives; feminist philosophy/counseling women; supervision and training; psychoanalytic theory and psychotherapy.

Multicultural assessment and counselor training; qualitative research methods; intelligence testing with diverse populations.

Catherine Tamis-LeMonda, Associate Professor. B.A 1983, Ph.D. 1987, New York.
Cognitive development, language acquisition, memory, and symbolic play across the first three years; emphasis on parenting views and behaviors and larger contextual influences on the unfolding abilities of healthy and at-risk infants; intervention studies with families and children from birth to three years.

Roles and functions of school psychologists; training and research in school psychology; professional and ethical issues; child and family advocacy; client empowerment; child abuse; moral development in children; gender issues in moral development in educational and clinical practice; school organization and program development.

Social development among urban, poor, and working adolescents and young adults; resiliency among at-risk adolescents; the impact of ecological contexts on adolescent development; qualitative research methods.

Cognitive development; language development; teacher-child interactions as related to literacy development; relationship between reading/writing.

Reading process; practical application of techniques for integrating direct skills instruction with literature-based literacy development; relating reading process to content areas in primary, middle, and secondary schools.

PART-TIME FACULTY

Rose Collins, B.S., M.S.
Michael Dealy, B.A., MA, MS., Ph.D.
Elizabeth Divinity, B.A., MA
Emily Doolittle, B.A., Ph.D.
Richard Grallo, B.A., MS., MA, Ph.D.
Christine Sander Manzella, B.M., MM., MA, Ph.D.

Department of Art and Art Professions

FULL-TIME FACULTY 2000-2001

A practicing artist who works in photography, performance, and mixed-media installation, her work has been exhibited internationally, including the MoMA (New York), the Long Beach Museum, and the Shoshana Wayne Gallery (Los Angeles). Her interests include feminism, postcolonial theory, and psychoanalysis. Director of undergraduate programs.

Benjamin Binstock, Assistant Professor. B.A 1984, MA 1988, California (Berkeley); Ph.D. 1997, Columbia.
A scholar of Renaissance, baroque, and modern art, history, and methodology of art history, as well as critical theory. Translated and written on the Austrian formatlist Alois Rieggl and on Rembrandt, Vermeer, and Van Gogh. Other professional interests include deconstruction and psychoanalysis.

Peter Campus, Clinical Associate Professor. B.S. 1960, Ohio State.
Recognized as 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 Art Education Program. Research interests include critical pedagogy in art education, feminism, and postcolonial theory.

Carlo M. Lamagna, Clinical Associate Professor, B.A., 1969, College of the Holy Cross; M.A. 1971, Massachusetts.

Expertise in modern and contemporary art and material culture. Management consultant for nonprofit and historic preservation organizations. Board member, Committee on Museum Professional Training of the American Association of Museums; member, Education Committee, College Art Association. Former curator, independent art consultant, and gallerist.

Sandra Lang, Clinical Assistant Professor. B.A. 1972, Middlebury College; M.B.P. 1983, Columbia.

Director of the Visual Arts Administration Program. Extensive experience in both nonprofit and profit organizations. Formerly administrative director, Art Advisory Service, Museum of Modern Art and executive director, Independent Curators International. Adviser to corporations and not-for-profit organizations on administrative, programmatic, and fund-raising issues.

Gerald Pryor, Associate Professor; Artist-in-Residence. B.A. 1968, Trinity College; MA 1976, Hunter College.

Photographer and performance artist, one-person and group shows in New York, Korea, and China. Two grants from National Endowment for the Arts.

N. Krishna Reddy, Professor; Artist-in-Residence.

Renowned printmaker whose work is in almost every major print collection in the world; extensive lectures and workshops; numerous international honors; assistant and then codirector of Atelier 17, Paris 1957-1976. Master of viscosity printing.


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, and other awards.


Critic, curator, and author of national and international articles on contemporary craft issues. Invited member, International Academy of Ceramics. Chair for two international conferences held at NYU: “Case for Clay in Secondary Education” and “Criticism in the Crafts: Crossings, Alignments, and Territories.”

Educational consultant to Lenox China Company, Board of Directors of Watershed and Studio Potter magazine.

John Torreano, Clinical Associate Professor; B.F.A. 1963, Cranbrook Academy of Art; M.F.A. 1967, Ohio State.

Paintings and sculpture shown at the Whitney Museum of Art, the Museum of Contemporary Art in Chicago, Leo Castelli Gallery, Paula Cooper Gallery, the Corcoran Gallery in Washington, and others. Reviews in Art News, Art in America, and Artforum. Recent recipient of Guggenheim Fellowship and New York Foundation for the Arts Fellowship.


Expertise in women’s art and culture. Author of books and articles on folk art and textiles. Frequent lecturer on women artists and 20th-century art. Other professional interests include the relationship between food and culture, feminism, and film.

PART-TIME FACULTY

Art in Media

Markam Keith Adams, B.A., MA
Phyllis Baldino, B.F.A
Burt Barr, B.A
Zoe Beloff, MA, M.F.A
Samuel Cucher, B.F.A., M.F.A
Sigrid Hackenberg, B.A., MA
Jenny Hirschfeld, MA
Laura Parres, B.F.A
Sandra-Lee Phipps, B.A, MA
Kenneth Rogers, B.S., MA
Jocelyn Taylor

Crafts/Ceramics

Kathy Butterly, B.F.A., M.F.A
Bruce Gagnier, B.A., M.F.A
Shida Kuo, B.A., MA
Shari Mendelson, B.F.A., M.F.A
Steven Montgomery, B.P.H., M.F.A
Matt Nolan, B.A
Caroline Patterson, B.A., B.F.A, M.F.A
Lisa Spiros, B.F.A

Critical Studies

Lawrence Chua, B.A
William Gannis, B.A., MA, M.B.D.
RoseLee Goldberg, B.A., MA
Kirby Gookin, B.A., MA, M.Phil.
Simon Leung, B.A.
Saul Ostrow, B.A, M.F.A
Christopher Phillips, B.A, M.F.A
Barry Schwabsky, B.A, MA

Painting and Drawing

Charles Agro, B.F.A, M.F.A
Jaime Arredondo, B.A, M.F.A
Nayland Blake, B.A, M.F.A
Kathe Burkhardt, B.F.A, M.F.A
Timothy Casey, B.F.A, M.F.A
Diana Cooper, B.A, M.F.A
Steven Ellis, B.F.A
Maureen Gallace, B.F.A, M.F.A
Bob Griffin, B.A., M.F.A
Eric Heist, B.F.A, M.F.A
David Humphrey, B.F.A, MA
Suzanne Joelson, B.A
Dennis Kardon, B.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, M.F.A
Marlene McCarty
Suzanne Mccllland, B.F.A, M.F.A
Arnold Mesches
Adrea Pecora, B.S., M.F.A
Maurizio Pellegrin, DA
Juan Jose Robles, B.A., M.F.A
Nicholas Rule, B.A., M.F.A
Michael St. John
Mary Ann Santos, B.A
Donald Traver, B.F.A
Photography
Lyle Ashton-Harris, B.A., M.F.A
Cody Choi, B.F.A
Ann Chwatsky, B.S., M.S.
Susan Daboll, B.F.A., M.F.A
Barbara Ess, B.A
Christopher Gallo, B.F.A
Kenneth Sean Golden, B.F.A., M.A
Rupert Goldworthy, 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
Mark Morosse, B.F.A., M.F.A
Sherin Neshiat, B.A., M.A., M.F.A
Wayne Olson, B.A., M.F.A
J. Pavlovic, B.A., M.A., M.F.A
Gwen Thomas, B.F.A
Penelope Umbrico, B.A., M.F.A
Jian-Jun Zheng, B.A

Printmaking
Kathleen Caraccio, 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

Sculpture
Steve Currie, B.A., M.F.A
Teresa 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
Paul Ramirez, B.A., M.F.A
Chris Romer, B.F.A., M.F.A
Katy Schimert, B.F.A., M.F.A
Beverly Semmes, B.A., B.F.A., M.F.A

Art Education
Zoya Kocur, B.A., M.A
Stephanie Lebowitz, B.F.A., M.S.
Robert McCallum, J.M.B., B.A., M.A
Constance Rich, B.A., M.A

Art Therapy
Ikuko Acosta, B.A., M.A
Ani Buk, B.S., M.F.A., M.A
Bettina Buschel, B.A., M.S., M.A
Monika Burzsvk, B.F.A., M.A
Frances Ciula, B.F.A., M.A
Rebecca DiSunno, B.A., M.A., Ph.D.
Lani Gerity, B.A., M.A., D.A
Edith Kramer
Eileen McCann, B.A., M.A
Diana Milia, B.A
Renee Obstfeld, B.A., M.A
Barbara Sobol, B.A., M.A

Visual Arts Administration
Sandra Bloodworth, B.S., M.A., M.F.A.
Richard Bryant, B.A
Elizabeth Burke, B.A
Alan Fausel, B.A., M.A
Oliver Hirsch
Shelley Sanders Kehl, B.A., Ed.D., J.D.
Steven Klingt, B.A., M.A
Nancy McGary, B.S., M.A
Abigail Messitte, B.A., M.A
Anne Moore, B.A., M.A., M.F.A
Robbin Murphy, B.F.A
Abby Remer, B.A., M.A
Vida Schreibman, B.F.A., M.A
Beverly Wolff

Visual Culture
Lourdes Font, B.A., M.A., Ph.D.
William Ketchum, Jr.
Leanore Kogan
Desiree Koslin, B.A., M.A., M.F.A.

Elizabeth Marcus, B.A., MA, M.Phil.
Gerard Wertkin

Department of Culture and Communication

FULL-TIME FACULTY 2000-2001
Gender and communication; conflict management; organizational communication; cross-cultural communication and listening. Co-author or co-editor 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.

Research interests include African Americans and the mass media, television history, media literacy, and situation comedy. Author of African American Viewers and the Black Situation Comedy and scholarly articles. Recipient of Marquis “Who’s Who in the East” Award.

Gregory S. D’Amico, Clinical Associate Professor: B.A. 1978, SUNY (Stony Brook); MA 1984, Ph.D. 1988, New York.
Production operations management and market research. Contributes to a wide range of research projects in the graphic communications industry. Author of numerous articles and lecturer at educational seminars.

JoEllen Fisherkeller, Assistant Professor: B.A. 1985, California (San Diego); MA 1987, Ph.D. 1995, California (Berkeley).
Young people learning from different forms of media in and out of school contexts; media, communication, and education; cultural learning processes; young people and contemporary culture. Currently working on a book based on her dissertation, “Identity Work and Television: Young Adolescents Learning Within Local and Mediated Cultures.”

Author of The Twilight of Common Dreams; The Sixties Years of Hope, Days of Rage; Inside Prime Time; The Whole World Is Watching; and other books. Also holds appointments in the Departments of Journalism and Mass Communication and Sociology. Formerly professor at University of California, Berkeley, and École des Hautes Études en Sciences Sociales, Paris. Columnist, New York Observer. Research interests include contemporary media and globalization.

Joyce Hauser, Clinical Assistant Professor. B.S. 1976, SUNY Empire State College; Ph.D. 1987, Union Institute.

Communication and mediation; communication in the public relations process and small group processes. Author of Divorce and Mediation and over 70 articles. Awards: one of the “Top Women in Public Relations;” one of the “Top 15 Women in America;” and “Broadcaster of the Year” from WNYC Radio. Recipient of the School of Education’s Professor of the Year Award.


Research interests include the political economy of communication and the relationship between systems of mediated communication and democracy. Author of Canada’s Hollywood: The Canadian State and Feature Films and numerous scholarly articles as well as Franchising the Candy Store: Split-Run Magazine and the New International Regime for Trade in the Culture. Interests include communication policy and law and contemporary media, culture, and globalization.


Research interests include modern propaganda, history and tactics of advertising, American film, and media ownership. Books include Boxed In: The Culture of TV and Seeing Through Movies. Author of numerous articles. Director of the Project on Media Ownership.


The history of communication, technology and culture, and propaganda analysis. Author of numerous scholarly articles, Executive producer of documentaries, McSorley’s New York: (1987 Emmy Award) and Sons of Derry. Co-editor, Language in America.


The evolution of communication systems; the effects of media on language and reasoning skills and their implications for education. Author of numerous articles and essays in professional journals. Recipient of the School of Education’s Professor of the Year Award.

Neil M. Postman, University Professor. B.S. 1953, SUNY (Fredonia); M.A. 1955, Ed.D. 1958, Columbia.

Research interests include media and learning. Author of 17 published books, including The Disappearance of Childhood, Amusing Ourselves to Death, Conscientious Objections and Technology, and No Gods to Serve: The Quest for Meaning in Education. Internationally recognized scholar and critic. Received a Distinguished Teacher Award from NYU.

Arvind Rajagopal, Associate Professor. B.E. 1981, Madras (India); MA 1984, Kentucky; Ph.D. 1992, California (Berkeley).


Interests include different craft and technical areas. Author of numerous technology-related textbooks, including The Basic Book of Graphic Arts, The Step-By-Step Guide to Photo-Offset Lithography, and Technology, Industry, and Entrepreneurship.

Part-Time Faculty

Mary Aiello-Gray, B.A

Mary Dawn Arden, B.A

George Back, B.A, MA, Ph.D.

Sheridan Bailey, B.A, MA

Will Baker, B.S.

Susan Barnes, B.F.A, M.F.A, Ph.D.

Lila Bauman, B.A, MA

Helen-Gary Bishop, B.A

Bonnie Blake, B.A, MA

Joyce Bloom, B.S, MA

Roger Brown, B.A, MA

Linda Burns, B.A, MA

Jonathan Burston, B.A, MA, Ph.D.

Marco Calavita, B.A, MA

Mary Carpenter, B.S, MA

William Cass, B.A, MA

James Chesebro, B.A, MA, Ph.D.

Roberta Cole, B.A, MA

Maria Collins, B.A, MA

Patrick Daly, B.F.A

John Dalzell, B.S, MA

Dean Davis, B.A, MA

John Donovan, B.S

Susan Drucker, B.A, MA, J.D.

Mark Edelman, B.A

Gus Engelman, B.A

Melvin Ettinger, B.S.E.E., M.S.E.E.

Salvatore Falcia, B.A, MA, Ph.D.

Carmen Fletcher, B.A, MA

Melene Follert, B.A, MA

Michele Frank, B.F.A

Gregory Giangrande, B.A, MA

Laura Tropp Grabowski, B.S, MA

Gary Gumpert, B.A, MA, Ph.D.

Dan Hahn, B.A, MA, Ph.D.

Sami Hemsey, B.S.

Neil Hickey, B.A

Harold Hills, B.S, MA

Jeffrey Jacobi, B.A, MA
Michael Jaffe, B.A., LL.B.
Anthony Kelso, B.S., M.A.
Charlotte Klein, B.A., M.B.A
Jill Krawitz, B.S., M.A.
Arlene Krebs, B.A., M.A.
John Lang, B.A., M.A.
Diana Leidel, B.F.A, M.A.
Scott Raymond Levy, B.F.A, M.A.
Michele Litzky, B.A.
Gabrielle Lupe, B.A., M.P.A.
Alison Meagher, B.A., M.A.
Sandra Mix Meyer, B.B.A., M.A.
Trudy Milburn, B.A., M.A.
Martin Moglia, B.A., M.A., Ph.D.
John C. Mollard, B.A., M.A.
Bruce Myers, B.F.A., M.A.
Betsy Newman, B.A., M.A.
Deborah Panzer, B.A., M.A.
Barbara Parisi, B.A., M.A., Ph.D.
David Poltrack, B.A., M.B.A.
Leslie Potter, B.A., M.A.
David T. Pratt, B.S.
Marshall Raines, B.S., M.B.A.
Stephanie Rodden, B.A., M.L.S.U., M.A.
Alan Ross, B.E., J.D.
Suzanne Rothenberg, B.A., M.A.
Julie Scelfo, B.A., M.A.
Herbert Schiller, B.S.S., M.A., Ph.D.
Bonnie Seltman, B.A., M.A.
Beth Strugatz-Seplow, B.A., M.A.
Nancy Silverman, B.A., M.A.
Patricia Stack, B.A., M.A., Ph.D.
Shawn Threadgill, B.A.
John van Wyden, B.F.A., M.F.A.
Aurora Wallace, B.A., M.A.
Juanita Walsh, B.F.A.
Jill Weinberg-Cohen, B.A., M.A.
Dawn Werner, B.A.
Cindy White, B.A., M.A.

Jane Water, B.A., M.A.
Cynthia Wiseman, B.A., M.A.

FACULTY FELLOWS
DeLana Browning, B.A., M.A, Ph.D.
Siva Vaidhyanathan, B.A., Ph.D.

INSTRUCTORS
Mark Lipton, B.A., M.A.
Rick Pieto, B.A., M.L.S.

Department of Health Studies

FULL-TIME FACULTY 2000-2001

Interrelationships between health behavior and health education; disparities in health status among women and among ethnic populations; appropriate interventions for prevention and health promotion particularly in the areas of alcohol and other drugs.

Patrick Clifford, Associate Professor. BA 1979, CUNY; MA 1980, Hunter College; Ph.D. 1983, Texas.
Alcohol and other drug abuse intervention outcome research with an emphasis on methodological and measurement issues and drug policy and its effects on minority communities.


Sally Guttmacher, Associate Professor. B.S. 1963, Wisconsin; M.Phil. 1973, Ph.D. 1976, Columbia.
Policy and prevention of chronic and infectious diseases; poverty and public health; women’s health.

Child development and play, transcultural competencies, therapeutic recreation.

Sex education, particularly in the area of how young children learn about sexuality and how this knowledge can be incorporated into sex education curricula for children.

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, and late deafened.

Psychiatric rehabilitation, traumatic brain injury, and developmental disabilities; computer-based training and computer-assisted instruction in rehabilitation counseling. Licensed mental health counselor and psychologist.

Professional preparation of health education specialists and the professionalization of health education; credentialing; curriculum development; professional ethics; and continuing education.


PART-TIME FACULTY

Carole Addabbo-Moskowitz, B.A, M.A
Parvin Ahmankhanlou, B.S, M.S., Ph.D.
Robert Allen, B.A, M.A, M.S.
Yitzhak Berger, M.E., Ph.D.
David Bowell, B.A, M.A
William Bryan, B.S., M.P.H., Ph.D, R.N.
Frank Carden, B.A, MA, Ph.D.
Orazio Caroleo, B.F.A, MA
Nancy Carr, B.A, M.Ed.
Catherine Charlton, B.A, M.P.H.
Maureen Collins, B.A, M.A
Toni Davis, B.A, Ph.D.
Heike Theil deBocanegra, MA, M.P.H., Ph.D.
Robert Francoeur, MA, M.S., Ph.D.
George Garcia, B.A., M.A.

David Gechlik, B.A., M.A.

Francine Goldberg, B.A., M.S.

Michael Green, B.A., M.A., Ph.D.

Charles Gubelman, B.S., M.S., Ed.D.

Bobbie Harrison, M.A., Ed.D.

Audrey Jacobson, M.A., M.P.H., M.D.

Marjorie Kornreich, B.A., M.A.

Luanne Kowalski, B.A., M.A.

Gail Levine, M.A., Ph.D.

Tamara Manor, B.A., M.A.

Mary McCarty-Arias, B.A., M.A.

Lauren Reinertsen, B.A., M.A.

Russell Rosen, B.A., M.A.

John Ryan, M.S., Ed.D.

Norman Scherzer, B.A., Ph.D.

Susan Schulz, B.A., M.S.

James Simon, B.S., M.Ed.

Margaret Souza, B.A., M.S.W.

Janna Sweenie, B.A., M.A.

Norma Van Felix, B.S., M.S., Ed.D.

Elizabeth Viglione, B.A., M.A.

Frances Wallach, B.A., M.A., Ed.D.

Corinne Weinman, B.A., M.A.

Eileen Wolkstein, B.A., M.A., Ph.D.

Department of Humanities and Social Sciences in the Professions

FULL-TIME FACULTY 2000-2001


Sociology of education; markets, states, and schools; school structure and social outcomes; education and social policy.


Philosophy of ecology and environmental education; moral education; philosophy of John Dewey.


Interests include history of education, contemporary education policy, history of philanthropy, and history of women's education. Author of The Politics of Knowledge, Private Power for the Public Good; Jane Addams on Education; Nursing History: New Perspective, New Possibilities; and A Generation of Women, as well as many other publications.


Women's studies and educational philosophy; feminist theory and pedagogy; gender/diversity in education and the human services professions. Publications on women's issues and feminist thought.


Quantitative and qualitative research and writing in the field of planned educational change, especially in the initiation and implementation of school innovations. Author of a status-related risk theory of receptivity to change. Publications include Implementing Organizational Innovations and Beyond Technology's Promise.


Critical theory with research interests in the interrelationship between film and literature. Former Wall Street Journal critic, author of Double Exposure: Fiction into Film, and contributor to numerous publications. Director, Study Abroad Center in Paris.


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 comprehensive public high schools.


Interests include public diplomacy, international development education, and American studies both in the United States and 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.


Specializes in international education with a focus on Asia and cross-cultural studies. Research interests include how history is taught in the schools in a cross-cultural perspective within multicultural education. Author of a number of school texts, including Through Indian Eyes and The Human Drama: A World History and a number of articles on race, Asia, and global history as these issues pertain to schooling.


Jonathan Zimmerman, Assistant Professor.
Interests include the histories of education, ethnicity, race, science, and politics in 19th- and 20th-century America. Author of numerous articles in scholarly and popular journals. Most recent book: Distilling Democracy: Alcohol Education in America’s Public Schools 1888-1920.

PART-TIME FACULTY
Sarah Abramowitz, Ph.D.
John Azelvandre, MA
Bruce Byers, Ph.D.
Paul David Henry, Ph.D.
Michael Johanek, Ed.D.
Sarah Henry Lederman, Ph.D.
Mark Lipton, MA
Scott Martin, MA
Greg Moglia, Ph.D.
Oscar Ochs, Ph.D.
Michael Parrella, Ph.D.
Lynda Spielman, Ph.D.
Robert Swacker, Ph.D.
Linda Swerdlow, Ph.D.
Elaine Zseller, Ph.D.

AFILIATED FACULTY
H. Millard Clements, Professor. Department of Teaching and Learning. B.A., M.A., Ph.D.
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., MA, Ph.D.
Mitchell A. Leaska, Professor. Department of Culture and Communication. B.A., M.A., Ph.D.
Lowell S. Swortzell, Professor. Department of Music and Performing Arts Professions. B.A., MA, Ph.D.

Department of Music and Performing Arts Professions

FULL-TIME FACULTY 2000-2001
Miriam Roskin Berger, Clinical Assistant Professor. BA 1986, Bard College; D.A 1999, New York, ADTPR.

Performed with and/or written for Dave Liebman, Gerry Mulligan, Buddy Rich, and Woody Herman; recipient of a National Endowment for the Arts Award in jazz composition and the East/West and Edna Rappeport composition prizes.

Allen Cohen, Assistant Professor. BA 1973, Ripon College; M.F.A 1991, SUNY (Purchase); D.M.A 1996, CUNY Graduate Center.
Conductor, arranger, pianist, and vocal coach for Broadway, off Broadway, regional theatre, and opera; composer of incidental music for films, theatre, and commercials. Theorist and composer of orchestral, vocal, and chamber works. Compositions published by Belquidder Music and recorded on Vienna Modern Masters and Capstone labels.


Pianist and author with expertise in aesthetics, performance analysis, and music methodologies for arts criticism and analysis.

Theorist and pianist with specialization in 20th-century music. Research areas include analytic paradigms, theories of phrase and periodic structure, and issues of analysis and performance.

Greg Ganakas, Clinical Assistant Professor. B.S. 1976, Michigan.
Holds Broadway, off Broadway, regional, and international credits in musical theatre, opera, and television.

Compositions published by Editions Salabert Billaudot, Titters G.E., AIM, and Seawave Music (NY) and recorded on Orion Master Recordings, Crenella, and Capstone.

Sylvia Gholson, Assistant Professor. B.M. 1968, M.M. 1970, Eastman School of Music (Rochester); M.M. 1979, Texas (Austin); D.M.E. 1993, Cincinnati.
Music education researcher with interests in computers and cognition and building bridges between performance and pedagogy. Studying the professional practice of exemplary music pedagogues as paradigm examples for the development of music educational theory. National chair, Urban Outreach Program, American String Teachers Association. Member of the Multicultural Awareness Committee for the New York State School Music Association. Cochair, College Round Table, Music Educators Association of New York City. Active in state, regional, national, and international conferences as a presenter and committee chair/member.

Award winner, Texas State Council on the Arts; composer of chamber music, opera.

Barbara Hess, 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. Performs as soloist with orchestras, chamber music ensembles; 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 of the journal The Arts in Psychotherapy. Author of Person and Performance: The Meaning of Role in Drama, Therapy, and Everyday Life.

Karen Lykes, Clinical Associate Professor. B.M. 1979, Maryand; MMax. 1980, Boston.
Has performed extensively throughout the United States, Europe, Japan, and Central America in concert, recital, chamber music, and operatic repertoires. Awards include Concert Artists Guild International Competition, Franz Schubert Prize.
for Excellence in Interpretation of the Lied, and
Tanglewood Music Center Fellow in Voice;
recordings for Koch International Classics and
Titanic Records.

Alistair Martin-Smith, Clinical Associate

Drama in education, theatre for young audi-
ciences, drama and interactive technology.
Directed a recent production of Afternoon of the
Eves by Y. York; coedited Re-Cognizing Richard
Courtney .

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 cul-
ture and industry, international cultural trade
policy, and 17th-century Italian music. Music
critic and author of The Composer Michelangelo
Rossi.

Kenneth J. Peacock, Professor. B.A. 1965,
California (Los Angeles); MA. 1970, California
(Riverside); Ph.D. 1976, Michigan.

Computer music, acoustics, music perception.

Robert Rowe, Associate Professor. B.M. 1976,
Wisconsin; MA. 1978, Iowa; Ph.D. 1991,
Massachusetts Institute of Technology.
Composer, winner of Bourges Competition 1990.
Author of Interactive Music Systems: Machine
Listening and Composing.

Lowell S. Swortzell, Professor. B.A. 1952,
MA. 1954, George Washington; Ph.D. 1963, New
York.

Theatre for young audiences, American theatre,
musical theatre, playwriting. Author of 14 pub-
lished plays; recipient of the New York Times
Outstanding Book of the Year Award.

Brann J. Wry, Associate Professor. B.A. 1963,
College of the Holy Cross; J.D. 1967, Georgetown;
M.B.A. 1973, California (Los Angeles).

Former executive director of the New Jersey State
Council on the Arts, Fellow, National Endowment
for the Arts, permanent guest lecturer at the
Utrecht (Netherlands) School of the Arts Centre
for the Arts and Media Management; served as
president of the Princeton Ballet and the
Association of Arts Administration Educators;
member of the federal, New Jersey, District of
Columbia, and United States Supreme Court Bars

FACULTY BY SPECIALTY (MUSIC)

Distinguished Composers-in-Residence

Leo Kraft (1989-1991)
George Porle (1993-1994)
Robert Craft (1996-1997)
Morton Subotnick (1996-1997)
George Crumb (1997-1998)
Leo Kraft (1997-1998)

Artists-in-Residence

The Brentano String Quartet

Music Composition

Marc A. Consoli, B.A., M.M., D.M.A
Justin Dello Joio, B.A., M.M., D.M.A
Jim McNeely, B.M.
Steven L. Rosenhaus, B.A., M.A., Ph.D.
Robert Rowe, B.M., M.A., Ph.D.
Ruth Schonthal, Ph.D.

Piano

Seymour Bernstein
Sara Buechner, B.A., M.M., D.M.A
Martin Canin, B.A, MA
Fabio Gardenal Da Silva, B.A., MA, Ph.D.
Sergei Edelmann, Art. Dip.
Gregory Haimovsky, B.M., MA, D.A
Miyoko Lotto, B.S., M.S.
Dierdre O’Donohue, D.A., Dip., Ph.D.
Edgar Roberts, B.S., M.S.
Ronald Sadoff, B.M., M.M., Ph.D.

Jazz Piano

Donald Friedman
Frank Kimbrough
Pete Malaveiri, B.M
Jim McNeely, B.M
Lee Musiker, B.M., M.M

Flute

Linda Chesis, B.A
Robert Dick, B.A, MM
Gerardo Levy, B.A
Keith Underwood, B.A, MA
Carol Wincenc, B.A, M.M.

Oboe

Gerard Reuter

Clarinet

Esther Lamneck, B.M., M.M., D.M.A
Stanley Drucker
David Minelli, B.M., M.M.

Bassoon

Johnny Reinhard, B.M., M.M.

Tuba

Marcus Rojas, B.M

Saxophone

Paul Cohen, MM, D.M.A
Frank Foster
George Carzone, B.A.A
Ralph Lalama, B.M.E.
Mike Migliore

Bob Parsons, B.A, MA
Dave Schroeder, B.M.E., MM, Ph.D.

French Horn

Peter Gordon, B.M

Trumpet

Ronald Anderson, B.M.E., M.S, B.Ed, MA
Laurie Ann Frink
Tim Hagans

Trombone


Conrad Herwig

Percussion

Guillermo Acevedo
Sherrie Maricle, B.A, MA
Adam Nussbaum
David Rataczjak, B.M.
John Riley
Dan Sadownick, B.A., B.M., MA
Akira Tana, B.A., B.M.

*Violin*
Serena Canin, B.A., MM.
Burton Kaplan, B.M.
Mari Kimura, B.A., MM, D.M.A
Mark Steinberg, B.A., MA

*Viola*
Misha Amory, B.A.
Stephanie Baer, BA

*Cello*
Ardyth Alton, B.M., MM.
Maya Beiser, B.M., MM.
Marion Feldman, B.S., M.S.
Nina Maria Lee

*Double Bass*
Ronald McClure, B.M.
Michael Richmond, BA

*Harp*
Monika Jarecka, M.S., MA, Ph.D.

*Voice*
Anna Bartos, B.A., MA
David Bender, B.A.
Edith Bers, B.A., MA
Jane Bunnell, B.M.
Richard Eikenberry, B.M., B.S.
Marc Embree, B.M., M.F.A.
Jean Goiti, B.M., MM, M.F.A.
Diana Heldman, B.M., MM, AD.
Juliana James-Yaffe, B.M., M.M.
Byron Jones, B.A., MA, MM
John Kuhn
Jeanette Lovetri
Karen Lykes, B.M., MM
Lori McCann, B.A., MM, D.M.A
Samuel Mungo, B.S., AD, MM
Diana Nikkolos, B.M., M.M.
Jane Ollan, B.A

Carolann Page, B.M.
Renée Santer, B.A., MM, D.M.A
Robert C. White, Jr., B.S., MA, Ed.D.

*Jazz Voice*
Janet A. Lawson
Anne Phillips

*Guitar*
Bruce Arnold, B.M.
Pat Cerasiello
Leszek Cesarzycz, Dip, MA

*Music Business*
Gwendolyn Franklin, B.A., M.B.A
Julius Lokin, B.A.
Catherine Moore, B.A., Ph.D.
Dante Moratto, B.A., M.Ed., M.B.A.
Steven L. Rosenhaus, B.A., MA, Ph.D.
Charles Sanders, B.A., J.D., LL.M.
Charles Stanford, B.A., J.D., LL.M.
George Stein, B.A., J.D.
Shirley Washington, B.A., J.D., M.B.A

*Music History*
Walter Reinhold, Mus.B., MS, MSM
Kent Underwood, B.A., MA, Ph.D.

*Music Theatre*
Jack Allison, B.A., MA, Ph.D.
Kerry Casserly
Joseph Church, B.M., MM, D.A
Greg Ganakas, B.S.
Angeline Ilo
Keith Thompson

*Music Theory*
George Fisher, B.A., MA, Ph.D.
Deborah Kessler, B.A., MM, Ph.D.
Klaus Sinfelt, B.A, MA
Kenneth Wallicki, B.M., MM, Ph.D.
Deborah Winfield, B.M., MA

*Music Education*
Elaine Gates, B.S., MA
Sylvia Gholson, B.M., MM, MM, D.M.E.
John Gilbert, B.A., MA, MM, Ed.D.
Jerry Kerlin, B.S, MA
Jeff Unger, B.M., MM, D.M.A

*Music Technology*
Bernard Fritsch, Tonmeister
Paul Geluso, B.S, MM
Kenneth Peacock, B.A, MA, Ph.D.
Robert Rowe, B.M, MA, Ph.D.
Morton Subotnick
Kenneth Wallicki, B.M., MA, Ph.D.

*Dance Education*
Nancy Allison, B.F.A., CMA
Miriam Roskin Berger, B.A, DA, AD.T.R.
Andre Bernard, B.S.
Jeanne Bresciani, B.A, MA
Joan Burroughs, B.S, MS, Ph.D.
Joetta Caldwell, B.S, MS, AD.T.R.
Patricia Capello, B.A, MA
Renata Celichowska, B.A, MA
Douglas Dunn, B.A
Barbara Forbes
Laura Hausmann, B.F.A
Dawn Lille Horwitz, B.A, Ph.D.
Miyuki Kato, B.A, MA
Kathy Kaufman, B.S.
John Mead, B.A, M.F.A
Madeline Nichols, B.A, M.L.S., J.D.
Dorothy Olsson, B.A, MA, Ph.D.
Carl Paris, B.S, MA
Sara Pearson, B.A
Victorianne Pizzuta-Capiello, B.A, MA
Cynthia Reynolds, B.A
Christine Spizzo
Nancy Turano, B.F.A
Suzanne Walther, Ph.D.
Carolyn Webb, B.A, M.F.A
Ann Wennerstrand, B.F.A, MS.
Patrik Widrig, B.A
Educational Theatre
Braden Bell, B.A., MA
Laurie Brooks-Gollobin, B.A., MA
Robert Byrd, B.A., MA, Ph.D.
James DeVivo, B.F.A
Pnina Fredman, B.A., MA
Alexis Greene, MA, Ph.D.
Roger Hanna, B.A., M.F.A
Kevin Kennison, B.A., M.F.A
Ralph Lee, BA
Scott Levy, B.F.A, MA
Jason Livingston, B.F.A, M.F.A
Alistair Martin-Smith, B.Ed., MA, Ph.D.
Ann McCormack, B.A, MA
Nellie McCaslin, B.A, MA, Ph.D.
Paul Nadler, B.A, MA, Ph.D.
Frans Rijnbout, MA, Ph.D.
Catherine Russell, B.A, MA
Nancy Smithney, B.A
Melissa Swick, B.A, M.A.T.
Lowell S. Swortzell, B.A, MA, Ph.D.
Helen White, BA
Michele Wynne, B.A., M.F.A

Performing Arts Administration
Jessica Chao, B.A, MA
Patrice Iacovelli, B.A, M.B.A, MA
Terrance Kawles, B.A, J.D.
Timothy A. McClimon, B.A, J.D.
Charles Sanders, B.A, J.D.
Linda Shelton, B.S.
Duncan Webb, B.A, M.B.A

Performing Arts Therapy
Drama Therapy
Cecilia Dintino, B.A, MA
Jonathan Fox, B.A, MA
Nina Garcia, B.A, MA, Ed.D.
Maria Hodermarska, B.A, MA
Sue Jennings, FRAI, Ph.D.
Robert J. Landy, B.A, M.S, Ph.D.
Sara McMullian, B.A, MA
Darby Moore, B.A, MA
Maria Scaros-Mercado, B.A, MA

Music Therapy
Kenneth Aigen, B.A, MA
Barbara Hesser, B.M, B.S, M.S; C.M.T.
Joseph Nagler, B.A, MA
Alan Shapiro, B.A, MA
Alan Turr, B.S, MA

Division of Nursing

FULL-TIME FACULTY 2000-2001

Elizabeth A. Ayello, Clinical Assistant Professor. B.S.N. 1974, Hunter College; M.S. 1973, Adelphi; Ph.D. 1994, New York; R.N., E.T.N.
Body image; Down’s syndrome; families of persons with developmental disabilities; medical-surgical nursing; nutrition; support; pressure ulcers; wounds and ostomies; breast cancer.

Sonia Baker, Assistant Professor. B.S.N. 1977, SUNY (Binghamton); MA 1983, Columbia; Ph.D. 1993, New York; R.N.
Impact of chronic illness on the family; caregiver burden; women’s health and social issues; HIV/AIDS.

Patricia Burkhardt, Clinical Associate Professor. B.S.N. 1967, St. Louis; M.P.H 1969, Ph.D. 1961, Johns Hopkins; CNM.
Women’s health; factors affecting childbearing education structures and levels in professional midwifery.

Barbara Carfy, Clinical Associate Professor. B.S. 1965, Catholic; M.S. 1976, Adelphi; Ed.D. 1993, Columbia; R.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.

Joseph P. Colagreco, Clinical Assistant Professor. B.A 1981, Georgetown; B.S.N 1985, Pennsylvania; M.S. 1991, Columbia; R.N.
Adult primary care; HIV/AIDS.

Margaret Eckert-Norton, Clinical Assistant Professor. B.S.N. 1974, Cornell; MA 1995, Columbia; R.N.
Diabetes education; community health education.

Terry Fulmer, Professor. B.S. 1975, Skidmore College; M.S. 1977, Ph.D. 1983, Boston College; R.N.
Elder mistreatment; acute care of the elderly; nursing informatics; restrictive behaviors; interdisciplinary team-training research methods.

Sherry Greenberg, Clinical Assistant Professor. B.S. 1990, MS. 1992, Pennsylvania; R.N
Impact of hospitalization on older adults; restraint use; the need for primary care in a naturally occurring retirement community; interdisciplinary team efforts.

Judith Haber, Professor. B.S. 1965, Adelphi; MA 1967, Ph.D. 1984, New York; FAAN.
Family theory; marital conflict; adjustment to acute and catastrophic illness; psychiatric mental health content caring; research utilization.

Primary prevention of cardiovascular disease; health and behavior in children, adolescents, and families; developmental context and cardiovascular health.

Carol N. Hoskins, Professor. B.S.N 1955, Cornell; M.S. 1973, Ph.D. 1978, New York; R.N., FAAN.
Family theory and relationships, specifically as related to coping with and adaptation to illness, variations during the course of illness, and implications for preventive health care and intervention.

Maternal and child health; parenting; home care; nursing curriculum.

Kathleen Kenney, Clinical Associate Professor. B.S. 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.

Carl Kirton, Clinical Assistant Professor. B.S.N. 1986, Lehman College; MA 1992, New York; R.N.
Acute critical care cardiovascular specialist.
Christine Tassone Kovner, Associate Professor. B.S.N. 1969, Columbia; M.S.N. 1972, Pennsylvania; Ph.D. 1985, New York; R.N., FAAN
Cost of nursing care; computers; public health nursing.

Interdisciplinary-interprofessional collaboration; curriculum and instruction; family-domestic violence; crisis-conflict intervention, gerontology; stress management; critical thinking; methods of inquiry.

Linda J. Mayberry, Associate Professor. B.S.N. 1976, Iona; M.S. 1982, Texas Women’s; Ph.D. 1992, California (San Francisco).
Intrapartum nursing care; culturally based community health care and program development; postpartum depression.

Sandra Graham McClowry, Associate Professor. B.S. 1980, M.S. 1981, Northern Illinois; Ph.D. 1988, California (San Francisco); R.N.
Family therapy; child temperament and family interactions; community preventive intervention.

Diane O. McGivern, Professor. B.S.N. 1961, St. John’s College; MA 1964, Ph.D. 1972, New York; R.N., FAAN.
Health policy; legislation; curriculum development; professional issues.

Erline P. McGriff, Professor. B.S. 1950, M.S. 1953, Catholic; Ed.D. 1967, Columbia; R.N.
Administration; nursing education; issues in nursing and health care; education and training of health care providers about HIV infection/AIDS.

Mathy Mezey, Independence Foundation Professor of Nursing Education. B.S.N. 1960, M.Ed. 1973, Ed.D. 1977, Columbia; R.N.
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.

Madeline A. Naegle, Associate Professor. B.S. 1964, Nazareth College; MA 1967, Ph.D. 1980, New York; R.N.
Professional role development; psychiatric-mental health issues; alcohol and drug issues (including treatment) and practice ethics; human sexuality; curriculum development.

Elizabeth M. Norman, Associate Professor. B.S. 1973, Rutgers; MA 1977, Ph.D. 1986, New York; R.N.
Nursing history; wartime nursing; trauma nursing practice; gender studies; long-term stress (post-traumatic stress disorder).

Clinical decision making; development of knowledge-based systems; quantitative and qualitative methods for decision modeling; theories of choice; information technology; nursing languages; variations/outcomes research.

Psychological constructs: pain; sexuality; abusive behavior; disability; body image; health; burnout; cancer and dying; Roger’s Science of Unitary Human Beings; paranormal phenomena.

Hila Richardson, Clinical Professor. B.S.N. 1967, Virginia; M.P.H. 1973, Johns Hopkins; Dr.P.H. 1980, Columbia; R.N.
Long-term care; substance abuse.

Marianne Roncoli, Clinical Associate Professor. B.S.N. 1969, Cornell; MA 1973, Ph.D. 1980, New York; R.N.
Asthma in children; cost/outcome of advanced practice nursing; preterm infants; primary care.

Patricia M. Ruiz, Clinical Associate Professor. B.S. 1981, Fairfield; MS. 1986, Columbia; R.N.
Pediatric primary care; asthma; cultural influences on health.


Medical surgery; pharmacology; adult health and patient education.

Margret S. Wolf, Associate Professor. B.S.N. 1972, Hunter College; M.Ed. 1974, Ed.D. 1975, Columbia; R.N.
Nursing education; communication patterns; group intervention; family patterns; management/organizational patterns.

PART-TIME FACULTY
Sally Arbolino, B.S., MS; R.N., P.N.P.
Susan Bowar-Ferres, Ph.D.; R.N., C.N.AA.
Anthony County, MS; R.P.H.
Elizabeth Duthie, B.S.N., MA; R.N.
Rosemarie Emmerich, B.S., MS, Ph.D.
Pam Galehouse, B.S.N., MA; R.N.
Susan Garamone, B.S., MS; R.N., C.P.N.P.
Janet Macrae, B.A., B.S., MA, Ph.D.; R.N.
Joan Mason, MS.N.; R.N
Margaret L. McClure, B.S., MA, Ed.D.; R.N.
Sally Mendelsohn, B.S.N., MS.N.; CNM
Gail Rivera, B.A., B.S.; MS.; CNM
Mary Susan Sampino, BA, B.S.N., MS.N.
Cynthia Sculko, Ed.D.; R.N.
Theodora Sirot, Ph.D.; R.N.
Kenneth Zwozskis, B.S., MA, Ed.D.

RESEARCH SCIENTISTS AND TRAINING SPECIALISTS
Angela Apuzzo, MS; R.N.
Geriatrics and community health.

Melissa Botrell, B.A., M.P.H.
Bioethics; geriatric nursing; end-of-life care.

Susan Fairchild, B.A., M.P.H.
Sexual expression and older adults; elder abuse; language patterns of older adults.

Susan Garamone, MS, C.P.N.P.
Pediatrics and adolescent health.

Anne Marie Gibeau, BA, B.S., MS.N.; CNM
Midwifery and childbearing families; cultural diversity.

Elaie S. Gould, BA, M.S.W.
Gerontology; health care professionals techniques for communicating with the elderly; practice change strategies for improving care.

Katherine Hyer, BA, M.P.P., Dr.P.A
Geriatrics; health policy; managed care organizations.

Malvina Kluger, BA
Alzheimer’s disease research; gerontology.
Maura Porricolo, B.S.N., M.S.-M.P.H.  
Pediatrics and children with special needs.
Gloria Ramsey, B.S.N., J.D.  
Ethics; law.
Andrea Sherman, B.A., MA, Ph.D.  
Creative aging; intergenerational relations; arts and aging; dance; policymaking.

PART-TIME RESEARCH SCIENTISTS AND TRAINING SPECIALISTS

Ethel Mitty, Ed.D.; R.N.

Peri Rosenfeld, B.A., MA, Ph.D.

Department of Nutrition and Food Studies

FULL-TIME FACULTY 2000-2001


Poverty, children, and malnutrition; etiology of growth stunting in developing countries; socio-cultural determinants of food intake; alcohol and malnutrition; public health nutrition.


Cultural and social history of food; American cultural studies; cultural history of World War II food rationing; history of the infant food industry; food riots; food and popular culture.

Sharron Dalton, Associate Professor. B.S. 1962, Iowa State; M.S. 1974, Rutgers; Ph.D. 1984, New York.

Food and nutrition knowledge and relationship to dietary practices; body-size perceptions; weight management; childhood obesity; international nutrition.

Michelle Futrell, Clinical Assistant Professor AA 1978, Hostos Community College; B.A 1980, Brooklyn College; MS 1986, Hunter College.

Community-based program development and implementation designed to influence dietary behavior; nutrition assessment and prevention intervention strategies to improve the nutritional status of various target populations at the grassroots level; identification and integration of principles necessary for effective nutrition education; cross-cultural concepts in nutrition counseling and their impact on dietary beliefs and practices; advocacy for legislative issues related to developing nutrition standards for community practice.


Nutrition assessment; nutrition in gerontology; clinical nutrition management.


Race, gender, and geriatric issues in nutrition; hypertension and nutrition, methodological issues in nutrition research, screening and intervention in community settings.


Nutrition policy; nutrition in health promotion and disease prevention; nutrition education of health professionals; nutrition intervention in communities.


Sports nutrition; dietetic education.

PART-TIME FACULTY

Joan Aronson, A.O.S., B.S., M.S.

Jennifer Schiff Berg, B.S., MA

Abby S. Bloch, B.S., MS., Ph.D.

David J. Canty, B.S., MS., Ph.D.

Kathleen O. Carpenter, B.S., MS.

Kevin DeEsso, B.S., MS.

Lourdes Castro del Campo, B.S., MS.

James H. Dunne, AAS, B.A, MA

Carol G. Durst, B.S., MS.

Christina A. Faber, B.S., MS.

Charles H. Feldman, BA

Heather C. Ferguson, B.S., MS, C.S.W.

Jeffrey Fine, B.S., MSW, C.S.W.

Carol S. Guber, B.A, M.S.

Margaret E. Happel, B.S., M.S.

Joanne Lamb Hayes, B.S., M.S., Ph.D.

Suzanne E. Hertz, BA, M.S.

Erica B. Hirsch, B.S., M.S.

M. Katherine Hoy, B.S., M.S., M.Ed., Ed.D.

Elyssa K. Hurlbut, B.S., M.S.

Eden Kalman, B.S, MA

Howard Kane, B.S.

Linda Lawry

Jean Curran Leitch, M.S.

Edward A. Lemmo, B.S., M.S., Ph.D.

Patricia M. Lovenfeld, AS, B.A, MA

Elisabeth Luder, B.S., M.S., Ph.D.

Janet Lupoli, B.S, M.S., Ph.D.

Ellin R. Menlow, B.S., MA

Jennifer Parker Meyer, B.S., M.S.

Charles M. Mueller, B.S., M.S.

Michael J. Palmieri, B.S., M.S.

Constantina Papoutsakis, B.S., MS.

Robert J. Phillips, Ed.D.

Yael Raviv, B.A, MA

Daniel B. Ripps, B.A, MP.A

Suvir Saran, B.S.

Suzanne E. Saunders, B.A, M.S.

Janet E. Schebendach, B.A., M.S.

Sirkul Sirichanvimol, B.S., M.S.

Susan B. Spector, B.A, M.S.

Frédéric G. Stell, BA, MBA

Amy Topel, BA

Frederick R. Tripp, BA, M.S.

Susheela R. Uhl, B.S., M.S.

Susan M. Underwood, B.S., M.S.

Richard Vayda, B.Mus., MA

Karen B. Wadsworth, BA, M.A, MS.

Lisa R. Young, B.S., M.S., Ph.D

Stephen H. Zagor, B.A, M.P.S
Department of Speech-Language Pathology and Audiology

FULL-TIME FACULTY 2000-2001

Elizabeth L. Allen, Associate Professor. B.A. 1958, Linfield College; MA 1960, Iowa State; Ph.D. 1972, Florida.

Speech scientist with additional special interests in voice production and disorders and research methods and design.

Harriet Klein, Associate Professor. B.A. 1958, MA 1960, Brooklyn College; Ph.D. 1978, Columbia.

Special interest and expertise in child language acquisition and disorders and phonological disorders.

Maurice H. Miller, Professor. B.A. 1950, MA 1952, Brooklyn College; Ph.D. 1957, Columbia.

Specialized areas of interest and expertise in audiology and hearing conversation.


Special interest and expertise in adult language disorders, anatomy and physiology, and neuromotor disorders.

Phyllis Tureen, Associate Professor. B.A. 1950, MA 1953, Brooklyn College; Ph.D. 1968, New York.

Special interest and expertise in stuttering theory and therapy, cleft palate and orofacial anomalies, and introductory course work in approaches to therapy.


Neurolinguist and speech scientist with research interests in voice perception, prosody, preserved language in aphasia, right hemisphere communicative disorders, acoustic studies of normal and disordered speech, and psycholinguistics of non-literal language.

Patricia M. Yacoubaci, Associate Professor. B.S. 1969, Georgia; M.Ed. 1970, Smith College; Ph.D. 1979, Syracuse.

Special interests and expertise in speech and language deficits associated with severe hearing loss, aphasia, introductory courses in speech pathology, and articulation disorders.

CLINIC DIRECTORS

Heidi Fuld, B.S., M.S.; CCC-SLP

Vivian McVey, B.A., M.S.; CCC-SLP

PART-TIME FACULTY

Elaine Altman, B.A., MA, P.D.; CCC-SLP


Therese M. Deierlein, B.A., M.S.; CCC-A/L

Mona Greenfield, B.S., MA, M.S.W.; CCC-SLP

Janet S. Heller, B.A., MA; CCC-SLP

Virginia Hill, B.A., MA; CCC-SLP

Bryan Scott, B.A., MA; CCC-SLP

Department of Teaching and Learning

FULL-TIME FACULTY 2000-2001


Instructional program design and implementation, mainstreaming, and multidisciplinary evaluation.

Jane Ashdown, Clinical Associate Professor. B.A. 1971, Manchester; Ph.D. 1990, Pennsylvania.

Teacher education and professional development with special emphasis on literacy acquisition in early primary education. Director, NYU Reading Recovery Project.


Social, political, and economic contexts of early childhood education, teacher education, curriculum theory.


Early childhood education and elementary education, with emphasis on the nature of ethnographic inquiry and community relations in education.


Political theory and teaching methodology.

H. Millard Clements, Professor. B.A. 1949, California (Berkeley); MA 1956, San Francisco State College; Ph.D. 1964, Stanford.

Social education theory, environmental studies, and global education.


American political history; history of social movements; 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.


Research includes graph comprehension and mathematical problem solving. Field-based work includes curriculum development in elementary and middle-grades mathematics, preservice and inservice professional development, and international comparative studies in mathematics education.

Miriam Eisenstein-Ebsworth, Associate Professor. B.A. 1968, Brooklyn College; MA 1971, Columbia; Ph.D. 1979, CUNY.

Specialist in second language acquisition, language variation, and cross-cultural communication. Author of Language Variation and the ESL Classroom 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; MA 1960, Ph.D. 1962, Colorado.

In-depth studies in schools, communities, and businesses as well as minority issues and 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; subcultural differences in science achievement; gender and ethnic-related issues in science education.


Children’s literature, language arts, Heilicn studies as reflected in children’s and adults’ books.


The use of technology in the teaching of mathematics at all levels; mathematical modeling; the investigation-colloquium method (I-CM) of teaching science and mathematics.

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 people with disabilities, paraprofessional training and research, and teacher training in special education.

Sheldon B. Kastner, Associate Professor. B.B.A 1959, City College; MA. 1960, Temple; Ph.D. 1967, Yeshiva.

Special education, learned helplessness, attribution theory as applied to special populations, and evaluation of therapeutic interventions.

Kendall A. King, Assistant Professor. B.A. 1991, California (Santa Barbara); M.S. 1993, Ph.D. 1997, Pennsylvania.

Specialist in educational linguistics; social and cultural context of bilingual education policy and practice; language learning and technology; language revitalization and language maintenance. Author of Language Revitalization Processes and Prospects: Quichua in the Equadorian Andes.


Bilingual and multicultural education; language and literacy development and use in young children across school and nonschool settings; teacher beliefs, practices, research among culturally and linguistically diverse students.

Robert Malgady, Professor. B.A. 1971, Rutgers; Ph.D. 1975, Tennessee.

Quantitative methods.


Specialist in educational linguistics and language development. Coauthor of Learning to Write/Writing to Learn; author of Uncommon Sense: Theoretical Practice in Language Education, which won the NCTE’s Russell Award in 1991.


Literacy education in urban school contexts; sociocultural perspectives on literacy education; teacher research and classroom inquiry as pedagogy.


Executive director of the School of Education’s Metropolitan Center for Urban Education. Areas of expertise include achievement, school desegregation, and analyses of solutions to urban problems.

Brian Murfin, Assistant Professor. B.S. 1977, Bowling Green State; MA. 1992, Ph.D. 1993, Ohio State.

Science education. The use of technology, especially telecommunications and text-based virtual reality in science education. The relationship of science and culture and the development of multicultural science curricula.


Specialist in composition, sociolinguistics, and the teaching of literature. Author of articles on narrative language, the composing process, and approaches to teaching literature and literacy. Coauthor of Learning to Write/Writing to Learn. Editor of Prospect and Retrospect: Selected Essays of James Briton and Literature for Democracy.


Teacher evaluation and beliefs about teaching, early childhood education.


Psychology and education of infants and toddlers; cross-cultural comparisons in early childhood; child abuse and neglect, including sexual abuse; children’s court testimony; logical thinking of young children.


Language and literacy acquisition; sociolinguistics; early literacy intervention; teacher education; language across the curriculum and literacy assessment.


Specialist in curriculum development and instructional methods in English and the humanities. Director of Project MUST: Mentoring Urban Students for Teaching.


Second and foreign language teaching methodology; language learning strategies; and cross-cultural studies.


Special education, child development; emotional disturbance in children, adolescents, and adults; teaching strategies; curriculum design; adolescent pregnancy; school dropouts; and behavior management in the classroom.
Joel Westheimer, Assistant Professor, B.S.E.

Education for democracy and community; service learning, youth leadership, and activism; urban education; middle schools.

FACULTY FELLOW
Diana B. Turk, BA, MA, Ph.D.

PART-TIME FACULTY
Marlene Barron, BA, MS.

Wendy Biderman, BA, MA, Ed.M, Ph.D.

Jean Bodman, BA, MA

Marie Brand, BA, MA

Marta Brooks, BA, MA

Isabel Cadenas, BS, MS.

Christina Cambronero, BS, MS.

Paul Cambi, BA, Ph.D.

Carol Capello, BS, MS.

Lena Cohen, BS, MA

Laurel Cooley, BS, MS, Ph.D.

Kerry Anne Cunningham, BFA, M.S.E./MA

B. Danish, BA, MA, Ed.D., Ph.D.

Beverly Davidman, BS, MS.

Gail Davis, BS, MS.

Anthony DeFazio, BA, M.M.A., MA

Rebecca Dyasi, BS, MS, Ph.D.

Elizabeth Dykman, BA, MA

Timothy Ebsworth, Ph.D.

Judith Fenton, BA, MA

Joshua Fishman, BS, MS, Ph.D.

Patricia Fox, BA, MA

Helen Friedlander, BA, MA

Shirley Glickman, BA, MA, Ph.D.

Lauren Goldenberg, BA, MA

Thea Goodman, BA, M.F.A

Carole Gottelf, BS, MA, Ed.M, Ed.D.

Hallie Greider, BA, MA

Brenda Greene, BS, MA, Ph.D.

Samina Hadi-Tabassum, BA, M.Ed.

Kyle Haver, BA, MA

William Heller, BA, MA

Diane Hilsky, BA, MA

Linda Hirsch, BA, MA, Ph.D.

Edward Izraylovsky, BS, MS.

Patricia Juell, BA, MA

Maris H. Krasnow, BA, MA, Ed.D.

Nina Leonhardt, BA, MS, MBA

Kenneth Levinson, BA, MA, M.Ed, Ed.D.

Peter Luca, Ph.D.

Elyse Magram, BS, MS, M.S.E.

Leona Marsh, BA, MA, Ph.D.

Marta Martino, BA, Ph.D.

Jane Matthews, BA, MA

Ellen Meyers, BA, MA

Craig Michaels, B.F.A, MA, Ph.D.

Al Minzer, B.S., Ph.D.

Jacqueline McDonald, BS, MA, Ph.D.

Gisella McSweeney, BA, MA, Ed.M.

Emiko Mizunuma, BA, MA

Deanna Moinester-Albert, BS, MS, Ph.D.

Carol Montgomery, MAT, Ph.D.

Malka Moscona, MS, Ph.D.

Gee Gee Moy, BS, MS.

Jane Murphy, BA, MS.

Mary Naughton, BS, MA, MS.

Nancy Needle, MA, MS, Ed.D.

Mary Nilles, BA, MA, Ph.D.

Jill Nova-Tretola, BS, MA

Evelyn O’Connor, MS, Ed.D, Ph.D.

Joanne Oh, BS, MA

Yuki Okuma, BA, MA, Ph.D.

Rebecca Packer, BA, MA

Michael Parella, BA, MA, Ph.D.

Frank Pignatosi, MA

Marielle Rainbow-Vigour, M.Ph., Ph.D.

Elizabeth Reis, BA, MA, Ph.D.

Robert Reimer, BS, MA, Ed.D.

Daryl Rock, BA, MA

Elizabeth Rorschach, BA, MA, Ph.D.

Joan Rosenberg, BS, MA, Ed.D.

Pedro Ruiz, BS, MS.

Susan Schlechter, BA, MA, Ph.D.

Murray Schneider, B.E., MA, Ed.D.

Mary Schreiber, BA, MS.

Barbara Schwartz, BA, MA, Ph.D.

Robert Seeley, BS, MS, Ph.D.

Daniel Shanahan, BA, MA

Scott Sherman, BA, MA

Cynthia Shor, BA, MA

Marilyn Siegel, BA, MS.

Helene Silverman, BS, MS, Ph.D.

Shirley Silverman-Glickman, B.Ed, MA, Ph.D.

Kristen Skinstad, BA, MA

Carolyn Spengler, BA, MA

Lynda Spielman, BA, MA, Ph.D.

Frances Stern, BA, MA, Ph.D.

Brenda Strasfeld, BA, MA

Robert B. Swacker, B.S., MA, Ph.D.

Elizabeth Sweeney, BA, MA

Linda Swerdlow, BA, MS, Ph.D.

Phyllis Tam, BA, MA

Lynne Ticke, BA, M.Ph., Ph.D.

Patricia Vardin, BS, MA, Ed.D.

Gail Verdi, BA, MA

Francine Wald, B.E.E., MS, Ph.D.

Joyce West, BA, MA

Gloria Wilson, BA, MA, Ph.D.

Meli Zinberg, BA

Professors Emeriti

Joseph J. Azzarelli, BA, MA, Ed.D., Organizational and Administrative Studies (Education Administration)

Eldor E. Baker, Jr., B.S., MA, Ph.D.; hon.: Lit.D., Speech-Language Pathology and Audiology (Speech Communication)

Cyrus W. Barnes, BA, MA, Ph.D., Science Education

Doris L. Berryman, BA, MA, Ph.D., Recreation and Leisure
Lloyd Bishop, B.A., M.A., Ph.D., Educational Administration
Robert A. Burnham, B.A., Ph.D., Educational Administration
Roger Cayer, B.S., M.A., M.S., Ph.D., English Education
Angiola R. Churchill, B.S., M.A., Ed.D., Art and Art Education
Robert W. Clausen, B.S., M.S., Ed.D., Curriculum and Instruction
Howard Coron, B.A., M.A., Ph.D., Early Childhood and Elementary Education
Bernice Cullinan, B.A., M.A., Ph.D., Early Childhood and Elementary Education
Cynthia P. Deutsch, B.A., Ph.D., Educational Psychology
Martin Deutsh, B.A., M.A., Ph.D., Early Childhood and Elementary Education
Jesse Dossick, B.S., M.A., Ed.D., Social Studies Education
David W. Ecker, B.S., M.S., Ed.D., Art Education
Alfred Ellison, B.S., Ed.M., Ed.D., Curriculum and Instruction (Early Childhood and Elementary Education)
Milton A. Gabrielsen, B.A., M.A., Ph.D., Physical Education, Health, and Recreation
Ralph H. Goldner, B.A., M.A., Ph.D., Educational Psychology
Herbert Goldstein, B.A., M.A., Ed.D., Educational Psychology
Janice L. Gorn, B.F.A, M.A., Ph.D., Interdisciplinary Studies
William Gruen, M.A., E.E., History and Philosophy of Education
Marian V. Hamburg, B.S., M.A., Ed.D., Health Education
Martin Hamburgo, B.S., M.A., Ph.D., Counselor Education
Charles B. Hayes, B.A., M.A., Ed.D., Educational Administration and Supervision
Louise Hock, B.A., M.A., Ed.D., Curriculum and Instruction (Secondary Education)
Joan Hoexter, B.S., M.A., Ed.D, R.N., Nursing
Josephine Ives, B.S., Ed.M., Ph.D., Educational Psychology
Joan Henry Kindy, B.A., M.S., Ed.D., Counselor Education
Dolores Krieger, B.S., M.A., Ph.D., Nursing
Patricia J. Livingston, B.A., M.A., Ed.D., Rehabilitation Counseling
Ralph LoCascio, B.A., M.A., Ed.D., Counselor Education
George Manolakes, B.S., M.S., Ph.D., Early Childhood and Elementary Education
Gean M. Mathwig, B.S., M.A., Ph.D., Nursing
June McLeod, B.A., M.A., Ph.D., Early Childhood and Elementary Education
Harvey Nadler, B.A., M.A., Ph.D., English Education
Doris Naiman, B.A., M.A., Ph.D., Deafness Rehabilitation
Mary Pettas, B.A., M.A., Ph.D., Communication Arts and Sciences (Speech Pathology and Audiology)
Roger Phelps, Mus.B., Mus.M., Ph.D., Music and Music Education
Philip Pitruzzello, B.S., M.A., Ph.D., Organizational and Administrative Studies (Educational Administration)
Marion G. Primont, B.S., M.A., Educational Theatre
Lenore H. Ringler, B.A., M.A., Ph.D., Educational Psychology
Louise M. Rosenblatt, B.A., Doc.Univ. (Paris), English Education
Patricia A. Rowe, B.S., M.A., Ed.D., Dance Education
Padmakar M. Sapre, B.Comm., Curriculum and Instruction (Business Education)
Jerome D. Schein, B.A., M.A., Ph.D., Deafness Rehabilitation
Jerome Siller, B.S.S., M.A., Ph.D., Educational Psychology
Margaret Simko, B.S., M.A., Ph.D., Home Economics
Norma H. Thompson, B.A., M.A., Ph.D., Cultural Foundations (Religious Education)
Paul Van Bodegraven, B.S., M.A., Ed.D., Music Education
Robert M. Wasson, B.S., M.A., Ph.D., Counselor Education
Raymond A. Weiss, B.S., Ed.M., Ed.D., Ph.D., Curriculum and Instruction (Physical Education and Sport)
HEGIS* Codes

**DEGREE PROGRAMS AS REGISTERED BY THE NEW YORK STATE EDUCATION**

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<tr>
<th>Program Titles</th>
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<td>Arts and Arts Education Programs</td>
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<td>Teachers of Speech and Hearing Handicapped, K-12</td>
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<td><strong>Health-Related Programs</strong></td>
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**HEGIS* (B.S./M.A.) DUAL DEGREE PROGRAMS IN NURSING**

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<th>Degree</th>
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<td>Adv. Practice Nursing: Advanced Acute Care Nurse Practitioner</td>
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<td><strong>BACHELOR OF MUSIC (B.MUS.)</strong></td>
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<td>Music Performance or Composition</td>
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<td>Instrumental</td>
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<td>Theory and Composition</td>
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<td>Voice</td>
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<td>Early Childhood Education and Early Childhood Special Education Dual Certification</td>
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<tr>
<td>Educational Theatre, All Grades</td>
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<tr>
<td>Teaching English, 7-12</td>
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<td>German</td>
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<td>Hebrew</td>
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<td>Italian</td>
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<td>Teaching Students with Speech and Language Disabilities, All Grades</td>
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* Higher Education General Information Survey
1 New York State Education Department
2 Office of Higher Education and the Professions: Cultural Education Center, Room SE69
3 Albany, NY 12230
4 (518) 474-8853
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
Local to Christopher Street- Sheridan Square Station. Walk east on West Fourth Street to Washington Square.

PORT AUTHORITY TRANS-HUDSON (PATH)
To Ninth Street Station. Walk south on Avenue of the Americas (Sixth Avenue) to Waverly Place, then east to Washington Square.

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.
### Key to Buildings

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<td>Coral Towers</td>
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<td>3</td>
<td>University Hall</td>
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<td>4</td>
<td>Palladium Residence Hall</td>
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<td>5</td>
<td>7 East 12th Street</td>
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<td>6</td>
<td>Casa Italiana Zerilli-Marinii</td>
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<td>Third Avenue North</td>
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<td>8</td>
<td>11 West 10th Street</td>
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<td>Britanny Residence Hall</td>
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<td>13</td>
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<td>14</td>
<td>Barney Building</td>
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<td>19 University Place</td>
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<td>17</td>
<td>Deutchehaus</td>
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<tr>
<td>18</td>
<td>Gluckman Ireland House</td>
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<tr>
<td>19</td>
<td>La Maison Francaise</td>
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<tr>
<td>20</td>
<td>Institute of French Studies</td>
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<td>21</td>
<td>Student Life Center for Student Living</td>
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<td>111, 113A Second Avenue</td>
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<td>27</td>
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<td>Kimball Block</td>
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### Key to Services and Activities

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<td>46 Leonard N. Stern School of Business</td>
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<td>Shirley M. Ehrenkrantz School of Social Work</td>
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<td>37</td>
<td>School of Law</td>
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<td>Robert E. Wagner Graduate School of Public Service</td>
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<td>17</td>
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<td>36f</td>
<td>60 Washington Square East Galleries 1st Floor</td>
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<td>12</td>
<td>Gluckman Ireland House</td>
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<tr>
<td>27a</td>
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<td>35f</td>
<td>Higher Education Opportunity Program</td>
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<td>38f</td>
<td>Institute of French Studies</td>
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<tr>
<td>35e</td>
<td>Kevorkian Center</td>
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<tr>
<td>33e</td>
<td>King Juan Carlos I of Spain Center</td>
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<td>39</td>
<td>La Maison Française</td>
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<tr>
<td>30</td>
<td>Shkellbank Department of Hebrew and Judaic Studies</td>
</tr>
<tr>
<td>23</td>
<td>Urban Research Center (Wagner)</td>
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### UNDERGRADUATE ADMISSIONS

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### BURSAR

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### CLASSROOM CENTER

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### DINING

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<td>Torch Club</td>
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### STUDENT DINING

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<td>43</td>
<td>Founders Cafe 1st Floor</td>
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<td>20</td>
<td>Food Court</td>
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<td>Rubin Residence Hall 1st Floor</td>
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<td>7</td>
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### STUDENT SERVICES

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<td>University Registrar 1st Floor</td>
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<td>LGBT Office 3rd Floor</td>
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<td>29</td>
<td>Center for Music Performance</td>
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<td>Cycles Sports Center</td>
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<td>34a</td>
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<td>Graduate School of Arts and Science Graduate Enrollment and Academic Services</td>
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<td>Law Journals Office Subbasement</td>
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<td>51</td>
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<td>School of Law, Clinical and Advocacy Programs</td>
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New York University Centers

1 Institute of Fine Art (IFA)
   1 East 78th Street
   James B. Duke House
   Stephen Chan House

2 New York University Midtown Center
   11 West 42nd Street
   School of Continuing and Professional Studies (SCPS)

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 David B. Kriser Dental Center (DENT)
   345 East 24th Street
   College of Dentistry
   Dental Clinics
   Institute for Dental Research

5 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)
   School of Education
   Gallatin School of Individualized Study (GAL)
   Shirley M. Ehrenkranz 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)
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#### 2000

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<td>III</td>
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<td>Last day for withdrawing from a course</td>
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<tr>
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<td>January 16</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) 998-2365
70 Washington Square South

Book Centers (Main Bookstore) 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 998-4700
3 Washington Square Village, Suite 1M

Students with Disabilities Adviser 998-4900
240 Greene Street, 4th Floor

Employment, Student 998-4757
5 Washington Place, 1st Floor

Financial Aid 998-4444
25 West Fourth Street, 1st Floor

Health Center 443-1000
720 Broadway

Higher Education Opportunity Program 998-5600
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 998-4720
561 La Guardia Place

Lost and Found 998-1365
Protection Services, 14 Washington Place

Registrar, Office of the University 998-4850
25 West Fourth Street, 1st Floor

Registration Services 998-5054
Joseph and Violet Pless Hall, 82 Washington Square East, Room 31

Security/Protection Services 998-2222
14 Washington Place

SCHOOL OF EDUCATION

UNDERGRADUATE PROGRAMS

Art 998-5700
Barney Building, 34 Stuyvesant Street, Suite 302

Applied Psychology 998-5360
East Building, 239 Greene Street, Suite 400

Childhood, Early Childhood, and Special Education 998-5460
East Building, 239 Greene Street, Suite 200

Communication Studies 998-5191
East Building, 239 Greene Street, Suite 735

Dance Education 998-5400
Education Building, 35 West Fourth Street, Suite 675

Educational Theatre 998-5600
26 Washington Place, 2nd Floor

English Education 998-5470
East Building, 239 Greene Street, Suite 635

Foreign Language Education 998-5494
East Building, 239 Greene Street, Suite 635

Graphic Communications Management 998-5125
East Building, 239 Greene Street, Suite 737

Humanities and Social Sciences 998-5336
246 Greene Street, Suite 100

Mathematics Education 998-5200
East Building, 239 Greene Street, Suite 600

Music 998-5424
Education Building, 35 West Fourth Street, Suite 777

Nursing 998-5300
246 Greene Street, Suite 800

Nutrition and Food Studies 998-5580
Education Building, 35 West Fourth Street, 10th Floor

Science Education 998-5300
East Building, 239 Greene Street, Suite 200

Speech and Interpersonal Communication 998-5189
East Building, 239 Greene Street, Suite 737

Social Studies Education 998-5404
East Building, 239 Greene Street, Suite 635

Speech-Language Pathology and Audiology 998-5230
719 Broadway, 2nd Floor

Teacher Education 998-5460
East Building, 239 Greene Street, Suite 200