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New York University
School of Education
(Undergraduate Division)

Announcement for the 107th and 108th 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.

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

Step 2:

Turn to Degree Programs, beginning on page 13, for each program that interests you. There you’ll find out about the program’s course of study and special features, such as internships or clinical experiences. Read carefully the section on Career Opportunities.

Step 3:

Examine closely the Sample Curriculum Worksheet for each program that interests you. This worksheet gives you an idea of the course schedule for a typical student in that program. If you’d like, look up the descriptions for some of the courses listed in the worksheet. Courses for School of Education classes are listed numerically beginning on page 111. Titles of courses that fulfill the liberal arts requirements (Morse Academic Plan-MAP and the Liberal Education Program-LEP) begin on page 94.

Consider also the section on Study Options. 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 141 for information on Student Activities/School and University Services at NYU and the school.

Step 5:

Finally, turn to page 151 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 for your program of study).
- Review courses for both required and elective courses (courses are listed numerically, beginning on page 111).
- Select courses that meet the liberal arts requirements. Course titles begin on page 94.
An Introduction to New York University

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 thirteen schools and colleges at five different locations in Manhattan. Students come from every state in the union and from many foreign countries. The faculty, which initially consisted of fourteen professors (among them artist and inventor Samuel F. B. Morse), now totals over 5,000.
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. MDCCCKXXI is 1831, the year of incorporation for NYU, then known as the University of the City of New York. “New York University” became the legal name of the institution in 1896, although this was its popular name long before then. The motto, perstare et pruestare—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.

UNIVERSITY LOGO

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

UNIVERSITY TORCH

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

UNIVERSITY COLOR: VIOLET

NICKNAME: VIOLETS

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

ALMA MATER

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

The Schools and Colleges of the University

The University includes thirteen schools and colleges at five major centers in Manhattan. In addition, the University operates branch campus programs in Westchester County at Manhattanville College and in Rockland County at Dominican 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.

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 operate under a unified administration in the New York University Medical Center on First Avenue between East 30th and East 34th Streets. The center also includes the 726-bed Tisch Hospital and the 152-bed Rusk Institute of Rehabilitation Medicine. Most clinical teaching takes place at Bellevue Hospital Center where the School of Medicine supervises all care and treatment. 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, called a care partner. The Skirball Institute of Biomolecular Medicine houses 120,000 square feet of state-of-the-art laboratories, divided into eight thematic areas: genetics; neurosciences; reproductive and developmental biology; tumor biology; host defense mechanisms; endocrinology and metabolism; cardiovascular biology; and epithelial 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. Kriss 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.

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.

The School of Education offers a broad range of undergraduate and graduate 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; 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 degrees. 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 the Management Education Center, which consists of Tisch and Shimmikin Halls and a state-of-the-art building housing the graduate programs. The three-building complex at Washington Square is adjacent to the University’s renowned Elmer Holmes Bobst Library and Study Center. The Stern School offers B.S., M.B.A., M.S., and Ph.D. degrees. Students may specialize in accounting or taxation; economics; finance; information systems; international business; management; marketing; statistics; operations research; and actuarial science. The school also offers an Advanced Professional Certificate Program. Joint graduate-level programs are offered with the School of Law and the Graduate School of Arts and Science. Enrollment in either graduate or undergraduate programs may be full or part time.

The Undergraduate College of the Stern School of Business administers the school’s undergraduate program. The college offers a curriculum that prepares students for professional careers as accountants and managers. The program also encourages students to take advantage of the breadth of courses offered at the undergraduate level throughout the University; one-half of all undergraduate study is devoted to the liberal arts.

The School of Continuing and Professional Studies, for more than sixty years, has offered courses and workshops designed to meet the cultural and career needs of New York’s adult population. The school’s curricula include a wide range of credit and noncredit classes in real estate, information technologies, publishing, management, creative writing, business communications, foreign languages, direct marketing, and liberal arts; workshops for adults contemplating a career change; special services for people returning to college, women reentering the job market, and older adults; and opportunities to study for an associate’s or a bachelor’s degree or a master’s degree in real estate development and investment.

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 on graduation and for admission to graduate programs with advanced standing. The master’s program has two options: full-time study or a combination of part- and full-time study. In addition, students may take courses on a part-time, nondegree basis. 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.

1932
COLLEGE OF ARTS AND SCIENCE
1935
SCHOOL OF LAW
1941
SCHOOL OF MEDICINE
1965
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
POSTGRADUATE MEDICAL SCHOOL
1960
SHIRLEY M. EHRENKRANZ SCHOOL OF SOCIAL WORK
1965
TISCH SCHOOL OF THE ARTS
1972
GALLATIN SCHOOL OF INDIVIDUALIZED STUDY

New York University and New York
The Libraries Seven distinct libraries at the University contain over 4 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 also has hundreds of study carrels interspersed among the open book stacks plus five major reading rooms; up to 3,500 students may 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 literatures, 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 727,000 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 150,000 volumes, 2,000 periodicals, computer software, and audiovisuals.

The John and Bertha E. Waldmann Memorial Library, at the David B. Kriser Dental Center contains close to 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 Mestel 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 140,000 volumes in the history of art of all periods, classical archaeology, and the conservation of paintings and sculpture.

The Jack Brause Library of the Real Estate Institute provides unique reference and research resources about the New York real estate market for students and real estate professionals.

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 nineteenth- and twentieth-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 museum of contemporary art, a garment factory, 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, endowed 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.

Inquiries regarding the application of the federal laws and regulations concerning affirmative action and antidiscrimination policies and procedures at New York University may be referred to Evelynne R. Patterson, Associate Vice President for Equal Opportunity, New York University Elmer Holmes Bobst Library, 70 Washington Square South, Room 1202, New York, NY 10012-1091; (212) 998-2370. Ms. Patterson is also the University’s Section 504 coordinator (equal opportunity for persons with disabilities) and Title IX coordinator (equal opportunity without regard to gender). Inquiries may also be referred to the director of the Office of Federal Contract Compliance, U.S. Department of Labor.

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Michael J. Rosenberg, B.A., M.B.A.

E. John Rosenwald, Jr., B.A., M.B.A.

Lewis Rudin, B.S.

Thomas Sanders, B.S.

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

David Slater, B.E.E., M.E.E.

Sheldon H. Solow

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

Michael H. Steinhardt, B.S.

Frank J. Tasco, B.A.

Henry Taub, B.S.

Preston Robert Tisch, B.A.

Lillian Vernon

Robert E. Wright, B.A., M.B.A.

Martin J. Wygod, B.S.

Baroness Mariuccia Zerilli-Marimo

Mortimer B. Zuckerman, B.A., M.B.A., LL.B., LL.M.
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 fifty 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 all 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, 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, educational theatre, and dance education 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**

(1997-1998)

**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., Associate Dean for Academic Affairs

Lindsay Wright, B.S., Ph.D., Assistant Dean for Planning

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

James Hurley, B.S., Assistant Dean for Administration and Finance

Ronald Janoff, B.A., M.A., Director of Program Development

Lawrence Siegel, B.S., M.B.A., J.D., Director of Development

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

Melissa Miles, Certification Officer

Elise Hug, 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 twelve 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.

**METRO CENTER**

The Metropolitan Center for Urban Education addresses educational problems that are national in scope but are brought into sharp focus in large urban areas. The center assists education, government, and community agencies in improving quality and ensuring equality in education. The center’s mission is to help local and state education agencies ensure that all students have equal access to education and can meet high standards of performance and achievement. The center is an applied research organization that accomplishes its mission through programs that provide technical assistance to public schools; direct services to students, teachers, and administrators; and research initiatives.

The thrust of Metro Center’s program is in three areas as follows:

- **Technical Assistance to Public Schools**

The Equity Assistance Center (EAC). One of ten Federal Desegregation Assistance Centers in the United States, the EAC addresses issues of race, national origin, and sex equity. It provides assistance to school districts for Region B (New Jersey, New York, Puerto Rico, and the Virgin Islands).

The New York Technical Assistance Center (NYTAC). One of fifteen Comprehensive Assistance Centers funded by the U.S. Department of Education in 1955, the NYTAC works with and through state and local education agencies to provide high-quality, research-based information and technical assistance to schools.

- **Direct Services to Students, Teachers, and Administrators**

Safe and Drug-Free Schools A partnership with the New York City Department of Health Studies, Community School District 5 in Harlem, and the New York’s Empowerment Zone, the program provides a multifaceted community approach to combat the growing epidemic of violence and illegal drug use.

The School Partnership Program (SPPP). This program enables graduate students from the NYU School of Education to act as tutors/mentors for at-risk students in some of the largest and most troubled high schools in the city.

- **The Teacher opportunity Corps (TOC).** A collaboration among the New York State Education Department, Metro Center, and the Department of Teaching and Learning at NYU’s School of Education, the TOC provides graduate training that leads to New York certification in mathematics and science teaching.

Upward Bound. NYU’s Upward Bound is the nation’s first program targeted specifically to increase the number of students with disabilities advancing to postsecondary education.
Research Initiatives

Magnet Schools Research. Metro Center's Equity Assistance Center is implementing a collaborative study with the Educational Alliance at Brown University and the New England Desegregation Assistance Center on the relationship between student achievement and other factors at schools receiving Magnet Schools Assistance Program funds.

Safe Schools for the 21st Century. This project examines the existing body of knowledge concerning the causes and conditions of school violence.

Starting Healthy. In collaboration with the National Center for Health Education, the Metro Center is conducting a research project to develop a comprehensive prekindergarten health education curriculum.

For further information, consult Dr. LaMar P. Miller, Executive Director, Metropolitan Center for Urban Education, School of Education, New York University, 82 Washington Square East, Room 72, New York, NY 10003-6680; telephone: (212) 998-5100.

Guide to Areas of Interest and Study

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# Degree Programs

## BACHELOR OF SCIENCE (B.S.)

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### Music Education: Teacher, K-12*

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<td>..........................Communication Media and Technology ..........................</td>
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### Elementary and Secondary Education Programs

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<td>Foreign Language Education: Teacher, 7-12*</td>
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<td>French</td>
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## BACHELOR OF MUSIC (B.MUS.)

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### Science Education: Teacher, General Science, 7-12*

with areas of concentration in
- Chemistry, 7-12
- Physics, 7-12

### Social Studies: Teacher, 7-12*

### Special Education: Teacher, K-12*

### Teacher Education Minor

### Health-Related Programs

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<td>Physical Therapy‡</td>
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<tr>
<td>..........................Teachers of Speech and Hearing Handicapped, K-12* ..........................</td>
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‡ Leads to provisional teacher certification
† Students may apply for provisional New York State certification.
‡ Professional license qualifying.
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—strong liberal arts background designed to develop your critical understanding of human nature. You study psychology, sociology, natural sciences, language, philosophy, 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 Diverse Group of Students with Common Goals

The program attracts transfer students from community colleges, four-year colleges, and from 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, and counseling that integrate theory and the practical experience gained in fieldwork. You examine the needs of specific populations, including children, adolescents, and the elderly. Electives that focus on your specific interests, such as speech disorders, special education, substance abuse, and many others, are available.

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 fieldsite 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, observe and interview staff, sit in on case conferences, learn about report writing, discuss professional ethics, and explore career alternatives.

In your senior year, you choose one setting for your fieldsite placement. You may learn how to process incoming patients or clients, to make referrals, and to write reports, all under the supervision of a staff professional. In your last semester, you are required to complete a senior thesis, which may involve conducting research with a faculty member.

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.

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, therapeutic recreation
- Special education
- Health education and nutrition
- Human sexuality
- Social work
- Graduate work in, for example, psychology, sociology, anthropology, urban studies
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. Mile 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
238 Greene Street
New York, NY 10003-6674

APPLIED PSYCHOLOGICAL STUDIES

Freshman Year

Full Semester

LIBERAL ARTS

Writing Workshop I. A40.0001 4
Speech Communication. E21.0033 4
Liberal Arts Requirement: Foreign Language
Foundations of Contemporary Culture: World Cultures. V55.05 •

MAJOR

New Student Seminar: E03.0001 0

TOTAL

16

Spring Semester

LIBERAL ARTS

Writing Workshop II. A40.0002 4
Introduction to Sociology A93.0001 4
Foundations of Scientific Inquiry: Quantitative Reasoning. V55.01 •
Foundations of Contemporary Culture: Conversations of the West. V55.04. •

TOTAL

16

Sophomore Year

Fall Semester

LIBERAL ARTS

Liberal Arts Requirement: Literature 4
Introduction to Psychology A89.0001 4
Foundations of Scientific Inquiry: Natural Science I. V55.02 •
Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06 •

TOTAL

16

Spring Semester

LIBERAL ARTS

Foundations of Contemporary Culture: Expressive Culture. V55.07 •
Foundations of Scientific Inquiry: Natural Science II. V55.03 II
Developmental Psychology. E35.1271 3
Race and Ethnicity. V93.0135 4
or
Gender and Professional Life. E66.1011 4
Unrestricted Electives 2-3

TOTAL

17-18

- Liberal arts requirements, page 94. School of Education courses, page 111. Faculty, page 170. -
### SAMPLE CURRICULUM WORKSHEET

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<td>Basic Statistics I. E16.1085</td>
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<td>Writing in Social Sciences. E11.1191</td>
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Art

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 wearable sculpture with a faculty member just back from Europe, participating in an internship at a SoHo gallery, or teaching in one of the many school or museum programs connected to our art education major, 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. Whether you plan to be an influential artist or an effective art educator, 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.

The Program in Art Education
In our baccalaureate Art Education Program, we combine theory history, and the making of art with the concepts of educational practice and principles. By beginning your education with a strong focus in studio art, you experience firsthand the artist's creative process. Through courses in applied education and psychology, you explore each stage in the learning process from many viewpoints. In your liberal arts courses, you gain an extended perspective on the world of ideas and the role that aesthetic experience plays in cultural history. You are prepared to teach art in elementary and secondary schools, or to work in galleries, museums, or art-related institutions.

As a senior, you complete two semesters of student teaching, one in a secondary school and one in an elementary school. Your teaching experience is supervised by professional teachers at the school where you will be teaching as well as by NYU faculty in the program.

Program in Studio Art
If you want to pursue a career as a fine artist our baccalaureate Studio Art Program gives you a thorough grounding in the history and theory of art as it relates to your studio practice. You may design an interdisciplinary approach to your studies that complements your major.

(Continued on page 20.)

ART EDUCATION
You are prepared to teach kindergarten through grade 12. To qualify for provisional certification to teach in the schools of New York or most states, you take the New York State Teacher Certification Examination after graduation. Licensing to teach art in other states or New York City may require different credentials and procedures. Permanent certification to teach art in New York State requires completion of a masters degree in a related area within five to ten years of receiving provisional certification. Consult the department office for details. You also can work in museums and galleries, with public and private arts organizations, corporate art programs, or art publishing companies.

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 becoming professional artists, teaching art at the college/university level, or entering a professionally related field such as art therapy or arts administration pursue appropriate graduate degree programs on completion of the bachelors degree in art.

HELPING YOU START YOUR CAREER
Our extensive student internship and teaching placements 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
- Assistant gallery director
- Assistant coordinator of museum education
- Television production coordinator
- Art teacher; public school, community center
- Designer for art publications
- Digital designer
- Internship coordinator for arts college
THE PROGRAM

The curriculum in art education combines 63 points of liberal arts courses with 24 points of required art education and student teaching that cover educational sociology, art and art education, and elementary and secondary methods, as well as student teaching at both levels.

Students in the Art Education Program are also required to take 39 points in studio art specialization, which includes drawing, painting, sculpture, printmaking, crafts, photography, media arts, and art history. Students also choose 3-4 points of unrestricted electives in area(s) of interest.

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New York, NY 10003-7599

(Continued from page 19.)

ART EDUCATION

Freshman Year

Fall Semester

LIBERAL ARTS

Writing Workshop I. A40.0001
Speech Communication. E21.0033

MAJOR

New Student Seminar: E03.0001
Fundamentals of Drawing I. E90.0322
Fundamentals of Sculpture I. E90.0342

Critical History of Art I. E90.0037

TOTAL

Spring Semester

LIBERAL ARTS

Writing Workshop II. A40.0002

Liberal Arts Requirement: Mathematics

MAJOR

Fundamentals of Drawing II. E90.0323
Fundamentals of Sculpture II. E90.0343

Critical History of Art II. E90.0038

TOTAL

Sophomore Year

Fall Semester

LIBERAL ARTS

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

Introduction to Psychology A89.0001

MAJOR

Introduction to Art and Art Education. E90.1001

Fundamentals of Art in Media I. E90.0358

TOTAL

Spring Semester

LIBERAL ARTS

Foundations of Contemporary Culture: World Cultures. V55.05

Liberal Arts Requirement: Natural Science

Art Since 1945. E90.1051

MAJOR

Education as a Social Institution. E90.0050

Fundamentals of Art in Media II. E90.0359

TOTAL

Liberal arts requirements, page 94. School of Education courses, page I I I. Faculty, page 170.

Portfolio Review

Admission to all art programs is by portfolio review and approval of the program director.

Studio-Based Art Education

The Art Education Program at NYU begins with a strong foundation in studio art practice. Much of your first year is spent developing your own formal and conceptual skills in sculpture, drawing, photography, and digital imaging. Your firsthand knowledge of the artmaking process helps to guide your future students to their own creative potential, and your training in a wide variety of media will allow you to choose among a broad range of techniques when planning courses of your own.

Artists as Educators

Education in the arts has proved vital in the development of creative thinking in all areas. The arts’ focus on self-expression fosters a sense of empowerment and self-esteem for young students while experimentation with new formal techniques encourages confidence and builds problem-solving skills. Participating in this challenging...
## SAMPLE CURRICULUM WORKSHEET

### Junior Year

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Description</th>
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<td>Inquiries into Teaching and Learning II. E27.1002</td>
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<td>Modern Art and Contemporary Culture. E90.1050</td>
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### Senior Year

#### Fall Semester

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<td>Unrestricted Elective</td>
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</table>

### Field

The field has been a rewarding career choice for many artists, and your student teaching experience in the senior year allows you to test yourself in elementary and high school classrooms even before you graduate.

### Student-Teaching Placements

In their senior year, students practice teaching skills under the guidance and supervision of a faculty member and a cooperating teacher in a preschool or elementary school (fall semester) and a junior or senior high school (spring semester). Placements are arranged by NYU to take advantage of the many fine public and independent schools in the metropolitan area and beyond. Recent placements include: Public: P.S. 3; P.S. 6; P.S. 9; P.S. 11; P.S. 29; P.S. 41; P.S. 61; P.S. 166; P.S. 261; Hunter Elementary; Hunter High School; Manhattan East; I.S. 71; J.H.S. 25; J.H.S. 99; Seward Park H. S.; La Guardia H.S. Independent: Little Red Schoolhouse; the Dalton School; Village Community School; Convent of the Sacred Heart: St. David’s School.

### Study Options

**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 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.

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

### Other Programs To See:
- Communication Studies: Graphic Communications Management and Technology specialization
- Early Childhood and Elementary Education
- Special Education
- Studio Art
THE PROGRAM

The curriculum in studio art combines 60 points of liberal arts courses with 60 required points in studio art specialization, which includes drawing, painting, sculpture, printmaking, crafts (ceramics, glass, jewelry), photography, computer and video art, and art history.

Students also choose 3-4 points of unrestricted elective in area(s) of interest.

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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

Fall Semester

LIBERAL ARTS

Writing Workshop I. A40.0001 4
Critical History of Art I. E90.0037 3

MAJOR

New Student Seminar: E03.0001 0
Fundamentals of Drawing I. E90.0322 3
Fundamentals of Sculpture I. E90.0342 3
Fundamentals of Art in Media I. E90.0358 3

TOTAL 16

Spring Semester

LIBERAL ARTS

Writing Workshop II. A40.0002 4
Critical History of Art II. E90.0038 3

MAJOR

Fundamentals of Drawing II. E90.0323 3
Fundamentals of Sculpture II. E90.0343 3
Fundamentals of Art in Media II. E90.0359 3

TOTAL 16

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.

The First-Year Foundation Program

An intensive progression of studio courses allows you to explore many forms and philosophies of artmaking simultaneously, giving you an unusually wide array of skills and languages in which to express your ideas. You use traditional and nontraditional materials in projects that range from classical figure drawing to experimental sculpture, performance art, photography, and digital imaging.

Studio Concentration and Projects Sequence

During sophomore and junior years, you choose a discipline for in-depth study, taking two semesters of courses in your studio concentration along with electives. Projects and advanced projects courses may be focused on a particular medium, or may be conceptually driven. Fall projects courses incorporate a junior review by a faculty committee, which evaluates your work and guides you toward advanced courses, internships, graduate programs, and career options.

Art History and Critical History of Art Seminar Sequence

Modern Art and Contemporary Culture; Visual Arts, and Art, Culture, and Society form a sequence of seminar courses that integrate theory and practice, incorporating artists' projects and cultural criticism to explore individual creativity in relation to history and critical thought.
**SAMPLE CURRICULUM WORKSHEET**

### Junior Year

**Fall Semester**

**LIBERAL ARTS**

- Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06  
- Liberal Arts Elective  
- **MAJOR**
  - Contemporary Art. E90.1113  
  - Studio Concentration: Projects (Junior Review). E90.1  
  - Studio Art Elective  

**TOTAL 17**

### Spring Semester (Study Abroad Option)

**LIBERAL ARTS**

- Liberal Arts Requirement: Foreign Language  
- Modern Art and Contemporary Culture. E90.1050  
- Liberal Arts Elective  
- **MAJOR**
  - Studio Concentration: Advanced Projects. E90.1  
  - Unrestricted Elective  

**TOTAL 17**

### Senior Year

**Fall Semester**

**LIBERAL ARTS**

- Liberal Arts Elective  
- Liberal Arts Requirement: Natural Science  
- **MAJOR**
  - Advanced Projects: Senior Studio I. E90.1  
  - Studio Art Elective  

**TOTAL 14**

**Spring Semester**

**LIBERAL ARTS**

- Liberal Arts Elective  
- Liberal Arts Requirement: Mathematics  
- **MAJOR**
  - Advanced Projects: Senior Studio II. E90.  
  - Studio Art Elective  

**TOTAL 14**

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**Senior Studio and Exhibition**

The senior studio course is 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 workplace. 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.

---

**Internship Opportunities in Studio Art**

Students can elect internships for credit through Independent Study E90.1000. A small sampling of the more than 300 internship settings available follows:

- **Artists**' **Studios**:
  - Vito Acconci
  - Sandro Chia
  - Richard Estes
  - Al Held
  - Malcolm Morley
  - Judy Pfaff
  - Richard Prince
  - William Wegman

- **Galleries**:
  - Brook Alexander Gallery
  - Leo Castelli Gallery
  - Exit Art
  - Franklin Furnace
  - Hirsch & Adler
  - Nancy Hoffman Gallery
  - The Kitchen
  - Pace Prints
  - Holly Solomon Gallery
  - Sonnabend Gallery
  - Stux Gallery

---

**Institutions**:

- American Museum of the Moving Image
- American Craft Museum
- Metropolitan Museum of Art
- South Street Seaport Museum

**Organizations**:

- Arts and Business Council
- Caribbean Cultural Center
- Elle magazine
- Media Center for Children
- New York Historical Society
- WNET-Channel 13

**Corporations**:

- Harry H. Abrams Publications
- Equitable Life Art Advisory
- Ralph Lauren Associates

---

**STUDIO OPTIONS**:

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

**Minor**:

Students electing the general Studio Art Program 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 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 PROGRAMS TO SEE**:

- Art Education
- Communication Studies: Graphic Communications Management and Technology specialization
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 emerging forms of computer-assisted communication such as the Internet, the diversity and influence of the media cannot be overestimated. Business, government, 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 coursework according to your own interests and goals.

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 Concentrations

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.

3. Communication Media and Technology focuses on professional practices and skills in communicating through print, video, film, photography/multi-image, computer, and videodisc materials and programs. Emphasis is placed on the design, production, and use of communication materials and programs.

4. Graphic Communications Management and Technology focuses on professional practices, strategies, and innovations in commercial printing, advertising, marketing, corporate communications, and the allied industries, emphasizing management techniques and computer technologies.

Variety of Internships

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

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

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 at MTV
- Assistant account executive at 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 26)
THE PROGRAM
The curriculum in communication studies combines 60 points of liberal arts with 16 points of required core courses that cover the history and perspectives of communication, media criticism, and language, thought, and culture. Majors are also required to take 16 points of electives in their area(s) of concentration that include speech and interpersonal communication, communication media and technology, mass media and communication, and graphic communications management and technology. In addition, students choose 12 points of specialization electives by advisement from some of the following areas: journalism, marketing and advertising, cinema and motion pictures, graphic communications, video, film, and television, to name just a few. Additionally, students select from 8 points of restricted electives by advisement from each of the following areas: oral communication and technology and society. Students also choose 16 points from any liberal arts or communication-related area of interest.

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ted.magder@nyu.edu
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COMMUNICATION STUDIES

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<td>Perspectives on Communication. E59.0001</td>
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- Liberal arts requirements, page 94. School of Education courses, page 111. Faculty, page 170.

(Continued from page 25.)

Student Activities
Communication Network, the undergraduate student club in the Department of Culture and Communication, offers you an opportunity to discuss career preparation with professionals in the field. We also have a student chapter of the national organization, Lambda Pi Eta, an honors society for communication studio majors.

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 127)
2. Speech and Interpersonal Communication
   (See E21 courses, pages 115-17)
3. Communication Media and Technology
   (See E19 and E24 courses, pages 114-15, 117-18)
4. Graphic Communications Management and Technology
   (See E24 courses, pages 117-18)

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*
SAMPLE CURRICULUM WORKSHEET

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<tr>
<td><strong>Spring Semester</strong></td>
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<tr>
<td><strong>LIBERAL ARTS</strong></td>
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<td>Liberal Arts Elective</td>
<td>Restricted Elective 4</td>
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<td>Unrestricted Elective 4</td>
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<td>Specialization Elective (see below)</td>
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</tbody>
</table>

**Restricted Electives**
To be selected by advisement from any of the following areas of study:
- Oral communication
- Technology and society

* Note: These areas cannot be chosen by students in the graphic communications management and technology specialization.

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
- 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
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.

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:

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.
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, Emestine Stodelle, 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 Focus

We offer the following opportunities:

- Technique classes taught by excellent teachers with professional performing credential-in ballet, tap, ethnic, jazz, and modern dance, including the work of Cunningham, Limon, Graham, and Hawkins
- Courses in improvisation, choreography, repertoire, and dance therapy
- Special study in performance, choreography, and concert production
- Involvement in all aspects of 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
- 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.

Teaching Emphases

1. Teaching in the Schools, Grades K through 12

This more traditional dance education major is designed for those who, while developing their own skills in dance, wish to bring out creativity in elementary or secondary school children. In addition to the opportunities listed above under the dance focus and the liberal arts component, this program offers the following:

- 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, leading to eligibility for New York State provisional certification as a teacher of dance

2. Teaching in Professional Studios

In addition to the dance focus and the liberal arts component described above, students have the following choices:

- 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.

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.

YOUR CAREER OPPORTUNITIES

Through our Program in Dance Education, you are prepared for exciting careers in the following areas:

- Dance teacher grades K through 12 in the schools (a newly established area of New York State teacher certification)
- Teacher; manager; or owner of a professional dance studio

You are also prepared to go on for graduate study which is required for permanent certification for teaching in the schools.

Jobs obtained by recent graduates include the following:

- Teacher of dance in public 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

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.
THE PROGRAM

The curriculum in teachers of dance: K-12 combines 60 points of liberal arts courses that include social, behavioral, and natural sciences, with 49 required points in specialization courses that cover areas of dance such as modern, improvisational, ballet, African, and jazz as well as methods and materials for teaching dance. Students in this curriculum also take 29-30 points of required education courses that include child development and learning, educational psychology, and creative dance for children.

The curriculum in teachers of dance: professional studios combines the same GO points of liberal arts courses with 65 required points in specialization courses that cover areas of dance such as modern, improvisational, ballet, African, and jazz as well as methods and materials for teaching dance. Students also choose 5 points of unrestricted electives in area(s) of interest.

Miriam R. Berger
Program Director
(212) 998-5400

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School of Education
New York University
Education Building, Suite 675
35 W&Fourth Street
New York, NY 10012-1172

DANCE EDUCATION

Freshman Year

Fall Semester

LIBERAL ARTS

<table>
<thead>
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<tr>
<td>Writing Workshop I. A40.0001</td>
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<tr>
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<td>New Student Seminar. E03.0001</td>
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<td>Beginning Ballet. E89.0014</td>
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<td>Beginning Modern Dance Techniques. E89.0016</td>
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<td>Rhythmic Analysis and Percussion for Dance. E89.0041</td>
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Spring Semester

LIBERAL ARTS

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<td>Writing Workshop II. A40.0002</td>
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<td>Foundations of Scientific Inquiry: Quantitative Reasoning. V55.01</td>
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<td>Beginning Modern Dance Techniques. E89.0016</td>
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<td>Methods of Accompaniment for Dance. E89.1309</td>
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<td>Dance Alignment II. E89.1011</td>
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<td>Survey of Folk, Square, and Social Dance Forms. E89.0021</td>
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<td>Drug and Alcohol Education and Child Abuse Identification. E81.1901</td>
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Sophomore Year

Fall Semester

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<td>Intermediate Ballet. E89.0044</td>
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<td>Intermediate Technique: Modern Dance. E89.0040</td>
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<td>Introduction to Dance Composition. E89.1017</td>
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<td>Modern Dance Production. E89.1284</td>
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<td>African Dance. E89.1542</td>
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Spring Semester

LIBERAL ARTS

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<td>Foundations of Contemporary Culture: Expressive Cultures. V55.07 II</td>
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<td>Intermediate Ballet. E89.0044</td>
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<td>Teaching Creative Rhythmic Movement. E89.1453</td>
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- Liberal arts requirements, page 94. School of Education courses, page 111. Faculty, page 170.
## SAMPLE CURRICULUM WORKSHEET

### Junior Year

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<th>Fall Semester</th>
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<td>Foundations of Contemporary Culture: World Cultures. E55.05**</td>
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<td>Introduction to Psychology A89.0001</td>
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<td>Inquiries into Teaching and Learning I. E27.1001</td>
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<td>Advanced Ballet. E89.1074</td>
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<td>Advanced Technique: Modern Dance. E89.1075</td>
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<td>Advanced Jazz Dance Technique. E89.1030</td>
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<td>Methods and Materials in Teaching Dance. E89.1265</td>
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</table>

### Spring Semester

| **LIBERAL ARTS** | | |
| Liberal Arts Requirement: Foreign Language | 4 |
| Speech Communication. E21.0033 | 4 |
| **MAJOR** | | |
| Advanced Ballet. E89.1074 | 1 |
| Advanced Technique: Modern Dance. E89.1075 | 1 |
| Education as Social Institution. E20.1015 or Dance for the Special Child. E89.1507 | 3 |
| Educational Psychology E35.1014 or Introduction to Philosophy of Education. E50.1003 | 2 |
| **TOTAL** | 15 |

### Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
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<tbody>
<tr>
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<td>Aesthetics in Dance. E89.1509</td>
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<tr>
<td>Effort/Shape Movement Analysis. E89.1041</td>
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</table>

| Spring Semester | | |
| **LIBERAL ARTS** | | |
| Liberal Arts Elective | 4 |
| Inquiries into Teaching and Learning II. E27.1002 | 4 |
| **MAJOR** | | |
| Senior Dance Project. E89.1003 | 1 |
| Student Teaching in Dance: Secondary School. E89.1608 | 4 |
| Introduction to Dance Movement Therapy. E89.1502 | 3 |
| **TOTAL** | 16 |

*E85.0092 repeated each semester.*

### STUDY OPTIONS:

#### Additional Admission Requirements:
Entering freshmen must demonstrate a sound aptitude for dance study, including basic technical understanding. Prior dance training is necessary. Transfer students who are at the junior level must be at a solid intermediate level of dance. It is preferable that students have some volunteer or teaching experience.

#### Minors in Dance:
Based on collaboration with an adviser, students from other schools or other majors within the School of Education can minor in dance education by completing 20-24 credits.

#### Independent Study:
Independent study is available to undertake creative project, supervised readings, and research.

#### Summer Study:
Summer courses are available to accelerate degree studies.
Early Childhood and Elementary Education

OPENING DOORS FOR THE NEXT GENERATION

FOCUSING ON HOW CHILDREN LEARN AND DEVELOP

A good teacher can play a critically important role in a child’s life during those early years when a child’s learning and personal growth interact with his or her first experiences of formal schooling. As a teacher in prekindergarten through grade 6, you are instrumental in helping to develop students’ natural abilities and to enlarge their understanding of themselves, their world and their relationships. Important aspects of this endeavor are a deep understanding of the role of literacy in all subject areas and of the contributions that firsthand experience and culture make to a child’s learning.

Our Bachelor of Science Program in Early Childhood and Elementary Education in the Department of Teaching and Learning gives you a thorough command of an integrated curriculum, an understanding of a child’s growth and development, and practical experience in teaching. In addition to emphasizing content mastery of mathematics, science, and social studies, we focus especially on language development, the concerns of the multiethnic classroom, keeping pace with the role of technology in teaching, and integrating special education needs into mainstream education.
Your Career Opportunities

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 24-point liberal arts concentration required by New York State for teacher certification, our baccalaureate program ensures that you receive the best possible preparation to be an early childhood and elementary education teacher. For your liberal arts concentration, you choose from areas such as history, literature, science, psychology, and from many other offerings in NYU's College of Arts and Science.

Your Teaching Internship

Through student teaching, you gain firsthand experience in the independent and public schools in different social and economic settings during each semester of your junior and senior years. You start your fieldwork by observing children and their teachers in the classroom. Then you work with small groups. Finally, you prepare and teach curriculum modules designed by you with guidance from your supervising teacher. We pay particular attention to the issues of cultural diversity in urban classrooms and to the educational needs of exceptional children, both those who are gifted and those who have learning and other disabilities.

Recent settings for student teaching include many public schools in Manhattan, such as the William T. Harris School (P.S. 11) in Chelsea, P.S. 41 in Greenwich Village, the Charrette School (P.S. 3) in the West Village, and P.S. 124 on the Lower East Side. We also provide a number of private and independent school settings, including the Little Red School House in Greenwich Village, Friends Seminary on Manhattan's East Side, the Village Community School, and West Side Montessori School on the Upper West Side.

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 experience.

Student Activities

The Elementary Education Club of the Department of Teaching and Learning organizes various professional and social projects within the program. Students are encouraged to join the School of Education's Undergraduate Student Government.

Helping You Start Your Career

Each semester, we conduct seminars that give students opportunities to talk to our alumni about working in the teaching profession. The NYU Office of Career Services maintains job listings and helps students to develop their skills in resume writing and interviewing. Student teaching internships often lead to full-time teaching positions after graduation.

Rising enrollments and the current focus on the value of early education point to excellent job prospects for teachers in schools and child care centers. We prepare you to teach nursery school through the sixth grade. To qualify for provisional certification in New York, you will be required to take the New York State certification examination. Please see your adviser for more detailed information.

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

A sampling of positions obtained by recent graduates:

- Head teacher
- Assistant teacher
- Social service agencies caseworker
- Children’s television producer
- Children’s book editor
- Corporate employee trainer
- Fire department curriculum developer
THE PROGRAM

The curriculum in early childhood and elementary education combines GO points in liberal arts courses with 33 points in required specialization courses that cover child development as well as learning, reading, writing, and arts for children. Students also take 20 required points in education, covering all aspects of student teaching and 24 points in an area of concentration within one area of the liberal arts.

Frances Rust
Program Director
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School of Education
New York University
East Building) Suite 220
239 Greene Street
New York, NY 10003-6674

Special Note:
The Program in Special Education offers a program in Special Education, K-12, incorporating study in Elementary Education, N-6, which leads to eligibility for provisional certification in both areas. This program enables you to teach children up to the age of twelve years old in either general or special education settings and to provide other special education for students from ages three to twenty-one. For further information, see the program description for Special Education on page 84.

EARLY CHILDHOOD AND ELEMENTARY EDUCATION

Freshman Year

Fall Semester

LIBERAL ARTS

Writing Workshop I. A40.0001
Foundations of Contemporary Culture: Conversations of the West. V55.04**
Liberal Arts Requirement: Foreign Language
Introduction to Psychology A89.0001

MAJOR
New Student Seminar: E03.0001
TOTAL

Spring Semester

LIBERAL ARTS

Writing Workshop II. A40.0002
Liberal Arts Requirement: Foreign Language
Liberal Arts Requirement: Mathematics
Foundations of Contemporary Culture: World Cultures. V55.05**

TOTAL
16

Sophomore Year

Fall Semester

LIBERAL ARTS

Foundations of Contemporary Culture: Expressive Cultures. V55.07**
Liberal Arts Concentration
Liberal Arts Requirement: Mathematics

MAJOR
Child Development, Home, the School, and the Community I. E25.0019
Inquiries into Teaching and Learning I. E27.1001
TOTAL

Spring Semester

LIBERAL ARTS

Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06**
Liberal Arts Requirement: Natural Science
Liberal Arts Concentration
Inquiries into Teaching and Learning II. E27.1002

MAJOR
Child Development, Home, the School, and the Community II. E25.0020
TOTAL

Note: Students may double count up to 8 credits from the MAP or LEP courses for their liberal arts concentration. For example, if a student’s concentration is Italian, the 8 credits of MAP or LEP in foreign language will also count toward the concentration.
### SAMPLE CURRICULUM WORKSHEET

#### Junior Year Points

**Fall Semester**

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<tr>
<td>Language and Reading Instruction in Early Childhood and Elementary Education I. E25.1176</td>
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<td>Teaching of Elementary School Mathematics I. E12.1023</td>
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<td>Teaching of Science in the Elementary School I. E14.1001</td>
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<td>Field Experience in Childhood Education: Observation and Participation, N-6.* E25.1353</td>
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<td>Integrating Seminar in Teaching and Learning I. E25.1005</td>
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**Spring Semester**

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<td>Language and Reading Instruction in Early Childhood and Elementary Education II. E25.1177</td>
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<td>Field Experiences in Childhood Education: Observation and Participation, N-6.* E25.1354</td>
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#### Senior Year Points

**Fall Semester**

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<td>Curriculum in Social Studies in Childhood Education I. E25.1031</td>
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<td>Study of Teaching. E25.1351</td>
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**Spring Semester**

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*The field experience (E25.1353) taken concurrently with E25.1176 must be in grades N-3, and the field experience (E25.1354) taken concurrently with E25.1177 must be a grade 45 placement.*

### STUDY OPTIONS:

New York State teacher certification regulations require graduates to have a 24-point concentration in one liberal arts area, such as history, psychology, science, mathematics, or another academic discipline.

**Summer Study:** Qualified seniors can attend the School of Education's study abroad program in Oxford, England. Students may also take advantage of summer courses held at the Washington Square campus to accelerate their studies.

### OTHER PROGRAMS TO SEE:

- All Secondary Education fields
- Applied Psychological Studies
- Special Education

---

Educational Theatre

Theatre is inherently educational—a "school of weeping and laughing," as Spanish playwright Garcia Lorca once called it. During the 1960s, America rediscovered the teaching power that flowed from the immediacy and involvement of live theatre. As the off-Broadway movement flourished here in Greenwich Village, theatre blossomed across the country in communities, universities, churches, and schools. In the schools, the art of the theatre assumed a greater role in teaching not only the lessons of life but various academic subjects as well.

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. We train teachers, directors, actors, playwrights, and designers for careers in educational theatre, preschool through college, and in professional theatre for children.
Preparing the Artist-Teacher

Our aim is to prepare the theatre artist who is a teacher and the teacher who is an artist. We emphasize academic studies, covering literature and history, the arts, social science, creative and diverse theatrical experiences in our own productions for young audiences, and professionally supervised apprenticeships. Individual creation and expression of theatre are encouraged and supported in all aspects of your studies.

Hands-on Learning

The program gives you “hands-on” learning experience in teaching through role playing, improvisation, mime, story dramatization, puppetry, mask making, creative drama, formal theatre, and issue-based drama programs and workshops.

You are invited to participate in a number of main-stage productions each year, along with workshop, studio, and advanced directors’ productions. Students are actors, technicians, stagehands, or members of costume, lighting, and property crews, as well as members of the publicity and theatre management teams. We produce a wide variety of children’s plays, including musicals, classics, educational works, and new plays by faculty and students. John Patrick Shanley, an Academy Award-winner for his original screenplay for \textit{Mourning}, had three plays produced here while he was a student.

You also have a choice of various internship possibilities. Settings include a New York City-based children’s theatre group and the NYU Creative Arts Team, which offers workshops training programs, and productions throughout the New York area as well as in Canada and Europe.

Other Opportunities

Special symposia, open to undergraduates and graduate students alike, are conducted on topics such as theatre for children, black theatre, and British theatre. Visiting lecturers include distinguished theatrical leaders from around the world such as Gavin Bolton, Augusto Boal, Tony Jackson, and Jonathan Neelands.

You also have ample opportunities to broaden your horizons by seeing outstanding New York theatrical productions at discounted ticket prices.

Additional Program Options

Individualized options include independent study and cross-departmental double majors (adding courses in communications, music, or dance education, for example). In consultation with your adviser, you may take courses in NYU’s Tisch School of the Arts and the College of Arts and Science. Summer music theatre and study abroad in England, for qualified seniors, are offered during the summer session.

Helping You Start Your Career

We maintain extensive files on career opportunities for our students. We also conduct career days, special lectures and discussions, and other job placement support.
THE PROGRAM

The curriculum in educational theatre combines 60 points of liberal arts courses with 50 required and elective points in acting, directing, stagecraft, costume design, drama, dance, music theatre, and teaching theatre and 18 points in electives.

Lowell Swortzell
Program Director
Pless Annex
82 Washington
Square East
New York, NY
10003-6680
(212) 998-5888

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

EDUCATIONAL THEATRE

Freshman Year

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Sophomore Year

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Liberal arts requirements, page 94. School of Education courses, page I I I. Faculty, page 170.
### SAMPLE CURRICULUM WORKSHEET

#### Junior Year Points

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<td>Communication Core. E59.****</td>
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#### Senior Year Points

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<td>Theatre-in-Education Practices. E I 7.2090</td>
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<td>Music Theatre: Background and Analysis. E17.1102</td>
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### STUDY OPTIONS:

**Summer Study:** The program offers summer music theatre for all students and study abroad in England to exceptionally qualified seniors.

**Independent Study:** Students can pursue independent study to undertake creative projects, supervised readings, and research.

**Minor:** With faculty advisement, students majoring in other subjects can minor in educational theatre. The minor requires a minimum of 27 points.

### OTHER PROGRAMS TO SEE:

- Communication Studies
- Dance Education
- Early Childhood and Elementary Education
- English Education
- Music
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 in English Education for Teachers, Grades 7-12, in the Department of Teaching and Learning, has long been regarded as among the finest in the country. And our international reputation has grown through our sponsorship of the Conference of the International Federation for Teachers of English, which was held at NYU in 1995.
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 onedepthening your understanding of language, composition, and literature while becoming skilled in reflective teaching.

In Touch with the Latest Ideas

The undergraduate program is enriched by our graduate programs and the ongoing research and curriculum development of the faculty in the 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

You may focus on special interests in several areas, including literature, applied linguistics, composition, reading, speech, film, and drama. 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 also have frequent opportunities to develop your creative potential through writing poetry, short stories, and plays within your courses or through independent study with appropriate faculty members. Numerous campus literary publications 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.

Helping You Start Your Career

Student teaching placements are often sources for employment after graduation. And the New York City Board of Education recruits on-campus as do other employers through the NYU Office of Career Services.

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

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

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

Many graduates also go on for their master’s or doctoral degrees in English education or a related field.
THE PROGRAM
The curriculum in English education combines 60 points of liberal arts courses with 27 points of required education courses that cover reading, writing, and learning for adolescents. An additional 36 specialization points in English are taken from courses such as literature as exploration, major American writers, modern poetry, playwriting, African American literature, and the romantic movement, in addition to 5 points in unrestricted electives. Students also complete four semesters of observation, curriculum development, and student teaching under the direct supervision of a certified teacher.

Harold A. Vine, Jr: Program Director
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New York University
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239 Greene Street
New York, NY 10003-6674

ENGLISH EDUCATION

Freshman Year

Points

Full Semester

LIBERAL ARTS

Writing Workshop I. A400001  4
Liberal Arts Requirement: Foreign Language  4
Foundations of Contemporary Culture: Conversations of the West. V55.04**  4

MAJOR

New Student Seminar: E03.0001  0
Literature as Exploration. E11.0071  4

TOTAL 16

Spring Semester

LIBERAL ARTS

Writing Workshop II. A40.0002  4
Liberal Arts Requirement: Foreign Language  4
Foundations of Contemporary Culture: World Cultures. V55.05**  4

MAJOR

The Reading of Poetry. E11.0193  4

TOTAL 16

Sophomore Year

Points

Fall Semester

LIBERAL ARTS

Introduction to Psychology A89.0001  4
Foundations of Contemporary Culture: Societies and the Social Science. V55.06**  4
Liberal Arts Requirement: Mathematics  4

MAJOR

Literary Interpretation. V41.0100  4

TOTAL 16

Spring Semester

LIBERAL ARTS

Liberal Arts Requirement: Mathematics  4
Foundations of Contemporary Culture: Expressive Culture. V55.07**  4
Liberal Arts Requirement: Natural Science  4

MAJOR

English Specialization Elective  4

TOTAL 16

• Liberal arts requirements, page 94. School of Education courses, page 111. Faculty, page 170. •
## Sample Curriculum Worksheet

**Junior Year**

<table>
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<td>Reading and Literature with Adolescents. E11.16004</td>
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**Senior Year**

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<td>The Critical Study of Education. E55.1031</td>
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**STUDY OPTIONS:**

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

**Minor:** Nonmajors can minor in English Education for Teachers: 7-12 by taking the teacher education sequence. Contact the Department of Teaching and Learning for further information.

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

As communication technology shrinks 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.

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.

You specialize in one of several languages: French, German, Hebrew, Italian, 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 specialization, 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 Francaise, Casa Italiana Zerilli-Marimo, or the Hagop Kevorkian Center for Near Eastern Studies. 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 resume writing and interviewing skills. Student teaching placements often lead to full-time employment upon graduation.

YOUR CAREER OPPORTUNITIES

As a foreign language educator, you have a wide range of career possibilities. Rising high school enrollments and increased interest in bilingual and multicultural education offer many opportunities. We prepare you for teaching a foreign language to students in grades 7 through 12. In addition to the course work, to qualify for provisional certification in New York, you are required to take the New York State 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, US. Department of State, Washington, DC
THE PROGRAM
The curriculum in foreign language education, grades 7-12, combines 60 points of liberal arts courses that include literature, social and behavioral sciences, and the arts, with 29 required points in education that cover teaching foreign language in school settings as well as a supervised student teaching experience. An additional 28-36 points are taken in foreign language and 3-4 points of unrestricted electives.

Frank Tang
Program Director
(212) 998-5498

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239 Greene Street
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FOREIGN LANGUAGE EDUCATION, GRADES 7-12

Freshman Year
Points

Fall Semester
LIBERAL ARTS
Writing Workshop I. A40.0001 4
Liberal Arts Requirement: Foreign Language 4
Foundations of Contemporary Culture: Conversations of the West. V55.04** 4
MAJOR
New Student Seminar, E03.0001 0
Foreign Language Specialization 4
TOTAL 16

Spring Semester
LIBERAL ARTS
Writing Workshop II. A40.0002 4
Liberal Arts Requirement: Foreign Language 4
Foundations of Contemporary Culture: World Cultures. V55.05** 4
MAJOR
Foreign Language Specialization 4
TOTAL 16

Sophomore Year
Points

Fall Semester
LIBERAL ARTS
Introduction to Psychology A89.0001 4
Foundations of Contemporary Culture: Societies and Social Science. V55.06** 4
Liberal Arts Requirement: Mathematics 4
MAJOR
Foreign Language Specialization 4
TOTAL 16

Spring Semester
LIBERAL ARTS
Liberal Arts Requirement: Mathematics 4
Foundations of Contemporary Culture: Expressive Culture. V55.07** 4
Speech Communication. E21.0033 4
MAJOR
Liberal Arts Requirement: Natural Science 4
TOTAL 16

• Liberal arts requirements, page 94. School of Education courses, page 111. Faculty, page 170.
### SAMPLE CURRICULUM WORKSHEET

#### Junior Year

**Full Semester**

<table>
<thead>
<tr>
<th>Category</th>
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<td>The Teaching of Foreign Languages, E29.1999</td>
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**Spring Semester**

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**Spring Semester**

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### STUDY OPTIONS:

Students can choose a program in the following languages: Spanish, Italian, Latin, French, German, Russian, and Hebrew.

### OTHER PROGRAMS TO SEE:

- Early Childhood and Elementary Education
- Social Studies Education
Mathematics Education

Mathematics is a universal tool, applied by scientists, businesspeople, engineers, and others around the world as they tackle the exciting challenges of the twenty-first 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 1990s both at home and abroad, the demand for outstanding mathematics teachers in our schools has become critical.

In the Bachelor of Science Program in Mathematics Education, 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 the Stem School of Business are also available. 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 Stuyvesant High School in lower Manhattan, Washington Irving High School on Manhattan’s East Side, and Seward Park High School on the Lower East Side.

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.

Prospects for mathematics teachers in the secondary schools are excellent in the 1990s 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 Mathematics Education prepares you for teaching mathematics to students in grades 7 through 12. To qualify for provisional 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 positions in New York obtained by recent graduates include the following:

• Stuyvesant High School mathematics teacher
• Bronxville Schools (Westchester County) computer coordinator
• Fort Hamilton High School (Brooklyn) mathematics teacher
• Bronx High School of Science mathematics teacher

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

The curriculum in mathematics education, grades 7-12, combines 60 points of liberal arts courses with 27 points in education requirements that cover personal and general issues in the field of teaching and learning, pedagogical technique for teaching mathematics in secondary schools, and fieldwork in teaching mathematics. Students also take 39 points in required mathematics courses including calculus, linear and abstract algebra, geometry, probability, and discrete mathematics. Students also complete one semester of full-time student teaching in an independent school or a public school system.

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

Frances R. Curcio
Undergraduate Program Adviser
(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

### Mathematic Education

#### Freshman Year

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#### Sophomore Year

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<td>LIBERAL ARTS</td>
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- Liberal arts requirements, page 94. School of Education courses, page I I I. Faculty, page I 70. -
### SAMPLE CURRICULUM WORKSHEET

#### Junior Year

**Fall Semester**

**LIBERAL ARTS**

- Foundations of Scientific Inquiry: Natural Science II. V55.03**  4

**MAJOR**

- Calculus III. V63.0023  4
- Theory of Probability V63.0033  4
- Inquiries into Teaching and Learning II. E27.1002  4

**TOTAL**  16

**Spring Semester**

**LIBERAL ARTS**

- Liberal Arts Elective  4

**MAJOR**

- Linear Algebra. V63.0024  4
- Adolescent Development. E35.1272  3
- Teaching of “Parts,” Grades 7-12. E12.1041  3
- Teaching of Data Collection Analysis, Grades 7-12. E12.1042  3
- Mathematics Elective. V63.****  4

**TOTAL**  18

#### Senior Year

**Fall Semester**

**LIBERAL ARTS**

- Liberal Arts Elective  4

**MAJOR**

- Drug and Alcohol Education and Child Abuse Identification. E81.1901  1
- Abstract Algebra. V63.0046  4
- Transformations and Geometrics. V63.0070  4

**TOTAL**  16

**Spring Semester**

**LIBERAL ARTS**

- Mathematical Models. E12.2103  3
- Applications of Microcomputers to Mathematics and Science Instruction. E36.1002  3

**MAJOR**

- Supervised Student Teaching in the Secondary Schools. E12.1076  6
- Teaching of “Parts,” Grades 7-12. E12.1041  3
- Teaching of Data Collection Analysis, Grades 7-12. E12.1042  3
- Teaching of Algebra and Trigonometry, Grades 7-12. E12.1045  3
- Teaching of Geometry, Grades 7-12. E12.1046  3

**TOTAL**  15

### STUDY OPTIONS:

**Independent Study:**

Students have an opportunity to do special projects not available in courses. These involve special activities such as assisting a faculty member with a research project or undertaking fieldwork such as analyzing specific school and teaching methods.

### OTHER PROGRAMS TO SEE:

- Early Childhood and Elementary Education
- Science Education
Music professionals in the twenty-first 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, librettists, and filmmakers in exciting projects. Music education students study with a world-class artist faculty and perform, compose, and share learning strategies with music technologists. 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.

State-of-the-Art Facilities
Our music facilities include the Frederick Loewe Theatre, the Black Box Theatre, the Provincetown Playhouse, the Recital Room, recording studios, a percussion suite, a group piano facility, chamber music rooms, numerous private practice rooms, and the Nordoff-Robbins 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 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 opera), and instrumental study. Students join our chamber orchestra, string and wind chamber groups, percussion ensembles, vocal 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 Company, and the City Opera. NYU jazz students have been featured in the renowned jazz clubs of Greenwich Village, including The Blue Note. Faculty and visiting artists are drawn from internationally acclaimed jazz musicians living and performing in the city. Our music theatre studies are immersed in the excitement of New York City, the pulse and heartbeat of American music theatre. Music theatre students perform in fully staged productions.

(Continued on page 54.)

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 recordings 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 the United States.

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. Graduates have secured management positions with PolyGram, Sony, EMI, Metropolitan Entertainment, E.T.I., William Morris Agency Time/Warner; Disney Productions, and many other music companies, some founded by alumni of our music business 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 for 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.
### Music Business

#### Freshman Year

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#### Sophomore Year

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</table>

- Liberal arts requirements, page 94. School of Education courses, page I I I. Faculty, page 170.

(Continued from page 53.)

The curriculum in music business combines 40 points of liberal arts courses with 26 points in music history and literature, piano class and theory, and ear training. Students are also required to take 67 points in specialization courses covering production and performance, economic and legal settings, music publishing, advertising, and promotion and concert management, to name a few. This also includes the core business studies in statistics, accounting, and marketing taken at NYU's Stern School of Business.

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

Catherine Moore
Acting Program Director
(212) 998-5439

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

We are committed to providing curricula, training, and facilities that support the development of individual choices and compositional styles. For example, many of our composition students

vocal choirs, small and large chamber ensembles, over twenty jazz ensembles, a concert band, a music theatre repertory group, and an opera workshop for the reading of their works. Many of our composers' works performed in our concerts have been reviewed by the New York media, recorded in our state-of-the-art recording studios, and marketed on CDs we produce.

We are committed to providing curricula, training, and facilities that support the development of individual choices and compositional styles. For example, many of our composition students

2. Musical 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 twenty jazz ensembles, a concert band, a music theatre repertory group, and an opera workshop for the reading of their works. Many of our composers' works performed in our concerts have been reviewed by the New York media, recorded in our state-of-the-art recording studios, and marketed on CDs we produce.
choose to be involved with our music technology students and faculty, many of whom are also active composers. Composition students have access to our state-of-the-art music technology facilities, curriculum, and faculty. By empowering students to make these choices, providing a faculty that continually supports and advises students, and making available cutting-edge facilities, our composition students are being prepared for successful careers in the next century.

3. MUSIC BUSINESS

Building on a solid foundation in the liberal arts, our Bachelor of Music in music business combines courses in music theory and history with a strong grounding in the financial, economic, advertising, marketing, management, and technical aspects of the music industry. There are four legs in the curriculum: music, business, music industry, and liberal arts courses. Music business students take their core music courses with other music majors and their core business courses at NYU's Stern School of Business. The music industry courses are taught by upper management (often vice presidents and presidents) of major music record and management companies in New York. These courses help to bridge the Stern School of Business courses with the music courses. Liberal arts courses may be taken at NYU's College of Arts and Science. In addition, numerous elective courses in music technology, performance, composition, and education are also available in our department.

(Continued on page 56)
THE PROGRAM

The curriculum in music education combines 60 points of liberal arts courses with 24 required points in education courses that cover such areas as methods and materials for teaching music in elementary and high school levels, as well as 180 hours of student teaching experience. Additionally, students in this education program take 53-54 points in music specialization courses ranging from ensemble, convocation, and recital to theory and ear training and music history.

Sylvia Gholson
Program Director
(212) 998-5769

Elaine Gates
Undergraduate Adviser
(212) 998-5539

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

MUSIC EDUCATION

<table>
<thead>
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| **Spring Semester** |        |
| LIBERAL ARTS |        |
| Writing Workshop II. A40.0002 | 4 |
| Liberal Arts Requirement: Foreign Language | 4 |
| MAJOR |        |
| Music Theory II. E85.0036 | 2 |
| Aural Comprehension in Music II. E85.0007 | 2 |
| Keyboard Harmony and Improvisation II. E85.0073 | 2 |
| Applied Major: E85.00** | 2 |
| Collegium and Program Seminar. E85.0092 | 0 |
| Choral Conducting Practicum. E85.0028 | 1 |
| String Practicum for Music Education. E85.0026 | 0 |
| Ensemble. E85.**** | 0 |
| **TOTAL** | 16 |

| **Sophomore Year** |        |
| **Fall Semester** |        |
| FOUNDATIONS OF CONTEMPORARY CULTURE: |        |
| Conversations of the West. V55.04** | 4 |
| Liberal Arts Requirement: Foreign Language | 4 |
| MAJOR |        |
| Music Theory III. E85.0037 | 2 |
| Aural Comprehension in Music III. E85.0008 | 2 |
| Keyboard Harmony and Improvisation III. E85.0074 | 2 |
| Collegium and Program Seminar. E85.0092 | 0 |
| Choral Conducting Practicum. E85.0028 | 2 |
| String Practicum for Music Education. E85.0026 | 2 |
| Ensemble. E85.**** | 0 |
| **TOTAL** | 17 |

| **Spring Semester** |        |
| FOUNDATIONS OF CONTEMPORARY CULTURE: |        |
| Conversations of the West. V55.04** | 4 |
| Foundations of Scientific Inquiry: Natural Science I. V55.02** | 4 |
| MAJOR |        |
| Music Theory IV. E85.0038 | 2 |
| Aural Comprehension in Music IV. E85.0009 | 2 |
| Keyboard Harmony and Improvisation IV. E85.0075 | 2 |
| Collegium and Program Seminar: E85.0092 | 0 |
| Choral Conducting Practicum. E85.0028 | 2 |
| String Practicum for Music Education. E85.0026 | 2 |
| Ensemble. E85.**** | 0 |
| **TOTAL** | 17 |

(Continued from page 55.)

Right at the outset in your freshman year, and continuing through your senior year, hands-on experience is provided through MBT 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. MBT records are sold in record stores throughout the United States.

Three of the bands featured in an MBT Records CD released in 1996 signed with major record companies in 1997. Each Wednesday, students attend program seminars at which faculty and guest speakers from the music world dis-
### Junior Year Points

#### Fall Semester

**LIBERAL ARTS**

- Foundations of Scientific Inquiry: Natural Science II. *V55.03** 4
- Speech Communication.* *E21.0033 4

**MAJOR**

- Fundamentals of Conducting. *E85.0065 1
- Percussion Practicum. *E85.0027 1
- Collegium and Program Seminar: *E85.0092 0
- Applied Major: *E85.10** 2
- Music History III: Nineteenth Century *E85.1077 2
- Ensemble. *E85.**** 0

**TOTAL** 16

#### Spring Semester

**LIBERAL ARTS**

- Introduction to Sociology.* *A93.0001 4
- Inquiries into Teaching and Learning I. *E27.1001 4

**MAJOR**

- Music for Exceptional Children. *E85.1204 2
- Applied Major *E85.10** 2
- Supervised Student Teaching of Music in the Elementary School. *E85.1141 3
- Collegium and Program Seminar: *E85.0092 0
- Ensemble. *E85.**** 0

**TOTAL** 15

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### Senior Year Points

#### Fall Semester

**LIBERAL ARTS**

- Fundamentals of Conducting. *E85.0065 1
- Percussion Practicum. *E85.0027 1
- Collegium and Program Seminar: *E85.0092 0
- Applied Major: *E85.10** 2
- Music History III: Nineteenth Century *E85.1077 2
- Ensemble. *E85.**** 0

**TOTAL** 16

#### Spring Semester

**LIBERAL ARTS**

- Fundamentals of Conducting. *E85.0065 1
- Percussion Practicum. *E85.0027 1
- Collegium and Program Seminar: *E85.0092 0
- Applied Major: *E85.10** 2
- Music History IV: Twentieth Century *E85.1078 2
- Ensemble. *E85.**** 0

**TOTAL** 17

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*Unless exempt by examination. If exempt, students must take a liberal arts elective*

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**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 hired by the companies where they interned.

(Continued on page 58.)
THE PROGRAM
The curriculum in music performance/piano studies combines 40-44 points of liberal arts courses with 44 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 54-58 points in specialization courses ranging from ensemble, convocation, and recital to advanced orchestration, electronic music, and computer music.

Program Directors
Ron Sadoff
Piano and Instrumental
(212) 998-5779

Karen Lykes
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

MUSIC PERFORMANCE

Freshman Year

Fall Semester

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Spring Semester

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Sophomore Year

Fall Semester

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Spring Semester

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• Liberal arts requirements, page 94. School of Education courses, page I I I. Faculty, page 170. •

(Continued from page 57.)
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. Locat-
### SCHOOL OF EDUCATION BULLETIN 1998-2000  MUSIC  59

#### SAMPLE CURRICULUM WORKSHEET

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| Spring Semester | | | |
| **LIBERAL ARTS** | | | |
| **MAJOR** | | | |
| Piano or Organ. E85.1056 | 3 | Piano or Organ. E85.1056 | 3 |
| New York University Chamber Ensembles, E85.1080 | 1 | New York University Chamber Ensembles. E85.1080 | 1 |
| Collegium and Program Seminar: E85.0092 | 0 | Music History IV: Twentieth Century E85.1078 | 2 |
| Music History II: Baroque and Classical. E85.1068 | 2 | Collegium and Program Seminar: E85.0092 | 0 |
| Piano Literature and Repertoire I. E85.1096 | 1 | Recital. E85.1092 | 1 |
| Recital. E85.1092 | 1 | Piano Literature and Repertoire II. E85.1097 | 1 |
| Restricted Music Elective. E85.1*** | 3 | Music Specialization, E85.1*** | 3 |
| **TOTAL** | 15 | | |

#### STUDY OPTIONS:

**Music Theory and Composition**

**Music Performance**

- Vocal Studies (opera or a sequence of courses in music theatre)
- Instrumental
- Piano

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

**Summer Study:**

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

(Continued on page 60.)

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- Student’s musicianship and artistry has marked our graduates as among the most prepared in the field.
- 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 four times each semester. Student teaching consists of one semester in an elementary school and one in a secondary school. Our reputation for thorough music teacher preparation results in many music supervisors notifying our department of music-teaching positions. 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; audio maintenance and repair; synthesizer programming; as well as multi- (Continued on page 60.)
THE PROGRAM

The curriculum in music technology combines 44 points of liberal arts courses with 37-38 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 guided specializations 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
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New York University
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35 West Fourth Street
New York, NY 10012-1172

MUSIC TECHNOLOGY

Freshman Year

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Sophomore Year

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<tr>
<td>1</td>
<td>Aural Comprehension in Music IV. E85.0009</td>
</tr>
<tr>
<td>1</td>
<td>Keyboard Harmony and Improvisation IV. E85.0075</td>
</tr>
<tr>
<td>0</td>
<td>Collegium and Program Seminar: E85.0092</td>
</tr>
<tr>
<td>4</td>
<td>Recording Technology II. E85.1003</td>
</tr>
<tr>
<td>2</td>
<td>Recording Technology II Laboratory. E85.1004</td>
</tr>
<tr>
<td>2</td>
<td>Music History II: Baroque and Classical. E85.1068</td>
</tr>
<tr>
<td>16</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

(Continued from page 59.)

media and software development. As part of a large and active music and performing arts department, our technology program emphasizes the integration of musical and technical skills by maintaining close collaborations with the performance and composition programs. Many of our music technology students are accomplished performers and composers who wish to broaden those skills with a degree in technology. Our unique position in a diversified department allows our technology students to continue performance and composition studies at the highest level while developing their technical skills.

In addition to music performance, composition, music theory and history, and core technology courses, students may take elective courses in Analog and Digital Electronics; Recording Technology; Audio for Video; Concert Recording; Electronic Music Synthesis; Computer Music Synthesis; Multimedia; and Film Scoring. We maintain twelve recording and computer music studios, including two recording suites; four Macintosh-based computer music laboratories; an AN 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 twenty-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 56001 platforms. Music technology students have access to the art technology facilities at NYU,
SAMPLE CURRICULUM WORKSHEET

Junior Year

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
Musical Acoustics. E85.1035 3
Concert Recording I. E85.1011 2
Music History III: Nineteenth 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
Concert Recording II. E85.1012 2
Music History IV: Twentieth Century. E85.1078 2

TOTAL 16

Senior Year

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
Liberal Arts Elective 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

*By advisement.

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 their 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, 350 Hudson Street, New York, NY 10014; (212) 989-9393.
YOUR CAREER OPPORTUNITIES

Outstanding 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—they bring their knowledge and skills to the classroom.

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 NYU’s Tisch Hospital and Rusk Institute of Rehabilitation Medicine, Beth Israel Medical Center, St. Vincent’s Hospital, New York City public health facilities, and various homes for the elderly as well as a variety of community agencies.

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

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

(Continued on page 64.)

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, gerontology, mental health, acute care, or community health.

New emphasis on out-patient 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 NYU’s Tisch Hospital, Columbia University-Presbyterian Hospital, Montefiore Medical Center; St. Luke’s-Roosevelt Hospital Center, Bellevue Hospital Center; Beth Israel Medical Center; Mt. Sinai Medical Center; New York Hospital, and Memorial Sloan-Kettering as well as positions as visiting nurses, hospice nurses, and public health nurses.

Many graduates of our bachelors degree programs go on to study for masters and doctoral degrees.
NURSING: FOUR-YEAR B.S. PROGRAM

Freshman Year

Fall Semester

LIBERAL ARTS

Writing Workshop I. A40.0001 4
Liberal Arts Requirement: Mathematics 4
Human Anatomy and Physiology I.* E14.1170 4

MAJOR

New Student Seminar: E03.0001 0
Introduction to Modern Chemistry.* A25.0002 5

TOTAL 17

Spring Semester

LIBERAL ARTS

Writing Workshop II. A40.0002 4
Introduction to Sociology.* A93.0001 4
Human Anatomy and Physiology II.* E14.1171 4

MAJOR


TOTAL 17

Sophomore Year

Fall Semester

LIBERAL ARTS

Introduction to Psychology A89.0001 4
Microbiology.* E14.1023 4

MAJOR

Nursing Science I.* E41.0240 6
Theoretical Bases of Nursing Science.* E41.0252 2
Health Assessment.* E41.0239 2

TOTAL 18

Spring Semester

MAJOR

Nursing Science II.* E41.1241 6
Altered Health Patterns.* E41.1435 3
Statistics. E16.**** 3
Survey of Developmental Psychology.* E35.1271 3
Nutrition.* E33.**** 3

TOTAL 18

• Liberal arts requirements, page 94. School of Education courses, page 111. Faculty, page 170.

(Continued from page 63.)

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.

3. All students enrolling in a laboratory course(s) 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.
## SAMPLE CURRICULUM WORKSHEET

### Junior Year

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Requirement: Foreign Language</td>
<td>4</td>
</tr>
<tr>
<td>Nursing Science III.* E41.1242</td>
<td>6</td>
</tr>
<tr>
<td>Nursing Pharmacotherapeutics.* E41.1436</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<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>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><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
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</tbody>
</table>

### Senior Year

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrating Liberal Arts*</td>
<td>4</td>
</tr>
<tr>
<td>Nursing Science V.* E41.1244</td>
<td>6</td>
</tr>
<tr>
<td>Professional Nursing.* E41.1261</td>
<td>3</td>
</tr>
<tr>
<td>Restricted Elective.* E41.****</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
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</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<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>Nursing Science VI.* E41.1245</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

*Required course; must be taken for a letter grade

### 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 Dietetics

---
NURSING: B.S. PROGRAM FOR COLLEGE GRADUATES

Twelve-Month Curriculum

<table>
<thead>
<tr>
<th>Summer Session I (May-June)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey of Developmental Psychology E35.1271</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition. E33.****</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Session II (June-August)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<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><strong>16</strong></td>
</tr>
</tbody>
</table>

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 twelve-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.

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

First Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Points</th>
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</thead>
<tbody>
<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><strong>5</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Modern Chemistry A25.0002</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Session</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Statistics I. E16.1085</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Requirement</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>7</strong></td>
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</table>

Second Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Organic Chemistry V25.0240</td>
<td>5</td>
</tr>
<tr>
<td>Liberal Arts Requirement</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Nursing Science: Care of the Unitary Human Being. E41.1267</td>
<td>5</td>
</tr>
<tr>
<td>Scientific Methods in Nursing. E41.1437</td>
<td>2</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Summer Session</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Elective</td>
<td>6</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6</strong></td>
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</table>

- Liberal arts requirements, page 94. School of Education courses, page 111. Faculty, page 170.
### SAMPLE CURRICULUM WORKSHEET

#### Points

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Nursing Science V. E41.1244</td>
<td>6</td>
</tr>
<tr>
<td>Nursing Science VI. E41.1245</td>
<td>6</td>
</tr>
<tr>
<td>Professional Nursing II. E41.1261</td>
<td>3</td>
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<tr>
<td>Nursing Elective</td>
<td>2</td>
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### SAMPLE CURRICULUM WORKSHEET

#### Points

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Points</th>
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<tbody>
<tr>
<td>Fall Semester</td>
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<tr>
<td>Nursing Science IV. E41.1253</td>
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</tr>
<tr>
<td>Professional Nursing. E41.1261</td>
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<tr>
<td>Liberal Arts Requirement</td>
<td>4</td>
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<tr>
<td>Restricted Elective</td>
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<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Points</th>
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<tbody>
<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>
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</tbody>
</table>

The twelve-month curriculum consists of 53 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.

**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.
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 focal concentration on 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.
YOUR CAREER OPPORTUNITIES

Unusually Varied Career Choices

Food is a nearly $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 speaker. 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 specialization: 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.

Nutrition and Dietetics

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

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

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

Food and Restaurant Management

The need for university-prepared professionals in the rapidly expanding field of food and restaurant management continues to increase. As noted earlier, the restaurant and food service industries generate more than $700 billion in yearly sales and employ more than 12 million people. More than half of all meals are consumed outside the home, and one out of every four retail outlets serves food or drinks. The number of positions in the food industry is expected to increase by 25 to 30 percent within the next ten years. Public interest in health and fitness is reflected in the proliferation of recreation facilities, health clubs, spas, and resorts where there is a growing demand for food management professionals.

(Continued on page 70.)
(Continued from page 69.)

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

Helping You Start Your Career

Employers in the metropolitan area frequently ask our faculty for job referrals, and the department maintains a bulletin board that lists current positions. The NYU Office of Career Services provides many resources for finding employment. Many of our graduates inform us of job openings, provide career guidance for our students, and participate in the popular Food and Nutrition Career Day that we sponsor every other year.

Student Activities

We encourage our students to join the department’s nutrition or food clubs, which sponsor events, field trips, and speakers, and to join and participate in local, regional, and national professional organizations such as the American Dietetic Association, the Greater New York Dietetic Association, the American Institute of Wine and Food, and the James Beard Foundation. Such organizations provide technical information, career guidance, or scholarships for students in our program.

Nutrition and Dietetics

A CHALLENGING FIELD

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 and NYU Medical Centers, 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 a specified program of supervised clinical practice and pass the R.D. examination.

Our department offers two graduate options for supervised clinical practice. Both options enable you to earn a master’s degree, which is held by more than half of this country’s dietitians, and both are approved by the ADA. They are as follows:

(1) Approved Preprofessional Practice Program (API)

After completing 13 credits in four specific graduate courses, you may apply for this six-month practice program, which provides clinical dietetics training, taken for 6 additional credits, at one of more than twenty hospitals and health care facilities affiliated with NYU. Upon completion of this program, you are eligible to take the R.D. examination. If you choose to continue graduate studies, you will need only an additional 21 credits to complete your master’s degree in food, nutrition, and dietetics: clinical nutrition.

(2) Coordinated Master’s/Dietetic Internship 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 eighteen 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 cost controls, 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 Cafe, 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 and food behavior and particularly on their 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, 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 food facility design, essentials of cuisine, catering, international nutrition, 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.

**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’Ar-tagnan 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-credit curriculum in nutrition and food studies requires 60 credits of liberal arts courses, 27 credits of core courses, 27 to 30 credits of specialization courses in an area of concentration, and the remaining 21 to 24 credits as electives.

Core courses taken by all students in the program include food science, volume food production, food service management, nutrition, food microbiology and sanitation, and food and society. Specialization and elective courses are discussed under each area of concentration.

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

Fall Semester
LIBERAL ARTS
Writing Workshop I. A40.0001 4
Introduction to Modern Chemistry. A250002 5
MAJOR
New Student Seminar: E03.0001 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

Fall Semester
LIBERAL ARTS
Writing Workshop II. A40.0002 4
Foundations of Contemporary Culture: World Cultures. V55.05 4
MAJOR
Volume Food Production and Management. E33.1052 3
Concentration Courses 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

Concentration Courses

Nutrition and Dietetics
Elements of Human Anatomy and Physiology E1 4.1035 . . . . (3)
Diet Intervention E33.0060 (3)
Community Nutrition E33.1209 (3)
Educational Psychology E35.1014 . . . . (2)
Learning Theory A89.0020 (4)
Current Research in Nutrition E33.1117 . . . . . . . . (2)
Food Science and Technology E33.1184 . . . . . . . . (3)
Clinical Nutrition Assessment E33.1185 . . . . . . . . (3)
Nutrition and Metabolism E33.1269 . . . . . . . . (3)
Food and Restaurant Management
Food Service Cost Controls E33.0057 . . . . . . . . (3)
Beverages I E33.1025 . . . . . . . . (3)
Food Service Supervision and Training E33.1039 . . . . . . . . (3)
Food Service Accounting E33.1101 . . . . . . . . . . (3)
Food Laws and Regulations E33.1109 . . . . . . . . . . (3)
Food Finance E33.1188 . . . . . . . . (3)
Food Service Marketing E33.1189 . . . . . . . . . . (3)
Food Issues of Contemporary Societies . . . . E33.0071 (3)
Beverages I E33.1025 . . . . . . . . (3)
Food Laws and Regulations E33.1109 . . . . . . . . . . (3)
Communications Workshop in Foods and Nutrition E33.1130 (2)
International Foods E33.1183 (1)
Food Science and Technology E33.1184 . . . . . . . . (3)

- Liberal arts requirements, page 94. School of Education courses, page 111. Faculty, page 170.
**SAMPLE CURRICULUM WORKSHEET**

### Junior Year

#### Fall Semester

**LIBERAL ARTS**

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

**MAJOR**

- **Food and Society E33.10.51**
  - 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

#### 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

Elective Courses, by Advisement

- **Food in the Arts E33.1204** . . . (2)
- **Advanced Foods E33.1217** . . . (1-3)
- **Food Service Sanitation E33.0048** . . . . . . . (3)
- **Independent Study E33.1000** (1-6)
- **Computers in Nutrition and Food Service III. Advanced Nutrition Applications E33.1019** (1)
- **Food Facility Design and Equipment E33.1054** . . . . (3)
- **Food Demonstrations E33.1137** . . . . . . . . (1-3)
- **Catering E33.1143** . . . (1-3)
- **International Foods E33.1183** . (1)
- **International Nutrition E33.1187** . . . . . . . . (1-3)
- **Food Preparation Techniques: Photography E33.1200** . . (1)
- **Survey of Food Service Equipment E33.1215** . . . (1)
- **Food Photography E33.1271** (1)
- **Management and Organizational Analysis C50.0001** . . . (4)
- **Basic Statistics I E16.1085** . . (3)
- **Counseling Interview E60.1012** . . (3)

**STUDY OPTIONS:**

**Areas of Concentration:** Students select an area of concentration from the following three choices: (1) nutrition and dietetics, (2) food and restaurant management, and (3) food studies.

**Independent Study:** Students can receive credit for independent study in advanced course work, field experience, or special projects that provide further education in specific areas of interest, under the supervision of a faculty adviser.

**Minor:** Students in other fields may minor in Nutrition and Food Studies by taking 18 credits of core courses in food science, volume food production, food service management, nutrition, food sanitation, and foodways.
Physical Therapy

Relieving the back pain of an injured worker, training a stroke victim to regain the use of a hand, or helping a youngster born with cerebral palsy learn to walk—these are just a few of the challenges in physical therapy. Physical therapists help a wide range of patients, from children to adults, who have nerve, muscular, heart, lung, or skeletal disabilities. They are involved in prevention, evaluation, and treatment and consult with physicians to develop and execute a program tailored to each patient’s needs.

NYU’s Physical Therapy Program, ranked number one in the country, was the first such university-based program to require a solid foundation in science and the liberal arts. Our doctoral program also was the first and is currently one of only four in the nation. Our faculty has an excellent reputation; two of our professors recently received American Physical Therapy Association fellowships for their scholarship and contributions to the profession.
**Physical Therapy Sample Curriculum Worksheet**

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Points</th>
<th>Senior Year</th>
<th>Points</th>
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<td><strong>Fall Semester</strong></td>
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<td><strong>MAJOR</strong></td>
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<td>Human Physiology E44.1301</td>
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<td>Neuromuscular Disease and Disability <em>E44.1421</em></td>
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<td>Practicum in Physical Rehabilitation of the Disabled. E44.1132</td>
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<td>Cardiopulmonary and Metabolic Disease and Disability. E44.1425</td>
<td>2</td>
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<td>Human Anatomy Lecture. E44.1401</td>
<td>3</td>
<td>Physical Therapy Procedures III. E44.1511</td>
<td>3</td>
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<td>Physical Therapy Procedures I. E44.1407</td>
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<td>Therapeutic Exercise I. E44.1531</td>
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<td>Physical Therapy Procedures II. E44.1409</td>
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<td>Physiological Foundations of Physical Therapy E44.1542</td>
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<td>Physical Therapy Care and Human Behavior <em>E44.1443</em></td>
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<td>Clinical Practice in Physical Therapy II. <em>E44.1413</em></td>
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<td>Human Anatomy Laboratory. <em>E44.1402</em></td>
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<td>Musculoskeletal Disease and Disability <em>E44.1423</em></td>
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<td>Analysis of Physical Therapy Theoretical Bases. <em>E44.1525</em></td>
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<td>Clinical Instruction in Physical Therapy <em>E44.1535</em></td>
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<td>Therapeutic Exercise II. E44.1534</td>
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<td>Neurobiological Foundations of Physical Therapy <em>E44.1541</em></td>
<td>5</td>
<td>Therapeutic Exercise III. E44.1536</td>
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<td>Kinesiology in Physical Therapy E44.1790</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>TOTAL</strong></td>
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<td><strong>Summer Session</strong></td>
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<td><strong>TOTAL</strong></td>
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**The Program**

The curriculum for physical therapy is designed for entering juniors and builds upon 64 points in liberal arts, concentrating heavily on the natural sciences. The remaining 74 points are taken in required specialization courses including human anatomy, kinesiology, clinical practice, neuromuscular disease and disability, musculoskeletal disease and disability, and physical therapy procedures. In addition, students take part in four fieldwork affiliations, including two full-time placements in the summer following their senior year.

Tsegah Mehtretab
Program Director
(212) 998-9400

Department of Physical Therapy
School of Education
New York University
Weissman Building, Suite 229 W
345 East 24th Street
New York, NY 10010-4086

**Note** New students are being admitted to this program. Beginning summer 1998 the entry level program in physical therapy will be a clinical doctorate (D.P.T.). Please contact the Graduate Admissions Office at (212) 998-5030 for further details.
Science Education

HELPING OTHERS TO EXPLORE THE WONDERS OF SCIENCE

A PROGRAM IN THE NATIONAL FOREFRONT

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.

Since its inception, the Bachelor of Science Program in Science Education, 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 multicultural environments, especially in urban areas, so that all students feel more at home in studying science.
Science, Education, and Liberal Arts

You prepare to teach either biology or general science in the schools or in other educational settings. If you choose general science, you concentrate in physics or chemistry. 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 interesting more women and minorities in science. The teaching strategies that you learn are designed to help make your own students feel more comfortable with scientific concepts and practices.

Small Program, Constant Feedback

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

Your Teaching Internship

To ensure continuity between the classroom and the real teaching world, you complete a semester of observation and student teaching in an urban public or independent school selected for its diversity of student population. You are supervised by experienced teachers of science and by our own faculty.

Recent placements, for example, have been in the High School for the Future 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.

Prospects for our graduates are excellent as secondary school enrollments rise and public interest in science education increases. To qualify for provisional 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 New York City High School for the Future and Friends Seminary in Manhattan
- Science artist and illustrator of children’s books
- Research technician, NYU Medical Center
- Tour guides and instructors at museums, halls of science, and zoos
THE PROGRAM

The curriculum in science education, grades 7-12, combines 60 points of liberal arts courses with 36 points in required specialization courses in science including biology, chemistry, physics, and quantitative analysis. Students may focus on biology or general science (chemistry or physics). In addition, 22 points are required credits in education covering supervised student teaching of science, educational psychology, and the application of microcomputers to mathematics and science. 8 points are required in unrestricted electives. The program includes one semester of full-time student teaching in a public or independent school setting.

Pamela Fraser-Abder
Program Director
(212) 998-5208

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

SCIENCE EDUCATION: BIOLOGY

Freshman Year

Fall Semester
LIBERAL ARTS
Writing Workshop I. A400001
4
MAJOR
New Student Seminar: E03.0001
0
Principles of Biology I. V23.0011
4
College Chemistry I. V25.0101
4
Introduction to Laboratory Techniques. V25.0103
2
TOTAL
14

Spring Semester
LIBERAL ARTS
Writing Workshop II. A400002
4
MAJOR
Calculus I. V63.0021
4
Principles of Biology II. V23.0012
4
College Chemistry II. V25.0102
4
TOTAL
16

Sophomore Year

Fall Semester
LIBERAL ARTS
Introduction to Psychology A89.0001
4
Foundations of Contemporary Culture: Conversations of the West. V55.04 • •
4
Liberal Arts Requirement: Foreign Language
4
MAJOR
General Physics I. V85.0011
5
TOTAL
17

Spring Semester
LIBERAL ARTS
Foundations of Contemporary Culture: World Cultures. V55.05 • •
4
Liberal Arts Requirement: Foreign Language
4
MAJOR
General Physics II. V85.0012
5
Evolution of the Earth. V49.0001
4
TOTAL
17

- Liberal arts requirements, page 94. School of Education courses, page 111. Faculty, page 170.
SAMPLE CURRICULUM WORKSHEET

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<th>Points</th>
<th>Senior Year</th>
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<td>MAJOR</td>
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<td>Inquiries into Teaching and Learning I. E27.1001</td>
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<td>Field Biology and Elements of Ecology. V23.0017</td>
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<td>Education as a Social Institution. E20.1015</td>
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<td>Inquiries into Teaching and Learning II. E27.1002</td>
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<td>The Teaching of Science in Intermediate and Secondary Schools. E14.1149</td>
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<td>Application of Microcomputers to Mathematics and Science Instruction. E36.1002</td>
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<td>Development of Plants. V23.0014</td>
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</table>

STUDY OPTIONS:
Students can choose general science, with a concentration in physics or chemistry, or biology.

Independent Study:
Students can pursue independent study for special projects on an individual basis.

OTHER PROGRAMS TO SEE:
- Nursing
- Nutrition and Dietetics
Social Studies Education

As our society becomes increasingly multicultural, there is a growing need to expand our understanding of one another. What are the different ways that children are reared, that families and communities are socialized, that an entire culture is maintained? How and what do we teach in a multicultural society? To help you teach others about other cultures and ways of life, our Social Studies Education Program takes an interdisciplinary and global approach. We emphasize historical knowledge from the perspective of various disciplines, such as anthropology and sociology, and from the study of non-Western civilizations as well as our own. And studying in New York, an international city, provides you with excellent opportunities for multicultural experiences in both the classroom and in your student teaching internship.

Through our Bachelor of Science Program in Social Studies Education in the Department of Teaching and Learning, you can prepare to teach students in grades 7 through 12 in independent or public
An Expert Faculty

Members of our faculty have written textbooks, developed curriculum materials, and directed numerous training programs for teachers and educational leaders in urban studies, international education, Asian studies, and the humanities. They work closely with United Nations personnel and educators from all over the world. Members of our faculty also teach courses and direct programs in social studies in NYU’s College of Arts and Science.

Strong Liberal Arts Orientation

To build a broad crossdisciplinary understanding of society and civilization, you take a wide range of courses in the humanities, social sciences, foreign languages, mathematics, and natural sciences. Then you develop a social studies concentration in an area such as American history, comparative politics, Western civilization, African civilization, Asian studies, or Latin American development. All courses for the liberal studies core and the social studies concentration are taken in NYU’s College of Arts and Science.

Educational Emphasis

The curriculum’s course work in educational theory and methods builds on this strong foundation in the social sciences. You’ll examine how children and adolescents learn and acquire knowledge, alternative ways of teaching about civilizations and culture, and the latest materials for classroom instruction. With faculty and other students, you’ll explore and discuss current trends in social studies education and some of the most pressing national and local issues in our schools. These courses provide you with the optimum preparation for the classroom.

Your Teaching Internship

You have a one-semester supervised observation and teaching experience with the multicultural student population of a New York City school on both the junior and senior high school levels. Internship settings range from school focusing on students with learning disabilities to those that are among the most academically competitive in the country. A sampling of recent internship placements includes the High School for the Humanities in Chelsea, Stuyvesant High School in lower Manhattan, and Hunter College High School and Julia Richman High School on Manhattan’s Upper East Side.

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.

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 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, 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

YOUR CAREER OPPORTUNITIES
THE PROGRAM
The curriculum in social studies education, grades 7-12, combines 60 points of liberal arts courses with 22 required points in education that cover the teaching of social studies in a school setting along with courses in educational and developmental psychology. Students also take 36 points in required specialization courses that include histories of Western civilization, modern China, Latin America, Europe, Africa, and the Middle East. Students can also choose 6 unrestricted credits from any area of interest. Students receive one semester of observation and one semester of student teaching under the direct supervision of a licensed teacher.

Philip Hosay
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East Building, Suite 635
239 Greene Street
New York, NY 10003-6674

SO CI A L  S T U D I ES  E D U C AT I O N

Freshman Year Points

Fall Semester
LIBERAL ARTS
Writing Workshop I. A40.0001 4
foundations of Contemporary Culture: Conversations of the West. V55.04 ** 4
MAJOR
New Student Seminar E03.0001 0
Contemporary Problems: Educational Reform and Social Education. E23.062 3
History of the United States to 1865. A57.0009 4
TOTAL 15

Spring Semester
LIBERAL ARTS
Writing Workshop II. A40.0002 4
Liberal Arts Requirement: Mathematics 4
Foundations of Contemporary Culture: World Cultures. V55.05 ** 4
MAJOR
History of the United States Since 1865. A57.0010 4
TOTAL 16

Sophomore Year Points

Fall Semester
LIBERAL ARTS
Foundations of Contemporary Culture: Societies and Social Sciences. V55.06 ** 4
Foundations of Scientific Inquiry: Natural Science I. V55.02 ** 4
MAJOR
Introduction to the Civilization of Imperial China. V33.0722 4
Development of Latin America. V95.0762 4
TOTAL 16

Spring Semester
LIBERAL ARTS
Liberal Arts Requirement: Foreign Language 4
Foundations of Scientific Inquiry: Natural Science II. V55.03 ** 4
MAJOR
Comparative Politics. A53.0500 4
Europe and the Middle East in Historical Perspective. V57.0534 4
TOTAL 16

• Liberal arts requirements, page 94. School of Education courses, page I I I. Faculty, page 170. •
### SAMPLE CURRICULUM WORKSHEET

<table>
<thead>
<tr>
<th>Junior Year</th>
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<td>LIBERAL ARTS</td>
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<tr>
<td>Liberal Arts Requirement: Foreign Language</td>
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<tr>
<td>Foundations of Contemporary Culture: Expressive Culture. V55.07</td>
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<td>MAJOR</td>
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<tr>
<td>History of African Civilization During the Nineteenth and Twentieth Centuries. V57.0056</td>
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<td>Current Trends and Problems in Secondary Social Studies Education. E23.1135</td>
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<tr>
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<td>Introduction to Psychology A89.0001</td>
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<td>Survey of Developmental Psychology: Introduction. E35.1271</td>
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</table>

**STUDY OPTIONS:**

- Students may develop interdisciplinary concentrations in history and the social sciences.

**Independent Study:**

- Students can pursue independent study in a particular area of social studies content for example, African history, East Asian political and economic development, Latin American society and culture, American ethnic relations, etc."

**Study Abroad:**

- Students may participate in a wide range of study abroad program offered by NYU and other accredited colleges or universities.

**OTHER PROGRAMS TO SEE:**

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

Society today recognizes the right of children and adolescents with disabilities to be educated as fully as possible. School districts are required to provide special education services for students classified as disabled up to the age of twenty-one. An expanding network of support services is available throughout the region to assist the special education professional. As a special education teacher, you use specialized methods to instruct those who have difficulty learning as a result of retardation, learning disabilities, emotional disturbance, or physical disability. Your goal is to help them to fulfill their potential within the mainstream of the community.

We offer the Bachelor of Science Program in Special Education in the Department of Teaching and Learning-one of the few available in the country. Our broad-based training prepares you to work as a special education teacher with many different populations in a variety of settings.
Prepare for Dual Certification

We prepare you for two types of qualifying examinations: as a special education teacher (kindergarten through grade 12) and an elementary school teacher (nursery through grade 6). This enables you to teach five- to twelve-year-olds in either general or special education settings and to provide other special education for students from ages three to twenty-one.

The curriculum offers the liberal arts concentration required for general elementary education certification. You can select from areas such as history, psychology, language arts, literature, or science. We also prepare you for special education teaching through such courses as child development and learning, the psychology and education of exceptional children, and emotional disorders.

Introduction to the Field

In your freshman year, you take a two-semester course introducing you to special education. It includes classroom work and field visits to a variety of special education settings. You are exposed to different services offered to children and adolescents with disabilities while being introduced to a range of career opportunities. Continuing into your sophomore year, field observations are integrated in a year-round course in a variety of settings.

Teaching Internship

During your junior year, you work in a general education classroom, where you apply general education principles to teaching students without disabilities. In your senior year, you begin your student teaching in a special education setting. You will have two placements of different varieties, depending on your interests. You are supervised by an experienced teacher at the site of your fieldwork plus a faculty member.

Recent student teaching placements include public schools throughout New York City and independent schools for children and adolescents with learning disabilities or emotional disturbances.

Student Activities

From your first to your final year, your involvement in departmental activities will round out your learning. You may join the Future Teacher's Club or the Special Education Club, which is a chapter of the Council for Exceptional Children, and participate in various departmental seminars and social activities.

We periodically invite special education professionals as speakers to help you explore career possibilities. Speakers include experienced teachers, program leaders, and other representatives from the New York City Board of Education.

Helping You Start Your Career

Our faculty helps students to find volunteer and paid placements in special education. These include part-time jobs working with children and adolescents with moderate to severe disabilities in different settings such as summer camps or with individual families. Your volunteer work or student teaching often lead to information on opportunities for employment following graduation.

YOUR CAREER OPPORTUNITIES

Increased understanding of the needs and rights of students with disabilities have made special education a rapidly growing and exciting field with a persistent shortage of teachers throughout the country.

Our graduates are eligible to be certified as special education teachers of three- to twenty-one-year-olds and are additionally eligible to apply for certification as elementary school teachers. They are able to put their specialized skills and knowledge to work in public or independent settings, alternative programs for people with disabilities, supported work environments, and special living arrangements.

Career options also include work in foundations, social service agencies, and government service. Many graduates in the Special Education Program chose to go on for their master's degree to become eligible for permanent certification.

The following is a sample of jobs obtained by recent graduates:

- Special education teacher at the New York Foundling Hospital
- Special education teacher with the New York City Board of Education
- Special education teacher at private schools
THE PROGRAM

The curriculum in special education combines 68 points of liberal arts courses with 21 points in general education requirements covering educational psychology, child development and learning, and fieldwork in elementary education. Students also take 33 points in required courses focusing on special education, including behavior modification in special education settings, language development, and strategies for teaching in diverse settings) ranging from exceptional children and mild behavior disorders to moderate and profound learning and behavior disorders as well as 24 points in an area of concentration within one area of the liberal arts. Students also complete three semesters of student teaching and/or internships in schools, hospitals, residential centers, and treatment facilities, one semester of which in an elementary school setting and two semesters in special education settings.

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SPECIAL EDUCATION

Freshman Year  
Points

Fall Semester

LIBERAL ARTS

Writing Workshop I. A400001
4
Foundations of Contemporary Culture: Conversations of the West. V55.04 • •
4
Liberal Arts Requirement: Foreign Language
4

MAJOR

New Student Seminar: E03.0001
0
Orientation Seminar and Fieldwork: Psychoeducational Aspects of Special Education. E75.0081
3
Drug and Alcohol Education and Child Abuse Identification. E81.1901

TOTAL 16

Spring Semester

LIBERAL ARTS

Writing Workshop II. A40.0002
4
Introduction to Psychology. A89.0001
4
Liberal Arts Requirement: Foreign Language
4

MAJOR

Introduction to the Psychology and Education of Exceptional Individuals. E75.0083
3

TOTAL 15

Sophomore Year  
Points

Fall Semester

LIBERAL ARTS

Foundations of Contemporary Culture: World Cultures. V55.050 • •
4
Liberal Arts Concentration
4
Liberal Arts Requirement: Mathematics
4

MAJOR

Child Development, Home, the School, and the Community I. E25.0019
2
Inquiries into Teaching and Learning I. E27.1001
4

TOTAL 18

Spring Semester

LIBERAL ARTS

Foundations of Contemporary Culture: Societies and the Social Sciences. V55.060 • •
4
Liberal Arts Requirement: Natural Science
4
Liberal Arts Concentration
4
Inquiries into Teaching and Learning II. E27.1002
4

MAJOR

Child Development, Home, the School, and the Community II. E25.0020
2

TOTAL 18

- Liberal arts requirements, page 94. School of Education courses, page 111. Faculty, page 170.
## SAMPLE CURRICULUM WORKSHEET

### Junior Year

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<td>Language and Reading Instruction in Early Childhood and Elementary Education I. E25.1176</td>
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<td>Teaching of Elementary School Mathematics I. E12.1023</td>
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<td>Teaching of Science in the Elementary School I. E14.1001</td>
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<td>Practicum Seminar I. E75.1012</td>
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<tr>
<td>Educational Psychology E35.1014</td>
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### Senior Year

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<tr>
<td>Supervised Student Teaching in Special Education. E75.1009</td>
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<tr>
<td>Behavior Modification in Special Education Settings. E75.1160</td>
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<tr>
<td>Practicum Seminar II. E75.1013</td>
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<tr>
<td>Principles and Practices for Teaching Students with Moderate to Profound Learning and Behavioral Disorders. E75.1010</td>
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<tr>
<td>Teaching Reading to Exceptional Children, E35.1007</td>
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<td>Speech Communication, E21.0033</td>
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<tr>
<td><strong>MAJOR</strong></td>
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<tr>
<td>Supervised Student Teaching in Special Education. E75.1009</td>
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<td>Behavior Modification in Special Education Settings. E75.1160</td>
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<td>Principles and Practices for Teaching Students with Moderate to Profound Learning and Behavioral Disorders. E75.1010</td>
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<td>Teaching Reading to Exceptional Children, E35.1007</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</table>

### STUDY OPTIONS:

The 24-point liberal arts concentration may be taken in an area such as art, English, foreign language, history, science, mathematics, or psychology.

**Independent Study:** Individualized study options allow you to pursue your interest in working with a specific age group, a particular level of disability or retardation, or in a specific type of setting. You may develop an independent study project during the academic year, combine summer camp work with independent study, or do additional fieldwork placements with the population that most interests you.

### OTHER PROGRAMS TO SEE:

- Applied Psychological Studies
- Early Childhood and Elementary Education
Speech-Language Pathology and Audiology

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 provisionally certified as teachers of the speech and hearing handicapped. Through their academic preparation, students learn about normal and disordered/delayed speech and language 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. Teachers of the speech and hearing handicapped are in great demand. This is the first step in the process to becoming certified and licensed as speech-language pathologists or audiologists.

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 provisional certification as a Teacher of the Speech and
Hearing Handicapped. This program prepares you to work as a teacher of speech improvement in grades K-12 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 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 take over part of the teaching responsibility 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 regular class 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 persistent demand for teachers in this field provides ample opportunities for you.

Upon graduating from our undergraduate program in speech-language pathology and audiology you are eligible to take the New York State Teacher Certification Examination (NYSTCE) series. If you pass the series of exams and file an application for teacher certification, the New York State Department of Education will grant you provisional certification as a Teacher of the Speech and Hearing Handicapped. Your certification is readily transferable to most other states as well. Graduates with this certification are in great demand at public and private schools throughout the country.

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

Recent graduates have found positions in public and private schools as teachers of speech improvement, working directly with children who have communication disabilities and speech and language problems. Others have gone on to study for the masters degree to become professionally certified and licensed as speech-language pathologists and audiologists.
THE PROGRAM
The undergraduate curriculum leads to eligibility for provisional certification as a Teacher of the Speech and Hearing Handicapped K-12. The curriculum consists of

- 60 points of liberal arts courses
- 40 points of specialization courses
- 20 points of education courses, including one semester of student teaching in public or private schools, supervised by a licensed speech-language pathologist
- 8 points in unrestricted electives

Allison Garvin-Cullen
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719 Broadway, Suite 200
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TEACHER OF THE SPEECH AND HEARING HANDICAPPED: K-12

Freshman Year

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<td>Natural Science</td>
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<td>Foundations of Contemporary Culture</td>
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MAJOR

| Speech Pathology I. E34.0017 | 2 |
| Fundamentals of Hearing. E34.0229 | 2 |
| Drug and Alcohol Education and Child Abuse Identification. E81.1901 | 1 |
| TOTAL | 17 |

Spring Semester

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MAJOR

| Speech Pathology II. E34.0018 | 2 |
| TOTAL | 18 |

Sophomore Year

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<td>American Sign Language I. E28.1090</td>
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MAJOR

| Survey of Developmental Psychology: Introduction. E35.1271 | 3 |
| Anatomy and Physiology of the Speech and Hearing Mechanism II. E34.0009 | 3 |
| Acoustic Phonetics. E34.0402 | 3 |
| TOTAL | 17 |

- Liberal arts requirements, page 94. School of Education courses, page 111. Faculty, page 170.
SAMPLE CURRICULUM WORKSHEET

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| Spring Semester | | |
| LIBERAL ARTS | | |
| Foundations of Contemporary Culture | 4 | |
| MAJOR | | |
| Speech Pathology: An Introduction to Methods and Materials for Diagnosis and Therapy in the Schools. E34.1025 | 4 | Integrated Liberal Arts Course | 4 |
| Introduction to Language Disorders in Children. E34.1275 | 3 | Supervised Student Teaching of Speech in the Elementary and Junior High Schools. E34.1546 | 6 |
| Introduction to Articulation Disorders. E34.1101 | 3 | Unrestricted Elective | 4 |
| Audiology: Intervention Strategies with Children. E34.1205 | 3 | | |
| TOTAL | 17 | TOTAL | 14 |

STUDY OPTIONS:

**Independent Study:**
Individually tailored independent study project may be developed in the area of speech-language pathology.

The Department of Speech-Language Pathology and Audiology is affiliated with many hospitals, schools, and rehabilitation centers that assist you in your research for your independent studies.

OTHER PROGRAMS TO SEE:

- Communication Studies: Speech and Interpersonal Communication Specialization
- Early Childhood and Elementary Education
- Special Education
Teacher Education Minor

The School of Education offers an official minor in education to students in the College of Arts and Science. This minor will appear on the student’s transcript and consists of the 17-point sequence of courses outlined on this page. Most students begin the sequence in the fall of the junior year.

The minor in education is designed to give CAS students an opportunity to explore teaching. Students can start by taking just one or two courses. The courses in this sequence explore important issues in education today. They allow students to gain classroom experience and to discover firsthand whether teaching is a career they wish to pursue. Because these courses are part of the core requirement for all teacher educators, students will also get a head start toward a master’s degree and permanent teacher certification in one of these areas: art, biology, dance, early childhood and elementary education, English, foreign language, general science with a concentration in physics or chemistry, mathematics, music, social studies, or special education.

Teacher Certification Tracks

For those College of Arts and Science students who plan on teaching immediately after they graduate, the School of Education offers 24- to 27-point certification tracks in English, foreign language, mathematics, science, and social studies. When students complete the certification track sequence, the School of Education will recommend them to the New York State Department of Education for provisional certification.

For Further Information

To learn more about the education minor or how a particular major in the liberal arts can fit into a certification area, call or make an appointment with Robert Park, CAS Student Advising Center, Main Building, 100 Washington Square East, Suite 9051; (212) 998-8130.

The School of Education also has a teacher certification officer who will assist CAS students with the minor in education or the teacher certification tracks. Call for an appointment with Melissa Miles, Teacher Certification Officer, School of Education Office for Student Services, 82 Washington Square East, Room 32; (212) 998-5033.

The 17-point minor is also available for School of Education students in non-teacher certification programs.

### TEACHER EDUCATION MINOR SAMPLE CURRICULUM

( NONCERTIFICATION WORKSHEET 17-POINT SEQUENCE )

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Points</th>
<th>Senior Year</th>
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<tr>
<td>Fall Semester</td>
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<td>Fall Semester</td>
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<td>Inquiries into Teaching and Learning I. E27.1001</td>
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<td>The Critical Study of Education. E55.1031</td>
<td>3</td>
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<td>Drug and Alcohol Education and Child Abuse Identification. E81.1901</td>
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<td>Inquiries into Teaching and Learning II. E27.1002</td>
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<td>Education as a Social Institution. E20.1015</td>
<td>3</td>
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<td>TOTAL</td>
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<td>TOTAL</td>
<td>8</td>
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- Liberal arts requirements, page 94. School of Education courses, page 111. Faculty, page 170. -
Liberal Arts Requirements

I. THE MORSE ACADEMIC PLAN
(For students entering the school as freshman 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

The ability to write with clarity, force, and grace, whether in telling a simple story or in presenting a complex argument, is an invaluable skill. There is a direct connection between writing clearly and thinking clearly. Thus, writing is not only a means of communication but also a tool for learning. Since writing can always be improved by practice, MAP devotes an entire year to expository writing (and more than that for students for whom English is a second language) and all the other courses in MAP also stress written work.

All students (except those in the HEOC program) must complete Writing Workshop I and II (A40.0001, A40.0002) or the International Writing Workshop sequence (A40.0003, A40.0004, A40.0009). HEOC students must complete Prose Writing I and II (A40.0005, A40.0006). Most students for whom English is a second language take the International Writing Workshop sequence, and some need to start with preliminary courses at the American Language Institute.

Foreign Language

The study of foreign languages, ancient or modern, has long been an integral part of a liberal arts education. The process of learning a foreign language is apt to yield a better understanding of one's own native tongue. It also fosters an awareness of human diversity by giving deeper access to other cultures. In addition, it serves a practical need for language skills in government, business, research, and other fields. Not least, the study of one or more languages prepares an individual not only to study abroad but also to function effectively in an increasingly global society.

Foundations of Contemporary Culture

Foundations of Contemporary Culture (FCC) presents an integrated, interdisciplinary introduction to the humanities and social sciences. The four-course sequence is focused but flexible, for it permits students a variety of options. It has a number of general goals: (1) to provide a number of readings shared by most students; (2) to expose students to some of the ways in which civilization may be studied, social issues analyzed, and artistic activity explored; and (3) to improve students’ ability to read, analyze, and think rigorously and write effectively. All the FCC courses are taught by regular faculty, including some of the University’s most distinguished professors.

CONVERSATIONS OF THE WEST

The courses explore the Western tradition and its constant reworking of itself; it is assumed that the Western tradition has involved ongoing internal debate and intense self-criticism and self-criticism. The first part of the course considers a common set of texts from antiquity in order to identify major issues of Western civilization. The current readings are Genesis, Exodus, Luke, and Acts from the Bible; a Platonic dialogue and a Sophoclean or Euripidean play; Vergil’s Aeneid; and Augustine’s Confessions. The second part turns to one of four periods of change and reassessment of the legacy—the Middle Ages, The Renaissance, the Enlightenment, or the 19th Century. In each track one or more readings are prescribed for the later period; the rest the instructor selects.

WORLD CULTURES

Each of the courses in this cluster examines a cultural tradition outside the dominant cultural forms associated with Europe and North America; a course can focus on cultures and groups of any historical period. The cultural tradition may be defined by cultural region or groups. Each course is intended 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; to examine the challenges of “translation,” of appreciating cultural traditions other than one’s own; and to introduce students to the major texts, artifacts, and values of other cultural traditions.

SOCIETIES AND THE SOCIAL SCIENCES

Over the past centuries, as the Western world has been socially and economically transformed and has become more aware of the range of human societies, a new concern for the critical and empirical study of human behavior and its structures has emerged. Each of the courses in this cluster focuses on a particular issue or set of issues that highlight the ways in which problems have been objectified for study and how data have been collected and analyzed to explain or interpret them. Each course begins with a discussion of the historical development of the social sciences, utilizing materials appropriate to the central issue around which the particular section of the course revolves.

After this historical introduction, the middle and longest segment of the course addresses in some detail the defining issue of the particular section of the course, introducing students concretely to the ways in which relevant data are collected and analyzed, as well as providing some orientation to comparative study. The course closes with a consideration of what might be called “critical” and “positivist” positions in the social sciences, involving the ongoing reappraisal of the enterprise, its assumptions, and its techniques.

EXPRESSIVE CULTURE

These courses aim to explore the purposes and functions of the arts in society through case studies of particular places at particular times; to raise fundamental issues about the interpretation of the arts and to cultivate formal, critical, and historical vocabularies; and to relate both of the above to issues concerning the arts today, making use, when possible, of the rich resources of New York City. There are at present four tracks: Images, Words, Sounds, and Performance, dealing with the visual arts, literature, music, and performance studies, respectively. None is meant to be an introduction to a discipline. All have a three-part structure: the first part questions the definitions and autonomy of the traditional art under consideration; the bulk of the course is devoted to the technical, critical, and historical issues of that art; a short final section raises difficult and unresolved issues about contemporary art—an acknowledgment that open-endedness, not closure, makes the arts.

Foundations of Scientific Inquiry

Science and technology play such a central role in the modern world that even individuals not directly engaged in scientific or technical pursuits need to have solid skills in quantitative and analytical reasoning and a clear understanding of how science is done. Even more than their forebears, citizens of the 21st century will need a certain level of competence and confidence in dealing with the approaches and findings of science, if they are to make informed decisions on vital political, economic, and social issues. The three-course requirement of FSI-Quantitative Reasoning: Understanding the Mathematical Patterns in Nature; Natural Science I: An Introduction to the Physical Universe; and Natural Science II: Our Place in the Biological Realm is designed to meet that need for nonscience majors. The courses are meant to be taken in sequence, because their content grows gradually more sophisticated.
are modular and interdisciplinary, each module drawing from several areas of science and illustrating the nature of scientific reasoning rather than striving for encyclopedic coverage of facts. Each course comprises four or five modules and includes substantial hands-on laboratory work, views, as well as their social, political, and economic organization. Topics include the building of the first cities, consolidation of city-state rule, tomb and pyramid building, mortuary cults, international relations, and gender issues. The course is comparative and emphasizes the historically contingent nature of the ways in which these two cultures developed.

**Course Offerings**

**Foundations of Contemporary Culture**

**CONVERSATIONS OF THE WEST**

**Conversations of the West: Antiquity and the Middle Ages**

V55.0401 Pre- or corequisite A40.0001, A40.0002, or A40.0009. Bonfante, Cantor, Chazan, Raymo, Santirocco, Scaglione. 4 points.

Dante’s *Inferno*, selections from *Paradiso*, and other readings from the Middle Ages.

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

V55.0402 Pre- or corequisite A40.0001, A40.0002, or A40.0009. Feron, Hsia, Javitch, Krabbenhoft, Low, Scaglione 4 points.

Machiavelli’s *Prince*, a Shakespearean play or Milton’s *Samson Agonistes*, and other readings from the Renaissance.

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

V55.0403 Pre- or corequisite A40.0001, A40.0002, or A40.0009. Benardete, Chazan, D. Levy, M. itsis, Rubenstein, Ulfers. 4 points.

Pascal’s *Pensees*, Rousseau’s *Confessions*, and other readings from the Enlightenment.

**Conversations of the West: Antiquity and the 19th Century**

V55.0404 Pre- or corequisite A40.0001, A40.0002, or A40.0009. Amal, Engel, Gurland, Renzi, Roedofs. 4 points.

Marx’s *Communist Manifesto*, selections from Darwin, Nietzsche’s *Genealogy of Morality*, or Freud’s * Civilization and Its Discontents*, and other readings from the 19th and early 20th centuries.

**WORLD CULTURES**

**World Cultures: The Ancient Near East and Egypt**

V55.0501 Pre- or corequisite A40.0001, A40.0002, or A40.0009. Wright. 4 points.

Focuses on early Mesopotamia and Egypt, sites of the first civilizations to develop in human history. Draws on archaeological evidence and written sources to introduce students to the essence of the two cultures, emphasizing their religious beliefs, ritual practices, and world views, as well as their social, political, and economic organization. Topics include the building of the first cities, consolidation of city-state rule, tomb and pyramid building, mortuary cults, international relations, and gender issues. The course is comparative and emphasizes the historically contingent nature of the ways in which these two cultures developed.

**World Cultures: Islamic Societies**

V55.0502 Pre- or corequisite A40.0001, A40.0002, or A40.0009. Peters. 4 points.

Introduces students to the common base and the 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. The course 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 the latter’s own writings.

**World Cultures: African Societies**

V55.0505 Pre- or corequisite A40.0001, A40.0002, or A40.0009. Beidelman. 4 points.

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

**World Cultures: The Chinese and Japanese Traditions**

V55.0506 Pre- or corequisite A40.0001, A40.0002, or A40.0009. Roberts. 4 points.

Acquaints students with essential aspects of Asian culture—Confucianism, Taoism, Buddhism, Shintoism—through careful reading of 12 major works of philosophy and literature. A roughly equal division between Chinese and Japanese works is meant to give a basic understanding of the broad similarities and the less obvious but all-important differences among the cultures of Confucian Asia. One reading is a Vietnamese adaptation of a Chinese legend. The last two readings, modern novellas from Japan and China, show the reaction of the traditional cultures to the Western invasions.

**World Cultures: Japan—A Cultural History**

V55.0507 Pre- or corequisite A40.0001, A40.0002, or A40.0009. Harootunian, L. Young. 4 points.

Considers 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.” Finally, examines how key cultural elements were used to make a modern nation-state.

**World Cultures: Russia Between East and West**

V55.0510 Pre- or corequisite: A40.0001, A40.0002, or A40.0009. Borenstein, Fryscak. 4 points.

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

**World Cultures: Middle Eastern Societies**

V55.0511 Pre- or corequisite: A40.0001, A40.0002, or A40.0009. Gilsenan. 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 unknown. Questions examined in depth include What variety of sources do people in the Middle East draw on to define their sense of who they are—as members of particular households, regions, nations, or religious communities? How do women and men construct their gender identity? In what ways are village, town, and city lives being trans-
formed? 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: Pre-Columbian America
V55.0513 Prerequisite: A40.0001, A40.0002, or A40.0009. H. Anderson. 4 points.
This course introduces students to the beliefs and practices of two major societies and cultures of pre-Hispanic Mexico: the Aztecs and the Mayas. It examines the nature of cultures based primarily on an oral tradition. Among the areas explored are how these cultures saw their origins and history; how they defined their relationship to community, to nature, to the gods, and to the state; their ways of seeing life and death; and their concept of time and reality. The course is organized around certain themes, among them, politics and governance, religion and ritual, history and myth, narrative and poetry, codices and stelae, urban centers and ceremonial spaces. The course helps students understand non-western ways of thought and practice and to see the continuity of these traditions into present-day indigenous culture. Also among the issues dealt with is that of the authenticity of sources translated from their original languages and transcribed in the post-conquest period.

World Cultures: Latin America
V55.0515 Prerequisite: A40.0001, A40.0002, or A40.0009. Ferrer. 4 points.
Introduction to Latin American civilization. Begins by exploring the cultural, social, and political organization of indigenous people before the period of European colonization. In the second part, studies the dynamics of the colonial encounter, focusing on such themes as indigenous responses to European rule, the formation of “Indian” society, and the interaction of Europeans, Africans, and indigenous people. The third part of the course turns to postcolonial Latin America. Here, the focus is 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 that allow us to hear diverse voices within Latin American society. Readings include works by European conquerors, Inca and Aztec descendants in the colonial period, and African creole slaves. Required materials also include novels, short stories, cinema, photographs, and music.

World Cultures: India
V55.0516 Prerequisite: A40.0001, A40.0002, or A40.0009. D. Johnson. 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. 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, the course 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 Prerequisite: A40.0001, A40.0002, or A40.0009. Hull. 4 points.
Seeks to foster an awareness and understanding of vital issues facing contemporary African cultures through an exploration of their genesis. Students critically examine each theme and issue with tools used by scholars in various disciplines. For example, our human origins are explored through the findings of archaeologists, paleontologists, and molecular biologists; the problems of governance in modern Africa are viewed through the prism of political science. Conflict between traditional and modern society is reflected in the writings of African novelists and art historians, and the rich musical heritage is explored through ethnomusicology. African slavery and the slave trade are viewed through the lenses of its victims and perpetrators. Thus, 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 Prerequisite: A40.0001, A40.0002, or A40.0009. Blu, Moore. 4 points.
Since well before contact with Europeans, native peoples living in the United States and Canada have spoken many different languages, practiced many varied lifeways, and organized their societies distinctively. To convey a sense of the range and diversity of contemporary Native American life, and to understand the impact of colonial and postcolonial histories on current affairs, this course draws on anthropological, linguistic, sociological, historical, and literary works. Concepts and images developed in a variety of academic disciplines as well as in popular culture are discussed and examined critically. Study of societies in three geographic areas (the Northwest, the Southwest, and the Northeast) is used to explore particular problems confronting analysts and native peoples alike. Some of these problems are how we understand social and cultural diversity and complexity, differing systems of value and social inequality, language use, uses of documentary and oral histories, the impact of urban and rural lifeways, museums, federal acknowledgment or recognition of tribal status, and repatriation (the return of bones and objects of cultural importance to native people).

World Cultures: Muslim Europe
V55.0520 Prerequisite: A40.0001; A40.0002, or A40.0009. Salzmann. 4 points.
From the early eighth century onward, Islamic civilization, which embraced both sides of the Mediterranean, made far-reaching and critical contributions to the course of Western development. This course explores the past and present of Muslims within the boundaries of present-day Europe. It begins by examining the foundation of the oldest Islamic societies of the West, with particular emphasis on the art and science of Al-Andalus (medieval Spain) and on the early modern government and social structure of the Ottoman Balkans. Through history, literature, and the visual arts, the second half of the course focuses on the diversity of the modern Muslim experience in Europe, from Russia to England; it also addresses the dilemmas of self-definition and survival that confront citizen and immigrant alike as minorities within predominantly Christian nation-states.

SOCIETIES AND THE SOCIAL SCIENCES

Societies and the Social Sciences: An Economic Perspective
V55.0602 Prerequisite: A40.0002 or A40.0009. Nyarko. 4 points.
Economic approach to modeling individual decisions. In particular, individuals are modeled as doing what is best for them given their limited knowledge and given the uncertainty and the environment they face. This approach is then used to analyze social institutions. The course begins with a brief discussion of the historical evolution of economic theory. It then studies decision making under the following topics: (1) uncertainty: insurance and stock markets as social institutions; (2) decision making over time: asset pricing and search theory; (3) strategic considerations: auctions, firm behavior, and bargaining; and (4) issues in politics and voting. The course concludes with critiques of the economic approach and a discussion of other social-scientific approaches.

Societies and the Social Sciences: Thinking Strategically About Conflict
V55.0604 Prerequisite: A40.0002 or A40.0009. Brams. 4 points.
Game theory is used as a foundation to analyze conflict, from interpersonal to international, with attention to the effects of differences in power and information. Applications of the theory are made to a variety of strategic situations, ranging from the Bible and literature to contemporary politics and economics, sports, and the law. Institutions for resolving conflicts, including different bargaining and arbitration proce-
dures and fair-division schemes are discussed. Social-choice theory, which analyzes how individual choices are aggregated into social choices, is also studied. The focus is on voting: candidate strategies in elections, coalition-building strategies of political parties and governments, voting paradoxes that can arise in aggregating the preferences of voters, and problems of representation that different apportionment methods and proportional-representation systems are designed to solve.

Societies and the Social Sciences: Protest, Revolt, and Revolution
V55.0605 Prerequisite: A40.0002 or A40.0009. Goodwin. 4 points.
Introduces students to some of the principal ways in which social scientists have sought to explain political protest, social movements, and revolutions. Includes close and critical reading of a series of “great books,” both classical and contemporary. After an initial examination of the alternative perspectives of Marx and Tocqueville, the course focuses on how contemporary social scientists have addressed three crucial questions: First, why and how do people become politically disgruntled or radicalized? Second, how are they actually able to protest or rebel collectively? Third, under what circumstances is protest or rebellion likely to succeed or likely to fail? In exploring these questions, students are introduced to the history and dynamics of the French Revolution, the U.S. civil rights movement, the proabortion and antiabortion movements, and the gay liberation movement.

Societies and the Social Sciences: Measures and Models of Inequality and Justice
V55.0606 Prerequisite: A40.0002 or A40.0009. Jasso. 4 points.
The sense of justice is the stuff of the human experience. Every day and in all walks of life, it plays a part in people’s reflections, judgments, sentiments, and actions. This course provides an introduction to the current social scientific treatment of questions of justice, set against the rich backdrop of philosophical and literary reflections, ancient and modern. It includes theoretical as well as empirical approaches involving ways of measuring and testing some of the basic quantities and relations of justice. In examining the key role that inequality plays in the justice process, it seeks to make precise the links between inequality and justice.

Societies and the Social Sciences: Gender and Power in Global Perspective
V55.0607 Prerequisite: A40.0002 or A40.0009. A. Abu-Lughod, Nolan. 4 points.
How does gender structure our social worlds, and how do gender systems, as systems of power, shape the lives of women and men cross-culturally? These are among the most challenging questions in contemporary social analysis. This course explores how different social theories and analytical frameworks allow us to think more clearly about these questions. It takes a global perspective on gender, both analyzing gender systems in diverse societies (in Africa; South, East, and Southeast Asia; Eastern and Western Europe; and the Middle East) and revealing the effects on gender systems and women’s lives of historical and contemporary interconnections among societies. Topics include theories of women’s status; forms of analysis; comparative revolution (China, France, Iran); rights, needs, and citizenship; the politics of reproduction; women’s work in the global economy.

Societies and the Social Sciences: Violence
V55.0608 Prerequisite: A40.0002 or A40.0009. Uleman. 4 points.
Surveys much of what is known about violence—its definitions, causes, effects, and remedies. Emphasizes empirical literatures, illustrating how social scientists formulate research questions, collect and analyze data, and draw conclusions. Although focused primarily on interpersonal violence and psychological issues, the course also includes theory and research by anthropologists, criminologists, economists, and sociologists.

Societies and the Social Sciences: Point-Counterpoint
V55.0611 Prerequisite: A40.0002 or A40.0009. Jackson. 4 points.
Introduces the ideas, methods, and analytical strategies of the social sciences through material focused on current public controversies, such as abortion, the death penalty and the national debt. Teaches students how to think critically and analytically about public issues and how social scientists develop theories and do research to illuminate such issues. Challenges students to think about their own beliefs not by questioning their values but by demanding that they ground their opinions in realistic findings and theories derived from social research.

Societies and the Social Sciences: Economy and Society
V55.0613 Prerequisite: A40.0002 or A40.0009. Guthrie. 4 points.
The relationship between the economy and several aspects of social life: The first part considers the classic economic and social-scientific works of Adam Smith, Karl Marx, and Max Weber, focusing on these authors’ conceptions of social structure and economic action. The second part considers a number of different contemporary issues, focusing on economy-society relationships. Topics of study include the structure of markets, the role of the state, and social inequality in contemporary society.

EXPRESSIVE CULTURE

Expressive Culture: Words
V55.0701 Prerequisite: A40.0002 or A40.0009. Chioles, Donohue, Haynes, Magnuson. 4 points.
What is literature or the literary? Is there a literary language that works differently from ordinary language? What are literary style and form? What is the position of the writer or artist in relation to society, and what is the function of the reader? Is literature a mirror of the world that it describes, an attempt to influence a reader’s ideas or opinions, an expression of the identity of the writer, or none of these? This course attempts to answer some of these questions.

Expressive Culture: Images
V55.0702 Prerequisite: A40.0002 or A40.0009. Silver, Sullivan, Turner. 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 way 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: Sounds
V55.0703 Prerequisite: A40.0002 or A40.0009. Averill, Burrows, Roese, Yellin. 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 reassert the value of music in human experience.

Expressive Culture: Performance
V55.0704 Prerequisite: A40.0002 or A40.0009. Browning, Martin, Zitter. 4 points.
Examines “performance” both as a practice and as a theoretical tool with which to understand today’s world. The broad spectrum of live performance is explored by means of lectures, discussions, and fieldtrips. Students look at theatre and dance, performance in everyday life, rituals, popular entertainments, and...
intercultural performance. On the theoretical level, students are introduced to “speech acts,” “restored behavior,” “ritual process,” and “play.” Students see a broad variety of performances, such as Native American powwow, Indian Hindu ritual drama, off-Broadway theatre and dance, African American gospel, street performers, and a courtroom trial.

**Expressive Culture: Film**
V55.0707 Prerequisite: A40.0002 or A40.0009. Allen, Simon. 4 points.
Film is a medium that combines a number of arts. It lies at the intersection of art and technology and of art and mass culture and at the boundaries of the national and the global. Film is also a medium that coincides with and contributes to the invention of modern life. This course explores the expressive and representational achievements of cinema in the context of modernity and mass culture, providing students with the concepts to grasp the different ways in which films create meaning, achieve their emotional impact, and respond in complex ways to the historical contact in which they are made.

**Foundations of Scientific Inquiry**

**QUANTITATIVE REASONING**

**Quantitative Reasoning: Mathematical Patterns in Nature**
V55.0101 Prerequisite: completion of or exemption from A63.0005. Greenleaf, Novikoff. 4 points.
Examines the role of mathematics as the language of science through case studies selected from the natural sciences and economics. Topics include getting used to the scale of things in the natural world; the art of making estimates; cross-cultural views of the sources of knowledge about the natural world; growth laws; the growth of money, cost-benefit analysis, and the concept of “constant dollars”; radioactive decay and its role in unraveling the history of Earth and the solar system; the notion of randomness, mathematics and probability, analyzing games of chance, and basic ideas from statistics; scaling laws—why things are the same size they are; the cosmic distance ladder; the meaning of “infinity.” This calculator-based course is designed to help students use mathematics with some confidence in applications.

**Quantitative Reasoning: Mathematics and the Computer**
V55.0102 Prerequisite: completion of or exemption from A63.0005. Hausner. 4 points.
Discusses the influence that mathematics has had on the development of the computer, as well as the influence the computer has had on the development of mathematics. Some of the topics discussed are logic and Boolean algebra; switching circuits: AND, OR, and NOT gates and how they are used; how the computer does arithmetic: binary, octal, and hexadecimal notation and arithmetic; programming on a spreadsheet; orders of magnitude: an analysis of why certain problems are done easily and why certain problems are intractable. Can computers think or do mathematics? Can or will computers replace mathematicians? How does the computer solve mathematical problems? Turing machines: what are they, why were they invented, and how are they used? Note: This course is not about how to use a computer.

**Quantitative Reasoning: Mathematical Patterns in Society**
V55.0103 Prerequisite completion of or exemption from A63.0005. Benoit. 4 points.
Examines the role of mathematics in a variety of contexts in the natural and social sciences, but with special emphasis on problems in economics. Develops tools that span both the natural and the social sciences, including sampling, growth and decay, present value, and probability and statistics. These topics are used as a foundation to explore the application of mathematical approaches to economics, especially the use of game theory and its related techniques.

**NATURAL SCIENCE I (PHYSICAL SCIENCES)**

**Natural Science I: The Cosmos and the Earth**
V55.0202 Prerequisite V55.01•• or E12.0001 Fundamentals of Mathematics. Glassgold, Huggins, Rampino. 4 points.
This course takes origins as its theme and looks at how scientists address this question in both cosmology and the earth sciences. Evidence for the big bang theory of the creation of the universe and the formation of the elements during stellar evolution are discussed, along with how that evidence is extracted from the analysis of light coming from the stars. Like the universe, our planet is also seen to be a dynamic place. Our present understanding of the earth has emerged from a series of debates centering on the earth’s place in the cosmos, the theory of plate tectonics and continental drift, and the importance of catastrophic events in the earth’s history, which continues today with the question of what killed the dinosaurs.

**Natural Science I: Energy and the Environment**
V55.0203 Prerequisite V55.01•• or E12.0001 Fundamentals of Mathematics. Bent, Kallenbach, Moskowitz. 4 points.
Explores the scientific foundation of several current environmental issues and the policy decisions that bear on them. The first set of topics address the atmosphere, including ozone and its depletion, greenhouse gases, and acid rain. Case studies from the New York City environment, such as the Hudson River, are used to focus discussions. Finally, the basis of our need for energy fossil fuels and their supplies, and the available alternatives are discussed.

**NATURAL SCIENCE II (BIOLOGICAL SCIENCES)**

**Natural Science II: Human Genetics**
V55.0302 Prerequisite: V55.02••. Jordan. 4 points.
We are currently witnessing a revolution in human genetics, where the ability to scrutinize and manipulate DNA has allowed scientists to gain unprecedented insights into the role of heredity. This course explores the foundations and frontiers of modern human genetics, with an emphasis on understanding and critically evaluating new discoveries in this rapidly evolving field of research. The syllabus begins with an overview of the principles of inheritance, where simple Mendelian genetics is contrasted with the interactions of genes and environment that influence complex physical or behavioral traits. In this context we develop the statistical techniques used to quantify genetic inheritance or establish a linkage between genes and characteristics. Descending to the molecular level, the course investigates how genetic information is encoded in DNA and examines the science and social impact of genetic technology, including topics such as cloning, genetic testing, and the human genome project. The course concludes by studying how genes vary in populations and how geneticists are contributing to our understanding of human evolution and diversity. The laboratory projects throughout the semester introduce students to the methodology of genetic research, ranging from diagnosing inherited traits in families to hands-on explorations of the techniques of genetic engineering.

**Natural Science I: Einstein's Universe**
V55.0204 Prerequisite V55.01•• or E12.0001 Fundamentals of Mathematics. Adler fall and spring. 4 points.
Albert Einstein remains a seminal figure in the history of science, and yet there is little public understanding of his revolutionary scientific theories. This course addresses the science and life of Einstein in the context of 20th-century physics. Starting with natural science in the 19th century, ideas about light, space, and time that were contemporaneous with Einstein’s formative years are discussed in order to understand why his work was so innovative. Although Einstein made contributions to several areas of physics, his most influential ideas are contained in his theories of special relativity, which reformulated conceptions of space and time, and general relativity, which extended these ideas to gravitation. Both of these theories are quantitatively explored, from their theoretical foundations to the experiments that have been designed to test them. The course also explores wide-ranging applications of these ideas, from nuclear energy that powers the sun to black holes and the big bang theory of the birth of the universe.
Natural Science II: Ecology of the Earth
V55.0304 Prerequisite: V55.02••. Mellett. 4 points.
Introduces students to the complex interactions between human populations and ecosystems on the earth. Topics covered include the scientific method and the nature of scientific truth; is there an environmental crisis? The atmosphere, hydrosphere, lithosphere, cryosphere, and biosphere; energy flows and the earth; reading geochemistry from minerals and rocks; minerals and fossil fuels-their origins and availability; ecosystems on Earth; coral reefs and nearshore marine environments; major terrestrial biomes; remote sensing and satellite imagery of the earth; monitoring environmental changes; the “Tragedy of the Commons”; an introduction to human demographics; resources and populations; world regional soils and climates; ecology of food production; risk assessment in the environmental arena.

Natural Science II: Human Origins
V55.0305 Prerequisite: V55.02••. Disotell, Harrison. 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, including genetics, evolutionary theory, systematics, geology, comparative anatomy, paleontology, primate behavior, ecology, forensic anthropology, and archaeology. 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. Classwork is problem-oriented, focusing on critically reviewing the different kinds of information and techniques that are currently available. Topics include how to reconstruct evolutionary relationships using molecular and morphological data, the mitochondrial Eve hypothesis, ancient DNA, human variation and natural selection, the use of stable isotopes to reconstruct dietary behavior in prehistoric humans, solving a 2,000-year-old murder mystery, the importance of studies of chimpanzees for understanding human behavior, and the 4-million-year-old fossil evidence for human evolution. The laboratories emphasize hands-on activities and also include projects at the Bronx Zoo and the American Museum of Natural History.

Natural Science II: Brain and Behavior
V55.0306 Prerequisite: V55.03••. Azmitia, Kiorpes. 4 points.
Covers current and important topics in neuroscience. Why do so many people drink alcohol and take drugs? what does Prozac do to the brain? Is the brain closer to a computer or a plant? Students learn about these and other questions from studies of brain organization and function. 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. Lab topics explore brain anatomy, basic neural processes, sensory systems, receptor function, and behavior through hands-on experiments and computer demonstrations; handling of animals and animal brain tissue is required in some labs. In addition to lecture and laboratory assignments, students read two “brain” books and write book reports.
II. THE LIBERAL EDUCATION PROGRAM (LEP)
(For students matriculated prior to fall 1997.)

The Liberal Education Plan, consisting of 12 broadly defined areas of knowledge of the arts and sciences, is the general education requirement for students who entered the School of Education as freshmen or transfer students before fall 1997. Most School of Education programs require that courses be taken in all 12 LEP areas of study. The following pages list, by area, the courses in the School of Education and in the College of Arts and Science (CAS) that will satisfy these requirements. Please check the schools’ bulletins for course descriptions. “E” courses are given by the School of Education; “A” and “V” courses by CAS.

GUIDELINES AND RECOMMENDATIONS

Foreign Language
1. In all instances, the course(s) taken to fulfill this LEP requirement MUST be in a language other than English. American Sign Language is acceptable. Literature in English Translation is not acceptable.
2. Prior to registration in language course, you must take the CAS-administered proficiency/placement examination.
3. School of Education policy does not allow for exemptions from a program’s foreign language requirement. International students are required to take a language course (other than English) as well.

Mathematics
1. This requirement may be waived by examination. If exempt, you may substitute any liberal arts elective for a mathematics course.
2. Any mathematics course will satisfy this requirement. You are encouraged to take the School of Education course, E12.0001, Fundamentals of Mathematics, which was developed by our faculty to satisfy this LEP requirement.

Natural Sciences
Two courses (8 credits) are the minimum requirements for this area. You may take both courses in the same science discipline to fulfill this requirement, provided there is no conflict with your program requirements.
Social and Behavioral Sciences
Two courses (8 credits) are the minimum requirements for this area. You must take course work in two different social science disciplines to fulfill this requirement.

Speech Communication
E21.0033 is required unless you are exempt by examination. You may then take another 4 points in speech communication or fulfill the requirement with any liberal arts elective. Students in programs in Communications Studies, including Graphic Communications Management and Technology, are not eligible for exemption.

New Student Seminar
New freshmen and transfer students are required to enroll in the New Student Seminar, E03.0001, their first semester in residence.

Expository Writing Proficiency Examination
Upon completion of Writing Workshop II, you are required to pass the Expository Writing Proficiency Examination, which is administered through the Expository Writing Program.

International Students
Students whose first language is not English may fulfill the expository writing requirements by taking A40.0003, 0004, and A40.0009. Permission to register for A40.0003 is based on tests given at the American Language Institute.

Area I: Foreign Language

Education: Deafness Rehabilitation
E28.1090 American Sign Language Techniques of Communicating with Deaf Persons, Level I
E28.1091 American Sign Language Techniques of Communicating with Deaf Persons, Level II
E28.1291 American Sign Language Techniques of Communicating with Deaf Persons, Level III
E28.1292 American Sign Language Techniques of Communicating with Deaf Persons, Level IV

CAS: Classics
A27.0002 Intensive Elementary Latin
A27.0003 Elementary Latin I
A27.0004 Elementary Latin II
A27.0007 Elementary Ancient Greek I
A27.0008 Elementary Ancient Greek II

CAS: East Asian Studies
A33.0201 Elementary Chinese I
A33.0202 Elementary Chinese II
V33.0247 Elementary Modern Standard Japanese I
V33.0248 Elementary Modern Standard Japanese II
V33.0254 Elementary Korean I
V33.0255 Elementary Korean II

CAS: French
A45.0001 Elementary French I
A45.0002 Elementary French II
A45.0010 Intensive Elementary French
A45.0011 Intermediate French I
A45.0012 Intermediate French II
A45.0020 Intensive Intermediate French

CAS: German
A51.0001 Elementary German I
A51.0002 Elementary German II
A51.0003 Intermediate German I
A51.0004 Intermediate German II

CAS: Italian Studies
A59.0001 Extensive Elementary Italian I
A59.0002 Extensive Elementary Italian II
A59.0010 Elementary Italian
A59.0011 Extensive Intermediate Italian I
A59.0012 Extensive Intermediate Italian II
A59.0020 Intermediate Italian

CAS: Middle Eastern Studies
A77.0101 Elementary Arabic I
A77.0102 Elementary Arabic II
A77.0103 Intermediate Arabic I
A77.0104 Intermediate Arabic II
A77.0401 Elementary Persian I
A77.0402 Elementary Persian II
A77.0403 Intermediate Persian I
A77.0404 Intermediate Persian II
A77.0405 Elementary Hindi/Urdu I
A77.0407 Intermediate Hindi/Urdu I
A77.0501 Elementary Turkish I
A77.0502 Elementary Turkish II
A77.0503 Intermediate Turkish I
A77.0504 Intermediate Turkish II

CAS: Hebrew and Judaic Studies
A78.0001 Elementary Hebrew I
A78.0002 Elementary Hebrew II
A78.0003 Intermediate Hebrew I
A78.0004 Intermediate Hebrew II
A78.0005 Intensive Elementary Hebrew I
A78.0006 Intensive Elementary Hebrew II

CAS: Russian and Slavic Studies
A91.0001 Elementary Russian I
A91.0002 Elementary Russian II
A91.0003 Intermediate Russian I
A91.0004 Intermediate Russian II
A91.0005 Russian Grammar Review for Native Speakers
A91.0201 Elementary Czech I
A91.0202 Elementary Czech II

CAS: Spanish and Portuguese Languages and Literatures
A87.0010 Intensive Elementary Portuguese
A87.0020 Intensive Intermediate Portuguese
A95.0001 Spanish for Beginners, Level I
A95.0002 Spanish for Beginners, Level II
A95.0003 Intermediate Spanish, Level I
A95.0004 Intermediate Spanish, Level II
A95.0010 (Intensive) Elementary Spanish
A95.0018 Continuing Spanish
A95.0020 Intensive Intermediate Spanish

Area 2: Expository Writing

CAS: English
A40.0001 Writing Workshop I
A40.0002 Writing Workshop II
A40.0003 International Writing Workshop: Introduction
A40.0004 International Writing Workshop I
A40.0005 Prose Writing I
A40.0006 Prose Writing II
A40.0009 International Writing Workshop II
A40.0013 Writing Tutorial

Area 3: Philosophy, Religion, and the History of Ideas

Education: Philosophy of Education
E50.1050 Ethical Issues in Professional Life

* Students who take the foreign language placement examination, and place above the intermediate level, may take an advanced course in the target language to fulfill this requirement.
### Education: Communication Studies

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>E59.0001</td>
<td>Perspectives on Communication</td>
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<tr>
<td>E59.0003</td>
<td>History of Communication</td>
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### Education: Religious Education

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<tbody>
<tr>
<td>E70.1003</td>
<td>The Meaning of Death</td>
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<tr>
<td>E70.1050</td>
<td>Christian Attitudes Toward Judaism</td>
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### CAS: Classics

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<td>V27.0206</td>
<td>Ancient Political Theory</td>
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<tr>
<td>V27.0409</td>
<td>Ancient Religion: From Paganism to Christianity (Identical to V90.0409)</td>
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<tr>
<td>V27.0700</td>
<td>The Greek Thinkers</td>
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### CAS: Comparative Literature

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<tr>
<td>V29.0789</td>
<td>The Enlightenment</td>
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### CAS: Economics

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<tr>
<td>V31.0207</td>
<td>Ethics and Economics (Identical to C31.0207)</td>
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### CAS: East Asian Studies

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<tr>
<td>V33.0739</td>
<td>The Confucian Tradition in the Modern Age: A Study of Three Asian Cultures in Their Interaction with the West: China, Japan, Vietnam</td>
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<tr>
<td>V33.0832</td>
<td>Buddhism (Identical to V90.0832)</td>
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<tr>
<td>V33.0834</td>
<td>Hinduism</td>
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### CAS: Politics

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<tr>
<td>V53.0100</td>
<td>Political Theory</td>
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<tr>
<td>V53.0110</td>
<td>Political Thought from Plato to Machiavelli</td>
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<tr>
<td>V53.0120</td>
<td>Modern Political Thought: 1500 to the Present</td>
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<tr>
<td>V53.0130</td>
<td>Contemporary Political and Social Ideologies</td>
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### CAS: Linguistics

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>V61.0003</td>
<td>Communication: Men, Minds, and Machines</td>
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<tr>
<td>V61.0051</td>
<td>A Cultural History of Computers, Robots, and Artificial Intelligence</td>
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### CAS: Medieval/Renaissance Studies

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<tr>
<td>V65.0360</td>
<td>Medieval Mysticism</td>
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<tr>
<td>V65.0510</td>
<td>Medieval Christian Theology</td>
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### CAS: Middle Eastern Studies

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<tbody>
<tr>
<td>V77.0719</td>
<td>Introduction to Egyptian Religion (Identical to V90.0719)</td>
</tr>
<tr>
<td>V77.0790</td>
<td>The Civilizations and Religions of the Ancient Near East (Identical to V90.0790)</td>
</tr>
<tr>
<td>V77.0800</td>
<td>Judaism, Christianity, Islam (Identical to V78.0160 and V90.0102)</td>
</tr>
<tr>
<td>V77.0810</td>
<td>Jerusalem: The City, the Shrine, the Conflict (Identical to V78.0165 and V90.0810)</td>
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### CAS: Hebrew and Judaic Studies

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<tbody>
<tr>
<td>V78.0100</td>
<td>History of Judaism I (Identical to V77.0808 and V90.0680)</td>
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<tr>
<td>V78.0112</td>
<td>Modern Jewish Thought</td>
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<td>V78.0120</td>
<td>Biblical Archaeology (Formerly V78.0860)</td>
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<td>V78.0126</td>
<td>Modern Perspectives on the Bible (Identical to V77.0809 and V90.0809)</td>
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<tr>
<td>V78.0131</td>
<td>The Dead Sea Scrolls: Portrait of a Jewish Sect (Identical to V77.0807 and V90.0807)</td>
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<tr>
<td>V78.0160</td>
<td>Judaism, Christianity, Islam (Identical to V77.0800 and V90.0102)</td>
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<tr>
<td>V78.0165</td>
<td>Jerusalem: The City, the Shrine, the Conflict (Identical to V77.0810 and V90.0810)</td>
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<td>V78.0425</td>
<td>Medieval Jewish Philosophy</td>
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<td>V78.0430</td>
<td>Jewish Mysticism and Hasidism</td>
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<tr>
<td>V78.0785</td>
<td>Cultural Foundations of Modern Israel</td>
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### Philosophy

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<td>Introduction to Philosophy</td>
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<td>A83.0009</td>
<td>Critical Thinking</td>
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<td>A83.0015</td>
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<td>A83.0016</td>
<td>Ethics and the Profession</td>
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<td>V83.0010</td>
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<td>V83.0014</td>
<td>History of Modern Philosophy</td>
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<td>V83.0019</td>
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<td>V83.0037</td>
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### CAS: Religious Studies

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<tr>
<td>V90.0101</td>
<td>Hinduism, Buddhism, and Taoism (also LEP Area 7)</td>
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<tr>
<td>V90.0102</td>
<td>Judaism, Christianity, Islam (Identical to V77.0800 and V78.0160)</td>
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<td>V90.0105</td>
<td>Major Christian Thinkers</td>
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<td>V90.0201</td>
<td>The Idea of God in the Western World</td>
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<td>V90.0240</td>
<td>Varieties of Mystical Experience</td>
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<td>V90.0302</td>
<td>Introduction to the New Testament</td>
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<td>V90.0409</td>
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<td>V90.0480</td>
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<td>V90.0627</td>
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<td>V90.0630</td>
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<td>V90.0635</td>
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<td>V90.0790</td>
<td>The Civilizations and Religions of the Ancient Near East (Identical to V77.0790 and V78.0120)</td>
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### CAS: Sociology

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<tbody>
<tr>
<td>A93.0003</td>
<td>Great Books in Sociology</td>
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### Area 4: Criticism and Appreciation of Music and the Visual Arts

### Education: Educational Theatre

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<tbody>
<tr>
<td>E17.1099</td>
<td>Styles of Acting and Directing I (Identical to V30.0646)</td>
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<tr>
<td>E17.1100</td>
<td>Styles of Acting and Directing II (Identical to V30.0647)</td>
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### CAS: Dramatic Literature, Theatre History, and the Cinema

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<tr>
<td>V30.0647</td>
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### CAS: Pine Arts

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<td>A43.0001</td>
<td>History of Art I</td>
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<td>History of Art II</td>
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<td>A43.0100</td>
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<td>A43.0200</td>
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<td>A43.0300</td>
<td>Renaissance Art</td>
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<td>A43.0400</td>
<td>Modern Art</td>
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<tr>
<td>V43.0007</td>
<td>Painting and Sculpture in New York Field Study</td>
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<tr>
<td>V43.0016</td>
<td>Buildings, Landscapes, and Cities (Identical to V57.0016 and V99.0332)</td>
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<tr>
<td>V43.0019</td>
<td>History of Architecture from Antiquity to the Present</td>
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<td>V43.0021</td>
<td>Shaping the Urban Environment (Identical to V99.0320)</td>
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<td>V43.0084</td>
<td>Introduction to Chinese Painting</td>
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<tr>
<td>V43.0091</td>
<td>Asian Art I: From Tibet to Japan (also LEP Area 7)</td>
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<tr>
<td>V43.0092</td>
<td>Asian Art II: From India to Bali (also LEP Area 7)</td>
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<td>V43.0098</td>
<td>Art in the Islamic World (Identical to V77.0891) (also LEP Area 7)</td>
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<tr>
<td>V43.0099</td>
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### CAS: History

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<tbody>
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<td>Buildings, Landscapes, and Cities (Identical to V43.0016 and V99.0332)</td>
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* One (1) course can fulfill only one (1) LEP area requirement.
### CAS: Music
- **A71.0003** The Art of Listening: An Introduction to the Great Composers
- **A71.0004** Music in Society
- **A71.0006** Music and Drama in Opera
- **A71.0014** Introduction to Music in World Cultures
- **A71.0015** The Music of Bach
- **A71.0116** African American Music in the United States
- **A71.0117** African American Music in the United States, 1870-Present

### V71.0101
- Medieval and Renaissance Music
- The Baroque and Classic Periods
- Romanticism and the Twentieth Century
- Harmony and Counterpoint I
- Harmony and Counterpoint II

### Area 5: Literature
#### Education: Educational Theatre
- **E17.1057** Masters of Modern Drama
- **E17.1058** Masters of Modern Drama

#### CAS: Classics
- **A27.0404** Classical Mythology
- **V27.0143** Greek Drama: Aeschylus, Sophocles, Euripides (Identical to V30.0210)
- **V27.0144** The Comedies of Greece and Rome (Identical to V30.0211)
- **V27.0145** Roman Drama: Seneca and His Predecessors (Identical to V30.0212)
- **V27.0203** The Novel in Antiquity (Identical to V29.0203)

#### CAS: Comparative Literature
- **V29.0103** Social Change in the European Novel from Stendhal to Orwell
- **V29.0104** Evolution of Literary Archetypes
- **V29.0106** The Epic Poem: From Homer to Milton
- **V29.0110** Tragedy (Identical to V30.0200 and V41.0720)
- **V29.0111** Comedy (Identical to V30.0205 and V41.0725)
- **V29.0122** Fiction of the Americas
- **V29.0135** Fiction Before the Novel
- **V29.0140** Czechoslovakian and Central European Literature (Identical to V91.0818)
- **V29.0151** Masterpieces of Renaissance Literature (Identical to V65.0017)
- **V29.0501** The Age of Romanticism (Identical to V50.0501 and V45.0501)
- **V29.0830** Women and the Novel (Identical to V97.0830)
- **V29.0841** The Theory of the Avant-Garde, East and West, 1890-1930 (Identical to V41.0730 and V91.0841)

#### CAS: Dramatic Literature, Theatre History, and the Cinema
- **V30.0110.0111** History of Drama and Theatre (Identical to V41.0125, 0126)
- **V30.0130** Modern Theories of Drama and Theatre (Identical to V41.0130)
- **V30.0200** Tragedy (Identical to V41.0720 and V29.0110)
- **V30.0205** Comedy (Identical to V41.0725 and V29.0111)
- **V30.0210** Greek Drama: Aeschylus, Sophocles, Euripides (Identical to V27.0143)
- **V30.0211** The Comedies of Greece and Rome (Identical to V27.0144)
- **V30.0212** Roman Drama: Seneca and His Predecessors (Identical to V27.0145)
- **V30.0220** English Drama from the Beginnings to 1642 (Identical to V41.0420)
- **V30.0225.0226** Shakespeare Survey I, II (Identical to V41.0410, 0411)
- **V30.0235** Restoration and Eighteenth-Century Drama (Identical to V41.0505)
- **V30.0245** Modern British Drama (Identical to V41.0614)
- **V30.0250** Modern American Drama (Identical to V41.0650)
- **V30.0255** African American Drama (Identical to V41.0616)
- **V30.0260** Modern Central European Drama: From Brecht to Handke (Identical to V51.0081)
- **V30.0265** Theatre in the French Tradition (Identical to V45.0829)
- **V30.0267** Metaphors of Modern Theatre (Identical to V45.0822)
- **V30.0270** Contemporary French Theatre (Identical to V45.0821)
- **V30.0275** Comparative Study of Twentieth-Century Drama (Identical to V29.0112)
- **V30.0280** Pirandello and the Modern Italian Theatre (Identical to V59.0822)
- **V30.0290** Introduction to the Seventeenth-Century Spanish Drama (Identical to V95.0473)
- **V30.0300** Drama in Performance in New York (Identical to V41.0132)
- **V30.0504** Cinema and Literature (Identical to V45.0883 and V50.0504)

#### CAS: English
- **A41.0050** Great Books I
- **A41.0051** Great Books II
- **A41.0060** Major British Writers
- **A41.0065** Major American Writers
- **A41.0110** Major British Novelists: Defoe to Joyce
- **A41.0125, 0126** History of Drama and Theatre (Identical to V30.0110, 0111 and V65.0127)
- **A41.0130** Theory of Drama (Identical to V30.0130)
- **A41.0135** Survey of the American Short Story
- **A41.0140** Science Fiction
- **A41.0143** Dante and His World (Identical to V65.0801 and V59.0870)
- **A41.0162** Contemporary African American Fiction
- **A41.0310** Medieval Literature in Translation
- **A41.0400** The Renaissance in England (Identical to V65.0400)
- **A41.0410** Shakespeare I (Identical to V30.0225)
- **A41.0411** Shakespeare II (Identical to V30.0226)
- **A41.0420** English Drama from the Beginnings to 1642 (Identical to V30.0220)
- **A41.0440** Seventeenth-Century English Literature
- **A41.0500** English Literature of the Augustan Age
- **A41.0501** English Literature in the Age of Johnson
- **A41.0505** Restoration and Eighteenth-Century Drama (Identical to V30.0235)
- **A41.0510** The Eighteenth-Century English Novel
- **A41.0512** English Literature of the Eighteenth Century
- **A41.0520** The Romantic Movement
- **A41.0530** The English Novel in the Nineteenth Century
- **A41.0540** English Literature of the Transition: 1870-1914
- **A41.0551** American Romanticism
- **A41.0555** Emerson, Whitman, Dickinson, and Frost
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<td>V51.0233 Masterpieces of German Literature</td>
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<td>V51.0253 Expressionism and Modernity in Literature and the Arts: An Interdisciplinary Approach</td>
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<td>V51.0366 Twentieth-century German Prose</td>
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<td>CAS: Italian</td>
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<td>V59.0811 Literature of the Renaissance</td>
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<td>V65.0420 The Medieval and Renaissance Love Lyric</td>
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<td>V65.0801 Dante and His World (Identical to V41.0143 and V59.0870)</td>
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<td>V95.0886 Garth Márquez and One Hundred Years of Solitude</td>
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<td>V90.0713 Masterpieces of Modern Hebrew Literature in Translation (Identical to V77.0713 and V78.0076)</td>
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<td>V90.0721 Myth and the Ancient Near East (Identical to V77.0721)</td>
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<td>V91.0811 Russian Literature in Translation I</td>
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<td>V91.0812 Russian Literature in Translation II</td>
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<td>V91.0815 Contemporary Issues in Russian Literature (Pasternak, Solzhenitsyn, Voznesensky)</td>
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<td>V91.0818 Central European and Czech Literature and Culture (Identical to V29.0140)</td>
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<td>V91.0819 Religious Thought in Tolstoy and Dostoievsky</td>
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<td>V91.0823 Pushkin</td>
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<td>V91.0826 The Great Tradition of the Russian Novel in the Nineteenth Century</td>
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<td>V91.0847 Modern Russian Literature I (in Russian)</td>
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<td>V97.0755 Representations of Women (Identical to V41.0755)</td>
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<td>V50.0504 Cinema and Literature (Identical to V30.0504 and V45.0883)</td>
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<td>V45.0150 Versailles: Life as Art in the Age of Grandeur (in French)</td>
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<td>V45.0163 French Society and Culture from the Middle Ages to the Present</td>
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<td>A57.0002 History of Western Civilization: The Rise of Modern Europe</td>
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<td>A57.0009 The United States to 1865</td>
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<td>V57.0011 The Civilization and Culture of the Middle Ages (Identical to V57.0011)</td>
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<td>V57.0015 The Jewish Experience in the Western World (Identical to V78.0105)</td>
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<td>V57.0020 The Greeks from Homer to the Present: Continuity and Change</td>
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<td>V57.0099 The Jews: From the Renaissance to the Holocaust (Identical to V78.0103 and V90.0681)</td>
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<td>V57.0121 The Renaissance</td>
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<td>V57.0144 The Social History of Europe Since 1750</td>
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<td>V57.0197 History of Women in the Western World (Identical to V97.0197)</td>
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<td>V57.0200 History of Ancient Greece (Identical to V27.0242)</td>
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<td>V57.0243 The Greek World from Alexander to Augustus (Identical to V27.0243)</td>
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<td>V57.0647 African American History to 1865</td>
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V43.0098 Art in the Islamic World (Identical to V77.0891) (also LEP Area 4) *

CAS: Politics
V53.0560 East Asian Politics: China and Japan
V53.0770 International Relations of Asia

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V57.0035 History of East Asia Since 1850
V57.0035 History of African Civilization to the Nineteenth Century
V57.0056 History of African Civilization During the Nineteenth and Twentieth Centuries
V57.0085 What Is Islam? (Identical to V77.0691 and V90.0085)
V57.0089 Anatomy of War
V57.0091 The Near East in Modern Times (Identical to V77.0690)
V57.0094 Europe and the Middle East in Historical Perspective (Identical to V77.0689)
V57.0096 The History of Religions in Africa
V57.0737 Vietnam: Its History (Identical to V33.0737 and V77.0737)

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V77.0611 The History of Ancient Egypt, 3200-32 B.C.
V77.0614 A Cultural History of Ancient Egypt
V77.0689 Europe and the Middle East in Historical Perspective (Identical to V56.0534)
V77.0690 The Emergence of the Modern Middle East (Identical to V57.0531)
V77.0691 What Is Islam? (Identical to V57.0085 and V90.0085)
V77.0692 Muslim Societies
V77.0711 Literature and Society in the Arab World
V77.0796 Iran Past and Present
V77.0891 Art in the Islamic World (Identical to V43.0098)
V77.0897 Problems of Technology in the Middle East

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V90.0085 What Is Islam? (Identical to V57.0085 and V77.0691)
V90.0101 Hinduism, Buddhism, and Taoism (also LEP Area 3)

CAS: Spanish and Portuguese Languages and Literatures
V95.0370 Pre-Hispanic Literature: The World of the Aztecs, Incas, and Mayas

Area 8: Social and Behavioral Science

Education: Graphic Communication
E24.1204 Print and Human Experience

Education: Communication Studies
E59.0010 Language, Thought, and Culture
E59.0014 Introduction to Media Criticism
E59.1014 Introduction to Mass Persuasion and Propaganda

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V14.0031 Witchcraft: An Anthropological Approach
V14.0035 Medical Anthropology
V14.0039 Japanese Business, Society, and Culture
V14.0044 Urban Society
V14.0046 Education as a Cultural System
V14.0048 Cultural Symbols
V14.0090 Human Ecology
V14.0111 Peoples of Europe: Culture and International Studies
V14.0112 Women and Men: Anthropological Perspectives (Identical to 07.0112)

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V27.0305 Introduction to Archaeology

CAS: Economics
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A31.0003 Honors Economic Principles I
V31.0106 History of Economic Thought (Identical to C31.0106)
V31.0109 Foundations to Capitalism (Identical to C31.0109)

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V33.0836 Asian American Experience

CAS: Politics
A35.0300 Power and Politics in America
A35.0500 Comparative Politics
A35.0700 Inter-national Politics
V53.0386 American Ideas and Institutions (Identical to V93.0386)
V53.0710 United States Foreign Policy

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V54.0010 The Media in America
V54.0013 Mass Media and Government
V54.0700 Introduction to Women's Studies (Identical to V57.0013, V93.0022, and V97.0010)

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V55.0601 Societies and Social Science: Discourse in Political Economics
V55.0602 Societies and Social Science: An Economics Perspective
V55.0603 Societies and Social Science: Wealth, Power, and Virtue

CAS: History
V57.0008 Introduction to American Political Behavior, 1763 to the Present
V57.0013 Introduction to Women's Studies (Identical to V54.0700, V93.0022, and V97.0010)
V57.0090 Human Relation to the Environment

CAS: Linguistics
V61.0001 Language
V61.0015 Language and Society

CAS: Psychology
A89.0001 Introduction to Psychology

CAS: Sociology
A93.0001 Introduction to Sociology
A93.0002 Introduction to Sociology (Honors)
V93.0021 Sex and Gender (Identical to V97.0021)
V93.0386 American Ideas and Institutions (Identical to V53.0386)
V93.0451 The Family (Identical to V97.0451)

CAS: Women's Studies
V97.0021 Sex and Gender (Identical to V93.0021)
V97.0112 Women and Men: Anthropological Perspectives (Identical to V14.0712)
V97.0290 Women in the Urban Environment (Identical to V99.0270)
V97.0451 The Family (Identical to V93.0451)

CAS: Metropolitan Studies
V99.0101 Introduction to Metropolitan Studies
V99.0102 Race, Class, Gender, and Ethnicity in the City: The Politics of Urban Society
V99.0221 Urban Housing: Critical Issues
V99.0232 Law and Urban Problems

* One (1) course can fulfill only one (1) LEP area requirement.
**Area 9: Mathematics**

**Education: Mathematics Education**
- E12.0001 Fundamentals of Mathematics
- E12.0002 Mathematics for Decision Making

**CAS: Computer Science**
- V22.0002 Introduction to Computers and Programming
- A22.0004 Computers in Principle and Practice
- A22.0101 Introduction to Computer Science I

**CAS: Economics**
- V31.0018 Statistics
- V31.0104 Games, Decisions, and Strategy

**CAS: Politics**
- V53.0144 Games, Strategy, and Politics

**CAS: Core Courses**
- V55.0101 Quantitative Reasoning: Mathematics

**CAS: Mathematics**
- A63.0005 Mathematical Thinking
- A63.0006 Basic Mathematical Techniques
- A63.0009 Precalculus Mathematics
- A63.0016 Introduction to Mathematics
- A63.0017 Algebra and Calculus with Applications to Business and Economics
- V68.0011 Games of Chance
- V65.0012 Elementary Statistics
- V65.0021 Calculus I

**CAS: Philosophy**
- V83.0012 Logic

**CAS: Psychology**
- V89.0010 Psychological Statics

**CAS: Sociology**
- V93.0020 Statistics for Social Research

**Area 10: Natural Sciences**

**Education: Science Education**
- E14.0025 Principles of Biology
- E14.1007 Concepts of Modern Physics
- E14.1035 Elements of Human Anatomy and Physiology

**Education: Nutrition and Food Studies**
- E33.0119 Nutrition and Health

**CAS: Anthropology**
- A14.0002 Human Evolution and Prehistory

**CAS: Biology**
- A23.0002 The Biological World
- V23.0003 Human Reproduction and Development
- V23.0004 Human Physiology
- V23.0008 The Living Environment
- V23.0011 Principles of Biology I
- V23.0200 Geology of National Parks (Identical to V49.0200)
- V23.0875 Limits of the Earth: Issues in Human Ecology (Identical to V49.0875)
- V23.0880 Environmental Science: Principles and Practice (Identical to V12.0020)

**CAS: Chemistry**
- A25.0002 Introduction to Modern Chemistry
- A25.0007 The Origin of Life
- V25.0101 College Chemistry I
- V25.0109 Honors College Chemistry I

**CAS: Geology**
- A49.0001 Evolution of the Earth
- V49.0200 Geology of National Parks (Identical to V23.0200)
- V49.0330 Cities and Geology (Identical to V49.0330)
- V49.0440 Continental Drift, Sea-Floor Spreading, and Plate Tectonics
- V49.0875 Limits of the Earth: Issues in Human Ecology (Identical to V23.0875)

**CAS: Physics**
- A85.0001 Introduction to Physics
- A85.0002 The Evolution of Scientific Thought (Identical to V65.0002)
- A85.0003 Energy: Principles and Alternatives (Identical to A12.0014)
- A85.0004 Our Atmosphere: Climate, Weather, and Life (Identical to A12.0015)
- A85.0005 Physics and Society
- A85.0006 Physics and Sport
- A85.0007 The Universe: Its Nature and History
- A85.0008 Origins of Astronomy
- A85.0009 Light and Color in Nature and Art
- A85.0010 Sound and Music
- A85.0013 Observational Astronomy
- A85.0016 Intelligent Life in the Universe
- A85.0019 Physics of the Human Body
- A85.0020 Twentieth-Century Concepts of Space, Time, and Matter
- V85.0011 General Physics I
- V85.0100 Physics I

**CAS: Psychology**
- V89.0024 Physiological Psychology I

**CAS: Metropolitan Studies**
- V99.0340 Cities and Geology (Identical to V49.0330)

**Area II: Integrated Liberal Arts**

**Education: Art and Art Professions**
- E90.1095 Art, Culture, and Society

**Education: Teaching and Learning**
- E27.1002 Inquiries into Teaching and Learning II (Prerequisite: E27.1001)

**Education: Philosophy of Education**
- E50.1050 Ethical Issues in Professional Life

**Education: Culture and Communication**
- E59.1200 Integrating Liberal Arts: Communications

**Education: Women in the Human Services**
- E66.1011 Gender and Professional Life
Area 12: Speech Communication

Education: Speech Communication
E21.0033 Speech Communication (unless exempt by examination)
Students in programs in Communications Studies, including Graphic Communications Management and Technology, are not eligible for exemption.

Additional Requirements

Education: New Student Seminar
E03.0001 New Student Seminar (required for new freshmen and transfer students their first semester in residence)

English Composition Competency Examination
(taken upon completion of Writing Workshop II)

CAS Departmental Numbers

LISTED BY NUMBER
V11 Africana Studies
A/V14 Anthropology
A/V22 Computer Science
A/V23 Biology
A/V25 Chemistry
A/V27 Classics
A/V29 Comparative Literature
V30 Dramatic Literature, Theatre History, and the Cinema
A/V31 Economics
A/V33 East Asian Studies
V37 Engineering
A/V41 English
A/V43 Fine Arts
A/V45 French
A/V49 Geology
V50 Interdepartmental
A/V51 German
A/V53 Politics
V54 Journalism and Mass Communication
A/V57 History
A/V59 Italian
V61 Linguistics
A/V63 Mathematics
V65 Medieval/Renaissance Studies
A/V71 Music
A/V77 Middle Eastern Studies
A/V78 Hebrew and Judaic Studies
V80 Neural Science
A/V83 Philosophy
A/V85 Physics
A/V89 Psychology
V90 Religious Studies
A/V91 Russian and Slavic Studies
A/V93 Sociology
A/V95, A/V87 Spanish and Portuguese Languages and Literatures
V97 Women’s Studies
A/V99 Metropolitan Studies

Dramatic Literature, Theatre History, and the Cinema . . . . . . . . . V30
East Asian Studies . . . . . . . . . . . . . . . . A/V33
Economics . . . . . . . . . . . . . . . . . . . . . . . . . . . A/V31
Engineering . . . . . . . . . . . . . . . . . . . . . . . . . . . V37
English . . . . . . . . . . . . . . . . . . . . . . . . . . . . A/V41
Fine Arts . . . . . . . . . . . . . . . . . . . . . . . . . . . A/V43
French . . . . . . . . . . . . . . . . . . . . . . . . . . . . . A/V45
Geology . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . A/V49
German . . . . . . . . . . . . . . . . . . . . . . . . . . . . A/V51
Hebrew and Judaic Studies . . . . . . A/V78
History . . . . . . . . . . . . . . . . . . . . . . . . . . . . A/V57
Interdepartmental . . . . . . . . . . V50
Italian . . . . . . . . . . . . . . . . . . . . . . . . . . . . A/V59
Journalism and Mass Communication . . . . V54
Linguistics . . . . . . . . . . . . . . . . . . . . . . . . . . . V61
Mathematics . . . . . . . . . . . . . . . . . . . . . . . . . . A/V63
Medieval/Renaissance Studies . . . . . . . . . . . . . . V65
Metropolitan Studies . . . . . . . . . A/V99
Middle Eastern Studies . . . . . . . . A/V71
Music . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . A/V71
Neural Science . . . . . . . . . . . . . . . . . . . . . . . . V80
Philosophy . . . . . . . . . . . . . . . . . . . . . . . . . . . A/V83
Physics . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . A/V85
Politics . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . A/N53
Psychology . . . . . . . . . . . . . . . . . . . . . . . . . . . A/V89
Religious Studies . . . . . . . . . . . . . . . . . . . . . . . . V90
Russian and Slavic Studies . . . . . . A/V91
Sociology . . . . . . . . . . . . . . . . . . . . . . . . . . . . . A/V93
Spanish and Portuguese Languages and Literatures . . . . . . A/V95, A/V87
Women’s Studies . . . . . . . . . . . . . . . . . . . . . . . . V97
Courses

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:

- **E 11.1601**

  - 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 thirty 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 fifteen 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 160-61.

**Intermediate Expository Writing**
E11.1005 45 hours: 3 points Fall, spring.
Designed to help students develop those composing processes and rhetorical strategies needed to generate, focus, present, and polish ideas that clearly inform and powerfully persuade intended audiences.

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

**Writing in the Social Sciences**
E11.1191 30 hours: 2 points. Fall, spring.
Focuses on the principles and practices of successful writing in the social sciences by reading appropriate genres of social science writing (quantitative, qualitative, and literature reviews); 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**
E12.0091 60 hours: 4 points Fall, spring.
Mathematics in the Secondary School
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 160-61.

**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.

**The Teaching of Data Collection Analysis, Grades 7-12**
E12.1042 45 hours: 3 points. Alternate fall semesters.
Teaching about the collection and interpretation of data in grades 7-12.

**Teaching of Secondary School Mathematics**
E12.1043 45 hours: 3 points. Fall.
A professional methods course for teachers of junior and senior high school mathematics. Observation and participation in the teaching of mathematics at the elementary, junior, and senior high school levels are required.

**The Teaching of Algebra and Trigonometry, Grades 7-12**
E12.1045 45 hours: 3 points. Alternate spring semesters.
Teaching algebra and trigonometry in grades 7-12.

**The Teaching of Geometry, Grades 7-12**
E12.1046 45 hours: 3 points. Alternate spring semesters.
Teaching geometry in grades 7-12.

**Supervised Student Teaching of Mathematics in the Secondary School**
E12.1076+ A minimum of 180 hours: 6 points. Fall, spring.
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.

El 4: SCIENCE EDUCATION

Principles of Biology
E14.0025 JO hours: 4 points. Fall.
The cell and living chemistry are studied in order to understand problems of our daily life. Pollution and diseases affecting the processes of both external and internal respiration are presented. Facets of ecology, 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 JO hours: 4 points. Fall.
Begins with basic chemistry and continues with the cell, photosynthesis, respiration, and genetics. Evolution of plants, animals, and humans is discussed as well as ecology and the earth's ecosystems.

General Biology II
E14.0027 90 hours: 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 160-61.

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.

E14.1003 45 hours: 3 points. Fall, spring.
Prerequisite (strongly recommended): Beginning Laboratory course in biology and chemistry. For students who have received credit for E14.1010.

Principles of Biology

The Teaching of Science in Intermediate and Secondary Schools

E14.1035 75 hours: 3 points. Fall, spring.
Prerequisite: Preparatory course, at the college level, in science, or by permission of instructor.

Elements of Human Anatomy and Physiology
E14.1035 75 hours: 3 points. Fall, spring.
Prerequisite (strongly recommend): college biology.

Microbiology
E14.1023 90 hours: 4 points. Spring.
Prerequisite: Preparatory course, at the college level, in biology and chemistry. For students who have received credit for E14.1010.

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.

Human Anatomy and Physiology I
E14.1170 90 hours: 4 points. Fall.
Prerequisite: E14.1170.

This semester course stresses the special senses, the endocrine, circulatory, digestive, respiratory, and urogenital systems. The laboratory follows and enhances the lecture material.

El 6: QUANTITATIVE STUDIES

Basic Statistics I
E16.1085 45 hours: 3 points. Fall, spring.
Prerequisite: E16.1085 or E16.1995. Credit is not granted to students who have received credit for E16.1085.

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

Basic Statistics II
E16.1086 45 hours: 3 points. Fall, spring.
Prerequisite: E16.1085 or E16.1995. Credit is not granted to students who have received credit for E16.1085.

For description, see E16.1085.

Biostatistics
E16.1995 45 hours: 3 points. Fall.
Prerequisite: E16.1085. May not be taken concurrently with E16.1086 or E16.1995. Credit is not granted to students who have received credit for E16.1085.

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

El 7: EDUCATIONAL THEATRE

Stagecraft I and II
E17.0009, 0010 60 hours: 2-4 points each term. Fall, spring.
Credit is not granted to students who have received credit for E17.1009.

Comprehensive, practical course in the various technical aspects of theatrical production. Fall term explores the planning, construction, and painting of scenery and the architecture of the stage. Spring term deals with stage electrics, lighting, crafts, sound technology, and special effects. Three additional hours of practical laboratory a week.
Acting I
E17.0027, 0028 60 hours: 3-4 points each term. Fall, spring.
Class hours are spent in the practice of improvisation, pantomime, and theatre games as well as brief scenes. Three additional hours a week involve rehearsal and performance of scenes on Friday afternoons or major productions.

Acting II
E17.0037, 0038 90 hours: 3-4 points each term. Fall, spring.
Prerequisites satisfactory work in E17.0027, 0028 or equivalent and permission of adviser.
Fall term deals with scene study, rehearsal approaches, and audition techniques for actors. Spring term focuses on characterization and dramatic relationships. Additional hours of rehearsal each week.

Independent Study
E17.1000 45 hours per point: 1-6 points. Fall, spring; summer; hours to be arranged. For description, see pages 160-61.

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 scene sketching. Three hours of laboratory a week.

Dramatic Activities in the Elementary Classroom
E17.1029 30 hours: 2 points. Fall.
Methods and materials for role-playing, story dramatization, mask, puppetry, and improvisation as applied to the elementary classroom. Relationship of drama and theatre to the elementary curriculum.

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, materials for conducting improvised dramatic activities in elementary and secondary education and with adults. Laboratory experience recommended.

Methods of Conducting Creative Dramatics
E17.1067 45 hours: 3 points. May be repeated for a total of 6 points. Spring.
Techniques and practice of creative drama. Students lead classes; weekly critiques. Laboratory experience.

Dramatic Activities in the High School
E17.1068 30 hours: 2 points. Spring.
Theories and practices of educational drama and theatre as applied to the secondary classroom. Attention given to the relationship of drama and theatre to speaking, thinking, writing, reading, history, and other curricular subjects. An examination of improvisational techniques as well as play production. Laboratory experience recommended.

Masks and Puppetry
E17.1079 45 hours: 3 points. Fall.
Credit is not granted to students who have received credit for E17.2061.
Historical and practical experience in basic mask and puppet-making techniques. Exploration of the uses of masks and puppets and their importance in theatre. Laboratory three hours a week.

Directing
E17.1081, 1082 30 hours: 3-4 points each term. Fall, spring.
Elements of play scripts are analyzed and dramatized. Students cast and rehearse members of the acting classes in brief scenes performed at workshop meetings on Friday afternoons. Class assignments include rehearsal.

Styles of Acting and Directing
E17.1099, 1100 45 hours: 3 points each term. Fall, spring.
Scenes from period plays (Greek, Roman, Elizabethan, neoclassical French, Restoration, eighteenth and nineteenth-century European) are studied and acted. A course in performance styles and techniques for actors, directors, designers, teachers, and those interested in theatre history and criticism. Additional hours of rehearsal.

Music Theatre: Background and Analysis
E17.1101, 1102 30 hours and hours arranged 3 points each term. Fall, spring.
An analysis of the various forms of music theatre with emphasis on the libretto, lyrics, and production elements. Musicals past and present are examined and critically evaluated. Written critiques of current musicals are required; costs of tickets are the responsibility of students.

Beginning Playwriting
E17.1105 30 hours: 2 points. Fall.
Principles and methods of playwriting. Completion of several writing assignments is required, including a one-act play. Plays of special merit considered for production.

Physical Theatre Improvisation
E17.1113 45 hours: 3 points. Fall, spring.
Techniques for performing and teaching pantomime. Training in body control, gesture, and facial expressiveness. While basically a performance course, the history of mime as a theatre art is examined, and significant examples of Eastern and Western styles are studied.

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.

Costume Design
E17.1175 45-60 hours: 3-4 points Spring.
Costume design for the modern stage and the history of fashion. Three hours of practical laboratory a week.

Theatre-in-Education Practices
E17.2090 30 hours: 3 points. Spring.
A production course for teachers, recreation leaders, language specialists, actors, directors, and students of educational theatre. Focuses on the creation and performance of projects with special educational content. Students survey the history of T.I.E. programs, as well as research, devise, and present their own original productions.

E19 EDUCATIONAL COMMUNICATION AND TECHNOLOGY

Computer Literacy
E19.1001 45 hours: 3 points. Spring.
Introduction to wide-ranging aspects and demonstrations of the computer, its structure and operations; languages, programs, systems, and procedures; specialized uses, applications, and services. Critical analysis 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: Advanced Projects
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 projects; script to screen; production management; use of one-half inch production, editing, and graphics technology; and on genres and formats of effective educational video programs.

Telecommunications and Educational Applications: Systems, Services, and Networks
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, videotex, electronic mail, data bases, 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

Independent Study
E20.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged
For description, see pages 160-61.

An Introduction to the Sociology of Education
E20.1002 30 hours: 2 points. Fall.
Study of basic sociological concepts such as status, role, and bureaucracy as they apply to the institution of education. Examination of current perspectives and research findings about the social aspects of the learning process. This course satisfies the state certification requirement in lieu of E20.0002.

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 communications, the professions, cultural and public service institutions. Emphasis is on group location projects from script to screen; production management; use of one-half inch production, editing, and graphics technology; and on genres and formats of effective educational video programs.

Education as a Social Institution
E20.1015 45 hours: 3 points. Fall, spring, summer.
Part of the sequence for teacher educators, this course provides an introduction to the study and practice of education. The structure of education and its relation to the rest of the society are reviewed. Comparisons with education and schooling in other countries are made. The study of particular school and professional issues completes the course.

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, 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 sex roles and sex role 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 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). Topic both terms: Communication for Professionals.
Effective communication within organizations requires an understanding of the various communication dimensions that exist within professional frameworks. The course endeavors to give students this understanding through the discussion and practical experiences in technology and 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**
E21.0012 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**
E21.0013 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**
E21.0014 15 hours: 1 point. Fall, spring (second seven weeks of each term).

This course is designed especially for students entering business, health care, and educational settings who are assuming or aspiring to positions of leadership. Through case studies and class discussion, course work focuses on strengthening communication competency in presentation skills, persuasive ability (i.e., marketing and sales), leadership in meetings, and problem-solving skills.

**Voice and Diction**
E21.0032 30 hours: 2 points. Fall, spring.

Analysis of student’s voice and diction; elements of the speaking voice; study of English sounds, stress, and intonation; application of principles. Foreign students who are not fluent in English should register for E21.0005 or E21.1005. Hours are arranged for student evaluation and practice.

**Speech Communication**
E21.0033 60 hours: 4 points. Fall, spring.

Theories of communication, fundamentals of spoken communication with projects in discussion, speaking, reading, and dialogue; oral and nonverbal factors; principles and practice in listening; interpersonal and group interaction.

**Phonetics and Phonemics of American English**
E21.0061 45 hours: 3 points. Fall.

A study of the production, description, and classification of speech sounds; English sounds, stress, and intonation; phonemes and allophones, ear training, phonetic and phonemic transcription.

**Independent Study**
E21.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged

For description, see pages 160-61.

**Gender Differences in Communication**

For juniors, seniors, and graduate students. For description, see E21.0001.

**Communication in Conflict Solving**

For juniors, seniors, and graduate students. For description, see E21.0002.

**Communications and Public Relations**
E21.1003 15 hours per point: 1-2 points.

For juniors, seniors, and graduate students. For description, see E21.0003.

**Speech for International Students and Nonnative Speakers of English**
E21.1005 30-45 hours: 2-3 points.

For juniors, seniors, and graduate students. For description, see E21.0005.

**Listening**

For juniors, seniors, and graduate students. For description, see E21.0007.

**New Dimensions in Communication: The Communications Consultant in Corporate America**
E21.1008 15 hours: 1-2 points.

For juniors, seniors, and graduate students. For description, E21.0008.

**New Dimensions in Communication: Communication for Professionals**

For juniors, seniors, and graduate students. For description, see E21.0009.

**Interviewing Strategies**
E21.1010 15 hours per point: 1-2 points.

For juniors, seniors, and graduate students. For description, see E21.0010.

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

Analysis of the problems of speaking to groups and practice in preparing and presenting speeches for various purposes and occasions. Hours are arranged for student evaluation and practice.

**Nonverbal Communication**
E21.1012 15 hours per point: 1-2 points.

For juniors, seniors, and graduate students. For description, see E21.0012.

**Cross-Cultural Communication**
E21.1013 15 hours per point: 1-2 points.

For juniors, seniors, and graduate students. For description, see E21.0013.

**Communication in Organizational Settings**
E21.1014 15 hours per point: 1-2 points.

For juniors, seniors, and graduate students. For description, see E21.0014.

**Group Discussion**
E21.1015 60 hours: 4 points. Fall, spring.

Examines the principles and techniques involved in group problem solving and decision making tasks. Class projects are used to practice the application of the fundamentals and implementation of specific strategies. Hours are arranged for student evaluation and practice.

**Public Relations Techniques: Nonprofit Sector**
E21.1020 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 question, examine, and solve public relations problems endemic to the nonprofit sector.

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

Understanding the communication strategies and fundamentals of effective advertising and the use of advertising communication tools. The emphasis is on techniques, preparation of materials, and the ability to assess the effectiveness of these strategies.

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

Understanding the interrelationships between mediated communication and public relations. Course focuses on the electronic media and assesses the impact of these media on public relations marketing campaigns.
Argumentation and Debate
E21.1075 60 hours: 4 points. Fall.
Prerequisite: speech course or senior standing.
Analysis of the problems inherent in arguing and debating; the development of analytical tools for argument; practice in the application and preparation of analysis through debating. Hours are arranged for student evaluation and practice.

Conflict Management Communication
E21.1081 45-60 hours: 3-4 points. Fall.
Effective communication plays a critical role in addressing, defusing, and managing conflict in professional and personal settings. Through case studies, students learn how factors such as oral and nonverbal communication, gender, culture, and writing contribute to conflict and how we can learn to assess, manage, and defuse conflicts productively.

Communication Competencies in the Mediation Process
E21.1082 45 hours: 3 points. Fall.
Mediation is an alternative to violence, self-help, and litigation. It is a process in which parties with a dispute settle it with the mediator. Students acquire the communication competencies and an understanding of the process that enables the parties to live peacefully in the future. Students also develop mediation objectives and strategies and execute a mediation session.

Persuasion
E21.1083 60 hours: 4 points. Spring.
Prerequisite: speech course or senior standing.
Analysis of factors inherent in the persuasive process; examination and application of these factors in presentations. Hours are arranged for student evaluation and practice.

The Art of Narration
E21.1127 45 hours: 3 points. Spring.
Practice in storytelling techniques and extensive study of materials. Hours are arranged for student evaluation and practice.

Interpersonal Communication
E21.1191 60 hours: 4 points. Fall, spring.
The application of various systems of communication analysis to specific behavioral situations. Through the case-study method, students apply communication theories and models to practical, everyday situations.

E23: INTERNATIONAL AND SOCIAL STUDIES EDUCATION

Contemporary Problems: Educational Reform and Social Education
E23.0062 60 hours: 4 points. Fall.
This course examines various educational reform efforts as they relate to social education. Focusing on urban schooling, the course analyzes issues such as segregation in schools, tracking, school choice, educational equity, the debate over core and multicultural curricula and the alternate school movement. A comparison of American schooling in the context of global education is examined. Required course for social studies undergraduates.

Teaching of the Social Studies in the Secondary School I
E23.1039* 75 hours: 4 points Field assignment required. Fall, Spring.
The principles of curriculum development in the social studies are analyzed, and their application to specific curriculum units, lesson plans, and teaching strategies are explored and tested. Regular class hours supplemented with fieldwork at two or more secondary schools, involving observation, preparation of instructional materials, and tutorial work.

Teaching of the Social Studies in the Secondary School II
E23.1040* 30 hours: 2 points. Fall. Spring.
Prerequisite: E23.1039 or at least one year’s teaching experience on the secondary school level. Must be taken with E23.1040.
A practical examination of specific teaching problems and practices as they relate to actual classroom teaching. Class sessions are based on student teaching experiences.

Supervised Student Teaching of Social Studies in the Secondary School
E23.1046* A minimum of 180 hours: 6 points. Fall, spring.
Prerequisites: E23.1039 and E23.1135. Must be taken with E23.1040.

Current Trends and Problems in Secondary Social Studies Education
E23.1135 60 hours: 4 points. Fall, Spring.
Social studies as a field is reviewed historically and its theoretical base is analyzed. Examines the nature of socialization inherent in different concepts of knowledge and introduces the problems of selecting, organizing, and teaching various approaches to history and the social sciences.

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 160-61.

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 costs 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. Spring.
An overview of print as a function of communication and of its impact on society. Examines theories of graphic communication and the persuasive power of print. Topics include hieroglyphics; typographic communication; graphic design for visual communication; the print revolution in modern Europe; the role of print communication for persuasion; electronic publishing; and electronic threats to print.

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.

Print 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.

Print Communications Technology II
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. Juniors and seniors.
The course offers 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 lay out publications, announcements, reports, and advertisements; and produce camera-ready copy.

Desktop Publishing II
E24.1602 45 hours and hours arranged: 3 points 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 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
E25.0087 45 hours: 3 points. Fall.
Provides opportunities to become familiar with organized patterns of instructions in this area through visiting schools and other agencies for children and through analyses of programs and practices together with their rationales.

Independent Study
E25.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged
For description, see pages 160-61.

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 competencies in designing practical life classroom activities.
Principles and Practices of Montessori Education II
E25.1003 60 hours: 4 points. Spring.
For description, see E25.1002.

Integrating Seminar in 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 begun earlier in the program 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 publication.

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.
Expects 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 process of teaching through real and simulated situations. Emphasis on teacher roles, behavior, alternative teaching models, and decision-making in the teaching-learning process. Students are videotaped twice in their placements for purposes of self-analysis. Students are expected to apply principles and skills in their fieldwork.

Field Experiences in Childhood Education: Observation and Participation, N-6
E25.1353, 1354*† Number of points determined by program adviser. Minimum of 45 hours per point: 2 points Fall, spring; hours to be arranged
Observation and participation in schools followed by scheduled conferences with field supervisor. Three mornings a week.

Supervised Student Teaching in Childhood Education, N-G
E25.1355, 1356*† Number of points set by program requirements. Minimum of 45 hours per point: 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 philosophic, political, and demographic perspectives.

E27: TEACHING AND LEARNING

Inquiries into Teaching and Learning I and II: Uncovering What Is; Discovering What Might Be
E27.1001, 1002 60 hours: 3-4 points. Fall, spring.
Inquiries I and II is a two-semester sequence of core learning experiences intended to provide all preservice teacher education students with the opportunity to explore the nature of learners and learning, teachers and teaching, knowledge and knowing, and schools and schooling. The course looks broadly and deeply at a range of issues that confront new teachers and provides an appropriate foundation for all subsequent courses and field experiences during the preservice
program. To introduce students to the personal, social, institutional, and pedagogical issues they will encounter as teachers, they engage in autobiographical reflections, read and discuss relevant professional literature, study learners and teachers in different settings, and articulate their own emerging positions on educational issues.

**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. 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.

Modes 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 180 hours: 6 points. Spring; hours to be arranged Prior to acceptance in student teaching, the following requirements must be met: A minimum of 12 credits in the foreign language and E29.1999. Must be taken in conjunction with E29.1907. 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 135-270 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 Aims, objectives, and methods, principles, progressive practices, and lesson plans. Specifically geared to the individual school settings to which participants have been assigned. Includes discussion, problem solving, and practical guidance for each student teacher.

**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.

**Food Service Cost Controls**

E33.0057 45 hours: 3 points. Spring, summer: Principles of cost control systems and managerial techniques for planning and controlling costs related to food, labor, plant and property operations, maintenance, and other expenses in operations.

**Diet Intervention**

E33.0060 45 hours: 3 points. Fall, spring, summer

Fundamental study of current dietary practices and their modification for disease prevention and treatment. Includes diet calculations and specific applications to menu planning for specific disease conditions.
**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 160-61.

**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.  
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.  
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, E33.1019.  
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 I**  
E33.1025 45 hours: 3 points. Fall, summer.  
Prerequisite: E33.0057.  
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.  
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. Spring.  
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 the food service industry for control of revenues, expenses, assets, and liabilities, along with techniques for costing, budgeting, and pricing, with emphasis on their use in situation analysis and decision-making.

**Food Laws and Regulations**  
E33.1109 45 hours: 3 points. Spring.  
Prerequisites: E33.0085, E33.0091.  
Overview of legal issues affecting food service management: laws, contracts, taxes, and relations with administrative and regulatory agencies, both domestic and international.

**Food Management Essentials I: Theory**  
E33.1110 10 hours: 1 point. Spring.  
Survey of basic theoretical principles pertaining to food management. An accelerated course for students of food studies, nutrition, and related fields with limited previous managerial knowledge or experience.
Food Management Essentials II
Marketing and Sales
E33.1111 10 hours: 1 point. Spring.
Prerequisite: E33.1110.
Survey of basic theoretical principles pertaining to
marketing and sales. An accelerated course for stu-
dents of food studies, nutrition, and related fields with
limited previous managerial knowledge or experience.

Food Management Essentials III: Food Industry Personnel Management
E33.1112 10 hours: 1 point. Spring.
Prerequisite: E33.1110.
Survey of basic theoretical principles pertaining to
food industry personnel management. An accelerated
course for students of food studies, nutrition, and
related fields with limited previous managerial knowl-
edge or experience.

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 accelerated
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 semi-
nars 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.

Food Demonstrations
E33.1137 15 hours per point: 1-3 points.
Summer.
Prerequisites: E33.0085, E33.0052, E33.0091 or equivalents.
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, E33.0052, 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 Assessment
E33.1185 45 hours: 3 points. Spring.
Prerequisites: E1 4.1035, E33.0060, E33.1269.
Advanced study of the effects of disease on nutrient
and energy requirements and metabolism, assessment
and treatment of disease-induced malnutrition, nutri-
tional support methods applied to case management.
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 nutri-
tional, 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 mar-
teting 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 eval-
uation. Lectures and individual and group projects.

Advanced Foods
E33.1217 10 hours lecture, 10 hours laborato-
ry per point: 1-3 points. Fall, summer.
Prerequisite: E33.0085 or equivalent.
Advanced preparation and evaluation of foods, profes-
sional methods, recipe formulation, menu planning,
quality assurance, cost controls, and economic, envi-
ronmental, 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.

Integrated Management Systems: Food Service
E33.2103 30 hours: 3 points. Spring.
Prerequisite: advanced standing.
Integration of principal management disciplines to
develop successful business strategies in the food ser-
vice industry; human resources, organizational design,
labor relations, industrial engineering, marketing,
customer service, ethics. Should be taken during last
year of study.
E34: SPEECH-LANGUAGE PATHOLOGY AND AUDDIOLOGY

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, resonation, 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 disorders. Includes etiologies and typical symptomatology of major communication disorders.

Fundamentals of Hearing
E34.0229 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, 0018 (E21.0017), E21.1061, E34.1065, or equivalent, or permission of the instructor. Analysis of problems in initiating and carrying out speech and hearing rehabilitation programs within the framework of a school system. Problems and techniques of discovery, differential diagnosis, programming, equipment, follow-up, and securing parental and community acceptance and cooperation.

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 and E21.1061 or equivalent, or permission of the instructor. Description and diagnosis of speech and language disorders of functional and organic origin. Methods and materials for assessment and individual group therapy. Each student observes cases three to four hours each week under supervision in a variety of school, hospital, and clinical settings.

Introduction to Articulation Disorders
E34.1101 45 hours: 3 points. Spring. Prerequisites: E34.0017 and E21.1061, or permission of instructor. An introduction to the study of articulation problems associated with functional and organic disturbances. Basic diagnostic and therapeutic procedures for children and adults.

Audiology: Intervention Strategies with Children
E34.1205 45 hours: 3 points. Spring. Prerequisite: E34.1230 or equivalent, or permission of the instructor. Principles and techniques of audiologic evaluation and management of hearing-impaired infants and children. Both personal and assistive amplification listening systems are covered. Speech reading and auditory training techniques. Educational and communicative options for children of different ages with different types and degrees of hearing loss. The cochlear implant: implications for rehabilitation and education of profoundly hearing-impaired children are included.

Introduction to Language Disorders in Children
E34.1207 45 hours: 3 points. Spring. Prerequisites: E34.1601 and E75.0081. An introduction to language disorders associated with various categories of disability. Basic assessment and remediation approaches are addressed.

Introduction to Audiology
E34.1230 45 hours: 3 points. Fall. Principles and techniques of pure tone and speech audiology; interpretation of audiograms; consideration of etiologies and auditory characteristics of major types of hearing impairment.

Acoustic Phonetics
E34.1402 45 hours: 3 points. Spring. Prerequisites: E34.1008 and E21.1061, or permission of instructor. A broad-based study of acoustic phonetics including acoustic theory and measurement; distinctive feature systems; and integration of physiologic and perceptual characteristics with concomitant acoustic features.

Supervised Student Teaching of Speech in the Elementary and Junior High Schools
E34.1546*++ A minimum of 300 hours: 6 points. Fall, Spring; hours to be arranged. Open to speech and hearing majors only. Prerequisites: E21.1061, E34.0017, 0018, E34.1008, E34.1025, E34.1065, E34.1101, E34.1230, E34.1402, E35.1271.

Language Development in the Preschool Years
E34.1601 45 hours: 3 points. Fall. This course 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.

E35: APPLIED PSYCHOLOGY (SEE ALSO E60)

Social Psychology
E35.1003 45 hours: 3 points. Spring. Prerequisite: a course in general or educational psychology. Social psychology concepts, theories, and research and their relation to educational problems. Concepts treated are attitudes, values, roles, norms, communication, conformity; areas emphasized are group processes and influence, social motivation, prejudice, authoritarianism.

Teaching Reading to Exceptional Children
E35.1007* 45 hours: 3 points. Fall. Prerequisites: E35.0081, E35.0082, E35.0083, 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.

Educational Psychology
E35.1014 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 educative process and their application to teaching.

Psychology of Parenthood
E35.1019 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.
Abnormal Psychology
E35.1038 45 hours: 3 points. Fall, spring.
Theories, conceptions, and descriptions of disordered behavior with an emphasis on psychodynamic systems. The interrelationship of diagnosis and treatment, theories of symptoms formation, criteria of normality.

Personality Development
E35.1039 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
E35.1050 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
E35.1073 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.

Psychological Measurement
E35.1137 45 hours: 3 points. Fall.
Prerequisite: E35.1073.
Program/departmental majors only.
Introduction to decision theory applied to problems in psychology, sociology, human relations, and selected aspects of economics, political science, and the human services professions. Role of evidence in decisions and rules for collection of relevant evidence. Rationales for quantification of evidence.

Psychology of Human Learning
E35.1214 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
E35.1271 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
E35.1272 45 hours: 3 points. Spring.
Prerequisite: a course in introductory developmental, or educational psychology.
Adolescence as a life stage. Physical, intellectual, social, and psychosexual development. Attention to youth from diverse racial/ethnic and sociocultural backgrounds. Applications and implications for schooling and for prevention and intervention programs directed at psychosocial problems in adolescence are discussed. Particular emphasis is placed on neighborhoods, schools, and families as contexts of, and important influences on, development.

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
E41.0239* 30 hours: 2 points. Spring.
Focus 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.
Focus 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 elder centers.

Theoretical Bases of Nursing Science
E41.0251* 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. Rogers’s Science of Unitary Human Beings is examined.

Independent Study
E41.0000 45 hours per point: 1-6 points. Fall, spring; hours to be arranged.
For description, see pages 160-61.

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 childbirth, 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.
Focus on the Rogerian conceptual model as perspective for viewing individuals experiencing acute and/or chronic illness. The nursing process is applied in caring for hospitalized adults.
Management

Health/psychiatric Nursing

Nursing Science V: Nursing Care of Adults and Elders
E41.1244* 150 hours: 6 points. Fall, spring.
Focus 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, promotion, and maintenance related 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.
Focus 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.
This course 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 pharmacologic agents.

Scientific Method in Nursing
E41.1437* 30 hours: 2 points. Fall, spring.
Focus on concepts basic to the scientific method. 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.

E44: PHYSICAL THERAPY

Independent Study
E44.1000* 45 hours per point: 1-6 points.
Fall, spring, summer; hours to be arranged
For description, see pages 160-61.

Practicum in Physical Rehabilitation of the Disabled
E44.1132* 60 hours: 3 points; fall, spring. Hours to be arranged
Lecture, demonstration, and laboratory practice in basic rehabilitation skills. Introduction to patient disabilities and management of secondary disability. Techniques include bed level, wheelchair, and ambulation skills. Methods for evaluating motor disabilities in daily activities are explored.

Human Physiology
E44.1301* 60 hours: 4 points. Fall.
Principles of regulation of function of the muscular, cardiac, pulmonary, and renal systems. Course also covers basic metabolism and role of endocrine system.

Human Anatomy Lecture
E44.1401* 60 hours: 3 points. Fall.
Lectures on human anatomy of the skeletal, muscular, nervous, and circulatory systems. Demonstration on models.

Human Anatomy Laboratory
E44.1402* 45-60 hours: 1-2 points. Spring.
Laboratory fee $65.
Dissection and demonstration of human cadaver for purpose of learning relationships of skeletal, muscular, circulatory and nervous systems. Complements lectures in human anatomy.

Clinical Practice in Physical Therapy I
E44.1403*†‡ 95 hours: 1 point. Spring; hours to be arranged
Clinical practice experience in the application of basic physical therapy procedures, including massage, physical agents, elementary therapeutic exercises, activities of daily living training, and simple ambulation training. Students also practice beginning evaluation techniques in a variety of clinical settings in the metropolitan area. Weekly class seminar included. (Clinical Practice III and IV are offered in the summer sessions.)

Bioelectronics in Physical Therapy
E44.1405* 60 hours: 3 points. Spring.
Physics, principles, and application techniques of the low-frequency and high-frequency current and ultrasound as used in physical therapy. Principles and techniques of electromyography and nerve conduction measurements.

Physical Therapy Procedures I
E44.1407* 60 hours: 3 points. Fall.

Physical Therapy Procedures II
E44.1409* 60 hours: 3 points. Fall.
Lecture, demonstration, and laboratory practice in manual techniques: basic skills of passive movement, progressive resistive exercises, mobilization techniques, and preprosthetic care of the amputee. Concepts of motor development are covered as prerequisite for the neuromuscular evaluation.

Clinical Practice in Physical Therapy II
E44.1413*†‡ 80 hours: 1 point. Fall; hours to be arranged
Rotating clinical experience to allow students to view the practice of physical therapy in a variety of settings. Students spend time with physical therapists in home care, private practice, research settings, neurodevelopmental centers, etc. Students may also have option of spending 80 hours in one physical therapy department rather than rotating. (Clinical Practice III and IV are offered in the summer session.)
Measurement and Evaluation in Physical Therapy
E44.1416* 60 hours: 3 points. Spring.
Lecture, demonstration, and laboratory practice in measurement skills, and orthopedic and neurological evaluation techniques used in physical therapy practice. Written documentation of evaluative findings and case studies are explored.

Neuromuscular Disease and Disability
E44.1421* 30 hours: 2 points. Fall.
Etiology, pathology, and clinical sequelae of neurological and muscular disease and disability. Case presentations.

Musculoskeletal Disease and Disability
E44.1423* 30 hours: 2 points. Spring.
Etiology, pathology, and clinical sequelae of orthopedic and rheumatological diseases and disorders. Case presentations.

Cardiopulmonary and Metabolic Diseases and Disability
E44.1425* 30 hours: 2 points. Fall.
Etiology, pathology, and clinical sequelae of cardiopulmonary, vascular, metabolic, and gastrointestinal diseases and disorders. Case presentations.

Physical Therapy Care and Human Behavior
E44.1443* 30 hours: 2 points. Fall.
Examination of the psychological, social, economic, and vocational problems associated with illness and disability and the patient’s reactions to these problems. Effective therapist-patient relationships and communication skills are also examined.

Physical Therapy Procedures III
E44.1511* 45 hours: 3 points. Fall.
Prosthetic management of lower- and upper-limb amputees and orthotic management of patients with lower-limb, trunk, and upper-limb disabilities.

Management and Supervision in Physical Therapy
E44.1521* 45 hours: 3 points. Spring.
Presents the elements of managerial process and allows the student to synthesize administrative and organizational details and to apply them to the various physical therapy work situations.

Analysis of Physical Therapy Theoretical Bases
E44.1525* 30 hours: 2 points. Spring.
Application of the theoretical bases of physical therapy to the care of people with physical disabilities. Assessment of the appropriateness and effectiveness of physical therapy care, through case study approach.

Therapeutic Exercise I
E44.1533* 90 hours: 5 points. Fall.
Application of exercise utilized by the physical therapist in the treatment of specific musculoskeletal conditions.

Therapeutic Exercise II
E44.1534* 75 hours: 4 points. Spring.
Application of exercise utilized by the physical therapist in the treatment of specific neuromuscular conditions.

Clinical Instruction in Physical Therapy
E44.1535* 30 hours: 2 points. Spring.
Application of the theories of learning to the instruction of patients, their families, supportive staff, and other professionals in the implementation of physical therapy.

Therapeutic Exercise III
E44.1536* 75 hours: 4 points. Spring.
Principles and procedures of physical therapy evaluation and treatment of cardiovascular, pulmonary, renal, and other selected medical conditions. Course also includes role of the physical therapist in child-birth education.

Clinical Practice in Physical Therapy III
Eh.1537*$ Minimum of 200 hours: 3 points. Summer
Integration and application of all course work to the clinical setting. Opportunity to develop skill in physical therapy procedures, including electrotherapy and electrodiagnosis, gait analysis, and the application of the principles of orthotics and prosthetics to patient care.

Clinical Practice in Physical Therapy IV
E44.1538* 30 hours: 3 points. Summer
Terminal clinical experience that provides the opportunity for students to develop skill and discriminating judgment in the planning and execution of progressive treatment programs in accordance with changing patient needs.

Neurobiological Foundations of Physical Therapy
E44.1541* 90 hours: 5 points. Spring.
Laboratory fee $40.
Integrated presentation of neuroanatomical, neurophysiological, and neuropathological principles for understanding of neurological disorders and their implications for physical therapy practice.

Physiological Foundations of Physical Therapy
E44.1542* 45 hours: 3 points. Fall.
Integrated presentation of physiological and pathophysiological principles for understanding cardiopulmonary and metabolic disorders and their implications for physical therapy practice. Effects of exercise and environmental stress on the human body.

Kinesiology in Physical Therapy
E44.1790* 60 hours: 3 points. Spring; hours to be arranged
Fundamentals of statics and dynamics applied to the human structure. Efficient mechanical functioning of the body at rest and in action.

E50: PHILOSOPHY OF EDUCATION

Introduction to Philosophy of Education
E50.1003 30 hours: 2 points Fall.
Assumptions and implications of educational theory and practice; teaching and learning, the structure of knowledge, 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

The Critical Study of Education
E55.1031 45 hours: 3 points. Fall.
Part of the core sequence for teacher education, this course helps teachers acquire the critical skills of reflective practitioners. Through a critical analysis of the educational ideas of Plato, Rousseau, and Dewey, students learn how to identify assumptions, analyze arguments, and assess evidence. Includes critical dis-
Discussions of the role of the teacher and what’s worth knowing.

**Historical Quest for Human Nature**

E55.1032 45 hours: 3 points. Fall, spring.
A study of the idea of human nature from the eighteenth 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 twentieth-century discussion.

**E59: COMMUNICATION STUDIES**

**Perspectives on Communication**

E59.0001 60 hours: 4 points. Fall.
Introduces students to the variety of perspectives from which human communication may be studied and the questions and methods of inquiry that characterize different approaches to communication. Perspectives surveyed include those drawn from cybernetics, social psychology, symbolic philosophy, aesthetics, linguistics, semantics, and anthropology.

**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, photograph, and film, radio and television, computers and communication satellites). Examines how the semantic codes, physical structures, and time-space biases of the media wrought by these revolutions have affected such basic human communication forms as memory, myth and ritual, narration and reenactment, and visual imagery.

**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 160-61.

**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 as 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, in politics, and in 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. 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 required liberal arts courses in the analysis, interpretation, and evaluation of symbol systems encountered in a variety of verbal, spatial, and temporal modes.

**Mass Media, Global Communication, and the Future**

E59.1300 60 hours: 4 points. Spring.
An examination into technological developments in media and their implications for global communication. Comparison of communication systems in technologically developed, developing, and undeveloped countries.

**E60: APPLIED PSYCHOLOGY**

(SEE ALSO E35)

**The Counseling Interview**

E60.1012 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 interactive process in which the interviewer is a helper to the interviewee in various settings. Intended for nonspecialists in counseling and guidance. Hours arranged for laboratory work.

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

E60.1031 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.

**Field Orientation in Applied Psychological Studies I**

E60.1123 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 fifteen weeks visiting various human service agencies, observing activities, and conducting informational interviews.

**Field Observation in Applied Psychological Studies II**

E60.1124 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**

E60.1125 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**

E60.1126 120 hours: 4 points. Spring.
During this last undergraduate semester, an extensive senior thesis enables students to relate theory and practice in order to implement life-planning decisions. The nature of each student’s thesis takes into account individual interests, skills, and career choices.
Presentations in the seminar enable students to develop critical analysis and supervisory skills.
### E66: WOMEN IN THE HUMAN SERVICES

**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* (formerly E35.0081) 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* (formerly E35.0083) 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 160-61.

**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.

### E75: Principles and Strategies for Teaching: Mild Learning and Behavioral Disorders

E75.1008* 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 E35.1009) 180 or 360 hours: 4 or 8 points. Fall, spring; hours to be arranged.

Prerequisites: E75.0081, E75.0082, E75.0083, E75.1007, 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 E35.1010) 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 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 E35.1035) 45 hours: 3 points. Fall.

Prerequisite: E75.0083 (E35.0083).

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 E35.1160) 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.

### 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 160-161.

### Health Counseling

E81.1062 30 hours: 2 points. Fall.

Physical, mental, emotional, and social health problems of elementary and secondary school pupils; remedial procedures; handling of confidential records; counseling techniques; health aspects of educational and vocational guidance.

### 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 instruc-
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 MUSIC 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 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 procedures and equipment, methods, and materials for children and adolescents.

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

Percussion Practicum
E85.0027 15 hours: 1 point. Fall, Spring.
Fundamentals of both mallet and percussion instruments for the prospective teacher. Students participate in a percussion ensemble and learn to write for and to conduct a percussion ensemble.

Vocal 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.
For description, see E85.1034.

Music Theory I
E85.0035 45 hours: 2 points. Fall, spring. Corequisite: E85.0006.
An introduction to melody, harmony, and counterpoint in the music of diatonic tonality through projects in directed composition and analysis.
Music Theory II
E85.0036 45 hours: 2 points. Fall, Spring.
Prerequisite: E85.0035; corequisite: E85.0007.
Further projects in diatonic tonality and an introduction to simple forms.

Music Theory III
E85.0037 45 hours: 2 points. Fall, spring.
Prerequisite: E85.0036; corequisite: E85.0008.
Hands-on work with the materials of chromatic tonality and an introduction to complex forms.

Music Theory IV
E85.003845 hours: 2 points Fall, spring.
Prerequisite: E85.0037; corequisite: E85.0009.
Introduction to the materials and organizing principles of twentieth-century music including extended chromaticism, modes, atonality, and jazz.

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

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

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

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

Voice (Private Lessons)
E85.0063* 7.5-15 hours: 2-4 points. Fall, Spring; hours to be arranged.
For freshmen and sophomores.
For description, see E85.1063.

Fundamentals of Conducting
E85.0065 15 hours: 1 point. Fall.
Training in conducting basic time signatures through assignments and class activities. Examination of instrumental and vocal ensemble concepts and techniques for the elementary and secondary levels.

Keyboard Harmony and Improvisation I 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, transposition, 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
E85.0080‡ 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 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.
Study and performance of standard dance band literature, experimental jazz compositions, and student arrangements.

Collegium and Program Seminar
E85.0092‡ 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 matters. During the remaining weeks, students meet with members of their major program for visits with specialists in their field and for programmatic discussions.

Music Theatre Professions
E85.0099 30-45 hours: 2-3 points. Fall, Spring.
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.

Independent Study
E85.1000 45 hours per point: 1-6 points. Fall, Spring; hours to be arranged.
For description, see pages 160-61.

Recording Technology I
E85.1001 60 hours: 4 points. Fall.
Introduction to the physical aspects of sound, psycho-acoustics, 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.
Corequisite: 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.
Corequisite: 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.
Prerequisite: E85.1003, E85.1004, and E85.1005. Departmental approval required.
Enrollment limited to ten 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 replacement, 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.
Prerequisite: E85.1007.
Programming for MIDI devices using MIDIBASIC, 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 eighteenth and nineteenth centuries. Synthesis through analysis, performance, and composition using contrapuntal and harmonic structures.

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 assign-
ments, 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 psycho-acoustic 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 notation-al 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 examined 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.
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, special education. Of special interest to educators, performers, and arts professionals.

**Computer Music Synthesis: Fundamental Techniques**
E85.1047 60 hours and hours arranged 3 points. Fall, Spring.
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 in Music and Music Education**
E85.1054 30 hours: 2 points. Spring.
Study and performance of new published and unpublished materials suited to all levels of music instruction. Particular emphasis on group methods.
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: Nineteenth Century
E85.1077 30-45 hours: 2-3 points Fall.
The history of musical styles in the nineteenth century.

Music History IV Twentieth 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 treatises, such as the Fitzwilliam Virginal Book, are explored as well as baroque microtonings and their relationship to Bach’s Well-Tempered Clavier.

New York University Jazz Ensemble
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.

Perussion Ensemble
E85.1090 60 hours: 1 point. Fall, spring.
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 romanticistic forms and character pieces as the nocturne, capriccio, and scherzo receive special attention, as well as their 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 twentieth century. The eclectic quality of our present century is represented by a vast range of composers and styles. Ravel and Debussy, Schoenberg, Bartok, Stravinsky, Prokofiev, Ives, Crumb, Sessions, Riley, and Harbison. 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 Rollnick Recording Studios. 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 twentieth-century sources to the present. Students produce their own arrangements.
E85.1120: An extension of E85.1119 with special emphasis on arrangements for large jazz ensembles.

Reference and Research in Jazz
E85.1121 30 hours and 15 hours arranged 3 points. Fall.
Open to the University community.
Focus is on the evolution of jazz music from its origins to the present. Both traditional and contemporary reference and research sources are reviewed. These include the principal tools of library research, as well as recordings, video, and live performances.

Techniques of Contemporary Music
E85.1122 30 hours: 2 points. Spring.
Contemporary harmonic techniques; extension of the chromatic system; six-tone and twelve-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*† Minimum 180 hours: 3-4 points. Fall, spring.
Restricted to music majors.

Supervised Student Teaching of Music in the Secondary School
E85.1145*† Minimum 180 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 mélodie, and American, British, Italian, and Spanish songs.
Music for Children
Music and movement experiences for the classroom (K-6); cognitive bases for aesthetic sensitivity and expression.

Music for Exceptional Children
E85.1204 30 hours: 2 points. Fall. Prerequisite 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 experiences for individuals with moderate-to-severe and profound impairment. Aesthetic factors in the individualized education program.

The Music Industry: Advertising and Promotion
E85.1214 45 hours: 3 points. Spring. Prerequisites: E85.1221, E85.1222, E85.1223, E85.1700; corequisite: E85.1224.
A general introduction to the effective utilization of advertising in the music industry. How to advertise why and where. Aspects of merchandising and marketing are discussed as they relate to the industry, the artist, and the sales of their product.

Career Opportunities in the Music Industry I
E85.1221 30 hours: 2 points. Spring. Required of all students in the music business program.
A background study of all related areas of the multi-billion-dollar music industry, including record company operations, music publishing, artist management, and music in advertising. The course includes guest lecturers drawn from all facets of the industry.

Business Aspects of the Music Industry: 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.

Business Aspects of the Music Industry: Production and Performance
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; corequisite: MBT Record Company participation.
The producer’s role in the development of recordings and artists. Interfacing between producers and various departments of business affairs, management, and promotion in the music industry. The role of the studio for the producer and the artist.

Business Aspects of the Music Industry: Marketing and Merchandising
E85.1224 45 hours: 3 points. Spring. Prerequisites: E85.1221, E85.1222, E85.1223, E85.1700; corequisite: E85.1214. Required of all students in the music business program.
Planning processes and sales in the commercial music market. The translation of creative work into a product. The specific marketing processes involved in the development 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 SMITE and MIDI time code.

Career Opportunities in the Music Industry II
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.
New technologies as applied to classical, jazz, and commercial markets are discussed and evaluated for their impact and importance to the future of the industry and its management.

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.

Introduction to Music Publishing and Printing
E85.1700 30 hours: 2 points Fall. Prerequisite: E85.0006, E85.0007, E85.0035, E85.0036, E85.1221; corequisite: E85.1222. Required of all students in the music business program.
Overview of the printed music publishing industry, following the process from the selection of musical product through the editing and printing stages to the final distribution for sale. Topics include copyright royalties as they pertain to printed music, publishing markets, music editing and proofreading for publication, traditional and advanced technologies in the music publishing industry. Guest lecturers give “behind the scenes” looks at their jobs.

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 new media organizations for on-the-job training. Provides valuable “hands-on” experiences that enhance 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 nondance majors 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. Visits 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**
Egg.0039 45 hours: 1 point, by adjustment. 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 nondance majors 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 installing 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 160-61.

**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; 75 hours: 3 points (individual tutorial hours to be arranged via instructor or program director). Spring.

Pre- or corequisite: E89.0011 or permission of program director required

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 reorganizes 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.

**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 nondance 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.

Introductory experience in Laban’s system of qualitative movement analysis, including the basic body, space, and dynamic elements. Provides skill practice and observation, particularly in understanding one’s personal movement style.
Advanced 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 balletic 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 technical skills with emphasis on continuity, phrasing, and performance in a modern style.

Advanced Dance Practicum
E89.1076 45 hours per point: 1-6 points. Fall, spring.
Registration by permission of dance program adviser.
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.
Prerequisite: 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

Critical History of Art I
E90.0037 45 hours: 3 points. Fall.
Combines a survey of artworks from antiquity through the Renaissance with a critical exploration of the relationship of visual expression to the changing social contexts of the period. Discussions include the role of art within non-western and European cultures.

Critical History of Art II
E90.0038 45 hours: 3 points. Spring.
Traces the evolution of the arts from the Renaissance through 1945. Movements from the Enlightenment to the birth of modernism are discussed in relation to...
social and technological developments ranging from colonial imperialism to the industrial revolution.

**Visual Arts (Sophomore Seminar)**
E90.0099 60 hours: 3 points. Fall.
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, art making, and verbal analysis. Each student is responsible for oral presentations, works of art generated through research, and written statements about their own artistic objectives.

**Fundamentals of Drawing I, II**
E90.0322, 0323 60 hours: 3 points. Fall, spring.
Open only to art majors. Two semesters of this course are required for all art studio majors. An exploration in the studio of a variety of contemporary processes, techniques, and experiences in drawing with a variety of marking implements. Assigned independent work, term project, and field trips to galleries and museums.

**Fundamentals of Painting I, II**
E90.0332, 0333 60 hours: 3 points. Fall, spring.
Open only to art majors. Two semesters of this course are required for all art studio majors. Aimed at each student's personal development, offering maximum freedom within a course structure designed to present a vast number of formal and expressive ideas, concepts, and procedures in the context of the studio. Fundamental techniques introduced; individual and class critiques, discussions, assignments to visit museums and galleries; readings and extensive out-of-class problems.

**Fundamentals of Sculpture I, II**
E90.0342, 0343 60 hours: 3 points. Fall, spring.
Two semesters of this course are required for all studio majors. Open only to art majors. This course explores the medium of sculpture through the principles of three-dimensional design and the concepts that drive developments in contemporary art. Projects may include welding, mold making, and the use of woodworking tools, as well as the use of sculpture as costume, performance, environment, or kinetic form. Students use a variety of materials from wood and cardboard to metal, plaster, and found objects to expand their understanding of form and space.

**Sculpture: Anatomy for the Artist**
E90.0346, E90.1346 60 hours: 3 points. Fall.
Open only to art majors. Atelier course offered on two levels.

E90.0346 Freshmen and sophomores.
E90.1346 juniors, seniors, and graduate students.
Analysis of the skeletal and muscular structure of the human figure through sculpture as a basis for artistic interpretation. Modeling of the skeleton and the human figure in studio accompanied by lectures and demonstrations.

**Fundamentals of Art in Media I, II**
E90.0358, 0359 60 hours: 3 points. Fall, spring.
Open only to art majors. Two semesters of this course are required for all art studio majors. Both studio and mass media are examined in terms of their potential creative expression. Attention is paid to the interests and individual development of projects that may include video, photography, performance, computer, and environmental work.

**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 adviser and the art department chairperson to register for independent study.
For description, see pages 160-61.

**Introduction to Art and Art Education**
E90.1001 45 hours: 2 points. Fall.
Discussions relating to the visual arts experience and its implications for the creative teaching of art. Study of the aesthetic development exemplified in the mode of artistic expression demonstrated by the child as well as the young adult. An examination of vital art programs both in the typical school setting as well as in museums and art centers.

**Teaching of Art: Preschool and Elementary**
E90.1019 45 hours: 3 points. Fall.
Prerequisites: Introduction to Psychology and Educational Sociology. Registration by permission of departmental coordinator of student teaching.
Preschool and elementary school art programs; philosophy, content, methods, teaching materials. Role of art in the curriculum of the contemporary elementary school. Lectures, demonstrations, discussions, films, and reports.

**Undergraduate Projects**
E90.1022 20-60 hours: 1-3 points. Fall, spring.
Course topic varies from semester to semester.

**Teaching of Art: Junior and Senior High Schools**
E90.1024 45 hours: 3 points. Spring.
Prerequisites: Introduction to Psychology and Educational Sociology. Registration by permission of departmental coordinator of student teaching.
Junior and senior high school art programs: philosophy, content, methods, teaching materials. Role of art in the curriculum of the contemporary second school. Lectures, demonstrations, discussions, films, and reports.

**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 twentieth 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.

**Supervised Student Teaching in Art in Elementary Schools**
E90.1069#* A minimum of 180 hours: 4 points. Fall, spring.
Registration by permission of departmental coordinator of student teaching. Enrollment limited to majors in art education.
Supervised Student Teaching in Art in Secondary Schools
E90.1070* A minimum of 180 hours: 4 points. Fall, spring. Registration by permission of departmental coordinator of student teaching. Enrollment limited to majors in art education.

Introduction to the Galleries and Museums of New York
E90.1082 45 hours: 3 points. Fall. Open to nonart majors.
On-site study of primary visual art resources in Greenwich Village, SoHo, and New York art galleries and museums. Guided lecture-tour visits to current exhibitions of painting, sculpture, printmaking, the crafts, photography, architecture, and design, augmented by intensive study of original works in the New York University Grey Art Gallery and Study Center.

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.

Introduction to Drawing
E90.1320 60 hours: 3 points. Fall, spring. Studio course designed for nonart majors. Assignments/critiques/demonstrations related to the basic elements of drawing.

Introduction to Painting I
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
E90.1340 60 hours: 3 points. Fall, spring. Studio course aligned for nonart majors. Assignments/critiques/demonstrations related to the basic elements of sculpture.

Introduction to Video Art
E90.1352 60 hours: 3 points. Fall, spring. Video art has become one of the most widely used media art forms because it allows both the artistic concentration of photography and the free-flowing imagery of movement. Students acquire rudimentary skills while working toward a personal statement in video.

Introduction to Computer Art
E90.1354 60 hours: 3 points. Fall spring. The use of the computer to augment and expand conceptualization and expression has provided the artist with some of the most important new means for visual thinking. Students learn how to use the computer as an extension of the visualization process and its specific applications in both two-dimensional and three-dimensional art.

Introduction to Photography
E90.1360 60 hours: 3 points. Fall. Studio course assigned for nonart majors.
This course, designed for nonart majors, is a hands-on introduction to the use of photography as a medium of documentation and expression. Assignments and critiques enhance the development of independent individual work while developing photographic skills and techniques. Students provide their own cameras. Enlargers and photographic chemicals are provided in class.

Introduction to Lithography
E90.1374 60 hours: 3 points. Fall, spring. Studio course designed for art and nonart majors.

Introduction to Relief Printmaking
E90.1376 60 hours: 3 points. Fall, spring. Studio course designed for art and nonart majors.
Hands-on introduction to relief printmaking. Studio work in linocut and woodblock cutting. Western and Japanese techniques are featured.

Introduction to Photo Processes in Printmaking
E90.1378 60 hours: 3 points. Fall. Studio course designed for art and nonart majors.
Hands-on introduction to photo processes in printmaking. An intensive introductory-level studio course in photographic applications to intaglio, lithography, and screen printmaking.

Jewelry
E90.1390 60 hours: 3 points. Fall, spring.
Explores the aesthetic concepts and techniques of contemporary jewelry construction, employing a variety of materials. Aspects of jewelry as a craft are considered.

Drawing I
E90.1520 60 hours: 3 points. Fall, spring. Prerequisite: Fundamentals of Drawing I and II.
Representational drawing course involving freehand rendering and perspective. Includes life, nature, and still life objects. Studio work, out-of-class assignments, lectures, and demonstrations.

Drawing II
E90.1523 60 hours: 3 points. Spring. Prerequisites: two courses in drawing.
Greater emphasis placed on the figure as a key for form and the use of color as it relates to composition. Special attention to individual work and expression.

Painting I
E90.1530 60 hours: 3 points. Fall. Prerequisite: Fundamentals of Painting.
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: Painting I.
Emphasis is on the development of skills, composition, and interpretative ability in the individual painter.

Projects in Art in Media: Video Art I
E90.1550 60 hours: 3 points. Fall. Prerequisite: Fundamentals of Art in Media I and II 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.

Projects in Art in Media: Video Art II
E90.1551 60 hours: 3 points. Spring. Prerequisite: Projects in Art in Media: Video Art I or permission of instructor. Continuation of Projects in Art in Media: Video Art I.

Projects in Art in Media: Computer Art I
E90.1552 60 hours: 3 points. Fall. Prerequisite: Fundamental of Art in Media I and II 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.
Projects in Art in Media: Computer Art II
E90.1553 60 hours: 3 points. Spring.
Prerequisite: Fundamentals of Art in Media I and II 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.

Photography: Black and White
E90.1560 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/artist are held.

Photography: Color
E90.1563 60 hours: 3 points. Fall, spring.
Prerequisite: Introduction to Photography or equivalent.

Advanced techniques in type C and type R printing as well as color negative and slide film development are taught. Examines 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.

Projects in Drawing
E90.1624 60 hours: 3 points. Fall, spring.
Prerequisites: two semesters of Drawing.

Focus on particular subjects or techniques allows students to broaden skills and expression. Past topics have included the figure, the landscape, grissaille, 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.

Projects in Sculpture: Beginning Ceramic Sculpture
E90.1640, 1641 60 hours: 3 points. Fall; E90.1640; spring: E90.1641.

Fundamentals of ceramic sculpture. Study and studio work in construction methods, modeling techniques, decoration, and firing methods. Illustrated lectures and discussions.

Projects in Sculpture: Glass
E90.1642, 1643 60 hours: 3 points. Fall; E90.1642; spring: E90.1643.

 Held at Urban Glass.

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

Projects in Sculpture
E90.1646 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 Photography
E90.1664 60 hours: 3 points. Fall.
Prerequisites: two semesters of Photography.

Students work directly with internationally recognized figures in photography. Topics for workshops range from the techniques of established photographers to discussions of issues in photographic theory history, and criticism.

Projects in Printmaking
E90.1670, 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, papermaking. Projects are chosen as a result of faculty and student interest.

Advanced Drawing I
E90.1720 60 hours: 3 points. Fall, spring.
Prerequisites: two semesters of Drawing or the equivalent.

Attempts to guide students through individual and group critiques, in expanding and exploring those formal and expressive aspects of drawing to which they have a personal aesthetic commitment. Students are expected to be self-motivated. Models are available approximately every other class. Class critiques, discussions, assignments to visit museums and galleries, readings, and extensive out-of-class drawing problems supplement the studio practice.

Advanced Drawing II
E90.1723 60 hours: 3 points. Spring.
Prerequisite: Advanced Drawing I.

This course is a continuation of Advanced Drawing I.

Advanced Painting I
E90.1730 60 hours: 3 points. Fall, spring.
Prerequisites: two semesters of Painting.

Individual expression and the study of color and form for the purpose of developing the student's personal style of painting. There are frequent group and individual critiques. Elements of form and color are studied for psychological, physiological, and spatial qualities, along with ways in which color can be used as a means of personal expression. Both abstract and realistic approaches are used, allowing the individual to grow according to his or her own needs. The figure and various still lifes are used, as well as new means of visualizing space.

Advanced Painting II
E90.1733 60 hours: 3 points. Fall, spring.
Prerequisites: two semesters of Advanced Painting I.

This course is a culmination of Advanced Painting I.

Advanced Sculpture I
E90.1740 60 hours: 3 points. Fall.
Prerequisites: two semesters of Sculpture or the equivalent.

Studio work in a variety of materials, such as wood, metal, bronze, and clay, by choice of student. Independent work and individual criticism with the aim of the student developing a body of exhibitable work. Current exhibitions and issues about contemporary sculpture are discussed.

Advanced Sculpture II
E90.1743 60 hours: 3 points. Spring.
Prerequisite: Advanced Sculpture I.

This course is a culmination of Advanced Sculpture I.

Advanced Art in Media I
E90.1750 60 hours: 3 points. Fall.
Prerequisite: Fundamentals of Art in Media I and II.

Emphasis is placed on individual students and their personal projects through an analysis of means and imagery. Students analyze the rhetoric of the studio media and mass media; locating a subjective and idiomatic means of visualization while exploring the technical means at their disposal. Chief attention is
Advanced Art in Media II
E90.1753 60 hours: 3 points. Spring. Prerequisite: Advanced Art in Media I. Continuation of Advanced Art in Media I.

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

Advanced Photography: Color
E90.1762 60 hours: 3 points. Spring. Prerequisite: Photography: Color. Individual attention is given to the evaluation of each student’s work, color photographic processes and procedures, and analysis of subject matter. Interchange leads to completion of projects initiated by the student. The relationship of contemporary image making is emphasized.

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 Architecture
E90.1952, 1953 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 Art in Media: 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 Art in Media: Computer Art
E90.1954, 1955 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 Printmaking
E90.1970, 1971 60 hours: 3 points. Fall, spring. Prerequisites: two semesters in Printmaking. Topics selected by faculty and students to reflect their artistic preoccupations or to provide research in particular skills, subjects, or trends in printmaking.

Advanced Printmaking: Color
E90.1972 60 hours: 3 points. Fall. Prerequisites: two Printmaking classes. Development of projects through personal exploration of materials and techniques. Preparation of plates by etching, engraving, photography, and printmaking by simultaneous intaglio, surface, and offset color processes.

Art, Culture, and Society
E90.1995 60 hours: 4 points. The visual arts are explored in the full context of the socioeconomic, political, and ethical forces that have shaped them, with particular attention to recurring patterns and themes. Questions of content, accessibility, and the role of the creative artist in social change are explored from Periclean Athens to contemporary society focusing on definitions of the individual and ideas of social order. The course includes fieldtrips and guest lectures to supplement the instructor’s lectures and class discussions.

E98: HIGHER EDUCATION

The American College in the Twentieth Century
E98.0001 30 hours: 2 points. Spring. Problems and issues affecting American colleges and universities during the twentieth century. Areas of special consideration are the administration and governance of institutions, student problems, faculty concerns, and the need for more relevant curricula and teaching.
Student Activities/School and University Services

Associate Dean for Student Services and Public Affairs Patricia M. Carey, Joseph and Violet Pless Hall, Room 32, is responsible for the administration of various student development and administrative services, which include Registration Services, Counseling and Student Services, Certification, 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 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.

Office of Counseling and Student Services
Scott Cagenello, Director
Joseph and Violet Pless Hall, Room 32; (212) 998-5065

Counseling and Student Services

Confidential counseling is available to graduate and undergraduate students in the school. Through individual and group sessions, a professional staff assists you in your educational, career, and personal development.

Counseling services may include career interest testing and referrals to University-level services, low-cost clinics, and other community resources.

STUDENT SERVICES

The office assists with orientation programs for new students; the planning of school receptions, student events, and activities; and serves as adviser to the undergraduate and graduate student organizations.

Undergraduate Student Government (USG)

The Undergraduate Student Government (USG) includes in its objectives developing programs, activities, and services to help meet the cultural, social, and professional needs of its constituency. This organization is governed by an executive board of officers and representatives from each program curriculum in the School of Education. USG plays an active role in the governance of the school and University and is responsible for appointing students to serve on designated school/University committees.
Additional information about USG may be obtained by contacting the USG office, Joseph and Violet Pless Hall, Room 26; telephone (212) 998-5350.

**Office for International Students and Scholars**

The Office for International Students and Scholars (OISS) coordinates services for international students, scholars, and their dependents. The office assists members of the NYU international community with all matters of special concern to them and serves as a referral source to other University offices and academic departments. OISS staff provides direct support with U.S. immigration, employment, personal, cross-cultural, and financial matters.

OISS is the University’s liaison to the United States Immigration and Naturalization Service and the United States Information Agency. All international students are required to register with the office upon arrival and to notify the staff there of any change in their academic program or enrollment status. All questions regarding one’s status as an F-1 student or J-1 exchange visitor must be addressed to this office.

OISS sponsors a comprehensive orientation for new international students; a friendship program to bring together international students and NYU faculty, staff, and students; a week-long festival highlighting the diversity of American culture; trips to places of interest in and around New York City; international coffee hours; workshops and seminars; English language classes for spouses of international students and scholars; and an international alumni network. Students are encouraged to maintain close ties with the OISS throughout their stay at NYU. Open Monday through Friday from 9 a.m. to 5 p.m., the office is located at 561 La Guardia Place (telephone: [212] 998-4720; fax: [212] 995-4115; E-mail: intl.students.scholars@nyu.edu; Web site: http://www.nyu.edu/pages/osl/offices/oiss/oiss.html).

**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 advisement of international students (Professor Joanne Griffin, Joseph and Violet Pless Hall, Room 34; telephone: [212] 998-5234; E-mail: griffnjk@is.nyu.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 to students with documented disabilities within the thirteen schools and colleges of the University. Located on the seventh floor of Loeb Student Center, 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.

Services include the provision of sign language interpreters, readers, tutors, notetakers, and other ancillary aides. The center works in conjunction with academic and administrative departments in providing assistance with registration, housing, and testing. Limited tuition aid for needy returning students is also available through a special application process each fall.

Access to Learning, a comprehensive support program for students with learning disabilities, functions under the center’s auspices.

The center also provides numerous services including examination accommodation and a tapping service for blind and dyslexic students. In conjunction with the Office of Career Services, the center sponsors “Choices,” a Career and Employment 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) is responsible for providing a broad array of outreach programs, services, and activities to assist the University in its efforts to enroll, retain, and graduate students of African, Latino, and Asian descent. Services and programs offered through OASIS include the following:

**STUDENT DEVELOPMENT AND LEADERSHIP TRAINING**

- Ambassadors Program
- Mentoring Program
- Peer Educators
- Ujima Leadership Institute

**CAREER DEVELOPMENT**

- Career Enhancement Program for Seniors
- Graduate Education Forum
- Career Day
- Career Advantage Program
- Senior Resume Book

**ACADEMIC SUPPORT**

- Timbuktu Academic Resource Center
- Graduate Education Preparation Disk Tutorials
- Tutorial Referral

**EDUCATION AND CULTURAL PROGRAMS**

- The Cultural Institute
- Under One Roof Community Forums
- Nia Community Service Initiatives
- Theme Month Programming

Through effective planning and cooperation with student organizations, OASIS facilitates and encourages students’ personal and educational development. This goal is accomplished through implementing academic, educational, cultural, and social programs and services.

The office is located in Loeb Student Center, 566 La Guardia Place, Room 623, and is open from 9 a.m. to 5 p.m., Monday through Friday. Telephone: (212) 998-4343.

**Loeb Student Center**

Loeb Student Center is the focal point for much of the activity at Washington Square. It houses student-oriented administrative offices as well as service facilities. For general information about events at Loeb on any particular day, call (212) 998-4900.

The basement level of Loeb includes the Food Court and the Washington Square Deli (kosher). In the hallway outside the Food Court is Loeb’s bulletin board, used for posting notices about club and Program Board events. Several video games are also located here.

The lobby level houses a number of service areas: Ticket Central, which has movie and theatre discount tickets, tickets for events at Loeb, freebies, etc.; the newstand-candy counter, Quick Fix; the Peer Education Center; the typing room; public telephones and a University courtesy telephone. The literature racks located in the North Lobby are for posting community and University events. Also on the first floor is the South Lobby Theatre and La Guardia Café.

The Program Office ([212] 998-4999), located at the rear of the North Lobby, serves as headquarters for the NYU Program Board, which is composed of a number of student committees, each working in a specific area of interest to program events for the general University population. The standing committees are Comedy, Concerts, Film, Lecture, New Music Showcase, Performing Arts, Poets and Writers, and the Independent Music Fest.
The place to go with a problem or a question is the Office of Student Life ([212] 998-4959), located on the second floor. The staff has extensive knowledge of both the 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 the Debate and Speech Society. This office also coordinates all-University orientation programs for undergraduate students, Parents Day, scholars’ programs, and student leader recognition programs, and it publishes The Student’s Guide to NYU. There is a wide variety of maps, NYU informational material, and brochures on New York City’s cultural institutions available.

The Operations Office ([212] 998-4900) is located on the third floor. Reservations for the use of Loeb’s facilities and for the John Ben Snow Memorial Room, located in the Elmer Holmes Bobst Library, are coordinated through this office. On floors three through six are meeting rooms. The Office for African American, Latino, and Asian American Student Services ([212] 998-4343) is on the sixth floor. The Henry and Lucy Moses Center for Students with Disabilities ([212] 998-4980) is located on the seventh floor. Various student organizations have their offices on floors seven and eight. The ninth floor houses the Washington Square News ([212] 998-4969), the student newspaper, and the Center for Music Performance, which coordinates all student performing groups.

Office of Student Activities

The Office of Student Activities, 21 Washington Place ([212] 998-4700), is the nucleus of extracurricular involvement at New York University

- The office encourages meaningful participation in campuswide extracurricular activities and student organizations.
- It assists student organizations with their activities and operations through the delivery of services, information, and resources.
- It provides opportunities for the development of leadership skills for the betterment of the NYU environment and the community at large.
- It promotes a sense of community among students, faculty, and staff through a broad offering of social, cultural, recreational, and educational events.

Ongoing student activities programs include advisement for over 200 student clubs, NYU Leadership Institute for Club Leaders, the NYU Program Board, the Community Services Center, and special events.

Information Center

The advanced, multimedia NYU Information Center, Shimin Hall, 1st Floor, is the place to go for answers to questions about the University, the Village, or New York City. The Information Center serves as a central information resource and referral service for NYU students, faculty, alumni, and staff, as well as for the general public.

Staff members answer questions directly or refer inquiries to a specific office for a more complete answer. Publications available include current bulletins for University schools, application forms for special testing programs (GRE, GMAT, LSAT, DAT, MCAT, TOEFL), a variety of maps (campus, subway, bus, trolley, etc.), campus newspapers, calendars, and journals, as well as a wide variety of internal and external pamphlets and brochures detailing new academic programs, study abroad opportunities, campus activities and events (films, lectures, concerts, theatre performances), and metropolitan resources (libraries, museums, etc.).

Jerome S. Coles Sports and Recreation Center

The Jerome S. Coles Sports and Recreation Center fills the recreational needs of the University’s students, faculty, staff, and alumni. The facilities accommodate a wide range of individual and group recreational activities, in addition to serving as home for the New York University intercollegiate teams. The center’s operating schedule provides every member of the University community with an opportunity to participate in a series of programs-recreational courses, free play, intramural activities, and varsity or club teams.

As a result of multipurpose area functions and scheduling, a wide range of activities at varying skill levels is available to center users. The Coles Sports and Recreation Center provides the following facilities:

- A roof with a 1/6-mile, three-lane running track, plus a playing surface that accommodates six tennis courts, soccer practice, and intramural touch football
- A natatorium with an NCAA regulation swimming pool and diving tank
- Six squash courts and five handball/raquetball courts
- A large, modern weight-training room, plus two annexes containing Universal and Nautilus machines, plus free weights, StairMasters, LifeSteps, Cybex hip machines, VersaClimbers, rowing machines, and abductor/adductor machines
- Individual rooms for wrestling/judo, fencing, physical fitness/calisthenics, dance, and exercise prescription instruction

The Coles Sports and Recreation Center is located at 181 Mercer Street (between Bleecker and West Houston Streets). The center covers 142,000 square feet and has four levels (roof, lobby, natatorium, and field house). Five hundred people can use the facility at one time, 1,800 spectators can be seated in the field house bleachers, and 230 can be seated in the natatorium bleachers. The center is barrier-free to facilitate access for persons with disabilities.

Lockers and recreational equipment are available to members. Reservations are necessary for squash, handball/raquetball, and tennis courts. Tickets for home and away intercollegiate events that require an admission fee can be secured 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 registered for credit-bearing courses with 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.

Intercolligate 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 IC4A, as well as a number of local and regional associations in particular sports. The University competes in NCAA Division III intercollegiate varsity basketball for men and women. It also maintains a program of intercollegiate competition for men and women in several other sports. The men’s sports include swimming and diving, fencing, wrestling, volleyball, tennis, golf, soccer, cross-country, indoor track, and track and field. In addition to basketball, varsity competition is available to women in volleyball, swimming and diving, fencing, cross-country, indoor track, track and field, and tennis. Call (212) 998-2024 for information and schedules.

New York University is also 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 1/4-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 Coles Recreation Office at (212) 998-2028 or by picking up a brochure at the Coles Membership Office.

Student Residences

The Office of Housing and Residence Life, at 8 Washington Place, on the first floor, is responsible for housing undergraduate and graduate students in University residence halls.

All residence halls have a 24-hour-a-day reception desk and/or security guard. Residence halls offer mail services and laundry facilities in addition to a variety of recreational facilities. Each of the following residence halls accommodates undergraduates only unless otherwise noted.

UNIVERSITY RESIDENCE HALLS

Alumni Hall, 33 Third Avenue (undergraduates and graduates)

Brittany Hall, 55 East 10th Street

Carlyle Court, 25 Union Square West

Hayden Hall, 33 Washington Square West

Rubin Hall, 35 Fifth Avenue

Seventh Street Residence, 40 East Seventh Street

Goddard Hall, 80 Washington Square East

Third Avenue North, 75 Third Avenue

Twenty-sixth Street, 334 East 26th Street (undergraduates and graduates)

University Court, 334 East 25th Street (undergraduates and graduates)

Washington Square Village, 4 Washington Square Village (graduates only)

Weinstein Center for Student Living, 5-11

Dining Room; and, for extra meals and snacks, at the resident dining rooms.

The John Ben Snow Dining Room in Bobst Library serves lunch weekdays from noon until 2 p.m. to faculty, staff, and graduate students.

For more information about Campus Dining, call (212) 995-3030.

Health Center

The New York University Health Center at 726 Broadway, 3rd and 4th Floors, (212) 443-1000, is a primary care unit with medical, nursing, and diagnostic laboratory facilities. The University Counseling Services is located at 3 Washington Square Village, Suite 1M; (212) 998-4780. In addition to the full-time staff, the Health Center staff includes specialists available for consultation, by appointment, in the areas of internal medicine, orthopedics, dermatology, gynecology, immunology, otorhinolaryngology, endocrinology, gastroenterology, neurology, ophthalmology, pediatrics, psychiatry, psychology, and women’s health care. Please see the publication The New Standard in Health Care for more detailed information.

Office of Career Services

The Office of Career Services is located at 719 Broadway, 3rd floor. Telephone: (212) 998-4730; fax: (212) 995-3827; Web site: http://wwwnyu.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 undergraduate 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.

After registering with the office, all students should make an appointment with a career counselor to discuss strategies for determining their career and job-search goals. The counselor and student work together to assess interests and skills, identify career options, prepare a resume and cover letter, and address any career-related concerns. Students are encouraged to begin utilizing the full range of services as early as possible. Some of the services and programs offered include the following:

- Career planning
- Job search guidance
- Resume writing
- Interviewing skills training
- Salary negotiations
- Alumni networking
- Internship opportunities
- Grad school preparation
- Personal and professional development activities

Please visit the Office of Career Services website for more information and resources.

The University of New York in Shanghai (UNNYS) is located near the heart of Shanghai, one of the most exciting and dynamic cities in the world. The University provides a unique educational experience for students seeking to gain an international perspective and develop skills for success in a global context.

UNNYS offers a range of programs, including undergraduate degrees, graduate degrees, and executive education courses. The University provides a world-class education in a dynamic and culturally rich environment, offering students the opportunity to study, live, and work in one of the world's most vibrant cities.

The University is committed to excellence in teaching, research, and service, and to fostering a diverse and inclusive community. UNNYS students come from a wide range of backgrounds and nationalities, creating a unique and enriching learning environment.

UNNYS is a member of New York University's global network of campuses and centers, which includes locations in New York City, Abu Dhabi, Shanghai, and Washington, D.C. The University's global network offers students a unique opportunity to study and live in diverse and dynamic cities, providing a truly global education experience.

In Shanghai, UNNYS is located in a newly constructed campus facility, which provides modern and well-equipped facilities for students. The campus is located near the Bund, a historic and picturesque area of Shanghai, offering students easy access to cultural, social, and recreational activities.

UNNYS offers a range of undergraduate and graduate programs, including business, economics, finance, international studies, and more. The University's curriculum is designed to provide students with a strong foundation in their chosen field, as well as an understanding of the global context in which their careers will unfold.

UNNYS is committed to providing a high-quality education, and offers small class sizes and personal attention from faculty members. The University's faculty are experienced and respected professionals, who bring a wealth of knowledge and expertise to the classroom.

In addition to academic programs, UNNYS offers a range of extracurricular activities, including sports teams, clubs, and organizations. The University also provides students with opportunities to engage in community service and volunteer work, allowing them to contribute to the local community while developing important skills.

UNNYS is a vibrant and diverse community, with students from around the world. The University provides a welcoming and inclusive environment, fostering a sense of community and belonging.

In conclusion, UNNYS offers a unique and enriching educational experience, with a focus on excellence in teaching, research, and service. The University's global network and strong connections to the local community provide students with a unique opportunity to study and live in one of the world's most dynamic cities. UNNYS is an ideal choice for students seeking a world-class education in a global context.
SEMINAR SERIES

- Self-Assessment: Learn to identify marketable skills, interests, and values that are important in determining the career direction that is best for you.
- Career Decision Making: 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 Basics: Prepare for your first interview. Topics include interview behavior, proper attire, and responding to difficult questions.
- Interview Practice: Perfect your interviewing style through role plays and mock interviews.
- Diversity in the Workplace: Address issues related to cultural and ethnic diversity at work.
- Early Career Planning: Explore the connection among interests, majors, and career choice. Understand the importance of skill development.
- How to Make the Most of Your Part-Time Job: Learn how to acquire new skills and why part-time work experience is important to your career development.
- 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 Hunting: Acquire new techniques for identifying job openings, making contacts, and implementing appropriate follow-up strategies.
- How to Use the Internet in Your Job Search. 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.

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 phone 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 related questions.
- Career Fairs: Each year several fairs are held in Loeb Student Center 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 twenty-four hours a day through NYU CareerNet and the World Wide Web. Terminal access is 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 over 375 major organizations interview graduating students at the Main Office for full-time employment after graduation.
- Employment Bulletins: Over twenty thousand employment opportunities are listed with our office each year. Organized by career fields, specific bulletins listing jobs for immediate hire are printed and mailed to registrants weekly. Second semester seniors, graduate students, and alumni are eligible. (Fee for graduate students and alumni.)
- Resume Faxing: 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, 1st 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 $6 and $15 an hour. All jobs are listed on NYU CareerNet. Full-time jobs not requiring a bachelor’s degree are posted with the office as well. Many on-campus jobs are funded by the Work-Study Program and provide an excellent opportunity to work at and get “connected” to NYU. Students interested in tutoring, baby-sitting, special projects, or working at parties and special functions should contact the “NYU Work$” 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 twenty-seven 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, located at 58 Washington Square South (corner of Thompson Street), the Catholic Center offers daily and Sunday religious services and a variety of religious, educational, social service, and social activities for both undergraduate and graduate students. Center facilities include Holy Trinity Chapel, an auditorium/lounge, and the Newman Catholic Students Room. The center is open every weekday, and chaplains are available for consultation and counseling. For further information, call (212) 674-7236 or (212) 998-1065.

The Edgar M. Bronfman Center for Jewish Student Life, Situated at 7 East 10th Street, the
Bronfman Center is the central location for Jewish student life on campus. It is a five-floor town house with lounges, conference rooms, study areas, and computer and recreational areas. The center serves as a gathering place where students and faculty can study, worship, socialize, and engage in discussion of issues relating to Jewish history, welfare, culture, and community. Activities and programs include innovative, informal classes, exciting speakers, weekly Shabbat services and dinner, and cultural and social events For more information, call (212) 998-4114.

Protestant Campus Ministries. Located in the Student Activities Annex, Room 901 or 802, (212) 998-4711, the Protestant Campus Ministries have a part-time chaplain available for counseling.

Other Religious Organizations. There are many other religious organizations at NYU. For further information, check at the Student Activities Annex, 21 Washington Place.

Center for Music Performance
The Center for Music Performance, located in Loeb Student Center, Room 911, is an all-University office designed to help students, faculty, and staff join one of NYU’s many performing music ensembles. The center provides administrative and logistic support for those who wish to create an ensemble. Center staff can provide assistance for those who wish to publicize a musical event and also serves as a referral service for the entire NYU musical community. The Center for Music Performance encourages students who have an interest in performing on campus to contact the center at (212) 998-5252.

The center is supported in part through the resources and facilities of the School of Education’s Department of Music and Performing Arts Professions.

Current ensembles include the following: All-University Gospel Choir; Collegium Musicum; Near Eastern Ensemble; NYU Brass Ensemble; NYU Chamber Music Society; NYU Choral Arts Society; NYU Concert Band; NYU Flute Ensemble; NYU Jazz Ensembles; NYU New Music Ensemble; NYU Opera Workshop; NYU Orchestra; NYU Pep Band; NYU Percussion Ensemble; NYU Pipes and Drums; NYU Woodwind Ensemble; and the University Singers.

Other NYU Performing Organizations
Other performing organizations at the University include the NYU Washington Square Repertory Dance Company, (212) 998-5865; NYU Kaleidoscope Dancers for Children, (212) 998-5411; NYU Playwrights; and NYU Summer Musical Theatre Workshop.

Campus Store/The Book Center
The New York University Campus Store (the Book Center) is located at 18 Washington Place on the first floor of the East Building; the main telephone number is (212) 998-4667. A complete selection of required and recommended texts, both new and used, for all courses is stocked. In addition, the Book Center has a complete selection of paperback books, current best-sellers, study aids, stationery, children’s books, and clothing. Books may be sold back to the store throughout the year.

For students’ convenience, the Book Center offers the following special services: (1) acceptance of NYU Card as a debit card for student purchases; (2) personalized course book shopping lists provided in-store or via the Web site at http://www.bookc.nyu.edu/; (3) course book purchases through the Web site; and (4) TextTone 24-hour shopping service for students to request faxed lists of their course books or to purchase course books from a Touch-Tone telephone.

The Sportswear Shop, (212) 995-3800, located on the main floor of the Book Center, features an extensive selection of NYU sweatshirts, T-shirts, caps, backpacks, totes, shorts, and sweatpants, as well as NYU coffee mugs and insignia gift items for students, faculty, staff, and alumni.

Regular store hours are 10 a.m. to 7:15 p.m., Monday through Thursday; 10 a.m. to 6 p.m., Friday and Saturday

The week before classes start, the Book Center is open Monday-Thursday, 10 a.m.-8 p.m.; Friday and Saturday, 10 a.m.-6 p.m.

The first week of classes, hours are Monday-Thursday, 8:45 am-10 p.m.; Friday, 8:45 a.m.-7 p.m.; and Saturday, 10 a.m.-6 p.m.

Hours during the second week of classes are Monday-Thursday, 9 a.m.-9 p.m.; Friday, 9 a.m.-6 p.m.; and Saturday, 10 a.m-6 p.m.

During the third week of classes, the store returns to regular hours.

This schedule is subject to change, so it is wise to check the “hours open” sign at the beginning of each semester.

The Computer Store, (212) 998-4672, located at 242 Greene Street, offers microcomputer software and hardware at educational discounts. The staff provides presale and postsale consultations on all items that they sell. A certified repair center for both Apple and IBM, the store offers in-warranty and out-of-warranty services, computer upgrades, and service contracts.

To help students buy computing equipment, the Computer Store offers the NYU Student Deferment Program—a no-interest computer loan offered twice a year. Any registered NYU student may apply to defer up to $3,000 with a deposit toward the purchase. The amount is then added to the student’s Bursar bill to be paid over a one- or two-year period, depending on how long the student will be in school.

The Computer Store also offers, in conjunction with ACE the free class Choosing Your Computer, open to all NYU students, faculty, and staff.

An excellent selection of computer books, magazines, supplies, and accessories is available at the Computer Store.

The Professional Bookstore, (212) 998-4680, located at 530 La Guardia Place, serves the Leonard N. Stern School of Business (Graduate Division), the School of Law, and the Robert F. Wagner Graduate School of Public Service.

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 220 uniformed security guards who are on duty at campus facilities and patrol twenty-four hours a day by foot and in vehicles. Residence halls have twenty-four-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, which contains campus security policies and procedures as well as campus crime statistics. Copies are mailed annually to current students and are available on request from New York University, Office of Student Life, Loeb Student Center, 566 La Guardia Place, New York, NY 10012-1097.

Computer Resources and Network Services
Academic Computing Facility (ACF)
(212) 998-3333 for HelpLine and information, or http://www.nyu.edu/acf/ on the World Wide Web

Academic Computing Facility is New York University’s central service organization for academic computing and networking. ACF provides a wide variety of computers, software, and related services for NYU students and faculty, in addition to e-mail and Internet resources. They include the following.
• Computer labs: ACF's four large modern computer labs offer high-end Macintoshes and IBM-type PCs, along with laser printers, CD-ROM drives and related equipment, and a wide variety of software.

Rules of access. Students with ACF lab access accounts have priority use of the equipment in the labs during all hours of operation. Lab access accounts include course work accounts (obtained by instructors for an entire class) and individual accounts (for students working on department/faculty-sponsored projects). Without a lab access account, students in degree or diploma programs may use available equipment at the Third Avenue lab during all its hours and at the other labs during specified hours.

Locations. ACF's computer 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). Hours, equipment, and rules of access vary from lab to lab; check at the labs or at http://www.nyu.edu/acf/labs/ for details. The HelpCenter is located in Warren Weaver Hall (second floor).

Classes: Each semester, ACF classes cover a wide range of topics for introductory- to advanced-level users of computers and Internet resources. For a schedule, visit an ACF computer lab, the ACF HelpCenter, or the Web address given above.

• Help in computer and network use: Call the ACF HelpLine (998-3333) for quick telephone assistance and information on ACF services and resources and on topics of interest to NYU computer and network users. Get in-person help from our HelpCenter and computer labs' staff. For online help, link to http://www.nyu.edu/acf/help/ or use your NYU-Internet account's Ask menu (see E-mail and Internet Resources, below). 

• Software for home use: Selected public domain and shareware programs for virus detection and communications are available from the ACF HelpCenter. Through ACF-arranged site licenses, several commercial mathematical and statistical programs can also be obtained, at educational discounts, by qualified members of the NYU community. Call the HelpLine for information, or check http://www.nyu.edu/acf/help/ on the NYU Web.

• Other ACF resources: ACF has additional special resources for advanced students in the arts, humanities, and physical and social sciences and for those interested in multimedia in education. ACF labs also offer adaptive technologies for students with special needs. Visit ACF on the Web for more on these and other ACF resources.

E-Mail and Internet Resources

NYU-Internet Accounts provide E-mail and access to NYU Web, the World Wide Web, and other Internet resources. These easy-to-use ACF accounts are available to all students in degree or diploma programs. For on-line startup information and assistance in applying for your account, link to http://www.nyu.edu/acf/start/. Use your account from computer labs and NYU-Internet stations located around campus, or by dialing in from your modem equipped home computer.

ACF also offers an extensive program of introductory-level classes in computer and network use. Schedules are available at any ACF computer lab and are posted on-line on the NYU Web.

THE NYU WEB-CAMPUS INFORMATION AND MORE

http://www.nyu.edu/ on the World Wide Web

NYU Web provides easy interactive access to information about NYU programs, courses, events, and facilities and to the rich array of Internet and World Wide Web-accessible resources.
You can reach NYU Web from on-campus PCs and Macs with connections to NYU-NET. NYU Internet stations installed at Bobst Library, Loeb Student Center, and other locations around campus also provide access to NYU Web, E-mail, and other Internet resources.

**CONNECTING TO NYU-NET**

NYU’s campus network, NYU-NET, links your home computer to E-mail and the other network services mentioned above.

You can connect via telephone and modem from your home, dorm room, or off-campus workplace, and your NYU-Internet account also comes with DIAL capabilities for high-speed (PPP) dial-ins. For conventional dial-in, use (212) **995-4343** (all speeds); for DIAL (PPP) only, use (212) **253-4NYU**.

In addition, direct (Ethernet) connections from rooms in many residence halls are available from ACF; for details, link to http://www.nyu.edu/acf/resnet/.

**The Office of Alumni Relations**

The Office of 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 valedictory Celebration, Alumni Basketball Night, and regional receptions.

For further information, please consult the Office of Alumni Relations, School of Education, New York University, 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 important ties between the past and the present and help the University build for the future. The New York University Office of 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 of Alumni Relations, New York University, 25 West Fourth Street, 5th Floor, New York, NY 10012-1119; (212) **998-6912**.

**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.
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 NW’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
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 154.

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 or three years of laboratory science; three or four years of social studies; and two or 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:

a. Undergraduate Application for Admission
b. Undergraduate Statistical Form
c. Nonrefundable $50.00 application fee
d. Official high school and/or college records.

All necessary testing should be completed and 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.

Candidates for summer and September admission are notified beginning April 1. Early decision candidates are notified by the middle of 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.

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. Tours leave from the Office of Undergraduate Admissions, 22 Washington Square North. Appointments for campus tours are not necessary.

For information about times of campus tours or to make an appointment for an information session or a class visitation, call the Office of Undergraduate Admissions at (212) 998-4524.

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. Weekend University guests can also stay at the midtown Club Quarters, located in a landmark building that is close to shopping, Broadway theaters, 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. Applicants who want their scores sent to New York University should enter the appropriate code number. For SAT I, the University’s code number is 2562. For ACT, the code number is 2838.

Arrangements to take these examinations should be made during the senior year in high school and one month prior to the examination date. Applicants seeking September admission are recommended to take the SAT I 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 I or ACT scores if available. The school may require additional testing at the University for transfer applicants and for applicants with interrupted education.

Detailed information on the SAT I may be obtained from Educational Testing Service, Box 592, Princeton, NJ 08541-0001.

Detailed information on ACT may be obtained from ACT, Iowa City, IA 52240.

Financial Aid Application
After the admissions 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) by February 15. 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 (FSEOG), Federal Stafford Student Loans (including the unsubsidized Federal Stafford Loan), Federal Perkins Loans, 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. 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 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 or ACT results, no later than November 15. Applicants for certain programs are 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 by 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 or ACT in the junior year is eligible to apply for early admission as a freshman in the school. The early admission application must submit two letters of recommendation—one from the student’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 152.) 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 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 ten 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 transcript 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 168).

**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 thirty 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 preadmissions 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.

**Applicants with Foreign Credentials**

Applicants to New York University who are neither United States citizens nor permanent residents of the U.S. must complete the Application for Admission to Undergraduate Study for International Students available at the Office of Undergraduate Admissions, New York University 22 Washington Square North, New York, NY 10003-9191, 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 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 December 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).

If the applicant’s secondary education culminates in a maturity certificate examination, he or she is required to submit an official copy of the grades received in each subject of his or her examinations. All documents submitted for review must be official; that is, they must be either originals or copies certified by authorized persons. A “certified” photocopy or other copy is one that bears either an original signature of the registrar or other designated school official or an original impression of the institution’s seal. Uncertified photocopies are not acceptable. If these official documents are in a foreign language, they must be accompanied by an official English translation.

In addition, every applicant whose native language is not English must take the TOEFL (Test of English as a Foreign Language). Information concerning this examination may be obtained by writing directly to TOEFL, Educational Testing Service, Princeton, NJ 08541, U.S.A., or by visiting the Web site at http://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 will 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 Form (AFCOE). 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 142.

**THE AMERICAN LANGUAGE INSTITUTE**

The American Language Institute of the School of Continuing Education 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 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 6 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 Education, 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 S-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 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 10003-9191.

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, and the Advanced Placement Program (AP) (College Entrance Examination Board) enable undergraduate students to receive credit toward the bachelor’s degree on the basis of performance in college-level examinations or proficiency examinations related to the school’s degree requirements, subject to the approval of the school.

The 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

<table>
<thead>
<tr>
<th>Advanced Placement Equivalencies</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>8</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>8</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>8</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>
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</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>3, 4</td>
<td>5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Physics C-Mech.</td>
<td>3, 4, 5</td>
<td>5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Physics C-E &amp; M</td>
<td>3, 4, 5</td>
<td>5</td>
<td>Natural Science I</td>
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<tr>
<td>Physics majors:</td>
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<tr>
<td>Physics C-Mech.</td>
<td>4, 5</td>
<td>5</td>
<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.
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 these examinations should seek clarification of the policies in regard to a particular subject area at the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191.

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.

ADVANCED PLACEMENT PROGRAM (AP)
The School of Education participates in the Advanced Placement Program of the College Entrance Examination Board.

According to school policy, if test results are 5, 4, or 3, depending on the subject examination, the student may receive a maximum of 32 college credits toward the degree but may not take the corresponding college-level course for credit. No credit is given for test scores of 2 or 1. Please refer to the chart on page 155.

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 exemption test may be applied for through the Department of Culture and Communication, East Building, Suite 735; telephone (212) 998-5191. This test is given regularly throughout the academic year. Please note: Students in Communication Studies 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 Associate Dean for Academic Affairs, 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 his or her program of study. The adviser will consult with the individual student concerning (1) the selection of courses where alternate choices are possible, (2) the sequence in which courses may best be taken, (3) the methods by which exemptions may be secured, and (4) the method by which desirable and necessary substitutions may be authorized.

**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 reapplication. The special application form for undergraduate students may be obtained by writing to the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191.

All special students must meet the academic standards of the school.

**Veterans Benefits**

Various Department of Veterans Affairs programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel, subject to certain restrictions.

1. Undergraduate students in other units of the University whose registration for required courses in their programs does not total 18 credits 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
Under most programs the student pays tuition and fees at the time of registration but will receive a monthly allowance from Veterans Affairs.

Veterans with service-connected disabilities may be qualified for educational benefits under Chapter 31. Applicants for this program are required to submit to the Department of Veterans Affairs a letter of acceptance from the college they wish to attend. On meeting the requirements for the Department of Veterans Affairs, the veteran will be given an Authorization for Education (VA Form 22-1905), which must be presented 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, that are taken for audit purposes only, or for which nonpunitve 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, New York University, 22 Washington Square North. These students are reminded, 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 of lesser specialization, 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.
**General Information**

**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:
- $A = 4.0$ points
- $A- = 3.7$ points
- $B+ = 3.3$ points
- $B = 3.0$ points
- $B- = 2.7$ points
- $C+ = 2.3$ points
- $C = 2.0$ points
- $C- = 1.7$ points
- $D+ = 1.3$ points
- $D = 1.0$ points
- $F = 0$ points.

If a student repeats a course in which he or she had received a failing grade, only the second grade is counted in the 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, grade will be reported as F. R = Registered paid auditor, not graded. P = Pass, not counted in average. N = Not counted (see Note, page 160). IP = Incomplete but passing-term paper or other work or final examination lacking (grade given only with the permission of the instructor); may be made up within time limits (see Note, page 160). 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 E The F will be calculated into the GPA. Note: “E” courses: Under exceptional circumstances and at the discretion of the course
instructor, an Incomplete Pass (IP) or an Incomplete Fail (IF) may be granted, based on the student’s performance throughout the course of the semester. The length of the contract period is fixed by the instructor, but will be no longer than six months after the close of the semester. If outstanding work has not been completed by the end of the agreed time, an “IP” becomes an “N” (No Credit) and an “IF” becomes an “F.” If the contract has been completed in a timely manner, it will be considered along with the remainder of the course performance, to determine the student’s earned grade. No extension will be granted beyond the end of contract date. Students with 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 Department of Physical Therapy and 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 and the E. George Payne Memorial Award are 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 xx and individual program descriptions).

International Student Exchanges
Students have the opportunity to study abroad or 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 with the approval of the course instructor. The total number of credit and audit courses for full-time students may not exceed 19 points in a given term; the total number of credit and audit courses for part-time students may not exceed 11 points in a given term. Audit courses do not count toward full-time status. No credit will be given or letter grades recorded, 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 the Registrar’s Office, 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 graduation requirements.

*Not available to special students.
The University defines full-time course work to be a minimum of 12 points each term. It is considered to be equivalent to forty hours of study per week. Full-time equivalency students are expected to spend no less than forty hours per week on a combination of course work and the items that appear 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 (Z30.) 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, PO. 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.

Requests may also be made in person at the Office of the University Registrar, 25 West Fourth Street, 1st Floor. Proper identification is required. 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, prospective employer or scholarship agency to which the transcript will be sent.

No exceptions may be granted to the three transcripts limit policy.

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.

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 as though it were your own. More specifically, 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; even 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 when 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 degrees that the University grants. Cases of plagiarism are considered among the most serious of offenses. (See The Student’s Guide to NYU.)


Tuition, Fees, and Financial Aid

When estimating the cost of a university education, students should consider two factors: (1) the total cost of tuition, fees, and materials related to a particular program plus costs directly related to the choice of living style (dormitory, apartment, commuting costs) and (2) financial aid that may be available from a variety of sources. Information on these distinct but related topics follows.

Tuition and Fees

Following is the schedule of fees established by the Board of Trustees of New York University for the year 1998-1999. The Board of Trustees reserves the right to alter this schedule without notice.

Note that the registration and services fee covers memberships, dues, etc., to the student’s class organization and the day organization and entitles the student to membership in such University activities as are supported by this allocation and to receive regularly those University and college publications that are supported in whole or in part by the student activities fund. It also includes the University’s health services and emergency and accident coverage.

All fees are payable at the time of registration. The Bursar’s Office is located at 25 West Fourth Street. Checks and drafts are to be drawn to the order of New York University for the exact amount of the tuition and fees required. In the case of overpayment, the balance is refunded upon request by filing a refund application in the Bursar’s Office.

Holders of New York State Tuition Assistance Program Awards will be allowed credit toward their tuition fees in the amount of their entitlement, provided they are enrolled on a full-time basis and they present with their schedule/bill the Award Certificate for the applicable term.

Students who receive awards after registration will receive a check from the University after the New York State payment has been received by the Bursar’s Office and the Office of the University Registrar has confirmed eligibility.

The unpaid balance of a student’s account is subject to an interest charge of 12 percent per annum from the first day of class until payment is received.

A fee will be charged if payment is not made by the due date indicated on the student’s statement.
### Arrears Policy

The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

### Graduation

No candidate may be recommended for a degree until all outstanding bills have been paid. The University cannot be responsible for the inclusion in the current official graduation list of any candidate who makes payment after the first day of May, September, or January, respectively. Following payment, 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 1998-1999.

### Tuition

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<tr>
<th>Points</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 to 18 points per term</td>
<td>$10,708.00</td>
</tr>
<tr>
<td>Fall term 1998; nonreturnable registration and services fee</td>
<td>585.00</td>
</tr>
<tr>
<td>Spring term 1999; nonreturnable registration and services fee</td>
<td>585.00</td>
</tr>
<tr>
<td>For each point taken in excess of 18, per point, per term (includes a nonreturnable registration and services fee of $37.00 per point)(^1)</td>
<td>657.00</td>
</tr>
<tr>
<td>Students taking fewer than 12 points, per point, per term</td>
<td>620.00</td>
</tr>
<tr>
<td>Fall term 1998; nonreturnable registration and services fee, first point</td>
<td>145.00</td>
</tr>
<tr>
<td>Fall term 1998; nonreturnable registration and services fee, per registration after first point</td>
<td>37.00</td>
</tr>
<tr>
<td>Spring term 1999; nonreturnable registration and services fee, first point</td>
<td>159.00</td>
</tr>
<tr>
<td>Spring term 1999; nonreturnable registration and services fee, per registration after first point</td>
<td>37.00</td>
</tr>
</tbody>
</table>

\(^1\) Students in the Department of Physical Therapy and accelerated nursing students in the Division of Nursing pay additionally for each point taken in excess of 20 points.

### General Fees

<table>
<thead>
<tr>
<th>Fee Schedule</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Health Insurance Benefit Plan (full-time students automatically enrolled, (^2) all others can select): Fall term</td>
<td>$295.00</td>
</tr>
<tr>
<td>Spring term (coverage for the spring and summer terms)</td>
<td>443.00</td>
</tr>
<tr>
<td>Summer term (for students who did not register in the preceding term)</td>
<td>185.00</td>
</tr>
<tr>
<td>Comprehensive Health Insurance Benefit Plan (international students automatically enrolled, (^2) all others can select): Fall term</td>
<td>$346.00</td>
</tr>
<tr>
<td>Spring term (coverage for the spring and summer terms)</td>
<td>518.00</td>
</tr>
<tr>
<td>Summer term (for students who did not register in the preceding term)</td>
<td>216.00</td>
</tr>
<tr>
<td>UHC Only Health Insurance Benefit Plan(^3) (any student can select, but must maintain other insurance): Fall term</td>
<td>$134.00</td>
</tr>
<tr>
<td>Spring term (coverage for the spring and summer terms)</td>
<td>202.00</td>
</tr>
<tr>
<td>Summer term (for students who did not register in the preceding term)</td>
<td>82.00</td>
</tr>
<tr>
<td>Stu-Dent Plan (dental services through NYU’s College of Dentistry): Academic year</td>
<td>$145.00</td>
</tr>
<tr>
<td>Late tuition payment fee (other than late registration)</td>
<td>30.00</td>
</tr>
<tr>
<td>Penalty fee</td>
<td>10.00</td>
</tr>
<tr>
<td>Application fee for admission (nonreturnable, see page 152)</td>
<td>50.00</td>
</tr>
<tr>
<td>Deposit upon acceptance (nonreturnable)</td>
<td>200.00</td>
</tr>
<tr>
<td>Maintenance of matriculation, per academic year</td>
<td>200.00</td>
</tr>
<tr>
<td>Nonreturnable registration and services fee: Fall term</td>
<td>108.00</td>
</tr>
<tr>
<td>Spring term</td>
<td>122.00</td>
</tr>
<tr>
<td>Late registration: Additional fee payable by any student permitted to register after the first week of classes</td>
<td>25.00</td>
</tr>
<tr>
<td>Duplicate rating sheet</td>
<td>2.00</td>
</tr>
<tr>
<td>Reevaluation and curriculum charges</td>
<td>15.00</td>
</tr>
<tr>
<td>Special validation examination</td>
<td>10.00</td>
</tr>
<tr>
<td>Makeup examination</td>
<td>20.00</td>
</tr>
</tbody>
</table>

### Course-Related Fees:

<table>
<thead>
<tr>
<th>Fee Schedule</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music and Music Education Private Instruction fee: To be paid when registering for</td>
<td>$60.00</td>
</tr>
<tr>
<td>E85.1021</td>
<td>60.00</td>
</tr>
<tr>
<td>E85.1034</td>
<td>60.00</td>
</tr>
<tr>
<td>E85.1045</td>
<td>60.00</td>
</tr>
<tr>
<td>E85.1056</td>
<td>60.00</td>
</tr>
<tr>
<td>E85.1063</td>
<td>60.00</td>
</tr>
<tr>
<td>Physical Therapy Laboratory fee: To be paid when registering for</td>
<td>$65.00</td>
</tr>
<tr>
<td>E44.1402</td>
<td>40.00</td>
</tr>
<tr>
<td>E44.1541</td>
<td>50.00</td>
</tr>
<tr>
<td>Science Education Laboratory fee: To be paid when registering for</td>
<td>$50.00</td>
</tr>
<tr>
<td>E14.1023</td>
<td>50.00</td>
</tr>
<tr>
<td>E14.1035</td>
<td>50.00</td>
</tr>
<tr>
<td>E14.1170</td>
<td>50.00</td>
</tr>
<tr>
<td>E14.1171</td>
<td>50.00</td>
</tr>
<tr>
<td>E14.1402</td>
<td>50.00</td>
</tr>
</tbody>
</table>

### Estimate of Expenses for Entering Full-Time Students


### 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. (Note: An official withdrawal must be filed if a course has been canceled, and in this case the student is entitled to a refund of tuition and fees.) 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 164).

Merely ceasing to attend a class does not constitute official withdrawal nor does notification of the instructor. A stop payment of a check presented for tuition does not constitute withdrawal, nor does it reduce the indebtedness to the University. The nonreturnable registration and services fee and a penalty of $10.00 for a stopped payment must be charged in addition to any tuition not canceled.
The date on which the Change of Program form is filed, not the last date of attendance in class, is considered the official date of withdrawal. It is this date that serves as the basis for computing any refund granted the student.

The refund period (see schedule, below) is defined as the first four calendar weeks of the term for which application for withdrawal is filed. No application will be considered that is filed after the fourth week. The processing of refunds takes approximately four weeks.

Refund Period Schedule (fall and spring terms only)

This schedule is based on the total applicable charge for tuition excluding nonreturnable fees and deposits.

Withdrawal before the official opening date of the term (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.

Newly enrolled students are subject to a different refund percentage policy. Please call the Bursar’s Office at (212) 998-2818 for further information.

The above refund schedule is not applicable to undergraduate students whose registration remains within the flat-fee range.

Please note: A student may not withdraw from a class the last three weeks of the fall or spring term or the last three days of each summer session.

It should be noted that both the registration and services fee and the health services fee are in no case returnable.

Exceptions to the published refund schedule may be appealed in writing to the refund committee of the school of registration and should be supported by appropriate documentation regarding the circumstances that warrant consideration of

1 The first calendar week consists of the first seven (7) calendar days beginning with the official opening date of the term. (Note: not the first day of the class meeting.)

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 planned 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 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.

Detailed information on financial aid is forwarded with the admission application. A request for financial aid is considered only after the admission decision has been made. However, students should not wait until an admission decision has been made to file an application for financial aid. Deadlines for filing financial aid applications are listed below.

Entering freshmen and transfer students may obtain an application admission form from the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191. Students interested in receiving financial aid must file the Free Application for Federal Student Aid (FAFSA), and New York State residents must complete the preprinted New York State Tuition Assistance Program (TAP) application that will be sent to students after filing the FAFSA. Students should give permission for application data to be sent to New York University (college code: 002785).

The FAFSA can be obtained from the student’s high school or current institution; from the Office of Financial Aid, New York University, 25 West Fourth Street, New York, NY 10012-1119; or from the office’s Web site: http://www.nyu.edu/financial.aid/.

Entering freshmen and transfer students must file the FAFSA by February 15 for the fall term or by November 1 for the spring term.

Continuing undergraduate students will be mailed their FAFSA from the government. Forms may also be obtained from the Office of Financial Aid, 25 West Fourth Street, New York, NY 10012-1119, or the office’s Web site at http://www.nyu.edu/financial.aid/.

The Free Application for Federal Student Aid (FAFSA) must be received by March 1 for the fall term. For the spring term, the form must be received by October 1. Permission should be given for application data to be sent to New York University.

Eligible noncitizens: In order to be eligible for aid both from NYU and from federal and state government sources, students must be classified either as U.S. citizens or as eligible noncitizens. Students are considered to be eligible noncitizens if one of the following conditions apply:

1. U.S. national.
2. U.S. permanent resident with an Alien Registration Receipt Card ("green card"), I-151 or I-1551.
3. Holder of a Departure Record (I-94) from the U.S. Immigration and Naturalization Service (with a valid date) showing one of the following designations: (a) “Refugee,” (b) “Indefinite Parole,” (c) “Humanitarian,” (d) “Asylum Granted,” or (e) “Cuban-Haitian Entrant.”
4. Citizen of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau.
5. Holder of a Form I-688 with a valid expiration date.
6. Holder of a Form G-641 with the appropriate U.S. Ins stamp.

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.

Through 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. In addition, the University has established separate scholarship funds for students in the following special situations:

New York University Merit and Achievement Scholarship Winners. 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.

New York University Alumnae Club Scholarships. The New York University Alumnae Club, Inc., offers scholarships to undergraduates
who simultaneously have demonstrated academic excellence, participated in extracurricular school and community activities, and are in need of financial aid.

Trustees Scholars. A program of Trustees Scholarships was established in 1983 in order to recognize the exceptional promise of new freshman and transfer students who meet certain academic criteria. Each scholar receives generous scholarship aid, depending on financial need, and will be invited to participate in a series of special lectures and other events.

Scholars in Education. The Scholars in Education Program is designed for students who combine academic excellence with a demonstrated commitment to teaching. Professional promise, broadly based intellectual interests, leadership qualities, and motivation are sought in the candidates for this program. Entering freshmen may be considered for the Scholars in Education Program. Each scholar receives a minimum scholarship based on academic merit. Additional scholarship aid up to the amount of tuition may be awarded based on financial need.

University Scholars. A select number of new freshmen are designated as University Scholars based on their high school records of achievement and service. In addition to the special academic privileges accorded to the scholars, they receive a merit scholarship and additional financial aid, based on need, up to the amount of tuition.

Further information for both Scholars in Education and University Scholars 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.

Federal Supplemental Educational Opportunity Grants (FSEOG). These federally funded grants are awarded to undergraduates whose financial need is substantial. All students who qualify are automatically considered for this grant. Our funds from this program are very limited.

Phi Theta Kappa Scholarship Program. This program, established in 1984, honors members of the national honor society for two-year colleges. It provides minimum scholarships of $2,500 for students entering New York University as juniors after completing degree programs at two-year colleges. Transfer students with grade point averages of at least 3.8 are eligible.

LOAN PROGRAMS

Federal Perkins Loans Program. The University administers the Federal Perkins Loans Program supported by the federal government. The University determines eligibility for a Perkins Loan based on a student’s financial need and availability of funds. Students are considered for this loan when they apply for financial aid.

These loans are made possible through a combination of resources: an annual allocation from the U.S. Department of Education, a contribution from New York University, and repayments by previous borrowers.

New York University generally awards Perkins Loans to full-time students only. The amount of the loan varies, but the maximum annual loan made to an undergraduate student at New York University is $1,500. An undergraduate student may borrow up to $15,000, which includes all previous undergraduate Perkins Loans.

The annual interest rate is currently 5 percent, but interest does not accrue while the borrower remains at least a half-time student. Repayment, which begins nine months after a student ceases to enroll at least half time, may extend up to ten years. Perkins Loan funds are disbursed only after a student has signed a promissory note; a promissory note must be signed before funds can be credited to a student’s account in the Bursar’s Office.

A student who borrows from this loan program and who later is employed as a full-time teacher in a school for persons with disabilities or in an area designated as having a high concentration of low-income students is entitled to cancellation of up to 100 percent of the loan principal and interest over a five-year period. Working in a Head Start program entitles a borrower to 100 percent cancellation over a seven-year period. Loans to new borrowers may be canceled up to 70 percent for service in VISTA or the Peace Corps.

Eligibility for loan cancellation is also provided to full-time special education teachers in public or nonprofit school systems; full-time teachers of mathematics, science, foreign languages, bilingual education, and other shortage fields; full-time nurses and medical technicians; and employees of public or private nonprofit child or family service agencies for high-risk children from low-income communities.

Federal Nursing Student Loans. Students awarded this loan must be enrolled for a minimum of 6 points per semester in the Division of Nursing of the School of Education. The amount of each loan is a maximum of $2,500 annually for the first two years of study and $4,000 annually for the final two years to an aggregate total of $13,000. Availability is limited. Interest is at the rate of 5 percent per annum beginning nine months after the student has ceased to be at least a half-time student in a nursing curriculum. Deferment of repayment of the loan is granted for up to three years’ service in a uniformed service or in the Peace Corps. Repayment may extend to a period of ten years after a nine-month period of grace after the student has ceased to be at least a half-time student in a nursing curriculum.

PART-TIME EMPLOYMENT

The Federal Work-Study Program. Established under the Economic Opportunity Act of 1964, this program is supported by both federal and University funds and is administered by the University. The program is designed to expand opportunities for part-time employment on campus for students who are in need of additional earnings to remain in school. Maximum earnings from this program are assigned as part of the financial aid package drawn up by the University for aid recipients. Students work an average of fifteen hours per week during the school term and thirty-five hours per week during vacations and summer. Students in the program may choose from a number of part-time job opportunities; they are not required to accept a specific job assignment.

New York University. The University’s Office of Student Employment and Internship Center, 5 Washington Place, 1st Floor, posts listings of part-time job opportunities both on and off campus.

Other sources of part-time employment opportunities are the chairperson of your department at the University and specialized internship programs in the school in which you enroll. There are virtually limitless opportunities, of course, for voluntary, unpaid work in social service fields as well as many other areas.

New York City. As one of the nation’s largest urban areas, New York City offers a wide variety of opportunities for part-time work. Many students work in order to gain experience in a field that they wish to enter after graduation and to help meet educational expenses.
School of Education-Sponsored Programs

Scholars in Education, see page 165.

Federal Nursing Student Loans, see above.

The Juventud Espanola de Brooklyn Scholars, has been established to provide financial assistance to matriculated students who intend to earn a degree that will enable them to teach Hispanic culture and/or language. Individuals interested in applying for this scholarship should forward a letter of interest, an official transcript of previous college work, and two letters of recommendation to the Office of the Associate Dean for Student Services and Public Affairs, School of Education, New York University, Joseph and Violet Pless Hall, 82 Washington Square East, Room 32, New York, NY 10003-6680. The letter of interest should show evidence of the seriousness of purpose the applicant has to teach Hispanic culture and language.

Nutrition and Food Studies Scholarships from the Eastern Frosted Foods Association, National Prepared Frozen Food Association, Les Dames d’Escoffier, and Greater New York Dietetic Association have been established to provide financial assistance to students matriculated in nutrition or foods programs. Individuals interested in applying must have at least a sophomore standing, complete the association’s application, and may be required to have a personal interview with a member of the association who will visit New York University. The Department of Nutrition and Food Studies, Education Building, 35 West Fourth Street, will have applications and make appointments for interviews. For information, call (212) 998-5580.

All Other Sources of Aid

STATE GRANTS


New York State Grants. New York State and other states offer a variety of grants. Although application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when drawing up the student’s financial aid package. The Office of Financial Aid must be notified of the receipt of any grant. All applications for state scholarship aid should be filed at least two months before bills are due or by the deadline the state specifies, whichever is earlier.

New York State Tuition Assistance Program. Legal residents of the state of New York who are enrolled in a full-time degree program of at least 12 points a term, or the equivalent, may be eligible for awards under this program. The award varies, depending on income and tuition cost. (See the latest New York State Payment Application booklet for current information or consult the University Office of Financial Aid, Student Service Center, 25 West Fourth Street, 1st Floor.) 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.

Students may receive TAP assistance for a maximum of four years of undergraduate study and four years of graduate study, but not for 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. These awards are not limited to high school seniors. Students may apply at any time during their undergraduate career, but no awards will be granted retroactively. There is no competitive examination. Students should write to the New York State Higher Education Services Corporation and request the appropriate application.

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 1, 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 curriculum) or for a Federal Pell Grant if only part-time study is planned. Both this grant and the TAP award together cannot exceed the cost of tuition.

Aid for Part-Time Study (APTS). A financial aid program to help New York State residents pursuing part-time undergraduate degree study offers awards in amounts of up to $1,000 per term 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 (by filing 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 through the Office of Financial Aid, New York University, 25 West Fourth Street, New York, NY 10012-1119. The application deadline varies. Please check with 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, 1995. He or she must have served in the U.S. Armed Forces in Indochina between January 1, 1963, and May 7, 1975. The student 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 ten terms in an approved five-year curriculum. Part-time awards are $500 per term for NYU students, and these are available for eligible students taking 6-11 credit hours per term, or the equivalent, in an approved undergraduate degree program. Awards for part-time study are available for sixteen terms (eight years), or for twenty terms (ten 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, a veteran should write to Vietnam Veterans Tuition Awards, HESC, 1 Commerce Plaza, Albany, NY 12255. See the state’s Web site at http://www.hesc.com/.

States other than New York. Students from outside New York State should apply to their state scholarship programs, if these funds can be used at New York University. Currently, students living in Rhode Island, Vermont, the District of Columbia, Maryland, and in some cases, Delaware, may use their state scholarships at New York University.

To apply for a state scholarship, contact your state financial aid agency (call [800] 433-3243 to get its telephone number and address) for program requirements and application procedures. When you receive an eligibility notice from your state program, you should submit it to the New York University Office of Financial Aid in advance of registration.

Note: Other states that award education grants are also considering provisions to allow their residents to use the funds out of state. To find out if your state is one of these, write to the state educational department in the capital of your state,
Students are required to file the FAFSA as a needs test to determine loan eligibility. An undergraduate student may borrow up to a maximum of $2,625 for the first year and $3,500 for the second year of study. The maximum for the third and fourth years of study 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, “family contribution” is derived from the incomes of the parents and the student. For independent students, it means 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 check.

Unsubsidized Federal Stafford Student Loan Program. Students who do not qualify for subsidized Stafford Loans, or who qualify for only partially subsidized Stafford Loans, may borrow funds through this program up to the applicable 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 subsidized Stafford Loan except that interest must be paid while still in school, beginning 60 days after the first loan check 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 Loans as follows: first year, $6,625; second year, $7,500; other undergraduate years, $10,500, for a combined aggregate limit of $46,000 for all undergraduate enrollment.

Applicants will be mailed a preprinted Stafford application by the New York State Higher Education Services Corporation (HESC) after their FAFSA is processed. This application should be returned to HESC at least six weeks before funds are needed.

Federal Parent Loans for Undergraduate Students Program (FPLUS). Federal Parent Loans for Undergraduate Students enable 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 formula based on the average rate of the fifty-two-week Treasury Bill, not to exceed 9 percent. Repayment of the loan must begin within sixty days after funds are disbursed and may extend up to ten years. An insurance premium of up to 4 percent is due at the time of disbursement.

Employee Education Plans. Many large companies pay all or part of the tuition of their employees at New York University under the provision of their tuition refund plans. Employed students attending the University should ask their personnel offices or training directors about the existence of such a plan in their companies.

For a list of private loans, visit the Office of Financial Aid’s Web site at http://www.nyu.edu/financial.aid/.
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 94.

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 ten 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 stu-
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 Shuchat-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 and Elementary Education.

3. Transfer students from other institutions must have completed a minimum of 8 points of credit at New York University, selected in consultation with their curriculum advisers, prior to the term in which student teaching is undertaken.

4. All undergraduate applicants must take 4 points of speech (at New York University), or pass a qualifying examination, ideally during their first year of attendance and prior to graduation.

5. All applicants must take a physical examination at New York University, including a tuberculosis 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 AND ELEMENTARY EDUCATION**

The students in early childhood and elementary 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, 1993, 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 conferral, students will have completed academic requirements for provisional teacher certification in New York State.

**Notes**

1. The New York State Education Department requires that all prospective teachers receive instruction relating to the nature and effects of alcoholic drinks, narcotics, 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. This requirement is met by successful completion of E81.1901, Drug and Alcohol Education and Child Abuse Identification.

2. Effective September 2, 1984, all prospective teachers are required to pass the National Teachers Examination (Core Battery Tests) and/or the New York State Teacher Certification Examinations, depending on certificate title. Scores must be submitted to the State Education Department before it will consider issuing a certificate to teach in the public schools of New York State.

3. Students are responsible for meeting nonacademic requirements for teacher certification, such as citizenship status.

**Maintenance of Matriculation**

Bachelor's degree: 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 ten years from the date of matriculation. Continuous maintenance is required.

**Graduation**

All degree candidates must file an application for graduation (diploma card) well in advance of their anticipated graduation date (see calendar on pages 194-95).

**Proficiency Examination in Expository Writing**

All freshmen and transfer students entering the School of Education, after completing A40.0001-0002 (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 A40.0002 or its equivalent.

Students who fail the proficiency examination are required to take and pass A40.0013, Writing Tutorial, in order to graduate. A40.0013 is offered on a pass/fail basis.

**New Student Seminar**

Participation in the New Student Seminar (E03.0001) is required of all new full-time undergraduate students during their first term in residence. The seminar acquaints students with the rationale and methods of inquiry that inform their fields of study; explores professional issues; and provides additional orientation and guidance to the school and University. Consult the Office of the Associate Dean for Student Services and Public Affairs, 82 Washington Square East, Room 32, for further information.
Faculty

Department of Administration, Leadership, and Technology

FULL-TIME FACULTY 1997-1998

Terry A. Astuto, Professor. B.A. 1967, Cardinal Stritch College; M.S. 1974, Wisconsin (Milwaukee); Ed.D. 1984, Indiana. 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.

James L. Bess, Professor. B.A. 1956, Cornell; M.B.A. 1960, Harvard; M.A. 1965, New York; Ph.D. 1971, California (Berkeley). Specialist in organizational theory applied to colleges and universities. Author or editor of five books, including College and University Organization and Collegiality and Bureaucracy in the Modern University, and many articles. Recipient of numerous grants, including Fulbright research award to Japan.

Michael Bronner, Professor. B.A. 1958, M.A. 1965, San Jose State; Ph.D. 1973, New York. Status of business education studies from national and regional perspectives; models of collegiate instruction; the impact of distance education technologies on instruction; and training.

Mary Erina Driscoll, Associate Professor. B.A. 1978, Connecticut College; M.A. 1980, Sarah Lawrence College; Ph.D. 1989, Chicago. Research focuses on educational policy, social organization of schools, and understanding the dimensions of teachers’ work. Recent publications have dealt with factors affecting teachers’ work and the consequences of policy decisions for school community.


Research on questions of access and equity, including state and federal education policy, community colleges, and influences on college choice and destination. Recent publications include factors influencing educational expectations and attainment and political influences on tuition and aid policy.


Specialist in sociology of education, with a special interest in education’s links with occupations and professions, and with inequality. Author of articles, reviews, and coeditor of Education and Society: A Reader (1990). His current work is focused on comprehensive public high schools.


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.

Colleen L. Larson, Associate Professor. B.S. 1976, M.S. 1979, Ph.D. 1984, Wisconsin (Madison).

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, central office operations including business and finance with program budgeting, demographic analysis for modern facilities construction, personnel, labor relations and contract administration. Recipient of honors and awards for service to the field of public education.


Special interests in adult and continuing education and community college education. Currently serves as dean of the School of Education.


Effective applications of technology to instruction and other group communications and processes; curriculum development in information systems and corporate training. Her publications include End-User Information Systems (Macmillan, 1994).


Research interests include leadership, decision making, and the conditions necessary to promote equity in educational organizations. Recent work involves the identification of strategies for district-wide systemic reform and shared decision-making, both locally and internationally.


Instructional design for video and interactive video programs; educational video and film production and postproduction; critical evaluation of instructional materials.


Nationally recognized authority on community college education with special interest in leadership development. Author and coauthor of articles and reports on community college and urban educational issues. Recipient of numerous honors and awards for service to the field of education.

PART-TIME FACULTY


Eddy Bayardelle, B.A., M.S., Ph.D.

William R. Beck, B.A., M.A., Ph.D.

Bill Beirne, B.A., M.A.

Lynn P. Brown, B.A., M.A., Ph.D.

Michael Callery, B.S., MS.

Dennis Colluccio, B.A.

Chester Delaney, B.A., M.A.

David F. Finney, B.A., M.A., Ed.D.

Richard L. Fuchs, B.A., J.D.

Arnold L. Goren, B.S., M.A.

Thomas W. Grace, B.A., MS., Ed.S., Ed.D.

Nancy J. Grossman, B.A., M.A., Ph.D.

Charles B. Hayes, B.A., M.A., Ed.D.

Keith J. Jepsen, B.S., M.S., Ed.D.

Paul E. Kelly, B.S., M.A.

Gina Kennedy, B.A., M.A.

Leonard Majelin, B.S.

Oscar Ochs, B.A., M.A., Ph.D.

Sarah O’Donnell, M.A., Ph.D.

Joel Pollack, B.A., M.A., Ph.D.

Elizabeth A. Regan, B.A., M.A., Ph.D.

Joanne Walsh, B.A., M.A., Ph.D.

L. Steven Zwerling, B.A., M.A.

AFFILIATED FACULTY

LaRuth H. Gray, Adjunct Associate Professor. B.A., M.A., Ed.D. Director, Educational Administration Placement Services; Associate Director, Metro Center for Urban Education.

Norman Fruchter, Clinical Professor. B.A., M.Ed. Education and Public Policy, Wagner Graduate School of Public Service.

Department of Applied Psychology

FULL-TIME FACULTY 1997-1998


Judith Alpert, Professor. B.A. 1966, Tufts; M.A. 1969, Ph.D. 1973, Columbia. Trauma, contemporary psychoanalytic theory; gender and development; professional issues; qualitative research methodology.


Ester Buchholz, Associate Professor. B.A. 1961, Hunter College; Ph.D. 1968, New York. Aloneness as a developmental need; self-regulation, self-reliance, and alone time; teenage 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; M.A. 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.

Barbara Hummel-Rossi, Associate Professor. B.A. 1964, SUNY (Albany); Ph.D. 1971, SUNY (Buffalo).

Research methodology and applications; development of evaluation methodology; aptitude, achievement, and personality test development.


The role of psychology in clinical medicine; bias in health care delivery; decision analysis and artificial intelligence; psychological aspects of international public health.


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 tavisstock 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. 1972, 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.


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.

PART-TIME FACULTY

Michael Dealy, B.A., M.A., M.S., Ph.D.

Elizabeth Divineny, B.A., M.A.

Emily Doolittle, B.A., Ph.D.

Richard Grallo, B.A., M.S., M.A., Ph.D.

Christine Sander Manzella, B.B., M.M., M.A., Ph.D.

Nancy Ziehler, B.A., M.S.

Department of Art and Art Professions

FULL-TIME FACULTY 1997-1998


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, post-colonial theory, and psychoanalysis. Director of undergraduate programs.

Benjamin Binstock, Assistant Professor. B.A. 1984, M.A. 1988, California (Berkeley); Ph.D. 1997, Columbia.

A scholar of Renaissance and baroque art, art historiography and aesthetics, and a translator. He has published on Riegler, Rembrandt, and Vermeer. His other professional interests include psychoanalysis and film.

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, 80 Washington Square East Galleries and Broadway Windows. Expertise in folk art and art history. Active exhibiting sculptor; international achievements.


Expertise in modern and contemporary art and material culture. Management consultant for nonprofit and historic preservation organizations. Board member, Association of Arts Administration Educators, Committee on Museum Professional Training of the American Association of Museums; member, Education Committee, College Art Association. Has written numerous catalog essays and articles. Former curator, DeCordova Museum, Best Products Company, and former director of O. K. Harris Works of Art and the Carlo Lamagna Gallery.

Numerous exhibitions of paintings and prints in the U.S., Europe, and Asia. Works in many major museums throughout the world. Articles published, papers presented, exhibitions curated.

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

Artist, photographer, book designer for major exhibition catalogs at the Metropolitan Museum, the National Gallery of Art, and others. 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.

Jack Risley, Clinical Associate Professor. B.A. 1982, Oberlin College; MEA. 1986, Yale.

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.


Chair for two international conferences held at NYU: “Case for Clay in Secondary Education” and “Criticism in the Crafts Arts: Crossings, Alignments, and Territories.” Educational consultant to Lenox China Company; Board of Directors of Watershed and Studio Potter magazine. Currently writing a book on Noritake art deco porcelain.


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.


Adviser of doctoral programs; quilt historian; author of Labors of Love America’s Textiles and Needlework 1650-1930 and other books on folk art; numerous articles on textiles as material culture.

PART-TIME FACULTY

Art in Media

Sarah Drury, B.A., M.A.

Bob Griffin, B.A., M.F.A.

Ricardo Gutierrez de Zubiaurre, B.F.A., M.F.A.

Sigrid Hackenberg, B.A., M.A.

Shelley Smith, B.F.A., M.F.A.

Critical Studies

RoseLee Goldberg, B.A., M.A.

Kirby Gookin, B.A., M.A., M.Phil.

Ellen Russotto, B.A., M.A.

Painting and Drawing

Chuck Agro, B.F.A., M.F.A.

Dike Blair, M.F.A.

Emily Cheng, B.F.A.

Cora Cohen, B.A., MA

Emilio Cruz

Peggy Cyphers, B.F.A., M.A.

Steven Ellis, B.F.A.

Maureen Galace, B.F.A., M.F.A.

Freya Hansell, B.A., M.F.A.

David Humphrey, B.F.A., M.A.

Deidra Harris Kelly, B.A., M.F.A.

William Komoski, B.F.A.

Matvey Levenstein, B.F.A., M.F.A.

Judith Linhares, B.F.A., M.F.A.

Georgia Marsh, B.F.A.

Suzanne McClelland, B.F.A., M.F.A.

Arnold Mesches

Carl Ostendarp, B.F.A.

Deborah Remington, B.F.A.

Nicholas Rule, B.A., M.F.A.

Michael St. John

Mary Ann Santos, B.A.

Donald Traver, B.F.A.

Lisa Yuskavage, B.F.A., M.F.A.

Photography

Ann Chwatsky, B.S., M.S.

Susan Dubb, B.F.A., M.F.A.

Barbara Ess, B.A.

Kenneth Golden, B.F.A., M.A.

Kristin Holcomb, B.A., M.F.A.

Eileen Kitzi, B.F.A., M.A.

Andrea Davis Kronlund, B.A., M.A.

Susan Landgraf, B.A., M.A.

Wayne Olson, B.A., M.F.A.

Gwen Thomas, C.F.A.

Yardena Donig Youner, B.F.A., M.A.

Printmaking

Kathleen Caraccio, B.F.A.

Mark Johnson, B.A., M.A.

Lisa Mackie, B.F.A., M.F.A.

Bill Paden, B.A.

Sculpture

Cody Choi, B.F.A.

Barbara Gallucci, B.F.A., M.F.A.

Rand Hardy, B.F.A.

Robin Hill, B.F.A.

Shida Kuo, B.A., M.A.

Eve Larakme, B.A., M.F.A.

Pamela Lins, B.A., M.A.

Matthew McCaslin, B.F.A.

Matt Nolen, B.A.

Paul Ramirez, B.A., M.F.A.

Beverly Semmes, B.A., B.F.A., M.F.A.

Susan Sillas, B.F.A., M.F.A.

Lisa Spiros, B.F.A.

Art Education


Tony Gray, B.A., M.F.A.

Stephanie Lebowitz, B.F.A., M.S.

Constance Rich, B.A., M.A.

Anne Rosenthal, B.F.A., M.F.A.

Candace Whitman, B.A., M.A.
Department of Culture and Communication

FULL-TIME FACULTY 1997-1998


Gender and communication; conflict management; organizational communication; cross-cultural communication and listening. Couauthor or coeditor of several published books including The Power to Communicate: Gender Differences as Barriers: Conflict Management: A Communication Skills Approach; Listening in Everyday Life: Women and Men Communicating: Challenges and Changes; and numerous book chapters and journal articles.


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.


Philosophy of ecology and environmental education; moral education; philosophy of John Dewey.


Production operations management and market research. Contributor to a wide range of research projects in the graphic communications industry. Author of numerous articles and lecturer at educational seminars. Editor and publisher of Flexo Today.


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.

JoEllen Fisherkeller, Assistant Professor. B.A. 1985, California (San Diego); M.A. 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.”


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 over seventy articles. Awards one of the “Top Women in Public Relations,” one of the “Top Fifteen Women in America,” and “Brevower of the Year” from WNBC-Radio.


Interests include history of education, contemporary education policy, history of philanthropy, and history of women’s education. Author of The Politics of Knowledge: The 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.


Literary rhetoric, stylistics, and the creative process. Author of The Novels of Virginia Woolf and Virginia Woolf’s Lighthouse: A Study in Critical Method; Director, Study Abroad Center in Athens.


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. Recent focus on the politics and regulation of new communication technologies.


Interests include the modern media and the growing problem of excessive concentration in the U.S. culture industries. Author of Boxed In: The Culture of TV-a collection of his essays on film, television, advertising, and rock music. Editor of Seeing through Movie, Director of the Project on Media Ownership (PROMO).


The history of communication, technology and culture, and propaganda analysis. Author of numerous scholarly articles. Executive producer of documentaries, McCrory’s New York (1987 Emmy Award) and Sons of Derry. Coeditor, 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; presently completing a manuscript for a book entitled Narrative: A General Theory of Tales, Tales, and Social Change. 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 seventeen published books, including The Disappearance of Childhood, Amusing Ourselves to Death, Conscientious Objections and Technology, and The End of Education. Internationally recognized scholar and critic. Received a Distinguished Teacher Award from NYU.

Carl P. Schmidt, Professor. B.S.E. 1954, SUNY (Cortland); M.S.E. 1958, Hofstra; Ph.D. 1967, New York.

Research interests include relationships among culture, aesthetic response, and learning. Author
of The Modern Japanese Novel: Form and Feeling and numerous articles. Director of Study Abroad Centers in Kyoto and Shanghai.

Arnold Spinner, Associate Professor. B.S. 1957, SUNY (Brockport); M.A. 1959, Ph.D. 1967, New York.

Interests include human resources management and quality management in the graphic communications industry Consultant to many major corporations. Director, Center for Graphic Communications Management and Technology.


Interests include the histories of education, ethnic, race, science, and politics in nineteenth- and twentieth-century America. Author of numerous articles in scholarly and popular journals. Currently completing a history of alcohol education in American public schools, 1880-1920.

PART-TIME FACULTY

Mary Dawn Arden, B.A.

John Azelvandre, B.S., M.A.

George Back, B.A., M.A., Ph.D.

Sheridan Bailey, B.A., M.A.

Helen-Gary Bishop, B.A.

Roger Brown, B.A., M.A.

Judi Brownell, B.A., M.A. Ph.D.

Edward Burns, B.S., M.A.

Linda Burns, B.A., M.A.

Marco Calavita, B.A., M.A.

Mary Carpenter, B.S., M.A.

William Cass, B.A., M.A.

James Chesebro, B.A., M.A., Ph.D.

Roberta Cole, B.A., M.A.

Marla Collins, B.A., M.A.

Rosemarie Conforti, B.A., M.A.

John Costa, B.A.

Patrick Daly, B.F.A.

John Donovan, B.S.

Susan Drucker, B.A., M.A., J.D.

Mark Edelman, B.A.

Gus Engelman, B.A.

Salvatore Fallica, B.A., M.A., Ph.D.

Rosemary Fitzgerald, B.F.A., M.A., Ph.D.

Carmen Fletcher, B.A., M.A.

Michele Frank, B.F.A.

Brett Gary, B.A., M.A., Ph.D.

Gregory Giangrande, B.A., M.A.

Mark Golubow, B.A., M.A.

Gary Gumpert, B.A., M.A., Ph.D.

Dan Hahn, B.A., M.A., Ph.D.

Peter Haratoni, B.A., M.A.

Sami Hemsey, B.S.

Neil Hickey, B.A.

Harold Hills, B.S., M.A.

Laurie Holden, B.A., M.A.

Jeffrey Jacobi, B.A., M.A.

Anthony Kelso, B.S., M.A.

Charlotte Klein, B.A., M.B.A.

Jill Krawitz, B.S., M.A.

Arline Krebs, B.A., M.A.

Bonnie Blake Kubick, B.A., M.A.

John Lang, B.A., M.A.

Tien-Rein Lee, B.A., M.A.

Diana Leidel, B.F.A., M.A.

Vivien Levy, B.A., M.A.

Mark Lipton, B.A., M.A.

Michele Litzky, B.A.

Scott Martin, B.A., M.A.

Grace Maselli, B.A., M.A.

Robert Maxwell, B.A., M.A., Ph.D.

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.

Kelly Otter-Cooper, B.A., M.A.

Barbara Parisi, B.A., M.A., Ph.D.

Louis Perez, B.A.

Andy Perni, B.A., M.A., D.A.

Rick Pieto, B.A., M.L.S.

David Poltrack, B.A., M.B.A.

David T. Pratt, B.S.

Marshall Raines, B.S., M.B.A.

Lori Ramos, B.A., M.A.

Rebecca Ray, M.A., M.Ed., Ph.D.

Kristina Riegert, B.A., M.A.

Stephanie Rodden, B.A., M.L.S.U., M.A.

Suzanne Rothenberg, B.A., M.A.

Herbert Schiller, B.S.S., M.A., Ph.D.

Avram Schlesinger, B.A., M.A.

Bonnie Selterman, B.A., M.A.

Beth Strugatz-Septow, B.A., M.A.

Wendy Serkin, B.A., M.A.

Ruth Sherman, B.A., M.A.

Nancy Silverman, B.A., M.A.

Karl Soehnlein, B.A., M.B.A.

Jennifer Spiegel, B.A.

Patricia Stack, B.A., M.A., Ph.D.

John van Wyden, B.F.A., M.F.A.

Juanita Walsh, B.F.A.

Jill Weinberg-Cohen, B.A., M.A.

Dawn Werner, B.A.

Earl Wilken, B.A.

Cynthia Wiseman, B.A., M.A.

Department of Health Studies

FULL-TIME FACULTY 1997-1998


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. B.A. 1979, CUNY; M.A. 1980, Hunter College; Ph.D. 1983, Texas.

Alcohol and other drug abuse intervention outcome research with an emphasis on methodolog-
ical and measurement issues and drug policy and its effects on minority communities.

Nancy Eshill, Associate Professor. B.A. 1959, Beaver College; M.S.E. 1966, Hunter College; Ph.D. 1976, New York.

Medical and psychological aspects of disability, group counseling, clinical supervision, and sexuality and disability


Leisure service management, personnel management, leisure education and counseling, gay and lesbian studies, HIV/AIDS prevention education, international recreation. Author of Personnel Management in Recreation and Leisure Services and many journal articles. Presenter at numerous national and international conferences.

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.


Professional preparation of health education specialists and the professionalization of health education; credentialing; curriculum development; professional ethics; and continuing education.


PART-TIME FACULTY

Carole Addobbo-Moskowitz, B.A., M.A.

Parvin Ahmankhanlou, B.S., M.S., Ph.D.

Robert Allen, B.A., M.A., M.S.

Yitzhak Berger, M.Ed., Ph.D.

David Bowell, B.A., M.A.

William Bryan, B.S., M.P.H., Ph.D., R.N.

Frank Carden, B.A., M.A., Ph.D.

Orazio Caroleo, B.F.A., M.A.

Nancy Carr, B.A., M.Ed.

Catherine Charlton, B.A., M.P.H.


Maureen Collias, B.A., M.A.

Toni Davis, B.A., Ph.D.

Heike Theil deBocanegra, M.A., M.P.H., Ph.D.

Robert Francoeur, M.A., 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 Reinhertsen, 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 Vglione, 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 Music and Music Professions

FULL-TIME FACULTY 1997-1998


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 Rappaport composition prizes.


Music director, conductor, and arranger for Broadway (The Lion King, The Who’s Tommy, Radio City Music Hall, etc.), regional and world-wide theatres, opera. Composer of orchestral, vocal, chamber, incidental music, and popular works.


Pianist and author with expertise in aesthetics, performance analysis, and music methodologies for arts criticism and analysis.


Theorist and pianist with specialization in twentieth-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.

Diniu Ghezzo, Professor. Dipl. 1964, 1966, Romanian Conservatory of Music, Bucharest; Ph.D. 1973, California (Los Angeles).

Compositions published by Editions Salabert Billaudot, Tirreno G.E., AIM, and Seewaw Music (NYC) and recorded on Orion Master Recordings, Crenadilla, 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 Hesser, Associate Professor. B.M. 1970, DePauw; B.S. 1973, MS. 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 ensemble; specialization in new music performance.


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, Maryland; M.Mus. 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.


Drama in education, theatre for young audiences, drama and interactive technology. Directed a recent production of Afternoon of the Elves by Y. York; coedited Re-Cognizing Richard Courtley.

Catherine Moore, Clinical Assistant Professor. B.A. 1976, Bishop’s (Canada); Ph.D. 1991, Liverpool (United Kingdom).

Marketing consultant and musicologist. Research interests include the interaction of culture and industry, international cultural trade policy, and seventeenth-century Italian music. Music critic and author of The Composer Michangelo Rossi.

Kenneth J. Peacock, Professor. B.A. 1965, California (Los Angeles); M.A. 1970, California (Riverside); Ph.D. 1976, Michigan.

Computer music, acoustics, music perception.

Robert Rowe, Associate Professor. B.M. 1976, Wisconsin; M.A. 1978, Iowa; Ph.D. 1991, Massachusetts Institute of Technology.


Theatre for young audiences, American theatre, musical theatre, playwriting. Author of fourteen published plays; recipient of The New York Times Outstanding Book of the Year Award.

Nancy FoeI Swortzell, Associate Professor. B.S. 1951, Skidmore College; MA. 1954, Columbia; M.F.A. 1959, D.F.A. 1964, Yale.

Educational theatre. Recently directed première of Aurand Harris’s “Peter Rabbit and Me” and a production by the Taiwan National Theater.

Brann J. Wry, Associate Professor. B.A. 1963, College of the Holy Cross; J.D. 1987, 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 Composition

Yulee Choi, B.A., M.A., Ph.D.

Marc A. Consoli, D.M.A.

Justin Dello Joio, 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.

Seymour Bernstein

David Buechner, B.A., M.M., D.M.A.

Martin Canin, B.A., M.A.

Fabio Gardenal Da Silva, B.A., M.A., Ph.D.

Sergei Edelmann, Art. Dip.

Gregory Haimovsky, B.M., M.A., D.A.

Miyoko Lotto, B.S., MS.

Dieder 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 Malinverni, B.M.

Jim McNeely, B.M.

Lee Musiker, B.M., M.M.
Flute
Linda Chesis, B.A.
Robert Dick, B.A., M.M.
Gerardo Levy, B.A.
Keith Underwood, B.A., M.A.

Oboe
Gerard Reuter

Clarinet
Esther Lamneck, B.M., M.M., D.M.A.
Stanley Drucker

Bassoon
Johnny Reinhard, B.M., M.M.

Tuba
Marcus Rojas, B.M.

Saxophone
Paul Cohen, M.M., D.M.A.
George Garzone, B.A.A.
Ralph Lalama, B.M.E.
Mike Migliore
Bob Parsons, B.A., M.A.
Dave Schroeder, B.M.E., M.M., Ph.D.

French Horn
Peter Gordon, B.M.

Trumpet
Ronald Anderson, B.M.E., M.S., Ed.D., M.A.
Laurie Ann Frink
Tim Hagans

Trombone
Conrad Herwig
Jim Pugh, B.M.

Percussion
Guillermo Acevedo
Sherrie Maricle, B.A., M.A.
David Rataczjak, B.M.
Dan Sadownick, B.A., B.M.
Akira Tana, B.A., B.M.

Violin
Serena Canin, B.A., M.M.
Burton Kaplan, B.M.
Natalia Lipkina, M.M., M.D.
Mark Steinberg, B.A., M.A.

Viola
Misha Amory, B.A.
William Lincer
Karen Ritscher, B.M., M.M.

Cello
Ardyth Alton, B.M., M.M.
Maya Beiser, B.M., M.M.
Marion Feldman, B.S., M.S.
Mike Kannen, B.M.
Harvey Shapiro, Artist's Dip.

Double Bass
Ronald McClure, B.M.
Michael Richmond, B.A.

Harp
Monika Jarecka, MS., MA., Ph.D.

Voice
Anna Bartos, B.A., M.A.
David Bender, B.A.
Edith Bers, B.A., M.A.
Jane Bunnell, B.M.
Marc Embree, B.M., MFA.

John Kuhn
Karen Lykes, B.M., M.M.
Pina Mozzani Miller, B.M.E., M.M.
Diana Nikkolos, B.M., M.M.
Jane Olian, B.A.
Carolann Page, B.M.
Renee Santer, B.A., M.M.
Albert Sherman, B.M., M.M.
Christina Staneseu, M.M., A.B.D., M.M.

Jazz Voice
Marion Cowings

Janet A. Lawson
Anne Phillips

Guitar
Bruce Arnold, B.M.
Pat Ceraciello
Leszek Czarnecki, Dip., M.A.

Music Business
Catherine Moore, B.A., Ph.D.
Dante Moratto, B.A., M.Ed., M.B.A.
Steven L. Rosenhaus, B.A., M.A., Ph.D.
Charles Sanders, B.A., J.D., LLM.
Charles Stanford, B.A., J.D., M.B.A.
George Stein, B.A., J.D.

Music History
Walter Reinhold, Mus.B., M.S., M.S.M.
Kent Underwood, B.A., M.A.

Music Theatre
Jack Allison, B.A., M.A., Ph.D.
Kerry Casserly
Joseph Church, B.M., M.M., D.A.
Greg Ganakas, B.S.

Angelique Ho
Keith Thompson

Music Theory
George Fisher, B.A., M.A., Ph.D.
Justin Delo Joio, B.M., M.M., D.M.A.
Deborah Kessler, B.A., M.M., Ph.D.
Klaus Sinfield, B.A., M.A.
Kenneth Walicki, B.M., M.M., Ph.D.
Deborah Winfield, B.M., M.A.

Music Education
Elliott Bean, B.M., M.A.
Elaine Gates, B.S., M.A.
Sylvia Gholson, B.M., M.M., D.M.E.
Jerry Kerlin, B.S., M.A.

Music Technology
Bernard Fritsch, Tonmeister
Educational Theatre
Craig Duke, B.A., M.A.
Phina Fredman, B.A., M.A.
Alexis Greene, M.A., Ph.D.
Roger Hanna, B.A., M.F.A.
William Heller, B.A., M.A.
Jeffrey Kennedy, B.A., M.A.
Ralph Lee, B.A.
Jason Livingston, B.F.A., M.F.A.
Alistair Martin-Smith, B.Ed., M.A., Ph.D.
Ann McCormack, B.A., M.F.A.
Nellie McCormack, B.A., M.A., Ph.D.
Paul Nadler, B.A., M.A., Ph.D.
Lynn Peticolas, B.A.
Frans Rijnbout, M.A., Ph.D.
Sharon Rosen, B.A., M.A.
Catherine Russell, B.A., M.A.
Nancy Smithner, B.A.
Lowell S. Swortzell, B.A., M.A., Ph.D.
Lynn Thomson, B.A., M.F.A., Ph.D.
Helen White, B.A.
Michele Wynne, B.A., M.F.A.

Performing Arts Administration
Jacqueline Guttman, B.A., M.M., M.A.
Patrice Iacovelli, B.A., M.B.A., M.A.
Timothy A. McClimon, B.A., J.D.
Nello McDaniel, B.F.A.
Charles Sanders, B.A., J.D.
Duncan Webb, B.A., M.B.A.

Performing Arts Therapy
Drama Therapy
Tian Dayton, B.F.A., M.A.
Maria Hodermarska, B.A., M.A.
Sue Jennings, FRAI, Ph.D.
Robert J. Landy, B.A., M.S., Ph.D.
Sara McMullan, B.A., M.A.
Darby Moore, B.A., M.A.

Music Therapy
Kenneth Aigen, B.A., M.A.
Barbara Hesser, B.M., M.S., C.M.T.
Joseph Nagler, B.A., M.A.
Alan Shapiro, B.A., M.A.
Alan Turry, B.S., M.A.

Department of Nursing
FULL-TIME FACULTY 1997-1998
Thomas J. Adamski, Clinical Assistant Professor. B.A. 1981, Goddard College; M.S.N. 1983, Hunter College; M.Ed. 1986, Columbia; R.N.
The role of the teacher of nursing in returning R.N.-student programs; all areas of AIDS; substance abuse.
Elizabeth A. Ayello, Clinical Assistant Professor. B.S.N. 1971, Hunter College; MS. 1973, Adelphi; Ph.D. 1994, New York; R.N., E.T.N.
Body image; Down 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); M.A. 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; MPH., Ph.D. 1981, Johns Hopkins; C.N.M.
Women’s health; factors affecting childbearing education structures and levels in professional midwifery.
Barbara Carty, Clinical Associate Professor. B.S. 1965, Catholic; MS. 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; MS. 1991, Columbia; R.N.
Adult primary care; HIV/AIDS.
Margaret Eckert-Norton, Clinical Assistant Professor. B.S.N. 1974, Cornell; M.A. 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.

Joanne K. Griffin, Associate Professor. B.S. 1953, College of Mount Saint Vincent; M.A. 1960, Ph.D. 1975, New York; R.N.

Parent-child nursing; women’s health issues; curriculum and teaching in nursing; interaction in and evaluation of groups; ethical and legal issues in nursing; substance abuse.

Judith Haber, Professor. B.S. 1965, Adelphi; M.A. 1967, Ph.D. 1984, New York; F.A.A.N.

Family theory; marital conflict; adjustment to acute and catastrophic illness; psychiatric-mental health content caring; research utilization.


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.

Nancy V. Jackson, Clinical Associate Professor. B.S. 1970, Columbia; M.A. 1974, New York; Ed.D. 1996, Teacher’s College; R.N.

Maternal and child health; parenting; home care; nursing curriculum.

Kathleen Kenney, Clinical Assistant Professor. B.S.N. 1986, College of Mount Saint Vincent; M.S.N. 1990, SUNY (Stony Brook); R.N.

Infants, children, and adolescents; pain management; effects of acute and chronic illness on children; the nurse practitioner’s role in acute care of children; pediatric emergency care.

Carl Kirton, Clinical Assistant Professor. B.S.N. 1986, Lehman College; M.A. 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., F.A.A.N.

Cost of nursing care; computers; public health nursing.

Phyllis A. Lisanti, Clinical Associate Professor. B.S.N. 1961, Pennsylvania; M.S.N. 1978, Hunter College; Ph.D. 1986, New York; R.N.

Adult acute care; chronic illness pain management; substance abuse; body image; self-esteem; social support.

Madeleine Lloyd, Clinical Assistant Professor. B.S.N. 1986, Flinders (Australia); M.S. 1994, Columbia; R.N.

Primary care; family illness; health promotion and disease prevention delivered by nurse practitioners; women’s health care issues.


Interdisciplinary-interprofessional collaboration; curriculum and instruction; family-domestic violence; crisis-conflict intervention; gerontology; stress management; critical thinking; methods of inquiry.

Sandra Graham McClovery, Associate Professor. B.S. 1980, M.S. 1981, Northern Illinois; Ph.D. 1988, California (San Francisco); R.N.

Parent-child nursing; temperament and environmental influences on behaviors of hospitalized school-age children.


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; M.A. 1977, Ph.D. 1986, New York; R.N.

Nursing history; wartime nursing; trauma nursing practice; gender studies; long-term stress (post-traumatic stress disorder).


Psychological constructs; pain; sexuality; abusive behavior; disability; body image; health; burn-out; cancer and dying; Rogers’s Science of Unitary Human Beings; paranormal phenomena.

Hila Richardson, Clinical Professor. B.S.N. 1967, Virginia; M.P.H. 1973, Johns Hopkins; Dr.Ph. 1980, Columbia; R.N.

Long-term care; substance abuse.

Marianne Roncoli, Clinical Associate Professor. B.S.N. 1969, Cornell; M.A. 1973, Ph.D. 1980, New York; R.N.

Asthma in children; cost/quality outcome of advanced practice nursing; preterm infants; primary care.

Patricia M. Ruiz, Clinical Associate Professor. B.S. 1981, Fairfield; M.S. 1986, Columbia; R.N.

Pediatric primary care; asthma; cultural influences on health.

Deborah Witt Sherman, Assistant Professor. Diploma R.N. 1975, Beth Israel School of Nursing; B.S.N. 1980, Mount Saint Mary College; M.S.N. 1986, Pace; Ph.D. 1994, New York.


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

Ivo Abraham, B.S., M.S., Ph.D.

Sally Arbolino, B.S., M.S.; R.N., P.N.P.

Ellen Baer, B.S., M.A., Ph.D., F.A.A.N.; R.N.

Susan Bower-Ferres, Ph.D.; R.N., C.N.A.A.

Anthony County, M.S.; R.P.H.

Elizabeth Duthie, B.S.N., M.A.; R.N.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title, Institution</th>
<th>Degree(s)</th>
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<tbody>
<tr>
<td>Rosemarie Emmerich</td>
<td>B.S., M.S., Ph.D.</td>
<td></td>
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<tr>
<td>Jane Fox</td>
<td>B.A., B.S.N., M.A., Ed.D.</td>
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<tr>
<td>Pam Galehouse</td>
<td>B.S.N., M.A.; R.N.</td>
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<td>Susan Garamone</td>
<td>B.S., M.S.; R.N., C.P.N.P.</td>
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<tr>
<td>Dawn Hendriks</td>
<td>B.S.N., M.A., M.S.N.; R.N.C.S., A.N.P.</td>
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<td>Janet Macue</td>
<td>B.A., B.S., M.A., Ph.D.; R.N.</td>
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<td>Margaret L. McClure</td>
<td>B.S., M.A., Ed.D.; R.N.</td>
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<td>Sally Mendelsohn</td>
<td>B.S.N., M.S.N.; C.N.M.</td>
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<td>Gail Rivera</td>
<td>B.A., B.S., M.S.; C.N.M.</td>
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<td>Mary Susan Sampino</td>
<td>B.A., B.S.N., M.S.N.</td>
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<td>Mieke Ver Ecke</td>
<td>B.S., M.S.; R.N., C.P.N.P.</td>
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<td>Fay Wright</td>
<td>B.S., M.S.; R.N., A.C.N.P.</td>
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<tr>
<td>Kenneth Zwolski</td>
<td>B.A., M.A., Ed.D.</td>
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<tr>
<td>RESEARCH SCIENTISTS AND TRAINING SPECIALISTS</td>
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<tr>
<td>Melissa Botrell</td>
<td>B.A., M.P.H.</td>
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<td>Susan Fairchild</td>
<td>B.A., M.P.H.</td>
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<td>Elaine S. Gould</td>
<td>B.A., M.S.W.</td>
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<td>Katherine Hyer</td>
<td>B.A., M.P.P., Dr.PA.</td>
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<td>Malvina Kluger</td>
<td>B.A.</td>
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<tr>
<td>Michelle Meako</td>
<td>B.A., M.Ed.</td>
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<tr>
<td>Gloria Ramsey</td>
<td>B.S.N., J.D.</td>
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<tr>
<td>Andrea Sherman</td>
<td>B.A., M.A., Ph.D.</td>
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<tr>
<td>Ethel Mitty</td>
<td>Ed.D.; R.N.</td>
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<tr>
<td>Peri Rosenfeld</td>
<td>B.A., M.A., Ph.D.</td>
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<tr>
<td>PART-TIME RESEARCH SCIENTISTS AND TRAINING SPECIALISTS</td>
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<tr>
<td>Mabel M. Chan</td>
<td>Associate Professor, B.A. 1970, Wisconsin (Madison); Ph.D. 1975, California (Davis).</td>
<td></td>
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<tr>
<td>Sharron Dalton</td>
<td>Associate Professor, B.S. 1962, Iowa State; M.S. 1974, Rutgers; Ph.D. 1984, New York.</td>
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<tr>
<td>Marion Nestle</td>
<td>Professor, B.A. 1959, Ph.D. 1968, MPH. 1986, California (Berkeley).</td>
<td></td>
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<tr>
<td>Lisa Sasson</td>
<td>Clinical Assistant Professor, B.S. 1981, Brooklyn College; M.S. 1986, New York; R.D.</td>
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<tr>
<td>PART-TIME FACULTY</td>
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<tr>
<td>David L. Adam</td>
<td>A.O.S.</td>
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<tr>
<td>William V. Askins</td>
<td>B.A., M.Phil., Ph.D.</td>
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<tr>
<td>Jennifer Schiff Berg</td>
<td>B.S., M.A.</td>
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<tr>
<td>Neal H. Bemnas</td>
<td>B.S.</td>
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<tr>
<td>Michele A. Burke</td>
<td>B.S.</td>
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<tr>
<td>David Canty</td>
<td>B.S., M.S.</td>
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<tr>
<td>Kathleen O. Carpenter</td>
<td>B.S., M.S.</td>
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<tr>
<td>Peter Castillo</td>
<td>B.S., M.S., Ph.D.</td>
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<tr>
<td>Dana Ferguson Cohen</td>
<td>B.S., M.S.</td>
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<tr>
<td>Virginia Darrow</td>
<td>BPS.</td>
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<tr>
<td>David V. DePaloa</td>
<td>B.S.</td>
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<tr>
<td>Christine A. Faber</td>
<td>B.S., M.S.</td>
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<tr>
<td>Christopher Flocken</td>
<td>B.S., M.S.</td>
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<tr>
<td>Michelle Futrell</td>
<td>B.A., M.S.</td>
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<td>Evangelos G. Gizis</td>
<td>B.S., M.S., Ph.D.</td>
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<tr>
<td>James A. Greenwood, Jr.</td>
<td>B.S., M.S.</td>
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<td>Carol S. Guber</td>
<td>B.A.</td>
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<tr>
<td>Victoria A. Haken</td>
<td>B.S., M.S.</td>
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<tr>
<td>Bjorn Hanson</td>
<td>B.S., M.B.A., Ph.D.</td>
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<td>Margaret E. Happel</td>
<td>B.S., M.S.</td>
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<tr>
<td>Mindy G. Hermann-Zaidins</td>
<td>B.S., M.B.A.</td>
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<td>Helen S. Hintz</td>
<td>B.S., M.S.</td>
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<td>Elyssa K. Hurlburt</td>
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<td>Barbara L. Isaacs</td>
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<td>Joan Jusick</td>
<td>A.O.S., B.S.</td>
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<td>Eden Kalman</td>
<td>B.S., M.A.</td>
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<td>Keith H. Kefgen</td>
<td>B.S.</td>
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<td>Joseph P. Kennedy</td>
<td>B.A., J.D.</td>
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<td>Marc Z. Kramer</td>
<td>B.A., J.D.</td>
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<tr>
<td>Elisabeth Luder</td>
<td>M.S., Ph.D.</td>
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<tr>
<td>John R. Lynch</td>
<td>B.S., J.D., M.L.</td>
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<td>Somdat Mahabir</td>
<td>B.S., M.S.</td>
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<td>Michelle A. Marean</td>
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<td>Charles M. Mueller</td>
<td>B.A., M.S.</td>
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<tr>
<td>Joyce McClintock Oberg</td>
<td>B.S., M.S.</td>
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<td>Constantina Papoutsakis</td>
<td>B.S., M.S.</td>
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<tr>
<td>Robert J. Phillips</td>
<td>Ed.D.</td>
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<tr>
<td>Donna L. Quadri</td>
<td>B.A., M.S.</td>
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</table>
### Department of Physical Therapy

**FULL-TIME FACULTY 1997-1998**

<table>
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<th>Name</th>
<th>Degree Details</th>
<th>Institution</th>
<th>State/Region</th>
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<tr>
<td>Eileen Nathanson</td>
<td>PT.</td>
<td>Queens College</td>
<td>New York</td>
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<tr>
<td>Marilyn Moffat</td>
<td>PT.</td>
<td>Queens College</td>
<td>New York</td>
</tr>
<tr>
<td>K. W. Ling</td>
<td>PT.</td>
<td>Queens College</td>
<td>New York</td>
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<tr>
<td>Andrew McDonough</td>
<td>PT.</td>
<td>Gettysburg College</td>
<td>Pennsylvania</td>
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<tr>
<td>Tsega A. Mehreteab</td>
<td>PT.</td>
<td>Hunter College</td>
<td>New York</td>
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<tr>
<td>Jennifer Stack-O’Connor</td>
<td>PT.</td>
<td>Texas Woman’s</td>
<td>Texas</td>
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<tr>
<td>Frederick R. Tripp</td>
<td>PT.</td>
<td>Hunter College</td>
<td>New York</td>
</tr>
<tr>
<td>Susan M. Underwood</td>
<td>PT.</td>
<td>Texas Woman’s</td>
<td>Texas</td>
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<tr>
<td>David C. Wagner</td>
<td>PT.</td>
<td>Texas Woman’s</td>
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<td>Bridget L. Wardley</td>
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<td>Lisa R. Young</td>
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<td>Peter J. Yurasits</td>
<td>PT.</td>
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<tr>
<td><strong>PART-TIME FACULTY</strong></td>
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<tr>
<td>Professor. B.S. 1960, New York; M.S.</td>
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<tr>
<td>Eileen Nathanson</td>
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<td>Tsega A. Mehreteab</td>
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</table>

**Department of Speech-Language Pathology and Audiology**

**FULL-TIME FACULTY 1997-1998**

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**PART-TIME FACULTY**

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<tr>
<td>Elaine Altman, B.A., M.A., Ph.D.</td>
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<tr>
<td>Elmer E. Baker, B.S., M.A., Ph.D.</td>
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<tr>
<td>Amy J. Daniels, B.A., M.A.</td>
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<td>Therese M. Deierlein, B.A., M.S.</td>
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<tr>
<td>Mona Greenfield, B.S., M.A., M.S.W.</td>
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<tr>
<td>Madeleine Gutman, B.A., M.A.</td>
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<tr>
<td>Mary Harkin, B.A., M.A.</td>
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<td>Janet S. Heller, B.A., M.A.</td>
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<tr>
<td>Bryan Scott, B.A., M.A.</td>
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**Department of Teaching and Learning**

**FULL-TIME FACULTY 1997-1998**

<table>
<thead>
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<th>Name</th>
<th>Degree Details</th>
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<tbody>
<tr>
<td>Mark Alter</td>
<td>Assoc.Prof. B.A. 1990, New College of California; M.S. 1993, Ph.D. 1997, Wisconsin</td>
<td></td>
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</tr>
<tr>
<td>Social, political, and economic contexts of early childhood education; teacher education; curriculum theory</td>
<td></td>
<td></td>
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<tr>
<td>Political theory and teaching methodology</td>
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<td></td>
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<tr>
<td>H. Millard Clements, B.A. 1949, California (Berkeley); M.A. 1956, San Francisco State College; Ph.D. 1964, Stanford.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social education theory, environmental studies, and global education</td>
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</tbody>
</table>
Research includes graph comprehension and mathematical problem solving. Field-based work includes curriculum development in elementary and middle grades mathematics, preservice and in-service professional development, and international comparative studies in mathematics education.

Miriam Eisenstein-Ebsworth, Associate Professor. B.A. 1968, Brooklyn College; M.A. 1971, Columbia; Ph.D. 1979, CUNY.

Specialist in second language acquisition, language variation, and cross-cultural communication. Author of Language variation and the ESL Curriculum and The Dynamic Interlanguage Empirical Studies in Second Language Variation. Chair of the Second Language Acquisition Circle and research representative to the international TESOL Section Council.

Margot Ely, Professor. B.A. 1951, Queens College; M.A. 1960, Ph.D. 1962, Colorado.

In-depth studies in schools, communities, and businesses as well as in minority issues and in the quality of life and learning in the classroom environment; professional interaction and development; literacy; alternative educational paradigms.

Lisa Fleisher, Associate Professor. B.A. 1972, Brooklyn College; M.S. 1977, Ph.D. 1979, Illinois (Urbana-Champaign).

Learning disabilities; models of effective instruction; resource/consulting teacher models; curriculum-based assessment and program implementation; and reading instruction for low achievers.


Science curriculum development, implementation, and evaluation; subcultural differences in science achievement; gender- and ethnic-related issues in science education.


Children’s literature, language arts, Hellenic 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.


American studies, comparative studies, international development education, and public diplomacy.


Oral language acquisition and use; early literacy development/reading and writing; language across the curriculum; reading and writing relationships; language function, use, and learning; teachers’ concepts of reading and beliefs about reading instruction.


Asian studies, cross-cultural studies, international development education, and global education.

Sheldon B. Kastner, Associate Professor. B.B.A. 1959, City College; M.A. 1960, Temple; Ph.D. 1967, Yeshiva.

Special education, learned helplessness, attribution theory as applied to special populations, and evaluation of therapeutic interventions.

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 Projects: Quichua in the Ecuadorian 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.


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.


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.


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 Britton and Literature for Democracy.

Michele Behar Reich, Clinical Assistant Professor. B.A. 1979, California (Berkeley); B.S. 1979, California State (Hayward); M.A. 1988, Ed.D. 1996, Columbia.

Student definitions of good teaching; the impact of racism on educational attainment; the relationship between moral, ego, and cognitive development and how one ultimately chooses to teach. Director of Field Programs in department.
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.


Quantitative methods and research; multivariate methods, multidimensional scaling, Monte Carlo methods; psychometrics and evaluation.

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.

Education for democracy and community; service learning, youth leadership, and activism; urban education; middle schools.

PART-TIME FACULTY
Lisa Baumwell, B.S., M.A., Ph.D.
Marlene Barron, B.A., M.S.
Wendy Biderman, B.A., M.A., Ph.D.
Jean Bodman, B.A., M.A.
Marta Brooks, B.A., M.A.
Marcella Bullmaster, B.A., M.A., Ed.M.
Rosemary Buzzo, B.A., M.A.
Isabel Cadenas, B.S., M.S.
Christina Cambrono, B.S., M.S.
Paul Cambi, B.A., Ph.D.
Charlotte Cascio, B.A., M.A.
Kerry Anne Cunningham, B.F.A., M.S.E./M.A.
B. Danish, B.A., M.A., Ph.D., Ed.D.
Priscilla Donnenfeld, B.A., M.A.L.S.
Emily Doolittle, B.A., Ph.D.
Elizabeth Dykman, B.A., M.A.
Timothy Ebsworth, Ph.D.
Brenda Greene, B.S., M.A., Ph.D.
Susan Haver, B.A., M.A., Ed.M.
Eduard Izyrovsky, B.S.
Jean Johnson, B.A., M.A.
Patricia Juell, B.A., M.A.
Maris H. Krasnow, B.A., M.A., Ed.D.
Nina Leonard, B.A., M.S. M.B.A.
Janet Liou-Mark, B.A.
Rosina Lizzul, B.S., M.S., Ph.D.
Daria Luisi, B.S., MPH., Ph.D.
Craig Michaels, BRA., M.A., Ph.D.
Eleanor Miele, B.S., M.A., Ph.D.
Jacqueline McDonald, B.S., Ph.D.
Gisella McSweeney, B.A., M.A., Ed.M.
Mary Nilles, B.A., M.A., Ph.D.
Jill Nova-Tretola, B.S., M.A.
Rebecca Packer, B.A., M.A.
James Michael Parker, B.A., M.A., Ph.D.

Susanne Peebles, B.Ed., M.A.
Susan Schlechter, B.A., M.A.
Jeanne Schultz, B.A., M.A.
Robert Seeley, B.S., M.S., Ph.D.
Scott Sherman, B.A., M.S.
Cynthia Shor, B.A., M.A.
Jennifer Silver, B.A., M.A.
Shirley Silverman-Glickman, M.A., Ph.D.
Lisa Simon, B.A., M.A.
Marcia Singer, M.A., M.Ed., Ed.D.
Sally Smith, B.A., M.S.
Alfonso Solimene, B.A., Ph.D.
Susan Sutton, B.A., M.A.
Robert B. Swacker, B.S., M.A., Ph.D.
Elizabeth Sweeney, B.A., M.A.
P. T. Thomas, B.S., M.S., Ph.D.
Sylvia Vila-Davila, B.A., M.A.
Francine Wald, MS, Ph.D.
George Watson, B.S., M.S.
Gloria Wilson, B.A., M.A., Ph.D.
Meli Zinberg, B.A.

AFFILIATED FACULTY
Faculty of Arts and Science
David B. H. Denoon, Associate Professor, Department of Politics
Richard W. Hull, Professor, Department of History
Owen Lynch, Charles E Noyes Professor of Anthropology
David M. Reimers, Professor, Department of History
Constance Sutton, Associate Professor, Department of Anthropology

School of Education
Thomas B. Colwell, Jr., Professor, Department of Culture and Communication

Professors Emeriti
Elmer E. Baker, Jr., B.S., M.A., Ph.D.; hon.: Litt.D., Speech-Language Pathology and Audiology (Speech Communication)
J. Darrell Barnard, B.A., M.A., Ph.D., Science Education

Cyrus W. Barnes, B.A., M.A., Ph.D., Science Education

Doris L. Berryman, B.A., M.A., Ph.D., Recreation and Leisure


Robert A. Burnham, B.A., Ph.D., Educational Administration

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

Cynthia P. Deutsch, B.A., Ph.D., Educational Psychology

Martin Deutsch, B.A., M.A., Ph.D., Early Childhood and Elementary Education

Jesse Dossick, B.S., M.A., Ph.D., Health Education

Martin Hamburger, B.S., M.A., Ph.D., Counselor Education

Charles B. Hayes, B.A., M.A., Ed.D., Educational Administration and Supervision

Katherine E. Hill, B.S. in Educ., M.A., Ph.D., Early Childhood and Elementary Education

Louise Hock, B.A., M.A., Ed.D., Curriculum and Instruction (Secondary Education)

Joan Hock, B.S., M.A., Ed.D., R.N., Nursing

Josephine Ives, B.S., Ed.M., Ph.D., Educational Psychology

Abraham I. Ratsh, B.S., M.A., J.D., Ph.D.; hon.: D.H.L., Hebrew Culture and Education

Joan Henry Kindy, B.A., M.S., Ed.D., Counselor Education

Jack Kreiselhan, Artist-in-Residence, Music and Music Education

Dolores Rieger, B.S., M.A., Ph.D., Nursing

Lou LaBrant, B.A., M.A., Ph.D.; hon.: Litt.D., English Education

Edna S. Levine, B.S., M.A., Ph.D.; hon.: Litt.D., Educational Psychology

Patricia J. Livingston, B.A., M.A., Ph.D., Criminal Justice Education

Ralph LoCasio, B.A., M.A., Ed.D., Counselor Education


George Manolakes, Ed.B., M.S., Ph.D., Early Childhood and Elementary Education

Deidre Naiman, B.S., 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 Pitrzzello, B.S., M.A., Ph.D., Organizational and Administrative Studies (Educational Administration)

Marion G. Primont, B.S., M.A., Educational Theatre

Durward Prudon, B.A., M.A., Ph.D., Social Studies Education

Louise M. Rosenblatt, B.A., Doc.Univ. (Paris), English Education

Padmakan M. Sapru, B.Comm., Curriculum and Instruction (Business Education)

Jerome D. Schein, B.A., M.A., Ph.D., Deafness Rehabilitation

Jerome Siler, 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)

Herbert A. Tonne, Ph.B., M.A., Ph.D., Business Education

Paul Van Bodegraven, B.S., M.A., Ed.D., Music Education

Robert M. Wasson, B.A., M.A., Ph.D., Counselor Education

Fletcher G. Watson, B.A., M.A., Ph.D., Mathematics, Science, and Statistics Education (Science Education)

Raymond A. Weiss, B.S., Ed.M., Ph.D., Ed.D., Curriculum and Instruction (Physical Education and Sport)


Elwood J. Winters, B.S., M.A., Ph.D., Science Education
# HEGIS* Codes

## DEGREE PROGRAMS AS REGISTERED BY THE NEW YORK STATE EDUCATION DEPARTMENT-

### BACHELOR OF SCIENCE (B.S.)

#### Arts and Arts Education Programs

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<td>Museum Resources</td>
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<td>Special Populations</td>
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<td>Studio Art</td>
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Dance Education | 1008

#### Areas of Concentration

- Teacher, K-12 | 1008
- Teacher, Professional Studios | 1008

Educational Theatre | 1007

Music Education: Teacher, K-12 | 0832

### Communication Programs

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<td>Communication Media and Technology</td>
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<td>Graphic Communications Management</td>
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<td>Mass Media and Communication</td>
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<tr>
<td>Speech and Interpersonal Communication</td>
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### Elementary and Secondary Education Programs

#### Early Childhood and Elementary Education:

| Teacher, N-6 | 0802 |

English Education: Teacher | 1501

Foreign Language Education: Teacher

| French, 7-12 | 1102 |
| German, 7-12 | 1103 |
| Hebrew, 7-12 | 1111 |
| Italian, 7-12 | 1104 |
| Latin, 7-12 | 1109 |
| Russian, 7-12 | 1106 |
| Spanish, 7-12 | 1105 |

Mathematics Education: Teacher, 7-12 | 1701

Science Education: Teacher, Biology, 7-12 | 0834

Science Education: Teacher, General Science | 0834

Areas of Concentration

| Chemistry, 7-12 | 0834 |
| Physics, 7-12 | 0834 |

Social Studies: Teacher, 7-12 | 2201

Special Education: Teacher, K-12 | 0808

### Health-Related Programs

- Applied Psychological Studies | 2101
- Nursing Education | 1203

Areas of Concentration

- Four-Year B.S. Program | |
- B.S. Program for College Graduates | |

Nutrition and Food Studies | 1306

Areas of Concentration

- Nutrition and Dietetics | 1306
- Food and Restaurant Management | 1306
- Food Studies | 1306

Physical Therapy | 1212

- Teachers of Speech and Hearing Handicapped | 0815

### Other Study Options

- Professional Studies | 4901

### BACHELOR OF MUSIC (B.MUS.)

- Music Performance or Composition | 1004
- Instrumental | 1004
- Piano | 1004
- Theory and Composition | 1004

- Voice | 1004

- Music Business | 1099

- Music Technology | 1099

* Higher Education General Information Survey
† New York State Education Department Office of Higher Education and the Professions Cultural Education Center, Room 5B28 Albany, NY 12230 (518) 474-5851
Travel Directions to the
Washington Square Campus *

LEXINGTON AVENUE SUBWAY
Local to Astor Place Station. Walk west on Astor Place to Broadway, then south on Broadway to Waverly Place, and west on Waverly Place to Washington Square.

BROADWAY SUBWAY
Local to Eighth Street Station. Walk south on Broadway to Waverly Place, then west on Waverly Place to Washington Square.

SIXTH OR EIGHTH AVENUE SUBWAY
To West Fourth Street-Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.

SEVENTH AVENUE SUBWAY
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.
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)
   Courant Institute of Mathematical Sciences (CIMS)
   Elmer Holmes Bobst Library and Study Center (LIB)
   Jerome S. Coles Sports and Recreation Center
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## All dates inclusive

### 1998

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<th>Date/Time</th>
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<tr>
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<td>May 18-June 5 Monday-Friday</td>
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<tr>
<td>II</td>
<td>June 8-26 Monday-Friday</td>
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<tr>
<td>III</td>
<td>June 29-July 17 Monday-Friday</td>
</tr>
<tr>
<td>IV</td>
<td>July 20-August 7 Monday-Friday</td>
</tr>
</tbody>
</table>

Diploma application cards due in Office of University Registrar for September 1998 degrees: June 5 Friday

Independence Day: holiday: July 3 Friday

Fall-term registration: Begins April 13 Monday

Late registration for fall term: Begins September 15 Tuesday

Last day for withdrawing from a course: November 9 Monday

Labor Day: holiday: September 7 Monday

Fall-term classes begin: September 8 Tuesday

Diploma application cards due in Office of University Registrar for January 1999 degrees: October 2 Friday

Spring/summer registration: Begins November 16 Monday

Thanksgiving recess: November 25-28 Thursday-Saturday

Last day of classes: December 14 Monday

Reading Day: December 15 Tuesday

Fall-term examinations: December 16-23 Wednesday-Wednesday

Winter recess: December 24-January 16 Thursday-Saturday

### 1999

<table>
<thead>
<tr>
<th>Event/Date/Location</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma application cards due in Office of University Registrar for May 1999 degrees</td>
<td>January 22 Friday</td>
</tr>
<tr>
<td>Dr. Martin Luther King, Jr’s Birthday: holiday</td>
<td>January 18 Monday</td>
</tr>
<tr>
<td>Spring classes begin</td>
<td>January 19 Tuesday</td>
</tr>
<tr>
<td>Late registration for spring term</td>
<td>Begins January 26 Tuesday</td>
</tr>
<tr>
<td>Washington’s Birthday: holiday</td>
<td>February 15 Monday</td>
</tr>
<tr>
<td>Spring recess</td>
<td>March 15-20 Monday-Saturday</td>
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<tr>
<td>Founders Day</td>
<td>April 18 Sunday</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>May 3 Monday</td>
</tr>
<tr>
<td>Reading Day</td>
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<tr>
<td>Spring-term examinations</td>
<td>May 5-12 Wednesday-Wednesday</td>
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<tr>
<td>Commencement: Conferring of degrees</td>
<td>May 13 Thursday</td>
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<tr>
<td>Memorial Day: holiday</td>
<td>May 31 Monday</td>
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Diploma application cards due in Office of University Registrar for September 1999 degrees: June 4 Friday

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<td>III</td>
<td>June 11-June 25 Monday-Friday</td>
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<td>IV</td>
<td>June 28-July 16 Monday-Friday</td>
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<td>V</td>
<td>July 19-August 6 Monday-Friday</td>
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### All dates inclusive

#### 1999

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<td>III</td>
<td>June 28-July 16</td>
<td>Monday-Friday</td>
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<tr>
<td>Independence Day: holiday</td>
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<tr>
<td>Fall-term registration</td>
<td>Begins April 12</td>
<td>Monday</td>
</tr>
<tr>
<td>Late registration for fall term</td>
<td>Begins September 13</td>
<td>Monday</td>
</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>November 8</td>
<td>Monday</td>
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<tr>
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<td>September 6</td>
<td>Monday</td>
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<tr>
<td>Fall-term classes begin</td>
<td>September 7</td>
<td>Tuesday</td>
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<tr>
<td>Diploma application cards due in Office of University Registrar for January 2000 degrees</td>
<td>October 1</td>
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<td>Begins November 15</td>
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<td>Last day of classes</td>
<td>December 13</td>
<td>Monday</td>
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<td>December 14</td>
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<tr>
<td>Fall-term examinations</td>
<td>December 15-22</td>
<td>Wednesday-Wednesday</td>
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<tr>
<td>Winter recess</td>
<td>December 23-January 15</td>
<td>Thursday-Saturday</td>
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<td>January 21</td>
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<td>Dr. Martin Luther King, Jr.'s Birthday: holiday</td>
<td>January 17</td>
<td>Monday</td>
</tr>
<tr>
<td>Spring classes begin</td>
<td>January 18</td>
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<tr>
<td>Spring recess</td>
<td>March 13-18</td>
<td>Monday-Saturday</td>
</tr>
<tr>
<td>Founders Day</td>
<td>April 16</td>
<td>Sunday</td>
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<tr>
<td>Last day of classes</td>
<td>May 1</td>
<td>Monday</td>
</tr>
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<td>May 2</td>
<td>Tuesday</td>
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<td>May 3-10</td>
<td>Wednesday-Wednesday</td>
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<td>Commencement: Conferring of degrees</td>
<td>May 11</td>
<td>Thursday</td>
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<td>Memorial Day: holiday</td>
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<td>Tuesday</td>
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<tr>
<td>Summer Sessions I</td>
<td>May 22-June 9</td>
<td>Monday-Friday</td>
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<tr>
<td>II</td>
<td>June 12-30</td>
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<tr>
<td>III</td>
<td>July 5-25</td>
<td>Wednesday-Tuesday</td>
</tr>
<tr>
<td>IV</td>
<td>July 26-August 15</td>
<td>Wednesday-Tuesday</td>
</tr>
</tbody>
</table>
Frequently Called Numbers

http://www.nyu.edu/

Admissions (Undergraduate)
998-4500
22 Washington Square North

Admissions (Graduate)
998-5030
Joseph and Violet Pless Hall, 82 Washington Square East, 2nd Floor

Bobst Library (Information)
998-2505
70 Washington Square South

Book Center
998-4667, 4668
18 Washington Place

Bursar
998-2800
25 West Fourth Street, 1st Floor

Counseling and Student Services
998-5065
Joseph and Violet Pless Hall, 82 Washington Square East, Room 32

Counseling Services, University
998-4780
3 Washington Square Village, Suite 1M

Students with Disabilities Adviser
998-4980
Loeb Student Center, 566 La Guardia Place, Room 701

Employment, Student
998-4432, 4433, 4434
21 Washington Place, 3rd Floor

Financial Aid
998-4444
25 West Fourth Street, 1st Floor

Health Services
998-4380
13 University Place

Higher Education Opportunity Program
998-5690
East Building, 239 Greene Street, Room 800

Housing (University)
998-4600
8 Washington Place

Housing (Off-Campus)
998-4620
4 Washington Square Village

Information Center
998-4630
Shimkin Hall, 50 West Fourth Street, 1st Floor

International Students and Scholars, Office for
998-4720
561 La Guardia Place

Lost and Found
998-1305
Protection Services, 14 Washington Place

Registrar, Office of the University
998-4270
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

Communication Studies
998-5191
East Building, 239 Greene Street, Suite 735

Dance Education
998-5400
Education Building, 35 West Fourth Street, Suite 675

Early Childhood and Elementary Education
998-5460
East Building, 239 Greene Street, Suite 200

Educational Theatre
998-5868
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

Mathematics Education
998-5200
East Building, 239 Greene Street, Suite 200

Music
998-5424
Education Building, 35 West Fourth Street, Suite 777

Nursing
998-5300
Shimkin Hall, 50 West Fourth Street, Suite 429

Nutrition and Food Studies
998-5580
Education Building, 35 West Fourth Street, 10th Floor

Physical Therapy
998-9404
Weissman Building, 421 First Avenue, 2nd Floor

Science Education
998-5200
East Building, 239 Greene Street, Suite 200

Speech and Interpersonal Communication
998-5189
East Building, 239 Greene Street, Suite 737

Social Studies Education
998-5494
East Building, 239 Greene Street, Suite 635

Special Education
998-5460
East Building, 239 Greene Street, Suite 200

Speech-Language Pathology and Audiology
998-5230
719 Broadway, 2nd Floor

Teacher Education
998-5460
East Building, 239 Greene Street, Suite 200