NOTICE: The policies, requirements, course offerings, schedules, activities, tuition, fees, and calendar of the school and its departments and programs set forth in this bulletin are subject to change without notice at any time at the sole discretion of the administration. Such changes may be of any nature, including, but not limited to, the elimination of the school or college, programs, classes, or activities; the relocation of or modification of the content of any of the foregoing; and the cancellation of scheduled classes or other academic activities.

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

Cover, lower left photo. Chris Nichols
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<td>Legislative Day</td>
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<td>Legislative Day</td>
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The founding of New York University in 1831 by a group of eminent private citizens was a historic event in American education. In the early 19th century, a major emphasis in higher education was on the mastery of Greek and Latin, with little attention given to modern or contemporary subjects. The founders of New York University intended to enlarge the scope of higher education to meet the needs of persons aspiring to careers in business, industry, science, and the arts, as well as in law, medicine, and the ministry. The opening of the University of London in 1828 convinced New Yorkers that New York, too, should have a university.

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

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

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

Graduate students, currently numbering close to 16,000, make up 40 percent of the student body. While introductory classes in some programs have large numbers of students, most classes are small. More than 2,500 courses are offered, leading to over 25 different degrees.

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

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

The School of Medicine and Post-Graduate Medical School offer the Doctor of Medicine and Doctor of Philosophy degrees and courses for accreditation designed to meet the needs of physician-scientists and physicians in practice. Much of the clinical teaching takes place at the 900-bed Bellevue Hospital, where the School of Medicine supervises care. Medical students and residents also gain important clinical experience through the NYU Hospitals Center, which includes the 704-bed Tisch Hospital and the 142-bed Rusk Institute of Rehabilitation Medicine. The School also maintains affiliations with select institutions for a variety of joint academic and clinical programs. Affiliated hospitals include the Hospital for Joint Diseases Orthopaedic Institute; NYU Downtown Hospital; the Department of Veterans Affairs New York Harbor Health Care System; Jamaica Hospital Medical Center; North Shore-Long Island Jewish Health System; Manhattan Eye, Ear, and Throat Hospital; Gouverneur Hospital; and Lenox Hill Hospital. The School is renowned for the excellence of its basic and clinical science enterprises as well as its clinical care through its family group practices. The School’s Skirball Institute of Biomolecular Medicine is one of the world’s leading medical research centers, with interdisciplinary research emphasizing the biomolecular roots of disease. Specific areas of focus include developmental genetics, molecular pathogenesis, molecular neurobiology, and structural biology.

The College of Dentistry is the third oldest and the largest private dental school in the United States. It offers a predoctoral program leading to the Doctor of Dental Surgery degree, as well as advanced education programs in the dental specialties and an allied health program in dental hygiene. The patient care clinics, laboratories, and other teaching facilities that comprise the College of Dentistry are housed within several buildings, including the Arnold and Marie Schwartz Hall of Dental Sciences and the K. B. Weissman Clinical Science Building. The center is located on First Avenue, from East 2nd Street to East 25th Street, in the midst of one of the nation’s most renowned health sciences complexes, which extends from East 1st Street to East 34th Street. Located within the College of Dentistry is the College of Nursing, one of the top programs in the country. Graduates assume positions in leading health care institutions and universities and practice in areas including acute care, community health care, pediatrics, geriatrics, mental health, and emergency care. The College offers B.S., M.A., and Ph.D. degree programs. A B.S./M.A. dual degree program and an M.A./M.S. joint degree program with the Wagner Graduate School of Public Service are also available.

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

The Steinhardt School of Education offers a broad range of innovative undergraduate preprofessional and professional programs and advanced graduate study in education, health, communications, and the arts professions. Undergraduate programs lead to the Bachelor of Science or Bachelor of Music degree and combine a solid foundation in the liberal arts with specialized course work and fieldwork, clinical practice, or internships in a wide variety of settings throughout New York City. Graduate students may enroll in master’s, advanced certificate, and doctoral programs in a wide variety of disciplines. Courses are given weekdays, evenings, weekends, and summers in full-time, part-time, and special study. Study abroad is available for undergraduates during the academic year and for graduate students during the summer and January intersession. Applied research opportunities abound for all students. The Leonard N. Stern School of Business is located in a three-building complex that comprises Tisch and Shimkin Halls and the state-of-the-art Henry Kaufman Management Center, which houses the graduate programs. The Washington Square complex is adjacent to the University’s renowned Elmer Holmes Bobst Library. The Stern School offers B.S., M.B.A., and Ph.D. degrees. Students may specialize in accounting; economics; finance; information systems; international business; management; marketing; operations management; statistics; and actuarial science. Joint graduate-level programs are offered with the School of Law and the Graduate School of Arts and Science. Enrollment in the graduate program may be full or part time.

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

The School of Continuing and Professional Studies (SCPS) has for over 70 years provided courses and professional credentials to meet the cultural and career needs of today’s adult population. SCPS offers approximately 2,000 noncredit classes each semester in business and marketing; entertainment, technology, and digital arts; international studies; real estate and construction; hospitality; philanthropy; the creative arts; and more. SCPS also offers credit-bearing programs, including dual degree programs and an M.A./M.S. dual degree program and an M.A./M.S. joint degree program with the Wagner Graduate School of Public Service. Courses are offered in the late afternoon and evening as well as during the day.

The Robert F. Wagner Graduate School of Public Service offers curricula covering domestic and international issues including nonprofit management, financial management, public policy analysis, urban public policy studies, urban planning, and health policy and management. Master’s and doctoral degree programs are offered. The Advanced Professional Certificate Programs and the Master of Science in Management Program offer career development opportunities for experienced professionals. Joint degree programs are available with the College of Arts and Science, the School of Law, the Steinhardt School of Education, the School of Medicine, and the School of Social Work. Courses for full-time and
part-time students are offered in the late afternoon and evening and on Saturdays. The School of Social Work offers Bachelor of Science, Master of Social Work, and Doctor of Philosophy degrees. The bachelor's program prepares students for beginning social work practice immediately on graduation and for admission to graduate programs with advanced standing. The master's program prepares students for the core mission of social work and provides an advanced concentration in clinical social work. The doctoral program offers a concentration in clinical social work. It prepares graduates to assume leadership positions as researchers, advanced practitioners, and educators. The School also offers a Post-Master's Certificate Program in the Treatment of Alcohol- and Drug-Abusing Clients.

The Tisch School of the Arts, founded in 1965, provides undergraduate and graduate training in aspects of the performing and visual arts. Departments and programs offering professional training are acting, dance, design, drama, performance studies, film and television, cinema studies, photography and imaging, dramatic writing, musical theatre writing, recorded music, and interactive telecommunications. Degrees offered are the B.A., B.F.A., M.F.A., M.P.S., M.A. (moving image archiving and preservation), and through the Graduate School of Arts and Science, the M.A. (performance studies or cinema studies) and Ph.D. The Gallatin School of Individualized Study offers Bachelor of Arts and Master of Arts degrees in individualized programs of study. Gallatin provides an innovative and student-centered liberal arts education in which students create and hone their own plans of study under the mentorship of faculty advisers. The Gallatin model encourages students to integrate their studies in traditional disciplines and professions by combining Gallatin course work with independent studies, internships, and courses at other schools within NYU. Gallatin's interdisciplinary courses focus on significant texts from around the world and engage students with major historical and philosophical traditions. Programs in the arts, writing, and community learning offer students opportunities to utilize New York City as their extended classroom and to explore the relationship between theory and practice as they develop their capacity for critical thinking, effective communication, and creative work. The Mount Sinai School of Medicine offers the M.D. and Ph.D. degrees in addition to a combined M.D.-Ph.D. program in a rigorous intellectual environment focused on collaboration between faculty and students. The school is committed to training students to be not only outstanding clinicians and scientists but compassionate individuals who also serve science and society. The school, founded in 1963, became affiliated with New York University on July 1, 1999.

NEW YORK UNIVERSITY LIBRARIES

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

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

The Avery Fisher Center for Music and Media, one of the world's largest academic media centers, has over 100 audio and video viewing carrels and four media-enhanced classrooms; students and researchers use more than 53,000 audio and video recordings per year. The Studio for Digital Projects and Research offers a constantly evolving, leading-edge resource for faculty and student projects and provides access to digital resources for teaching, learning, research, and arts events.

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

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

Beyond Bobst, the library of the renowned Courant Institute of Mathematical Sciences focuses on research-level material in mathematics, computer science, and related fields, and the Stephen Chan Library of Fine Arts at the Institute of Fine Arts houses the rich collections that support the research and curricular needs of the institute's graduate programs in art history and archaeology. The Jack B. & H. R. Ehrman Medical Library of NYU's School of Medicine and the Dental Center's Waldman Memorial Library. The Law Library serves the programs of the School of Law and is strong in a variety of areas, including legal history, biography, jurisprudence, and copyright, taxation, criminal, labor, business, and international law as well as such legal specialties as urban affairs, poverty law, and consumerism. The extraordinary growth of the University's academic programs in recent years, along with the rapid expansion of electronic information resources, has provided an impetus for new development in NYU's libraries, and they continue to enhance their services for NYU students and faculty and to strengthen research collections.

The Grey Art Gallery, the University's fine arts museum, presents three to four innovative exhibitions each year that encompass all aspects of the visual arts: painting and sculpture, prints and drawings, photography, architecture and decorative arts, video, film, and performance. The gallery also sponsors lectures, semi-
nars, symposia, and film series in conjunction with its exhibitions. Admission to the gallery is free for NYU staff, faculty, and students.

The New York University Art Collection, founded in 1958, consists of more than 5,000 works in a wide range of media. The collection is comprised primarily of late-19th-century and 20th-century works; its particular strengths are American painting from the 1940s to the present and 20th-century European prints. A unique segment of the NYU Art Collection is the Abby Weed Grey Collection of Contemporary Asian and Middle Eastern Art, which totals some 1,000 works in various media representing countries from Turkey to Japan.

The Larger Campus

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

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

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

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

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

University apartment buildings provide housing for nearly 2,000 members of the faculty and administration, and University student residence halls accommodate over 11,500 men and women. Many more faculty and students reside in private housing in the area.

A Private University

Since its founding, New York University has been a private university. It operates under a board of trustees and derives its income from tuition, endowment, grants from private foundations and government, and gifts from friends, alumni, corporations, and other private philanthropic sources.

The University is committed to a policy of equal treatment and opportunity in every aspect of its relations with its faculty, students, and staff members, without regard to age, citizenship status, color, disability, marital or parental status, national origin, race, religion, sex, sexual orientation, or veteran status.

Inquiries regarding the application of the federal laws and regulations concerning affirmative action and antidiscrimination policies and procedures at New York University may be referred to Dr. Sharon Weinberg, Vice Provost for Faculty Affairs, New York University, Elmer Holmes Bobst Library, 70 Washington Square South, New York, NY 10012-1091; telephone 212-998-1270, for faculty and employees, and to Thomas Grace, Director of Judicial Affairs and Title IX and VI Officer, Office of the Vice President for Student Affairs, New York University, 60 Washington Square South, Suite 601, New York, NY 10012-1019, 212-998-4403, for students.

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

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

The school’s primary purpose is to prepare students for careers in education, health, communications, and the arts and to serve as a source of continuing education for working professionals who seek career advancement and enrichment. On the graduate level, specialized professional and scholarly education is offered within the context of one of the country’s premier centers for applied research.

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

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

Today, NYU Steinhardt offers a broad array of programs and classes, including courses in intensive, alternative, and study abroad formats; outstanding fieldwork sites for applied practice; award-winning faculty; and exceptional academic and research opportunities. Through rigorous research and education, both within and across disciplines, Steinhardt’s faculty and students continually evaluate and redefine processes, practices, and policies in their respective fields and, bringing global and community perspectives to their studies and research, are leaders in an ever-changing world.

Welcome to NYU Steinhardt. We are proud to have you be part of our tradition of excellence and our vision for the future.
Special Programs; Research and Service Centers

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

SPECIAL PROGRAMS

Intensive Graduate Study

The Steinhardt School of Education offers a broad array of graduate courses in intensive weekend, January intersession, and accelerated formats designed to address the needs of working professionals as well as regularly enrolled full- and part-time NYU students. Courses are carefully structured to provide a rewarding educational experience during times suitable for those juggling job and/or family responsibilities. Courses are taught by distinguished faculty, and most provide instructional materials online for weekday access from any location. Courses are also carefully constructed to provide opportunity for collaboration with fellow students and the faculty.

Courses offered in these formats vary each semester. Past offerings have included courses in applied psychology, communication, education, technology and leadership, and health.

From May and until August each summer, the Steinhardt School also offers a dynamic summer program of graduate courses in different formats in almost all subject areas.

Beginning each February, students interested in summer courses can find a complete listing of course information online at www.nyu.edu/summer or by calling 212-992-9380. Current information on enrollment, registration, course offerings, and tuition and fees for fall and spring intensive study is available online at www.education.nyu.edu/intensivestudy or by calling 212-992-9380. The Web site has registration forms that can be downloaded for nonmatriculated students as well as information for currently enrolled NYU graduate students. Students may also get information through the Office of Graduate Admissions, 212-998-5030, or by consulting the Office of Program Development, Steinhardt School of Education, New York University, Pless Hall, 82 Washington Square East, 5th Floor, New York, NY 10003-6680; telephone: 212-992-9380.

Study Abroad Programs

Graduate courses in education, health, communications, and the arts are offered each summer in more than a dozen overseas locations. The study abroad programs are designed to promote both the graduate 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. Courses are offered in Europe, Asia, Africa, and South America and may be applied toward a master’s degree at NYU or another university.

For additional information, consult Helen J. Kelly, Director of Special Programs, Office of Program Development, Steinhardt School of Education, New York University, Pless Hall, 82 Washington Square East, 5th Floor, New York, NY 10003-6680; telephone: 212-992-9380; on the Internet at www.education.nyu.edu/studyabroad.

Graduate Summer Study Abroad: Educational theatre students perform and study drama in education with the Royal Shakespeare Company and the Royal National Theatre, among others.
RESEARCH AND SERVICE CENTERS

Following is a list of some of the major local-, regional-, and national-scope projects conducted by the Steinhardt School of Education:

**America Reads and Counts**

For the past eight years, NYU has conducted the largest public school tutorial program of any university in the country, placing 1,000 NYU undergraduate and graduate students as America Reads and Counts tutors in 95 New York City public schools annually. The tutors working via this federally supported initiative provide close to 10,000 hours of academic assistance each week for children in grades pre-K through 9. The Steinhardt Office of Field Projects recruits tutors, orient them, and assigns them to their schools. Graduate student tutors are paid $12 per hour for work in Manhattan schools, $14 per hour for work in Brooklyn schools. All America Reads and Counts tutors must have a federal work-study allotment as part of their financial aid package. For more information, visit www.education.nyu.edu/americareads.

**Center for Career Advancement**

The Center for Career Advancement develops and supports continuing education experiences for the variety of professions served by the Steinhardt School of Education. The center, utilizing the school’s extensive faculty resources, offers a variety of experiences designed to assist the professional in keeping abreast of the recent knowledge and skill development in a particular field. Programs are presented during the year in a variety of settings, including seminars, conferences, and extended institutes. For information on upcoming conferences, consult Helen J. Kelly, Director of Special Programs, Steinhardt School of Education, New York University, Pless Hall, 82 Washington Square East, 5th Floor, New York, NY 10003-6680; telephone: 212-992-9580.

**The Center for Health, Identity, Behavior, and Prevention Studies (CHIBPS)**

The Center for Health, Identity, Behavior, and Prevention Studies examines the intersection of biological, contextual, cultural, and psychosocial factors. One of our principal missions is to identify and promote strategies to prevent the spread of these epidemics and to improve the lives of people living with these conditions. For more information, visit www.education.nyu.edu/appsynch.

**The Center for Research on Culture, Development, and Education**

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

**The Center for Research on Teaching and Learning**

The Center for Research on Teaching and Learning (CRTL) was organized to support the department’s Teacher Education Programs in fulfilling their commitment to develop professional educators who have a broad and deep understanding of their practice, along with a moral commitment to equity and social justice. CRTL works with NYU faculty and staff to coordinate, design, and implement research and evaluation projects that will help to inform and improve our preservice and in-service teacher development efforts. CRTL also serves as a forum for faculty and staff to share ideas and discuss the critical issues in urban education. In all research endeavors, CRTL focuses on the processes and causes that underlie the ultimate goal of the work of education—effective teaching resulting in high student achievement. The center is located at 82 Washington Square East, 3rd Floor Annex, New York, NY 10003-6674. For more information, call 212-998-5872.

**The Child and Family Policy Center**

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

**The Consortium for Research and Evaluation of Advanced Technologies in Education (CREATE)**

The consortium is engaged in research on the design and evaluation of online learning and other emerging advanced technologies. The mission of this center is to advance the cognitive science foundation of the educational use of online learning and other advanced technologies, develop methods and approaches for the design of technology-based instructional materials based on principles derived from this theoretical foundation, implement models and examples of instructional applications based on these methods and principles, and develop and apply methods and criteria for the evaluation of such instructional environments. CREATE fosters collaboration of scholars nationally and internationally and provides research opportunities for doctoral and advanced master’s degree students at NYU. The consortium is located at 239 Greene Street, 3rd Floor, New York, NY 10003-6674. For more information, visit http://create.alt.ed.nyu.edu or call 212-998-3568.

**Immigration Studies @ NYU**

Codirected by Marcelo Suárez-Orozco and Carola Suárez-Orozco, Immigration Studies @ NYU is devoted to the scholarly study of immigration with a focus on children, youth, families, and education. It focuses on basic research that is comparative, interdisciplinary, and longitudinal. Through research, lectures, publications, and media outreach, Immigration Studies @ NYU endeavors to enhance the scholarly understanding of one of the most pervasive and complex issues of our time. For more information, visit http://www.education.nyu.edu/immigration.

**The Institute for Education and Social Policy**

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

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

The Institute for Globalization and Education in Metropolitan Settings
Codirected by Marcelo Suárez-Orozco and Pedro Noguera, the Institute for Globalization and Education in Metropolitan Settings (IGEMS) coordinates under a single umbrella the scholarly and outreach activities of the Metropolitan Center for Urban Education and Immigration Studies @ NYU. IGEMS serves to coordinate basic research, policy work, and dissemination linking precollegiate and tertiary education. IGEMS works to advance the scientific and scholarly understanding of education in global cities and to examine the most promising best practices and best policy options for improving education in rapidly changing environments.

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

The Ruth Horowitz Center for Teacher Development
The Ruth Horowitz Center for Teacher Development is committed to a continuum of quality teacher education with a focus on the professional learning needs of teachers, preservice through in-service. Based in the Department of Teaching and Learning, the center seeks to develop innovative programs in key areas of teacher professional development: early career support systems for new educators; effective teaching in the content areas; building professional learning communities that support teachers' development; and mid-career learning opportunities for teachers as mentors, coach teachers, or staff developers. The center draws on the extensive skills of its resident, field-based projects, including the Early Career Support Network, the New Educator Support Team, Reading Recovery, Training for All Teachers, and the U.S. History Project. Evaluation of these initiatives contributes important insights about teacher development and school improvement, particularly in the context of the New York City public schools. The center is located at 34 Stuyvesant Street, Suite 501, New York, NY 10003-7599. For more information, call 212-998-1998.

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

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

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

• To create arenas in which to address issues pertaining to gender, race, and social justice and, in particular, to encourage the professions represented in the Steinhardt School of Education to become more responsive to these issues.
• To foster and integrate feminist and other critical scholarship that focuses on hierarchies of privilege as they affect individuals and groups in diverse social locations.
• To encourage teaching that addresses social justice issues in the various disciplines and professions, as these issues impact on both individuals and communities.
• To provide a supportive and collegial context for faculty interested in issues of gender, race, and social justice within the school, the University, and the broader community.

The commission is currently housed in the Department of Humanities and Social Sciences in the Professions. See page 73 for further information.

Commission Members

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Mary Sue Richardson, B.A., Ph.D.
Professor, Applied Psychology

Lisa Stulberg, B.A., M.Soc.Sci., M.A., Ph.D.
Assistant Professor, Educational Sociology

Lisa Suzuki, B.A., M.Ed., Ph.D.
Associate Professor, Applied Psychology

Integrated Liberal Arts Course

Diversity and Professional Life E66.1011
For description, see page 78.

Related Courses

Practicum for Teaching English in Secondary Inner-City Schools E11.2049
For description, see page 191.

Multicultural Perspectives in Social Studying E25.2011
For description, see page 189.

Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity E36.2000
For description, see page 198.

Feminist Philosophies of Education E50.2000
For description, see page 81.

Feminist Ideas of Teaching and Research E50.2060
For description, see page 82.

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

Women and Mental Health E65.2041
For description, see page 154.

Current Perspectives on Women’s Development E65.2671
For description, see page 158.

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

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

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

Gay, Lesbian, and Bisexual People: Adults, E84.2887; Adolescents, E84.2888; Families, E84.2891; Individual Study, E84.2892; Aging, E84.2893; Perspectives, E84.2894
For description, pages 158-59.

Gay, Lesbian, Bisexual, and Transgender People: Societal and Health Perspectives (I and II) E84.2895,2896
For description, see page 159.

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Recipient(s)</th>
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<tbody>
<tr>
<td>1980</td>
<td>Henry Perkinson</td>
</tr>
<tr>
<td>1981</td>
<td>Norma Thompson</td>
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<tr>
<td>1982</td>
<td>Robert Berlin</td>
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<tr>
<td>1983</td>
<td>John Phillips</td>
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<tr>
<td>1984</td>
<td>Laura Brittain</td>
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<td>1985</td>
<td>Nancy Esibill</td>
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<td>1986</td>
<td>Martin Hamburger</td>
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<td>1987</td>
<td>Gilbert Trachtman</td>
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<td>1988</td>
<td>Robert Wasson</td>
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<td>1989</td>
<td>Claudette Lefebvre</td>
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<td>1990</td>
<td>Michael Bronner</td>
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<td>1991</td>
<td>Christine Nyström</td>
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<td>1992</td>
<td>Constantine Georgiou</td>
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<td>1993</td>
<td>Charles Hayes</td>
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<td>1994</td>
<td>Arnold Grossman</td>
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<td>1995</td>
<td>Kenneth Goldberg</td>
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<td>1996</td>
<td>Carol Noll Hoskins</td>
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<td>1997</td>
<td>Bridget N. O’Connor</td>
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<td>1998</td>
<td>Laurence Balter</td>
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<td>1999</td>
<td>Joyce Hauser</td>
</tr>
<tr>
<td>2000</td>
<td>Constantine Georgiou, Frank Tang, Diana Turk</td>
</tr>
<tr>
<td>2001</td>
<td>Deborah Borisoff, Miriam Eisenstein-Eisworth, Catherine Tamis-LeMonda</td>
</tr>
<tr>
<td>2002</td>
<td>Elizabeth Ayello, Robin Meani-Coleman, Maurice H. Miller</td>
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<tr>
<td>2003</td>
<td>Margot Ely, Greg Ganakas, Jonathan Zimmerman</td>
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<tr>
<td>2004</td>
<td>Perry Halkitis, Ted Magder, Philip Taylor</td>
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<tr>
<td>2005</td>
<td>Radha Hegde, Nancy Smithner, Niobe Way</td>
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## The Alumni Great Teacher Award

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<tr>
<th>Year</th>
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<tbody>
<tr>
<td>1959</td>
<td>Alonzo F. Myers</td>
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<tr>
<td>1962</td>
<td>Louis E. Raths</td>
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<tr>
<td>1963</td>
<td>Beatrice J. Harley</td>
</tr>
<tr>
<td>1965</td>
<td>Samuel P. McCutchen</td>
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<tr>
<td>1966</td>
<td>Hale A. Woodruff</td>
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<tr>
<td>1970</td>
<td>Ethel J. Alpenfels</td>
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<tr>
<td>1971</td>
<td>H. Harry Giles</td>
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<tr>
<td>1972</td>
<td>Louise M. Rosenblatt</td>
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<tr>
<td>1973</td>
<td>Henrietta J. Fleck</td>
</tr>
<tr>
<td>1975</td>
<td>Karen Gillespie</td>
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<tr>
<td>1976</td>
<td>Elazar J. Pedhazur</td>
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<td>1978</td>
<td>Janice L. Gorn</td>
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<td>1979</td>
<td>Robert S. Berlin</td>
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<tr>
<td>1985</td>
<td>Frances W. Aronoff</td>
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<td>1988</td>
<td>Padmakan M. Sapre</td>
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<td>1990</td>
<td>Beverly K. Bain</td>
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<td>1993</td>
<td>Richard R. Ellis</td>
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<td>Arnold Goren</td>
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## The Steinhardt School of Education Teaching Excellence Award for Adjunct Faculty

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<tr>
<td>2000</td>
<td>Dan Hahn, Jennifer Meyer, Rebecca Packer</td>
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<tr>
<td>2001</td>
<td>Judy Lief-Recalde, Gisella McSweeney, Manos Pantelidis</td>
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<td>2002</td>
<td>Dianna Heldman, C. Michael Nina, Krishna Ray</td>
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<td>2003</td>
<td>Elaine Gates, Eugene Secunda, Deborah Winfield</td>
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<td>2004</td>
<td>Beverly Sommes, Michael St. John, Salvatore Fallica</td>
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<td>2005</td>
<td>Anthony De Fazio, Sandra Mix Meyer, Fernando Naiditch</td>
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<tr>
<td>1991</td>
<td>Henry Perkinson</td>
</tr>
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<td>1994</td>
<td>Lenore H. Ringler</td>
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<tr>
<td>1999</td>
<td>John Mayher</td>
</tr>
<tr>
<td>2001</td>
<td>Joseph Giacquinta</td>
</tr>
<tr>
<td>2004</td>
<td>Deborah Borisoff</td>
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* Leads to New York State certification. † Professional license qualifying. ‡ Students will no longer be admitted into this program beginning fall 2005.
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<td>Literature, Reading, Media Education, Composition Education, Curriculum Development</td>
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<td>Applied Linguistics</td>
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<td>English as a Second Language/Teaching English to Speakers of Other Languages (TESOL)</td>
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<td>ENTC</td>
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<td>Environmental Conservation Education</td>
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<td>Food Studies and Food Management</td>
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<td>Administration and Management of Technology and Industry-Oriented Programs</td>
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## Teacher Certification Programs

### Preservice Leading to Initial Certification

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<td>SEEL</td>
<td>M.A.</td>
</tr>
<tr>
<td>Special Education: Childhood/Literacy 6-12</td>
<td>SECL</td>
<td>M.A.</td>
</tr>
</tbody>
</table>
Teacher Certification Programs

In-Service Leading to Permanent Certification

We are no longer admitting students into the older in-service teacher education programs listed below, which were designed for teachers with provisional certification who are seeking permanent teacher certification. Given the changes in New York State's regulations, the school will be registering new programs for teachers that will lead to professional certification and be in compliance with the new state regulations.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Degrees</th>
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<tbody>
<tr>
<td>ELED</td>
<td>M.A.</td>
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<tr>
<td>ELED/INF</td>
<td>M.A.</td>
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<tr>
<td>ELED/INS</td>
<td>M.A.</td>
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<tr>
<td>ENGT</td>
<td>M.A.</td>
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<tr>
<td>FLFR</td>
<td>M.A.</td>
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<tr>
<td>FLGR</td>
<td>M.A.</td>
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<td>FLHB</td>
<td>M.A.</td>
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<tr>
<td>FLIT</td>
<td>M.A.</td>
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<tr>
<td>FLLA</td>
<td>M.A.</td>
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<tr>
<td>FLRU</td>
<td>M.A.</td>
</tr>
<tr>
<td>FLSP</td>
<td>M.A.</td>
</tr>
</tbody>
</table>

Mathematics Education
- Mathematics 7-12: MTHS M.A.

Music Education
- MUSE/MES M.A.

Science Education
- Biology 7-12: SBIO M.A.
- Chemistry 7-12: SCHM M.A.
- Physics 7-12: SCPH M.A.
- Social Studies 7-12: SSSS M.A.

Application Deadlines

ALL DOCTORAL PROGRAMS
Fall admission only: January 15

MOST MASTER'S AND ADVANCED CERTIFICATE PROGRAMS
Fall admission: February 1
Early decision: January 6
Spring admission: November 1

Special Note
- Certificate program applicants for School Psychology must complete all requirements except the interview by January 15 for fall admission.
- M.A. applicants for Student Personnel Administration in Higher Education (HISG) who are interested in internships must be accepted by January 6 for fall admission.

All deadlines are in-house (not postmarked) deadlines. Many, but not all, programs continue to accept applications after the deadline. Check the Steinhardt Web site for details and updates: www.education.nyu.edu.

For specific information, see the Directory of Graduate Programs available from the Office of Graduate Admissions or contact the program director well in advance of application deadlines.

For complete admissions and financial aid information, see page 202.
The following pages contain descriptions of the courses offered at the Steinhardt School of Education. Within a given unit, courses are listed in numerical order. Each course in the Steinhardt School of Education is assigned the letter E as a prefix followed by a two-digit unit identifier and a four-digit course number.

For example:

| E 11 . 1 601 |

E indicates the course is given at the Steinhardt School of Education. These two digits indicate the department, program, or unit offering the course (e.g., E11 = English Education).

The first digit after the decimal indicates eligibility to take the course:

0 = undergraduate
1 = junior, senior, and graduate students
2,3 = graduate students

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

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

- A hyphen between numbers indicates that neither term of the course may be taken for credit without the other term.
- A comma between numbers indicates that either term of the course may be taken without the other term.
- A full course is the work prescribed for a class that meets at least two hours each week for a period of 30 weeks or the equivalent. A half course is the work prescribed for a class that meets at least two hours a week for a period of 15 weeks or the equivalent. Unless otherwise stated, two half courses will be accepted as equivalent to one full course. Courses given on the first (1) level and the second (2) level are differentiated, in part, by the amount of work required in each, as follows: first (1) level courses require, for 2 points of credit a term, a minimum of four hours of outside study for each recitation period plus a term paper or equivalent project involving research. A second (2) level course requires, for 3 points of credit a term, seven hours of outside study for each recitation period and a term paper or equivalent project involving more elaborate and intensive research.

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Number</th>
<th>Department/Program</th>
<th>Number</th>
<th>Department/Program</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration, Leadership,</td>
<td>E95</td>
<td>Foreign Language Education</td>
<td>E29</td>
<td>Philosophy of Education</td>
<td>E50</td>
</tr>
<tr>
<td>and Technology</td>
<td></td>
<td>Gay, Lesbian, and Bisexual Studies</td>
<td>E84</td>
<td>Physical Therapy</td>
<td>E44</td>
</tr>
<tr>
<td>Aesthetics and Related Arts</td>
<td>E88</td>
<td>Graphic Communications</td>
<td>E24</td>
<td>Psychology, Applied</td>
<td>E63</td>
</tr>
<tr>
<td>Applied Psychology</td>
<td>E63</td>
<td>Management and Technology</td>
<td>E24</td>
<td>Recreation and Leisure Studies</td>
<td>E82</td>
</tr>
<tr>
<td>Art</td>
<td>E90</td>
<td>Health</td>
<td>E45</td>
<td>Rehabilitation Counseling</td>
<td>E49</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>E87</td>
<td>Health Education/Public Health</td>
<td>E81</td>
<td>Research Methods in</td>
<td>E16</td>
</tr>
<tr>
<td>Education, Studies in</td>
<td></td>
<td>Health Professions, General</td>
<td>E39</td>
<td>Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>Bilingual Education</td>
<td>E29</td>
<td>Higher Education</td>
<td>E98</td>
<td>Schoolwide Research Studies</td>
<td>E08</td>
</tr>
<tr>
<td>Business Education</td>
<td>E32</td>
<td>History of Education</td>
<td>E35</td>
<td>Science and Mathematics</td>
<td>E36</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>E59</td>
<td>Humanities and Social</td>
<td></td>
<td>Science Education</td>
<td>E14</td>
</tr>
<tr>
<td>Dance Education</td>
<td>E89</td>
<td>Sciences in the professions</td>
<td>E51</td>
<td>Secondary Education</td>
<td>E27</td>
</tr>
<tr>
<td>Deafness Rehabilitation</td>
<td>E28</td>
<td>Interdepartmental Research Studies</td>
<td>E10</td>
<td>Social Studies Education</td>
<td>E23</td>
</tr>
<tr>
<td>Drama Therapy</td>
<td>E86</td>
<td>International Education</td>
<td>E53</td>
<td>Sociology of Education</td>
<td>E20</td>
</tr>
<tr>
<td>Early Childhood and</td>
<td>E25</td>
<td>Mathematics Education</td>
<td>E12</td>
<td>Special Education</td>
<td>E75</td>
</tr>
<tr>
<td>Elementary Education</td>
<td></td>
<td>Media Ecology</td>
<td>E38</td>
<td>Speech Communication</td>
<td>E21</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>E65</td>
<td>Music and Music Professions</td>
<td>E85</td>
<td>Speech-Language Pathology</td>
<td>E34</td>
</tr>
<tr>
<td>Educational Communication</td>
<td>E19</td>
<td>Music and Performing Arts</td>
<td>E78</td>
<td>Teacher Education</td>
<td>E37</td>
</tr>
<tr>
<td>and Technology</td>
<td></td>
<td>Music Therapy</td>
<td>E85</td>
<td>Teachers of English to Speakers of</td>
<td>E29</td>
</tr>
<tr>
<td>Educational Theatre</td>
<td>E17</td>
<td>Nutrition and Food Studies</td>
<td>E33</td>
<td>Other Languages</td>
<td></td>
</tr>
<tr>
<td>English Education</td>
<td>E11</td>
<td>Occupational Therapy</td>
<td>E40</td>
<td>Teaching and Learning</td>
<td>E27</td>
</tr>
<tr>
<td>Environmental Conservation</td>
<td>E50</td>
<td>Performing Arts Administration</td>
<td>E67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Ergonomics and Biomechanics</td>
<td>E42</td>
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<td></td>
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</tbody>
</table>
The Department of Administration, Leadership, and Technology prepares leaders, multimedia specialists, teaching faculty, and trainers for schools, colleges, nonprofit agencies, and business settings. Our programs lead to master's and doctoral degrees and the Certificate of Advanced Study. Courses of study address the needs of the increasingly diverse clientele served by urban institutions. Our students acquire knowledge and expertise to be effective leaders in a variety of educational settings. They think critically about how organizations function. They learn to identify the needs of the individuals they will serve. They develop technological competence and appropriate research and evaluation skills to promote equitable, humane, and effective educational practice in their chosen fields.

Faculty

Research focuses on qualitative and action research methodologies, school micropolitics, educational leadership, critical theory, and education in Latin America. Recent publications focus on the impact of neoliberal policies on leadership in schools.

Research includes the study of alternative organizational theories and their meaning for schools, including restructur- ning, renewal, and leadership. Recent publications are about school restructuring, educational reform, and emerging perspectives on organizing.

Status of business education studies from national and regional perspectives; models of collegiate instruction; the impact of distance education technologies on instruction; and training. Recent publications include an examination of training for organizations.

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.

Examines the methodologies of interpretive inquiry used for studying issues of equity in institutions as well as the sociopolitical theories of equity underpinning public policy and institutional reform in industrialized and developing nations. Recent publications provide critical insight into how policies, systems, and normative practices sustain inequity and limit opportunity for historically marginalized groups. Current efforts explore how a developmental approach to public policy and institutional practice can create greater freedoms for poor and minority populations.

Research interests in higher education include leadership studies, organiza-
tional culture, and a wide range of policy questions focused on issues of access and quality.

Teboho Moja, Clinical Professor. B.A. 1977, B.Ed. 1979, North (South Africa); M.Ed. 1982, Witwatersrand (South Africa); Ph.D. 1983, Wisconsin (Madison).

Specialist in education policy, institutional development, and change. Research and experience in policy research in the area of transformation strategies and new policy initiatives. Experience as special adviser to the minister of education, South Africa; general manager for educational broadcasting at the SABC; and executive director and commissioner of the National Commission on Higher Education, South Africa.


Research focuses on elements related to the design of training interventions and workplace learning as well as effective university-corporate partnerships. Specialist in postsecondary curriculum development in both information systems and corporate training. Recently published work focuses on end-user information systems and training for organizations.

Jan L. Plass, Associate Professor. M.A. 1990, Ph.D. 1994, Erfurt (Germany).

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


Research focuses on uses of technology and computers in classrooms and the implications for accommodating learner differences through cognitive science perspectives.

Richard C. Richardson, Jr., Professor. B.S. 1954, Castleton State College; M.A. 1958, Michigan State; Ph.D. 1963, Texas (Austin).

Research in higher education with focuses on policy, governance, and issues of access and equity. Current focus is on international policy issues in postsecondary education. Areas of expertise include university and community college administration, policy analysis, and research.


Instructional design for video and interactive video programs; educational video and film production and postproduction; critical evaluation of instructional materials.

Janelle T. Scott, Assistant Professor. B.A. 1991, California (Berkeley); Ph.D. 2002, California (Los Angeles).

Examines the politics of urban education with an emphasis on issues of race, class, and equity. Research includes charter schools, educational privatization, and the impact of school choice reforms on high-poverty communities of color. Recent publications consider equity and empowerment within charter school communities partnered or contracted with educational management organizations.

Frances King Stage, Professor. B.S. 1972, Miami; M.S. 1973, Drexel; Ph.D. 1986, Arizona State.

Research interests include college student learning and development, learning in math and science, and policies leading to multicultural campus environments. Recent publications focus on case studies for working with access and equity in postsecondary education and emerging issues in research.

Robert T. Teranishi, Assistant Professor. B.A. 1996, California (Santa Cruz); M.A. 1998, Ph.D. 2001, California (Los Angeles).

Research interests include access, equity, and diversity in higher education. He is currently investigating the access and success of Asian American students with funding from the College Board.

Adjunct Faculty

Vincent Doogan, B.S., Ed.M., M.A.
Barbara Ebenstein, B.A., M.A., J.D.
Brian Jones, M.A.
Leonard Majzlin, B.S.
Linda Noble, B.A., M.A., Ph.D.
Robert Riccobono, B.S., M.B.A.

AFFILIATED FACULTY

Lyne P. Brown, Senior Vice President for University Relations and Public Affairs. B.A., M.A., Ph.D.

Patricia Carey, Associate Dean for Student Services and Public Affairs, Steinhardt School of Education. B.A., M.A., Ph.D.

Robert T. Teranishi, Assistant Professor. B.A. 1996, California (Santa Cruz); M.A. 1998, Ph.D. 2001, California (Los Angeles).

Examines the politics of urban education with an emphasis on issues of race, class, and equity. Research includes charter schools, educational privatization, and the impact of school choice reforms on high-poverty communities of color. Recent publications consider equity and empowerment within charter school communities partnered or contracted with educational management organizations.

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Research interests include access, equity, and diversity in higher education. He is currently investigating the access and success of Asian American students with funding from the College Board.
The Program in Educational Leadership is committed to supporting the work of school leaders through a program of advanced study and inquiry that is relevant, engaging, challenging, and authentically linked to both the daily and enduring challenges of professional practice. The demands of effective and responsive professional practice in educational leadership are increasingly complex. Our curriculum addresses these complexities with a solid grounding in multiple perspectives on professional practice in a multicultural environment. Our graduate students participate in critical examination of the conceptual, organizational, political, social, interpersonal, and technical dimensions of schools, taking roles as leaders and policy makers in education.

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

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

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

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


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

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


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

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

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

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


The program also offers the Ed.D. in an executive delivery format that includes Saturday and summer intensive work sessions throughout a three-year period. Students are midcareer and senior-level educational leaders from schools, districts, state education agencies, and community-based organizations. They hold positions as principals, district administrators, policy analysts, or consultants and have earned the state licenses needed for advanced practice in public schools as well as an M.A. and a Certificate of Advanced Study or a second M.A.
The Educational Communication and Technology Program, established in 1946, prepares professionals for leadership roles in the design, production, evaluation, use, and research of instructional materials and environments for computer-based multimedia, network telecommunications, and television. The program is concerned with this work as it applies to many content areas, types of learners, and settings in which media and technology are used for educational purposes. As its central framework, the program focuses on cognitive science, constructivist, and related views of learning and their implications for the design and use of media and technologies to support learning. The program is unique in its combined emphasis on research, theory, design, and full production of technology-based learning resources and in using project-based and guided collaborative learning as instructional approaches in its courses.

**CAREER OPPORTUNITIES**

Graduates assume positions in many settings in which educational media and technology play a significant role. These include, for example, educational institutions at all levels; cultural institutions; mass media; corporate organizations; health and social service institutions; government and public service agencies; educational media production companies; publishing companies; broadcast institutions; educational technology and research organizations; distance learning, teleconferencing, online service organizations; and so on. In these settings, graduates of the program assume such positions as educational technology coordinators and media specialists and as producers, instructional media designers and writers, researchers and evaluators, and administrative leaders and faculty members in instructional technology.

**DEGREE REQUIREMENTS**

Courses offered by the program are organized in several categories: Instructional Design Foundations; Instructional Media Design, Production, and Use (multimedia, network communications, and television); Research; Media Applications; and Independent Study.

**Master of Arts**

The Master of Arts degree requires 36 points of course work, including 27 specialization points (offered by the program), 6 elective points, and 3 final M.A. thesis project points. Students must successfully complete an M.A. thesis project, which is either a media design and production project, a research study, a research application study, or a topical literature review, synthesis, and analysis.

**Certificate of Advanced Study in Education**

The certificate program is a post-M.A. program that requires 30 semester points of course work, including 24 specialization points (offered by the program) and 6 elective points. Certificate students must also successfully complete three years of professional experience in educational communication and technology (a portion of this work may have been completed prior to or simultaneously with course work for the certificate).

**Doctor of Philosophy**

Requirements for the Ph.D. include a minimum of 57 semester points of course work beyond the master's degree, including 21 specialization points (offered by the program) and 36 points of schoolwide requirements (6 points of elective courses, 6 points of educational foundations courses, 18 points of research courses, 3 points of content seminar, and 3 points of dissertation proposal seminar). Doctoral students must also achieve candidacy and successfully complete all requirements related to dissertation research and the final oral examination. Additional requirements include completion of a minimum of 36 points in residency and maintenance of a 3.0 grade point average.

**CERTIFICATION**

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

**SUPPLEMENTAL APPLICATION REQUIREMENTS**

See general admission section, page 202.

**Master of Arts**

Applicants to the Master of Arts program must complete the standard application to the Steinhardt School of Education graduate programs and submit it to the Office of Graduate Admissions. Applicants must also submit two letters of recommendation that address the applicant's ability to pursue and complete graduate studies successfully, written by former professors, faculty advisers, academic administrators, or employers knowledgeable of the applicant's academic work or professional accomplishments, and half-page essay responses to the following points: (1) What are your professional goals? (2) What areas of knowledge and skills do you expect to develop while in the Master of Arts program, and how will these be useful to your professional plans and goals? (3) What academic, personal, or professional experiences led to your interest in pursuing graduate studies in educational communication and technology? (4) What is your view of the value of media and technology to education? (5) What are your technology skills (hardware and software)?

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

**Certificate Program**

Applicants to the certificate program must complete the standard application to the Steinhardt School of Education graduate programs and submit it to the Office of Graduate Admissions. Applicants must also submit two letters of recommendation that address the applicant's ability to pursue and complete graduate studies successfully, written by former professors, faculty advisers, academic administrators, or employers knowledgeable of the applicant's academic work or professional accomplishments, and half-page essay responses to the following points: (1) What are your professional goals? (2) What areas of knowledge and skills do you expect to develop while in the certificate program, and how will these be useful to your professional plans and goals? (3) What academic, personal, or professional experiences led to your interest in pursuing graduate studies in educational communication and technology? (4) What professional work experiences in education and technology have you had? (5) What is your view of the value of media and technology to education? (6) What are your technology skills (hardware and software)?

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

**Doctoral Program**

Applicants to the Ph.D. program must complete the standard application to the Steinhardt School of Education graduate programs and submit both the application and the scores on the Graduate Record Examination (GRE) to the Office of Graduate Admissions. Applicants must also submit directly to the program three letters of recommendation that address the applicant's ability to pursue and complete doctoral studies successfully, written by former professors, faculty advisers, academic administrators, or employers knowledgeable of the applicant's academic work or professional accomplishments, and half-page essay responses to the following points: (1) What are your professional goals? (2) What areas of knowledge and skills do you expect to develop while in the Ph.D. program, and how will these be useful to your professional plans and goals? (3) What academic, personal, or professional experiences led to your interest in pursuing graduate studies in educational communication and technology? (4) What is your view of the value of media and technology to education? (5) What are your technology skills (hardware and software)?

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

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

The Doctoral Program in Higher Education helps individuals develop the skills and knowledge necessary to serve as research faculty and as administrators in such areas as urban college leadership, policy analysis, student affairs, institutional research, fiscal management, postsecondary teaching and learning, and international higher education. Students benefit from strong links with two- and four-year institutions in the metropolitan New York area as well as the frequent and close interaction among students, faculty, and NYU administrators.

**CAREER OPPORTUNITIES**

Graduates of the M.A. Program in Student Personnel Administration are employed in entry-level and middle-management positions in colleges and universities throughout the country. They hold positions as assistant deans, directors, and assistant directors of offices and programs in a broad spectrum of positions in student affairs and services. A strong program of career services and placement activities is available to assist graduating students seeking employment.

Graduates of the master's degree Program in Teachers of Business in Higher Education are employed in both postsecondary education and organizational training environments. Those emphasizing teaching teach business subjects including accounting, management, marketing, international business, and information systems at community colleges and private business schools.

Graduates with a training focus are employed in human resource development and training departments in both the public and private sectors.

**SPECIAL OPPORTUNITIES**

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

**DEGREE REQUIREMENTS**

**Master of Arts**

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

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

The M.A. program allows students to select a program of study from a wide range of interdisciplinary courses. The 36-point program includes 21 required points in higher education and 15 points in an area of interest or concentration, such as counseling, international education, educational technology, or human resource management.

Academic course work is applied to practice through a full-year internship taken in the first year of study unless the individual is currently working in the field. During the final semester of study, students must complete a capstone project that integrates student experiences in the program into a portfolio that communicates their developing areas of interest. Full-time students generally complete the master's degree in two years or less. Required courses in Higher Education (21 points): The American College in a Global Context E98.2041, College Student Learning and Development E98.2069, Foundations of...
Electives

Public Service.

the Robert F. Wagner Graduate School of
Leonard N. Stern School of Business or
information systems. Courses may be
marketing, management, finance, and

Higher Education and
E98.2089 and
Electives (15 points) by advisement.

Master of Arts in Teachers of Business Education in Higher Education

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

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


- **Certificate of Advanced Study**


The program also offers a Certificate of Advanced Study in Teachers of Business Education in Higher Education that consists of 30 points beyond the master’s degree. This highly flexible program permits students to pursue their individual career goals through focused course work, independent study, and research.

**Doctoral Program**

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

The Ph.D. requires approximately 60 points beyond the master’s degree, including 21-24 points of higher education specialization, and a dissertation. Full-time students generally complete a doctoral degree in three to five years. The time required for part-time students depends on the time they are able to devote to their studies.

**Higher Education Specialization** (21-24 points) including required courses (12 points): Globalization and Higher Education Reform E98.3109, Economics and Finance of Higher Education E98.3110, Governance of Colleges and Universities E98.3119, Theoretical Perspectives for Research on College Students E98.3120, a restricted elective by advisement (3 points), and 6-9 points by advisement. Foundations of Education (6 points by advisement).


**SUPPLEMENTAL APPLICATION REQUIREMENTS**

Individuals may apply to study on a full- or part-time basis for the master’s and doctoral programs. Admission to all degree programs is very competitive. Three letters of recommendation are required for both master’s and doctoral applicants.

While candidates for part-time study in the master’s degree program in student personnel administration may apply for fall or spring admission, candidates for full-time study may apply only for the fall semester. The deadline for applying to the master’s degree program in student personnel administration for the fall semester is January 6 (early decision). This deadline is mandatory due to the extensive time requirements needed in the internship interview process. After preliminary admission, students who seek internships visit campus in order to meet with prospective internship supervisors.

Doctoral applicants should arrange for an interview with a program faculty member to determine the congruence of their professional aspirations and the program’s purposes and directions. Additionally, after admission, visits to campus are helpful to doctoral students who are seeking financial support.
Courses

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

DEPARTMENTAL COURSES/E95

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

SPECIAL OPPORTUNITIES

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

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

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

Introduction to Management and Information Science
E95.2055 Staff. 30 hours: 3 points. Fall.
The administration of complex organizations. Development of administration skills in planning, decision making, leadership, training, and assessment in education and other management settings.

Introduction to Information Systems
E95.2080 O’Connor. 30 hours: 3 points. Spring.
A survey of the major technologies, both hardware and software, used to support end users—managers, professional/technical staff, sales, and administrative support. With an emphasis on technology selection and implementation, the course assists the student in understanding the hardware and software options available and how to manage their introduction and use in organizations. Text, data, image, and video-based technologies as well as major vendors are examined in terms of their evolution, current state of maturity, and future directions.

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

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

Dissertation Proposal Seminar
E95.3400 Staff. 45 hours: 3 points. Fall, spring.
Assists advanced doctoral students develop dissertation proposals. Course credit is granted only on completion of a doctoral research proposal.

BUSINESS EDUCATION/E32

Improvement of Instruction in Higher and Workplace Education
E32.2001 (See E98.2153)

Research Techniques
E32.2003 (See E98.2089)

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

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

Business Education at the College Level
E32.2035 Staff. 30 hours: 3 points. Fall.
Analysis of curriculum development, teaching problems, and trends in business education in two-year colleges, in higher education, and in teacher-education institutions.

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

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

Designing and Managing Organizational Learning Programs
E32.2081 O’Connor. 30 hours: 3 points. Fall.
A guide in the design, development, management, and evaluation of learning programs in an organizational setting. Topics include needs assessment, adult learning theory, and learning technologies.

Teaching and Learning Microcomputer Technical Skills
E32.2082 O’Connor. 30 hours: 3 points. Summer.
Prerequisite: demonstrated skills in using microcomputer application packages. Permission of instructor required.
The study of benchmark techniques, learning materials, and technologies appropriate for microcomputer technical skills training in postsecondary schools and organizational learning environments. Emphasis is on instructional techniques and materials appropriate for end-user instruction/learning. Includes strategies for assessing microcomputer learner needs, planning effective micro-
computer learning and teaching strategies, and evaluating. Classroom lectures are supplemented by laboratory experience that includes demonstrations of teaching strategies.

Institutional Assessment in Higher Education
E32.2090 (See E98.2087)

International Business Education
E32.2103 Staff. 30 hours: 3 points. Summer.
The structure of business education in both the developed and the developing countries of the world outside the United States. Current problems are considered that are relevant to teaching business subjects in these countries, at all levels and in all types of institutions, and the training of educators for international service.

Internship I and II
E32.2105, 2106 O’Connor. 90 hours: 3 points each term. Fall, spring; hours to be arranged.
Registration by permission of instructor.
Internships are developed for field experiences in business and business education settings. For business, internships include on-site examinations of procedures, policies, and technology; for business education, internships provide experiences in classroom settings with master teachers. Seminar meetings are held with program faculty to analyze experiences within the designated field setting.

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

Directed Readings
E32.3004 Marcus. 30 hours: 1-3 points. Fall, spring.
Designed to help doctoral students acquire a critical understanding of contemporary issues affecting higher and business education. Important writings of scholars, executives, and leading experts are examined. Major trends and problems are identified, and their implications for the future are considered. Students select one or two important issues and develop a position paper reflecting familiarity with current trends of thought.

EDUCATIONAL LEADERSHIP/E65

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

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

Management Information Systems for Administrators
E65.2037 Staff. 30 hours: 3 points. Spring.
An introduction to the concepts and methods used in the analysis and design of computer-based educational information systems. Explores the issues and tools applicable at each stage of information systems analysis and design. Topics include feasibility studies, analysis of input/output requirements, data organization and file structure, and project planning and control.

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

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

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

Internship Seminar in School Administration
E65.2161 Staff. 30 hours: 3 points. Fall, spring, summer.
Practical problems that arise in the internship are discussed; development of competence in rendering professional leadership service is the focus.

Education Law
E65.2207 Ebenstein. 30 hours: 3 points. Fall.
Develops an understanding of legal principles and procedures affecting the work of the teacher, administrator, and school board member. Consideration of legislation and court decisions arising in connection with organization, policies, and administration of schools and districts. Major topics are certification, tenure, tort liability, academic freedom, civil rights, religion and the schools, legal implications of fiscal policy for the creation of learning opportunities, and consideration of the powers of the commissioner, school boards, legislatures, superintendents, principals, and trustees.
Independent Study  
**E65.2300**  Staff. 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.

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

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

The Politics of Multicultural School Communities  
**E65.2342**  Larson. 30 hours: 3 points.  
Spring, summer.
Examines the politics of teaching and leading in multicultural school communities. Examines how dominant cultures, subcultures, and countercultures influence education. Illuminates expectations, interests, and concerns that diverse communities bring to public school environments and examines the relationships between public schools and the multiple communities they serve.

Decision Making and Leadership Development  
**E65.2343**  Staff. 30 hours: 3 points.  
Spring.
The application of conceptual skills to the resolution of administrative problems, simulated situations, role-playing, and case study analyses.

Demographic Analysis and Long-Range Planning  
**E65.2367**  Driscoll. 30 hours: 3 points.  
Spring.
Develops understanding and skills in the analysis and interpretation of demographic data using U.S. census, regional, and local data sets. Uses forecasting and strategic analysis methods as a basis for long-range planning of school facilities, programs, and client needs. Includes the use of computer-based methodologies, geographic information systems, and community asset mapping to formulate processes that connect schools with a wide array of higher education and community resources, including social service and health providers.

Individual Learning Systems for Administrators  
**E65.2901**  Staff. 30-120 hours: 3-12 points. Fall, spring.
Individual and small group work in organization theory and research methods, educational systems and environments, and administrative skills and professional socialization in educational administration.

Research in Educational Administration  
**E65.3001**  Anderson, Larson. 30 hours: 3 points. Fall.
Acquaints the student with research design methodology to facilitate an understanding of research in the administration of educational organizations. Focuses on critical evaluation and synthesis of research studies.

Educational Policy Analysis  
**E65.3005**  Scott. 30 hours: 3 points. Fall, spring.
Students develop an understanding of the ways in which they may inquire about policy issues relevant in their academic and professional lives. Students explore the development of policy, the instruments used to affect policy, and policy implementation.

Seminar in Theories of Administration  
**E65.3015**  Driscoll. 30 hours: 3 points. Spring.
Examines, compares, and evaluates theoretical approaches and conceptual models for the study of complex organizations. Theoretical bases for research and organization analysis are explored.

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

**EDUCATIONAL COMMUNICATION AND TECHNOLOGY/E19**

The second half of a full-year course may be taken without the first half only if prior permission has been obtained from the instructor.

 Foundations of Educational Communication and Technology

Instructional Design of Media Environments  
**E19.2158**  Shuchat Shau. 30 hours: 3 points. Fall.
Introduction to and application of wide-ranging models of instructional design, particularly in relation to the design of such mediated learning resources as educational multimedia environments, Web sites, and educational television programs. Models are studied for their procedural, substantive, and methodological approaches to two major phases of the instructional design process: problem analysis and design solution. The history of and selected critical issues in the field of instructional design are addressed, including differences between behaviorist, objectivist, constructivist, and constructivist approaches to the design of mediated learning environments.

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

Cognitive Science and Educational Technology II  
**E19.2175**  Plass, Reed. 45 hours: 3 points. Fall.
Prerequisite: E19.2174 or permission of instructor.
An in-depth examination of major theoretical frameworks in cognitive science, such as social-cognitive theory, cognitive apprenticeship, cognitive flexibility theory, goal-based scenarios, and anchored instruction. Includes a detailed analysis of existing learning environments that reflect the major theoretical frameworks covered in the course. Students design a constructivist learning environment for a topic of their choice.

History of Instructional Technology  
**E19.2319**  Shuchat Shau. 30 hours: 3 points. Spring.
Explores the history of 19th- and 20th-century developments in technology and their applications to learning and instruction in schools and other educational settings. Relationships between these developments and influential edu-
cational philosophies, reforms, wider social thought, and political agendas are addressed. The course culminates in a study of alternative visions of the future of educational technology, its nature, applications, and functions.

Instructional Television

Instructional Applications of Television Programs and Productions

E19.2051 Shuchat Shaw: 30 hours: 3 points. Spring.
Integration, use, and value of television programs and student video production for instructional purposes in K-12 and higher education curricula, instruction, and training settings. Instructional uses of television are examined across the 20th century and in the context of wider social and educational trends. Includes approaches to television literacy education. Addresses the roles of teachers, trainers, and administrators in implementing instructional practices supported by television.

Instructional Television: Design and Production I

E19.2153 Shuchat Shaw: 30 hours: 3 points. Fall.
Introduction to the design and production of educational video programs and video segments to be integrated into educational multimedia programs and Web environments. Emphasis is on the unique characteristics of motion picture for educational communication and the application of cognitive science, constructivist and related views of learning to the design of video programs and segments to support learning in linear and nonlinear environments. Includes instructional design and writing; producing and production management; directing; digital production, editing, and graphics technology. Students work in crews on location.

Instructional Television: Design and Production II

E19.2154 Shuchat Shaw: 30 hours: 3 points. Spring.
Prerequisite: E19.2153 or equivalent.
Intermediate design and production of educational video programs and video segments to be integrated into educational multimedia programs. Emphasis is on the application of cognitive science, constructivist, and related views of learning to the design of video programs and segments to support learning in linear and nonlinear environments. Includes advanced instructional design and writing; producing and production management; directing; and the use of digital production, editing, and graphics technology (applications such as Photoshop and Flash may be used to create media to integrate into production). Students work individually and in crews, on location.

Advanced Television Workshop

E19.2156 Shuchat Shaw: 30 hours: 3 points. Fall.
Prerequisite: E19.2154.
Advanced studies in the instructional design of educational television programs or extended video elements to be integrated into an educational computer-based environment. Emphasis is on learning and instruction in relation to television, from cognitive science and constructivist perspectives, and the application of these perspectives to the design of ETV programs and elements that enable effective learning and support effective teaching. Emphasis is also on the process of developing programs and elements, from research for the “analysis and interpretation phase,” research for the “design solution phase,” to scripting, production, and post-production. Students design and produce one significant program or set of elements, individually or in small groups. Discussion of readings and screenings of exemplary programs support advanced work.

Instructional Multimedia and Network Telecommunications: Design, Production, and Use

Programming for Interactive Instruction

E19.2015 Jones: 30 hours: 3 points. Fall.
Introduction to Director and Lingo for the design and production of educational multimedia environments. Instruction in the use of Director's animation capability and simple Lingo scripts to control the flow of the instruction. Additionally, emphasis is placed on the instructional design process as applied to multimedia instruction, cognitive science views of learning as guide to the design of effective learning environments, and interface design and usability considerations.

Communicating with Computer-Based Interactive Technology

E19.2177 Plass: 45 hours: 3 points each term. Spring.
Prerequisites: E19.2174 and E19.2251 or permission of instructor.
Advanced multimedia design course. Design and produce instructional multimedia projects, including text, graphics, digitized images, and sound, using Director and other applications. Address issues of multimedia design, including knowledge representation, interactivity models, promoting various types of thinking and learning, interfaces, and the contributions of and relationships among various symbolic elements and systems through lectures, demonstrations, and project-based activities.

Computer-Based Multimedia Interaction Laboratory II

E19.2250 Doogan: 45 hours: 3 points. Spring.
Prerequisites: E19.2174 and E19.2251 or permission of instructor.
Advanced Web design course. Design and produce instructional Web-based projects, including text, graphics, digitized images, and sound, using Dreamweaver, Flash, ColdFusion, and other applications. Address issues of multimedia design, including knowledge representation, interactivity models, promoting various types of thinking and learning, interfaces, and the contributions of and relationships among various symbolic elements and systems through lectures, demonstrations, and project-based activities.

Telecommunications and Educational Applications

E19.2251 Plass: 45 hours: 3 points.
Prerequisites: E19.2174 and E19.2251 or permission of instructor.
Advanced multimedia design course. Design and produce instructional multimedia projects, including text, graphics, digitized images, and sound, using Director and other applications. Address issues of multimedia design, including knowledge representation, interactivity models, promoting various types of thinking and learning, interfaces, and the contributions of and relationships among various symbolic elements and systems through lectures, demonstrations, and project-based activities.

Communication with Computer-Based Interactive Technology

E19.2177 Plass: 45 hours: 3 points each term. Spring.
Prerequisites: E19.2174 and E19.2251 or permission of instructor.
Advanced multimedia design course. Design and produce instructional multimedia projects, including text, graphics, digitized images, and sound, using Director and other applications. Address issues of multimedia design, including knowledge representation, interactivity models, promoting various types of thinking and learning, interfaces, and the contributions of and relationships among various symbolic elements and systems through lectures, demonstrations, and project-based activities.
standing of the Internet, the Web, and learn how to plan, develop, organize, and maintain instructional Web sites using Dreamweaver and Flash.

**Professional Applications**

Communication Technologies: Professional Applications in New York

E19.1211 Majzlin. 45 hours: 3 points. Fall.

This course examines the context in which media for education is produced and experienced. Emphasis is placed on identifying key players, organizational structure, what affects the media production and implementation process, working with clients, In-house vs. Out-of-House producing, NFPs vs. the corporate sector, project management, intellectual property issues, and the scope of educational media. Includes guest speakers and/or site visits. Recent examples include the American Museum of Natural History, Sesame Workshop, Nickelodeon, Wildlife Conservation Society, Memorial Sloan-Kettering Cancer Center, Edwin Schlossberg, Inc., and Drury Design Dynamics, as well as independent producers, attorneys, and creators of educational media.

Integrating Media and Technology into the K-12 Curriculum

E19.2098 Staff. 45 hours: 3 points. Summer.

Prerequisite: course in teaching methods, curriculum, or educational administration. Prepares teachers to use video, computers, multimedia, and Web-based materials to support learning of academic disciplines and cognitive skills in the PreK-6 curriculum. Provides school leaders with strategies to integrate these tools across the curriculum. Students gain basic skills using technology and become familiar with instructional methods, resources, and criteria for evaluating and selecting media resources and technology appropriate to various age groups.

Media for Education and Development in Cultural Institutions

E19.2200 Majzlin. 30 hours: 3 points. Spring, summer.

This course examines the nature, application, and use of media—including video, audio, multi-image, computer-based multimedia, Internet, and tie-ins—for such shared learning environments as cultural institutions, historical and visual arts museums, communications and entertainment museums, and visitor information centers through the analysis of site visits and case studies. The use of media in curating and interpretation of exhibit environments, educational programs, orientation presentations, community interface, development, and fund-raising programs are examined. Emphasis centers on developing criteria in decision-making processes regarding the variety of media choices available, analysis of the visitor experience, the learning environment, and the ways in which media choices can serve a museum’s or visitor center’s goals.

**Research**

Educational Communication and Technology Research

E19.2095 Shuchat Shav. 43 hours: 3 points. Fall, spring.

Restricted to ECT majors. Permission of M.A. program coordinator required. Candidates for the Master of Arts degree conduct their M.A. Final Project, required of all candidates for this degree in the ECT Program, in this course. The purpose of the M.A. Final Project is to give students nearing graduation the opportunity to integrate and apply what they have gained through previous academic course work and field experiences to major, culminating projects while being supervised by ECT faculty members. The three options for M.A. Final Projects include instructional design and development projects, research studies, and research application studies.

Advanced Seminar in Research and Practice in Educational Technology

E19.3076 Redd, Plass. 30 hours: 3 points. Fall.

Prerequisite: E19.3311. Repeatable to a maximum of 6 points. In addition to developing the candidacy paper, this course provides an overview of the profession. Students become familiar with the components of the candidacy paper and begin to research and develop information related to those components. Profession-related topics include vita construction, identifying and pursuing faculty positions in higher education, the major conferences and publications in the profession, the critical steps and major benchmarks in doctoral training, and funding sources for doctoral research.

Content Seminar in Research in Instructional Technology

E19.3511 Redd, Plass. 43 hours: 3 points. Spring.

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

**Software Skills for Instruction**

Multimedia Tools: Video Editing for Instruction

E19.2180 Staff. 15 hours: 1 point. Fall, summer.

Introduction to video editing for instruction with FinalCut Pro.

Multimedia Tools: Image Manipulation for Instruction

E19.2181 Staff. 15 hours: 1 point. Fall, summer.

Introduction to image manipulation for instruction with Adobe Photoshop.

Multimedia Tools: Web Programming for Instruction

E19.2182 Staff. 15 hours: 1 point. Fall, summer.

Introduction to Web programming for instruction with Macromedia Flash.

Multimedia Tools: Multimedia Authoring for Instruction

E19.2183 Staff. 15 hours: 1 point. Fall, summer.

Introduction to multimedia authoring for instruction with Macromedia Director.

**Independent Study**

Media Practicum: Field Internships

E19.2197 Majzlin. 180 hours: 3 points. Fall, spring, summer.

Includes fieldwork and seminar on campus. Prerequisite: permission of instructor. Repeatable to a maximum of 6 points. Students are placed in field internships in the educational media profession. They learn through supervised participation in instructional technology, instructional design and production, and other wide-ranging professional practices. Professional settings include, for example, corporate, cultural, communications, nonprofit, health, and educational media development organizations.

K-12 Student Teaching in Educational Communication and Technology

E19.2198 Majzlin. 180 hours: 3 points. Fall, spring.

Includes fieldwork and seminar on campus. Prerequisite: permission of instructor. Repeatable to a maximum of 6 points. Students are placed in elementary, middle, or high school settings for student teaching experiences in diverse practices in educational media and technology. These might include, for example, prac-
Enrollment Management and Retention Programs in Higher Education
E98.2070 Staff. 30 hours: 3 points. Spring.
Focus is on theoretical and practice-based understandings of admissions and retention programming in U.S. colleges. Links between practice and the theory and research relating to college choice, access, and retention are explored. Variations by student population and institutional type are presented, and the implications for programming are considered.

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

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

Research in Higher Education
E98.2089 Stage. 30 hours: 3 points. Fall.
Development of research techniques and their application to higher and business education. Methods of evaluating research studies in both higher and business education areas are developed.

Foundations of Higher Education
E98.2090 30 hours: 3 points.
Introduces colleges and universities as a career professional field. Emphasis on historical development, philosophical and sociological foundations, the structure and variety of students and institutions, governance and administration, professional standards, the role of specialists, ethical problems, and relationships to other professions and educational sectors.

Leadership in Higher Education
E98.2097 Marcus. 30 hours: 3 points. Fall.
Provides understanding of several major theoretical approaches to understanding leadership and how leadership functions in higher education. Case studies and written exercises are used to explore the characteristics of each theory. Students learn how to observe and analyze roles and behaviors of leaders in various types of colleges and universities as a source of insights for their own development as professionals.

Innovations in Higher Education
E98.2099 Hammack. 30 hours: 3 points. Fall.
Review of major theories of organizational change and innovation. Recent innovations and case studies examined. Impact of innovative changes on institutional governance, faculty, students, teaching, and curricula.

Higher Education and the Law
E98.2115 Nolan. 30 hours: 3 points. Spring.
Examines legal problems and issues as they affect the students, faculty, and administrators of colleges and universities. Major topics include liability, contract law, due process, confidentiality of records, search and seizure, and discrimination.

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

Higher Education Studies, Administrative Work, and Field Experiences
E98.2121 135 or 270 hours: 3 or 6 points. May be repeated for a total of 6 points. Fall, spring; hours to be arranged. Registration by permission.
Individually designed internship program to meet special needs of doctoral candidates. Experiences may combine supervised work assignments at metropolitan universities, colleges, or community colleges with research studies to be completed in connection with such work responsibilities.

Faculty Personnel: Policies, Practices, and Problems
E98.2125 Staff. 30 hours: 3 points. Spring.
Study of faculty personnel policies and practices: recruitment, selection, teaching effectiveness, salaries, tenure determination, evaluation, and dismissal. Issues of collective bargaining and faculty development are also included.
Higher Education and Contemporary Society
E98.2131 Staff. 30 hours: 3 points. Summer.
Analysis of the changing role of higher education in a diverse and contemporary society. Emphasis is placed on the mission and role of public and private two-year and four-year colleges in urban settings. Federal and state higher education policies along with recent court decisions are reviewed in relation to their impact on educational access, equity, and pluralism. Recent social and educational systemic initiatives developed to respond to the needs of a growing, diverse society are examined.

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

Foundations of Student Personnel Administration
E98.2137 Richardson, Teranishi. 30 hours: 3 points. Fall.
Introduces colleges and universities as a career professional field. Emphasis on historical development, professional standards, the role of specialists, ethical problems, and relations to other professions and educational sectors.

Foundations of Higher Education
E98.2090 30 hours: 3 points.
Introduces colleges and universities as a career professional field. Emphasis on historical development, philosophical and sociological foundations, the structure and variety of students and institutions, governance and administration, professional standards, the role of specialists, ethical problems, and relationships to other professions and educational sectors.

Internship in Student Personnel Administration
E98.2141 Carey. 135 or 270 hours: 3 or 6 points. May be repeated for a total of 6 points. Fall, spring; hours to be arranged. Open only to departmental majors.
Registration by permission of instructor. Supervised internship experience in student personnel administration, including regularly scheduled seminar meetings. One full working day per week throughout the semester is necessary to meet the minimum requirements of this course.

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

Independent Study
E98.2300 Staff. 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 207.

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

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

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

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

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

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

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

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

Students have many exhibition opportunities throughout the department and can participate as curators and exhibitors in the main floor Rosenberg Gallery. The Commons, a multipurpose area on the ground floor, serves as a student lounge and an additional exhibition area. The department's 2,800-square-foot 80 Washington Square East Galleries provide excellent professional exhibition space in the heart of the campus. The galleries are a vital interface with the larger community and host graduating M.A. and M.F.A. student exhibitions and curated alumni, faculty, and project shows. Every year, the department holds two major open house events, one in the fall, curated by the Student Arts Organization, and one in the spring, organized with faculty to coincide with Commencement. A vibrant series of public programs, including lectures, performances, panels, symposia, and video screenings, enhances knowledge gained in the classroom and studio. Visiting artists and scholars provide students with the opportunity to hear and see different points of view about concept development, art-making practice, and career building in both classroom and critique settings. Recent visitors have included Matthew Barney, Lorna Simpson, Gavin Brown, Lynne Cooke, Gregory Crewdson, Vito Acconci, Jerry Saltz, Joan Jonas, Diana Thater, Robert Storr, Shirin Neshat, Andres Serrano, Isaac Julien, Barbara London, Lyle Ashton Harris, Roni Horn, and Marina Abramovic.

The department offers top internship and field placement experiences with unparalleled networking potential. New York provides an extremely wide range of internship settings, giving students a rare opportunity to combine educational and professional goals. Program advisers and an internship coordinator work closely with students in planning these foundations for rewarding careers. Recent department internships have included the Metropolitan Museum of Art, Museum of Modern Art, Whitney Museum of American Art, New Museum, P.S. 1, Art in General, Percent for Art, Creative Time, Christie's, Sotheby's, and prominent galleries and artists' studios. Intensive summer study options include established, highly respected study abroad programs: the Summer Studio Art Program in Venice; the innovative photography course in China; Visual Arts Culture in Cape Town and Pretoria, South Africa; and the Arts Administration Program in the Netherlands and Berlin. The department offers an undergraduate studio art program, seven master's degree programs, and a doctoral program. Studio students are encouraged to experiment with a variety of approaches, processes, and strategies, including performance, installation, video, and digital technologies. The Master of Fine Arts in studio art, the terminal degree in visual arts studies, is a 60-point, full-time program for students seeking professional careers as artists and looking to gain entry-level credentials for university studio art teaching positions. The concept of the department's M.F.A. is predicated on bridging media, and candidates concentrate on at least two studio disciplines.

The M.A. in Studio Art: Art in Media Program is a 36-point curriculum with a primary focus on digital, photographic, and video media. M.A. candidates may take courses at the International Center of Photography while participating in the core curriculum in the department. The M.A. in Studio Art: Summer Program, also 36 points, is designed for professional artists and educators seeking to expand their creative potential and refine their skills in an intensive three-summer course of study.

The M.A. Program in Art Education is designed for students who wish to pursue graduate-level professional training, leading to teacher certification, as artist-teachers in public and private schools, museums, community-based programs, and other alternative educational sites. With special focus on contemporary art and its social context, the program conceptualizes the artist-teacher as cultural producer, intellectual, and activist. The M.A. Program in Art Therapy is on the cutting edge of exciting changes in the field today, including helping new populations such as substance abusers, AIDS patients, the homeless, the incarcerated, and survivors of trauma. The program creates a dynamic balance between the therapeutic potential of the creative process and psychological understanding during treatment.

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

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

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

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

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

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

Faculty


Director of the Graduate Art Therapy Program. Over 20 years of extensive and varied clinical experience as an art therapist and art therapy supervisor. Worked with a wide range of populations including geriatrics, adults, adolescents, and children. Presented numerous lectures, workshops, and in-services throughout the United States and other countries including Italy, Korea, Iceland, and Turkey. Published articles in American Journal of Art Therapy and currently serves as an Educational Committee member at the American Art Therapy Association, Inc.


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

Interests include feminism, postcolonial theory, and psychoanalysis.

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

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


Director of the Program in Art Education. Extensive experience teaching students from diverse cultural and ethnic backgrounds nationally and internationally at both the elementary/middle school and university levels. Research interests include critical pedagogy in art education, feminism, postcolonial theory, and globalization in relation to visual culture.


Director, 80 Washington Square East Galleries, Broadway Windows, and Washington Square Windows. Director of internships and residency in visual arts administration programs. Expertise in folk art, Americana, collecting, contemporary art, and art history. An active exhibiting sculptor; international achievement.

Carlo M. Lamagna, Clinical Associate Professor. B.A. 1969, College of the Holy Cross; M.A. 1971, Massachusetts (Amherst).

Expertise in modern and contemporary art and material culture. Former art museum, corporate, and independent curator, gallery, and nonprofit management consul-
Adjunct Faculty
(by specialization)

**Painting and Drawing**
- Charles Agro, B.F.A., M.F.A.
- Jaime Arredondo, B.A., M.F.A.
- Jesse Bransford, B.A., B.F.A., M.F.A.
- Charles Browning, B.F.A., M.F.A.
- Elizabeth Deull, B.F.A., M.A.
- Eric Heist, B.F.A., M.F.A.
- Ivelles Jimenez, B.F.A., M.F.A.
- Mimi Kim, B.A., M.F.A.
- William Kornoski, B.F.A.
- Judith Linhares, B.F.A., M.F.A.
- Keith Mayerson, B.A., M.F.A.
- Maurizio Pellegrin, B.A., M.A.
- Juan Jose Robles, B.A., M.F.A.
- Peter Rostovsky, B.A., M.A., M.F.A.
- Michael St. John
- Mary Ann Santos, B.A.
- Holly Sumner, B.F.A., M.F.A.
- Donald Traver, B.F.A.
- Michael Waugh, B.A., M.F.A.

**Sculpture**
- Steve Currie, B.F.A., M.F.A.
- Rico Gatson, B.A., M.F.A.
- Rand Hardy, B.F.A.
- Curtis Mitchell, M.A., M.F.A.
- Chris Romer, B.F.A., M.F.A.
- Katy Schimert, B.F.A., M.F.A.
- Michelle Segre, B.F.A.
- Beverly Semmes, B.A., M.F.A.

**Print**
- James Acevado, B.F.A.
- Carson Fox, B.F.A., M.F.A.
- Zarina Hashmi, B.S.C.
- Mark Johnson, B.A., M.A.
- Krishna Reddy
- Kiki Smith

**Photography**
- Lyle Ashton-Harris, B.A., M.F.A.
- Ann Chwatsky, B.S., M.S.
- Cody Choi, B.F.A.
- Susan Daboll, B.F.A., M.A.
- Sue de Beer, B.F.A., M.F.A.
- Christopher Gallo, B.F.A.
- Antonio Gonzales, B.F.A., M.F.A.
- Kristin Holcomb, B.A., M.F.A.
- Sean Justice, B.F.A., M.F.A.
- Susan Landgraf, B.A., M.A.
- Michael Lavine, B.A., B.F.A.
- Mark Morosse, B.F.A., M.F.A.
- Clifford Owens, B.A., M.F.A.
- Jim Pavlicovic, B.A., M.A., M.F.A.
- Nina Prantis (ICP)
- Karen Saha, B.F.A., M.F.A.
- Ivory Serra, B.F.A., M.F.A.
- Joni Stembach, B.F.A., M.A.
- JoJo Whilden, B.F.A., M.A.
- J. Zheng, B.A.

**Art in Media**
- Jenny Del Corte Hirschfeld, M.A.
- Sigrid Hackenberg, B.A., M.A.
- Ken Howell, B.F.A., M.F.A.
- Gautum Kansara, B.A., M.A.
- Travis Kaufman, B.A., M.F.A.
- Aida Ruijlova, B.A., M.F.A.

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

VISITING ARTIST SERIES

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

CAREER OPPORTUNITIES

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

M.F.A. Degree Requirements: 60 points

The M.F.A., the terminal degree in studio art, is for students seeking professional careers as artists and to gain entry-level credentials for university studio art teaching positions. M.F.A. candidates concentrate on at least two studio disciplines, including painting, drawing, sculpture, craft media, art and media: digital, photography, and video. Course work consists of 27 points in studio concentration, including studio critiques; 9 points in theory and criticism; 9 points in graduate projects; 3 points in electives; and 6 points in thesis/exhibition at 80 Washington Square East Galleries.

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

The M.A. in Art in Media is a 36-point program with a primary focus on digital, photographic, and video media. M.A. candidates may take NYU courses at the International Center of Photography while participating in the core curriculum in the department. Course work consists of 15 points in studio concentration, including studio critiques; 6 points in theory and criticism; 9 points in graduate projects; 3 points in electives; and 3 points in final project/thesis exhibition at 80 Washington Square East Galleries.

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

The M.A. in Studio Art Summer Program is a 36-point program for professional artists and educators seeking to expand their creative potential and refine their skills in an intensive three-summer course of study in painting, drawing, sculpture, ceramics, art and media, digital art, photography, or video. Course work consists of 15 points in studio concentration, including studio critiques; 6 points in theory and criticism; 9 points in graduate projects; 3 points in electives; and 3 points in final project/thesis exhibition at 80 Washington Square East Galleries.

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

See general admission section, page 202.
Painting and Drawing

John Torreano
212-998-5701

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

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

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

Sculpture

Sue de Beer
212-998-5700

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

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

Sculpture: Craft Media

Judith Schwartz
212-998-5733

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

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

The curriculum covers both sculptural and functional forms, which permits the students to draw on the varied backgrounds of the faculty, renowned professionals who act as guides, mentors, and exemplars, and to use the extensive resources of the fine, craft, and decorative arts facilities throughout New York City.

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

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

Print

Mark Johnson
212-998-5736

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

Experimentation and risk taking are strongly encouraged.

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

The mix of faculty members actively involved in the field, visiting artists, proximity to professional print studios, and print collections in major local museums and galleries all combine to create an atmosphere for an extensive experience and immersion in prints and printmaking practice.
**Studio Art: Art in Media**

**Digital**

Kevin McCoy  
212-998-5707

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

**Photography**

Gerald Pryor  
212-998-5732

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

**INTERNATIONAL CENTER OF PHOTOGRAPHY**

Several courses in photography are offered in cooperation with the International Center of Photography and are open to graduate students in the Steinhardt School of Education M.A. and M.F.A. programs in studio art. These courses connect the making of photographs to critical and cultural issues. Courses can be selected from: Workshops in Photography E90.2096, Advanced Projects in Art in Media I and II E90.2954 and E90.2955, Advanced Projects in Photography E90.2068, Advanced Photography: Black and White, E90.2761, and Advanced Photography: Color E90.2763.

**Video**

Peter Campus  
212-998-5704

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

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

**Art Education**

**Director**  
Dipti Desai

Barney Building,  
Suite 600  
212-998-9022

**Degree**  
M.A.

**Faculty**  
See pages 42–44 for a complete listing.

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

Students continue their work as artists in graduate-level studio courses, while developing a pedagogical foundation through courses in education, art education, art history, critical studies, and research methodologies.

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

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

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

**CAREER OPPORTUNITIES**

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

**DEGREE REQUIREMENTS**

M.A. candidates with no initial certification take the following courses:  
**Pedagogical Foundations** (16 points);  
**Studies in Critical Theory in Art and Art Education** (9 points);  
**Advanced Studio in Art** (6-9 points);  
**Fieldwork in Art Education** (6 points); and  
**Final Project** (1 point).

Students with an initial teaching certificate take the following courses:  
**Studies in Critical Theory in Art and Art Education** (18 points);  
**Guided Elective** (3–4 points);  
**Advanced Studio in Art** (9 points); and  
**Final Project** (1 point).
ADMISSION REQUIREMENTS
In order to be considered for admission to the master's program, applicants must have a strong GPA and a bachelor's degree with at least 36 points in studio art and art history, of which a maximum of 12 points can be in art history. M.A. applicants, in addition to the general requirements, must submit 20 examples of their artistic work (slides, photographs, or reproductions), and a 500-word (typed) statement describing the direction they wish to pursue in art education. Selected applicants are also required to contact the Department of Art and Art Professions to schedule a personal interview. A telephone interview can be arranged for those students living outside the metropolitan area.

See general admission section, page 202.

Visual Arts Administration
(Nonprofit and For-Profit Concentration)

Director
Sandra Lang

Barney Building, Suite 300
212-998-5700

Degree
M.A.

Faculty
See pages 42–44 for a complete listing.

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

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

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

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

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

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

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

Degree Requirements


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

Other program offerings include Introduction to Galleries and Museums of New York E90.1082, Corporate Art Programs E90.1088, Art in Alternative Spaces E90.1222, Function and Structure of Museums E90.2015, The Artist's Career E90.2060, Art Education in Museums E90.2021, Documentation and the Visual Arts E90.2198, Cultural Marketing in the Arts E90.2212.

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

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

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

ADMISSION REQUIREMENTS
In order to be considered for admission to the program, applicants must have a solid GPA and a strong art history background as well as appropriate internship and/or work experience. Application, transcripts, a personal statement, and other necessary material should be sent directly to Admissions, along with three letters of recommendation, preferably from both academic and professional sources, and a current resume. Once applications have been reviewed, applicants under consideration will be contacted to arrange for a personal interview.
Visual Culture—Theory

Director
Nicholas Mirzoeff
Barney Building, Suite 300
212-998-5725
E-mail: nm45@nyu.edu

Degree
M.A.

Faculty
See pages 42–44 for a complete listing.

The 42-point M.A. Program in Visual Culture—Theory is distinguished by its commitment to a critical interpretation of visual culture as a key part of the processes of globalization. The interdisciplinary curriculum takes globalization as a frame to examine the meaning of the contemporary itself in art and visual practice.

The study of visual culture in theory and practice is motivated by the remarkable expansion in the quantity, quality, and significance of visual images in all areas of modern life that has become one of the signatures of the global contemporary. Without simply celebrating visual material, visual culture takes the visual mediation of global culture as its central critical problem.

Situated in a practice-based department, the M.A. takes a theoretical perspective as a means of engaging the remarkable range of material covered by visual culture studies from challenging contemporary art to medical imaging and the mass mediation of politics. The vital new field of visual culture links the critical work of art history, art education, and cinema/media studies to practitioners in the visual arts and new media who are working with similar ideas and problems.

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

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

DEGREE REQUIREMENTS

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

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

See general admission section, page 202.
Visual Culture—Costume Studies

Director
Nicholas Mirzoeff

Coordinator
Nancy Deihl

Barney Building, Suite 300 212-998-5762

Degree M.A.

Faculty
See pages 42-44 for a complete listing.

The 42-point M.A. program in Visual Culture—Costume Studies explores the field in its broadest artistic, historical, and cultural context. The costume studies concentration explores the field in its broadest artistic, historical, and cultural context. The program is based on a collaboration with the Costume Institute of the Metropolitan Museum of Art, where specialization courses are given. The institute is a world leader in the exploration of costume as art through its research, exhibitions, and publications.

Students learn about the history of textiles and costume and the social and cultural concepts of dress. Costume history courses are taught using examples from the Costume Institute’s collection of 70,000 items from five centuries and five continents.

Joining the resources of the University with those of one of the world’s great art museums, for over two decades the costume studies program has prepared graduates for work as curators, administrators, and exhibition consultants in museums and historical societies; specialists at auction houses and private dealers; archivists in the fashion and design industries; and as educators, journalists, and critics.

CAREER OPPORTUNITIES

Important professional training is provided that prepares graduates for positions in museums and educational institutions, the fashion world, and the theatre.

Internships at New York City museums and apprenticeships with publications and design organizations working in the field are important components of the program, allowing students to acquire professional skills firsthand.

DEGREE REQUIREMENTS


ADMISSION REQUIREMENTS

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

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

See general admission section, page 202.

Art Therapy

Director
Ikuko Acosta

Barney Building, Suite 300 212-998-5726

Degree M.A.

Faculty
See pages 42-44 for a complete listing.

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

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

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

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

CAREER OPPORTUNITIES

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

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

ACADEMIC PREREQUISITES

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

DEGREE REQUIREMENTS

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

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

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

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

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

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

SPECIAL OPPORTUNITIES
New York University is also concerned with the continued growth and development of art therapists. We have instituted post-master’s courses of interest to working professionals. The subjects range from family art therapy to techniques of supervision. In addition, we have been offering a lecture series and symposia featuring speakers from the fields of art, art history, psychoanalysis, psychiatry, and psychology. These special programs allow art therapists and related professionals to expand their knowledge and experience.

Docto

Doctoral Studies
Chair of Doctoral Studies Committee
Judith Schwartz
Barney Building, 212-998-5733
E-mail: judith.schwartz@nyu.edu

Faculty
See pages 42-44 for a complete listing.

The Ph.D. Program in Art Education looks at art education holistically, emphasizing development of a broad, multidisciplinary perspective and rigorous analysis of critical issues in art education and visual culture. The program is designed to prepare future scholars and policy makers to become leaders who make a vital contribution to the field and encourages students to meet the specific needs of their individual research interests by working alongside faculty and students engaged in deep exploration of related concerns. The program educates students to teach and conduct research in schools, colleges, and universities and to work in alternative settings such as museums and advocacy organizations.

Admission to the program is selective, and a committee composed of full-time doctoral faculty makes all admissions decisions.


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

DOCTORAL DEGREE REQUIREMENTS
General degree requirements for the Ph.D. program can be found on pages 227-29.

ADMISSION REQUIREMENTS
To be considered for admission to the program, applicants must have a solid GPA and a strong background in the visual arts or art education. They must also have earned a master’s degree from an accredited institution, as well as have appropriate internship and/or work experience. The Graduate Record Exam (GRE) is required for all doctoral applicants.

Doctoral applicants should see Doctoral Programs: General Requirements, page 227.

Special Departmental Features

INTERNSHIPS IN VISUAL ART
The Department of Art and Art Professions urges students to take advantage of the many unique educational opportunities afforded by its model program of individual internships with major artists, notable museums, and distinguished galleries, art publishers, and art organizations. Although there is no guarantee that a student will be placed in the particular internship requested, every effort will be made to match individual interests and needs with the appropriate sponsor. Questions about internship placement can be addressed to Professor Marilyn Karp, director of Internship in Visual Art E90.2302. A faculty adviser can also provide insights as to how an internship may help the student to achieve specialized career goals.

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

Summer Study Abroad in Arts Administration offers graduate students, alumni of arts administration programs, and art management professionals a unique opportunity to observe exciting changes in the visual and performing arts in a broad range of European venues. Students explore current cultural and social issues affecting international arts practices in both nonprofit and for-profit institutions. Professionals gain fresh insights into managing arts organizations while acquiring an overview of European cultural policies.
The program challenges students to compare and contrast American attitudes toward the arts (as embodied in U.S. public funding mechanisms and marketing and developing strategies) with the long-established European traditions of government funding—even as that tradition finds itself confronted by dwindling budgets and the need to appeal to a changing and more diverse constituency. Seminar participants have ample opportunity to discuss policy making, planning, entrepreneurial initiatives, and management practices with leading arts professionals.

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

Traversing Boundaries: South African Visual Culture and Democracy in Cape Town and Pretoria, South Africa, offers students an opportunity to critically engage in issues of transformation and the democratization of South African society through visual culture. The dismantling of apartheid and a democratically elected government in South Africa affords students the opportunity to explore firsthand the unique changes that are taking place in the visual arts. Through site visits, the seminar series, prominent guest speakers, and artists, students gain a perspective on the issues, problems, and successes that surround the democratization of the visual arts in South Africa.

Students study the practice of art making and the spaces where artists create from studios and galleries to site visits in rural areas. Students investigate traditional and contemporary art in urban and rural spaces and explore the South African model comparing it to the contemporary art scene in the United States.

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

Courses

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

Studio Courses

All studio courses in the Department of Art and Art Professions require a minimum of out-of-class work at least equivalent to the scheduled class hours.

Studio courses may be repeated for credit.

Final Master's Projects

All graduating M.A. studio art students must sign up for Final Project E90.2301 (3 points), during the semester in which students submit their diploma card.

All M.F.A. students must speak with their advisers about the requirements for the M.F.A. thesis and exhibition.

Nonart Majors and Special Students

Art courses are open to students who are not matriculated in the Department of Art and Art Professions if prerequisites have been met. Introductory courses in various art areas are designed especially for nonart majors.

DEPARTMENTAL COURSES

Graduate Projects

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

Graduate Studio Critique

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

Research in Art Therapy

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

Research in Visual Arts Administration

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

Research in Visual Culture

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

Research in Art Education

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

M.F.A. Graduate Studio Critique

E90.2990 Minimum 10 hours per point: 1-6 points.
Research in art therapy and conceptual knowledge necessary ining review. Second-year students enroll in the 3-point course and refine their critical and conceptual knowledge necessary in the professional field.

M.F.A. Exhibition

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

M.F.A. Thesis

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

Independent Study

E90.2300 45 hours per point: 1-6 points. Hours to be arranged.
Requires departmental approval. Students must be matriculated in the MFA program to register for independent study, which should be done during registration. Independent study is only for students wishing to do advanced work beyond the courses offered by the school. It is not to be taken in areas covered by courses offered in the department. See also page 207.

NOTES TO COURSES

Registration closed to special students.
Pass/fail basis.
Supervised Student Teaching, page 225.
Students must also register with the Student Teaching Office the term before assigned student teaching begins.

DEPARTMENT OF ART AND ART PROFESSIONS

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

Section 1: Studio Art (3 points). Course prerequisite: Graduate Studio Critique E90.2018 (must be taken both fall and spring terms) and successful completion of a faculty review.

Section 2: Art Education (1 point).

Section 3: Art Therapy (1 point). Course prerequisite: Art Therapy: Thesis and Research E90.2228.

Section 4: Visual Arts Administration (1 point). Course prerequisite: Thesis Seminar E90.2299.

Section 5: Visual Culture (1 point).

Final Project to be taken during the semester in which students submit their diploma cards. Depending on individual program requirements, this course requires an exhibition, thesis project, or thesis.

Internship in Visual Art
E90.2302  45 hours per point: 3-6 points. Hours to be arranged.

Internships should be arranged during the term before interning.

Individual positions with major artists, notable museums, distinguished galleries, art publishers, and art organizations.

Doctoral Colloquium in the Visual Arts
E90.3092  15 hours: 1 point.

Student presentations on current research topics for dissertation proposals and dissertations. Course is used in lieu of doctoral advisement fee.

Departmental Seminar in Art and Art Education
E90.3097,3098  30 hours: 3 points each term.

Enrollment limited to doctoral candidates.

Relationship of art to other fields, stressing education and the role of art in our society. Study of problems within the student’s field of specialization to clarify concepts and obtain a synthesis of the philosophies within the scope of art.

Residency in the Arts
E90.3302  45 hours: 3-6 points.

Registration by permission of instructor. Enrollment restricted to doctoral candidates. Residencies should be arranged during the term previous to the residency.

Individual positions with distinguished art institutions or individual scholars relating to dissertation research.

Collaboration Among the Creative Arts Therapies
E97.2010  30 hours: 3 points.

Prerequisite: completion of two full-time semesters in any of the graduate-level creative arts therapies. Registration by permission only.

An interactive approach toward clinical treatment through the creative arts therapies. Differences and similarities among the creative arts therapies in terms of goals, practices, and theory are discussed and demonstrated.

STUDIO ART

Sculpture: Craft Media
Introduction to Jewelry
E90.1121  60 hours: 3 points.

Open to all students.

Beginning and traditional techniques for jewelry and metalsmithing. Through demonstrations and practice, students create individual projects in a variety of materials. Discussions and assignments consider preconceived notions about jewelry as well as structural design problems.

Jewelry I and II
E90.1390,1391  60 hours: 3 points.

Prerequisite: Introduction to Jewelry, or permission of instructor.

Exploration of jewelry making as an expressive medium for small-scale sculpture. Traditional techniques for jewelry and metalsmithing, including casting, soldering, and polishing. Students create individual projects in a variety of materials with class critiques and gallery assignments.

Introduction to Ceramics
E90.1104  60 hours: 3 points.

Open to all students.

An introduction to the technical problems of making, decorating, glazing, and firing ceramic forms, while providing opportunities for understanding and developing sensitivities to clay as an art form.

Ceramics I and II
E90.1640,1641  60 hours: 3 points.

Prerequisite: Introduction to Ceramics or permission of the instructor.

Exploration of clay as an expressive medium with experiences in hand building, throwing, surface decoration, and preparation of slips and glazes. During the second half of the year attention is given to exploring individual expressions with class critiques and gallery and museum assignments.

Projects in Ceramics
E90.1605  60 hours: 3 points.

Aesthetic and technical experiences that enable students to advance their understanding of the limitless possibilities inherent in the ceramic medium.

Emphasis is placed on a sculptural/non-traditional approach to making objects in clay, and the course encourages invention, creative risk, and a personal interpretation of subject matter.

Advanced Projects in Ceramics
E90.2940  60 hours: 3 points.

Prerequisite: two courses in ceramics.

This class addresses individual working styles with the opportunity to explore, in depth, aesthetic, critical, and technical experiences in clay. Students study both historical and contemporary works of the ceramic artist through class lectures, slide presentations, readings, and gallery and museum assignments.

Introduction to Glass
E90.1129  60 hours: 3 points.

Open to all students.

Intensive studio experiences designed to introduce the beginning student to the major areas of glass fabrication: neon, casting, blowing, and coldworking. Students are expected to complete a series of projects utilizing techniques from each of the areas taught within this broad survey.

Glass I and II
E90.1132,1133  60 hours: 3 points.

For art majors only.

This survey class is intended for students to experience a fuller range of techniques over two semesters. Each semester can be taken independently from the other. The first semester focuses on blowing, hot casting, stained glass, mosaic, and kiln firing (fusing and slumping). The second semester concentrates on cold working, sandblasting, lamp working, and bead making.

Projects in Sculpture: Glass
E90.1645  60 hours: 3 points.

Prerequisite: two courses in sculpture.

Open to Steinhardt School of Education and Gallatin students only.

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

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

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


**Drawing**

**Introduction to Drawing**
E90.1320,1321 60 hours: 3 points.
Basic materials and methods of drawing. Combines perceptual learning with initial conceptual basics for drawing. This includes line usage, shape inventing, size differentiating, brightness contrast, location, and overlap. Students develop the skill to discuss their drawings as well as the drawings of others and learn to observe and empathize with the genres of landscape, still life, and figure. Individual and group critiques, slide lectures, and museum and gallery visits support studio activities.

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

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

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

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

**Painting**

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

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

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

**Seminar in Painting**
E90.2330,2331 30 hours: 3 points.
Open only to advanced students by permission of the professor.

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

**Printmaking**

**Introduction to Lithography**
E90.1374 60 hours: 3 points.
Studio course designed for nonart majors. Assignments, critiques, and demonstrations related to the specific level on which the course is being given.

**Introduction to Relief Printmaking**
E90.1376 60 hours: 3 points.
Studio course designed for nonart majors. Assignments, critiques, and demonstrations related to the specific level on which the course is being given.

The student must have a developed body of work in order to participate.

**Advanced Sculpture I (atelier course offered on two levels)**
E90.1740, E90.2740 60 hours: 3 points.
Prerequisites: two semesters of sculpture or the equivalent.

**Advanced Sculpture II (atelier course offered on two levels)**
E90.1743, E90.2743 60 hours: 3 points.
Prerequisite: Advanced Sculpture I.

**Advanced Projects in Sculpture (atelier course offered on two levels)**
E90.1942, E90.2942 60 hours: 3 points.
Prerequisites: two semesters of Advanced Sculpture.

**Seminar in Sculpture**
E90.1743, E90.2743 30 hours: 3 points.
Open only to advanced students by permission of the professor.

**Sculpture I.**
E90.1740 30 hours: 3 points.
This course is a continuation of Advanced Sculpture I.

**Sculpture II.**
E90.1743, E90.2743 30 hours: 3 points.
Prerequisites: two semesters of sculpture or the equivalent.

**Studio course designed for nonart majors. Assignments, critiques, and demonstrations related to the specific level on which the course is being given.**

**Studio work in plate and stone lithography, stone-graining, crayon and tusche drawing, processing, proofing, and edition-printing procedures. Lectures and demonstrations.**

**Introduction to Sculpture**
E90.1340 60 hours: 3 points.
Studio course designed for nonart majors. Assignments, critiques, and demonstrations derived from the history of sculptural practice. An introduction to the materials, techniques, and ideas involved in three-dimensional work.
Introduction to Photo Processes in Printmaking
E90.1378  60 hours: 3 points.
An intensive introductory-level studio course in photo process applications in contemporary print such as photo etching. Many new methods are introduced, including use of digital imaging and tools to realize projects. Demonstrations and lectures.

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

Silkscreen I
E90.1574  60 hours: 3 points.
Exploration of varied screen printing techniques and their characteristics: paper, blockout, resist, and cut film stencils; construction and selection of material used. Multicolored printmaking, studio work in photographic screen printing techniques, printmaking on different materials and surfaces (plastic, paper, wood, glass, mirrors, etc.), mixed media. Demonstrations and lectures.

Projects in Printmaking
E90.1670, E90.2670  60 hours: 3 points.
Prerequisites: two semesters of printmaking, E90.1670: juniors, seniors.
E90.2670: graduate students.
Emphasis on specialized materials and topics allowing students to broaden the range of their skills and expressions. Past topics have included book arts, monotype, the combination of established and digital methods of print, and visiting artists. Projects are chosen as a result of faculty and student interest.

Advanced Projects in Printmaking
E90.1970, E90.2970  60 hours: 3 points.
Prerequisites: two courses in printmaking, E90.1970: juniors, seniors.
E90.2970: graduate students.
Topics selected by faculty and students to reflect their artistic preoccupations or to provide research in particular skills, subjects, or trends in contemporary printmaking.

Advanced Printmaking: Color
E90.1972, E90.2972  60 hours: 3 points.
Prerequisites: two printmaking classes, E90.1972: juniors, seniors.
E90.2972: graduate students.
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.

Photography
Introduction to Photography I and II
E90.0360, E90.1360  60 hours: 3 points.
E90.0361, E90.1361  60 hours: 3 points.
Studio courses designed for nonart majors. Introduction to photography as a medium of documentation and expression. Assignments and critiques enhance the development of individual work while developing photographic skills and techniques. Students provide their own cameras. Enlargers and photographic chemicals are provided in class.

Photography: Black and White
E90.1560, E90.2560  60 hours: 3 points.
Prerequisite: fundamentals of photography, E90.1560: juniors, seniors.
E90.2560: graduate students.
Advanced course in black-and-white photography. Emphasis is on the creation of a body of prints dealing with one subject or theme. Aesthetic decisions made by the individual in choice of subject matter and technique are considered. Lectures, technical demonstrations, and individual critiques are included. Readings on individual photographers, aesthetics, and darkroom techniques are assigned. Critiques by visiting photographers/artists are held.

Projects in Photography
E90.1664, E90.2664  60 hours: 3 points.
Prerequisites: two semesters of photography, E90.1664: juniors, seniors.
E90.2664: graduate students.
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.

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

Advanced Photography: Color
E90.1763, E90.2763  60 hours: 3 points.
Prerequisite: Photography: Color, E90.1763: juniors, seniors.
E90.2763: graduate students.
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 interrelationship with contemporary image making is emphasized.

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

Advanced Projects in Photography
E90.1960,1961, E90.2960,2961  60 hours: 3 points.
Prerequisites: two semesters of Advanced Photography.
E90.2960,2961: graduate students.
Topics selected by faculty and students to reflect their artistic preoccupations or to provide research in particular skills, historical subjects, or trends in photography.

International Center of Photography (ICP)
The following Steinhardt School of Education courses in photography at the ICP are open to graduate students in the Steinhardt School of Education/ICP photography studies sequence in the M.A. and M.F.A. programs in studio art.

19th-Century Photography
E90.2811  30 hours: 3 points.
A theoretical and historical analysis of photography from its inception in 1824 to its emergence as an acknowledged art form at the turn of the century. The evolution of the photographic process and materials, its use within the culture, its pervasive effects and theoretical analysis of the impact of new equipment, materials, and processes; the place of photography in journalism and the mass media; and the transformation of the photographic statement into high art. The art photograph, snapshot, and Polaroid are seen as elements within a larger continuum.

20th-Century Photography
E90.2812  30 hours: 3 points.
The widespread use of photography at all levels of our society is evaluated critically and theoretically. The class analyzes the effect of new equipment, materials, and processes; the place of photography in journalism and the mass media; and the transformation of the photographic statement into high art. The art photograph, snapshot, and Polaroid are seen as elements within a larger continuum.

Photography Seminar II
E90.2058  45 hours: 3 points.
For second-year graduate students. Required of all NYU/ICP students. An intense weekly seminar for second-year NYU/ICP graduate students. For description, see E90.2057.
Advanced Projects in Photographic Technique I and II  
E90.2092,2094 60 hours: 3 points.  
Prerequisites: Projects in Art and Media: Video Art I or permission of instructor.  
E90.2092: graduate students.  
E90.2094: juniors, seniors.  
A minimum of 20 days; 180 hours: 3 points.  
Registration by permission of program coordinator. Enrollment limited to art education majors.  
Supervised student teaching in elementary classroom settings, followed by scheduled conference with field supervisor. Seminar addresses formal and informal methods of assessing student learning and develops skills to analyze information gathered through assessment in order to plan and/or modify their teaching practices. Through a systematic approach such as action research, students reflect on and analyze their own teaching practices and develop a portfolio of their student teaching experience, thereby learning to be reflective practitioners.

Supervised Student Teaching in Art in Secondary Schools  
E90.1070*† A minimum of 20 days; 180 hours: 3 points.  
Registration by permission of program coordinator. Enrollment limited to art education majors.  
Supervised student teaching in secondary classroom settings, grades 7 to 12, followed by scheduled conference with field supervisor. Seminar addresses formal and informal methods of assessing student learning and develops skills to analyze information gathered through assessment in order to plan and/or modify their teaching practices. Through a systematic approach such as action research, students reflect on and analyze their own teaching practices and develop a portfolio of their student-teaching experience, thereby learning to be reflective practitioners.

Use of the video camera as an art medium. Stresses technical skills and explores experimental possibilities of the medium in relation to video installation, video sculpture, performance art, and the single-channel tape format.

Video Art II  
E90.1551, E90.2551 60 hours: 3 points.  
Prerequisite: Projects in Art and Media: Video Art I or permission of instructor.  
E90.1551: juniors, seniors.  
E90.2551: graduate students.  
Continuation of Projects in Art and Media: Video Art I.

Digital Art I (atelier course offered on two levels)  
E90.1552, E90.2552 60 hours: 3 points.  
Prerequisite: Introduction to Digital Art or permission of instructor.  
E90.1552: juniors, seniors.  
E90.2552: graduate students.  
The aesthetic and personal potential of the computer for the artist is defined. Students work on individual digital projects from the planning stages through actual programming.

Digital Art II  
E90.1553, E90.2553 60 hours: 3 points.  
Prerequisite: Projects in Art and Media: Digital Art I or permission of instructor.  
E90.1553: juniors, seniors.  
E90.2553: graduate students.  
Students create independent video art. Video art standards are analyzed and evaluated. Field trips required.

Advanced Projects in Digital Art I and II  
E90.1552,1553, E90.2952,2953 60 hours: 3 points.  
Prerequisites: two semesters of Advanced Art and Media.  
E90.1552: juniors, seniors.  
E90.2952,2953: graduate students.  
Students develop major digital art projects that are fully realized and represent an evolution from computer sketches to a finished work. Both ongoing critiques and postproduction critiques are provided.

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

ART EDUCATION

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

Supervised Student Teaching in Art in Elementary Schools  
E90.1069*‡ A minimum of 20 days; 180 hours: 3 points.  
Registration by permission of program coordinator. Enrollment limited to art education majors.  
Supervised student teaching in elementary classroom settings, followed by scheduled conference with field supervisor. Seminar addresses formal and informal methods of assessing student learning and develops skills to analyze information gathered through assessment in order to plan and/or modify their teaching practices. Through a systematic approach such as action research, students reflect on and analyze their own teaching practices and develop a portfolio of their student teaching experience, thereby learning to be reflective practitioners.

Supervised Student Teaching in Art in Secondary Schools  
E90.1070*‡ A minimum of 20 days; 180 hours: 3 points.  
Registration by permission of program coordinator. Enrollment limited to art education majors.  
Supervised student teaching in secondary classroom settings, grades 7 to 12, followed by scheduled conference with field supervisor. Seminar addresses formal and informal methods of assessing student learning and develops skills to analyze information gathered through assessment in order to plan and/or modify their teaching practices. Through a systematic approach such as action research, students reflect on and analyze their own teaching practices and develop a portfolio of their student-teaching experience, thereby learning to be reflective practitioners.
Research in Art Education
E90.2001 30 hours: 2 points.
Understanding research as disciplined inquiry by focusing on theoretical concepts, primary issues, and techniques of research in art education with specific emphasis on qualitative research methods. Examinations of the social, political, philosophical, and ethical issues involved in doing research.

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

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

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

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

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

Art Education in Alternative Settings: Museums, Community-Based Organizations, and Experimental Spaces
E90.2276 45 hours (30 hours fieldwork): 3 points.
This course examines theoretical issues and educational practices as they are implemented in nonschool settings, specifically museums, alternative arts venues, and community-based organizations. The course provides an introduction to a range of art education in programs in the above settings. Pedagogical theories relevant to the implementation of art education in programs in these settings are discussed. Course topics include exploration of traditional and innovative modes of teach-
visits to current exhibitions at leading museums, galleries, and alternative art spaces located throughout New York City. On-site meetings with art administrators affiliated with various organizations introduce a wide range of career and management issues pertaining to the field and add to an understanding of the development and continued growth of New York's exciting art world.

Corporate Art Programs
E90.1088 45 hours: 3 points.
An expansive overview of the collaboration between art and business, including traditional aspects of building and maintaining in-house collections as well as such innovations as corporate museums, galleries, art education programs, and community-business partnerships that have supported the visual arts. There are on-site visits to New York area companies to see how art collecting programs are being integrated into corporate culture.

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

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

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

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

Principles and Practices of Visual Arts Administration
E90.2036 30 hours: 3 points.
Introduction and overview of how nonprofit entities in the visual arts are organized—from mission and programming, board structure, and staff development to marketing, fund raising, and strategic planning. Specific organizations within New York City are used as case studies.

The Artist's Career
E90.2060 30 hours: 3 points.
Understanding the complex dynamics of what makes an artist's career is essential to successful relations among artists, curators, critics, gallerists, and arts administrators. The course explores the environment of the art world and the artist's place within it and includes such topics as the artist's role in society; the artist's function in the economic, social, and aesthetic realms; the role of the public and of the market; and the interrelationship of art and business. The course is designed for students interested in the arts and business from other kinds of businesses. Students gain exposure to a variety of professionals in the commercial arena of the visual arts including gallerists, dealers, and consultants. The course concludes with the formulation and presentation of a comprehensive business plan for a startup arts business.

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

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

Corporate Development and the Visual Arts
E90.2111 30 hours: 3 points.
This course explores the growth of corporate patronage; how corporations use the arts in conjunction with marketing efforts to increase their visibility, enhance their image, and broaden public impact. The history of techniques for in-house exhibitions, performances, and educational programs are discussed with a view toward expanding corporate participation in community arts and cultural affairs.

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

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

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

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

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

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

Art Education in Museums
E90.2021 30 hours: 3 points.
An exploration of the history and development of art education and its role and function in the museum. Strategies for teaching and addressing different populations in various environments are studied. Various programs and educational materials are explored and analyzed. Classroom lectures are supplemented by site visits.

VISUAL CULTURE
Aesthetic Inquiry
E10.2137
For description, see page 83.

History of Textiles I and II
E90.1032,1033 45 hours: 3 points each term.
Open to costume history students only. Meets at the Metropolitan Museum of Art.
This course focuses on textile research as it pertains to the history of costume. Course is given at the Metropolitan Museum of Art (Fifth Avenue and 82nd Street) and uses original examples from the textile study collections.

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

Costume as Art
E90.1085, E90.2085 30 hours: 3 points.
Open to all students. Assignments, critiques, and demonstrations related to the specific level on which the course is being taken.
A practical survey of the evolution of clothing forms from simple geometric shapes to more complicated constructed garments. Both Western and non-Western traditions are considered. Studio course.

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

Art and the Museum Experience I and II
E90.1086,1087 45 hours and hours arranged: 3 points each term.
Meets at the Metropolitan Museum of Art. Focus on cross-cultural comparisons and interdisciplinary ideas and activities that maximize use of the museum's encyclopedic collections for the enrichment of teaching.

Survey of Contemporary Crafts
E90.1237 30 hours: 3 points.
A critical survey. Exposure to important art being made with craft materials; an investigation into the marketplace and how it works; understanding the reasons for the art/craft controversy. Out-of-class assignments, critiques, and exposure to working artists, class lectures, slide presentations, readings, gallery and museum assignments.

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

**American Decorative Arts**

E90.2047 30 hours: 3 points.

Emphasizes formal and aesthetic developments in furniture, ceramics, metalwork, textiles, and glass in the 19th and 20th centuries. An examination of American decorative art in relation to social, political, and cultural events in America and the decorative arts in Europe and Asia.

**Modern Art Seminar**

E90.2050 30 hours: 3 points.

Lectures, readings, discussions, and reports on the major movements, schools, and styles of modern painting and sculpture. Periods and styles discussed include impressionism, postimpressionism, cubism, dadaism, surrealism, social realism, abstract expressionism, neodadaism, pop art, optical art, hard-edge painting, and minimal art.

**History of Costume I, II, III, and IV**

E90.2061,2062,2063,2064 30 hours: 3 points. 5 points each term.

Open to costume studies students only. Meets at the Metropolitan Museum of Art.

This course includes examination of existing examples in the Costume Institute at the Metropolitan Museum of Art. Costumes recorded in the museum's other works of art—paintings, sculpture, drawings, and prints—are also studied.

**Understanding Folk Art**

E90.2067 30 hours: 3 points.

Analysis and discussions of key issues in the study of American folk art. Through directed readings and the examination of the works of selected artists and scholars, various approaches to the field are presented.

**Costume Conservation**

E90.2069 30 hours: 3 points. 3 points each term.

Prerequisite: two semesters of History of Costume.

A consideration of the place of costume in the museum environment, including materials of conservation, storage, interpretation, and museum context.

**Seminar in the Decorative Arts**

E90.2100,2101,2102 30 hours: 3 points each.

E90.2100: 18th century.

E90.2101: 19th century.

E90.2102: 20th century.

Explanation of specific problems in the decorative and applied arts.

The History of Taste I

E90.2140 30 hours: 3 points.

Examines the growth of the audience for the visual arts from ancient Greece to the ascendancy of Napoleon, in terms of style, patterns of collecting, and the economics of art. Particular styles are covered in detail with an eye to their later impact on taste.

The History of Taste II

E90.2141 30 hours: 3 points.

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

Art Theory and Criticism I

E90.2801 30 hours: 3 points.

Surveys the evolution of ideas about modern art in the avant-garde traditions from the early 20th century to the 1970s. The critical analysis of art is addressed in terms of the changing status and perceptions of the work of art. Also addressed are theories of the subject, society, authorship, and semiotics.

Art Theory and Criticism II

E90.2802 30 hours: 3 points.

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

Dynamics of 20th-Century Art

E90.2852 30 hours: 3 points.

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

Introduction to Critical Theory

E90.2860 30 hours: 3 points.

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

Art History as Critical Theory

E90.2865 30 hours: 3 points.

Explores the role of critical theory in changing approaches to art history, from traditional modes of inquiry, through the innovations of the new art history, to the current explosion of visual and/or cultural studies. Through specific case studies, we attempt to gain familiarity with some of the crucial issues in critical theory and art history today.

Advanced Critical Theory

E90.2869 30 hours: 3 points.

Expanding on the authors and topics addressed in the introductory course in this sequence, advanced critical theory further explores the ways recent thinking and writing have redefined the field of aesthetics in relation to philosophy, literature, linguistics, psychoanalysis, sociology, and anthropology. The class also engages a selection of minor masters of critical theory, such as Barthes, Bhabha, Butler, Kristeva, Ronell, Silverman, and Spivak.

**ART THERAPY**

Theory and Practice of Art Therapy

E90.1157* 60 hours: 3 points.

Enrollment restricted to art therapy candidates. Requires eight hours per week in the field.

Discussion of art therapy history, theories, and technique. Introduction to clinical skills through class and fieldwork experience.

Art as Therapy with Children and Early Adolescents

E90.2033 45 hours: 3 points.

Prerequisite: developmental psychology or personality theory. Registration by permission of instructor or department coordinator.

Art as therapy with the emotionally disturbed, people with physical disabilities, the intellectually and/or neurologically disturbed, and people with other special needs.
impaired, and socioeconomically deprived children. Considers the problems and methods of art therapy for adolescents with either acute or mild disturbances. Demonstration of art therapy techniques (utilizing studio activities) used in long- or short-term treatment. The role of art therapist in relation to other members of the therapeutic team in bringing about character change or improved ability to deal with immediate life situations. Methods of evaluation and treatment are discussed. Illustrated lectures, reading, and discussion.

**Art for Art Therapists**

E90.2034 45 hours: 3 points.

Prerequisite: E90.1156. Registration by permission of departmental coordinator of art therapy.

Studio work focused on enabling artists functioning as therapists to use their creative capacities in the service of individuals with adjustment problems and emotional disabilities.

**Art as Therapy with Late Adolescents and Adults**

E90.2037 45 hours: 3 points.

Prerequisite: developmental psychology or personality theory. Registration by permission of instructor or department coordinator.

An investigation of art therapy in numerous settings for adolescents and adults with either acute or mild disturbances. Demonstration of art therapy techniques (utilizing studio activities) used in long- or short-term treatment. Discussion and art experience appropriate to use with talented adult group.

**Psychodynamic Processes in Art Therapy**

E90.2038 45 hours: 3 points.

Prerequisite: E90.2040. Registration by permission of departmental coordinator of art therapy.

Psychodynamic processes in the therapeutic aspects of art. Investigation in depth of psychic processes activated in creative work; processes that impede, distort, or foster symbolic communication in art.

**Internship in Art Therapy**

E90.2039 90 hours per point: 1-5 points per term. Hours to be arranged.

Open to departmental majors only.

Fieldwork consists of a minimum of 12 points (or 1,000 hours) including 110 hours of supervision by an experienced art therapist. Fieldwork experience provides the student with practical involvement in acquiring the basic skills of an art therapist in a variety of medical and non-medical settings, including mental hospitals, psychiatric wards, outpatient clinics, and mental health centers.

**Pictorial and Sculptural Analysis in Art Therapy**

E90.2040 45 hours: 3 points.

Registration by permission of departmental coordinator of art therapy.

Developing basic skills in evaluating form and content of pictorial and sculptural work produced in art therapy sessions. Developing skills in integrating evidence of developmental level, perceptual capacities, psychodynamic processes, emotional handicaps, environmental stimuli in art work, and behavior.

Students should be prepared to furnish some art work from child, adolescent, or adult population. Studio component included.

**Art Therapy with Groups**

E90.2042 45 hours: 3 points.

Open to departmental majors only.

Deals primarily with the theory and application of art therapy techniques for various types of groups in mental health facilities. Lecture, discussion, and studio work emphasize practical utilization of group techniques.

**Techniques of Supervision in Art Therapy**

E90.2221 10 hours: 1 point.

May be repeated.

This course prepares clinicians in art therapy to perform as supervisors of students and less experienced art therapists. Methods and theoretical issues are examined. Class participation includes a close study of case examples from students' experience.

**Diverse Techniques in Art Therapy**

E90.2223 10 hours: 1 point.

An introduction to multicultural issues and cultural considerations that the art therapist may encounter in clinical settings. Students expand their sensitivity and awareness of various cultural perspectives. There is a puppet-making component to this course.

**Research in Art Therapy**

E90.2228 20 hours: 2 points.

An introduction to research methods used in art therapy with an emphasis on qualitative research design. Students work on the formulation of research questions and develop a thesis proposal.

**Final Project in Art Therapy**

E90.2301.003 10 hours: 1 point.

Students complete a thesis project that integrates their acquired theoretical knowledge, clinical internship experiences, and applied critical thinking.

**Family Art Therapy**

E90.2765 20 hours: 2 points.

Introduction to the theory and practice of art therapy with families. This course provides theoretical foundation and close study of assessment techniques in family art therapy. Art intervention techniques are also introduced. Several theoretical approaches to family art therapy are studied—psychodynamic and systems theory. Class includes lecture, slide and videotape presentations, class discussion, and experimental art work.
Samuel F. B. Morse, a professor at NYU, invented the telegraph in 1844, sparking the age of electronic communication. Previous technological innovations—writing, the printing press, photography—transformed our understanding of the world, and similar waves of transformation followed with the invention of broadcasting, film, and the Internet. The media of communication influence the way we do politics, the nature of our economy, patterns of interpersonal and social interactions, the expression of our cultural values and norms, and our understanding of ourselves as local and global citizens.

In both our public and private lives, interpersonal and mediated forms of communication structure our everyday interactions. Samuel Morse could not have predicted the social and cultural changes his invention triggered, although were he with us today, he might well see—as we do—the need for students to understand and analyze communication in society.

Faculty


Interests include international comparative research on national public spheres, globalization of journalism and public relations, media and social movements, alternative media, public discourses around immigration and multiculturalism, and Pierre Bourdieu’s field theory. Benson’s research on these topics has appeared in Theory and Society, French Politics and Society, Journal of European Area Studies, and Actes de la recherche en sciences sociales and is forthcoming in Contesting Media Power, ed. Curran and Couldry (Rowman and Littlefield). He is currently writing a book comparing the French and American public spheres.


Gender and communication; conflict management; organizational communication; cross-cultural communication, and listening. Coauthor or coeditor of nine published books including The Power to Communicate: Gender Differences as Barriers, Conflict Management: A Communication Skills Approach, Listening in Everyday Life, Women and Men Communicating: Challenges and Changes, and numerous book chapters and journal articles. Named Distinguished Research and Teaching Fellow by the Eastern Communication Association.


Professor Feldman is a political/medical anthropologist who has conducted ethnographic field research in Northern Ireland, in South Africa, and with the homeless in New York City. He has taught at Central European University (Budapest), Institute of Humanities Studies (Ljubljana), and the Department of Performance Studies, NYU. Interests include visual culture and violence, the political anthropology of the body and the senses, and the archaeology of media and technology. Author of the critically acclaimed book Formations of Violence: The Narrative of the Body and Political Terror in Northern Ireland, now in its third printing.

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

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. Author of Growing Up with Television: Everyday Learning Among Young Adolescents.

Interests include digital media, computer networks, software, new media art, semiotics, film and video, and critical theory. Publications appear in scholarly and popular venues alike including the essays "Fonts and Phrasing" in Digital Delirium (St. Martin’s) and "What Is Digital Studies?" in the Nettime anthology Readme! (Autonomedia). He is the author of PROTOCOL, or How Control Exists After Decentralization (MIT Press, 2005).


Research interests focus on liberalism, public intellectuals, democratic theory, propaganda, and censorship policy. Author of The Nervous Liberals: Propaganda Anxieties from World War I to the Cold War. Currently at work on a study of Morris L. Ernst and the emergence of the anticensorship tradition within American liberalism.


Women’s relationship to literature and art over the centuries; the historical development of artist-related book practices through the critique of text. New media and visual culture and communication. Her work is internationally collected and exhibited. Project in progress: Lunar Performances: Creating an Architecture of Text in Time. Web site: www.nyu.edu/projects/haum.

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

Research interests include globalization and migrant identities; postcolonial feminism; race, gender, and communication; South Asian diaspora. Published extensively in these areas. Currently working on an ethnographic project on reproductive politics and the constitution of maternal identity.


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 as well as Franchising the Candy Store: Split-Run Magazines and the New International Regime for Trade in Culture. Interests include communication policy and law and contemporary media, culture, and globalization.


Research interests include death and comparative cultures; philosophy of communication; political communication; and African American culture. His first book, Death in Black and White (with a foreword by Robin D. G. Kelley), was published in 2003 by Hampton Press, and his second book, When Death Goes Pop: Death, Media and the Remaking of Community, was published in 2004. He is also the principal investigator, with Dr. Stephen Caliendo, of the Project on Race in Political Advertising.


Research interests include modern propaganda, history and tactics of advertising, American film, and media ownership. Books include Boxed In: The Culture of TV and Seeing Through Movies. Author of numerous articles. Director of the Project on Media Ownership.


The history of communication, technology, culture, and propaganda analysis. Author of numerous scholarly articles. Executive producer of documentaries, McSorley’s New York (1987 Emmy Award) and Sons of Derry. Coeditor, Language in America.


Research interests include media history and theory; teen media culture; gender issues; stardom. Her work has appeared in journals such as Television and New Media (2001) and Cinema Journal (2002), as well as numerous anthologies. She is the coeditor (with Laurie Ouellette) of Reality TV: Remaking of Television Culture (NYU Press, 2004) and is completing a book on stardom in early television.

Helen Nissenbaum, Associate Professor. B.A. 1975, Witswatersrand (South Africa); M.A. 1978, Ph.D. 1983, Stanford.

Research interests include ethical, social, and political dimensions of information and communications technology (privacy, security, accountability, intellectual property rights, computing in education); information and communications policy; applied and professional ethics. Author of Emotion and Focus and Ethical Values in an Information Society and of numerous compendia, articles, and policy reports.

Arvind Rajagopal, Associate Professor. Ph.D. 1992, California (Berkeley).


Siva Vaidhyanathan, Assistant Professor. B.A. 1994, Ph.D. 1999, Texas (Austin).


Research interests include 19th- and 20th-century American newspapers, advertising history, the relationship between the media and urban space, and the political economy of the media industries. She was a Social Sciences and Humanities Research Council (SSHRC) doctoral fellow (1996-1998) and Fulbright Foundation Fellow (1998-2000) and is currently working on a book on 20th-century American newspapers.
Adjunct Faculty

Mary Dawne Arden, B.A., M.A.
Will Baker, B.A., M.A.
Caroline Bhalla, B.A., M.A.
Helen Gary Bishop, B.A., M.A.
Bonnie Blake, B.A., M.A.
Helene Bleiberg, B.A., M.A.
Joyce Bloom, B.A., M.A.
Roger Brown, B.A., M.A.
Craig Burton, B.A., M.A., Ph.D.
Robert Byrd, B.A., M.A., Ph.D.
Alan Capper, B.A.
William Cass, B.A., M.A.
Vincent Cheng, M.A., M.C.J.
Brian Cogan, B.A., M.A., Ph.D.
Roberta Cole, B.A., M.A.
John Daly, B.A., M.A.
John DaPrato, B.A., M.A.
Jean DeNiro, B.A., M.A.
James Devitt, B.A., M.A., Ph.D.
Erich Dietrich, B.A., M.A.
Mark Edelman, B.A., M.A.
Melvin Ettringer, B.S.E.E., M.S.E.E.
Salvatore Fallica, B.A., M.A., Ph.D.
Meleni Follett, B.A., M.A.
Gregory Giangrande, B.A., M.A.
Edward Halter, B.A.
Tom Harkins, B.S., M.A.
Harold Hills, B.A., M.A.
Michael Hostetler, B.A., M.A., Ph.D.
John Lang, B.A., M.A.
Pei-Wen Lee, B.A., M.A., Ph.D.
Robin Levenson, B.A., M.A.
Andrea Lieberman, B.A., M.A.
Michelle Litzky, B.A., M.A.
Man-Kong Lum, B.A., M.A., Ph.D.
Alexei Manheimer-Taylor, B.S., M.P.S.
Robert Maxwell, B.A., M.A., Ph.D.
Rebecca Merkin, B.S., M.S., Ph.D.
Sandra Mix Meyer, B.A., M.A.
John C. Mollard, B.A., M.A.
Bruce Myers, B.A., M.A.
Kathleen Novak, B.A., M.A.
Deborah Panzer, B.A., M.A.
Eun Young Park, B.A., M.A.
David Poltrack, B.A., M.B.A.
Marshall Raines, B.A., M.A., Ph.D.
Kristen Rath, B.A., M.A.
Robert Richter, B.A., M.A.
Stephanie Rodden, B.A., M.L.S., M.A.
Alan Ross, B.A., J.D.
Eugene Secunda, B.A., M.A., Ph.D.
Bonnie Selterman, B.A., M.A.
Jill Sherman, B.A., M.A.
Patricia Stack, B.A., M.A., Ph.D.
Beth Strugatz-Seplow, B.A., M.A.
Rachelle Sussman, B.A., M.A.
Joseph Truncale, B.S., M.S.
Brian Urbasitis, B.A., M.A.
Jill Weinberg-Cohen, B.A., M.A.
Dawn Werner, B.A., M.A.
Jane Wiater, B.F.A., M.A.
Cynthia Wiseman, B.A., M.A.
Michelle Yuson, B.A.

Graphic Communications Management and Technology

Director
Barbara Rose Haum

East Building, 7th Floor
212-998-5191

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

Faculty
Haum

Adjunct Faculty
Blake, Clark, Cunningham, Ettringer, Follert, Lupe, Myers, Park, Sun, Truncale, Wiater

The Graphic Communications Management and Technology Program, established by New York University and the Steinhardt School of Education in 1980, is an academic training and research program designed to prepare individuals for leadership positions in the graphic communications industries. In addition to offering a conceptual and critical foundation in graphic communications, the program reflects the latest advances in both theory and technology. The graphic communications industry is the second largest manufacturing group in the U.S. economy and ranks as the seventh largest employer. With ever-changing information systems that interface with printing and publishing, such as the Internet and telecommunications, a new communication industry has evolved that is in constant need of redefinition. This program offers insight and application into the latest technologies, as well as a critical analysis as to how these changes affect the way we communicate as a society at large. The Graphic Communications Management and Technology Program is supported by distinguished leaders in the industry through their participation on a Board of Advisers.

CAREER OPPORTUNITIES
Graduates hold positions as executives in corporate communications, corporate identity, Internet project management, and quality assurance. Many graduates become involved in research, their own entrepreneurial ventures, and consulting. Graduates of the Graphic Communications Management and Technology Program have also become faculty members in institutions of higher education.

DEGREE REQUIREMENTS

Master of Arts


Doctoral Program

FINANCIAL AID
Scholarships are available to qualified students. See general financial aid section, page 211.
Media Ecology: Studies in Communication

Director
Terence P. Moran
East Building, 7th Floor
212-998-5254

Degrees
M.A., Ph.D.

Faculty
Benson, Feldman, Fisherkeller, Galloway, Gary, Magder, Miller, Moran, Nissenbaum, Rajagopal, Vaidyanathan, Wallace

Adjunct Faculty
Capper, Cass, Fallica, Lum, Maxwell, Poltrack, Secunda

Begun in 1970, the Media Ecology Program focuses on the study of transactions among people, their messages, and their message systems. More particularly, media ecology studies how media of communication affect human perception, feeling, understanding, and values. This program of study is concerned, therefore, with the question: what is communication?

Graduate students and faculty conduct inquiries into the theory, history, philosophy, anthropology, sociology, and psychology of communication and into the structure and effects of communication media. These inquiries range from language and nonverbal communication to mass media and technology. In essence, the program offers an active learning community within which professors and students join in the quest for understanding communication.

Culture and communication—whether expressed in human or technologically mediated—are intimately related phenomena that can only be understood by studying the imminent sets of relationships that operate dynamically within our natural and social environments. This perspective, drawn from the pioneering thought of Neil Postman, Marshall McLuhan, Walter Ong, and others, is the foundation upon which our doctoral program is built. This tradition has been expanded by a diverse group of contemporary scholars such as Stuart Hall, Jurgen Habermas, Sherry Turkle, Michel Foucault, Gayatri Chakravorty Spivak, Judith Butler, and Nancy Fraser.

Students in the doctoral program study a variety of modes of communication that operate in the domains of mediated expression, technological systems, and human social interaction as they influence, and are influenced by, symbolic, political, and economic systems; social institutions; individual and collective identities; and mechanisms of power and social control.

CAREER OPPORTUNITIES

Current students and graduates of the Media Ecology Program hold important positions in both the academic world and the communication professions. As generalists in communication and media study, they are well qualified and well positioned to meet the challenges brought by changing technologies and systems of communication. Graduates include Dennis Smith, best-selling author and founder of Firehouse Communications; George Back, dean, School of Communication (Hofstra University); Dean Scaros, chief executive of Scaros and Casselman Advertising; Alan Wurtzel, president of research and development, NBC Television; and Beverly Hyman, president of Beverly Hyman Associates, an international communication consulting service.

DEGREE REQUIREMENTS

Master's Program

Studies in Communication: This M.A. degree program requires a minimum of 34 points. Program Requirements (8 points): Seminar in Media Ecology: Analysis E38.2001 and one course in media or professional ethics, or master’s thesis. Program Electives (16 points): E38/E59 courses at the 1000 and 2000 level (by advisement). Free Electives (10 points). Students must take a minimum of 18 credits at the 2000 level in residence.

Doctoral Program

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

Forty-eight points of course work are required. Core courses must be taken in sequence: Departmental Seminar: Theories of Culture and Communication I E59.3001 (4 points, first year, fall term); Program Seminar: Theories of Culture and Communication II E59.3002 (4 points, first year, spring term); Dissertation Proposal Seminar I: Overview of Research in Culture and Communication E59.3005 (4 points, first year, fall term); Dissertation Proposal Seminar II: Writing Workshop E59.3006 (4 points, second year, spring term). A Doctoral Colloquium E59.3010 is offered each term and can be taken for variable credit. Remaining courses scheduled by advisement: theoretical or disciplinary foundational study outside department (12 points); research and methods electives, inside or outside department (10 points minimum); specialized elective courses inside department (8 points minimum). Note: an additional 2 points may vary between research/methods and specialized electives.

ADMISSION REQUIREMENTS

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

See general financial aid section, page 211.

FINANCIAL AID OPPORTUNITIES

Students admitted to the doctoral program in media ecology typically receive full fellowship funding for five years, which may include teaching. The doctoral program also offers the Phyllis and Gerald LeBoff Fellowship and teaching fellowships to those qualified to teach in the undergraduate Communication Studies Program or the Speech and Interpersonal Communication Program.

See general financial aid section, page 211.

SPECIAL OPPORTUNITIES

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

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

Director
Deborah Borisoff

East Building,
7th Floor
212-998-5191

Degree
M.A.

Certificate
Advanced Study

Faculty
Borisoff,
Hegde, McIlwain

Adjunct Faculty
Bailey, Baker,
Bishop, Bloom,
Brown, Burton,
Carpenter, Cole,
Daly, Giangrande,
Hahn, Hills, Lang,
Levenson, Lieberman,
Litzky, Meyer, Mollard,
Novak, Panetelidis,
Panzer, Raines, Rath,
Richter, Rodden,
Ross, Seltermann,
Sherman, Stack,
Strugatz-Seplow,
Suissman,
Weinberg-Cohen,
Werner, Wiseman,
Yuson

The Speech and Interpersonal Communication Program is unique in its combination of the theoretical aspects of the field with the practical application of communication in society. Effective communication skills are required of the educator, the negotiator, the litigator, the health care practitioner, the accountant, the administrator, the public relations specialist, the business executive, and the journalist. Nowhere is communication regarded as unimportant or nonessential to success. The program offers a varied approach in which each candidate is able to develop a meaningful and rich interdisciplinary program of study that is geared to his or her individual needs, interests, and career goals.

Students investigate communication processes as they exist within and among individuals, groups, organizations, and societies. Courses emphasize both theoretical constructs and practical applications in personal and professional settings. The program offers study in many new areas of the communication field, including conflict management, intercultural communication, mediation, political communication, gender, identity construction, public relations, advertising, listening, interviewing strategies, communication consulting, communication for professionals, and speech for nonnative speakers of English.

The program also offers traditional study in interpersonal communication, nonverbal communication, intercultural communication, organizational communication, rhetorical criticism, psychology of communication, public speaking, argumentation and debate, the art of narration, team building, and voice and diction.

Courses

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

NOTES TO COURSES
Cross-listed courses on the 1000/2000 level are designed to allow graduate students and undergraduate students to have joint access to the electronic lab experience. Graduate students are required to complete a more advanced term project. Permission of program director required.

graphic communica-
tions management and technology/e24

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.

Print and Human Experience E24.1204 60 hours: 4 points. Fall.
An overview of print as a function of communication and its impact on society. Examines theories of graphic communication and the persuasive power of print. Topics include hieroglyphics, typographic communication, graphic design for visual communication, the print revolution in modern Europe, the role of print communication for persuasion, electronic publishing, and electronic threats to print.

Marking Time: From Writing to Print to Visual Bookmaking E24.1205 Hamm, 60 hours: 4 points. Spring. Evolutionary stages of diverse writing and bookmaking practices. From the first record keeping necessities through bibliographic texts and medieval book practices, to mechanical reproductions and the transformation from print to the computer age. Cultural and social impact of these traditions is examined.

Electronic Publishing Seminar: Print in Revolution E24.1304 45 hours: 3 points. Fall.
This course attends to changes in “printery” practices and gives theoretical and managerial overview of the impact of this rapidly emerging new publishing industry. Significant development of this fast-developing field covered through lectures, discussion, demonstration of systems, guest speakers, and selected readings.

Graphic Communications Projects: Concept Through Execution E24.1340 45 hours: 3 points. Fall, spring. Focus is on the workflow process, from creative concept through execution in a variety of projects in graphic communications management. Class projects include the development of Web sites, newsletters, and advertising and promotional campaigns.

Color Reproduction E24.1402 45 hours: 3 points. Fall.
An in-depth study to provide the graphic manager with a definitive and professional understanding of (1) the principles of color relate to the systems of color separation and the printing processes; (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.
Applications include assembling, transforming images for nonlinear communication. Exploring new potentials in transforming graphic communications. Topics include typography, art preparation, halftone photography, color communication, transparency evaluation, color separation requirements, press and press color proofing, binding, and finishing. While offset lithography is emphasized, other printing processes are also investigated.

Graphic Communications: Quality Control
E24.2110 30 hours; 3 points. Spring.
An in-depth analysis of quality control in graphic communications. Topics include typography, art preparation, halftone photography, color communication, transparency evaluation, color separation requirements, press and press color proofing, binding, and finishing. While offset lithography is emphasized, other printing processes are also investigated.

Graphic Communications Professional Seminar: Patterns in Entrepreneurial Activities
E24.2302 45 hours; 3 points. Spring.
The subject to be studied is patterns of entrepreneurial activity in the graphic communications industry. Topics include the embryonic stage, planning tools, starting out, and operating approaches.

Graphic Communications Management Seminar
E24.2401 45 hours; 3 points. Spring.
The principles of effective management and marketing strategy are applied to solve actual problems in the operation of small business enterprises, the graphic communications industry, and various publishing companies. The case method of instruction is utilized. Site visits are included.

Graphic Communications I: Design and Persuasion
E24.2501 45 hours; 3 points. Fall. For graduate students.
Study of the procedures and processes involved in the prepress preparation for quality printing. Topics include principles of design, typography and composition, art preparation, graphics photography, stripping, and basic color separation techniques.

Graphic Communications II: Print and Web Media
E24.2502 45 hours; 3 points. Spring. For graduate students.
Study of the processes used in the reproduction of printed materials. Topics include separation theory, scanners and image processing, paper and substrates, printing inks, printing, platemaking, stereotyped and Web printing methods, press production, and binding and finishing. While lithography is emphasized, letterpress, gravure, flexography, silk-screen, and special printing processes are also investigated.

Electronic Publishing II: Dynamic Structures
E24.2602 45 hours and hours arranged; 3 points. Spring.
For graduate students.
The forms and uses of new electronic publishing technologies explored in a laboratory context of experimentation and discussion. Focus is on sharpening technological skills to produce larger projects for reproduction. Advanced techniques in Photoshop, QuarkXpress, and Adobe Illustrator.

Graphic Presentation Media: Creating Identity
E24.2620 45 hours and hours arranged; 3 points. Spring.
For graduate students.
Various multimedia software presentation packages are applied to create a compelling visual identity for various organizations. Special attention is given to creating consistent visual identity in all forms of graphic presentation media.

Independent Study
E24.2300 Half credit per point; 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 207.

Culminating Experience in Graphic Communications Management and Technology
E24.2801 45 hours per point; 1-3 points. Fall, spring; hours to be arranged.

MEDIA ECOLOGY/E38
Seminar in Media Ecology: Analysis
E38.2001 40 hours; 4 points. Fall.
Open only to master's candidates in media ecology. Required during the first semester. Introduction to studies in culture and communication and the foundations of the media ecology perspective.
Seminar in Media Criticism I and II  
E38.2007,2008 40 hours: 4 points each term. Fall, spring.  
Analysis of the media environment from a variety of critical perspectives. Emphasis is on writing as well as reading media criticism.

Evolution of Technology  
E38.2036 40 hours: 4 points. Fall.  
Traces the development of technology from historical, current, and future-oriented perspectives. Attention given to intended and unintended consequences of technological events.

Topics in Digital Media  
E38.2040 40 hours: 4 points.  
Designed for current theoretical research in digital media. It is expected that course themes will vary to reflect debates in the field. Topics may include the following: computers and pedagogy; online communities; online publishing; the cultural history of software; video game studies.

The Communications Revolution and Culture in America  
E38.2077,2078 40 hours: 43 points each term. Fall, spring.  
An examination of the nature of the communications revolution in the 20th century and its impact on American cultural life and institutions. First semester focuses on the political economy of media from a critical perspective; second semester focuses on current developments in the communications industry and their impact on the U.S. and global culture, from an industry perspective. Either half may be taken independently.

Uses and Effects of Media in the United States  
E38.2079 40 hours: 4 points. Spring.  
Methods of identifying and assessing audiences, their uses of media, and the effects of messages, as used in the communications industry, and what these methods reveal.

Communication and Persuasion: Film Classics of Propaganda  
E38.2080 40 hours: 4 points. Summer.  
Viewing and analysis of the cinematic and persuasive techniques used in classic propaganda films (features and documentaries) to shape their viewers’ constructions of reality.

The Languages of Communication: The Electronic Media  
E38.2088 40 hours: 4 points. Spring.  
An examination of the various media through which people have attempted to communicate their ideas and emotions; focus on the electronic media of the 20th century as they affect our perceptions of reality and interactions with others.

The Mass Mind  
E38.2091 40 hours: 4 points. Spring.  
An inquiry into those forces in our technological society, especially those of the mass media, that significantly influence our beliefs, attitudes, and actions.

Social Experiences in Consumer Culture  
E38.2095 40 hours: 4 points. Spring.  
Over the years, there have been pervasive and profound transformations in the way mass media have shaped culture and society. This class examines, systematically, the specific conditions in which media imagery has the power to shape a participant’s sense of self and common sense understandings of the social world; the forms of power that are most influential; the conditions in which that power is deflected, opposed, and transformed, both by individuals and groups; and the ways in which new capabilities of self and forms of cultural practice emerge in participants’ handling of media, technology, and the goods of consumer society in everyday life.

Technological Developments: Information and Telecommunications  
E38.2122 40 hours: 4 points. Spring.  
Introduction to the current technology that converts information into digitized forms used in a variety of telecommunication applications.

Communication Environments: Macroanalysis  
E38.2138 40 hours: 4 points. Spring.  
Inquiries into “the business behind the box”: the economic and decision-making structures of broadcast television.

Communication and Persuasion: Sociological Propaganda  
E38.2141 Moran. 30 hours: 3 points. Spring.  
A series of analyses of the history, theories, techniques, and results of propaganda in society with special focus on the relationship between integration (sociological) propaganda and communication in our increasingly technological society; case studies drawn from public relations, commercial advertising, social movements, and the mass media.

Communication and Political Propaganda  
E38.2142 40 hours: 4 points. Fall.  
A series of analyses of the history, theories, techniques, and results of propaganda in society with special focus on the relationship between agitation (political) propaganda and communication in our increasingly technological society; case studies drawn from national and international sources.

Integrating Media Education in School and Community Work  
E38.2151 Fisher/keller. 40 hours: 4 points. Fall.  
Hands-on video production, media literacy program design, readings, and reflection on approaches and strategies educators can use to incorporate media education into their schools and community-based organizations.

Language and Human Behavior  
E38.2195 40 hours: 4 points each term. Fall, spring.  
The nature of language and its relationship to “reality.”

Language and Culture  
E38.2197 40 hours: 4 points. Summer.  
Readings and research on the ways in which language is implicated in different cultures’ constructions of time, space, consciousness, self, truth, knowledge, and gender.

Communication and Media in the Life and Education of the Young  
E38.2570 40 hours: 4 points. Spring.  
The role of popular media in the experiences, thinking, and values of young people. Students engage in research and practice-oriented assignments to consider issues of media education.

Mass Media and Information Processing  
E38.2577 40 hours: 4 points. Spring.  
How media select, ignore, organize, represent, and otherwise process information they present to their audiences and thus construct particular versions of cultural and social “reality.”

Doctoral Courses  
Departmental Seminar in Culture and Communication I, II  
E59.3001,3002 40 hours: 4 points each term. Fall, spring.  
Open only to doctoral students in the department.  
Readings and discussion of the foundational literature, principles, paradigms, assumptions, and testable assertions of the media ecology perspective on culture and communication.
SPEECH AND INTERPERSONAL COMMUNICATION/E21

Gender Differences in Communication
E21.1001 30 hours: 2 points. Fall, spring. For juniors, seniors, and graduate students. Gender plays a powerful role in how we are perceived and how we communicate with others. This course enables students to understand how sex-treat and sex-role stereotypes develop and their impact on communication in personal and professional relationships.

Communication and Conflict Solving
E21.1002 30 hours: 2 points. Fall, spring, summer. For juniors, seniors, and graduate students. Conflict is a part of our personal and professional lives. By understanding the dynamics of confrontation, we can deal effectively with conflicts when they occur and possibly prevent conflicts from occurring. This course provides students with the practical verbal and nonverbal communication skills and theoretical background necessary for handling conflicts effectively.

Communications and Public Relations
E21.1003 60 hours: 4 points. Fall, spring, summer. For juniors, seniors, and graduate students. “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 computers in public relations.

Public Relations
E21.1004 60 hours: 4 points. Fall, spring. 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 computers in public relations.

Speech for International Students and Nonnative Speakers of English
E21.1005 30-45 hours: 2-3 points. Fall, spring. For juniors, seniors, and graduate students. A speech improvement course especially designed for international students who wish an analysis of their language and practice in modifying their accents. Additional hours are arranged for student evaluation and practice.

Listening
E21.1007 30 hours: 2 points. Fall. For juniors, seniors, and graduate students. Students evaluate their own listening skills and discuss the various factors that affect listening ability and how crucial effective listening is to success. Insights into how listening skills can be improved through understanding and practice.

New Dimensions in Communication: The Communications Consultant in Corporate America
E21.1008 30 hours: 2 points. Spring. For juniors, seniors, and graduate students. Identifies strategies for the communications consultant in corporate America. Survey of the kinds of consulting that occur and professional opportunities available.

New Dimensions in Communication: For Professionals
E21.1009 30 hours: 2 points. Fall, spring. For juniors, seniors, and graduate students. Effective communication within organizations requires an understanding of the various communication dimensions that exist within professional frameworks. The course gives students this understanding through discussion and practical experiences in technology and communication, teleconferencing, the interview, group and individual presentations in television studio settings, and defining the professional environment.

Interviewing Strategies
E21.1010 30 hours: 2 points. Fall, spring, summer. For juniors, seniors, and graduate students. 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 enables students to gain experience and to improve their own abilities.

Public Speaking
E21.1011 60 hours: 4 points. Fall, spring. Analysis of the problems of speaking to groups and practice in preparing and presenting speeches for various purposes and occasions. Additional hours are arranged for student evaluation and practice.

Nonverbal Communication
E21.1012 30 hours: 2 points. Fall, spring. For juniors, seniors, and graduate students. 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 our nonverbal communication. 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 communication and into the nonverbal communication of others.

Cross-Cultural Communication
E21.1013 30 hours: 2 points. Fall, spring. For juniors, seniors, and graduate students. 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
E21.1014 30 hours: 2 points. Fall, spring. For juniors, seniors, and graduate students. Designed especially for students entering business, health care, and educational settings who are assuming or aspiring to positions of leadership. Through case studies and class discussion, course work focuses on strengthening communication competency in presentation skills, persuasive ability (i.e., marketing and sales), leadership in meetings, and problem-solving skills.

Team Building
E21.1015 60 hours: 4 points. Fall, spring. A study of the principles and techniques involved in the solution of problems and coming to decisions in human affairs: practice in the application of the fundamentals through class projects. Hours are arranged for student evaluation and practice.

Political Rhetoric
E21.1019 30 hours: 2 points. Spring. Looking at the rhetoric of public relations, we examine the principles and assumptions inherent to political campaign analysis. This course focuses on what is reported to the mass media and how news “gatekeepers,” reporters, editors, and producers filter the messages conveyed by the news. Discussion also centers on how public relations participates in the creation of viewpoints that eventually become well established and widely held.
Public Relations Techniques: Nonprofit Sector
E21.1020 60 hours: 4 points. Fall, spring.
Focuses on all aspects of communication in public relations for the nonprofit sector. The student learns to question, examine, and solve public relations problems endemic to the nonprofit sector.

Communication and Advertising
E21.1021 60 hours: 4 credits. Fall.
Understanding the communication strategies and fundamentals of effective advertising and the use of advertising communication tools. The emphasis is on techniques, preparation of materials, and the ability to assess the effectiveness of these strategies.

Advanced Advertising Strategies
E21.1024 60 hours: 4 points. Spring.
Additional hours for group projects.
Teaches students who have taken a basic advertising course how to develop a complete advertising campaign for a project, service, or nonprofit organization.

Argumentation and Debate
E21.1075 60 hours: 4 points. Fall.
Prerequisite: speech course or senior standing.
Analysis of the problems inherent in arguing and debating; the development of analytical tools for argument; practice in the application and preparation of analysis through debating. Hours are arranged for student evaluation and practice.

Conflict Management Communication
E21.1081 Borisoff. 60 hours: 4 points. Fall, spring.
Focus on major aspects of conflict resolution and decision making, including negotiation, setting goals, establishing procedures, and planning in a variety of professional settings. Examination of how factors such as verbal and nonverbal communication, gender, culture, and writing contribute to conflict and how we can learn to assess and manage conflicts productively.

Mediation Strategies: Techniques in Dispute Resolution
E21.1082 60 hours and hours arranged: 4 points. Fall.
Students are exposed to substantive research and communication issues in a particular form of dispute resolution-meditation. Students develop communication objectives and strategies to execute mediation sessions.

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 focusing on application in professional settings. Hours are arranged for student evaluation and practice.

Interpersonal Communication
E21.1191 60 hours: 4 points. Fall, spring.
For description, see E21.2191.

Advanced Issues in Nonverbal Communication
E21.1202 40 hours: 4 points. Spring.
The goal of this course is to provide a theoretical framework for the study of nonverbal communication in its various forms, i.e., how humans use time, space, body movement, touch, vocal cues, facial expression, and objects to communicate. Students read the works of pioneers in the field and selected current research in nonverbal communication in order to gain an understanding of the literature and uncover areas for future research.

Critical Issues in Conflict Resolution
E21.2081 Borisoff and staff. 40 hours: 4 points. Spring.
Students examine the communication constructs that influence conflict.
Through an examination of the five kinds of conflict (intrapersonal, interpersonal, intragroup, intergroup, and international) and of the factors that affect conflict (e.g., power, communication ability, gender, ethnicity), students gain an understanding of the relationship between conflict and communication.

Rhetorical Criticism
E21.2088 45 hours: 3 points. Spring.
The application of various systems of communication analysis to specific behavioral situations. Through the case-study method, students apply communication theories and models to practical, everyday situations.

Practicums, Seminars, and Independent Study

Practicum I: Speech Communication
E21.2087 45 hours per point: 1-3 points.
May be repeated for a maximum of 6 points. Fall, spring; hours to be arranged.
Limited to graduate majors. Registration by permission of Professor Borisoff or Professor Stratz-Schlep.
Each student undertakes an original, practical experience by advisement. This may involve a specific aspect of the teaching of curricular or extracurricular speech activities: development of curriculum materials, establishing teacher/learner criteria, application of research findings, etc.

Independent Study
E21.2300 45 hours per point: 1-6 points.
Fall, spring, summer; hours to be arranged.
For description, see page 207.

Practicum II: Communication Process: Gender, Race, and Cultural Identity
This course examines past and current studies on language, communication theories, speech perception, and other aspects of verbal and nonverbal behavior. Students relate these studies to how gender, race, culture, and sexual orientation are developed and reflected in society in both personal and professional relationships.

Studies in Organizational Communication
E21.2131 40 hours: 4 points. Fall.
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.

Rhetorical Criticism
E21.2191 40 hours: 4 points. Spring.
The application of various systems of communication analysis to specific behavioral situations. Through the case-study method, students apply communication theories and models to practical, everyday situations.

Practicum I: Speech Communication
E21.2087 45 hours per point: 1-3 points.
May be repeated for a maximum of 6 points. Fall, spring; hours to be arranged.
Limited to graduate majors. Registration by permission of Professor Borisoff or Professor Stratz-Schlep.
Each student undertakes an original, practical experience by advisement. This may involve a specific aspect of the teaching of curricular or extracurricular speech activities: development of curriculum materials, establishing teacher/learner criteria, application of research findings, etc.

Independent Study
E21.2300 45 hours per point: 1-6 points.
Fall, spring, summer; hours to be arranged.
For description, see page 207.
The Department of Humanities and Social Sciences in the Professions includes disciplines and modes of inquiry that provide strong intellectual and cultural foundations for the study of the professions in modern life. Our dual academic purpose is to provide disciplinary and research course work for students across the school as well as prepare educational researchers within each program.

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

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

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Notice: The programs, requirements, and schedules listed herein are subject to change without notice. A directory of classes is published each term with a current schedule. For the most up-to-date schedule changes, please consult ALBERT, NYU's student information Web site.

Faculty

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

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

Richard Arum, Associate Professor, B.A. 1985, Tufts; M.Ed. 1988, Harvard; Ph.D. 1996, California (Berkeley).


Critical theory with research interests in the interrelationships between film and literature. Former Wall Street Journal critic, author of Double Exposure: Fiction into Film, and contributor to numerous publications. Director, Study Abroad Centers in Moscow, Paris, and Rio de Janeiro.
Medieval Jewish history, medieval Christian-Jewish relations, the history of Jewish education. Recent publications include *Medieval Stereotypes and Modern Antisemitism* (Berkeley: University of California Press, 1997); *God, Humanity, and History* (Berkeley: University of California Press, 2000); *Jewish History from the Academy to the Schools: Bridging the Gap* (forthcoming).

James Fraser, Visiting Professor. B.A. 1966, California (Santa Barbara); M.Div. 1970, Union Theological Seminary; Ph.D. 1975, Columbia.
Education history, religion and public education, multicultural and gender equity, democracy and culture in the U.S., teacher preparation.

Specialist in sociology of education, with a special interest in education’s links with occupations and professions and with inequality. Author of articles and reviews; coeditor of *Education and Society: A Reader*. His current work is focused on issues concerning reform in public high schools.

Interests include international education, public diplomacy, and American studies abroad. Among his publications are *The Challenge of Urban Poverty, The Dictionary of American Biography: 1941-45*, and an Outline Series in American Studies for the United States Information Agency. He was awarded the Fulbright Award of Honor in 1997.


Interests include environmental ethics and policy, philosophy of technology, philosophy of film, and moral philosophy. Author of over 60 articles and book chapters and editor of 13 scholarly anthologies, including *Environmental Pragmatism, Social Ecology After Bookchin, and Technology and the Good Life?* Author of *Red Arguments: Film, Philosophy, and Social Criticism* (2003).

Research interests: the sociology of education, cultural sociology, citizenship and national identity, youth and ethnic conflict, and civic and vocational education in international and comparative contexts. Publications: *Citizenship Education and Political Extremism in Germany: An Ethnographic Account; Challenge and Change in German Vocational System Since 1990*.


Applied econometrics focusing on state and local governments and urban policy, particularly education policy and finance. Education of immigrant children in New York City; disparities in test scores across racial and ethnic groups; and measurement of school performance and the distinction between “good schools” and “good students.” Research adviser and institute fellow at the Institute for Education and Social Policy.

Research and instruction in statistical methodology models for longitudinal data, postsecondary outcomes, wage inequality, and labor economics. He has published *Divergent Paths: The Structure of Mobility in the New American Labor Market* (Russell Sage, 2000). His articles include “Covariance Models for Latent Structure in Longitudinal Data” and “Pathways to Educational Attainment and Their Effect on Early Career Development.”

Mitchell Stevens, Associate Professor. B.A. 1988, Macalester; Ph.D. 1996, Northwestern.
Studies in Arts and Humanities Education

Director
Joy Gould Boyum
Kimball Hall, Suite 304
212-998-5236

Faculty
Arcilla, Boyum
Affiliated Faculty
Ferrara, Gilbert, Light, Stevens
Adjunct Faculty
Haum, Packer, Rohrer, Trotter

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

CAREER OPPORTUNITIES
Graduates of the Studies in Arts and Humanities Education Program have a wide range of career opportunities in both school and nonschool settings: teaching literature, film, and/or the allied arts in intermediate or secondary schools or in two- or four-year colleges; educating teachers of literature and the allied arts; conducting research in aesthetics and aesthetic education; and directing curriculum development and educational programs in schools, colleges, and other arts-affiliated institutions. Our graduates have also been engaged in the production of print and media materials for the improvement of instruction in the arts and humanities area.

DEGREE REQUIREMENTS
Master of Arts
Master's degree candidates complete 40 points total. Foundations (3 points): Literature and the Arts: Experience and Response E87.2133. Core (9 points):

- Problems in Critical Theory E87.2016, Arts and Culture E87.2144, Growth Through Response to Literature and the Arts E87.2033. Cognates (6 points): courses related to the students' interests and not offered in the program such as Sociology of Art E20.2320.
- Specialization Electives (18 points): from, for example, Fiction and Film E87.2523, Drama in Education E17.2193, Literature and the Arts: Contemporary America E87.2410, Writing Criticism E87.2503, Approaches to International Film E87.2392.

Doctor of Philosophy
Candidates for the Ph.D. must take 60 points beyond the M.A., of which 36 points must be taken in residence. Specific requirements beyond the general requirements listed below are developed for each student in consultation with an adviser. In addition to the 9-point core, doctoral candidates must take the following: Foundations (6 points); Literature and the Arts: Experience and Response E87.2133 and Aesthetic Foundations of the Arts E88.2051. Cognates (6 points): see above. Core (9 points): see above. Departmental Seminar, by advisement, and Dissertation Proposal Seminar.

Research Methods (3 points): from Aesthetic Inquiry E10.2135, Historical Research E10.2133, Philosophical Inquiry E10.2136, Case Study Research E10.2138, or Experimental and Quasi-Experimental Design and Analysis E10.2134. Research Electives (15 points): from, for example, Research in Music and Music Education E85.2130, Research in Dance Education E89.2403, Research in Art Education E90.2001, Philosophy of Art and Arts Education E90.2031. Specialization Electives (15 points): see above for examples. For specific requirements on candidacy and the dissertation, see pages 227-29.

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

See general admission section, page 202.

FINANCIAL AID OPPORTUNITIES
For information about teaching fellowships through NYU's Expository Writing Program, contact the director, 269 Mercer Street, Room 228, New York, NY 10003-6687; 212-998-8860. Application must be made by February 1 for the fall semester. See general financial aid section, page 211.

SPECIAL OPPORTUNITIES
Summer study abroad programs in such recent locations as Paris, Rio de Janeiro, and Shanghai provide opportunities to study with foreign scholars in arts and humanities education while earning credits toward the M.A. and Ph.D. degrees. The 6-point curriculum enables a close examination of representative works of literature, film, and the visual arts, with particular attention to the ways in which this art provides keys to both the traditions and changing face of the culture in the destination country. Students in arts and humanities, international education, comparative literature, film studies, political science, and other disciplines are welcome.
The Ph.D. Program in Education and Jewish Studies at New York University prepares researchers and practitioners for leadership positions in a wide range of Jewish educational settings, such as schools, informal education programs, community organizations, curriculum agencies, foundations, and universities. Students benefit from the rich resources and course offerings of the Steinhardt School of Education and the Skirball Department of Hebrew and Judaic Studies in the Graduate School of Arts and Science. While providing a core of academic, research, and cohort experiences in education, Jewish education, and Judaic studies, the program is also tailored to its students’ individual needs and interests. Close and personalized mentoring is provided by faculty from the Steinhardt School of Education and the Skirball Department, as well as by expert practitioners in the field of Jewish education working in the New York City area. Established in 2001, the Ph.D. Program in Education and Jewish Studies is the first of its kind to be offered at a major research university in the United States.

CAREER OPPORTUNITIES

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

ADMISSION REQUIREMENTS

Students interested in the Ph.D. Program in Education and Jewish Studies should exhibit outstanding personal qualities and excellent academic training. Candidates must also have a minimum of two years employment experience in education, Jewish education, or Jewish communal service. Students specializing in administration or curriculum must have a minimum of two years of full-time classroom teaching experience in addition to or as part of this employment experience. An M.A. degree in either education or Jewish studies is useful, but not required.

FINANCIAL AID OPPORTUNITIES

All applicants for doctoral study are considered for the merit-based Steinhardt Fellowship in Education and Jewish Studies. This fellowship provides up to three years of full-time tuition support and a living stipend. One fellowship is awarded each year.
Environmental Conservation Education

Director
Andrew Light

Chair
Jonathan Zimmerman

Faculty
Jamieson, Light
Hale, Leou, Schlotmann

Adjunct Faculty
Rogers

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Taught by faculty from across the school, the Program in Interdepartmental Research Studies (IDRS) offers a wide array of courses that meet the schoolwide doctoral research requirements of 15 points of general and 5 points of specialized research course work. A number of these offerings are also open to master’s students whose programs have requirements such as a basic empirical research course or basic statistics. Note: There is no degree associated with this program. Rather, it provides the underlying research tools to be applied to substantive areas of research.

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

For doctoral students interested in doing qualitative dissertations involving empirical field research, we offer a two-course, hands-on sequence (E10.2140, 2141). We also offer one-term practicum in semi-structured interviewing and participant observation course (E10.2180). Other qualitative specialization courses focus on Aesthetic Inquiry (E10.2137), Historical Research (E10.2135), and Philosophical Inquiry (E10.2136).

Students interested in doing quantitative dissertations should take E10.2132 or its equivalent, followed by E10.2134 for experimental/quasi-experimental studies or by E10.2139 for survey research courses (6 points), Dissertation Seminars (12 points).

The International Education Program sponsors a number of research and training projects through the Multinational Institute of American Studies. This institute offers noncredit programs in American culture, politics, and society to foreign scholars, diplomats, and journalists. A student-led organization, the International Education Forum, sponsors lectures and meetings on topics of current interest.

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

Applicants to the Ph.D. program should have an M.A. degree in an area of the humanities, social sciences, or education. An applicant should have an M.A. degree in an area of the humanities, social sciences, or education.

Doctor of Philosophy

The Ph.D. degree requires the completion of a minimum of 55 points and a dissertation: Foundations of Education (6 points), Foundations in International Education (9 points), Specialization in International Education (9-12 points), Policy Analysis (6 points), Internship (4 points).

CAREER OPPORTUNITIES

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

FINANCIAL AID OPPORTUNITIES

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

See general financial aid section, page 211.
SPECIAL OPPORTUNITIES
The Program in International Education and Multilingual Multicultural Studies in the Department of Teaching and Learning jointly offer a three-week, 6-point summer study abroad program in Shanghai, China. The curriculum offers educators an opportunity to examine the intercultural perspectives in multilingual multicultural education in China and to explore the teaching of language, particularly English and Chinese, across all school levels. The program is designed for graduate students, teachers, and curricular specialists in TESOL, bilingual education, foreign language education, English education, and international education. Teaching and learning activities include classes and seminars taught by NYU faculty members and lectures by faculty members from local higher institutions such as Shanghai Teachers University.

The Arts and Humanities Education Summer Study Abroad Program is also open to students in international education. See description, page 72.

**Philosophy of Education**

*Director*
Gabriel Moran

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*Degree*
M.A., Ph.D.

*Faculty*
Arcilla, Jamieson, Light, Moran

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

The Master of Arts program in philosophy of education offers students an overview of philosophical issues as they pertain to education and the human service fields represented in the Steinhardt School of Education. Course work examines theories of society, morality, and knowledge as they relate to education and allied fields. Classes focus on topics such as the role of values in education, philosophies of science and applied science, 20th-century philosophic movements, and ideas of nature.

In addition to the M.A. and Ph.D. programs in philosophy of education, a master's degree program in environmental conservation education that emphasizes the social, philosophical, and historical background of environmental issues is also offered. Interested students should consult the description for that program on page 74.

**CAREER OPPORTUNITIES**

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

**DEGREE REQUIREMENTS**

**Master of Arts**

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

**Doctor of Philosophy**

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

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

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

**ADMISSION REQUIREMENTS**

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

See general admission section, page 202.

**Sociology of Education**

*Director*
Floyd M. Hammack

212-998-5542

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

*Faculty*
Arum, Hammack, Noguera, Stevens, Stulberg, Suárez-Orozco

*Adjunct Faculty*
Bajaj

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

**CAREER OPPORTUNITIES**

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

**DEGREE REQUIREMENTS**

**Master of Arts**

Beginning with students entering in fall 2005, students enrolling in the 40-point M.A. Program in Sociology of Education may focus their studies in one of two new areas of concentration:

Social and Cultural Studies of Education—a flexible approach to education scholarship that facilitates the study of schools from a range of humanistic and social-scientific perspectives.

Education Policy—equips students interested in policy research with sophisticated skills in quantitative methodology.

Students have considerable flexibility in designing and carrying out their own
research: all students complete a year-long, fully supervised research thesis that provides an invaluable experience of working closely with a faculty mentor and of developing research skills essential to both professional practice and advanced scholarship.

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


Doctor of Philosophy

The Ph.D. program, which requires 65 points beyond the master’s degree, trains students to analyze educational problems and issues using the knowledge, concepts, and research methods of social science. Students are expected to become thoroughly familiar with the main sociological perspectives and theories and are required to develop substantial awareness of the problems investigated by sociologists and the major empirical findings in these problem areas. To meet these goals, the 65-point program requires the following. Foundations (6 points): educational psychology, philosophy of education, or history of education. Sociological Theory (8 points). Statistics (8 points). Research Methods (8 points). Specialization in Sociology of Education (17 points):

Creative Writing: Fiction and Poetry E87.2203 Staff. 30 hours: 3 points. May be repeated for a total of 6 points. Summer. Students are encouraged to examine creative processes through their own writing and the writing of others. The course investigates strategies and methods employed in the teaching of imaginative writing. Appropriate for students in all arts areas who are working on special projects, including scenarios and scripts.

The Film Experience E87.2391 Boyum. 45 hours: 3 points. Fall. A graduate introductory course aimed at exploring the dynamics of film art and acquainting the student with a sampling of the wide range of possible approaches currently being applied to analyze and evaluate the film experience. Stressing the role of the viewer in shaping the cinematic text, the course considers the interpretative problems posed to the viewer by the distinctive nature of the medium and its complex sign-systems, by various types and genres of films, by norms particular to various cultures, and by the techniques and underlying assumptions of selected film theories.

Approaches to International Film E87.2392 Arcilla, Boyum. 45 hours: 3 points. Spring. Concentrating on sociological and psychological approaches to film, this course looks at some of the significant ways in which the relationships between film and
society many be examined e.g., through genre and its attendant mythic patterns; in terms of film movements and their historical contexts; by applying the vantage point of feminism illustrating these approaches with the screening and discussion of selected film classics.

**Point of View in Fiction and the Arts**
**E87.2401 Staff. 30 hours: 3 points. Spring.**
A comparative analysis of narrative point of view in fiction and film, and visual perspective in painting. Fictional texts cover 19th-century omniscient narration through 20th-century interior monologue; the visual component begins with French realism and moves through postimpressionism. Develops an awareness of the relationships between the writer/painter, the story/painting, and the reader/viewer.

**Literature and the Arts: Contemporary America**
**E87.2410 Boyum. 45 hours: 3 points. Spring.**
An inquiry into the distinguishing characteristics of literature and the arts in contemporary America with particular emphasis on technology and its role in the creation of new aesthetic strategies and new aesthetic forms.

**Writing Criticism**
**E87.2503 Boyum. 30 hours: 3 points. Spring.**
An intensive workshop course that invites students to analyze and evaluate various art forms from a variety of critical perspectives (e.g., academic, journalistic). The aim is to have each member of the class produce a potentially publishable critical article in a field of his or her own choosing—literature, film, theatre, the visual arts, music, television, or dance.

**Fiction into Film**
**E87.2523 Boyum. 45 hours: 3 points. Spring.**
Placing particular emphasis on the similarities and distinctions in the transaction between reader and text on the one hand and viewer and film on the other, this graduate-level humanities course invites the student to engage in a series of comparative analyses of selected literary works and their film adaptations. Topics covered include modes of storytelling (showing versus telling; narration versus dramatization); space and time in fiction, film, and theatre; literary and cinematic metaphor; point of view in fiction and film; and style and tone in verbal and visual narrative.

**Biography and the Arts**
**E87.2533 Haum. 30 hours: 3 points. Summer.**
An exploration of the ways in which various artists have documented their personal life experiences and creative processes in the literary, visual and performing arts. Students are guided to create an autobiographical work of their own choice. Various theoretical readings are also included.

**Teaching Literature and the Arts from a Political Perspective**
**E87.2561 Light. 30 hours: 3 points. Fall.**
An examination of the effect on literature and the arts (film, drama, painting, music) of the political awareness of both creator and responder. Some topics considered are literature, the arts, and ideology; literature, arts, and the state; mass art/ mass audience; the arts and propaganda. Special emphasis is given to the application of this viewpoint to teaching strategies and the development of curricula.

**Departmental Doctoral Seminars**
**Department Seminar**
**E51.3001 Staff. 3 points. Fall.**
Required of all entering doctoral students in the fall they begin their studies, or, if they begin in January, the following fall. This seminar introduces students to some of the central questions in history, the social sciences, the humanities, and the arts.

**Doctoral Seminar I**
**E51.3002 Staff. 3 points. May be repeated for a total of 12 points. Arranged with program director. Fall, spring.**
Required of all students prior to candidacy. This seminar allows students to read the seminal literature in their field of study and to engage with other students in extended discussion of the importance of critical reading of any and all texts.

**Doctoral Seminar II**
**E51.3003 Staff. 3 points. May be repeated for a total of 12 points. Fall, spring.**
Required of all students after candidacy, before the dissertation proposal is approved. This seminar helps to guide students as they develop a dissertation proposal.

**Doctoral Seminar III**
**E51.3004 Staff. 1 point. May be repeated by advisement in lieu of doctoral advisement fee. Does not count toward the degree. Fall, spring.**
Required every semester of all students as they develop a dissertation proposal. Some topics considered are research progress every semester and to discuss progress and problems encountered in the writing of the dissertation. Students are expected to report on their research progress every semester and to offer constructive criticism to the other students in the group.

**COMMISSION ON GENDER, RACE, AND SOCIAL JUSTICE SERIES/E66**

**Diversity and Professional Life**
**E66.1011 60 hours: 4 points. Fall, spring.**
An interdisciplinary approach to diversity issues, including gender, race, class, and sexual orientation, as they impact on the intersection of personal, professional, and political lives. Includes analyses drawn from psychology, anthropology, history, sociology, and other fields as they bear on historical movements for social justice and current political issues of power, resistance, and identity.

**EDUCATION AND JEWISH STUDIES/E54**

**Seminar in Education and Jewish Studies I**
**E54.2010 3 points. Fall.**
Emphasizes ways in which the intellectual orientations of education and Jewish studies can be fruitfully integrated. The seminar acquaints students with the present state of research in both education and Jewish studies, emphasizing the parallels and differences between these multifaceted research areas. In addition, the seminar addresses the research needs and opportunities found in the rapidly expanding field of Jewish education in North America. Throughout this experience, students are encouraged to identify their own research problems in Jewish education.

**Seminar in Education and Jewish Studies II**
**E54.2011 3 points. Spring.**
A continuation of E54.2011, which is a prerequisite for registration for this seminar.

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

**Seminar in Education and Jewish Studies IV**
**E54.2013 3 points. Spring.**
A continuation of E54.2012, which is prerequisite to registration for this seminar.
Environmental Conservation Education/E52

Environmental Ethics
E52.1500 45 hours: 3 points. Fall or 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.

Foundations of Environmental Thought
E52.2019 30 hours: 3 points. Fall.
Major conceptions of nature as an ecological system that have arisen in science, history, and philosophy. Attention focuses on interpretations of relationships of human to nonhuman nature as a basis for examining methods and objectives of knowing, learning, and valuing appropriate to education and social practice.

Contemporary Debates in Environmental Ethics
E52.2020 30 hours: 3 points. Spring.
Critical examination of the ethical dimensions of major environmental controversies: the safety and economics of nonrenewable energy systems; the wisdom of alternative energy systems; resource scarcity; population and world hunger; pollution; conflicting political and economic world forces. An assessment of arguments and evidence relevant to the changing environmental debate. Topical focus changes yearly.

Environmental Politics
E52.2021 30 hours: 3 points. Spring.
Identification of the structure and recent activities of public and private organizations, groups, and businesses that express concern for, or engage in, public educational activities related to the environment. What are the agencies and organizations? What are they doing? What are their commitments? What are the intellectual grounds of their activities? Topical focus changes yearly.

Final Seminar in Environmental Conservation Education
E52.2025 30 hours: 3 points. Fall, spring.
Review and integration of leading conceptions encountered in the program through critical analysis of major conceptual writings on environmental issues. Formulation and completion of a thesis.

Internship in Environmental Conservation Education
E52.2030 45 hours per period: 1-12 points. Fall, spring; hours to be arranged.
Students spend one semester in a business, organization, school, or center that is involved in environmental education. Each placement and identification of responsibilities is negotiated in light of student interests and the activities of the cooperating institution. Students attend a bimonthly internship seminar to facilitate their internship work experience.

HISTORY OF EDUCATION/E55

All 2000-level courses in history of education fulfill the doctoral foundations requirements for doctoral students in all departments of the Steinhardt School of Education.

A Critical History of Education
E55.1031 Moran. 45 hours: 3 points. Fall.
Part of the core sequence for teacher educators, this course helps teachers acquire the critical skills of reflective practitioners. The course is centered on the nature of teaching, analyzing how thinkers throughout the centuries have understood this activity. Authors studied include Plato, Augustine, Aquinas, Comenius, Rousseau, Pestalozzi, Dewey, and Montessori.

The Historical Quest for Human Nature
E55.1032 Moran. 45 hours: 3 points. Spring.
A study from the 18th to the 20th century of the question, What, if anything, constitutes human nature? A wide range of data from the late 19th century to the present has surfaced. The course highlights the subjects of race and gender in the debate.

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

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

Education and the City: History of the Helping Professions
E55.2071 Staff. 30 hours: 3 points.
Examines the development of teaching, nursing, social work, and occupational therapy in the urban United States. The purpose of the course is to locate these professions in historical context and to understand why practitioners embraced certain practices while rejecting others.

The Rise and Fall of Progressive Education (John Dewey and His Contemporaries)
E55.2079 Staff. 30 hours: 3 points.
Examines the life and ideas of John Dewey and some of his contemporaries within the context of the social circumstances of their time. Provides a historical perspective on current dilemmas in American society pertaining to economic and political inequality, education policy, and culture.

History of American Education and Society: Education and the Culture Wars
E55.2173 Zimmerman. 30 hours: 3 points.
Examines popular struggles over the American public school curriculum in the 20th century, with a special accent on issues of religion and race. Topics include evolution and creationism, Bible reading, school prayer, sex education, and multiculturalism.

History of American Education and Society: Race and Ethnicity
E55.2174 Zimmerman. 30 hours: 3 points.
Explores how American schools have addressed issues of race, ethnicity, and culture. Topics include racial integration, bilingualism, multiculturalism, and Afrocentrism.

What Are Schools For? Historical Perspectives
E55.2175 Zimmerman. 30 hours: 3 points.
Examines the central debates and dilemmas surrounding public schooling over the past three centuries of American history. Topics include moral education, vocationalism, ethnicity and assimilation, racial integration, and women's schooling.
What’s Worth Knowing? Historical Perspectives
E55.2176 Staff. 30 hours: 3 points.
Studies of the theories of Adler, Hirsch, Dewey, Rogers, and others. The aim of the course is to help students clarify and test their own ideas about what’s worth knowing through critical encounters with the ideas of some of the leading educational theorists in the history of education.

What Are Teachers For? Historical Perspectives
E55.2177 Staff. 30 hours: 3 points.
Past and present theories about the role of the teacher in the educative process. Study of the theories of Socrates, Plato, Augustine, Rousseau, Dewey, Locke, Rogers, and others. How these theories arose and their place in the historical milieu. The aim of the course is to help students clarify and test their own assumptions and theories about what teachers are for through critical encounters with the ideas of some of the leading educational theorists in the history of education.

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

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

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

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

Doctoral Seminar: History of Education I
E55.3006 Staff. 30 hours: 3 points.
Provides an in-depth examination of the most important texts in American historical scholarship on education. The course is designed mainly for doctoral students in the Program in the History of Education. With the instructor’s permission, however, students from other programs may also enroll.

Doctoral Seminar: History of Education II
E55.3007 Staff. 30 hours: 3 points.
A continuation of E55.3006, students examine a set of historical texts in a subfield of the history of education. The initial focus is on race, ethnicity, and religion in American education. The course is designed mainly for doctoral students in the Program in the History of Education. With the instructor’s permission, however, students from other programs may also enroll.

INTERNATIONAL EDUCATION/E53

Core Courses
Cross-Cultural Studies of Socialization
E53.2025 30 hours: 3 points. Spring.
Interdisciplinary examination of literature in the social sciences and history that locates in culture those factors that shape and influence human behavior and social development. Emphasis is on cross-cultural comparison of socialization as a specific area of culture. Case studies are drawn from child rearing, informal and formal education, rituals, rites of passage, and culture and personality theory.

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

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

Specialization Courses
Comparative Education I and II
A comparative study of education in developed and emerging nations. Involves the application of a wider range of comparative methodologies to educational systems in different societies. Emphasis is on the comparative analysis of educational environments and cultures.

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

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

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

Teaching Toward International Understanding: The Global Curriculum
E53.2811 30 hours: 3 points. Spring.
Examination of models of global studies programs offered in the United States and abroad. Focus is on the basic cultural assumptions of the different approaches to global education. Explores the possibilities of developing a model program of global education that focuses on integrated world history and combines global interdependence with cultural particularism for the schools.
Cross-Cultural Education for the Global Economy
E53.2812 Staff. 30 hours: 3 points. Examination of models of cross-cultural education programs offered in the United States and abroad. Focus is on the basic cultural assumptions of different approaches to cross-cultural training in a global economy. Explores the possibilities of developing a model program for multinational corporations, foundations, and governmental organizations that design, develop, and implement cross-cultural training programs for persons in international settings.

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

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

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

Independent Study and Field Study
E53.2300 45 hours per point: 1-6 points. Fall, spring; hours to be arranged. For description, see page 207.

Field Study and Seminar in International Education
E53.2802 Staff. 20 hours per point: 1-4 points. Fall, spring; hours to be arranged. Designed for graduate students who wish to serve as interns in international and intercultural settings. Permission to register is based on evaluation of each student's proposal outlining the nature of the study. Requirements include the maintenance of a log describing activities and a research project based on the work experience. Open by special permission to other Steinhardt School of Education students.

Doctoral Seminar
Content Seminar in International Education I and II
E53.3097,3098 Staff. 30 hours: 3 points.
A culminating and integrating experience designed to provide doctoral students writing their dissertations the opportunity to discuss and probe the broader aspects of international development education, global and cross-cultural education, and public diplomacy.

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

PHILOSOPHY OF EDUCATION/E50

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

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

Ethical Issues in Professional Life
E50.1050 Staff. 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.

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

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

Philosophy of Education: Social Foundations
E50.2101 Staff. 30 hours: 3 points.
Comparison of social theories dealing with social, economic, and political contexts of education; theories of culture and social change; educational implications of liberal, authoritarian, democratic, and revolutionary theories.

Values, Morals, and Schooling: What Ought I to Do?
E50.2103 Staff. 30 hours: 3 points.
What has been the school's part in the moral life of the nation? This course studies 20th-century attempts to address moral issues as they arise in the environment of the school and in the curriculum of the classroom. The course also examines the current emphasis on the development of character and the exercise of responsibility as an answer to the question "What ought I to do?"

Professional Ethics
E50.2015 Staff. 30 hours: 3 points.
A study of ethical issues faced by contemporary professionals. The shifting meaning of professional and likely consequences for the future. Individual and group projects on the ethical dilemmas in the students’ chosen profession.

Foundations of Environmental Thought
E50.2019 Staff. 30 hours: 3 points. Fall. For description, see page 79.

Philosophies of Progressivism
E50.2055 Staff. 30 hours: 3 points.
Intensive study of the philosophical and educational ideas of the progressive movement in education. John Dewey’s philosophy and its influence on other educators. Emphasis on the relevance of these ideas to contemporary educational discussions.
Feminist Ideas of Teaching and Research
E50.2060 Staff. 45 hours: 3 points.
Prerequisite: E50.2000 or permission of instructor.
Examines ethical, political, and epistemological dimensions of feminist pedagogy and research. Includes attention to women's studies as a discipline; the relationship between feminist and multicultural studies; and the political implications of research.

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

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

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

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

Independent Study
E50.2500 45 hours per point: 1-6 points.
Fall, spring, summer; hours to be arranged.
For description, see page 207.

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

SOCIOLOGY OF EDUCATION/E20
An Introduction to the Sociology of Education
E20.1002 Staff. 45 hours: 3 points. Fall, spring.
Satisfies the state certification requirement in lieu of E20.0002.
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.

Education as a Social Institution
E20.1015 Hammaack. 45 hours: 3 points. Fall, spring.
Part of the core sequence for teacher educators. 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 Staff. 54 hours: 3 points. Spring.
Processes of urban growth and change as well as the economic, political, social, and psychological consequences of urban growth and change processes, especially as regards education.

The Sociology of Work and Occupations
E20.1026 Staff. 45 hours: 3 points. Fall.
Presents an understanding of the sociological approaches to work and occupations in modern society. Theories of the nature of society (modern, postmodern, or postindustrial) are considered; relation to class systems, family, and education are considered along with work settings.

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

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

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

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

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

The Learning of Culture
E20.2325 Staff. 30 hours: 3 points. Fall, spring.
Examination of the process of socialization and its interrelationship with culture in a cross-cultural perspective. Basic issues in the study of the relationship of culture and the individual are considered.
Social Inequality and Education
E20.2371 Hammersch 30 hours: 3 points. Summer.
Consideration of the role of educational institutions in fostering, preventing, and maintaining equalities and inequalities in American society.

Foundations of Education:
E20.2400* Stulberg. 30 hours: 3 points. Fall, spring.
For doctoral students only. Meets in part the doctoral foundations requirement. Closed to special students.

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

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

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

Qualitative Field Research: Design and Analysis I
E10.2140 Ely, Larson. 45 hours: 3 points. Fall, spring. Open to fully matriculated doctoral students only. Should be taken before the first semester of dissertation proposal seminar.

Inferential and descriptive statistical analyses. Prerequisite: E10.2132; one year of statistics recommended.

Qualitative Field Research: Design and Analysis II
E10.2141 Ely, Larson. 45 hours: 3 points. Spring, fall.
Open to fully matriculated doctoral students only. May be taken concurrently with, but should not be taken after, the first semester of dissertation proposal seminar.

For description, see page 207.

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES IN THE PROFESSIONS
State University of New York 2005-2007

INTERDEPARTMENTAL RESEARCH STUDIES/E10

Qualitative Research Design
Historical Research
E10.2135 Zimmerman. 30 hours: 3 points.
Fall.

Identification and analysis of historical problems. Exploration of concepts, language, and techniques of historical research. In order to comprehend fully the development of a historical interpretation, each student should enter this course with a clear research problem and in command of the literature related to it.

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

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

Principles of Empirical Research
E10.2132 Staff. 30 hours: 3 points. Fall, summer.
Principles of social and behavioral research. Emphasis on types of problems, research procedures, instrumentation, and data analysis utilized in correlational, experimental, and survey research. Introduction to use of SPSS for Windows, a statistical computer software package for the social sciences, for treatment of data and development of research reports.

Survey and Correlation Research
E10.2139 Staff. 45 hours: 3 points. Spring.
Prerequisite: E10.2132; one year of statistics recommended.

The major topics of survey research are covered, including questionnaire construction and sampling. Techniques of data collection, reduction, and analysis commonly associated with ex post facto and correlational research. Use of computer to analyze data through data-analysis programs. Overall, the course is designed to give students the opportunity to engage in actual survey research activities.

Social Inequality and Education
E20.2371 Hammersch 30 hours: 3 points. Summer.
Consideration of the role of educational institutions in fostering, preventing, and maintaining equalities and inequalities in American society.

Foundations of Education:
E20.2400* Stulberg. 30 hours: 3 points. Fall, spring.
For doctoral students only. Meets in part the doctoral foundations requirement. Closed to special students.

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

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

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

Qualitative Field Research: Design and Analysis I
E10.2140 Ely, Larson. 45 hours: 3 points. Fall, spring.

Open to fully matriculated doctoral students only. Should be taken before the first semester of dissertation proposal seminar.

Understanding and skills required of field researchers. Participant observation, interviewing, entering the field, establishing trust and rapport, collecting data, beginning content analysis. Purposes and assumptions underlying a variety of qualitative paradigms are examined. First half of a fieldwork project is completed during the semester.

Qualitative Field Research: Design and Analysis II
E10.2141 Ely, Larson. 45 hours: 3 points. Spring, fall.

Open to fully matriculated doctoral students only. May be taken concurrently with, but should not be taken after, the first semester of dissertation proposal seminar.

Conceptual and methodological activities build on and extend those begun during the previous semester in E10.2140.

For description, see page 207.

INTERDEPARTMENTAL RESEARCH STUDIES/E10

Qualitative Research Design
Historical Research
E10.2135 Zimmerman. 30 hours: 3 points.
Fall.

Identification and analysis of historical problems. Exploration of concepts, language, and techniques of historical research. In order to comprehend fully the development of a historical interpretation, each student should enter this course with a clear research problem and in command of the literature related to it.

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

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

Principles of Empirical Research
E10.2132 Staff. 30 hours: 3 points. Fall, summer.
Principles of social and behavioral research. Emphasis on types of problems, research procedures, instrumentation, and data analysis utilized in correlational, experimental, and survey research. Introduction to use of SPSS for Windows, a statistical computer software package for the social sciences, for treatment of data and development of research reports.

Experimental and Quasi-Experimental Design and Analysis Research
E10.2134 Staff. 45 hours: 3 points. May be offered alternate years.
Prerequisite: E10.2132; one year of statistics recommended.

Emphasis on experimental and quasi-experimental designs. Application of basic and more complex designs such as factorial square and repeated measures. In addition, measurement, reliability, and power analysis are covered.

Survey and Correlation Research
E10.2139 Staff. 45 hours: 3 points. Spring.
Prerequisite: E10.2132; one year of statistics recommended.

The major topics of survey research are covered, including questionnaire construction and sampling. Techniques of data collection, reduction, and analysis commonly associated with ex post facto and correlational research. Use of computer to analyze data through data-analysis programs. Overall, the course is designed to give students the opportunity to engage in actual survey research activities.

For description, see page 207.

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES IN THE PROFESSIONS
State University of New York 2005-2007
Measurement of Health-Related Outcomes
E10.2150 Staff. 30 hours: 3 points. May be offered alternate years.
Content on the conceptual frameworks for the measurement of health-related outcomes is provided, based on relevant literature from the health disciplines. The development of indices, including the underlying scientific principles of measurement, is explored. Both technical and statistical approaches are presented. Data sets for measures of health-related outcomes are used, both for demonstration and for independent learning. Students also access the Health and Psychosocial Instruments CD-ROM database (HaPI-CD).

Quantitative Analysis

Basic Statistics I
E10.1085 Staff. 45 hours: 3 points. Fall, spring.
May not be taken concurrently with E10.1086 or E10.1995. Credit is not granted for E10.1995 for students who have taken E10.1085. This introductory two-semester course is designed to prepare undergraduate- and master’s-level students to use statistics for data analysis. The course makes use of SPSS for Windows, a statistical computer software package for the social sciences. The first semester serves as a foundation for the second, covering methods for displaying and describing data. Topics include frequency distributions and their graphical representations, percentiles, measures of central tendency and dispersion, correlation, and simple regression. The second semester builds on the foundation of the first and covers particular statistical models for the analysis of qualitative and quantitative 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. The course provides some exposure to SPSS for Windows, a statistical computer software for the social sciences. Appropriate for master’s students in the health professions.

Biostatistics I
E10.2995 Staff. 30 hours: 3 points.
This course is intended for consumers of statistics in the biological, medical, and public health fields. It is the first of a two-course sequence. Measurement, frequency distribution, ranks and percentiles, measures of location and variation, rates and ratios. Analysis with correlation, regression, confidence intervals, tests of significance. Introduction to experimental design. Use of SPSS to perform analyses. Illustrations and examples from the health professions.

Biostatistics II
E10.2996 Staff. 30 hours: 3 points.
This course is intended for consumers of statistics in the biological, medical, and public health fields. It is the second of a two-course sequence. Categorical analysis of odds ratios, logistic regression. Other topics include multinomial logistic models, survival analysis, principle components, and factor analysis. The approach is conceptual, with heavy reliance on computer software packages. Appropriate for doctoral students desiring specialized knowledge beyond the introductory sequence.

Advanced Quantitative Methods I and II
E10.2081,2082 Staff. 45 hours: 3 points each term. Fall, spring.
Prerequisites: E10.2001,2002 or equivalent. E10.2081 is prerequisite to E10.2082. This course is designed to meet the data analytic needs of the doctoral student whose dissertation relies on the analysis of quantitative data. Procedures important to the data analyst are covered including data entry and definition, treating missing data, detecting outliers, and transforming distributions. First-term topics include multiple regression, analysis of covariance, repeated measures analysis of variance, and multivariate analysis of variance and covariance. Second-term topics emphasize categorical data analysis, odds ratios, standardization, loglinear models, logistic regression. Other topics include multistage logical models, survival analysis, principle components, and factor analysis. The approach is conceptual, with heavy reliance on computer software packages. Appropriate for doctoral students desiring specialized knowledge beyond the introductory sequence.

Independent Study
E10.2300 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 207.

Dissertation Proposal Seminar
E10.3001,3002 ‡ 30 hours: 3 points each term. Fall, spring. Need not be taken sequentially.
Prerequisite: a course in general or specialized research methods. Open only to doctoral students.

SCHOOLWIDE RESEARCH STUDIES/E08

Research and Evaluation Methods in Behavioral Sciences
E08.2006 Staff. 45 hours: 3 points. Spring. Analyzing and evaluating research studies in the behavioral sciences. Emphasis on the science of research, developing hypotheses, sampling, defining and measuring variables, types of experimental and nonexperimental designs, qualitative designs, evaluation designs, and ethics in research.
The Department of Music and Performing Arts Professions offers the finest professional training within a preeminent and internationally acclaimed university. The graduate programs are united by a spirit of openness and innovation that encourages students to pursue their specializations in the arts in the context of the larger world of ideas. With an outstanding faculty of performers and educators supported by superb research and studio facilities, we offer an unparalleled environment for artistic challenge and growth.

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

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

The school’s location in New York City is a great advantage. Immersed in the excitement and opportunities of the world’s musical and artistic capital, students enjoy the extraordinary cultural institutions and events that no other city provides. Our location enables us to draw on the greatest artists in the world and allows our students to build networks and take advantage of abundant professional opportunities. Frequently reviewed by the New York media, over 200 performances—from solo recitals to ensemble concerts and full opera and music theatre productions—are presented by our department each year. Master classes are presented several times each week throughout the academic year.

Graduate offerings include programs leading to the Master of Arts degree, the sixth-year Certificate of Advanced Study, and the Ph.D. and Ed.D. degrees. In addition, the Master of Music degree is offered in music technology. The graduate program in music therapy is accredited by the American Association of Music Therapy (AAMT).
**Faculty**


**Meg Bussert**, Master Teacher. B.A. 1998, SUNY (Purchase); M.A.T. 1999, Manhattanville. Actor/soprano nominated for a Tony Award for outstanding performance in her role as Fiona in the Broadway revival of Brigadoon. Received a Theatre World Award for her performance as Marian opposite Dick Van Dyke in The Music Man. Cable Ace Award nominee for best actress for HBO’s Camelot opposite Richard Harris. Other Broadway credits include Irene, Lorelei, Something’s Afoot, Gypsy, Stolen Yankee, The Firefly, and New Moon. Premiered as Lucy in Lucy’s Lapis for the Portland Opera. Recordings include Phantom on RCA/BMG, Sosse for Orchestra on ESS.A.Y., Last in Boston on Varese Sarabande. She is a member of Actors’ Equity, AFTRA, and Screen Actors Guild.

**David J. Elliott**, Professor. B.M. 1971, B.Ed. 1972, M.M. 1973, Toronto; Ph.D. 1983, Case Western Reserve. Joined NYU in 2002 after 25 years as a professor of music education at the University of Toronto. Also served as visiting professor of music education at Northwestern University, the University of North Texas, Indiana University, the University of Cape Town (South Africa), and the University of Limerick (Ireland). Author of Music Matters: A New Philosophy of Music Education (Oxford, 1995) and Praxial Music Education (Oxford, 2005). Published numerous journal articles and book chapters and, as an award-winning composer/arranger, also published many choral and instrumental works with Boosey and Hawkes (New York).

**Rima Faber**, Visiting Assistant Professor. B.A. 1965, Bennington College; M.A. 1994, Ph.D. 1997, American. Choreographer, dancer, director of performing companies, and founding director of Primary Movers Dance School and Company. Dance studies with Sokolow, Graham, and Cunningham. Founding president and executive director of the National Dance Education Organization. Research interests include the development of national standards for dance for children. Visionary Award from NDEO. Induction to the American University Department of Performing Arts Hall of Fame.


**Catherine Fitterman**, Clinical Assistant Professor. B.M. 1973, East Carolina; M.A. 1980, Cincinnati. Classically trained pianist and arts administrator with expertise in music entrepreneurship. Concert promoter, producer, and presenter; artist manager; orchestra administrator; and major gifts fund raiser. Founding director, Entrepreneurship Center for Music, University of Colorado, Boulder. Recent publications include video entitled The Ride of Your Life: Musicians as Entrepreneurs.


**Barbara Hesser**, Associate Professor. B.M. 1970, DePauw; B.S. 1973, M.S. 1974, Combs College of Music; C.M.T. Has served as president, vice president, journal editor, and vice chairperson of the Education and Training Committee of the American Association for Music Therapy.
Winner of Naumburg Scholarship, awarded Pro Music’s Soloist sponsorship. Performs as soloist with orchestras and chamber music ensembles. Specialization in new music performance.

Robert J. Landy, Professor, B.A. 1966, Lafayette College; M.S. 1970, Hofstra; Ph.D. 1975, California (Santa Barbara).
Development of theory and clinical approaches to drama therapy. Editor-in-chief emeritus of the journal The Arts in Psychotherapy. Author of Personas and Performance: The Meaning of Role in Drama, Therapy, and Everyday Life. Recipient, Distinguished Teaching Award, NYU.


Catherine Moore, Clinical Assistant Professor, B.A. 1976, Bishop’s (Canada); Ph.D. 1991, Liverpool (United Kingdom).
Marketing consultant and musicologist. Research interests include the interaction of culture and industry, international cultural trade policy, strategic music marketing, and 18th-century Italian music. Music critic and author of The Composer Michelangelo Rossini.

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

Robert Rowe, Associate Professor, B.M. 1976, Wisconsin; M.A. 1978, Iowa; Ph.D. 1991, Massachusetts Institute of Technology.


Artistic/education director of Learning Stages, a nonprofit youth theatre company in New Jersey. Curriculum developer for Dance Theatre Workshop’s school time performance series. Prior teaching experience at Long Island University and Barnard College; former education and humanities manager for Brooklyn Academy of Music. Research interests: evaluation and assessment in performance courses and student teaching settings, new models in collaboration between cultural institutions and schools, and devising original works with young people.

Jazz saxophonist. Ensemble director and master class series coordinator. Coordinates graduate jazz recitals and oversees jazz internships. Partner with Kenny Werner at Vlad Music; record producer with Provident Music Group; college music consultant with Verve Music Group; former vice president and producer at Laurel Tree Records. Currently performs at Combo Nuvo in New York City.

Performer and director with expertise in 20th-century acting styles, directorial approaches, physical theatre techniques, and original works. Research in experimental theatre and feminist theory with focus on drama-in-education curricula.

Research interests include applied theatre, drama and arts education, qualitative inquiry, and reflective praxis. Books include Applied Theatre: Creating Transformative Encounters in the Community, Researching Drama and Arts Education: Paradigms and Possibilities, The Drama Classroom: Action, Reflection, Transformation, and Rodowit and Patriots: Reflective Practice in Drama and Social Studies. Award winner and frequent presenter at worldwide conventions. Former director, Centre for Applied Theatre Research, Griffith University, Australia.


William Wesbrooks, Clinical Assistant Professor. B.A. 1972, Eastern New Mexico.
Director and playwright with off-Broadway credits such as Towah Feldshuh’s acclaimed Tallulah, Hallelujah! and Thomas Michael Allen’s new production of The Water Coders. Regional and touring credits include My Fair Lady with Gary Beach; My One and Only with Hinton Battle and Jodi Benson; A Wonderful Life, Private Lives, Gypsy, and The Pirates of Penzance. Writing credits include Bandleader Land (CAPS Fellowship, Ludwig Vogelstein Grant) and the libretto for Barhary Kap (1994 development grant from the National Endowment for the Arts). Wrote History Lives Company in collaboration with Maury Yeston and directed the world premiere in Chicago. A member of the Dramatists Guild, the Society of Stage Directors and Choreographers, and Actors Equity Association.

Former executive director of the New Jersey State Council on the Arts; Fellow, National Endowment for the Arts; permanent guest lecturer at the Utrecht (Netherlands) School of the Arts Centre for the Arts and Media Management; served as president of the Princeton Ballet and the Association of Arts Administration Educators; member of the federal, New Jersey, District of Columbia, and United States Supreme Court Bars.
## Distinguished Performers and Composers-in-Residence
- George Perle (1993-1994)
- Leo Kraft (1997-1998)
- George Crumb (1997-1998)
- Steven Schick (1997-1998)
- “Prizm” Brass Quintet (2003-2005)
- Tania León (2004)
- Quintet of the Americas (2004-2005)

## Full-Time and Adjunct Faculty
### Dance Education
- Miriam Berger, B.A., D.A.
- Renata Celichowska, B.A., M.A.
- Patricia Cohen, M.A.
- Frederick Curry, M.A.
- Marcea Daiter, B.A., M.F.A.
- Deborah Darnst, B.F.A., M.A.
- Diane Duggan, B.A., M.S., M.A., Ph.D.
- Douglas Dunn, B.A.
- Andrea Markus, M.A.
- Lynn Martin, B.A.
- Claire Porter, M.F.A.
- Lars Rosager, B.A.
- Carolyn Webb, B.A., M.F.A.

### Educational Theatre
- Peter Avery, B.A., M.F.A.
- Laurie Brooks, B.A., M.A.
- Marla Carlson, B.A., Ph.D.
- Jason Brantman, B.S.C.
- Kathleen Gallagher, B.A., Ph.D.
- Ralph Lee, B.A.
- Zeke Leonard, B.F.A.
- Billy Mitchell, B.A., M.A.
- David Montgomery, B.A., M.A.
- Evan Mueller, B.A., M.F.A.
- Paul Nadler, B.A., M.A., Ph.D.
- Cecily O’Neil, B.A., M.A., Ph.D.
- Catherine Russell, B.A., M.A.
- Joe Salvatore, B.A., M.F.A.
- Nancy Smithner, B.A., Ph.D.
- Carmine Tabone, B.A., M.A.
- Philip Taylor, B.Ed., M.A., Ph.D.
- Brad Vincent, B.Sc., M.A.

### Music Composition
- Joseph Church, B.A., M.M., D.A.
- Marc Antonio Consoli, B.M., M.M., D.M.A.
- Justin Delio Joio, B.M., M.M., D.M.A.
- Dinu D. Ghezzo, Dipl., Ph.D.
- Young Mi Ha, B.M., M.A., M.M., Ph.D.
- Sonny Kompanek, B.M., M.M.
- Ronald Mazurek, B.A., M.M., Ph.D.
- Ira Newborn, B.M.
- Steven Rosenhaus, B.A., M.A., Ph.D.
- Robert Rowe, B.A., M.A., Ph.D.
- Ronald Sadoff, B.M., M.M., Ph.D.
- Mark Snow, B.A.

### Jazz Piano
- Bob Albanese
- Mike Cochrane, B.A., M.A.
- Donald Friedman
- Gil Goldstein, B.A., M.M.
- Jim McNeely, B.M.
- Kenny Werner

### Jazz Voice
- Janet Lawson
- Anne Phillips

### Guitar
- Bruce Arnold, B.M.
- Pat Cerasiello
- Mordy Ferber
- Randy Johnston
- John Scofield

### Music Business
- Dawn Borri, B.A., J.D.
- Catherine Fitterman, B.A., M.A.
- Gwen Franklin, M.B.A.
- Jason Korenkieziewicz, B.A., M.A.
- Catherine Moore, B.A., Ph.D.
- David Purcell, B.M., J.D.
- Charles Sanders, B.A., J.D., LL.M.
- George Stein, B.A., J.D.
- Shirley A. Washington, J.D., M.B.A.

### Ensembles
- Memo Acevedo, Batucada Band
- Paul Cohen, B.M., M.M., D.M.A., NYU Concert Wind Ensemble
- Dinu Ghezzo, Dipl., Ph.D., NYU Composer’s Orchestra
- Guest faculty, NYU Symphony Orchestra (2004, Tania León, 2005, Gunther Schuller)
Jonathan Haas, M.A., Steel Drum Band
Roger Mahadeen, B.A., M.M., NYU Community Orchestra
Francisco Nunez, B.S., Grand Artist Diploma, NYU University Singers and NYU Women's Choir
David Schroeder, B.Ed., M.M., D.A., NYU Jazz Studio Orchestra
Ira Shankman, B.S., M.M., NYU Jazz Choir
Rich Shemaria, B.M., NYU Jazz Orchestra
Various faculty, Chamber Wind, String, and Mixed Ensembles
Various faculty, Jazz Ensemble

Music History
Allan Kozinn
James Oestreich, B.A.
Walter Reinhold, Mus.B., M.S., M.S.M.
Kent Underwood, B.A., M.A., Ph.D.

Music Theatre
Bill Bowers, B.A., M.F.A., Ph.D.
Meg Bussert, B.A., M.A.T.
Andrea Markus, B.A.
Evon Mueller, B.A., M.F.A.
Cynthia Reynolds, B.S.
John Simpkins, B.M., M.A.
Christopher Wells, B.A.
William Wesbrooks, B.A.

Music Theory
Justin Dello Joio, B.M., M.M., D.M.A.
Lawrence Ferrara, B.A., M.M., Ph.D.
Panos Mavrometis, B.A., M.A., Ph.D.
Matthew McDonald, Ph.D.
Robert Rowe, B.M., M.A., Ph.D.
Deborah Winfield, B.A., M.A.

Music Education
David J. Elliott, B.M., B.Ed., M.M., Ph.D.
John V. Gilbert, B.A., B.M., M.A., Ed.D.
Susan Glass, B.A., M.A., Ed.D.
Amy Goldin, B.S., M.S.
John Daly Goodwin, B.A., M.A., D.M.A.
Dianna Heldman, B.M., M.M., Artists Diploma
Jamie Jacobs, B.S., M.A.
Jerry Kerlin, B.S., M.A.
Anna Kovacs, B.S., M.A.
Sharon Maricle, B.A., M.A., Ph.D.
Barbara Murray, M.A.
Francisco Nunez, B.S., Grand Artist Diploma
William Rayner, B.A., M.A., Ph.D.

Music Technology
Tom Beyer, B.M., M.M.
Richard Boulanger, B.M., M.A., Ph.D.
Bill Bowen, B.A., M.A.
James Carpinio, B.M.
Joel Chadabe, B.M., M.M.
Rich Cimiricello, B.M., M.M.
Nicholas Didkovsky, B.A., M.A., Ph.D.
Tom Doczi, B.A., M.M.
Gary Filadelfo, B.M.
Mark Frankel, B.A., M.A.
Jake Glanz, B.S., M.E.
Barry Greenhut, B.M., M.M.
Dafna Naph洽al, B.M., M.M.
Matthew Ostrowski, B.A., M.A.
Kenneth J. Peacock, B.A., M.A., Ph.D.
Joseph Raia, B.S., M.S.
Robert Rowe, B.M., M.A., Ph.D.
Ron Sadoff, B.M., M.M., Ph.D.
Morton Subotnick, B.M., M.M.
Terry Walker, B.A., M.M.
Marvin Welkowitz, B.M., M.M.
Leszek Wojcik, Tommester

Flute
Robert Dick, B.A., M.M.
Brad Garner, B.M., M.M., D.M.A.
Suzanne Gilchrist, B.A., M.A.
Sue Ann Kahn, B.A., M.A.
Kathleen Nester, B.A., M.M.
Keith Underwood, B.M., M.A.
Eugenia Zuckerman

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

Trombone
Per Brevig, B.M., M.M., D.M.A.
Robin Eubanks
Anore Hayward
Tom Hutchinson
James Markley
Mark Patterson

Clarinet
Stanley Drucker
David Krakauer, B.A., M.M.
Esther Lamneck, B.M., M.M., D.M.A.

Bass Clarinet
Dennis Smyrlie

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

Saxophone
Paul Cohen, B.M., B.M., D.M.A.
George Garzone
Ralph Lorama, B.M.E.
Lenny Pickett
Chris Potter
Tim Ruedeman, B.M., M.A.
David Schroeder, B.Ed., M.M., D.A.

French Horn
Joe Anderer
Peter Gordan, B.M.
Barbara Oldham, B.M., M.M.

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

Trumpet
Ralph Alessi, B.M., M.M.
Laurie Frink, B.M.
Mark Gould
Tim Hoyt, B.M., M.M., D.M.A.
David Krauss, B.M., M.M.
Brian Lynch, B.M., M.M.

Tuba
Marcus Rojas, B.M.

Percussion
Guillermo Acevedo
Billy Drummond
Jonathan Haas
Billy Hart
Anthony Moreno, B.M.

Harp
Emily Mitchell

Violin
Martin Beaver, Artist Diploma
Nina Beilina, B.A., M.M.
Arturo Delmont, B.M.
Pamela Frank, B.A., M.M.
Burton Kaplan, B.M.
Anton Miller, B.A., M.M.
Stefan Milenkovich
ADMISSION REQUIREMENTS FOR MUSIC PROGRAMS

An interview and, in programs where applicable, an audition and/or composition portfolio review. Doctoral programs require a minimum score of 500 on the verbal section of the GRE. See also under individual programs.

See general admission section, page 202.

SPECIAL DEGREE REQUIREMENTS FOR MUSIC PROGRAMS

All incoming master’s degree students must take the Theory and Ear Training Placement examination prior to their first semester (consult the department for specific dates and locations). All master’s programs in music require a final project (Colloquy). In addition, a music history examination is required of all students before the end of their course of study in order to qualify for graduation. See also under individual programs.

See graduate study section, page 224.

MUSIC AND PERFORMING ARTS

Faculty and students in the Department of Music and Performing Arts Professions engage in a dialectic process that focuses on the interactive and interdisciplinary dimensions of the performing arts. The focus is to develop new paradigms and explore implications of the performing arts as a way of knowing and understanding the world and to confront issues facing us in increasingly complex and interactive cultures.

Faculty and students pursue this process at all levels of engagement, from theory to performance, opening the door to new research and curricular activities.

SPECIAL OPPORTUNITIES IN MUSIC AND DANCE

NYU Music and Dance in Genoa, Italy, is one of the most exciting opportunities for study and performance abroad. The three-week course of study, open to graduate students, offers lectures and master classes by distinguished NYU faculty and visiting Italian professors from major conservatories culminating in several student performances using technology in opera, new music, and dance.

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

For more specific information, consult the NYU Summer Study Abroad Bulletin.
Dance Education

Director
Barbara Bashaw

Education Building, Suite 675
212-998-5400

Degree
M.A., Ed.D., Ph.D.

Faculty
See pages 86-90 for a complete listing.

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

Beginning in 1932 with Martha Hill’s Dance Club, dance education has thrived at NYU because of the many exceptional faculty members, outstanding students, and supportive alumni who have dedicated themselves to the program’s success. Throughout our existence, we have been guided by a belief in movement as central to human development and education. From this perspective, dance and education are viewed as complementary domains of knowledge. Dance represents an intelligent expression of human experience and is an important source of understanding that contributes to our cognitive, emotional, and physical growth in multicultural settings. Education is the means by which we increase knowledge and develop expertise.

We offer master’s (M.A.) programs in Teaching Dance in Higher Education and the Professions and Teaching Dance, All Grades and doctoral (Ph.D., Ed.D.) programs in dance education. In our graduate programs, we pursue discipline-based studies and scholarly research to increase knowledge and expertise in these domains and to transform the way educators understand and teach dance. For this reason, our distinguished faculty members focus on creative, pedagogical, and research-based inquiries. A creative-based inquiry allows the dancer to master her craft with coursework that includes choreography, technique, and improvisation. The pedagogical-based inquiry enables deep understanding of learning and teaching processes with courses in teaching methods, curriculum development, and multicultural practices. The research-based inquiry provides theory and methods courses for creating new knowledge in the field of dance education.

Our program offers many opportunities to engage in community outreach, performance, and research in dance. Close partnerships with national, state, and New York City performing arts institutions provide access to a wealth of information about innovative dance education programs for exploration and research. Our student ensemble group, Kaleidoscope Dancers, focuses on community outreach, performing with and for NYC schoolchildren, and conducting workshops on learning in, through, and about dance. Our annual concerts provide opportunities to learn new repertory from distinguished faculty and develop one’s personal voice in individual choreographic works. In conjunction with the New Music and Dance Ensemble, the Program in Dance Education also sponsors a summer program in Genoa, Italy, with NYU and distinguished European faculty.

CAREER OPPORTUNITIES

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

DEGREE REQUIREMENTS

Master of Arts: Teaching Dance, All Grades

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

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

Foundations in Dance Education (19 points: 12 points required plus 7 elective points by advisement): Includes, but is not limited to, Common Hour E89.1001, Introduction to Laban Movement Analysis E89.1041, Advanced Dance Practicum (Improvisation) E89.1076, Intercultural Dance E89.1541, Methods and Materials in Teaching Dance E89.2265, Composition in Contemporary Dance E89.2291, Research in Dance Education E89.2403, Seminar in Dance Education E89.2509.

Electives (20 points): May include such courses as Dance Technique and Pedagogy E89.1040.75, Aesthetics in Dance E89.1509, Anatomy and Kinesiology E89.1811, Contemporary Dance Origins E89.2012, Dance in Higher Education E89.2278, Dance Workshop E89.2289, Dance Archives and Archival Management E89.2292, Introduction to Principles of Dance Movement Therapy E89.2502, Computer Studies in Human Movement E89.2701.
**Doctoral Programs**
A total of 55 to 60 points beyond the master's degree (depending on the student’s previous academic background) is required for the Ph.D. or Ed.D. degree. This includes 30 points in general degree requirements and approximately 30 points in a specific area of study to be selected in consultation with a doctoral adviser. A candidacy examination, thesis proposal, and dissertation are required of all doctoral students.

**ADMISSION REQUIREMENTS**
Admission to the dance education master’s degree program is offered to applicants who hold a bachelor’s degree or equivalent international credentials and who show promise as a dance educator. Applicants are judged on the basis of criteria that include academic record and performance experience, quality of personal written statement, individual audition and interview. (Note: A videotape may be submitted in lieu of an audition.) Specific requirements for the doctoral programs in dance education include acceptable M.A. thesis or other written work, statement of professional goals, and the interest of at least one faculty member in the applicant’s stated area of interest. See general admission section, page 202.

**Educational Theatre**

**Director**
Philip Taylor

**Pless Annex, Room 23**
212-998-5868

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

**Faculty**
See pages 86-90 for a complete listing.

New York University offers the only academic program in the United States in educational theatre that leads to the M.A., Ed.D., and Ph.D. degrees. The program emphasizes the uses of theatre in education, with course work in drama in the classroom, artist-in-residence strategies, theatre for young audiences, and theatre production and research. It also provides concentrations in theatre history, dramatic literature, theory, and criticism. The program produces plays year-round for young audiences and theatre-in-education projects in an experimental studio space (the Black Box Theatre and the venerable Provincetown Playhouse).

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

**CAREER OPPORTUNITIES**
Graduates are employed in educational settings, in communications, community theatre, regional and New York professional theatre, and children’s theatre and as consultants and specialists. Institutions from the preschool to the university level seek trained specialists to inaugurate and conduct drama programs; specialists are also needed for programs in camps, parks, playgrounds, and guidance centers.

Notable alumni of the program include playwrights and filmmakers (John Patrick Shanley, winner of the 1988 Academy Award for his script for the film *Moonstruck* and the 2005 Pulitzer Prize for his Broadway play *Doubt*); directors (Myrna Casas, director of her own prize-winning company in Puerto Rico); authors (the late Dr. Nellie McCaslin, prolific author of widely employed texts on drama for children); the late Dr. Lowell Swortzell, playwright, children’s theatre authority; and numerous theatre professionals. Educational Theatre with English 7-12 graduates may also be certified to teach English in New York public schools.

**DEGREE REQUIREMENTS**

**Master of Arts: Educational Theatre for Teachers in Colleges and Communities**

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

Students take courses in the foundation areas of theatre history, dramatic criticism, play production and performance, and research, as well as in the applications of these content areas to a variety of community settings. The New York State Learning Standards for Theatre informs the curriculum pathways, such as Applied Theatre, Drama and the Curriculum, and Theatre for Young Audiences. Substitutions, such as study abroad options, can occur by advisement. Additional courses not listed below are offered each semester. Students should discuss their course selection with their adviser.

**Required Courses: Foundations**


**Research**

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

**Content Core**

(12 points): The required discipline courses in production, performance, criticism, and aesthetics. The Content Core is informed by the New York State Learning Standards for the Arts. Students who have not taken the asterisked courses (*) or their equivalent at the undergraduate level must take them before fulfilling the Content Core requirement, even if it means that more than 36 points are required to complete this M.A.

**ADMISSION REQUIREMENTS**

Doctoral Programs
A total of 55 to 60 points beyond the master's degree (depending on the student’s previous academic background) is required for the Ph.D. or Ed.D. degree. This includes 30 points in general degree requirements and approximately 30 points in a specific area of study to be selected in consultation with a doctoral adviser. A candidacy examination, thesis proposal, and dissertation are required of all doctoral students.

**ADMISSION REQUIREMENTS**
Admission to the dance education master’s degree program is offered to applicants who hold a bachelor’s degree or equivalent international credentials and who show promise as a dance educator. Applicants are judged on the basis of criteria that include academic record and performance experience, quality of personal written statement, individual audition and interview. (Note: A videotape may be submitted in lieu of an audition.) Specific requirements for the doctoral programs in dance education include acceptable M.A. thesis or other written work, statement of professional goals, and the interest of at least one faculty member in the applicant’s stated area of interest. See general admission section, page 202.

**Educational Theatre**

**Director**
Philip Taylor

**Pless Annex, Room 23**
212-998-5868

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

**Faculty**
See pages 86-90 for a complete listing.

New York University offers the only academic program in the United States in educational theatre that leads to the M.A., Ed.D., and Ph.D. degrees. The program emphasizes the uses of theatre in education, with course work in drama in the classroom, artist-in-residence strategies, theatre for young audiences, and theatre production and research. It also provides concentrations in theatre history, dramatic literature, theory, and criticism. The program produces plays year-round for young audiences and theatre-in-education projects in an experimental studio space (the Black Box Theatre and the venerable Provincetown Playhouse).

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**CAREER OPPORTUNITIES**
Graduates are employed in educational settings, in communications, community theatre, regional and New York professional theatre, and children’s theatre and as consultants and specialists. Institutions from the preschool to the university level seek trained specialists to inaugurate and conduct drama programs; specialists are also needed for programs in camps, parks, playgrounds, and guidance centers.

Notable alumni of the program include playwrights and filmmakers (John Patrick Shanley, winner of the 1988 Academy Award for his script for the film *Moonstruck* and the 2005 Pulitzer Prize for his Broadway play *Doubt*); directors (Myrna Casas, director of her own prize-winning company in Puerto Rico); authors (the late Dr. Nellie McCaslin, prolific author of widely employed texts on drama for children); the late Dr. Lowell Swortzell, playwright, children’s theatre authority; and numerous theatre professionals. Educational Theatre with English 7-12 graduates may also be certified to teach English in New York public schools.

**DEGREE REQUIREMENTS**

**Master of Arts: Educational Theatre for Teachers in Colleges and Communities**

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

Students take courses in the foundation areas of theatre history, dramatic criticism, play production and performance, and research, as well as in the applications of these content areas to a variety of community settings. The New York State Learning Standards for Theatre informs the curriculum pathways, such as Applied Theatre, Drama and the Curriculum, and Theatre for Young Audiences. Substitutions, such as study abroad options, can occur by advisement. Additional courses not listed below are offered each semester. Students should discuss their course selection with their adviser.

**Required Courses: Foundations**


**Research**

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

**Content Core**

(12 points): The required discipline courses in production, performance, criticism, and aesthetics. The Content Core is informed by the New York State Learning Standards for the Arts. Students who have not taken the asterisked courses (*) or their equivalent at the undergraduate level must take them before fulfilling the Content Core requirement, even if it means that more than 36 points are required to complete this M.A.

**ADMISSION REQUIREMENTS**

Doctoral Programs
A total of 55 to 60 points beyond the master’s degree (depending on the student’s previous academic background) is required for the Ph.D. or Ed.D. degree. This includes 30 points in general degree requirements and approximately 30 points in a specific area of study to be selected in consultation with a doctoral adviser. A candidacy examination, thesis proposal, and dissertation are required of all doctoral students.

**ADMISSION REQUIREMENTS**
Admission to the dance education master’s degree program is offered to applicants who hold a bachelor’s degree or equivalent international credentials and who show promise as a dance educator. Applicants are judged on the basis of criteria that include academic record and performance experience, quality of personal written statement, individual audition and interview. (Note: A videotape may be submitted in lieu of an audition.) Specific requirements for the doctoral programs in dance education include acceptable M.A. thesis or other written work, statement of professional goals, and the interest of at least one faculty member in the applicant’s stated area of interest. See general admission section, page 202.
Master of Arts: Educational Theatre, All Grades

The goal of this 48-point M.A. teacher certification program in educational theatre, all grades (EDTA), is to educate teachers to provide opportunities for students to explore drama strategies and theatre forms in the classroom and on stage. The curriculum provides integrated course offerings in drama, dramatic literature, and theatre, which are tied to the New York State Standards for the Arts. This course of study enables graduates to be educated as teaching artists and professionally certified in New York State as teachers of theatre, all grades.

ADMISSION REQUIREMENTS

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

DEGREE REQUIREMENTS

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


ADDITIONAL REQUIREMENTS

1. Students being recommended for New York State Teacher Certification via the English Teacher Certification sequence must have taken at least one semester of a foreign language at the college level (sign language is allowed).
2. Students must successfully complete the New York State Teacher Certification examinations. Scores must be submitted to the State Education Department before it will consider issuing certificates to teach in the public schools of New York State.
3. All students are required to complete a Culminating Experience, which consists of a research project informed by the student's experience in the student teaching practicum (by advisement).

Master of Arts: Educational Theatre with English, 7-12

This 54-point M.A. teacher certification program in educational theatre with English, 7-12 (ETED), responds to the many opportunities available in the New York City area for English teachers at the middle and high school levels. The need for modes of artistic expression that lead toward literate engagements with texts has never been greater than it is today. The concern that technologies such as film, television and the Internet are replacing basic reading and writing skills can be addressed by providing opportunities for students to explore ideas and concepts in the novels and plays they read in the English classroom through drama and theatre strategies. To respond to these concerns, we are offering educational theatre with English, 7-12. The curriculum reflects an integration of course work offered by the current faculty in the Program in Educational Theatre, in collaboration with the faculty in the Program in English Education.

ADMISSION REQUIREMENTS

Students must have earned 36 points in English or dramatic literature or their equivalent. Students with fewer than 36 points in these areas on admission may be required to take additional course work in educational theatre as part of their master's program.

DEGREE REQUIREMENTS


ADDITIONAL REQUIREMENTS

1. Students being recommended for New York State Teaching Certification via the English Teacher Certification sequence must have taken at least one semester of a foreign language at the college level (sign language is allowed).
2. Students must successfully complete the New York State Teacher Certification examinations. Scores must be submitted to the State Education Department before it will consider issuing certificates to teach in the public schools of New York State.
3. All students are required to complete a Culminating Experience, which consists of a research project informed by the student’s experience in the student teaching practicum (by advisement).

Doctoral Programs

A strong research focus exists in the Program in Educational Theatre. Applications for doctoral study are accepted from candidates with clearly demonstrated interest in research and scholarship. Acceptance into doctoral study is competitive. Students are encouraged to complete their program in five years. A satisfactorily completed master’s degree with a research component is expected prior to application. A total of 54 to 60 points beyond the master’s degree (depending on the student’s previous academic background) is required for the Ph.D. or the Ed.D. degree. This includes 36 points in general degree requirements and a minimum of 18 points in educational theatre to be selected in consultation with a doctoral adviser, according to the student’s area of interest and professional goals. Doctoral students must complete a minimum of 36 points in residence beyond the master’s degree. A candidacy examination is given approximately halfway through the academic work to determine what specific course work is still required.

Upon completion of course work, students must register in a 1-point colloquium in performing arts education research each
DEPARTMENT OF MUSIC AND PERFORMING ARTS PROFESSIONS

Music Business

Director
Catherine Moore

Associate Director
Catherine Fitterman

Education Building, Suite 777
212-998-3427

Degree
M.A.

Faculty
See pages 86-90 for a complete listing.

New York University is one of the few universities in the country to offer an advanced degree in the music business field. The master's degree Program in Music Business provides advanced study in management in the fields of record administration, music publishing, music marketing and merchandising, concert management, and artist management. The curriculum is designed to give a balanced but thorough grounding in the environment of the arts and business industries, the administration theory necessary to understand and interpret events that affect this business, and the music business overview necessary to understand the content and creative constraints of the artistic product.

DEGREE REQUIREMENTS

The program requires 54 points of coursework and can be completed in two years of full-time study. A part-time course of study is also available. Courses in music business professions are offered through the Steinhardt School of Education; courses in business administration are offered through the Leonard N. Stern School of Business. A supervised final project, in which students are encouraged to do innovative research and analysis, is completed through the required Colloquy course.


SPECIAL OPPORTUNITIES

The Program in Educational Theatre offers a unique opportunity for concentrated study and daily field participation in the uses of drama and theatre in education. The Summer Study Abroad program, which celebrated its 32nd anniversary in 2005, is designed for teachers, university students, recreational leaders, librarians, language and speech arts specialists, theatre directors, actors, and integrated arts educators. The program provides training with leaders in British educational theatre, including, in the past, such notable authorities as Cecily O’Neill, Jonathan Neelands, and Gavin Bolton, as well as representatives from the Royal Shakespeare Company and the Royal National Theatre. Lectures, demonstrations, and in-service school and local community experiences are offered in both formal and informal dramatic activities involving elementary, junior high, and high school children as well as adults. Students may earn 6 or 12 points toward the master’s or doctoral degree in educational theatre. Students may also enroll in Independent Study and Practicum in Educational Theatre in order to undertake internships and fieldwork throughout the city or to work with faculty members on special research or creative projects. With leading collections for research in the performing arts, New York City affords doctoral students excellent sources for projects and dissertation subjects.

FINANCIAL AID OPPORTUNITIES

The Educational Theatre Program offers graduate assistantships to students who prepare teaching guides and educational materials for the program’s performances and dramatic activities. See general financial aid section, page 211.

CAREER OPPORTUNITIES

The program prepares highly skilled, disciplined, and thoroughly trained management professionals for the commercial (for profit) arts management sector. The music industry professional is trained to communicate directly with artists and to play an important role in the artistic process. Graduates serve as managers, promoters, record administrators, marketers, distributors, and producers.

ADMISSION REQUIREMENTS

Specific requirements for the doctoral programs in educational theatre include (1) an acceptable M.A. thesis and other submitted work, (2) the statement of professional goals, and (3) the interest of at least one faculty member in the applicant’s stated area of research and dissertation concept. See general admission section, page 202.

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FINANCIAL AID OPPORTUNITIES

The Educational Theatre Program offers graduate assistantships to students who prepare teaching guides and educational materials for the program’s performances and dramatic activities. See general financial aid section, page 211.
ADMISSION REQUIREMENTS
Students currently in the Program in Music Business hold a variety of graduate degrees; business, music, and humanities are the most common. Applicants must submit at least two letters of recommendation attesting to their strengths, weaknesses, potential to succeed in a rigorous academic program, and potential for management. Some work experience is preferred (relevant internships can qualify).

Students are admitted only in the fall semester of each year. The music business M.A. program also participates in the Early Decision option. See admission instructions for details.

Music Education

Director
John Gilbert

Education Building, Suite 777
212-998-5424
www.education.nyu.edu/music/medication

Degree
M.A., Ed.D., Ph.D.

Certificate
Advanced Study

Faculty
See pages 86-90 for a complete listing.

The Program in Music Education in New York University’s Steinhardt School of Education seeks to develop students’ awareness of the value of the arts and music and the importance of sharing these values with others. Located in one of the most diverse urban centers in the world, we offer students a unique opportunity to experience a broad spectrum of musical practices and pedagogy. New York University is one of the premier research universities in the world, and as such it provides a context in which studies are enriched by faculty abreast of the latest ideas and information. The Steinhardt School of Education, with its distinguished faculties and its location, is an institution engaged in the major issues facing urban education.

The Program in Music Education offers opportunities for teacher certification, enrichment, and systematic exploration of vital issues confronting the field. A wide range of courses in applied music, theory, and pedagogy is enhanced by a curriculum that includes specialized approaches to teaching music such as Dalcroze, Orff, and Suzuki, with a full certification program in Kodály available in summers. Faculty work closely with teachers, schools, and the community to spearhead new initiatives.

As an integral part of the Department of Music and Performing Arts Professions, students have opportunities for extensive collaboration with other arts professionals. Course offerings within the department enable students to develop expanded contexts for music and music education. Areas for exploration include music synthesis, computer-assisted music, multimedia instruction, video reproduction, performance and composition, music therapy, music business, drama therapy, jazz studies, educational theatre, music theatre, and dance education. Performing ensembles, chamber groups, and solo recitals further enhance a solid academic program.

Housed within the department are state-of-the-art recording, computer music, and CAI studios. The Music Education Resource Room supports new technologies and provides access to an outstanding array of music materials for all ages. The Arts and Media Studio, maintained by Interactive Telecommunication Services, offers advanced hardware platforms for computer music and multimedia. The Avery Fisher Center for Music and Media, located in Bobst Library, features advanced technology for audio and video reproduction and one of the finest music collections available anywhere.

With such unique faculty, facilities, technologies, and interdisciplinary areas of study, NYU prepares music educators for the challenges facing us now and in the future.

CAREER OPPORTUNITIES
The program’s alumni rank among leaders throughout the world in public school teaching, college and university teaching, performance, and research. The program meets academic requirements for New York State teacher certification and certification in many other states in the country. International students find career opportunities enhanced in their countries through the professional recognition of graduate degrees from New York University. The need for teachers is at an all-time high, and salary scales have been substantially increased. Doctoral graduates compete successfully for positions in teaching, research, and administration at major universities. Career opportunities also exist for education officers and administrators at cultural institutions—museums, community arts centers, conservatories, and musical societies.

PROGRAM OF STUDY
The Department of Music and Performing Arts Professions offers graduate-level study in music education for college and school settings. Each concentration of study exists as a template of specific components in which requirements are established through the process of working with a program adviser. In addition to holding the equivalent of a bachelor’s degree in music, applicants are required to audition for entry into all music education programs. The following general categories comprise concentrations that graduate students in music education select to further their study:

For College and University Faculty. This concentration emphasizes the preparation of teachers for community colleges and senior colleges and universities. It is also available to international students who are currently teaching or who have opportunities to teach at the college level or who may wish to focus on specific aspects and issues of music education and pedagogy in the United States.

Teaching Music, All Grades. The Preservice Master of Arts in Teaching Music, All Grades, is designed for applicants with a music background who wish to teach music at all levels from preschool through high school and are seeking initial teacher certification in New York State. Applicants must have completed a bachelor’s degree or the equivalent in music, which includes a minimum of 36 points of college-level course work in music. International students may now also complete this program, including student teaching, and be eligible for initial teacher certification in New York State.

The In-Service Master of Arts Program in Music Education is designed for applicants already holding provisional or initial certification who wish to complete the academic requirements for Permanent or Professional New York State Certification.

DEGREE REQUIREMENTS
Auditions are required. Proficiency in music theory and music history is assessed during placement examination in the first semester of study. In addition, English proficiency is assessed through course work in the first semester.

Master of Arts in Music Education
Preservice Program in Teaching Music, All Grades (MUSA) (43 points): The curriculum consists of a pedagogical core (14 points), a music content core (21 points), and student teaching at both the elementary (4 points) and secondary (4 points) levels. To qualify, applicants must have completed a bachelor’s degree or the equivalent in music, which includes a minimum of 36 points of college-level course work in music.

In-Service Program in Music Education (MUSE/MES) (39 points): The curriculum consists of studies in education (6 points), the music education core (9 points), music pedagogy core (6-9 points), music education technology (3-6 points), music specialization (9 points), and colloquy, which includes a thesis requirement (3 points). To qualify, applicants must have completed a bachelor’s degree or the equivalent in music and hold provisional or initial certification in teaching music.
Special Opportunity
The Kodály Summer Institute offers an intensive program of study for music educators each summer. Students matriculated in the department’s in-service master’s degree program in music education may take a three-course sequence as part of their program of study: Music for Children: Kodály Level E85.2146, Music for Children: Kodály Level E85.2147, and Music for Children: Kodály Level E85.2148.

For College and University Faculty (MUSE:MCU) (39 points): The curriculum consists of studies in education (6 points), the music education core (9 points), music education technology (3-6 points), music in higher education (6-9 points), music specialization (9 points), and colloquy, which includes a thesis requirement (3 points).

To qualify, students must have a bachelor’s degree or the equivalent in music. Open also to international students.

Colloquy in Music Education (Thesis Requirement): The culminating experience for all students in all concentrations of the Master of Arts Music Education Program is the Colloquy in Music Education E85.2039, which requires a written thesis on a topic related to the program concentration and the student’s background and professional goals. The thesis can include creative components such as the creation of a curriculum or compositions and arrangements for specific educational settings, or it can address educational policy; practices, standards, teaching methods and strategies, issues, and problems. The document is developed in a research context in consultation with a thesis sponsor and is discussed at a public presentation.

Auditions: Graduate Music Education Programs
All applicants for the music education programs are required to audition in person or submit a videotape (VHS) (consisting of two contrasting styles; acceptable only if students live a considerable distance from New York City) prior to acceptance to their degree program. Call the department office at 212-998-5424 for in-person audition dates.

Doctoral Programs
The Doctor of Education and the Doctor of Philosophy programs require a minimum of 45 points beyond the master’s degree; full-time students can complete the program in three to four years.

Study consists of the following:
Foundations (6 points): Courses include Literature and the Arts: Experience and Response E11.2135, Aesthetic Foundations of the Arts E88.2031, Foundations of Education: Educational Sociology E20.2400, Specialized Research Methodology (3 points): Courses include Historical Research E10.2135, Survey and Correlation Research E10.2139, Qualitative Field Research: Design and Analysis I and II E10.2140, Cognates (6 points): Courses include Arts Heritage and Criticism E88.2191 and Aesthetics: Education of the Perceptions E88.2033.

Ed.D. students must complete and defend orally an applied field research dissertation related to music education; Ph.D. students must complete and defend a theoretically grounded dissertation also related to music education.

In addition to the Steinhardt School of Education admission requirements for students applying for doctoral-level degree programs, students seeking admission to doctoral programs in music education must provide the following:
1. Performance Audition: Prepare three selections representing three different historical styles (i.e., Renaissance, baroque, classical, romantic, and 20th-century. The 20th-century or contemporary category may be divided into the so-called mainstream 20th-century music of composers such as Bartók, Stravinsky, Schoenberg; the avant-garde; or the rock/pop/jazz genre). In addition, prepare a list of repertoire and a list of teachers you have studied with. If you have done arrangements and/or compositions, submit a portfolio of 3 to 5 works that best represents this activity.
2. Music Skills: Sight reading, sight singing, and keyboard skills will be evaluated at the audition.
3. Examples of Writing: Submit at least three examples of written work that would best represent your ability to conduct scholarly research and writing.
Music Performance and Music Composition

Education Building, Suite 777
212-998-5424

Director, Music Composition
Dinu D. Ghezzo

Director, Winds and Brass
Esther Lamneck

Director, Piano
Ronald Sadoff

Director, Strings
Stephanie Baer

Director, Percussion
Jonathan Haas

Director, Jazz
David Schroeder

Director, Vocal Performance
William Wesbrooks

Director, Music Theatre
William Wesbrooks

Degree
M.A., Ph.D.

Faculty
See pages 86-90 for a complete listing.

New York University is one of the few institutions in the United States that offers a Ph.D. degree in music performance. A program of study leading to the Master of Arts is also available.

Faculty members are leaders in research and are internationally acclaimed artists and composers; many are members of renowned music organizations, such as the New York Philharmonic and the Metropolitan Opera Company while others are drawn from the Broadway community and the Village Vanguard Orchestra.

CAREER OPPORTUNITIES

Most students enter the graduate programs of study in music performance and composition with the intention of pursuing a career in performance and/or composition coupled with teaching at the college or university level. Graduates of the master's program have found that being in New York City during their school years was not only an important aspect of their musical influence and education but was also a significant factor in building a network of contacts that launched their professional careers as composers, arrangers, conductors, or instrumentalists and vocalists working as freelance artists, studio musicians, or performers in Broadway productions.

Opportunities for graduates focusing on composition include, but are not limited to, careers in academia, studio instruction, professional composition, television and film scoring, and applied music. Alumni from the program have gone on to significant careers in opera and Broadway, with debuts at New York City Opera, Metropolitan Opera, and numerous Broadway shows. Graduates of the doctoral programs are professors of music in leading institutions in the United States and abroad.

AREAS OF STUDY

Music Performance. Students may specialize in one of five areas:

- Applied Instrumental Studies, codirected by Professors Stephanie Baer, Esther Lamneck, Jonathan Haas, and Ronald Sadoff, offers study in piano and all orchestral instruments. Students may focus on either solo performance or chamber music. Private lessons, coached ensembles, and course work develop performance skills and repertoire from traditional to new music styles. In addition to numerous string, brass, and wind ensembles as well as chamber symphony and orchestra studies, students can participate in the NYU New Music Ensemble, which has numerous New York City appearances during the season and is in residence in Genoa, Italy, during the summer. Music, Dance, and Technology Education Program abroad. Students who focus on new music performance are participants in the Interactive Computer Music Series.

- Students are invited to perform for the Composers' Forum and to work with student composers and music technology majors. Students have excellent opportunities to gain experience in as many diversified areas of performance as possible. Depending on the level of study, each student must present two or three formal public recitals.

Jazz/Contemporary Music, directed by David Schroeder, emphasizes performance and composition studies covering the full range of today's contemporary music scene. This sequence offers standard instrumental, composition, and vocal studies. Private instruction for performers and course work in composition and theory provide an enhanced technical base. The most current music technology applications are available, including computer music synthesis, multimedia, and scoring for film and video, as well as analog and digital recording.

NYU's Greenwich Village location brings students to the center of jazz activities. Landmark jazz venues such as the Village Vanguard and the Blue Note are within walking distance. At these clubs students experience jazz luminaries in performance on a regular basis. Students also sit in at the numerous open jam sessions around the community. The NYU Concert Jazz Ensemble appears at the famous Blue Note Jazz Club, located one block from campus, and Birdland in midtown. Many of the other award-winning NYU jazz ensembles appear in various jazz clubs and concert halls throughout New York City.

All students in jazz/contemporary music are required to study composition as part of their recital requirements. Each student must present a recorded recital open to the public and adjudicated by a master teacher. Each recital/reading should include a large percentage of original works composed by the candidate. Performance experience in ensemble and improvisation is designed to prepare students for the highly competitive demands of a professional career in jazz. The department houses over 30 various ensembles providing direction in performance as well as the opportunity for composers to rehearse and evaluate their works. An ongoing series of Jazz Master Classes provides accomplished students with the opportunity to interact directly with the most influential contemporary jazz artists. Each semester preeminent jazz musicians are brought into the classroom to share their knowledge and expertise and provide critiques of student performance.

Vocal Performance, directed by William Wesbrooks, offers concentrations in two areas:

- Classical Voice Studies includes concentration in vocal technique and repertoire for recitals, chamber music, opera, and music theatre. Courses in opera studies are supported by Opera Workshop and two productions each year. Students have the opportunity to study with prominent artists/teachers from the professional music community including New York City Opera and the Metropolitan Opera.

Music Theatre Studies offer a comprehensive sequence of courses that provides training in voice, acting, dance, repertoire, and analysis. Five fully staged musicals are produced each year in addition to operas, workshops, and new work development projects. Music theatre workshop classes focus on both preparation of material and its presentation in audition and performance settings. Students are taught and directed by working professionals from the Broadway community who provide practical insight and guidance for the student who is about to enter the professional arena.

Music Composition. Directed by Professor Dinu D. Ghezzo. Students may take a special sequence of courses in the following five areas:

- General Composition involves lessons, courses, and seminars aimed toward providing a balanced exposure to all compositional styles. Students choose music elective and composition courses to stress areas of particular stylistic interests. Exceptional works are considered for performance in joint programs featuring student and faculty composers in New York and on national and international tours of the all-University performance ensembles.

Jazz/Contemporary Music Composition blends courses from the general, electroacoustic, and computer music sequences with specially designed courses, seminars, and workshops. All composition students studying jazz/contemporary music are required to be highly proficient performers as well as composers. All NYU jazz ensembles are laboratory/workshops for composition students to hear, rehearse, and evaluate their works.

Composition in Music Theatre offers specialized courses in musical theatre in conjunction with general composition courses. There are performance opportunities through music theatre students and faculty.

Electroacoustic and Computer Music Composition combines study in composition with technology through the department’s 14 on-site electroacoustic music production labs (including a 64-track analog/dig-
ital recording studio), as well as through University-wide computing facilities, offering students access to mainframe, UNIX, Macintosh, PC, and multimedia workstations.

Scoring for Film and Multimedia offers hands-on training in composing for film and television as well as the study of the history and aesthetics of film scoring.

**DEGREE REQUIREMENTS**

**Master of Arts/Performance**

This 36-point program can be completed in three semesters of full-time study. Course work consists of the following:

- **Applied Instrument or Voice** (6-9 points).
- **Research** (3 points).
- **Ensemble** (6 points).
- **Literature/Theory** (3 points).
- **Performance Practice** (3 points).
- **Recitals** (3-6 points): required.
- **Guided Electives** (9-12 points). During the semester of the final recital, performers must write a comprehensive paper that pulls together and demonstrates their command of musical repertoire and styles.

**Master of Arts/Composition**

This 36-point curriculum can be completed in three semesters of full-time study. Course work consists of the following:

- **Composition Seminar** (3 points);
- **Composition Private Instruction** (6-9 points);
- **Ensemble** (3 points);
- **Literature/Theory** (6 points);
- **Orchestration** (3 points);
- **Music Technology** (3 points);
- **Recital** (3 points);
- **Guided Electives** (6-9 points).

**Doctoral Programs**

Students in the Ph.D. program must complete 49-55 points of course work beyond the master’s degree and must orally defend a theoretically grounded dissertation related to music performance or music composition as appropriate. Course work consists of the following:

- **Foundations of the Arts** (6 points).
- **Specialized Research Methodology** (3 points).
- **Cognates** (6 points).
- **Departmental Content Seminars** (6 points).
- **Applied Study** (6-12 points).
- **Advised Research** (15 points).
- **Dissertation Proposal Seminar** (3 points).
- **Recitals** (3-4 points).

**ADMISSION REQUIREMENTS**

Music performance majors must present an audition. Specific repertoire requirements for music performance are available by contacting the respective program director. Students interested in focusing their studies on music composition must submit a composition portfolio consisting of a current curriculum vitae, several compositions in written form (general score) with date of completion, a complete list of works and dates, CD of performances of the works submitted in written form, and a letter describing the composition area of personal interest. Those interested in jazz composition should submit a minimum of three written scores.

See general admission section, page 202.

**FINANCIAL AID OPPORTUNITIES**

See general financial aid section, page 211.
Music Technology

Director
Kenneth J. Peacock

Education Building, Suite 777
212-998-5421

Associate Director
Robert Rowe
212-998-5431

Degree
M.M.

Faculty
See pages 86-90 for a complete listing.

Program Office
212-998-5422

Music technology is a rapidly expanding and exciting field. The University's location in New York City—center for the performing arts, education, advertising, and entertainment—offers students valuable opportunities for direct experience in their field while pursuing advanced study. Students work in professionally equipped, multitrack recording studios and electronic music laboratories located on campus.

CAREER OPPORTUNITIES
There is a need in the music industry for individuals who can methodically apply musical concepts, technology, and music theory to problems that combine elements of production, aesthetics, technical expertise, and experiential learning to create and develop artistic works more effectively. Graduates are prepared to assume responsibilities in studio production and operation and may consider career opportunities in recording, publishing, and the allied music industries, including computer software design and multimedia.

DEGREE REQUIREMENTS
The program requires 45 points for completion. Music technology courses address the technical aspects of computer music synthesis, digital recording, and editing. Supportive courses add to the student's critical and aesthetic understanding of the structure of artwork, the quality and components of sound, and the combination of computer music with other media. Electives include an internship, participation in the composers' forum, guided course work in computers and computer programming, music business, composition, performance, video technology, video art, and additional research in the student's area of interest.


Supportive Courses (15 points): include guided course work in computers, composition, and performance on the related arts. Cognate elective in arts, humanities, or computer programming.

Electives (12 points): Courses may be chosen from music, music business, or Graduate Internships in Music Technology E85.2605. Students complete a major final project that integrates theory and practice, E85.2616.

SPECIAL FACILITIES
The Program in Music Technology maintains 14 recording and computer music studios. Two multiple-format recording suites allow students to gain experience with the latest industry-standard equipment, including dozens of professional-level microphones and a fully automated 48-channel SSL mixing console. Students also use an additional four Macintosh-based computer music laboratories, an A/V and film music editing studio with video projection and THX surround sound systems, an analog synthesis studio, a video digitizing and DVD authoring studio, as well as two research and development facilities that use Macintosh and Windows computers, plus two complete 20-bit Sonic Solutions digital editing rooms. The studios are all wired with 100-megabit network connections, facilitating quick file transfers between studios and high-speed Internet-2 projects. We suggest that students purchase a Macintosh laptop computer to facilitate their work for the program.

Music technology students also have access to the Arts Technology facilities, maintained by NYU's Information Technology Services, where they can gain exposure to advanced hardware platforms for computer music, graphics, animation, and multimedia. Collaborative projects can be realized by students from Music Technology and other NYU programs that combine the arts and technology, such as the Tisch School's Kanbar Institute of Film and Television and Interactive Telecommunications Program. The Arts Technology Studio houses 16 Macintosh Power Mac computers, including the most recent upgrades of multimedia software.

The Program in Music Technology has taken a leading position in interactive music software implemented on personal computers and digital audio platforms. Students can learn programming using C or Java or in graphic environments such as Max/MSP. Sophisticated synthesis possibilities may be realized through real-time digital signal processing, SMPTE handling, software synthesis such as Csound, Jinsky, PD, Kyna, and an extensive collection of sampling, effects, synthesis modules, and controllers.

TONMEISTER SEQUENCE
Selected second-year graduate students may apply for the Stephen F. Temmer Tonmeister Recording Studies Sequence. Tonmeister students emphasize a coordination of musical and technical skills, enabling participants to direct live concert recordings with a sensitivity to the demands of both disciplines. The skills of Tonmeister students are honed during intensive workshop sessions, where participants record concerts by professional concert artists under the supervision of international recording technology specialists. A final examination is required of Tonmeister students.

ADMISSION REQUIREMENTS
Program in Music Technology applicants must hold a B.A., preferably in music or a related program. In addition, all students entering this program must have the experience or course work equivalent to graduates of the music technology track in the undergraduate program in music technology at NYU.

See general admission section, page 202.
Performing Arts Administration

Director
Brann J. Wry

Education Building, Suite 675
212-998-5305

Degree
M.A.

Faculty
See pages 86-90 for a complete listing.

The master’s degree program in performing arts administration was founded in 1971 and is one of the oldest arts management programs in the country. The program educates prospective and practicing administrators for positions with outstanding arts organizations in this country and abroad. It does this with a combination of courses, specifically designed for arts administrators, in the areas of the environment of arts administration, development for the arts, marketing the performing arts, law and the arts, statistics, and business courses in economics, accounting, behavioral science, and marketing, which are offered through NYU’s Leonard N. Stern School of Business.

In addition, the program emphasizes the acquisition of executive skills in the areas of organizational assessment, career planning, and executive presentation. Through periodic workshops offered only to students enrolled in the master’s degree program, Internships with leading arts managers are a required part of the program of study and enhance course work. In recent years, interns, who usually receive a small weekly stipend, have trained with managers of organizations as varied as Carnegie Hall, American Ballet Theatre, Brooklyn Academy of Music, Manhattan Theatre Club, and National Endowment for the Arts. In addition, guest lecturers and adjunct faculty from the field regularly speak at special forums.

CAREER OPPORTUNITIES
Graduates hold positions as executive directors and presidents; directors of development, operations, and planning; and marketing, production, and general managers of such arts organizations as Lincoln Center for the Performing Arts, Inc., Metropolitan Opera Association, New York City Ballet, Paper Mill Playhouse, the Philadelphia Orchestra, Newark Symphony Hall, and the Brevard Music School.

DEGREE REQUIREMENTS
The master’s program requires 54 points for completion and can be completed in three to four semesters of full-time study; a part-time sequence of courses is also available. Courses in arts administration are offered through the Steinhardt School of Education; those in business administration are offered through the Stern School of Business.


Performing Arts Therapy

Drama Therapy

Director
Robert Landy

Education Building, Suite 675
212-998-5258

Degree
M.A.

Faculty
See pages 86-90 for a complete listing.

Drama therapy combines the aims and techniques of drama/theatre with those of psychotherapy to treat individuals in crisis and help those with special needs to expand their quality of life. New York University was the first in the country to develop an academic program leading to a Master of Arts degree in drama therapy.

The program attracts theatre professionals and educators, therapists, and those working in the fields of medicine, nursing, and special education. Students come from diverse cultural and academic backgrounds to study and apprentice with the leading professionals in the creative arts therapies. Classes are small and instruction is individualized. The Program in Drama Therapy has been approved by the National Association for Drama Therapy. (See also Music Therapy in this department and Art Therapy in the Department of Art and Art Professions.)

CAREER OPPORTUNITIES
Graduates are employed in a variety of therapeutic settings throughout the world, including public and private hospitals and mental health clinics, centers for adults with developmental disabilities, nursing homes, and drug rehabilitation centers. Drama therapists work in medical facilities as well as artistic ones, in social services as well as private practice. Although drama therapy is a relatively new profession, it is practiced widely with a number of special populations: war veterans and those afflicted with post-traumatic stress disorder, substance abusers, mentally ill individuals, the elderly, and children who have been physically and/or sexually abused. Drama therapists also treat dysfunctional families and, more generally, healthy individuals in need of exploring significant life problems.

Master of Arts

The Master of Arts degree program requires 48 points for completion, including course work in drama therapy, educational theatre, psychology, counseling, and related creative arts therapies. All students are required to complete fieldwork and a 780-hour internship with two different populations in selected clinical facilities. A master’s thesis is required. The drama therapy courses include experiential as well as theoretical work.
DEGREE REQUIREMENTS

Music Therapy

Director
Barbara Hesser
Education Building, Room 777 212-998-5452
E-mail: music.therapy@nyu.edu
Degree M.A.
Faculty See pages 86-90 for a complete listing.

Music therapy is a rewarding career for musicians who wish to use their skills and artistry to benefit people with a variety of mental, physical, and emotional disabilities. Over the years, the program has grown to include innovative work with prisoners, the terminally ill, and clients in private practice. The program is accredited by the American Music Therapy Association (AMTA) and provides a unique combination of advanced clinical training and academic course work to enable students to develop their own individualized approach to music therapy. Graduating students qualify for certification from the Certification Board of Music Therapists (CBMT).

CAREER OPPORTUNITIES

Music therapists work with a wide range of age groups and disability conditions and are employed in a variety of settings, including mental health facilities, special education settings, general hospitals, nursing homes, hospices, public schools, community clinics, and private practice.

DEGREE REQUIREMENTS

Master of Arts

The M.A. program in music therapy offers curricula for students who seek certification as music therapists as well as for those who are certified or registered therapists who wish to pursue an advanced clinical specialization in music therapy. For those students who wish to become certified, 60 points are required for the master's degree. A core curriculum leading to entry-level certification consists of course work in music therapy theory and methods for children and adults, clinical improvisation, group sessions in music therapy, and fieldwork and internships.

Advanced students who are already certified or registered music therapists must complete 34 points. The core curriculum concentrates on an advanced clinical supervision; advanced topics in music therapy; group sessions; a specialization selected from music therapy electives in psychology and related arts therapies; and thesis preparation.

The basic Master of Arts program leading to certification includes the following:

Core Courses (22 points):

Other Requirements (30 points):

Final Project (3 points): A final written project by advisement.

Electives (6 points): May include courses in music therapy specialization, related arts therapy (drama, art), graduate psychology electives in specialization area, independent studies, and advanced clinical supervision.

SPECIAL OPPORTUNITIES

Off-Campus Clinical Placements: The Program in Music Therapy offers clinical opportunities for students at all levels of training. Students have worked with talented professionals in prestigious clinical facilities throughout the New York City area, including Bellevue Hospital, Beth Israel Hospital, Beth Abraham Hospital, Rusk Institute of Rehabilitation Medicine, Memorial Sloan-Kettering Cancer Center, and the New York City Board of Education.

Nordoff-Robbins Center for Music Therapy: The Nordoff-Robbins Center for Music Therapy, located on campus, offers clinical opportunities for student fieldwork and internship experiences with children with disabilities. The center also offers an advanced training course in clinical techniques and procedures leading to certification in the Nordoff-Robbins Music Therapy Approach.

Guided Imagery and Music: Students may pursue a special sequence of courses in guided imagery and music, offered by the Program in Music Therapy in cooperation with the Creative Therapies Institute. Guided imagery and music is a therapeutic process that combines the inherent structure, movement, and spirit of music with an individual's own creative process of imagery.
Courses

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

MUSIC AND PERFORMING ARTS/E78

Human Development and Education in the Arts
E78.2010 30 hours: 3 points.
Prerequisite: 15 field hours of field experience.
Examines theories of human development in art, dance, music, and theatre, so students understand different perspectives on the role of artistic expression in the developmental process. Artistic expression from diverse cultures is considered. Students have practical experiences in the concepts introduced, as well as access to interactive Web-based resources. Students learn to identify and prevent substance abuse and other forms of abuse among children and adolescents. Methods for prevention of and intervention in school violence are studied.

Technology Resources for Performing Arts Educators
E78.2029 30 hours plus hours arranged: 3 points.
Applications of communication and digital technology as designed for performing arts as resources for performing arts educators. Special emphasis is given to the use of the World Wide Web (WWW) as a resource for teaching and creating performing arts materials and developing collaboration in the performing arts. Applications of the WWW as an archive for performing arts materials and portfolios are also explored.

Performing Arts Research Collegium
E78.3400 10 hours plus hours arranged: 1 point. May be repeated up to 3 points.
Doctoral dissertation advisement with dissertation committee coordinated with seminars in which students present their works in progress and discuss research problems. Current researchers in the performing arts are invited to share research and writing. May be repeated up to three times to partially fulfill advised research requirements.

Doctoral students in the Department of Music and Performing Arts Professions must register each semester after completing course work to maintain active status in the doctoral program.

DANCE EDUCATION/E89

Common Hour Dance
E89.1001† 20 hours: 1 point.
Weekly meeting time for graduate students, featured speakers, participation in workshops. Emphasis on career navigation, networking, placement, and support through addressing professional development skills, networking with experts in dance and education, developing resources, and utilizing peers/alumni as career associates.

Tap Dance
E89.1015 45 hours: 2 points.
Basic course in jazz tap, waltz clog, and soft-shoe styles of tap dance. Relates the cultural and generic origins of these styles to their introduction to and development in theatre as a performing art. Includes fundamental skills and traditional steps and sequences for creating tap dance choreography.

Jazz Dance Technique
E89.1029 30 hours: 2 points.
Performance and analysis of jazz as a dance discipline. Includes composition.

Intermediate Technique and Pedagogy: Modern Dance
E89.1040 45 hours: 2 points. Fall, spring.
Intermediate skills dance technique focuses on continuity, phrasing, and performance in a modern style. Emphasis on expanding individual’s technical and expressive capabilities, and developing instructional ability, in modern pedagogy and practice for grades 7 and up.

Introduction to Laban Movement Analysis
E89.1041 30 hours: 2 points.
Introduces Rudolf Laban’s system of qualitative movement analysis, including the basic body, space, and dynamic elements. Particular attention paid to understanding and assessing individual movement style as it relates to teaching and learning in dance. Provides skill practice and observation.

Advanced Technique and Pedagogy: Modern
E89.1075 45 hours: 1 point. Fall, spring.
Advanced skills in selected dance technique with focus on movement precision, musicality, and performance. Emphasis on expanding the individual’s technical and expressive capabilities and developing instructional ability in modern pedagogy and practice for grades 7 and up.

Advanced Dance Practicum
E89.1076 45 hours: 1 point.
Concentrated study in improvisation, repertory, and the exploration of aesthetic principles leading to choreography in that style. Discussion of theory and pedagogy.

Teaching Creative Movement
E89.1455 30 hours: 2 points. Spring.
Examines theories, methods, and assessment tools in the teaching of creative movement to children in grades K-6. Concentrates on basics of movement learning, developmentally appropriate activities, lesson planning, and skill in classroom instruction. Integration of dance in K-6 curriculum and multicultural environments is discussed. Observation of dance classroom settings required.

Teaching Performance of Dance and Related Educational Activities
E89.1454 30 hours: 2 points. Fall.
Explores approaches to choreographing, directing, and performing in a variety of educational settings. Specific attention paid to differentiated instruction, culturally and developmentally appropriate source materials and activities, and the use of performance in developing communication and social skills. Performance as formative and summative assessment is discussed.

Aesthetics in Dance
E89.1509 45 hours: 3 points.
Introduction to the philosophical study of dance as performing art, focusing on study of traditional and contemporary aesthetic theory as manifested in the works of contemporary choreographers. Application to dance criticism is considered. Students are assessed on the quality of their responses to essay assignments, critical responses to dance performances, and an individual project.

Intercultural Dance
E89.1541 30 hours: 2 points. Spring.
Study of dance as cultural practice, exploring dance from a broad spectrum of cultures. Focus on theoretical and practical application of key concepts and dance forms as they relate to cultural identity, representation, and education. Includes critical analysis of dance in the studio, film, and written materials. Implications for curriculum and instruction are stressed.

African Dance
E89.1542 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.

Anatomy and Kinesiology
E89.1811 30 hours: 3 points.
Study of the basic mechanical principles affecting the physiological functioning and anatomical structure of the human body. Dance laboratory application of these principles to body alignment, placement, and dynamic posture for dance.

Contemporary Dance Origins
E89.2012 30 hours: 3 points.
Survey of varied forms and styles of dance in their social and cultural contexts. Lecture, laboratory, and viewing of dance in selected periods of its development from early times to the present.

Methods and Materials in Teaching Dance
E89.2265 30 hours: 3 points. Fall.
Learning in, through, and about dance. Investigates contemporary educational theory, curriculum development, and assess-

NOTES TO COURSES
*Registration closed to special students.
†Pass/fail basis.
‡See Supervision for Designation, page 225. Students must also register with the Student Teaching Office the term before assigned student teaching begins.
movement approaches basic to the establishment of a teaching method in dance. Focus on understanding dance education in the context of general education learning environments (K-12) in multicultural settings; incorporating the national, state, and New York City standards in dance education; and exploring how dance enhances social and cognitive skills critical to the developing child.

**Internship in Dance**
E89.2273  150 hours: 3 points.
Supervised internships with placements in preapproved dance and dance education settings.

**Dance in Higher Education**
E89.2278  30 hours: 3 points. Spring.
Principles in administration, curriculum, instruction, and evaluation of dance programs in higher education. Current trends in college dance curricula are explored.

**Dance Intensive**
E89.2288  30-45 hours: 2-3 points. Summer.
Graduate students only.
Concentrated daily courses in a selected dance technique (beginner/intermediate level), followed by a focused improvisation, application of aesthetic principles to choreography within that style.

**Dance Workshop**
E89.2289  45 hours: 3 points. Fall.
For advanced students in dance. Emphasis on dance production and the development of each student’s personal approach to choreography.

**Composition in Contemporary Dance**
E89.2291  45 hours: 3 points.
Opportunity to work in advanced and experimental form in composition. Effort is made to develop skill in interpreting, analyzing, staging, and evaluating dance composition. Guest artist teachers.

**Independent Study**
E89.2300  45 hours per point: 1-6 points. Fall, spring, summer hours to be arranged.
Signature of program director required. For description, see page 207.

**Research in Dance Education**
E89.2403  30 hours: 3 points. Fall.
Examines theoretical perspectives, modes of inquiry, methodologies, and procedures for conducting research in dance and education. Focus on developing qualitative research and writing skills, and tools in movement assessment. Case study applications in dance education are stressed. Individual project required.

**Dance for the Special Child**
E89.2453  45 hours: 3 points.
Seminar and laboratory experiences in multidisciplinary approaches used by leading movement specialists for working with a child with disabilities (intellectual, physical, and emotional).

**Principles of Dance Movement Therapy**
E89.2502  30 hours: 3 points.
Theories, principles, and techniques of movement in the dance therapy field. Topics include the symbolic aspects of the body; the physiological basis of emotion; movement from a developmental perspective; and cultural differences in movement behavior. The creative process as analogous to the therapeutic process is explored. A lexicon of movement elements is examined as a systematic tool for observation and interpretation. The relationship to education is emphasized.

**Seminar in Dance Education**
E89.2509  30 hours: 2 points. Fall.
Program seminar addresses issues confronting dance educators. Emphasis on integrating theory and practice and on the generation of new ideas, approaches, and perspectives in dance education. Required culminating project on dance-related research or curriculum design for elementary, secondary, or postsecondary settings. Particular attention paid to report writing.

**African Dance II**
E89.2543  30 hours: 3 points. Spring.
Prerequisite: E89.1542 or equivalent.
Emphasis on dance performance skills characterizing the distinctive style of dominant groups in selected African regions. Continuation of study of songs, music, and simple instruments that accompany authentic dances.

**Student Teaching in Dance: Elementary School**
E89.2607  30 hours plus 20 days: 3 points. Fall.
Supervised student teaching of dance on the elementary school level (grades K–6). Weekly seminar addresses formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice. Student teachers observe, plan, teach, and evaluate dance activities.

**Student Teaching in Dance: Secondary School**
E89.2608  30 hours plus 20 days: 3 points. Spring.
Supervised student teaching of dance on the secondary school level (grades 7-12). Weekly seminar involves developing appropriate goals, negotiating and enacting appropriate learning experiences, and assessing student learning in dance activities. The critical analysis of student teaching in the secondary classroom is designed to promote the student’s development as a reflective practitioner.

**Computer Studies in Human Movement**
E89.2701  30 hours: 3 points.
The use of computers as applied to dance and other human movement, including such software as Lifeforms for choreography and Labanwriter for notation. Basic computer knowledge required.

**EDUCATIONAL THEATRE/E17**

**Performance and Production**

**Design for the Stage**
Design for today’s stage in period and modern styles. Methods of originating and presenting a design conception. Practice in scene sketching. Three hours of laboratory a week.

**Directing**
E17.1081,1082  Smithner. 90 hours: 3-4 points each term. Fall, spring.
Elements of play scripts are analyzed and dramatized. Students cast and rehearse members of the acting classes in brief scenes performed at workshop meetings on Friday afternoons. Class assignments include rehearsal.

**Styles of Acting and Directing**
E17.1099,1100  Salvatore. 45 hours: 3 points each term. Fall, spring.
Scenes from period plays (Greek, Roman, Elizabethan, neoclassical French, Restoration, 18th- and 19th-century European) are studied and acted. A course in performance styles and techniques for actors, directors, designers, teachers, and those interested in theatre history and criticism. Additional hours of rehearsal.

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

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

**Stage Lighting**
E17.1143  Staff. 45 hours: 3-4 points. Spring.
Theories of light and lighting. The practice of lighting the stage. Experiments
with light as a design element. Three additional hours of practical laboratory a week.

**Costume Design**

E17.1175  *Grotier.* 45-60 hours: 3-4 points. Spring.
Costume design for the modern stage and the history of fashion. Includes three hours of practical laboratory work a week.

**Advanced Directing**

E17.2097,2098  90 hours: 3 points each term. Fall, spring.
Prerequisites: proficient work in E17.1081,1082 or equivalent and permission of instructor.
Continuation of E17.1081,1082. Direction of one-act play for public evening performance. Class assignments include directorial research projects and rehearsal.

**Advanced Playwriting**

E17.2106  *Brooks.* 30 hours: 3 points. Spring.
Registration by permission of instructor.
Writing of a full-length play or musical. Plays of special merit considered for program production.

**Shakespeare's Theatre**

E17.2171  30 hours: 3 points.
Examines Shakespeare in performance and in the classroom. Dramaturgy, scene analysis, and youth theatre included.

**Theatre Education**

Introduction to Children's Theatre

E17.1005,1006  *McCaslin.* 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.

**Dramatic Activities in the Elementary Classroom**

E17.1029  *Salvatore.* 30 hours: 2 points. Fall.
Methods and materials for role playing, story dramatization, mask, puppetry, and improvisation as applied to the elementary classroom. Relationship of drama and theatre to the elementary curriculum. Laboratory experience required.

**Theory of Creative Drama**

E17.1065  *Vincent.* 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 Drama**

E17.1067  *Vincent.* 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 required.

**Dramatic Activities in the High School**

E17.1068  *Montgomery.* 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 required.

**Masks and Puppetry**

E17.1079  *Lee.* 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.

**Creative Play in the Arts**

E17.2059  *Smithson.* 30 hours: 3 points. Fall.
Explorations of the playful element in personality, culture, and artistic creation. The method is experiential-participatory and cross-cultural. Playful modes of activity include improvisation, masquerading, misrule, and celebration as well as the ritualization of simple pastimes and games. Work with the symbolic potential of found-objects and primary materials. Classwork includes movement, vocal expression, plastic construction, and enactment: the finding of various playful personas like the fool, the clown, and the "philobat."

**Techniques of Directing**

E17.2174  4-8 hours: 45 hours per point. Developing appropriate goals, negotiating and enacting appropriate learning experiences, and assessing student learning. The critical analysis of student teaching during the semester is designed to promote student's development as a reflective practitioner.

**Drama in Education**

E17.2193,2194  *Taylor.* 30 hours: 3 points each term. Fall, spring.
Relationships of theories of dramatic art to general educational principles; present practices and potentialities of educational dramatics at all levels of instruction. Uses of theatre and drama in education from the Greeks to the present day.

**Practicum in Educational Theatre**

E17.2305  45 hours per point: 1-6 points. Fall, spring; hours to be arranged.
Problems in academic theatre: research projects; instructional procedures; creative expression in acting, directing, and writing. Exploration of the uses of drama at all levels of education.

**Drama with Special Education Populations I**

E17.2960  *Granet.* 15 hours: 1 point.
This practical course is designed to introduce drama activities to students and professionals who work with young people with special needs. With the increased number of inclusion classrooms and the mainstreaming of students with special needs, this course is designed for both special and general education educators. Participants review the current trends and classifications of special education and explore the development and implementation of drama curricula for emotionally disturbed and learning disabled populations. Participants learn curriculum design and adaptation and effective drama strategies for classroom management and receive an overview of terms and definitions for special education. Appropriate for K-12 educators.
Drama with Special Education

Populations II
E17.2961 Granet. 15 hours: 1 point.
Building on the activities and strategies shared in Part I, this course focuses on the specific challenges faced in designing arts-integrated curricula for special needs students in all subject areas. Students study the range of special needs of cognitively, physically, and emotionally challenged students. The focus is on developing lesson plans that address and support different learning styles while meeting the state and national learning standards. Appropriate for K-12 educators.

Drama with Special Education

Populations III
E17.2962 Granet. 15 hours: 1 point.
This advanced course is a follow-up to Part II. In a practical setting, students focus on the study of dramatic approaches and curriculum development for specific special needs classes. The course addresses the many ways in which young people learn and process information, based on Dr. Howard Gardner’s Theory of Multiple Intelligences. Appropriate for K-12 educators.

Theatre History and Dramatic Criticism

Masters of Modern Drama
E17.1057,1058 Mitchell. 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.

Development of Theatre and Drama
E17.2021,2022 Carlson. 30 hours: 3 points each term. Fall, spring.
Chronological study of the evolution of plays and production styles from ancient Greece to the off-Broadway movement. History of theatre as a performing art and aesthetic experience. Research projects in selected periods of theatre development are required.

Images of Women in the Theatre
E17.2023 Smilow. 30 hours: 3 points. Fall.
Exploration of the images of women in diverse styles of dramatic literature from the Hellenic period to the present. Students participate in scenes and class discussion and investigate women currently in theatre as actresses, playwrights, directors, and critics.

Methods and Materials of Research in Educational Theatre
E17.2077 Taylor. 30 hours: 3 points. Spring.
An introduction to research design in educational theatre. Students study the range of research methods appropriate to the investigation of educational theatre.

Dramatic Criticism
E17.2091,2092 Nasdell. 30 hours: 3 points each term. Fall, spring.
Historical examination of the major theories of dramatic criticism from antiquity to the present. Application of theories to plays of principal periods of drama, including current offerings. Elements of dramatic structure, play analysis, and appreciation of the drama.

World Drama
E17.2103,2104 Staff. 30 hours: 3 points each term. Fall, spring.
Modern dramas from diverse cultures not ordinarily considered in detail in other courses. The theatre of each country as an art form, an institution, and a social force.

Theatre of Brecht and Beckett
E17.2177 Taylor. 30 hours: 3 points. Fall.
This course introduces students to the contributions of Brecht and Beckett to educational theatre. The principal notions of dramatic form and pedagogy powering their lifetime contribution are outlined. Based on selected works, both dramatic and literary, students deconstruct a variety of texts and create their own dramatic work based on the form and pedagogy of these dramatists. The course culminates in a written demonstration from students of how their own praxis has been transformed as a consequence of their encounter with these dramatists.

Seminar in Applied Theatre Research
E17.2400 Taylor. 30 hours: 3 points. Prerequisite: E17.2077.
An advanced seminar examining the key considerations that drive research activity in applied theatre. Students design an applied theatre research project. Topics include survey of applied theatre research; formulating research questions; data collection and analysis; presenting applied theatre research; ethics in applied theatre research. This course constitutes the “culminating experience” in the M.A. EDTC curriculum and is relevant to all master’s and doctoral students interested in applied theatre research.

Doctoral Proposal Seminar: Educational Theatre
E17.3005 Taylor. 30 hours: 3 points. Spring.
The formulation of doctoral research strategies in educational theatre. Planning of relevant methodology; evaluation of research problems in progress.

MUSIC AND MUSIC PROFESSIONS/E85

Composition

NYU Composers’ Forum
All theory/composition majors are required to participate in the Composers’ Forum, which comprises faculty, graduates, and undergraduates. The Composers’ Forum coordinates performances of NYU composers. Participation is required every semester until graduation. Check with the department for dates and location of the monthly meetings.

20th-Century Techniques and Practices
E85.1016 30 hours: 2 points. Spring.
Evolution of contemporary compositional techniques traced from impressionism to the latest avant-garde experiments.

Applied Counterpoint
E85.1018 30 hours: 2 points. Fall.
Direct, compositional approach to counterpoint based on the style of Lassus and Palestrina. Two- and three-part writing.

Orchestration: Strings
E85.1020 Dello Joio. 30 hours: 2 points. Fall.
Examination of string instruments’ range, dynamics, articulation, special effects, and extended techniques. Score reading from the baroque to the present. Preparation of score and parts, including traditional and aleatoric notation.

Composition for Music Theatre
E85.1023 Cohen. 30-45 hours plus hours arranged: 2-3 points. Fall.
Venue for lyricists and composers to study and to create songs intended for theatrical performance, in the various styles and forms to be found in music theatre.

Orchestration: Woodwinds/Percussions
E85.1025 Dello Joio. 30 hours: 2 points. Spring.
Examination of wind and percussion instruments’ range, dynamics, articulation, special effects, and extended techniques with regard to historical style. Score reading with emphasis on transposition. Score layout and part preparation.

Electronic Music Synthesizers: Fundamental Techniques
E85.1057 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. Work culminates in the creation of a project on tape that demonstrates the application of basic concepts.
Computer Music Synthesis:
Fundamental Techniques
E85.1047 60 hours and hours arranged: 4 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. Assigned composition projects in designated analog and digital synthesis studios (B, C, D, E, and G).

E85.1053 30-60 hours: 2-4 points. Fall, spring.
Departmental approval required.
Assigned composition projects in designated analog and digital synthesis studios.

Techniques of Contemporary Music
E85.1122 30 hours: 2 points. Spring.
Contemporary harmonic techniques; extension of the chromatic system; six-tone and 12-tone scales. Modern use of the modes and other experimental techniques; application through original work.

Commercial Music Styles and Techniques
E85.1227 45 hours: 3 points. Fall.
An elective for music business students.
A technical study of commercially structured music with a creative approach to harmonic, melodic, rhythmic, and structural content. Comparisons are drawn among syntax in common practice and popular styles. Generation of lyrics discussed as content, structure, and unity.

Music for Advanced Orchestration
E85.2034.002 Lamneck. 15 to 45 hours: 1-3 points. Fall, spring.
Study of performance practice techniques in the symphony and other large-scale orchestral works. Selected works by Stravinsky, Bartók, Schoenberg, Sessions, Babbitt, and Carter are discussed researched, discussed, and presented in individual student projects.

E85.2321 Colloquy in Music
30 hours: 3 points. Spring.
Examination and application of extant theoretical thought to contemporary problems in theory and analysis, with emphasis on the main analytical paradigms for tonal and posttonal music.

Analysis of 19th- and 20th-Century Music
E85.2016 30 hours: 3 points. Spring.
Examination and application of extant theoretical contexts. A study of significant works and composers in the classical era. Historical style and performance practices are examined with reference to structure, harmonic language, developmental procedures, and the impact of different compositional aesthetics.

Scoring for Film and Multimedia
E85.2048 30 hours: 3 points. Fall, Spring.
Departmental approval required.
The creative and technical processes of composing music for film are achieved through the practical application of interactive software utilizing both electronic and traditional instruments. Key aspects of music editing and sound design are also integrated. Films need not be limited to narrative ones—works involving silent footage, multimedia, and live interactive performance are encouraged. In addition, professionals from the field are invited as guest lecturers throughout the semester.

Composition (Private Lessons)
E85.2321 15 hours: 3 points. May be repeated until a total of 12 points has been earned. Fall, spring.
Open to department graduate students majoring in music.

Analysis of Contemporary Practices
E85.2123 Fisher. 30 hours: 3 points. Fall.
An examination of significant works and composers in the last century. Historical style and performance practices are researched, discussed, and presented in individual student projects.

E85.2024 Seminar in Theory
30 hours: 3 points. Fall, spring.
Individual projects ranging from significant historical contributions in music theoretical thought to contemporary problems in theory and analysis, with emphasis on the main analytical paradigms for tonal and posttonal music.

E85.2034 Contemporary Music
E85.2039 Contemporary Music
Seminar in Analysis
E85.2046 Music Criticism
E85.2067 Music Literature: The Classical Period
E85.2073 Music Literature: The Classical Period
E85.2073.002 Gilber. 30 hours: 3 points. Spring.
An examination of significant works and composers in the classical era. Historical style and performance practices are researched, discussed, and presented in individual student projects.

E85.2067 Colloquy in Music
Spring.
A study of significant works and composers in the classical era. Historical style and performance practices are researched, discussed, and presented in individual student projects.
Performance Practices
E85.2091 30 hours: 3 points. Fall, summer.
Review of historically significant treatises on performance practice. Application to musical works through papers and class performances.

Principles and Appreciative Aspects of Performance Practice
E85.2099 30 hours: 3 points. Summer.
Review of methods of music analysis that are directed toward performance practice including Wallace Berry and Lawrence Ferrara. Application to musical works through papers and class performances.

Sonata in the 19th Century
E85.2151 30 hours: 3 points. Spring, summer.
Explores strategies for solo composition in multimovement works using the solo instrumental sonata of the 19th century as its primary focus. Works are studied and performed with reference to their common and distinctive features given the historical and aesthetic contexts in which they were created.

Wind or Percussion Instruments (Private Lessons)
E85.2354 15 hours: 3 points. May be repeated until a total of 12 hours have been earned. Fall, spring.
Open to department graduate students majoring in music.
Private lessons on mallets and set percussion instruments. All styles and forms supplemented by extra assignments. Jury examination required at end of semester. Required attendance at percussion recitals and master classes.

Stringed Instruments (Private Lessons)
E85.2355 15 hours: 3 points. May be repeated until a total of 12 hours have been earned. Fall, spring.
Open to department graduate students majoring in music.
Private lessons covering string repertoire in all styles and forms, supplemented by outside assignments. Jury examination at end of semester required. Required attendance at recitals and master classes.

Piano or Organ (Private Lessons)
E85.2556 15 hours: 3 points. May be repeated until a total of 12 hours have been earned. Fall, spring.
Open to department graduate students majoring in music.
Private piano or organ lessons covering repertoire from all styles and forms, supplemented by extra assignments. Attendance at recitals and master classes required.

Seminar in Music and Music Education
E85.3026 15 hours per point: 2-4 points. Fall, spring, summer.
$75 recital fee required. Designed for doctoral students in graduate performance program. Study directed toward fulfillment of degree requirements in performance and/or composition. Recital required.

Opera and Music Theatre
Graduate areas of study in music theatre involve collaboration among the programs within the Department of Music and Performing Arts Professions, such as the programs in educational theatre and dance education. Students register under the individual program numbers of each of the aforementioned departments. Courses include acting, directing, stagecraft, theory, drama, and dance. Instruction in voice is required (see E85.2363). Graduate students may earn a master's degree during the academic year or in summer sessions. For further information, consult the Department of Music and Performing Arts Professions.

Composition for the Music Theatre
E85.1023 30 hours: 2-3 points. Fall.
Composing in the various styles and forms to be found in music theatre. Creating lyrics and librettos. Workshops with guest artists. End-of-year performances.

Opera Workshop
E85.1060 Minimum of 15-45 hours: 1-3 points. Fall, spring.
Enrollment by permission of instructor. Study of fundamental techniques for performance in opera. Performance of selected arias, scenes, and one-act operas.

Music Theatre History I and II
E85.1264,1265 30 hours: 2 points. Fall, spring.
A study of the history and repertoire of contemporary music theatre, from its origins in the mid-19th century, through its first masterwork, Show Boat, to its current state. Trends and styles are discussed and illustrated.

Music Theatre Workshop
E85.1065 30-45 hours and hours arranged: 2-3 points. May be repeated up to 12 points. Fall, spring.
Registration by permission of the program director.
The Music Theatre Workshop is divided into specialized topics, such as voice and diction, song analysis, audition technique, and production. The emphasis of the workshops is performance, its technique, its theory, and its reality. Courses are taught by Broadway professionals who are active in their disciplines and who have extensive experience in education. Guest lecturers share their experiences and lead seminars. Students perform material regularly in class.

For additional courses in music theatre, see the following courses:

Acting for Singers II
E85.1520 Course. 45 hours: 2 points. Fall, spring.
Prerequisite: Acting I, or by permission of instructor or program director. Not open to freshmen.
Intensive work on scenes and monologues from a representative selection of contemporary and 19th-century plays with the goal of realistic acting that unites spoken text with text that is sung.

Acting for Singers III
E85.1521 45 hours: 2 points. Fall.
Prerequisite: E85.1520 or equivalent and permission of the instructor. A continuation of the intensive work in Acting II with the incorporation of more classical texts.

Music Theatre: Process and Analysis
E85.2066 Allison. 45 hours: 3 points. Fall.
Analysis of dramaturgical components (plot, structure, character, theme, style) of selected musicals from the American repertoire, with a historical perspective. In the process, students develop their own research and writing skills.

Opera Studio
E85.2063 Minimum of 30 hours: 1-3 points. Fall, spring.
Enrollment by permission of instructor only. Study of the standard and contemporary literature. Rehearsals and performance of selected work.

French Music
E85.2070 30 hours: 3 points. Fall.
Contributions of French music from impressionism through contemporary practices. Class performance required.

Voice (Private Lessons)
E85.2363 15 hours: 3 points. May be repeated until a total of 12 hours have been earned. Fall, spring.
Open to department graduate students majoring in music.
Private voice lessons covering repertoire from all styles and forms, supplemented by extra assignments. Attendance at recitals and master classes required.

Dance Education
Choreography for the Musical Theatre
E89.2290
Dance and Movement Design for the Musical Theatre
E89.2294
Educational Theatre

Directing E17.1081
Styles of Acting and Directing E17.1099
Music Theatre: Background and Analysis E17.1101,1102
Stage Lighting E17.1143
Costume Design E17.1175
American Theatre E17.2087,2092
Advanced Directing E17.2097

Conducting

Intermediate Conducting
E85.1093 30 hours: 2 points. Fall.
Advanced technical problems common to all phases of choral and instrumental conducting.

Advanced Instrumental Conducting
E85.2096 30 hours: 3 points. Spring.
Advanced study of all phases of instrumental conducting as they apply to school and preprofessional instrumental groups. Individual assignments.

Jazz/Contemporary Music Studies

New York University Jazz Ensembles
E85.1089 60 hours: 0-1 point. Fall, spring. Registration by audition only.
Study and performance of selected jazz literature for big band and small groups; experimental compositions and works by faculty and students are performed. Concerts and recording.

Jazz Arranging Techniques I
E85.1119 30 hours and 15 hours arranged: 3 points each term. Fall.
Prerequisite: E85.0039 or by permission of instructor.
An introduction to the concepts of jazz arranging and orchestration. Students produce their own arrangements for five horns and rhythm section.

Jazz Arranging Techniques II
E85.1120 30 hours and 15 hours arranged: 3 points each term. Spring.
Prerequisite: E85.1119 or by permission of instructor.
An extension of E85.1119 with emphasis on arranging and composition for big band.

Reference and Research in Jazz
E85.1121 Schroeder. 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.

Jazz Improvisation Techniques I
E85.2075 30 hours: 3 points. Fall.
Prerequisite: E85.0039.
An introduction to concepts of modal and tonal improvisation used in both instrumental and vocal settings. Examination of jazz solos and performance practices.

Jazz Improvisation Techniques II
E85.2076 30 hours: 3 points. Spring.
Prerequisite: E85.2075.
An extension of E85.2075 with emphasis on style characteristics of selected jazz artists.

The Jazz Orchestra
E85.2089 Matteau. 30 hours and 15 hours arranged: 3 points. Spring.
Prerequisite: E85.1120 or by permission of instructor.
Advanced seminar focusing on historical and current trends in jazz improvisation, composition, and arranging. Individual assignments in analysis and transcription.

Research in Music

Music Reference and Research Materials
E85.2021 30 hours: 3 points. Fall.
Identifying research materials and sources. Emphasis on utilizing the resources of libraries, indices, and the Internet. Development of a major bibliography on a specific topic and the writing of a brief research paper.

Research in Music and Music Education
E85.2130 30 hours: 3 points. Spring.
Methods, techniques, principles, and tools of research. Practical application through lectures, discussion, student critiques, and individual research projects. Includes essential elements of the Internet in conducting and reporting research.

Dissertation Proposal Seminar
E85.3097 30 hours: 3 points. Fall.
Development of doctoral research proposals with strategies for articulating theoretical grounding, relevant literature, research problems, research methods, and tools and techniques for analysis.

See also Performing Arts Research Colloquium E78.3400, page 102.

Music Business

The Law and the Music Industry
E85.2500 30 hours: 3 points. Fall.
Review and analysis of the law and agreements basic to the music industry. Designed to provide the student with an appreciation of legal issues as they affect management and production in the music industry.

Ethics of the Entertainment Industry
E85.2501 30 hours: 3 points. Fall.
Prerequisites: E85.2500, E85.2502, E85.2504, E85.2506.
The ethical practices of those in the entertainment industry affect not only their industry peers but all in society. Ethical problems as they relate specifically to the entertainment industry are examined. Examples of modern lyrics and similar audiovisual endeavors are studied from the perspective of their possible effect on young people in both the United States and other world markets.

Environment of the Music Industry
E85.2502 30 hours: 3 points. Spring.
Prerequisites: E85.2500, E85.2506.
An in-depth study of the music entertainment environment and the rapid changes (i.e., technology, acquisitions, etc.) affecting the creation, production, business administration, and professional standards of the industry. Emphasis is placed on expanding markets, new products, future technologies, and planning for the future. A historical overview and case studies are explored.

Promotions and Publicity in the Music Industry
E85.2504 30 hours: 3 points. Spring.
Prerequisites: E85.2500, E85.2506.
A thorough investigation of product support through traditional and new media. Promotional, publicity, and marketing plans are prepared using promotional strategies such as cooperative advertising, merchandising, public relations, contests, sweepstakes, in-stores, television and radio appearances, and tour support. Sales application through retail and distribution of prerecorded product are also examined.

Principles and Practice in the Music Industry
E85.2506 30 hours: 3 points. Fall.
An overview of the professional structure, standards, and practices of the music entertainment industry and its application to record product and individual career development. Case studies are explored.

Strategic Marketing in the Music Industry
E85.2508 30 hours: 3 points. Fall.
Prerequisites: E85.2500, E85.2502, E85.2504, E85.2506.
An in-depth analysis of how the music industry is developing and implementing market opportunities in the larger context of the entertainment and mass media industries. The industry is examined from the standpoint of what strategies will enable it to maximize current and future opportunities. Topics include corporate strategy, international aspects of the market for music, market research, managing entertainment organizations, synergy and partnerships, and new media strategies.
Internships in the Music Industry
E85.2510 2-6 hours per semester (a total of 6 required for the degree). Fall, spring, summer. Assignment to music industry companies. Responsibilities include business administration, creative services, marketing, production, and promotion. Midterm and final company analysis reports required.

Managing the Performing Artist
E85.2511 30 hours: 3 points. Spring.
The course examines principles and practices of managing a performing artist’s career with emphasis on the promotion and planning process used in the live performance sector. Lectures and discussions focus on people and issues that shape an artist’s career.

Concert Management
E85.2512 45 hours: 3 points. Spring. Prerequisites: E85.2500, E85.2504, E85.2506, E85.2508.
Course emphasizes concert promotion and facilities management. Content to include large venues and club outlets, box office and crowd management, labor relations, production techniques (i.e., sets, lights, sound, costumes, etc.), special events, tour planning and coordination, contracts and riders. Case histories to display investment capital pursuits, administration/staffing, market identification, objectives, sequencing and strategies, budgeting, and break-even from an entrepreneurial perspective.

Global Music Management
E85.2515 Spring (taught in January intersession at NYU in London).
Examination of current global music management issues. Topics include international market research, selection of international target markets, planning and decision making, how to utilize the global reach of the Internet, how to measure and predict global music trends, and cultural diversity issues in the music industry.

Colloquy in Music Business
E85.2606 30 hours: 3 points. Fall, spring, summer. Registration by advisement only. Supervised final project, by advisement.

Music Education
Teaching of Music in the Junior and Senior High School
E85.1027* 45 hours: 3 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.

Teaching of Music in the Elementary Grades
E85.1048 45 hours: 3 points. Fall. For music education majors only.

Instrumental Materials and Techniques in Music Education
E85.1054 30 hours: 2 points.
Instrumental materials and techniques suited to all levels of music instruction. Particular emphasis on assessment practices, diagnosis of instrumental problems, group methods, and individualized instruction including computer-assisted technology.

Supervised Student Teaching of Music in the Elementary School
E85.1141** Minimum 180 hours: 3-4 points. Fall, spring.
Supervised Student Teaching of Music in the Secondary School
E85.1145** Minimum 180 hours: 3-4 points. Fall, spring.

Music for Children
E85.1201 30 hours: 2 points. Fall, spring. Primarily for early childhood and elementary education students.
Music and movement experiences for the classroom (K-6); cognitive bases for aesthetic sensitivity and expression.

Music for Exceptional Children
E85.1204 30 hours: 3 points. Fall. Prerequisites: course work or experience in working with exceptional children and permission of instructor.
Music—movement experiences for individuals with mild to moderate impairment/disfunction. Emphasis on learning strategies in heterogeneous school classrooms. Aesthetic factors in the individualized education program.

Music Education Technology Practicum
E85.1405 15 hours: 1 point.
Applications of new technologies for teaching and learning, including video, digital audio, MIDI, computer notations and score preparation, interactive CAI, Internet, Web publishing, and portfolio development.

Guitar Practicum for Music Education
E85.1423 15 hours: 1 point.
A general introduction to teaching and learning guitar as a classroom instrument.

Brass Practicum for Music Education
E85.1424 15 hours: 1 point.
An ensemble approach to teaching and learning brass instruments. Each student has experience with at least three different brass instruments.

Woodwind Practicum for Music Education
E85.1425 15 hours: 1 point.
An ensemble approach to teaching and learning woodwind instruments. Each student has experiences with at least three different wind instruments.

Strings Practicum for Music Education
E85.1426 15 hours: 1 point.
An ensemble approach to teaching and learning string instruments. Each student has experience with three to four different string instruments.

Percussion Practicum for Music Education
E85.1427 15 hours: 1 point.
An ensemble approach to teaching and learning percussion instruments. Students perform, compose/arrange, and conduct using various percussion configurations.

Vocal Practicum for Music Education
E85.1428 15 hours: 1 point.
Introduction to vocal techniques and materials with emphasis on vocal development at all grade levels, including the changing voice.

Advanced Conducting Practicum for Music Education
E85.1431 30 hours: 1 point.
Development of advanced choral and instrumental conducting techniques, including procedures for rehearsal and performance, and appropriate repertoire for all levels.

Fundamentals of Conducting
E85.1465 15 hours: 1 point.
Basic principles of conducting, patterns, cueing, score preparation, score reading, rehearsal, and performance technique.

Problems in Music Education: Computer-Assisted Instruction
E85.2056 30 hours plus hours arranged: 3 points.
An examination of current strategies in using the computer as an aid to learning in music education. Current music software, CD-ROM, and Internet resources are examined and evaluated. Students design the content for a computer-assisted instruction module at their level of service in their special areas of teaching music. A sample music instruction program is produced using authoring software designed for educational applications at computer workstations or on the Internet.
Dalcroze Eurythmics  
E85.2077 30 hours: 3 points.  
A comprehensive introduction to the theory of Emile Jacques-Dalcroze using movement and space as the basis for experiencing, learning, and understanding technical and appreciative aspects of music.

Choral Materials and Techniques  
E85.2082 30 hours: 3 points.  
The choral rehearsal is more than just singing. This workshop provides hands-on experience with vocal and choral techniques, choral arranging, and composition for various ensembles, including selection and development of repertoire and involving students in the arranging, composing, and performing process.

Basic Concepts in Music Education  
E85.2139 30 hours: 3 points. Spring.  
Study of philosophical, psychological, and sociological concepts that form a foundation for the teaching of music.

Introduction to Orff and Kodály Methods  
E85.2149 30 hours: 3 points.  
Introduction to concepts and practices in the Orff and Kodály methods for music education.

Colloquy in Music Education  
E85.2939 15 hours per point: 2-4 points. Fall, spring.  
For master’s candidates in music education and music therapy. Section 2 for music therapy students.

Synthesis of learning theories demonstrated through individual thesis projects.

Music Technology  
Recording Technology I  
E85.1001 60 hours: 4 points. Fall, summer.  
Prerequisites: E85.1817, E85.1818.  
Introduction to the physical aspects of sound, sound level measurement, microphone techniques, psychoacoustics, basic electricity, principles and practice of magnetic recording, and an overview of the recording studio.

Recording Technology I: Laboratory  
E85.1002 30 hours: 2 points. Fall, summer.  
Corequisite: E85.1001.  
Practical application of the knowledge acquired in E85.1001, including an introduction to multitrack recording techniques and ear training for engineering. In addition to lectures given during lab time, students form lab groups and are assigned studio time each week in which to perform assignments.

Recording Technology II  
E85.1003 60 hours: 4 points. Spring, summer.  
Prerequisites: E85.1001, E85.1002.  
Digital recording technology is discussed. Topics include recording console theory and operation, microphone design and techniques, signal processing and digital effects equipment, hard-disc recording and reproduction.

Recording Technology II: Laboratory  
E85.1004 30 hours: 2 points. Spring, summer.  
Corequisite: E85.1003.  
A practicum in the recording studio that coincides with the lecture schedule and demonstrates all the topics outlined in E85.1003. This course also provides ear training for engineering. In addition to lectures given during lab time, students form lab groups and are assigned studio time each week in which to perform assignments. A final multitrack project is required.

Recording Practicum III  
E85.1005 60 hours: 4 points. Fall, summer.  
Prerequisites: E85.1003, E85.1004.  
Principles covered in Recording Technology I and II are put into practice with additional theory and hands-on training. Students perform various duties just as they would in a professional recording session.

Recording Practicum IV  
E85.1006 60 hours: 4 points. Spring, summer.  
Prerequisites: E85.1003, E85.1004, E85.1005.  
A continuation of E85.1005.

MIDI Technology I  
E85.1007 45 hours: 3 points. Fall, spring, summer.  
Prerequisite: E85.1007.  
An introduction to MIDI (Musical Instrument Digital Interface) with an emphasis on current applications. MIDI sequencing, recording, production, and arranging techniques are also incorporated into the course.

Fundamentals of Audio Technology I: Studio Maintenance  
E85.1008 45 hours: 3 points. Fall, summer.  
An introduction to maintenance and trouble-shooting concepts used in the recording studio. Procedures discussed are those necessary in utilizing sophisticated audio equipment and understanding essential aspects of studio design.

Fundamentals of Audio Technology II: Studio Maintenance  
E85.1009 45 hours: 3 points. Spring, summer.  
Advanced work in studio repair and maintenance focusing on digital equipment. Students develop practical skills tracing schematics, using test equipment, and replacing components as required daily in the studio environment.

Audio for Video I  
E85.1010 45 hours: 3 points. Fall, summer.  
Introduction to the concepts and applications of audio production for video, television, and film. Current production techniques frequently used in the postproduction industry are explored, with special emphasis on synchronization and the interfacing of SMPTE time code and multitrack audio-sweetening techniques including music editing, sound effects design, Foley, and dialog replacement.

Concert Recording I  
E85.1011 30 hours: 2 points (fall), 3 points (summer).  
Introduction to the concepts of live concert recording. Microphone selection, characteristics, and placement, as well as acoustic problems encountered in concert halls, are discussed. Students have the opportunity to apply the lecture material by recording undergraduate rehearsals and recitals.

Concert Recording II  
E85.1012 30 hours: 2 points (spring), 3 points (summer).  
Advanced techniques in concert recording. Topics include refinement of microphone placement and the use of artificial reverberation techniques to enhance the natural acoustics of concert halls. Students have the opportunity to apply lecture material by recording graduate and faculty concerts.

MIDI Technology II  
E85.1014 45 hours: 3 points. Fall, spring, summer.  
Prerequisite: E85.1007.  
Advanced applications of the MIDI standard and an introduction to programming using MAX/MSP—a graphical programming environment for algorithmic music composition, creation of interactive music environments, live audio processing, multimedia, and the interface with various pieces of MIDI hardware for input and output.

Electronic Music Performance  
E85.1019 45 hours: 2 points. Spring, summer.  
Through discussions with guest performers, students study the conceptualization and production of live electronics performance pieces. Individual proposals for several pieces are created. Followed by a final live performance project, in which live electronics are an integral part of the concept.
Recording Technology for Nonmajors  
E85.1022  60 hours: 4 points. Fall, spring.  
Introduction to the physical aspects of sound, the principles and practice of magnetic recording, and an overview of the recording studio, including an introduction to multitrack recording techniques. Work culminates in the production of a musical project on tape. Open to students without previous experience in recording technology.

Musical Acoustics  
E85.1035  30 hours: 3 points. Fall, spring, summer.  
An introduction to the field of acoustics emphasizing sound production by musical instruments, propagation of sound from source to listener (including electronic reproduction), and psychoacoustic perception of sound.

Electronic Music Synthesis: Fundamental Techniques  
E85.1037  45 hours: 3 points. Fall, spring, summer.  
An introductory course in electronic music synthesizer techniques. Basic concepts in the synthesis of music, including generation of sound, voltage control, and treatment of sound, are covered. Students complete laboratory tasks on analog synthesizer modules and create a project that demonstrates the application of basic concepts.

Computer Music Synthesis: Fundamental Techniques  
E85.1047  60 hours: 3 points. Fall, spring, summer.  
An exploration of the potentials of computer music synthesis. Concepts of music synthesis are presented through the use of a computer, keyboard, and appropriate software including an introduction to digital audio. Students create weekly assignments that demonstrate the application of basic concepts.

Electronic and Computer Music Literature  
E85.1070  45 hours: 3 points. Spring.  
Analytical and theoretical concepts required to grasp the aesthetic development of electronic and computer music compositions. The course emphasizes analysis and historical understanding of techniques of production and compositional ideas.

Live Sound Reinforcement  
E85.1112  45 hours: 3 points. Fall, spring.  
A focus on basic knowledge of live sound reinforcement; applicable to interested students in music, theatre, or the performing arts. Course topics introduce mixing consoles, room EQ, speakers, amplification systems, monitoring systems, and electrical requirements, as appropriate to the field.

Audio for Video II  
E85.1225  45 hours: 3 points. Spring, summer.  
A continuation of E85.1010. This is an advanced and detailed study of the audiovisual production and postproduction process, including digital recording techniques, with special emphasis on synchronization and the interfacing of SMPTE time code. Multitrack audio-sweetening techniques, including music editing, sound effects design, foley, and playback, are discussed, as well as other issues that concern state-of-the-art postproduction.
Aesthetics of Recording  
E85.1227  30 hours: 3 points. Fall.  
Open to all music students.  
A critical-listening study of music recordings, developing the student’s ability to define and evaluate aesthetic elements of recorded music. Discussion of the means to capture artistic performances.

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

Electronics Technology I  
E85.1817  45 hours: 3 points. Fall, summer.  
An introduction to analog electronic theory including solid-state devices. Ohm’s Law and related measurement techniques are explored. Students arrange for additional lab time to apply hands-on experience in basic circuit design.

Electronics Technology II  
E85.1818  45 hours: 3 points. Spring, summer.  
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.

Concert Recording III  
E85.2013  30 hours: 3 points. Fall, spring, summer.  
An exploration of advanced techniques in professional mastering and compact disc preparation with a focus on Sonic Solutions’ Digital Audio Workstation. In addition to hands-on experience, students receive extensive training in digital signal processing and audio editing.

Advanced Musical Acoustics  
E85.2036  30 hours: 3 points. Spring, summer.  
A continuation of the principles covered in E85.1035 Musical Acoustics. The semester is divided into three modules—Room Acoustics, Physics of Vibration, and Issues in Synthesis and Sound Design—designed to address critical yet broad areas concerning the science and art of producing sound in space. Students are responsible for hands-on projects on each module, quizzes on reading assignments, and a final project.

Software Synthesis  
E85.2037  30 hours: 3 points. Fall, spring.  
An introduction to Csound and Cecilia as well as other Silicon Graphics sound applications. Programming knowledge acquired is then applied to sound processing, composition, and mixing. A final project is required that may include composition or programming project. Additional topics explored include CLM (Common Lisp), PD (Pure Data), Mix (a hard disk mixer), and SND (a powerful sound editor).

Principles in Multimedia  
E85.2038  30 hours: 3 points. Spring.  
A study of the principles and practice of interactive media, surveying strategies, aesthetics, techniques, and software. Various works are analyzed for insight into the creative process as applied to interactive media. Resources utilized include the Yamaha Disklavier and NYU’s multimedia facilities.

Psychology of Music  
E85.2042  30 hours: 3 points. Spring, summer.  
Considers the effect of music on the human mind. Issues discussed include rhythm perception, psychoacoustics, expressive performance, representations of music, the relations between music theory and music perception and computational models.

Advanced Computer Music Composition  
E85.2047  45 hours: 3 points. Fall, summer.  
Advanced computer music composition, using all current means. Students are introduced to the diverse facilities of Studio G—a fully equipped digital studio. The focus of seminar activity is the exploration of various strategies for musical composition with electronics. A series of short studies leads to an original music composition as the final project.

Scoring for Film and Multimedia  
E85.2048  45 hours: 3 points. Fall, spring, summer.  
The creative and technical processes of composing music for a moving image are accomplished through film composition techniques, live recordings, and critical assessments. The practical application of software addresses electronic and live recordings, integrating key aspects of timings, MIDI-mockups, score preparation, and music editing. Scores are composed for graduate films and animated works from the Tisch School of the Arts, as well as a library of preexisting professional rough-cuts.

Independent Study  
E85.2300  45 hours per point: 1-6 points.  
Fall, spring; hours to be arranged.  
Graduate-level projects to be arranged.

Music Technology: Digital Audio Processing I  
E85.2600  30 hours: 3 points. Fall.  
A study of the theoretical foundations of digital audio processing through lecture as well as student review and discussion of the writings of prominent researchers in the field. Seminar participants research several topics in this broad area that are specifically related to their personal educational interest. Short written/oral reports as well as a final presentation provide students the opportunity to share their discoveries with the group.

Music Technology: Digital Audio Processing II  
E85.2601  30 hours: 3 points. Spring.  
Continuation of the study of digital audio processing techniques through the analysis of digital processing systems. The seminar format of Digital Audio Processing I is continued, with discussions of current literature and developments. Short reports and a final presentation are required.

Digitally Controlled Music Systems  
E85.2603  30 hours: 3 points. Fall, spring, summer.  
Prerequisite: E85.1014 or equivalent.  
Programming for MIDI devices using MAX, C, Lisp, sound and other software is explored. Design and implementation of sequencers, interface drivers, and interactive multimedia. A basic knowledge of computer programming is required.

Graduate Internships in Music Technology  
E85.2605  50-300 hours: 1-6 points, 50 hours per point. Fall, spring, summer.  
Assignment to studios, mastering labs, or other music technology-related firms for advanced-on-the-job training.

Digital Signal Theory  
E85.2607  45 hours: 3 points. Fall, spring.  
Theoretical and practical foundations for programming and digital signal processing at an advanced level. Topics covered include signal and system representation, time and frequency domains, phase vocoding, filter theory, and implementation. Lectures, covering concepts important to the implementation of DSP, are reinforced with assignments utilizing MATLAB and Csound to manipulate sound files digitally. A background in mathematics and computer programming is recommended, but not required.
PERFORMING ARTS ADMINISTRATION/E67

Internship in the Administration of Performing Arts Centers
E67.2001† A minimum of 450 hours: 3 points. Fall, spring; hours to be arranged. Assigned, supervised, and evaluated responsibilities at major New York cultural centers, including training in programming, publicity, development, marketing, general management, and fiscal affairs. Open to matriculated students in the program.

Internship in the Administration of Performing Arts Centers
E67.2002† A minimum of 450 hours: 3 points. Fall, spring; hours to be arranged. For description, see E67.2001.

Law and the Performing Arts
E67.2008 McClain. 30 hours: 3 points. Spring. Issues of law that affect the arts, e.g., contracts, liability, copyright, and labor relations. Analyzes important legal practices that have shaped cultural institutions in this century and examines legal relationships of producers, artists, and presenters in the performing arts.

Marketing the Performing Arts
E67.2105 Gutman. 30 hours: 3 points. Fall. Investigation and application of marketing techniques and practices for performing arts organizations. The aim is to develop students’ abilities to select and identify effective marketing applications to increase earned revenue from all sources. Promotional techniques such as telemarketing, brochure and advertisement development, direct mail marketing, and merchandising-related artistic products are examined. Participants are required to propose, present, and defend assigned projects.

Planning and Finance in the Performing Arts
E67.2120 30 hours: 3 points. Spring. Techniques of strategic planning and managerial finance in the performing arts organization from the perspective of its chief executive officer. Integration of skills in organizational evaluation, strategic planning, mission formulation, operations management, and finance. Students are required to write a strategic plan for a performing arts organization.

Environment of Performing Arts Administration
E67.2130 (formerly E88.2131) Wry. 30 hours: 3 points. Fall. Corerequisite: E67.2131. Introduction to the controlling elements affecting performing arts organizations in the United States. In addition to examining the position of the artist in society and in the labor market, the course analyzes the relationship of the environment to the production, marketing, and distribution of artistic services. Students study the derivation of the present environment, the relevance and import of tax exemption and nonprofit status, the organizational structures for arts organizations, the role of funding on all levels, and the strategies and techniques needed to manage performing arts organizations effectively.

Principles and Practices of Performing Arts Administration
E67.2131 (formerly E88.2130) Wry. 30 hours: 3 points. Fall. Corerequisite: E67.2130. Covers the areas of long-range planning, application for tax exemption, program budgeting, incorporation, demographics, board and constituency building, staff development, and community development as related to the establishment and viability of performing arts organizations. Students participate in a class project and case studies that integrate administrative, planning, programming development, and marketing skills.

Development for the Performing Arts
E67.2132 Dorfman. 30 hours: 3 points. Spring. Revenue generation for the performing arts organization. Examines development and fund-raising in the performing arts organization with a view to students learning strategies and acquiring skills to raise funds from disparate sources. Development is examined in its potential for fulfilling planning objectives, community development, and stability for the performing arts organization.

Governance and Trusteeship in Performing Arts Organizations
E67.2133 Wry. 30 hours: 3 points. Spring. For trustees, practicing arts administrators, or arts administration majors only. The roles and responsibilities of trustees and officers who govern nonprofit, tax-exempt arts organizations. How the planning, budgeting, personnel development, and marketing policies of arts endeavors are determined.

Seminar in Cultural Policy: Issues in Performing Arts Administration
E67.2222 Wry. 30 hours: 3 points. Fall, spring. Prerequisites: E67.2001, 2002, and substantial completion of the Program in Performing Arts Administration curriculum. Open only to arts administration majors. Study and preparation of papers on selected issues and cases in arts administration. Selected readings. Major paper required.

DRAMA THERAPY/E86

Introduction to Drama Therapy
E86.1114 (formerly E17.2114) Landy. 45 hours plus hours arranged: 3 points. Prerequisite: matriculation in the Program in Drama Therapy or registration by permission of instructor. An introduction to the theory and practice of drama therapy as a means of treating individuals with emotional, physical, social, and developmental disabilities.

Drama Therapy for the Emotionally Disturbed
E86.2109 (formerly E17.2109) Landy, McCullum. 30 hours plus hours arranged: 3 points. Prerequisite: E86.1114. Principles, objectives, and techniques of drama therapy are examined in relationship to the needs of emotionally disturbed children, adolescents, and adults. Practical applications are discussed and demonstrated in class. Supervised fieldwork is arranged.

Psychodrama and Sociometry
E86.2115 (formerly E17.2115) Garcia. 30 hours: 3 points. Fall. Prerequisite: E86.1114 or permission of instructor. The practice of psychodrama and sociodrama are examined as a treatment modality for use in drama therapy. Classroom experiences include participation in the psychodramatic process, group leadership training, and the further development of the aims and principles of drama therapy.

Advanced Practices in Drama Therapy
E86.2116 (formerly E17.2116) Staff. 30 hours: 3 points. May be repeated for a total of 6 hours: Fall, spring, summer. Prerequisite: matriculation in the Program in Drama Therapy. A practical application of the aims and principles of drama therapy to the leadership of groups. Focus is on selected methods and theoretical frameworks.
Projective Techniques in Drama Therapy
E86.2117 (formerly E17.2117) Landy. 30 hours: 3 points. Spring. 
Prerequisite: E86.1114, E86.2109, or permission of instructor. 
The practice of selected projective techniques used frequently in drama therapy, 
such as puppetry, mask, makeup, and video. Projective techniques are demonstrated 
in class and examined theoretically. Applications to special and normal 
populations.

Advanced Theory and Research in Drama Therapy
E86.2119 (formerly E17.2119) Landy. 30 hours: 3 points. Fall. 
Prerequisites: E53.2038, E63.2039, E86.2109, E86.1114, E63.2271. 
An examination of advanced drama therapy theory and research; new approaches 
that speak to the aesthetic and psychological dimensions of drama therapy. Intended 
for students planning research for the M.A. thesis.

Independent Study
E86.2300 (formerly E17.2300) 45 hours per point: 1-6 points. Fall, spring, summer; 
bloods to be arranged. 
For description, see page 207.

Internship in Drama Therapy
E86.2302 (formerly E17.2302) 
Hodermarska. 45 hours per point: 1-6 points. Fall, spring, summer. 
Supervised internship at selected clinics, hospitals, and rehabilitation centers.

Collaboration Among the Creative Arts Therapies
E97.2010 Hesser, Landy. 30 hours: 3 points. Spring. 
Prerequisite: completion of two full-time semesters in any of the graduate-level creative arts 
thepies. Registration by permission only. 
An interactive approach toward clinical treatment through the creative arts 
therapies. Differences and similarities among the creative arts therapies in terms of 
goals, practices, and theory are discussed and demonstrated.

MUSIC THERAPY/E85
Clinical Improvisation in Music Therapy
E85.1058 30 hours: 2 points. Fall. 
Focus on the improvisational use of the piano and guitar and their applications to 
music therapy with various clinical populations. Students’ major performance 
instrument(s) are also used throughout the semester.

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.

Introduction to Music Therapy
E85.1046 45 hours: 3 points. Fall. 
A survey of the scope and variety of clinical practices in music therapy. Open to 
tohered students from all disciplines. Course includes active demonstration and 
experiential learning.

Vocal Improvisation for Music Therapists
E85.1062 30 hours: 2 points. Spring. 
Focuses on developing a wide range of vocal expression through improvisation. 
The use of the voice in music therapy is explored.

Music Therapy Practicum: Handicapped Children
E85.2043 135 hours: 3 points. Fall, spring. 
Observation and practice of music therapy with handicapped children.

Independent Study
E85.2300 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged. 
For description, see page 207.

Music Therapy: Advanced Theory and Methods I
E85.2931 45 hours: 3 points. Fall. 
Theoretical and methodological foundations for the use of music as therapy are 
explored in depth with an emphasis on work with children and adolescents. 
Psychological, philosophical, and sociological theories of music; underlying assumptions 
of pathology governing treatment of populations with disabilities; relevant 
therapy theories and research findings in music therapy are studied.

Music Therapy: Advanced Theory and Methods II
E85.2932 45 hours: 3 points. Spring. 
Theoretical and methodological foundations for the use of music as therapy are 
explored with an emphasis on work with adults and the elderly. Established and cre-
ative techniques of music therapy, group processes, and personal resources of the 
music therapist are explored.

Internship in Music Therapy
E85.2935,2936 100 hours per point: 
3-6 points each term. Fall, spring; hours to be arranged. 
Supervised fieldwork in the student’s clinical specialization area. The internship 
helps the student develop advanced skills in music therapy practice. Seminar and 
independent projects are included.

Music Therapy for Handicapped Children and Adolescents
E85.2937 45 hours: 3 points. Fall. 
Advanced music therapy techniques and strategies for working with handicapped 
children and adolescents in a variety of treatment settings.

Music Therapy for Handicapped Adults
E85.2938 45 hours and hours arranged: 
3 points. Spring. 
Advanced music therapy techniques and strategies for working with handicapped 
adults, including geriatric populations, in a variety of treatment settings.

Colloquy in Music Education
E85.2939 Synthesis of more music therapy theory 
demonstrated through a final written project.

Dissertation Proposal Seminar
E10.3001,3002 

Collaboration Among the Creative Arts Therapies
E97.2010 Hesser, Landy. 30 hours: 3 points. Spring. 
Prerequisite: completion of two full-time semesters in any of the graduate-level creative arts 
thepies. Registration by permission only. 
An interactive approach toward clinical treatment through the creative arts 
therapies. Differences and similarities among the creative arts therapies in terms of 
goals, practices, and theory are discussed and demonstrated.
The Department of Nutrition, Food Studies, and Public Health is the modern legacy of an academic unit founded in the 1920s. Today, in recognition of the importance of nutrition to health and food to human life and pleasure, the role of behavioral and environmental factors in health promotion and disease prevention, and the growing demand for skilled professionals in these areas, the department prepares students for a wide range of careers in food, nutrition, and health. The department offers master’s and doctoral programs in three broad but interrelated areas: nutrition and dietetics, food studies and food management, and community public health (M.P.H. only).

The master’s programs lead to M.S., M.A., or M.P.H. degrees.

The M.S. program in nutrition and dietetics offers specialized training in either clinical nutrition or foods and nutrition, along with graduate-level dietetic internships fully accredited by the American Dietetic Association (ADA). The clinical nutrition specialization provides the undergraduate courses and postbaccalaureate experience needed to meet the ADA’s requirements for credentialing as a registered dietitian (R.D.).

The department’s innovative M.A. program in food studies and food management prepares students for leadership positions in numerous food professions. Courses examine the sociocultural, economic, and historical factors that have influenced food production and consumption in both local and global settings.

The public health master’s (M.P.H.) program in community public health offers three areas of concentration: community health, international community health, and public health nutrition. The program prepares students for exciting careers in communities, organizations, and government agencies that work to improve the health of underserved population groups in the United States and throughout the world.

The department’s Ph.D. programs train students to become researchers, educators, and advanced practitioners in nutrition, food studies, and public health. Together, these programs focus on the role of food, nutrition, and health as separate but integrated aspects of society. They emphasize the scientific, behavioral, socioeconomic, cultural, and environmental factors that affect health and the ways in which trained professionals can apply this information to help individuals and the public make dietary and other behavioral choices that will promote health and prevent disease. In support of this goal, the programs address the current reality of diet and...
health patterns. People are increasingly eating meals prepared outside the home in restaurants, workplaces, and supermarkets. Overweight and obesity constitute major health problems, not only in the United States but also throughout the world, and coexist with classic conditions of undernutrition and emerging infectious diseases, not least of which is HIV/AIDS. Changes in society and disease risk have increased the need and demand for trained professionals who can employ nutritional, behavioral, sociocultural, and population-based strategies to improve personal, public, and environmental health.

Faculty

Cultural and social history of food; food and industrialization; globalization and food; American cultural studies; 20th-century United States.

Research interests include New York City foodways; American Jewish history; immigration studies; culture and food.

Sharron Dalton, Associate Professor. B.S. 1962, Iowa State; M.S. 1974, Rutgers; Ph.D. 1984, New York.
International nutrition; food and nutrition knowledge and relationship to dietary practices; weight management and childhood obesity.

Dietary patterns of diverse populations; public health nutrition; dietary assessment methods; nutrition epidemiology.

Nutrition assessment; nutrition in gerontology; clinical nutrition management; genetics education of health professionals.

Policy and prevention of chronic and infectious diseases; poverty and public health; women's health.

Public health nutrition; chronic disease prevention in at-risk populations; nutrition in African Americans; nutrition in hypertension; nutrition in gerontology.

International health; primary health care; social epidemiology; quantitative methods; health services research; and impact evaluation.

Dietary guidance policy; nutrition in health promotion and disease prevention; nutrition education of health professionals; nutrition intervention in high-risk groups; community nutrition.

Public health nutrition; iron nutrition in populations at risk; nutrition and cognitive development; nutrition in pediatrics; nutrition in the Hispanic community; international nutrition; demography and nutrition.

Lisa Sasson, Clinical Assistant Professor. B.S. 1981, Brooklyn College (CUNY); M.S. 1986, New York; R.D.
Sports nutrition; weight loss and behavioral modification; food service systems; recipe development; nutrition education.

Professional preparation of health education specialists and the professionalization of health education; credentialing; curriculum development; professional ethics; continuing education; computer resources for health education.

Adjunct Faculty

Joan Aronson, A.O.S., B.S., M.S.
Doug Berman, M.S.
Neal Berman, B.A., Ph.D.
Vicki Breitbart, M.S.Ed., M.S.W., Ed.D.
Andrew Burgie, B.A., M.S.
David J. Cantry, B.S., M.S., Ph.D.
Mitchell Davis, B.S.
Jeffrey P. Fine, B.A., M.S.W., M.S.
Antoinette Franklin, B.S., M.S.
Ellen J. Fried, B.A., J.D.
Claudia Gill Green, B.S., M.S., Ph.D.
Erica B. Hirsch, B.S., M.S.
Audrey Jacobson, M.D., Ph.D.
Linda G. Lawry
Patricia Lobenfeld, A.S., B.A., M.A.
Michelle Masiello, B.A., M.A.
Charles M. Mueller, B.A., M.S., Ph.D.
Michael J. Palmieri, B.S., M.S.
Fabio Parasecoli, B.A., M.A., M.S.
Robert L. Phillips, B.S., M.A., Ed.D.
Daniel Rafalin, B.S., M.A.
Yael Raviv, B.A., M.A., Ph.D.
Alice S. Ross, B.S., M.S., Ph.D.
Joy Santlofer, B.F.A., M.A.
Irene Sax, B.A., M.A.
Elizabeth Schaible, B.B.A., A.A.S., M.S.
Janet E. Schebendach, B.A., M.S.
**Master’s Programs**

**Nutrition and Dietetics**

**Director**
Lisa Sasson

Education Building, 10th Floor
212-998-5580

**Degree**
M.S.

The Master of Science Program in Nutrition and Dietetics prepares students for a wide range of careers as dietitians and nutritionists. It provides training for registered dietitians, other health professionals, and students trained in other disciplines who seek to become registered dietitians or to obtain advanced academic training in one of two areas of concentration: (1) clinical nutrition, which provides all academic and internship requirements of the American Dietetic Association (ADA) for registration eligibility, and (2) foods and nutrition, which provides advanced training for professionals in food, health, and business fields. Internships and field placements in specific areas of interest offer exceptional opportunities to apply nutrition knowledge in a great variety of professional settings.

Within the overall program, students must select either clinical nutrition to pursue a master's degree and to meet ADA eligibility requirements for dietetic registration, or foods and nutrition to pursue the master's degree alone. These concentrations require the same core sequence of nutritional science and research courses; they differ in prerequisites, specialization, and professional experience requirements.

Although the two concentrations differ most significantly in level of clinical training, both programs are designed to train students to help individuals and the public choose foods that promote health and prevent disease; manage human, financial, and physical resources to improve the nutritional status of individuals and population groups; monitor trends and issues in the field of nutrition and translate this information into education and training programs; and apply research principles and processes to the examination of nutrition problems.

**CAREER OPPORTUNITIES**

These programs prepare students for careers as dietetic practitioners or administrators in health care, community, and private practice settings; as food industry specialists in public relations, media, or food product development; and as nutrition educators and counselors in health care, community, or corporate health programs.

**CLINICAL NUTRITION**

This concentration is a 40-point curriculum for students who would like to obtain the registered dietitian (R.D.) credential. It is a 34-point curriculum for students who already have an R.D. or are R.D.-eligible at the time of matriculation, but who would like to obtain a master’s degree that provides advanced training in clinical dietetics.

In order to become a registered dietitian, the ADA requires students to fulfill the following three separate sets of training requirements prior to taking the dietetic registration examination: (1) A bachelor's degree from an accredited college. (2) Completion and verification of a specific sequence of undergraduate prerequisite courses that meet defined educational competencies and are known collectively as the Didactic Program in Dietetics (DPD). (3) Completion of an ADA-accredited dietetic internship. The department provides two internship options, which are discussed below. Students who do not hold bachelor's degrees from ADA-accredited nutrition programs should take the following steps, in order: (1) enroll in the clinical nutrition graduate program; (2) while enrolled, take undergraduate (DPD) prerequisite courses; (3) take the one graduate course (Research Methods) required for the DPD; (4) apply for admission to a dietetic internship (which may involve master's-level course work); and (5) complete the internship and courses for the master's degree. All DPD courses must be completed prior to entering an internship program. For further information about DPD prerequisites, request the department's handout for clinical nutrition and the Steinhardt School of Education Undergraduate Bulletin for course descriptions.

**ACADEMIC PREREQUISITES**

The following courses comprise the ADA-accredited Didactic Program in Dietetics (DPD). They may be taken while matriculated as a graduate student in clinical nutrition and must be completed prior to enrolling in graduate-level courses. As prerequisites, however, they do not earn graduate credit.

- Basic Science: introductory chemistry (1), organic chemistry (1), biological chemistry, human anatomy/physiology, microbiology/sanitation.

Nutrition Science: nutrition and health, diet assessment and planning, nutrition and the life cycle, clinical nutrition assessment, community nutrition.

Food Science: introduction to foods and food science, food science and technology, food production and management, food management theory.

Research Methods (earns graduate credit).

Note 1: Undergraduate chemistry courses (inorganic, organic, biochemistry) should be taken with laboratory; at least two of the three must be taken with laboratory.

**DEGREE REQUIREMENTS: CLINICAL NUTRITION**

**Research Methods (3 points):** Research Methods E33.2190.


**Electives and Areas of Interest (8 points):** Selected from departmental and other related courses in counseling and statistics; community nutrition; food studies; food management; nutrition and physical fitness; administration in clinical dietetics; and business and industry.

**Didactic Program in Dietetics (DPD) Verification**

The NYU Graduate Didactic Program in Dietetics (DPD) is accredited by the Commission on Accreditation for Dietetics Education of the American Dietetic Association until 2011. Evaluation and verification of the ADA's DPD requirements for dietetic registration eligibility may be obtained by...
students who have completed at least 15 points in residence at NYU. Students must request and file a formal application, appropriate documents, and a $25 fee with the director, DPD Didactic Program Verification, at the department’s address.

**DIETETIC INTERNSHIPS**

The department offers two ADA-accredited options for students to obtain dietetic internships.

The NYU Dietetic Internship meets ADA requirements for supervised clinical practice for registration eligibility. It is currently accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association from April 1999 though November 2011. It also fulfills 18 of the 40 points needed for a Master of Science degree in clinical nutrition. It is a one-year, full-time program that requires registration in three NYU semesters or two semesters and a summer session. The program includes one full semester of course work, followed by six months of supervised practice that also involves registration in two consecutive 3-point courses.

First semester: Interns must complete four graduate courses (12 points) before entering supervised clinical practice: Research Methods E33.2190, Nutrition Counseling Theory and Practice E33.2198, Medical Nutrition Therapy E33.2037, Nutrition-Focused Physical Assessment E33.2196.

Second and third semesters (or second semester and a summer session): Interns complete supervised clinical practice rotations in clinical nutrition therapy (13 weeks), community nutrition (three weeks), food service management (six weeks), specialties (two weeks), and staff relief (two weeks)—a total of at least 975 practice hours, along with 23 hours of classroom instruction. The supervised practice takes place in one of the many affiliated hospitals, institutions, and agencies located throughout the New York metropolitan area. Because some of these sites train more than one dietetic intern, starting dates for the supervised clinical practice may vary.

Concurrent with the supervised practice, interns register in two consecutive semesters for Clinical Practice in Dietetics I and II E33.2146,2147. Class sessions cover the Code of Ethics of the ADA/Commission on Dietetic Registration (CDR) and the Standards of Practice for dietetic professionals; political, legislative, and economic factors affecting dietetic practice; and development of effective communication and counseling skills.

Admission requirements: Applicants must (1) hold a baccalaureate from an accredited college or university; (2) present an official ADA Verification Statement of Completion of a DPD, or a statement of Declaration of Intent to Complete a DPD, with original signatures; (3) apply and gain acceptance into the clinical nutrition M.S. program; (4) apply and be accepted into the NYU Dietetic Internship; and (5) have a minimum academic average of B in nutrition DPD courses. Preference will be given to applicants with an overall academic average of B or better.

Application procedure: Because students in the NYU Dietetic Internship take courses in the clinical nutrition M.S. program, and because the NYU Dietetic Internship participates in national computer matching, the admission process requires three separate applications to (1) the NYU Steinhardt School of Education M.S. program in clinical nutrition (HOND-CNU), (2) the NYU Dietetic Internship, and (3) the national computer matching system. Each requires a separate fee, and all should be filed at the same time.

Deadlines: Applications are accepted twice annually, in September for the following spring, and in February for the following fall (consult the current department handwritten on the NYU Dietetic Internship for specific dates).

The Bronx Veterans Affairs Medical Center Dietetic Internship/NYU Master’s Degree Program is conducted jointly by NYU’s Department of Nutrition, Food Studies, and Public Health, and the Bronx Veterans Affairs Medical Center (VA). The coordinated program affords the opportunity to complete the dietetic internship and M.S. in only 16 months. The program meets all requirements for dietetic registration eligibility, as well as for the M.S. degree in nutrition and dietetics: clinical nutrition (HOND-CNU). Full accreditation by the American Dietetic Association’s Commission on Accreditation of Dietetics Education has been granted since 1981.

The program accepts seven students annually. The VA pays each dietetic intern a stipend during the 12-month (1,550-hour) clinical training period. During the first 12 months, interns spend four days a week in internship rotations and one day a week attending classes at NYU. The final four months of the program are spent as full-time master’s degree students at NYU. For information, contact Dietetic Internship Director (120) at the Bronx Veterans Affairs Medical Center, 130 West Kingsbridge Road, Bronx, NY 10468; telephone: 718-584-9000, ext. 6845; e-mail: Susan.Spector@med.va.gov; Web site: www.va.gov/vvisn/vvisn03/diethome.asp

**FOODS AND NUTRITION**

This concentration provides a flexible curriculum designed for students who have bachelor’s degrees and hold credentials in the health professions (such as an R.D., R.N., D.D.S., M.S.W., or M.D.) and who are interested in further training in this field but who do not necessarily want or need to become registered dietitians. The concentration for students who hold only bachelor’s degrees is 40 credits; it is a 34-credit program for students with credentials in the health professions.

This program differs from the clinical nutrition concentration in three important respects: It requires fewer prerequisite courses, it calls for a different set of specialization course requirements, and it does not fulfill American Dietetic Association requirements for registration eligibility.

**ACADEMIC PREREQUISITES**

Students must take or present evidence of competency in all graduate course prerequisites: introductory chemistry (see Note 1, below), organic chemistry (see Note 1, below), biochemistry, human anatomy and physiology, nutrition and health, introduction to foods and food science, diet assessment and planning, nutrition and the life cycle, and any others that may be required for specific elective courses.

**DEGREE REQUIREMENTS**


Note 1: Undergraduate chemistry courses (inorganic, organic, biochemistry) should be taken with laboratory, at least two of the three must be taken with laboratory.
Food Studies and Food Management

Director
Jennifer Schiff Berg

Education Building, 10th Floor
212-998-5580

Degree
M.A.

Food is the nation's largest industry. It encompasses the production, transportation, storage, preparation, merchandising, marketing, and sales of food, beverages, products, ingredients, and services in a very wide range of locations. The multiple aspects of the food system, its size, and its international dimensions demand a large workforce knowledgeable about the role of food in society, culture, health, and the environment.

This program addresses that need through two closely related areas of concentration. Food studies focuses on critical inquiry relating to food production and consumption. Courses train students to develop, prepare, market, and evaluate food, food products, and meals; research and write about food, food products, meals, and diets; and examine the social, economic, cultural, and behavioral factors that have influenced food consumption practices and patterns in the past and present. Food management encompasses the professional management of operations, finances, and personnel related to food production, storage, distribution, preparation, and marketing.

Both areas of concentration provide core, specialization, and elective courses that may be taken in several NYU schools; internships that may be completed in an array of potential employment sites; access to world-class restaurants, food operations, publishers, magazines, and food professionals; and an emphasis on critical thinking and research skills transferable to professional work experience.

Electives and Areas of Interest (8-14 points): Selected from departmental and other related courses in community nutrition; food studies; food management; nutrition and physical fitness; clinical nutrition; and business and industry.

SPECIAL OPPORTUNITIES
The department offers special courses, such as a 6-point graduate summer study abroad program on food and nutrition in Tuscany, Italy. The program immerses participants in a full experience of Italian food, diet, culture, and history through classroom instruction, field trips, guest speakers, and hands-on workshops. Students examine food and nutrition on a variety of levels: from the small olive oil producers and winemakers to Italian public health philosophies, nutritional practices, and agriculture under the European Union.

CAREER OPPORTUNITIES
Food management careers occur in any place where food is developed, produced, purchased, prepared, or served: corporations and companies; restaurants and chains; hotels, resorts, spas; convention centers; airlines; educational institutions; health care facilities; community sites; government agencies; and consulting firms. Food studies careers focus more on the creative aspects related to the role of food in culture and society. They involve product, menu, and recipe development; advertising, marketing, and public relations; communications and media; writing and editing; styling, photographing, and testing; and teaching, consulting, and research.

ACADEMIC PREREQUISITES
The following courses are prerequisite to the Program in Food Studies and Food Management. Any unmet prerequisites may be fulfilled while enrolled in the M.A. program, either by taking courses or by passing exemption examinations.

Courses: food science; food production; food management; and food sanitation.

Work experience: students entering the M.A. program are expected to have had at least six months of full-time work experience in food studies or food management. Students without this experience are expected to complete at least 500 hours of work experience during the first year of the program.

DEGREE REQUIREMENTS
The program requires 40 points; a 34-point option is available to students who hold a bachelor's degree from accredited institutions and who also have completed comprehensive certificate programs in culinary arts. Core: New Graduate


Food Management: Managerial Accounting E33.2101, Managing Food Industry Personnel E33.2107, Strategic Food Marketing E33.2038, and Food Management Legal Environment E33.2109.

Electives: Selected from courses in food (Techniques of Regional Cuisines E33.1183, Food in the Arts E33.1204, Food Demonstrations E33.1137), food management (Beverages E33.1025, Food Finance E33.1188), and others by advisement (e.g., Food Policy E33.2015 and Environmental Effects on Food and Nutrition E33.2044).

SPECIAL OPPORTUNITIES
The department offers special courses, such as a 6-point graduate summer study abroad program on food and nutrition in Tuscany, Italy. The program immerses participants in a full experience of Italian food, diet, culture, and history through classroom instruction, field trips, guest speakers, and hands-on workshops. Students examine food and nutrition on a variety of levels: from small olive oil producers and winemakers to Italian public health philosophies, nutritional practices, and agriculture under the European Union.
Community Public Health

Director
Sally Guttmacher
Education Building, 12th Floor
212-998-5780

Degree
M.P.H.

The mission of the Program in Community Public Health is to improve the health of diverse population groups at the local, national, and international levels. This mission is consistent with New York University’s role as a center for global education. It is accomplished by preparing students to integrate the knowledge, skills, and experience fundamental to all public health disciplines and to apply the integrated knowledge to prevention of a broad range of community health problems. The program prepares students to be effective public health leaders and service providers through its commitment to excellence in education, research, and community service. It promotes public health practice and professional values through graduate-level fieldwork with community agencies, collaboration with outside agencies, and the provision of direct service to the community.

The M.P.H. program provides the rigorous professional education needed to launch a successful career with governmental, private, and community agencies devoted to improving the health of diverse population groups in communities here and around the world.

The 46-point program, accredited by the Council on Education for Public Health, offers concentrations in community health, international community health, and public health nutrition and is designed for college graduates, midcareer professionals, and health workers interested in population-based approaches to improving the health of diverse, high-risk, and low-income communities.

Community Health (Sally Guttmacher, director). This concentration is designed for students who seek graduate training in planning and evaluating programs designed to promote health and prevent disease in diverse population groups. It prepares students for careers in local, state, federal, and international health agencies as well as in community and nonprofit organizations. The M.P.H. degree broadens employment opportunities for graduates by providing training in the application of public health approaches to a broad range of health and societal problems.

International Community Health (Sally Guttmacher, director). This concentration is designed for students who seek graduate training in planning and evaluating programs designed to promote health and prevent disease in diverse population groups throughout the world. It prepares students for careers in international health agencies and nongovernmental organizations. The M.P.H. degree broadens employment opportunities for graduates by providing training in the application of public health approaches to a broad range of health and societal problems.

Public Health Nutrition (Beth Dixon, director). This concentration is designed for students who seek graduate training in program and policy approaches to improving the nutritional status of diverse population groups. It prepares students for careers in local, state, federal, and international health agencies. The M.P.H. degree broadens employment opportunities for nutritionists by providing training in the application of public health approaches to a broad range of health and societal problems.

CAREER OPPORTUNITIES

The Community Public Health program prepares students for careers in health activism, health organizations, planning agencies, community-based organizations, and research institutions. Students in the M.P.H. program will be prepared to work in a wide variety of areas, including chronic disease prevention, teen pregnancy/sexual risk, tobacco and substance abuse, asthma, domestic violence, food and nutrition planning, and HIV/AIDS, as well as other public health issues facing communities.

ACADEMIC PREREQUISITES

The Public Health Nutrition concentration requires specialization in foods and nutrition in addition to public health fundamentals. For students who enter the public health nutrition program without previous training in these fields, the program requires the following four prerequisite courses (or their equivalents in course work as determined by an adviser): Nutrition and Health E33.0119, Introduction to Foods and Food Science E33.0085, Nutrition and the Life Cycle E33.1269, and Diet Assessment and Planning E33.0060. These courses fulfill basic competencies in public health nutrition and prepare students to enter graduate nutrition courses. Students who enter the M.P.H. program with credentials as registered dietitians, or who are R.D.-eligible, or who elect the R.D./M.P.H. option have already met (or will meet) all of the prerequisite requirements for the M.P.H. program.

The Community Health and International Community Health concentrations do not have academic prerequisites.

DEGREE REQUIREMENTS

The requirements for the 46-point M.P.H. program include the following: Public Health Foundations:


Research: Research Methods in Public Health E81.2301, Program Planning and Evaluation for Community Health E81.2549. Internship: Internship and Seminar in Public Health E81.2160. Specialization courses: a variety of courses are available to meet the 12-point requirement within each student’s area of specialization.

Students in the International Community Health concentration are required to demonstrate proficiency in at least one foreign language (please refer to the program handouts on the Web site for options for meeting this requirement).

Our students take their core public health courses in NYU’s innovative Department of Nutrition, Food Studies, and Public Health and their administration, policy, and finance courses in the premier Robert F. Wagner Graduate School of Public Service. Small classes allow students to work closely with faculty who have years of domestic and international experience and a deep commitment to educating public health professionals for community and international settings.

ADMISSIONS

In addition to meeting the Steinhardt School of Education general admissions requirements for master’s-level study, all applicants must submit scores from either the Graduate Record Examination (GRE) or Medical College Admissions Test (MCAT).

SPECIAL OPPORTUNITIES

Graduate Summer Study Abroad Program in Cape Town, South Africa. The 6-point, four-week course is based in the Department of Public Health and Primary Care in the Medical School of the University of Cape Town. Students examine how primary health care is delivered through the South African health care system; the current distribution of infectious and chronic diseases in South Africa; specific issues related to reproductive health in South Africa, including the implementation of the new abortion act and issues in family planning; and current problems in community health associated with the repression of the apartheid era, such as the impact of past
human rights violations on the community’s health. Students spend one week as interns in South African clinics or social advocacy groups. The curriculum includes lectures, seminars, and field trips in the Western Cape Province, as well as travel into rural areas in other provinces to examine health care delivery and community health issues from a rural perspective.

**Internships.** All Community Public Health students complete an internship, including 180 hours of direct fieldwork in the community. The internship experience allows students to apply theoretical concepts, skills, and knowledge from course work to practical situations in an actual work setting. Internships are planned, supervised, and evaluated practically, where students are expected to participate in agency activities on the level of a beginning practitioner. Students are placed in a wide range of local, national, and international health agencies and are directly involved in the selection of their internship site based on their career goals, previous experiences, and interests. Internship placements are highly individualized, so as to complement the student’s prior experience and professional goals and objectives. Students in the past have worked with a variety of agencies including the U.N., the World Health Organization, NYC Department of Health and Mental Hygiene, Planned Parenthood, NYC Foodbank, NYU School of Medicine Center for Immigrant Health, Leukemia and Lymphoma Society, and the Caribbean Women’s Health Association.

**Hands-on Experience.** In addition to the internship, practical, hands-on experience in diverse settings throughout the city is integral to the M.P.H. curriculum. For example, the needs assessment course sends students into Chinatown, Spanish Harlem, and African immigrant communities to measure diabetes, asthma, obesity and other health needs. The grant-writing course partners students with nonprofit health groups to help them fund urgent educational and outreach programs.

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**Doctoral Programs**

**Director**

Sharon Dalton
(Nutrition and Dietetics)
and
Amy Bentley
(Food Studies and Food Management)

**Education Building, Suite 1077**

**212-998-5580**

**Degree**

Ph.D.

The department offers doctoral education in (1) nutrition and dietetics and (2) food studies. Because these programs are small and highly selective, the department administers them jointly. Within the overall program structure, students are encouraged to select specific courses, course sequences, and dissertation proposals and research topics that meet their individual interests and goals. Each program is developed individually by students in consultations with advisers who are specialists in the course of study.

Application procedures, general admission requirements, examination and research requirements, and overall course requirements are the same for all doctoral programs. Program admission requirements and prerequisites differ for each doctoral area and are described under that area.

**APPLICATION INFORMATION AND PROCEDURES**

For general application procedures, see pages 202-3. All materials must be submitted by January 15 for fall admission.

**GENERAL ENTRANCE REQUIREMENTS**

Master’s degree from an accredited institution and GRE scores for the verbal and quantitative sections; TOEFL scores (if applicable); demonstrated leadership potential as shown by honors, awards, publications, active participation in professional organizations or agencies, or independent research; a statement of goals (500 words) explaining why the applicant is seeking a doctoral degree and how doctoral training will help achieve career goals and contribute to the profession; and three letters of recommendation from employers, former professors, or professional colleagues who have observed the applicant’s work. Applicants whose credentials pass an initial screening are interviewed in person or by telephone.

**DEGREE REQUIREMENTS**

For doctoral requirements of the Steinhardt School of Education, see pages 227-29. In addition to school requirements, the department requires 18 points of specialization courses.

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**Nutrition and Dietetics**

The interdisciplinary Ph.D. program of advanced study in nutrition and dietetics provides broad training in education, specialization, and research theory and applications. The program is designed specifically to meet the needs of employed professionals who desire further education to advance in their careers or to develop a career in academics. The program prepares graduates for teaching, research, administrative, and leadership positions in academic, public health, government, industry, and other institutions.

**ADMISSION REQUIREMENTS**

In addition to the general requirements listed above, the applicant must have previous academic training in nutrition or dietetics at the undergraduate or master’s level. Preference is given to applicants with at least three years of full-time (or six years of part-time) work experience, with major emphasis in nutrition or dietetics. See general admission section, page 202.

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**Food Studies and Food Management**

The Ph.D. program in food studies and food management is an interdisciplinary program of advanced study focused on the role of food in society, culture, and history. The program prepares graduates for careers as food professionals: college and university teaching; administrative and leadership positions in academic institutions; and upper-level management, research, and consultant positions in all segments of the food industry.

**ADMISSION REQUIREMENTS**

In addition to the general requirements listed above, applicants should submit a current résumé or curriculum vitae. As determined in consultation with an adviser, some preparatory academic work may be required in addition to minimum specialization requirements for the degree. See general admission section, page 202.
The Department of Nutrition, Food Studies, and Public Health offers a limited number of teaching and graduate assistantships. See pages 212-13. Students may also be eligible for certain schoolwide scholarships established by professional organizations and bequests. These scholarships are limited in number and in the amount of money they provide. Applicants should visit the Steinhardt School of Education Web site for more information. See general financial aid section, page 211.

### Financial Aid Opportunities

### Courses

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

#### NUTRITION/E33

**Medical Nutrition Therapy**

E33.2037 45 hours: 4 points. Fall, Spring.
Prerequisite: admission to Dietetic Internship.
Study of the research basis of diet therapy for the principal nutrition-related disease conditions through analysis of case histories. The relationship of food and nutrition to medicine: physiological and clinical basis of disease processes and medical, surgical, and diet therapies for acute and chronic disease conditions, through lectures, case discussions, assigned readings, programmed learning guides, and class presentations. Course is restricted to dietetic interns.

**Pediatric Nutrition**

E33.2041 30 hours: 3 points. Fall.
Prerequisites: E33.0060, E33.0119, and E33.1269.
Principles of nutrition applied to disorders of infants, children, and adolescents, with emphasis on current research.

**Critical Care Nutrition**

E33.2043 30 hours: 3 points. Spring.
Principles and skills for parenteral and enteral nutrition (nutrition support) practice: indications, calculations, formulas and solutions, access, complications, and ethical considerations, along with professional practice issues and the regulatory status of nutrition support products.

**Sports Nutrition**

E33.2045 30 hours: 3 points. Spring.
Prerequisite: E33.1064.
Evaluation and application of nutrition concepts related to the energy, fluid, and nutrient requirements of athletes and physically active individuals: diet-related physiology, trends in sports nutrition, special conditions affecting athletic performance, and techniques for counseling athletes.

**Field Experience**

E33.2077 45 hours per point: 1-6 points.
Fall, spring, summer.
Prerequisite: completion of at least 15 graduate credits.
Participation and experience in the professional field of major interest and seminar discussion of professional issues and responsibilities. Application must be filed during the previous term.

**Current Issues in Nutrition**

E33.2117 10 hours per point: 1-3 points.
Fall, spring.
Critical analysis of recent research, trends, and public policy issues in selected areas of nutrition and health.

**Advanced Nutrition: Proteins, Fats, and Carbohydrates**

E33.2139 30 hours: 3 points. Fall, spring.
Prerequisites: E33.1064 and E33.1185.
Biochemical, physiological, and clinical factors that affect the role of macronutrients in human health and disease, with an emphasis on critical analysis of recent research studies in this field. May also include topics such as cholesterol, fiber, nonnutritive sweeteners, and alcohol.

**Advanced Nutrition: Vitamins and Minerals**

E33.2144 30 hours: 3 points. Fall, spring.
Prerequisites: E33.1064 and E33.1185.
Biochemical, physiological, and clinical factors that affect the role of micronutrients in human health and disease, with an emphasis on critical analysis of recent research studies in this field. Includes the role of selected vitamins and minerals in cancer, coronary heart disease, HIV infection, bone loss, and other conditions of topical interest.

**Clinical Practice in Dietetics I**

E33.2146 150 hours per point: 3 points.
Fall, spring, summer.
Prerequisite: admission to NYU Dietetic Internship and permission of instructor.
Seminar and supervised experience in clinical dietetics through observation, practice, and research; food service systems, inpatient and ambulatory nutrition care, specialty practice settings.

**Clinical Practice in Dietetics II**

E33.2147 150 hours per point: 3 points.
Fall, spring, summer.
Prerequisites: E33.2146 and permission of instructor.
Seminar and supervised experience in clinical dietetics through observation, practice, and research; food service systems, inpatient and ambulatory nutrition care, specialty practice settings.

**Nutrition Assessment Methods in Research**

E33.2178 30 hours: 3 points.
Theory and analysis of nutrition assessment methods in community and clinical settings. Dietary, clinical, anthropometric, and biochemical assessment methods and their limitations and strengths are discussed using current research.

**Nutritional Epidemiology**

E33.2192 30 hours: 3 points. Fall.
Considers the basic concepts of epidemiology as applied to the measurement of dietary intake and diet-disease relationships. The course emphasizes current issues in nutritional epidemiology in both industrialized and developing countries.

**Weight Control**

E33.2194 30 hours: 3 points. Spring.
Prerequisites: E33.1185 and E33.1064.
Evaluation and application of theories of weight control and eating behavior to weight reduction and maintenance programs, with emphasis on development of scientifically based methods to promote appropriate body weight.

**Nutrition-Focused Physical Assessment**

E33.2196 30 hours: 2 points. Fall, spring.
For graduate students in the Dietetic Internship program and for registered dietitians.
Emphasis on broadening knowledge and skills in physical assessment applied to the nutrition evaluation of individuals.
Nutrition Counseling Theory and Practice
E33.2198 10 hours per point: 1-3 points. Fall, spring, summer.
Pre- or corequisites: E33.1185 and E33.2190.
This course integrates medical nutrition therapy and education with psychodynamic theory and technique to increase the efficacy of nutrition care in short- and long-term health care settings. Through the use of advanced cases and related theory, core learning methods include classroom discussion, role play, weekly logs, process recordings, and supervision.

Nutrition Education
E33.2199 30 hours: 3 points. Spring.
Prerequisite: E33.1209.
Principles, methods, and materials for teaching nutrition to diverse groups in a variety of settings.

Seminar in Advanced Nutrition
E33.2207 10-60 hours: 1-6 points. Fall, spring, summer.
Prerequisite: E33.2190.
Selected topics in advanced nutrition, investigated through analysis of current data.

Complementary and Alternative Nutrition Therapies
E33.2210 30 hours: 3 points. Spring.
Prerequisite: E33.1185 and E33.1064.
Review and analysis of the cultural context of, rationale for, and applications of complementary and alternative nutritional therapies for acute and chronic conditions. The course emphasizes critical evaluation of scientific and other evidence for safety and clinical efficacy of products and methods of library, Internet, and popular resources on this topic.

Nutrition and Aging
E33.2220 30 hours: 3 points. Spring.
Prerequisite: E33.1185 and E33.1064.
Analysis of research, programs, and services related to the interaction between nutrition and aging, with emphasis on the role of nutrition in comprehensive geriatric care.

Nutritional Aspects of Eating Disorders
E33.2222 30 hours: 3 points. Summer.
Prerequisites: E33.1185 and E33.1064.
Definition, diagnosis, assessment, and determinants of eating disorders from the nutritionist's perspective, with an emphasis on team approaches to treatment. See Departmental Courses section for additional listings.

FOOD STUDIES AND FOOD MANAGEMENT/E33

Food Industry Project Development
E33.2004 30 hours: 3 points. Fall.
Prerequisites: course work in accounting, marketing, management theory.
Advanced course addressing market needs, research methods, trend projections, feasibility, evaluation strategies, capital budgets, and financing for development of food business projects.

Entrepreneurship in Food Management
E33.2006 30 hours: 3 points. Spring.
Prerequisites: course work in accounting, marketing, management theory.
Development of new concepts in food business operations through planning, organization, implementation, and evaluation of independent and multiunit operations: concept development, initiation, financing, site selection, franchising, and analysis and control of risk.

Sensory Evaluation of Foods
E33.2010 30 hours: 3 points. Fall.
Prerequisite: E33.1185.
Physiological, psychological, and aesthetic principles of evaluation of food, with emphasis on taste, olfaction, and tactile responses. Lectures and demonstrations of consumer testing methods.

Food History
E33.2012 45 hours: 3 points. Spring, summer.
Examination of food and diets from historical and international perspectives. Considers the origins of foods, the coevolution of world cuisines and civilizations, the international exchange and spread of foods and food technologies following the voyages of Columbus, and the effects of the emergent global economy on food production, diets, and health.

Contemporary Issues in Food Studies and Food Management
E33.2017 30 hours: 3 points. Fall.
Survey and critical examination of the broad range of current economic, social, demographic, environmental, and ethical trends that affect food and food management. Examples: global labor markets, international agribusiness, food biotechnology, global marketing.

Current Trends in Foods
Prerequisites: E33.0085 and E33.0091.
Interaction between current trends in food production, marketing, and service and traditional food consumption practices as observed in current cuisine through lectures, demonstrations, and field trips.

International Cuisine
E33.2019 10-30 hours: 1-3 points. Fall.
Examination of the cuisine of Europe, South America, Asia, and Africa and their influences on late 20th-century North American foods, meals, and menus. Students analyze these cuisine from the perspective of geography, climate, and culture through readings, lectures, films, in-class tastings, and restaurant field trips.

Strategic Food Marketing
E33.2038 30 hours: 3 points. Fall.
Prerequisite: a course in marketing.
Development of plans for marketing food and beverage products and services through evaluation of data on quality management, competition, advertising, and consumer and market research.

Managerial Accounting for the Food Industry
E33.2101 30 hours: 3 points. Spring.
Prerequisite: a course in accounting.
Budget procedures and statistical methods for management decision making through a review of accounting systems and methods for financial analysis.

Managing Food Industry Personnel
E33.2107 30 hours: 3 points. Fall.
Prerequisite: a course in management theory.
Examination and analysis of policies, procedures, and methods needed for effective management of personnel in the food and food service industries.

Food Management Legal Environment
E33.2109 30 hours: 3 points. Spring.
Overview of legal issues affecting food and food service management: laws, contracts, taxes, and relations with administrative and regulatory agencies, both domestic and international.

Integrated Recipe Analysis and Development
E33.2173 45 hours: 3 points. Spring.
Prerequisite: E33.0085.
Advanced application of principles and techniques of food preparation to development and reformulation of food recipes and products for media, publication, food service, and consumer markets.

Food and Culture
E33.2191 45 hours: 3 points. Fall.
Prerequisite: E33.0085.
Study of the complex interactions between food and culture, the effects of cultural factors on dietary practices, and the cross-cultural exchange of dietary practices, beliefs, and foods between the United States and countries throughout the world.
Nutrition in Food Studies
E33.2215 30 hours: 3 points. Spring.
An accelerated survey of basic principles of nutrition applied to food studies: nutritional functions, nutritional requirements, food composition, menu planning and assessment, food safety, dietary patterns, diet and health issues, dietary recommendations, and food products for nutritional purposes. For students with no previous training in nutrition or health.

Food Fundamentals
E33.2217 30 hours: 3 points. Fall.
Prerequisites: E33.0085 and E33.1052 (may be taken concurrently).
Advanced identification and evaluation of food resources: sources, varieties, and qualities of the most commonly consumed foods, beverages, and ingredients.

See Departmental Courses section for additional listings.

DEPARTMENTAL COURSES/E33

Nutrition and Food Studies: New Graduate Student Seminar
E33.2000 3 hours: 0 points. Fall, spring.
Introduction to the academic and professional resources at New York University and to career opportunities in food studies and food management (section 01) or nutrition, dietetics, and public health nutrition (section 02). Class meets three or four times during the first semester of study.

Food Policy
E33.2015 30 hours: 3 points. Spring.
Prerequisite: E33.0119.
Analysis of the economic and social causes and consequences of current trends in food production, marketing, and product development.

Writing in Foods and Nutrition
E33.2021 10 hours per point: 1-3 points. Fall, summer.
Practical experience in writing reports, articles, pamphlets, and other informational materials in the student’s primary area of interest in foods and nutrition, along with studies of classic readings in these fields.

Maternal and Child Nutrition
E33.2042 30 hours: 3 points. Spring.
Prerequisites: E33.1185 and E33.1064.
Principles and application of nutrition for healthy mothers, infants, children, and adolescents with emphasis on current research related to normal growth and development.

Nutritional Epidemiology
E33.2192 30 hours: 3 points. Fall.
Prerequisite: E33.2190.
Considers the basic concepts of epidemiology as applied to the measurement of dietary intake and diet-disease relationships. The course emphasizes current issues in nutritional epidemiology in both industrialized and developing countries.

Nutrition Counseling Theory and Practice
E33.2198 10 hours per point: 1-3 points. Fall, spring, summer.
Prerequisites: E33.1185 and E33.2190.
This course integrates medical nutrition therapy and education with psychodynamic theory and technique to increase the efficacy of nutrition care in short- and long-term health care settings. Through the use of advanced cases and related theory, core learning methods include classroom discussion, role play, weekly logs, process recordings, and supervision.

Nutrition in Public Health
E33.2213 30 hours: 3 points. Fall.
Advanced course in public health from an international perspective.
Introduction to the concepts, principles, and scope of practice of public health nutrition. Population-based and individual-based approaches to prevention and alleviation of diet-related conditions, and the societal, economic, environmental, and institutional barriers to improving the nutritional status and health of diverse population groups are discussed using current research.

Independent Study
E33.2300 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 207.

Health Communications: Theory and Practice
E33.2405 30 hours: 3 points.
Identification, development, and evaluation of methods for encouraging communities to participate in public health interventions with emphasis on the theoretical basis for communication strategies and on the design, implementation, and evaluation of health communications programs. Case studies draw on examples from television, radio, print, drama, and other communications media.

Community-Based Health Interventions
E33.2410 30 hours: 3 points.
Identification and evaluation of programs designed to reduce health risks among individuals and communities, with a focus on factors influencing the design of interventions, choice of methods, ways to assess the magnitude of change effected by the intervention, and ethical issues raised by the interventions.
Doctoral Seminar  
E33.3098 10 hours: 1 point. Fall, spring. Attendance is required every semester of graduate study. Registration is required in lieu of the 1-point Doctoral Advisement for every semester in which students are enrolled for less than 3 points. Credit do not count toward the doctoral degree. Course is graded pass/fail only. Critical examination of research proposal, methods, data collection and analysis, and other issues related to development and completion of the dissertation proposal.

PUBLIC HEALTH/E81

Assessing Community Health Needs  
E81.2019 45 hours: 3 points. Definition and description of health problems of specific immigrant communities in New York City using census data and other sources of objective information. Through field observations, students determine the ways in which health providers, community leaders, and community residents view that health problem, and compare these views with more objective data as a means to develop health intervention strategies.

Environmental Health Problems  
E81.2056 30 hours: 3 points. Understanding natural principles underlying health issues related to human ecology, infectious and noninfectious disease control, and population problems.

Social and Behavioral Determinants of Health  
E81.2155 30 hours: 3 points. Study of the social, psychological, and cultural determinants of health behavior and consideration of their meaning for public health professionals in domestic and international community settings. The course addresses conditions and phenomena that affect people’s understanding, acceptance, and use of health information and the design, implementation, and evaluation of community health interventions.

Internship and Seminar in Public Health  
E81.2160 Minimum of 180 hours: 3 points. Fall, Spring, Summer. Such be taken in the last year of graduate study. Registration by permission of instructor. Supervised field experience providing a learning opportunity to apply public health skills in actual community health settings. Locations may include government agencies, hospitals, professional associations, voluntary health agencies, business, industry, and international agencies.

Writing Grants and Funding Proposals for Health-Related Programs  
E81.2219 30 hours: 3 points. A "hands-on" approach to grant writing including development of skills in locating potential funding sources and the use of appropriate grant-writing style and technique. Students are guided through the development of a grant proposal, from locating sources of funds; through development of program objectives, background, and methods; to the peer review process.

Research Methods in Public Health  
E81.2301* 30 hours: 3 points. Open only to public health students. Review of research and original writings related to public health. Application of research methodology to problems in public health.

International Health and Economic Development  
E81.2314 30 hours: 3 points. An introduction to the issues of health and health care on a global basis. The course focuses on the nature and scope of major worldwide health problems and the study of different national and international approaches to their solution.

International Health Seminars  
E81.2316 30-180 hours: 2-12 points. For specific calendar dates and geographic locations, consult the Office of Study Abroad Admissions. Designed for professionals in health-related fields and held only outside mainland U.S.A. On-site study of health problems and health care systems in other countries with comparison of international health concerns. Primary emphasis is on factors affecting the roles of health professionals.

International Population and Family Health  
E81.2483 30 hours: 3 points. A cross-cultural framework is used to compare the health status of populations and families and factors that affect their health in societal subgroups (for example, urban, rural, poor, women and children, and the elderly). The course emphasizes the effects of secular changes in women’s roles and status and other societal, economic, and environmental trends on populations and family health.

History and Principles of Public Health  
E81.2522 30 hours: 3 points. Examination of the mission of public health from a historical perspective. Past and current public health issues, policies, and practices are critically analyzed.

Advocating for Community Health  
E81.2535 30 hours: 3 points. Examines models and principles of community development, social planning, social action, and public advocacy for health education, and concepts and theories related to planned change.

Program Planning and Evaluation for Community Health  
E81.2549 30 hours: 3 points. Research methods for identification of population-based needs for public health intervention, development of programs to meet those needs, and evaluation of the effectiveness of the intervention. Application of research methods to proposal writing, budget planning, project management, and program evaluation. Students research the need for a public health intervention through a formal needs assessment, conduct the intervention, evaluate its impact, and describe these events in a formal paper and presentation.

Epidemiology  
E81.2706 40 hours: 3 points. Introduces students to the field of public health epidemiology, emphasizing the sociocultural factors associated with the distribution and etiology of health and disease. Methodological skills, including the calculation of rates, analysis of vital statistics, and programming data using a basic statistical package, are covered.

SCHOOLWIDE

Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers  
E81.1999 15 hours: 1 point. Fall, spring, summer. An introduction to the role and responsibilities of teachers, school administrators, and pupil personnel staff in the coordinated school health program. Includes teaching strategies to prepare prospective teachers for the standards-based environment. Course content covers mandated health subjects, e.g., recognition and prevention of substance abuse, HIV/AIDS, child abduction; child abuse recognition (2 hours), safety education, including fire and arson prevention, and violence prevention (2 hours). Meets New York State Education Department certification requirements for instruction in school violence prevention and identification and reporting of child abuse.
Occupational therapy is a health profession whose goal is to help individuals achieve independence, meaning, and satisfaction in all aspects of their lives. Occupational therapists apply their specific knowledge to enable individuals to engage in activities of daily living that have personal meaning and value. Occupational therapists develop, improve, sustain, or restore independence to any person who has an injury, illness, disability, or psychological dysfunction. The occupational therapist consults with the individual and family or caregivers and, through evaluation and treatment, promotes the client’s capacity to participate in satisfying daily activities. Intervention may address the person’s capacity to perform, the activity being performed, or the environment in which it is performed. The occupational therapist’s goal is to provide the client with skills for the job of living—those necessary to function in the community or in the client’s chosen environment.

For over 60 years, New York University’s Department of Occupational Therapy continues to be preeminent in the extent of its contribution to occupational therapy education and the number and quality of its outstanding graduates. The Department of Occupational Therapy is a leading academic center committed to the development of ethical therapists and scholars who are prepared to respond to the challenges of society’s ever-changing needs. The department offers professional level graduate education for entry into occupational therapy practice and postprofessional master’s and doctoral degrees for graduates of approved occupational therapy programs.

The professional education of occupational therapists involves the study of the biological and social sciences fundamental to practice and the role of activities and human occupation in improving, restoring, and sustaining function. Postprofessional education emphasizes scientific inquiry and advanced clinical skills to prepare master clinicians, administrators, educators, scientists, and professional leaders. The Department of Occupational Therapy’s educational efforts are enhanced by its location in the midst of the most outstanding array of health and educational facilities in the country. The program also has a highly qualified faculty. The relationships thus developed provide unparalleled learning experiences for students, distinguishing this program from others. The New York metropolitan area provides a source of diverse practicum sites that are virtually unparalleled.
Faculty

Jane Bear-Lehman, Associate Professor. B.S., Wisconsin (Madison); M.S., Illinois (Chicago); Ph.D., New York; OTR, FAOTA.

Extensive research focuses on the hand and upper limb and in the use of physical measures of impairment as predictors for disablement. Current research addresses the process of disablement among community-dwelling, well elders.

Karen A. Buckley, Clinical Assistant Professor. B.S. 1973 SUNY (Buffalo); M.A. 1977, New York; OT/L, NDT.

Extensive clinical experience working with adults and children in various practice settings; coordinates courses that address evaluation, assessment, and treatment of motor and process skills required for engagement in activity and occupation; special interest in neurological impairment and application of motor learning principles to intervention.


Extensive experience with health services research and outcome measurement. Current research is to develop a client-centered hand function assessment.


Jim Hinojosa, Chair and Professor. B.S. 1973, Colorado State; M.A. 1977, Columbia; Ph.D. 1989, New York; OT/L, FAOTA.


Deborah R. Labovitz, Professor. B.S. 1963, M.A. 1974, Pennsylvania; OTR/L, FAOTA.

Expertise in health care delivery systems, program design and development, fiscal administration, and occupational therapy education. American editor, Occupational Therapy International.

Paula McCreedy, Clinical Assistant Professor. B.A., B.S. 1970, Puget Sound; M.Ed. 1981, New Orleans; OT/L.

Fieldwork coordinator and teacher with extensive experience in the practice areas of mental health and work with children in private practice, schools, and consultation.

Adjunct Faculty

Offiong Aqua, M.D.
Todd Bryson, B.S.; OT/CHT
Isabel Cadenas, M.A.
Jessica Daigle, B.S., M.A.
Lisa Davis, M.A.; OTR
Laura Dunlop, B.S.; OT

Malinda Dunn, M.S.; OT
Patricia Gentile, M.S.; OTR/L, BCN
Ellen Greer, Ph.D.; OTR/L
Janine Kahan-McLear, M.A.; OTR/L
Colleen McCaul, M.A.; OTR/L
Jill Newman-Wells, M.A.; OTR/L

Elisabeth Refn, M.A.; OTR/L
Gregory Roth, M.A.; OTR/L
Jeffrey Tomlinson, CSW, OTR, FAOTA
Michael Tranquilli, M.A.; OT
**Postprofessional Programs**

_Education Building, 11th Floor_  
212-998-5825

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

**Faculty**  
Bear-Lehman, Chen, Fisher, Hinojosa, Labovitz, Perr, Poole

The Department of Occupational Therapy offers postprofessional programs in occupational therapy leading to the M.A. and Ph.D. degrees for occupational therapists. These programs integrate the theoretical foundation of occupational therapy and the knowledge, skills, and attitudes necessary for engaging in scholarly activity. Students develop analytical skills necessary for assuming leadership roles while cultivating a network of professional contacts through their studies, clinical experiences, and collaborative research. One of the most outstanding features is the strong peer support network provided by an active cadre of postprofessional students.

A limited number of teaching assistantships are available to qualified students and provide stipend and tuition. Applicants are encouraged to visit NYU’s Office of Financial Aid Web site, [www.nyu.edu/financial.aid](http://www.nyu.edu/financial.aid), and the Steinhardt School of Education’s Office of Graduate Admissions Web site, [www.education.nyu.edu/graduate.admissions](http://www.education.nyu.edu/graduate.admissions), for more information.

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**Master of Arts: Postprofessional Advanced Occupational Therapy: Generic (OTHG)**

_Individually Designed Sequence of Courses_  
The postprofessional master’s program is designed for occupational therapists who want master’s-level study regarding current theories, research, frames of reference, and issues related to practice. Each student takes a core of graduate-level courses in occupational therapy theory, research, and professional skills. Students may begin their studies in the fall, spring, or summer term (matriculation in fall semester only). This 36-point program may be completed as full-time or part-time study. In addition, some part-time courses are available in intensive weekend and evening study format.

Students select an area of specialization such as pediatrics, mental health, assistive technology, physical disabilities, upper quadrant, or school-based practice. Selection of courses is made by advisement. Electives may be taken in other New York University schools, divisions, and programs, including psychology, education, special education, psychology, ergonomics and biomechanics, public administration, and others.

**Department Core Courses** (18 points): Scholarly Inquiry in Occupational Therapy I and II, E40.2762; Scholarly Inquiry in Occupational Therapy I and II, E40.2763; Scholarly Inquiry in Occupational Therapy III, E40.2764; Applied Scientific Inquiry in Occupational Therapy, E40.2816; Directed Project Design in Occupational Therapy, E40.2805; Directed Project in Occupational Therapy, E40.2806.


**Clinical Specialty Courses:** Rehabilitation Technology for the Severely Disabled I and II, E40.2195; Intervention for Families and Children in Their Natural Environments, E40.2201; Evidence-Based Practice for Children and Their Families, E40.2202; Application of Occupational Therapy to Clinical, Educational, and Family-Centered Services, E40.2204.
Courses

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

OCCUPATIONAL THERAPY/E40

Human Anatomy Lecture
E40.1401 Fisher. 33 hours: 3 points. Fall. Structure and function of the skeletal, muscular, nervous, and circulatory systems. The course is given in lecture format and enhanced with models, slides, handouts, and videotapes.

Human Anatomy Laboratory
E40.1402 49 lab hours: 1 point. Spring. Follows and complements the lecture material presented in the fall semester. Students dissect human cadavers for the purpose of learning the skeletal, muscular, nervous, and circulatory systems.

Neuroscience
E40.1873 45 hours: 3 points. Fall. Neuroanatomy and neurophysiology underlying occupational therapy theory and practice. A foundation in neuroscience to facilitate understanding of human performance as the culmination of the influences of multiple systems.

Ergonomics for Life
E40.1901 Perr. 30 hours: 3 points. Fall. Students learn to design/modify their space/performance to maximize productivity, prevent injury, and achieve the highest level of professional satisfaction. Emphasis placed on analyzing ergonomic factors that may affect performance in the workplace and daily life.

ADMISSION REQUIREMENTS

In addition to the admission criteria of the school, the following specific requirements apply: (1) certification as an occupational therapist or eligibility for certification; (2) baccalaureate, certificate, or professional master's degree in occupational therapy; (3) pre- or corequisite: Statistics; (4) minimum 3.0 grade point average; (5) two letters of recommendation; (6) a personal statement and (7) interviews as requested by the department.

Doctor of Philosophy (OTHX)
The Ph.D. program, Research in Occupational Therapy, was established in 1973 and was the first such doctoral program in the world. The program provides students with the knowledge and skills to work in the profession as researchers, scholars, and educators. Doctoral students take postprofessional course work in occupational therapy and courses in other disciplines both in the school and throughout the University.

DEGREE REQUIREMENTS


ADMISSION REQUIREMENTS

In addition to the admission criteria of the school, the following specific requirements apply: (1) graduation from an approved professional occupational therapy program; (2) master's degree or equivalent; (3) a strong grade point average in professional and subsequent postprofessional education; (4) a personal statement; (5) three letters of recommendation; and (6) interviews as requested by the department.

Application of Occupational Therapy to Clinical, Educational, and Family-Centered Services
E40.2204 30 hours: 3 points. Fall. Focuses on integrating specific knowledge and skills needed for effective service provision for children with disabilities and their caregivers. Students integrate the information acquired in the other courses about approaches and service delivery to develop and implement collaborative and inclusive services.

Independent Study
E40.3000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged. For description, see page 207.

Occupational Therapy in Physical Disabilities: Advanced Theory and Clinical Approaches
E40.2501 30 hours: 3 points. Fall. Analysis of advanced theories and clinical approaches as applied to physical disability practice in occupational therapy. Includes scientific thinking and identification of clinical problems with special reference to occupational therapy practice.

Advanced Occupational Therapy Practice in Physical Disabilities II
E40.2502 30 hours: 3 points. Spring. Analysis and synthesis of selected clinical approaches, including evaluation and treatment of physical disabilities. Identifies various clinical solutions, traces their origins, and provides research
support for these solutions with special reference to occupational therapy practice.

**Interpretation of Occupational Therapy**
E40.2701 48 hours: 3 points. Fall. Orientation to the profession of occupational therapy, its historical development, and its current issues. Roles and functions of occupational therapists in various settings. Historical and philosophical development of the profession, influential leaders, and their orientations. Introduction to practice and the role of the therapist examined through lectures, discussion, and field experience.

**Occupational Therapy's Domain of Concern**
E40.2702 Buckley. 37 hours: 3 points. Spring. Introduction to performance areas, components, and contexts that constitute the profession's domain of concern. Attention is given to elements of the performance areas and components that influence human performance contexts. The relationship of the domain of concern to other aspects of occupational therapy's bodies of knowledge. Practice in professional communication skills.

**Fieldwork II in Occupational Therapy (Nontraditional)**
E40.2704 McCready. Minimum of 185 hours per point: 3 points. Fall, spring, summer; hours to be arranged. Supervised full-time practice in various agencies and institutions in the New York area or elsewhere. Students gain and apply knowledge in a practice setting. Students are assigned caseloads that match individual learning needs. Students show initiative and respond appropriately to supervision. Students demonstrate ethical professional behavior. Students should demonstrate entry-level skill with the population to whom they have been assigned. Mandatory attendance is required at one academic seminar, for students affiliating within the New York area, during each student's initial Fieldwork II experience.

**Fieldwork II in Occupational Therapy (Nontraditional)**
E40.2705 McCready. Minimum of 185 hours per point: 2 points. Fall, spring, summer; hours to be arranged. Registration by permission of instructor. Clinical practice in area of specialization. For description, see E40.2704.

**Activity Group Process**
E40.2707 34 hours: 3 points. Fall. Theory and practice of small group intervention and process in occupational therapy. Topics include communication, small group formation, observation and recording, analysis, roles, leadership, group development, structure, use of activities, and therapeutic intervention. Lecture and laboratory.

**Biopsychosocial Maturation**
E40.2709 30 hours: 3 points. Fall. The role of the occupational therapist in relating maturational data from conception to old age to the practice of occupational therapy.

**Kinesiology**
E40.2710 Poole. 35 hours: 3 points. Spring. Students are introduced to the principles of biomechanics, joint kinematics, and muscle function to enhance their understanding of normal human motion. Experiential lab sessions provide illustrations of these concepts as well as the opportunity to develop skill in assessing joint range of motion, muscle strength, and movement patterns.

**Physical Disabilities Conditions**
E40.2714 Perry, Poole. 45 hours: 4 points. Spring. Survey course covering etiology, pathophysiology, and sequelae of selected medical, orthopedic, and neurological conditions that frequently necessitate occupational therapy intervention. Medical language/terminology and accepted written abbreviations are also covered.

**Fieldwork I**
E40.2720 55.5 hours: 1 point. Summer. Integration of academic learning with clinical practice. Group assessment and the design of group experiences applied to the teaching of clinical problem solving. This practicum emphasizes group leadership. Fieldwork seminars and community experiences.

**Fieldwork I in Occupational Therapy**
E40.2721 Perry. 195 hours: 1 point. Fall. Students continue to integrate academic learning with clinical practice. Actual case studies are presented by experts in various specialties. Students formulate treatment plans in small groups and present their work.

**Fieldwork I**
E40.2722 120 hours: 1 point. Spring. Fieldwork I in the spring semester as a continuation of Fieldwork I in the fall semester. Students integrate academic learning with clinical practice.

**Occupational Therapy Research: Project Design**
E40.2724 Bear-Lehman. 14 hours: 1 point. Summer. Groups develop preliminary research ideas and initiate review of the literature.

**Occupational Therapy Research**
E40.2725 Bear-Lehman. 43 hours: 3 points. Fall. Guided independent or group research in topics relevant to the application of occupational therapy. Lectures on research methodology, critiques of published research, ethical considerations and practices, implementation and completion of an investigation, and written and oral presentations. Lecture and laboratory.

**Psychiatric Conditions**
E40.2730 30 hours: 3 points. Spring. Presentation of a standard diagnostic system and somatic treatments. Review of neurochemical components of major syndromes. Analysis of the resulting functional impairments that indicate the need for occupational therapy assessment and intervention. Discussion of the psychosocial core of the profession.

**Occupational Therapy Theory**
E40.2732 Bear-Lehman. 30 hours: 3 points. Spring. Overview of theories used by occupational therapists as a basis for intervention. Various theories, including acquisitional, developmental, functional, social, and psychological, are discussed and analyzed. Theoretical information is explored as applied to the development of guidelines or approaches for occupational therapy evaluation and intervention.

**Skills and Purposeful Activities I**
E40.2735 Buckley, Poole. 60 hours: 4 points. Summer. Lecture and laboratory experiences presenting an in-depth examination of the therapeutic value of purposeful activity, activity analysis, the nonhuman environment, the conscious use of self, the teaching and learning process, synthesis, and gradation.
Evaluation and Intervention: Orthopedic Perspective  
E40.2741 Poole. 45 hours: 3 points. Fall.
Introduces administration of biomechanical evaluation of the upper quadrant, hand, and selected other orthopedic conditions; documentation and interpretation of assessment findings; planning and implementation of biomechanical occupational therapy interventions; and fabrication of upper-extremity orthotics for persons with physical dysfunctions. Integrates principles and procedures of therapeutic exercises, purposeful activity, independent living skills, and prevention as they contribute to overall occupational performance.

Evaluation and Intervention: Neurological Perspective  
E40.2743 Buckley. 44 hours: 3 points. Fall.
Theoretical foundations underlying motor control related to the clinical application of various approaches to the assessment and treatment of clients with neuromotor dysfunction. Development of preliminary skill in assessment of motor behavior, selection of appropriate assessment tools, and selection of treatment strategies to promote the client’s occupational and role performance. Traditional and contemporary views of motor behavior—motor control, motor development, and motor learning—are presented.

Evaluation and Intervention: Cognitive Perspective  
E40.2744 30 hours: 3 points. Spring.
Orientation to theoretical approaches addressing cognitive and perceptual dysfunction. Emphasis on problem identification: selection of appropriate assessment tools, establishment of goals, documentation and treatment planning for clients with various cognitive and perceptual deficits.

Evaluation and Intervention: Mental Health Perspective I  
E40.2745 44 hours: 3 points. Fall.
Application of evaluation and intervention methods in psychosocial occupational therapy practice. Screening, assessment, goal setting, planning of intervention, implementation of intervention, and program planning in mental health settings. Therapeutic use of self, activity-based treatment, and clinical application of occupational therapy frames of reference. Major psychiatric disorders as clinical examples.

Evaluation and Intervention: Mental Health Perspective II  
E40.2746 21 hours: 2 points. Spring.
Advanced knowledge for psychosocial practice in occupational therapy. Discussion of specific populations including mentally ill substance abusers, mentally ill elderly, homeless persons, and persons with eating disorders. Roles of occupational therapists in diverse settings and programs. Family intervention, crisis intervention, suicide prevention, program planning for special needs groups in adult day care, nursing homes, home care, and homeless shelters are covered. Case management skills for team leadership are emphasized.

Evaluation and Intervention: Pediatric Perspective  
E40.2748 45 hours: 3 points. Spring.
Principles and methods of evaluation, goal development, and intervention in pediatric practice in occupational therapy. Factors that influence pediatric practice and selected frames of reference are discussed. Assessment and intervention methods are demonstrated, applied, and discussed in laboratory sessions.

Occupational Therapy Promotion and Management  
E40.2750 45 hours: 3 points. Spring.
Overview of the health care delivery system and ethical, organizational, economic, and political issues influencing delivery of care that affect occupational therapy practice; includes ethics, advocacy, quality assurance, personnel relations, program development, and management of all aspects of occupational therapy services.

Scholarly Inquiry in Occupational Therapy I: Theoretical  
E40.2762 Hinojosa. 30 hours: 3 points. Fall.
How theoretical information is formulated, refined, tested, and assessed relative to its suitability for use in sets of guidelines for occupational therapy practice.

Scholarly Inquiry in Occupational Therapy II: Applied  
E40.2763 Hinojosa. 30 hours: 3 points. Spring.
Prerequisite: E40.2762.
The use of applied scientific inquiry to formulate sets of guidelines for occupational therapy practice.

Scholarly Inquiry in Occupational Therapy III: Philosophical  
E40.2764 Hinojosa. 30 hours: 3 points. Summer.
Prerequisites: E40.2762, 2763.
Analysis of philosophical issues in occupational therapy with an emphasis on considering ethical dilemmas and sound arguments. Characteristics of analytic philosophy and techniques used in inquiry are explored.

Advanced Hand and Upper Quadrant: Anatomy  
E40.2801 Fisher, Poole. 30 hours: 3 points. Spring.
In-depth study of human gross anatomy of the hand and upper-quadrant rehabilitation in order to understand and apply kinesiological and biomechanical principles. Lab, lecture.

Advanced Hand and Upper Quadrant: Evaluation, Intervention, and Application  
E40.2802 Poole. 30 hours: 3 points. Fall.
Application of theoretical information to the evaluation and treatment of persons with hand and upper-quadrant disorders with emphasis on intervention and its effectiveness. Students have the opportunity to study a variety of advanced treatment techniques and strategies through lecture and lab experience. Students implement an evidence-based study to access the effectiveness of a specific intervention strategy.
Directed Project Design in Occupational Therapy
E40.2805 Chen, Segal. 30 hours: 1-3 points. Fall, summer.
Provides occupational therapy students with guidance and supervision in developing a master's research project.

Directed Project in Occupational Therapy
E40.2806 Chen, Segal. 30 hours of supervised research: 3 points. Fall, spring.
This course is designed to provide occupational therapy students with individual guidance and supervision in executing their master’s research projects.

Applied Scientific Inquiry in Occupational Therapy
E40.2816 Chen. 30 hours: 3 points. Spring.

Departmental Seminar: Occupational Therapy
E40.3406† Segal. 30 hours: 3 points. Spring.
Doctoral seminar focusing on selection of an area of study for dissertation and review of the literature therein. Critical examination of scientific and philosophical issues related to student’s areas of study.

Occupational Therapy Doctoral Colloquium
E40.3408 Bear-Lehman. 15 hours: 1 point. Fall, spring, summer.
Final integrating seminar for doctoral candidates. Major studies and current research of candidates, faculty, and invited scholars are evaluated.
The Department of Physical Therapy at New York University has been a leader in physical therapy education since 1942. The professional entry-level doctoral program began in 1998.

New York University offered the first M.A. program and the first Ph.D. program in physical therapy in the United States. We continue to lead in physical therapy graduate education. Graduate programs in physical therapy leading to the M.A. or Ph.D. degrees are open to physical therapists who are graduates of accredited physical therapy programs. Students have the opportunity to work with our experienced faculty in state-of-the-art research laboratories. In addition, federal- and state-level grants provide significant financial aid for qualified full-time students.

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Notice: The programs, requirements, and schedules listed herein are subject to change without notice. A directory of classes is published each term with a current schedule. For the most up-to-date schedule changes, please consult ALBERT, NYU’s student information Web site.

Faculty

Mitchell Batavia, Associate Professor. B.S. 1981, Delaware; M.A. 1986, Columbia; Ph.D. 1997, New York; PT.
  Assessment of touch and pressure, motor control, seating and positioning.

Elaine Becker, Clinical Associate Professor. B.S. 1968, M.A. 1983, New York; PT.
  Pediatric physical therapy; movement analysis; clinical education.

  Joint appointment in the Departments of Occupational Therapy, Physical Therapy, and Speech-Language Pathology. Research focuses on muscle repair and how muscles grow larger or smaller through disease.

Ann Goerdt, Clinical Assistant Professor. B.S. 1966, St. Louis; M.A. 1972, Ph.D. 1984, New York; PT.
  Geriatric physical therapy; physical therapy within community health care; international health and rehabilitation.

Heather Hettrick, Clinical Assistant Professor. B.S. 1992, Puget Sound; M.A. 1995, Chapman; Ph.D. 2003, Nova Southeastern; PT.
  Burn/wound management and lymphedema.

Wen K. Ling, Chair and Associate Professor. B.S. 1978, National Taiwan; M.A. 1980, Ph.D. 1984, New York; PT.
  Kinesiological electromyography; movement analysis; pediatric physical therapy.

Andrew L. McDonough, Associate Professor. B.A. 1972, Gettysburg College; Certificate 1974, Columbia; M.S. 1981, Fairleigh Dickinson; Ed.D. 1996, Columbia; PT.
  Anatomy; histology; orthopedic physical therapy; motor control.
The Master of Arts degree concentration in the kinesiology of persons with disabilities prepares physical therapists for advanced practice, clinical research, and teaching. Students develop competent clinical research skills to examine motor control problems in individuals with physical disabilities. This 36-point concentration gives students expertise in the analysis and synthesis of human motion, measurement and evaluation of human motion, and research design and implementation. Students study both normal and abnormal human motion. Electromyography, electromyography, dynamometry, and cinematography are used to illustrate the most advanced theories and techniques for measurement and evaluation of human motion. Course work and independent study enhance capacities for scientific thought and develop skills in research methodology and data analysis.

**CAREER OPPORTUNITIES**
Graduates from this program work as clinical researchers, teachers, administrators, and clinicians in a variety of settings.

**DEGREE REQUIREMENTS**
This concentration requires a minimum of 36 points including a master's thesis pertaining to the scientific study of pathological human motion or intervention procedures designed to improve motor control. A total of 6 points may be taken outside of New York University and may be transferred for credit as long as prior permission and approval have been obtained from the adviser and the Graduate Studies Office.

**Requirements** (32 points):
- Research in Physical Therapy I E44.2016
- Research in Physical Therapy II E44.2018
- Analysis and Synthesis of Human Motion I E44.2116
- Analysis and Synthesis of Human Motion II E44.2118
- Measurement and Evaluation of Human Motion I E44.2187
- Measurement and Evaluation of Human Motion II E44.2188
- Independent Study E44.2300
- Basic Statistics I E10.1085 (or an advanced statistics course)
- Basic Statistics II E16.1086 (or an advanced statistics course)

**Elective Courses** (6 points):
- Gross Human Anatomy E44.2120
- Biomechanics I E42.2401
- Biomechanics II E42.2402

**ADMISSION REQUIREMENTS**
Only graduate physical therapists with a minimum of a baccalaureate degree in physical therapy will be considered as candidates for matriculation in the pathokinesiology master's concentration. It is anticipated that the candidate will have one year of clinical experience prior to undertaking this M.A. concentration. Foreign-trained physical therapists should first request review of their credentials from the World Education Service, P.O. Box 745, Old Chelsea Station, New York, NY 10011. See general admission section, page 202.

**SPECIAL OPPORTUNITIES**
Opportunity exists for graduate students to perform instruction in portions of the basic professional courses under the supervision of full-time faculty. These teaching experiences may be formulated on an individual basis by the student's adviser. This type of experience is considered essential as many candidates for this degree are contemplating a teaching career in physical therapy.
The Doctor of Physical Therapy degree is the professional physical therapist educational program at New York University that prepares students for entry into the practice of physical therapy. Since physical therapy is a dynamic profession with an established theoretical base and widespread clinical applications, particularly in the preservation, development, and restoration of maximal physical functions, this program is designed to develop competent practitioners for contemporary practice.

The program enables students to become physical therapists who seek to prevent injury, impairments, functional limitations, and disabilities; to maintain and promote fitness, health, and quality of life; and to ensure availability, accessibility, and excellence in the delivery of physical therapy services to the patient. Since physical therapists will be essential participants in the health care delivery system, graduates will be prepared to assume leadership roles in prevention and health maintenance programs and rehabilitation services and to assist in the development of health policy standards tied to physical therapy practice.

In order to meet the changing needs of the health care delivery system, the Doctor of Physical Therapy program seeks to graduate an autonomous practitioner with the expertise and skills to examine, evaluate, and diagnose physical impairments as a result of injury, disease, or disability. After assessment, the physical therapist practitioner will apply appropriate interventions and treatments and reassess patient progress. This autonomous practitioner will also evaluate patients as to their prognosis and work with other health care professionals to develop a comprehensive treatment plan.

CAREER OPPORTUNITIES
Graduates from this program will practice as physical therapist clinicians in a variety of settings.

DEGREE REQUIREMENTS
This program requires the completion of 133 credits including three major papers—a review of the literature, a case report, and the development of a research plan. See courses by semester starting on page 137.

ADMISSION REQUIREMENTS
Applicants must have a bachelor’s degree. Applicants must complete the Graduate Record Examination; have an academic record that demonstrates a balance of course work in the humanities, social, and natural sciences including at least two laboratory courses in biology, chemistry, and physics; evidence of clinical observations in three distinct physical therapy practice settings (total of 24 hours); a minimum GPA of 3.0 in the prerequisite natural science courses; competence in conveying ideas in an organized manner through written communication that demonstrates critical and logical thinking; interpersonal communications skills; computer competency; evidence of community service and leadership; and two letters of reference from licensed physical therapists.

See general admission section, page 202.

DOCTOR OF PHYSICAL THERAPY TUITION
Under the DPT Secured Tuition Plan, students pay a flat rate of tuition each term based on a total tuition amount that is secured for the duration of their studies. Students must maintain consecutive registrations (excluding maintenance of matriculation and/or leave of absence) in order to be eligible for the flat tuition rate guaranteed at the time of their matriculation.

Entering Class of 2005
Fall 2005/Spring 2006: $12,350 per semester
Summer 2006: $7,600

New tuition rates for the DPT Secured Tuition Plan are posted on our Web site: www.education.nyu.edu/pt.
The Doctor of Physical Therapy (D.P.T.) for Practicing Physical Therapists Program is designed to educate professional physical therapists who are knowledgeable, self-assured, adaptable, reflective, humanistic, and service-oriented and who, by virtue of critical thinking, lifelong learning, and ethical values, render independent judgments concerning patient/client needs.

The D.P.T. for Practicing Physical Therapists Program will enable currently practicing, licensed physical therapists to upgrade their clinical knowledge and skills to today's entry-level professional doctoral degree. Practicing physical therapists who were educated at the certificate, baccalaureate, or master's level will have the opportunity to increase their knowledge and skill in the areas of anatomy, exercise science, physical therapist examinations and interventions, business practices, and critical inquiry. Upgrading the knowledge and skill of practicing physical therapists to the doctoral level (D.P.T.) will enable them to better serve their patients and clients.

**DEGREE REQUIREMENTS**

This part-time program requires a total of 36 credits beyond the baccalaureate degree.

**ADMISSION REQUIREMENTS**

Only physical therapists with a minimum of a baccalaureate degree will be considered as candidates for matriculation in the Doctor of Physical Therapy for Practicing Physical Therapists Program. Applicants must have a minimum 3.0 cumulative grade point average; competence in conveying ideas in an organized manner through written communication; two letters of reference; and scores from the Graduate Record Examination. Applicants whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL). All records from foreign colleges must be submitted for credentials evaluation in accordance with University policy.

See general admission section, page 202.

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**Research in Physical Therapy**

**Director**

Wen Ling

380 Second Avenue, 4th Floor
212-998-9415

**Degree**

Ph.D.

**Faculty**

Batavia, Becker, Goerdt, Hetrnick, Ling, McDonough, Mehreuteb, Moffat, Weaver

**Adjacent Faculty**

Accettola, Cirotoli, County, Edelstein, Hasa, Keller, Lim, Megibow, O'Brien, Persavalle, Roy, Smith, Wishe, Zane

The formulation of theoretically based studies of human motion in healthy and physically challenged persons that make a contribution to the body of pathokinesiological literature are fundamental to the physical therapy doctoral program. The Ph.D. program emphasizes the study of kinesiology, the measurement of human motion, and issues in motor control. The application of these content areas is to those with physical disabilities, and studies are encouraged that contribute to the alleviation of disability. Preparation in research design and methodology is emphasized along with pathokinesiology practicum in research settings under the supervision of experienced researchers in metropolitan New York and New Jersey human performance laboratories.

**CAREER OPPORTUNITIES**

Of the 56 graduates of this doctoral program, all are actively engaged in teaching and research in physical therapy in institutions of higher learning in the United States and in Nigeria, Kuwait, Egypt, Thailand, and Taiwan. For example, Dr. Jules Rothstein, a graduate of this doctoral program, is the editor of the *Journal of Physical Therapy* and chair of the Physical Therapy Program at the University of Illinois. Dr. Isaac Owote is conducting research and teaching at the University of Ibadan, Nigeria. Dr. Chuchuka Enwemeka is chair of the Physical Therapy Department at the University of Kansas and has developed an international reputation in research on the healing of connective tissues. Dr. Prapos Porhongsuarn is the chair of the Physical Therapy Program at Chiang Mai University, Thailand.

**DEGREE REQUIREMENTS**

**Foundation Courses** (6 points): from, for example, Foundations of Education: Educational Sociology E20.2400, Educational Psychology E63.1014, Introduction to Philosophy of Education E50.2003.

**Seminar** (3 points): Departmental Seminar E44.3006.

**Content Preparation in Study of Human Motion** (18 points): Practicum in Pathokinesiology Research I and II E44.3001,3002, Analysis and Synthesis of Human Motion I E44.2116, Analysis and Synthesis of Human Motion II E44.2118, Measurement and Evaluation of Human Motion I E44.2187, Measurement and Evaluation of Human Motion II E44.2188.


**Special Opportunities**

Several clinical research laboratories are available to doctoral candidates to work under the supervision of an experienced researcher in physical therapy: Arthur J. Nelson Jr. Human Performance Analysis Laboratory, NYU Department of Physical
Courses

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

M.A./PH.D. PHYSICAL THERAPY

Research in Physical Therapy I
E44.2016 30 hours: 3 points. Fall, spring.
Logic and scientific thinking; the identification of research problems; research methodology, analysis, and interpretation of data with special reference to the physical therapy field.

Research in Physical Therapy II
E44.2018 30 hours: 3 points. Spring, summer.
For description, see E44.2016

Analysis and Synthesis of Human Motion I
E44.2116 45 hours: 3 points. Fall.
Prerequisites: courses in human anatomy, kinesiology, and physiology.
Integration of facts and principles derived from the fields of anatomy, physiology, and biomechanics with implications for normal physical activity, conditioning, and therapeutic exercise; research approach.

Analysis and Synthesis of Human Motion II
E44.2118 45 hours: 3 points. Spring.
Prerequisites: courses in human anatomy, kinesiology, and physiology.
Analysis of abnormal motion and the procedures employed in its modification.

Gross Human Anatomy
E44.2120 60 hours: 4 points. Summer.
Overview of human anatomy of the muscular, skeletal, nervous, and circulatory systems. Anatomical models and specimens complement didactic classroom activities.

Measurement and Evaluation of Human Motion I
E44.2187 45 hours: 3 points. Fall.
The theoretical basis, principles, and techniques of kinesiological electromyography and motion analysis of normal and abnormal human motion.

Measurement and Evaluation of Human Motion II
E44.2188 45 hours: 3 points. Spring.
Prerequisite: E44.2187.
The theoretical basis, principles, and techniques of dynamometry; the integration of kinesiological electromyography, motion analysis, and dynamometry.

Measurement and Evaluation of Human Motion III
E44.2189 McDonagh. 48 hours: 3 points. Summer.
Prerequisites: E44.2187 and E44.2188.
Open to nonmatriculated students or by permission of the instructor.
An introduction to the use of the LabVIEW computer programming language for the collection, manipulation, and processing of data collected from instruments that measure various aspects of human movement. Examples of instruments include electromyographs (EMG), dynamometers (e.g., Biodex), and ergonometers. LabVIEW is a graphical programming language that uses software to stimulate hardware devices that may be custom-tailored to meet the needs of researchers. LabVIEW utilizes a series of icons that represent data collection, mathematical, statistical, and file management functions. Icons are “wired” together to establish a directional flow of information in somewhat the same way that transistors, diodes, and computer chips are wired or soldered together on circuit boards. Data may be collected and displayed in various graphical or tabular formats in real time or saved to memory for later analysis.

Independent Study
E44.2300
For description, see page 207.

Practicum in Pathokinesiology
E44.3001 90 hours: 3 points. Fall.
Experience in clinical research centers under supervision of experienced clinical researchers of problems concerned with human motion of cardiopulmonary function.

Practicum in Pathokinesiology Research I
E44.3002 90 hours: 3 points. Spring.
For description, see E44.3001.

Departmental Seminar
E44.3006 30 hours: 3 points. Spring.
Seminar for doctoral students.

Doctoral Colloquium: Physical Therapy
E44.3010 15 hours: 1 point. Fall, spring. Past/fail.
Required every semester of all doctoral students who are working on their proposal/dissertations. Taken in lieu of Doctoral Advisement Fee. Provides an opportunity for students to share the most recent development of their proposals/dissertations. Students are expected to report on their own research projects and critique the projects of others in the class. Presentations on research design, statistics, procedures for validity and reliability measures, and grant-writing skills are included.

DOCTOR OF PHYSICAL THERAPY

Summer

Histology/General Pathology
E44.2004 45 hours: 3 points. Summer.
Overview of microanatomical structure from the perspective of cells, tissues, and systems. The four tissue types are studied including epithelial, connective, nervous, and muscular tissues. Basic concepts of cell and tissue injury and disease are presented, including examination of acute and chronic inflammation and immune and autoimmune responses.

CPR/First Aid Advanced Emergency Techniques
E44.2030 30 hours: 2 points. Summer.
Provides the student with all of the skills necessary to take appropriate action in an emergency in any practice setting.

DEPARTMENT OF PHYSICAL THERAPY

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Gross Human Anatomy
E44.2120 60 hours: 4 points. Summer.
Overview of human anatomy of the muscular, skeletal, nervous, and circulatory systems. Anatomical models and specimens complement didactic classroom activities.

Professional Behavior
E44.2281 30 hours: 2 points. Summer.
History of the profession, the professional association (American Physical Therapy Association), professionalism, and individual and cultural differences. The student demonstrates professional behavior in all interactions with patients, clients, families, caregivers, and other health care providers. Enables the student to practice in a safe setting and manner to minimize risk to the patient, client, therapist, and others; be aware of the practices and ramifications of sexual harassment; identify and assess the health needs of individuals, groups, and communities including screening, prevention, and wellness programs appropriate to physical therapy; display generosity as evidenced by the use of time and effort to meet patient or client needs; and demonstrate social responsibility, citizenship, and advocacy including participation in community and human service organizations and activities.

Fall, First Year
The Physical Therapist as an Educator/Communicator
E44.2020 30 hours: 2 points. Fall, first year.
Enables the student to provide patient-related instruction; educate others using a variety of teaching methods that are commensurate with the needs and unique characteristics of the learner; provide consultative services using the physical therapist’s skills to individuals, businesses, schools, government agencies, or other organizations; expressively and receptively communicate with patients, clients, family, caregivers, practitioners, consumers, payers, and policymakers; and take responsibility for communication or discussion of diagnoses or clinical impressions with other practitioners.

Applied Anatomy/Physiology of the Cardiopulmonary System
E44.2024 45 hours: 3 points. Fall, first year.
In-depth knowledge of human anatomy and the principles of regulation of function of the cardiac, circulatory, and pulmonary systems. Anatomical models and specimens complement didactic classroom activities.

Life-Span Development
E44.2209 45 hours: 3 points. Fall, first year.
Provides an in-depth knowledge of human development throughout the life cycle. The student is given the foundation on which typical and atypical behavior may be compared.

Physical Agents and Mechanical Modalities (Including Aseptic Techniques/Infection and Disease Control)
E44.2215 60 hours: 4 points. Fall, first year.
Enables the student to apply physical agents, including deep thermal modalities (e.g., ultrasound), athermal modalities (e.g., pulsed ultrasound, pulsed electromagnetic fields), superficial thermotherapy (e.g., heat, paraffin baths, hot packs, fluidotherapy), cryotherapy modalities (e.g., cold packs, ice massage), hydrotherapy (e.g., whirlpools, tanks, contrast baths), and phototherapies (e.g., ultraviolet) in order to increase connective tissue extensibility, modulate pain, reduce or eliminate soft tissue inflammation and swelling caused by musculoskeletal injury or circulatory dysfunction, increase the healing rate of open wounds and soft tissue, remodel scar tissue, or treat skin conditions. The basic effects of the physics, physiology, and psychology of each modality are presented. Basic aseptic techniques including practice of universal precautions to prevent infection; cross-contamination; and spread of bacterial, fungal, and viral infections.

Exercise Physiology
E44.2225 60 hours: 4 points. Fall, first year.
Physiological and pathophysiological principles for understanding the response of the human body to exercise. The musculoskeletal, pulmonary, cardiovascular, and metabolic responses to exercise and their implications in physical therapy intervention are explored.

Applied Anatomy/Physiology of the Musculoskeletal System
E44.2230 45 hours: 3 points. Fall, first year.
In-depth knowledge of human anatomy and the principles of regulation of function of the muscular and skeletal systems. Anatomical models and specimens complement didactic classroom activities.

Spring, First Year
Manual Techniques
E44.2008 45 hours: 3 points. Spring, first year.
This course enables the student to apply manual therapy (including mobilization and manipulation), which consists of a broad group of passive interventions in which physical therapists use their hands to modulate pain, increase joint range of motion, reduce soft tissue inflammation, induce relaxation, improve contractile and noncontractile tissue extensibility, and improve pulmonary function.

Clinical Sciences/Pathology/Imaging/Pharmacology of the Cardiopulmonary System
E44.2026 60 hours: 4 points. Spring, first year.
Analysis of the etiology, pathology, and clinical sciences of cardiac, circulatory, and pulmonary diseases, disorders, and disabilities. Imaging techniques and clinical/laboratory assessment techniques and pharmaceutical interventions are presented.

Kinesiology/Biomechanics/ Ergonomics
E44.2220 60 hours: 5 points. Spring, first year.
Study of normal and abnormal human motion, including gait and posture. Macrophysical and biomechanical principles are defined and applied to static and dynamic movement. Once developed, basic concepts are applied to specific joints, the trunk, and spine.

Principles of Exercise
E44.2227 45 hours: 3 points. Spring, first year.
Analysis of underlying principles of the following types of therapeutic exercise: stretching; strengthening; active; assistive; active resistive, using manual resistance, pulleys, weights, hydraulics, elastics, robotics, and mechanical or electromechanical devices; neuromuscular relaxation, inhibition, and facilitation; neuromuscular reeducation; motor training or retraining; developmental activities; breathing exercises, including ventilatory muscle training; aerobic endurance activities; using cycles, treadmills, steppers, pools, manual resistance, pulleys, weights, hydraulics, elastics, robotics, and mechanical or electromechanical devices; aquatic exercises; and conditioning and reconditioning.

Fitness Theory and Practice
E44.2229 30 hours: 2 points. Spring, first year.
Theoretical and practical aspects of physical fitness. The course enables the student to evaluate, design, and implement fitness and conditioning programs. Health, safety, and injury prevention are discussed. The importance of an active lifestyle as a health behavior and the role of physical activity in preventing cardiovascular disease and promoting health and longevity are discussed.
DEPARTMENT OF PHYSICAL THERAPY

apy evaluation. Engage in the physical therapy evaluation. Synthesize examination data to complete the physical therapy evaluation. By performing relevant systems review, and by selecting appropriate age-related tests and measures. Synthesize examination data to complete the physical therapy evaluation.

Critical Inquiry and Clinical Decision Making I
E44.2286 30 hours: 2 points. Spring, first year.
Students utilize critical inquiry by applying the principles of scientific method to read and interpret professional literature. Students apply the principles of clinical decision making in the delivery of patient or client care to include identification of the problem; collection and interpretation of data; formulation of hypothesis; acceptance or rejection of hypothesis; determination of clinical decision; deliberate action; and reevaluation of actions. The final outcome of this course is a review of the literature.

Summer, First Year
Clinical Affiliation I
E44.2450 40 hours per week for 6 weeks: 2 points. Summer, first year.
This experience enables the student to participate in clinical education to enhance knowledge, values, and skills as a practitioner and integrate and apply course work in the clinical setting.

Fall, Second Year
Clinical Sciences/Pathology/Pharmacology/Imaging of the Musculoskeletal System
E44.2231 60 hours: 4 points. Fall, second year.
Analysis of the etiology, pathology, and clinical sciences of musculoskeletal diseases, disorders, and disabilities. Imaging techniques and clinical/laboratory assessment techniques and pharmacological interventions are presented.

Applied Anatomy/Physiology of the Neuromuscular System
E44.2232 45 hours: 3 points. Fall, second year.
In-depth knowledge of human anatomy and the principles of regulation of function of the central, peripheral, and autonomic nervous systems and their relationship to the musculoskeletal system. Anatomical models and specimens complement didactic classroom activities.

Physical Therapy Examinations of the Cardiopulmonary System
E44.2250 60 hours: 4 points. Fall, second year.
Students independently examine and reexamine a patient or client with a cardiopulmonary problem by obtaining a pertinent history from the patient or client and from other relevant sources, by performing relevant systems review, and by selecting appropriate age-related tests and measures. Synthesize examination data to complete the physical therapy evaluation.

Physical Therapy Interventions of the Musculoskeletal System
E44.2251 60 hours: 4 points. Fall, second year.
Provides the student with an opportunity to independently examine and reexamine a patient or client with a musculoskeletal problem by obtaining a pertinent history from the patient or client and from other relevant sources, by performing relevant systems review, and by selecting appropriate age-related tests and measures. Synthesize examination data to complete the physical therapy evaluation. Engage in the diagnostics process.

Critical Inquiry and Clinical Decision Making II
E44.2287 30 hours: 2 points. Fall, second year.
Design and implementation of decision-making guidelines in order to utilize outcome effectiveness and efficiency studies to establish, implement, and evaluate the effectiveness of patient or client protocols. The student uses a case report as a vehicle for identifying clinical problems, assessing measuring devices, and collecting and interpreting data to aid in clinical decision making.

Clinical Observation I
E44.2455 1 day per week/3 weeks: 1 point. Fall, second year.
This experience enables the student to participate in clinical education through observation of master clinicians.

Spring, Second Year
Physical Therapy Interventions/Prevention Programs/Wellness Programs for the Cardiopulmonary System
E44.2260 60 hours: 4 points. Spring, second year.
Establish a safe and effective physical therapy plan of care; establish goals and functional outcomes that specify expected time duration; define achievable patient or client outcomes within available resources; monitor and adjust the plan of care in response to patient or client status; provide direct physical therapy intervention to achieve patient or client outcomes based on the examination of and on the improvement, functional limitations, and disability; promote optimal health by providing information on wellness, impairment, disease, disability, and health risks related to age, gender, culture, and lifestyle; provide primary, secondary, or tertiary care to patients in collaboration with other practitioners in settings supportive of comprehensive and complex services based on patient’s or client’s goals and expected functional outcomes and on knowledge of one’s own and others’ capabilities.

Physical Therapy Interventions/Prevention Programs/Wellness Programs for the Musculoskeletal System
E44.2261 60 hours: 4 points. Spring, second year.
For description, see E44.2260 above.

Electrotherapeutic Modalities
E44.2218 45 hours: 3 points. Spring, second year.
Electrotherapeutic modalities, including alternating, direct, and pulsed current (e.g., high-voltage galvanic stimulation, interventional current); neuromuscular electrical stimulation (NMES); functional electrical stimulation (FES) for improving posture or movement; transcutaneous electrical nerve stimulation (TENS); iontophoresis, electrical muscle stimulation; and biofeedback in order to modulate or decrease pain; reduce or eliminate soft tissue inflammation caused by musculoskeletal, neuromuscular, peripheral vascular, or integumentary injury, disease, developmental delay, or surgery.

Prescription, Application, and, as Appropriate, Fabrication of Assistive, Adaptive, Orthotic, Protective, Supportive, and Prosthetic Devices and Equipment
E44.2219 45 hours: 3 points. Spring, second year.
Enables the student to understand the physical properties and biomechanical principles of devices and equipment; to prescribe, apply, and fabricate, as appropriate, adaptive, orthotic, protective, supportive, and prosthetic devices and equipment for ADL and IADL; to analyze their use during ADL and IADL; and to evaluate the limitations and indications/contraindications of devices and equipment. The course enables the student to practice fabricating assistive, supportive, and protective devices.

Clinical Sciences/Pathology/Pharmacology/Imaging of the Neuromuscular System
E44.2242 60 hours: 4 points. Spring, second year.
Analysis of the etiology, pathology, and clinical sciences of neuromuscular diseases, disorders, and disabilities. Imaging techniques and clinical/laboratory assessment techniques and pharmacological interventions are presented.

Clinical Observation II
E44.2456 1 day per week/3 weeks: 1 point. Spring, second year.
This experience enables the student to participate in clinical education through observation of master clinicians.
Fall, Third Year

Applied Anatomy/Physiology of the OB/GYN, Integumentary, and Endocrinology Systems
E44.2233 45 hours: 3 points. Fall, third year.
In-depth knowledge of human anatomy and the principles of regulation of function of the reproductive, renal, integumentary, and endocrine systems. Anatomical models and specimens complement didactic classroom activities.

Clinical Sciences/Pathology/Pharmacology/Imaging of the OB/GYN, Integumentary, and Endocrinology Systems
E44.2243 60 hours: 4 points. Fall, third year.
Analysis of the etiology, pathology, and clinical sciences of reproductive, renal, integumentary, and endocrine diseases, disorders, and disabilities. Imaging techniques and clinical/laboratory assessment techniques and pharmacological interventions are presented.

Physical Therapy Examinations of the Neuromuscular System
E44.2252 60 hours: 5 points. Fall, third year.
Students examine and reexamine a patient or client with a neuromuscular problem by obtaining a pertinent history from the patient or client and from other relevant sources, by performing relevant systems review, and by selecting appropriate age-related tests and measures. Synthesize examination data to complete the physical therapy evaluation.

Physical Therapy Examinations of the OB/GYN, Integumentary, and Endocrinology Systems
E44.2253 45 hours: 3 points. Fall, third year.
Enables the student to independently examine and reexamine a patient or client with OB/GYN, integumentary, or endocrine problems by obtaining a pertinent history from the patient or client and from other relevant sources, by performing relevant systems review, and by selecting appropriate age-related tests and measures. Synthesize examination data to complete the physical therapy evaluation and engage in the diagnostic process.

Critical Inquiry/Clinical Decision Making III
E44.2288 30 hours: 2 points. Fall, third year.
Student integrates knowledge in physical therapy with statistics and research design to critically analyze current physical therapy literature. Each student develops a research plan with a given topic.

Clinical Observation III
E44.2457 1 day per week/3 weeks: 1 point. Fall, third year.
This experience enables the student to participate in clinical education through observation of master clinicians.

Summer, Second Year

Clinical Affiliation II
E44.2451 40 hours per week/8 weeks: 3 points. Summer, second year.
Students are presented with the opportunity to participate in clinical education to enhance knowledge, values, and skills as a practitioner and integrate and apply course work in the clinical setting.

Spring, Third Year

The Physical Therapist as an Administrator/Delegator/Manager
E44.2019 30 hours: 3 points. Spring, third year.
Management of human and material resources and services to provide quality, efficient, and cost-effective physical therapy services based on patient’s or client’s goals; interact with patients, clients, family members, other health care providers, and community-based organizations for the purpose of coordinating activities to facilitate efficient and effective patient or client care; delegate physical therapy-related services to appropriate human resources; supervise and manage support personnel to whom tasks have been delegated; and participate in management, budgeting, billing, and reimbursement activities.

Physical Therapy Interventions/Prevention Programs/Wellness Programs for the Neuromuscular System
E44.2262 90 hours: 6 points. Spring, third year.
Students establish a safe and effective physical therapy plan of care; establish goals and functional outcomes that specify expected time duration; define achievable patient or client outcomes within available resources; monitor and adjust the plan of care in response to patient or client status; and provide direct physical therapy intervention to achieve patient or client outcomes based on the examination and on the impairment, functional limitations, and disability.

Physical Therapy Interventions/Prevention Programs/Wellness Programs for the OB/GYN, Integumentary, and Endocrinology Systems
E44.2263 60 hours: 4 points. Spring, third year.
For description, see E44.2262 above.

Business Practices/Reimbursement/Marketing/Technology/Management of Care Delivery System
E44.2295 60 hours: 4 points. Spring, third year.
Implementation of marketing plans and related public relations activities; know major reimbursement guidelines; how to reflect patient or client care activities in all billing; apply time management principles to patient or client treatment scheduling; and understand and exhibit responsibility for practicing within the guidelines of third-party payers.

Clinical Observation IV
E44.2458 1 day per week/3 weeks: 1 point. Spring, third year.
This experience enables the student to participate in clinical education through observation of master clinicians.

Summer, Third Year

Clinical Affiliation III
E44.2452 40 hours per week/16 weeks: 6 points. Summer, third year.
This experience enables the student to participate in clinical education to enhance knowledge, values, and skills as a practitioner and integrate and apply all course work in the clinical setting.
Graduate study in the Department of Applied Psychology is embedded in three significant contexts: the history of graduate training in psychology and counseling, our urban location, and the mission of the Steinhardt School of Education. The history of graduate training in psychology carries with it a commitment to a range of training models. At the doctoral level, these include the scientist-practitioner, the scientist-researcher, and the practitioner-scholar. At the master's level, students are offered opportunities to pursue professional preparation and/or studies foundational to further graduate work. As a department in an urban university, we are concerned with the multiethnic, multicultural issues and problems that characterize New York City and other urban environments. As a department in the Steinhardt School of Education, we are actively involved in research and community outreach, with particular emphasis on human development throughout the life span.

The Department of Applied Psychology includes both theoretical and applied courses in the field of psychology and counseling, as well as courses in research methodology. Though emphases and specific core requirements differ somewhat from program to program, each advanced program includes a commitment to this strong foundation in psychological science. Thus all doctoral students are required to gain proficiency in five core areas of psychology, selected by advisement from among the following: social, developmental, personality, history and systems, biological bases of behavior, cognition, and measurement/evaluation/learning.

The department houses doctoral, certificate, and master's programs in several areas of applied psychology, including counseling and guidance, counseling psychology, educational psychology, psychological development, and school psychology. Innovative joint offerings across program areas, collaborative research, and curricular offerings reflect the current needs of the field.

Departmental faculty have ongoing research projects in many areas, including: cognition; language; social and emotional development; health and human development; applied measurement and research methods; working people's lives; spirituality; multicultural assessment; group and organizational dynamics; psychopathology and personality; sexual and gender identity; communication and creative expression; trauma and resilience; parenting; immigration. The counseling and school psychology
doctrinal programs provide the credentials required for graduates to sit for the New York State Psychology Licensing Examination, provided they also meet the experiential requirements, some of which are postdoctoral. The Ph.D. degree in counseling psychology and the Ph.D. and the Psy.D. degree in school psychology are fully accredited by the American Psychological Association.

### Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>B.A.</th>
<th>M.A.</th>
<th>Ph.D.</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lawrence Aber</td>
<td>Professor</td>
<td>1973</td>
<td></td>
<td>1982</td>
<td>Harvard</td>
</tr>
<tr>
<td>Alisha Ali</td>
<td>Assistant Professor</td>
<td>1992</td>
<td>1996</td>
<td>1998</td>
<td>Toronto</td>
</tr>
<tr>
<td>LaRue Allen</td>
<td>Professor</td>
<td></td>
<td>M.A.</td>
<td>1973, 1980</td>
<td>Yale</td>
</tr>
<tr>
<td>Judith Alpert</td>
<td>Professor</td>
<td>1966</td>
<td></td>
<td>1973</td>
<td>Columbia</td>
</tr>
<tr>
<td>Joshua Aronson</td>
<td>Associate Professor</td>
<td>1986</td>
<td></td>
<td>1992</td>
<td>Princeton</td>
</tr>
<tr>
<td>Lawrence Balter</td>
<td>Professor</td>
<td>1960</td>
<td>M.S.E.</td>
<td>1962</td>
<td>City College (CUNY); New York</td>
</tr>
<tr>
<td>Ronald P. Esposito</td>
<td>Associate Professor</td>
<td>1966</td>
<td></td>
<td>1969, 1974</td>
<td>Fordham</td>
</tr>
<tr>
<td>Bruce Homer</td>
<td>Assistant Professor</td>
<td>1992</td>
<td></td>
<td>2000</td>
<td>Toronto</td>
</tr>
<tr>
<td>Barbara Hummel-Rossi</td>
<td>Associate Professor</td>
<td>1964</td>
<td></td>
<td>1971</td>
<td>SUNY (Albany); SUNY (Buffalo)</td>
</tr>
<tr>
<td>Theresa J. Jordan</td>
<td>Associate Professor</td>
<td>1971</td>
<td></td>
<td>1979</td>
<td>New York</td>
</tr>
<tr>
<td>Samuel Juni</td>
<td>Professor</td>
<td>1973</td>
<td></td>
<td>1978, 1980</td>
<td>Brooklyn College (CUNY); SUNY (Buffalo)</td>
</tr>
<tr>
<td>Robert Landy</td>
<td>Professor</td>
<td>1966</td>
<td></td>
<td>1970</td>
<td>Lafayette (California (Santa Barbara))</td>
</tr>
<tr>
<td>Jacqueline Mattis</td>
<td>Associate Professor</td>
<td>1989</td>
<td></td>
<td>1995</td>
<td>New York; Michigan</td>
</tr>
</tbody>
</table>

### Selected Areas of Research

- Lawrence Aber: The influence of poverty and violence, at the family and community levels, on the development of children and youth; rigorous evaluations of innovative programs and policies for children, youth, and families; child development and social policy; parent development.
- Alisha Ali: Women's mental health and well-being; psychosocial influences on depression; mental health effects of poverty, discrimination, and emotional abuse; cross-cultural research.
- LaRue Allen: Urban adolescent development; emergent adulthood; civic engagement and economic literacy; early childhood preventive interventions; impact of sociocultural and ecological factors on human development.
- Judith Alpert: Professional issues in psychology; trauma; psychology of women; child sexual abuse; psychoanalytic theory.
- Joshua Aronson: Social psychology; educational psychology; experimental methods; the psychology of prejudice. Research on “stereotype threat,” vulnerability and resilience to stigma in racial and cultural minorities, effects of prejudice on development and educational outcomes (motivation, learning, standardized test performance, and self-concept), particularly among minority children and adolescents.
- Lawrence Balter: Child development; parent-child relations; psychoanalytic theory; psychology in the media; parent education.
- Ronald P. Esposito: African American religiosity and spirituality; African American prosocial and...
positive psychological development; intersection between gender, culture, and religious and spiritual life; qualitative research methods.

**Mary McRae, Associate Professor.** B.A. 1971, City College (CUNY); M.S. 1976, Brooklyn College (CUNY); Ed.D. 1987, Columbia.

Multicultural counseling and training; group dynamics specializing in T-group and Tavistock models; issues concerning race, gender, and class; psychoanalytic theory and qualitative research methods.


Family involvement in young, low-income children’s education; whole-child assessment of school readiness; partnership-based models of community research.


Language and literacy development with special focus on the acquisition of discourse and narrative skills in preschool children. Emphasis on the influence of social and cultural factors in children’s language development, especially in the context of parent-child interactions.


Sexual knowledge, attitudes, and beliefs and their impact on human behavior in all cultures. Research interests include sexual learning in young children and social sexual behaviors of seniors.

**Randolph L. Mowry, Clinical Associate Professor.** B.A. 1975, College of William and Mary; Ph.D. 1985, Tennessee (Knoxville).

Employment, job accommodations, and rehabilitation issues related to people who are deaf, hard of hearing, or late deafened; factors that contribute to the long-term job retention of people who are deaf and have additional disabilities.

**Mary Sue Richardson, Professor.** B.A. 1967, Marquette; Ph.D. 1972, Columbia.

Vocational psychology with special focus on work and relationships as developmental contexts; gender issues and counseling women; counselor supervision and training; psychoanalytic and psychodynamic theory and therapy; feminist, qualitative, and action research methods.

**Carola Suárez-Orozco, Associate Professor.** B.A. 1978, California (Berkeley); Ph.D. 1993, California School of Professional Psychology.

Cultural psychology; immigrant youth and immigrant families; ethnic identity formation; gendered patterns of academic engagement and disengagement; cross-cultural research; adolescent development; family separations.

**Lisa Suzuki, Associate Professor.** B.A. 1983, Whitman College; M.Ed. 1985, Hawaii (Manoa); Ph.D. 1992, Nebraska (Lincoln).

Multicultural assessment practice; qualitative research methods; intelligence testing with diverse populations; cultural differences in emotional intelligence.

**Catherine Tamis-LeMonda, Professor.** B.A. 1983, Ph.D. 1987, New York.

Cognitive development, language acquisition, and communicative development across the first three years. Emphasis on parenting practices and cultural views and contextual influences on the unfolding abilities of infants and toddlers.

**Niobe Way, Associate Professor.** B.A. 1985, California (Berkeley); Ed.D. 1994, Harvard.

Social and emotional development among urban adolescents; resiliency among adolescent mothers; the impact of school environments on child and adolescent development; qualitative research methods.

**Willavene Wolf, Professor.** B.S. 1954, Rio Grande College; M.A. 1957, Ph.D. 1969, Iowa (Iowa City).

Cognitive development; language development; teacher-child interactions as related to literacy development; relationship between reading/writing.

**FIELDWORK COORDINATORS**


Special Departmental Features

STUDY ABROAD
The Department of Applied Psychology offers a range of study-abroad opportunities during inter sessions and Summers. Further information is provided through the office of the Associate Dean of Academic Affairs at www.education.nyu.edu/abroad.

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

THE CENTER FOR RESEARCH ON CULTURE, DEVELOPMENT, AND EDUCATION
We have recently experienced unprecedented change in the lives of children and youth in New York City, the United States, and elsewhere in the world because of globalization, shifting demographic and immigration patterns, technological advances, and changes to the social and economic structures of families and institutions. By 2040, it is projected that the majority of U.S. children will be nonwhite. In the largest U.S. cities, such as New York, this is already the case. In light of these changing demographics, questions about the factors that promote the school readiness and academic achievement of children and youth across diverse ethnic and cultural groups are critical to address. Nonetheless, there continues to be a lack of research on the trajectories of academic success among children and youth across different ethnic and immigrant groups. Social scientists are finding they must “go back to the drawing board” to devise entirely new, culturally sensitive methods of inquiry if they are to identify pathways to successful outcomes. Faculty and students of the Center for Research on Culture, Development, and Education (CRCDE) are doing just that. Funded by NSF since its formation in 2002, the center is directed by NSF principal investigators Catherine Tamis-LeMonda (Steinhardt, Applied Psychology), Niobe Way (Steinhardt, Applied Psychology), Diane Hughes (GSAS, Psychology), and Hirokazu Yoshikawa (GSAS, Psychology). The core faculty of the CRCDE also includes Professors Bruce Homer and Gigliana Melzi (Steinhardt, Applied Psychology).

To better understand the factors that promote academic engagement and achievement, school readiness, and early learning, the principal investigators have undertaken two concurrent longitudinal studies over three years, one targeting early childhood and the other adolescents. Both studies are focused on five ethnic groups—Mexican Americans, African Americans, Chinese Americans, Dominicans, and Puerto Ricans—and five contexts in which children’s school readiness, academic engagement, and performance can be influenced: home, school, peers, caregivers’ work, and media. The early childhood study begins from the day of infants’ births, with Professors Tamis-LeMonda and Yoshikawa heading recruitment of families at maternity wards of hospitals serving the five ethnic groups. The adolescent cohort follows middle-school children for three years, with Professors Way and Hughes heading recruitment in several schools throughout New York City.

The Center for Research on Culture, Development, and Education (CRCDE) Web site is www.education.nyu.edu/crclde.

THE CHILD AND FAMILY POLICY CENTER
The chief mission of the Child and Family Policy Center is to bring state-of-the-field knowledge about how to promote children’s healthy development and school success to the forefront of policy-making and program implementation. The center conducts applied research that can inform efforts to develop effective programs and policies for young children and families. Through conferences, technical assistance activities, partnership projects, and publications, the center also communicates important knowledge about children and families to policy makers, leaders in the nonprofit sector, practitioners, the media, and other stakeholders.

The Child and Family Policy Center is uniquely positioned to stimulate and support new initiatives that will benefit children in New York City and New York State. The center’s director, LaRue Allen, is a leading child development scholar who is currently directing a number of projects involving University-community partnerships. The center also draws on expertise from other sectors of the University and the Steinhardt School of Education. New York University’s Steinhardt School of Education brings together the disciplines of applied psychology, education studies (e.g., early childhood, special education), and health programs, including major schools of nursing and occupational therapy.

The Forum on Children and Families, a project of the center, regularly convenes early childhood leaders at the city and state levels to examine important child and family research as well as options for strengthening programs for young children and families in New York City. The forum’s meetings and follow-up activities aim to improve support for young children through partnership initiatives involving government officials, leaders in community organizations, foundation representatives, practitioners, and researchers. Sheila Smith, a research scientist and early childhood specialist at the center, is director of the forum.

INFANCY STUDIES LABORATORY
The Infancy Studies Laboratory (212-998-5570) is a resource for students conducting research on infant learning and parenting views and engagement styles. The laboratory is equipped with PC and Mac computers, camcorders, VCRs, and standardized infant tests.

MEASUREMENT LABORATORY
The Measurement Laboratory is a multipurpose resource for student and faculty use. The laboratory houses a collection of educational and psychological tests and reference books containing critical reviews of tests. Also housed in the laboratory are reference books on measurement, research, and statistics. PC computers are available for student use, including data entry and analysis, self-instructional program use, and evaluation of software.

PSYCHOEDUCATIONAL CENTER
The Psychoeducational Center is the research and training unit of the School Psychology Programs in the Department of Applied Psychology. It provides psychological and psychoeducational services on- and off-campus to the local community and to the University community. The Steinhardt School of Education psychologists-in-training, enrolled in various practicum courses, are assigned to the center and, under faculty supervision, offer a variety of services as training needs...
Counseling and Guidance Programs

Students wishing to pursue master’s-level graduate study in counseling and guidance may choose one of two programs:

- Counseling and Guidance: School Counseling or Bilingual School Counseling, which trains students interested in working as guidance counselors in grades K-12. Graduates are eligible to take the national exams to become nationally certified counselors.
- Counseling and Guidance: Colleges and Community Agencies, which permits the pursuit of a wider range of interests and settings in which counselors work and counseling occurs. Graduates who choose this program are prepared to work with all age groups in colleges, community agencies, health care facilities, mental health clinics, and career development centers and are eligible to take the national exams to become nationally certified counselors.

Special Note: The New York State Education Department has established a new licensure area in Mental Health Counseling, which will enable graduates to work with individuals, families, and groups in private practice, group, and organized settings as fully licensed mental health practitioners. The Steinhardt School of Education has submitted a proposal to reregister the master’s program in Counseling and Guidance: Colleges and Community Agencies as one fulfilling the academic requirements for such licensure. Graduates of the revised program with its new proposed title, Counseling for Mental Health and Wellness, will be eligible for New York State Licensure in Mental Health Counseling as of January 1, 2006.

The Certificate of Advanced Study in counseling and guidance provides post-M.A. study in individually selected areas of counseling.

CAREER OPPORTUNITIES

A degree in counseling can open the door to a range of professional opportunities. Graduates of the school counseling or bilingual school counseling program move on to positions in elementary, middle, junior, and senior high schools, working with students on guidance-related issues. Graduates of the counseling program in colleges and community agencies work with a broad range of population groups in, for example, university counseling centers, career and placement offices, college residence halls, employee assistance programs, employment and consulting firms, women’s shelters, grief counseling centers, hospices, HIV and AIDS outreach centers, substance abuse centers, eating disorder clinics, sports medicine clinics, gay and lesbian centers, family planning agencies, child and adult abuse clinics, post-traumatic stress treatment centers, and centers for persons with learning disabilities.

DEGREE REQUIREMENTS

Master of Arts in Counseling and Guidance: School Counseling or Bilingual School Counseling

Students in the program in Counseling and Guidance: School Counseling or Bilingual School Counseling must complete 50 points of course work. All students are required to take 32 points in the following core courses: Research and Methodology E08.2006, Professional Orientation and Ethical Issues in Counseling for Mental Health and Wellness E63.2651, Dynamics of Vocational Development E63.2634.

Individual Counseling: Theory and Process E63.2657, Individual Counseling Practice Labs I and II E63.2658,2659, Interpretation and Use of Tests E63.2672, Group Dynamics E63.2620, Cross-Cultural Counseling E63.2682, and Program Development and Evaluation E63.2663 plus one course focusing on a “special population.” This course is selected from a number of courses that address special populations, such as women, gay, lesbian, bisexual, and transgender people; substance abusers; those with developmental disabilities; and inner-city youth.

In addition to the core curriculum, students in School Counseling or Bilingual School Counseling take 6 points in psychology (Developmental Psychology and Research Design and Methodology) and complete a yearlong, 9-point field placement in a school that is chosen by the student in consultation with the program. Course work for this sequence includes Internship in School Counseling I E63.2654 (4 points) and Internship in School Counseling II E63.2664 (4 points). Students must also take 3 points in applied content area (see page 146).

Graduates of the School Counseling, K-12 concentration, are eligible for certification in New York State as school counselors in grades K-12. Students who wish to become certified as bilingual school counselors may pursue this goal within the framework of the bilingual school counseling concentration.
dent in consultation with the program. Course work for this sequence includes Internship in Counseling for Mental Health and Wellness I E63.2653 (4 points) and Internship in Counseling for Mental Health and Wellness II E63.2660 (4 points). Students in this curriculum also take 9 points of applied content area credits (see below).

**Applied Content Area/Special Population Courses**

To fulfill their requirements for applied content area credits, students may choose courses from offerings in the program, department, and school that enable them to pursue specialized interests. In addition to the applied content areas described above in relation to special populations, other emphases that can be pursued using applied content area credits are thanatological counseling, college counseling, counseling women, and career counseling. In each case, specialized courses relevant to the area that are either applied content area or special population courses available through the program can be combined with relevant course work available in other programs or departments in the school and University. Students in the program in Colleges and Community Agencies should consult with their adviser to develop this applied content area sequence.

**Comprehensive Exams**

All students in the M.A. programs in counseling and guidance must pass the Counselor Preparation Comprehensive Examination (CPCE) for satisfaction of the terminal experience requirement. This exam is produced by the Center for Credentialing and Education, Inc. (CCE), an affiliate of the National Board for Certified Counselors, Inc. (NBCC). The exam is held in the spring and fall semesters, and students can take the exam up to three times if they are unsuccessful in their initial attempts.

**CERTIFICATE OF ADVANCED STUDY**

A Certificate of Advanced Study in counseling and guidance is offered in a program designed to meet the specialized and diverse needs for professional education beyond the M.A. degree in counseling. A minimum of 30 points is required to complete this program of study, and the certificate is awarded on completion of three years of full-time professional work experience.

Students may complete the program in one year of full-time study or three or more semesters of part-time study. Students design their own program of study in consultation with faculty advisors. Course offerings for this program may include doctoral-level courses such as Seminar in Vocational Development Theory and Research E63.3637, Seminar in Counseling Theory and Research E63.3633, Supervised Counseling Practicum: Individual E63.3607, Clinical Assessment in Counseling Psychology I and II E63.2665,2666. Additional courses are available in the offerings of the Department of Applied Psychology and other departments in the Steinhardt School of Education.

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**Counseling Psychology**

**Program Director**

Mary McRae

East Building, Suite 400
212-998-5552

**Degree**

Ph.D.

**Faculty**

Ali, Esposito, Grossman, Juni, Mattis, McRae, Mowry, Richardson, Suzuki

The Ph.D. Program in Counseling Psychology is fully accredited by the American Psychological Association (APA). Counseling psychologists are defined as those who enter into professional relationships with individuals and groups and bring to those relationships knowledge of psychology as a science, knowledge of counseling theory and research, a personally integrated theory of counseling, and an ethical responsibility. The major principles underlying the Program in Counseling Psychology are a focus on a developmental understanding of clients, commitment to a health model of intervention, and appreciation of the gendered, cultural, and institutional contexts of people’s lives as these contexts affect both clients and counselors. The program follows a basic pattern in the education of psychologists—the scientist-practitioner model—and is organized in three areas: general psychology, including statistics and research methodology; counseling and vocational psychology; and patterns of learning experiences designed to meet the professional goals of program matriculants.

**CAREER OPPORTUNITIES**

Graduates of the program are eligible to sit for the New York State psychology licensing examination and are prepared to practice in diverse settings such as colleges, clinics, hospitals, and community agencies.

**DEGREE REQUIREMENTS**

For the completion of the doctorate, 96 points beyond the bachelor’s degree are required. Additionally, as part of undergraduate or other graduate work, 18 points in psychology are prerequisites to the Ph.D. program. In the Counseling Psychology Core (33 points), students complete work in the dynamics of vocational development, counseling theory and process, cross-cultural counseling, group dynamics, abnormal psychology, program seminars, seminars in vocational development and counseling theory, and practicums in individual counseling and counselor training. Students must also take a Counseling Psychology Specialty (9 points), which can include courses in marriage counseling, women’s development, thanatological counseling, or other elective courses; Clinical Assessment and Testing (9 points); Statistics and Research Design (18 points); Educational Sociology (3 points); and Educational Philosophy or History of Education (3 points). Students also must complete a Psychology Core (15 points), covering measurement and evaluation, history and systems, learning theory, experimental psychology, personality, developmental psychology, and the biological basis of behavior. In addition to points required, students must pass a candidacy examination, complete a full-year internship, complete an approved dissertation proposal and dissertation, and pass a final oral examination of the dissertation.

Some courses may be waived, exempted, or passed by examination. A minimum of 48 points must be completed at New York University

**ADMISSION REQUIREMENTS**

Applicants to the Program in Counseling Psychology must follow both the Steinhardt School of Education and program admission procedures and deadlines. All school and program admissions materials must be received by January 15. The GRE must be taken in October or November to allow the required five weeks for scores to arrive. Psychology GRE scores are not required. Applicants must also submit an autobiographical statement, following a program outline, and three letters of recommendation. Students are strongly encouraged to submit their financial aid application by January 15 as well. Contact the program directly for full details on program admission criteria.
The M.A. Program in Educational Psychology offers students a solid graduate foundation in the core areas of psychology, including developmental psychology, personality theories, social psychology, and measurement and research methods in the context of an individualized and goal-directed plan of study.

During the course of study, students acquire a solid base in psychological theory and are challenged to consider the ways that basic psychological research might be applied to address the challenges faced by individuals in our society—particularly those living in the multicultural environment of urban New York City.

In addition to taking foundation courses in applied psychology, students select a series of courses from one of three concentrations that match their specific interests and professional goals. Toward the end of the M.A. degree program, students apply their theoretical knowledge base to a relevant fieldwork or research experience under the supervision of a faculty member who shares a scholarly interest in the student’s chosen topic. These independently pursued projects should be related to and emerge out of the student’s studies in his or her selected areas of emphases. In most instances, the fieldwork/research experience will focus on a timely, applied issue in psychology, situated in contexts such as family, hospital, school, or community.

Students may choose from three concentrations: general educational psychology, psychological measurement and evaluation, and psychology of parenthood.

**CAREER OPPORTUNITIES**

In addition to being a basic entry into doctoral study in psychology, the M.A. degree program in applied psychology offers the basic training for employment in areas such as research and data collection for hospitals and community agencies, advertising agencies, and private industry as well as for school systems and other learning environments. It also offers educators an appropriate program to satisfy M.A. degree requirements in their school systems.

**DEGREE REQUIREMENTS**

Students in the Master of Arts program complete 36 points of course work. The curriculum includes the following areas:

### Core Requirements (9 points):

- Survey of Developmental Psychology/Advanced E63.2271, plus two courses from the following: Social Psychology E63.2003, Abnormal Psychology E63.2038, Theories of Personality E63.2039, Psychological Disturbances in Children E63.2181, Cognitive Development E63.2198, Learning Theories E63.2214.

### Concentration Requirements (24 points):

- Measurement and Evaluation E63.2035; one course in statistics or research methods (e.g., Educational Statistics E10.2001, Research and Evaluation Methods in Behavioral Sciences E68.2006); a total of four courses completed from Group A and Group B as listed below. **Note:** Students must complete at least one course from each group; students must select courses not already completed under Core Requirements. Electives: Under faculty advisement, students are encouraged to pursue courses (6 points) that complement their programs of study, such as multiculturalism and diversity, counseling, or women’s studies.


**Terminal Experience** (3 points): Applied Psychology Integrative Seminar E63.2335 serves as the capstone to all students in the Master of Arts program. Students pursue independent projects under faculty supervision and meet to discuss their fieldwork and research projects. As part of this culminating experience, students complete a comprehensive paper regarding their own fieldwork/research project.
Psychological Measurement and Evaluation Concentration

Director
Barbara Hummel-Rossi
East Building, Suite 537
212-998-5391

Faculty
Halkitis, Hummel-Rossi, Jordan

As psychological measurement and evaluation have taken on new meaning in the behavioral sciences, the demand for people with training in this field has increased. This 36-point concentration prepares individuals in the application of measurement, research, and evaluation principles in various settings in educational, social, community, health, and business sectors.

The concentration provides theoretical and applied training and experience through a carefully sequenced selection of courses in measurement, test construction, and research methods. In addition, students choose courses from various areas in psychology, such as developmental, learning, and personality. As a final project, each student conducts a field-based research study and prepares a journal-quality paper.

DEGREE REQUIREMENTS
Academic prerequisites: a minimum of 12 semester hours in the behavioral sciences. These requirements may be met by taking additional courses as part of the concentration.

The psychological measurement and evaluation concentration requires 36 points for completion. The curriculum includes the following:

Core Requirements (9 points): Survey of Developmental Psychology/Advanced E63.2271, plus two courses from the following: Social Psychology E63.2037, Abnormal Psychology E63.2038, Theories of Personality E63.2039, Psychological Disturbances in Children E63.2181, Cognitive Development E63.2198, Learning Theories E63.2214.

DEGREE REQUIREMENTS
A minimum of 12 credits in the behavioral sciences is necessary as prerequisite or may be added to the required courses as part of the curriculum.

The psychology of parenthood concentration requires 36 points for completion. The curriculum includes the following:

Core Requirements (6 points): Two of the following courses: Social Psychology E63.2037, Abnormal Psychology E63.2038, Theories of Personality E63.2039, Psychological Disturbances in Children E63.2181, Cognitive Development E63.2198, Learning Theories E63.2214.

Concentration Requirements (27 points): Psychology of Parenthood E63.1019, Psychology of Women E63.2014, Survey of Developmental Psychology E63.2271, Working with Parents E63.2297, The Counseling Interview E63.1012, Psychological Research in Infancy E63.2115 or Infant and Toddler Assessment E63.2116 or Education of Infants and Toddlers E25.2701, Group Dynamics E63.2620 or Cross-Cultural Counseling E63.2682, Family Diagnosis and Therapy E63.2091 or Emotional and Social Development E63.2097.

Electives: Under faculty advisement students are encouraged to pursue courses (6 points) that complement their program of study, such as advanced methods, health, special education, or personnel selection.

Terminal Experience (3 points): Applied Psychology Integrative Seminar E63.2335 serves as the capstone to all students in the Master of Arts program.

Psychology of Parenthood Concentration

Director
Barbara Hummel-Rossi
East Building, Suite 537
212-998-5391

Using an interdisciplinary approach, the psychology of the parental role is systematically studied, drawing on relevant theory supported by empirical data from comparative, clinical, and developmental psychology, cultural anthropology, sociology, education, and infant research. Field experiences constitute part of the training as a course practicum and as part of the final master’s project. A focus on infant development is also an available specialization.

The concentration prepares specialists to work with parents in community agencies, hospitals, and schools. They are further trained to serve as consultants in establishing parent programs. Graduates of this program have been employed by parenthood centers, child development agencies, pediatric and neonatal sections of hospitals, psychiatric institutions, day care centers, and nursery schools. Some have applied their skills in support work for parents of children who are ill or have disabilities.

DEGREE REQUIREMENTS
A minimum of 12 credits in the behavioral sciences is necessary as prerequisite or may be added to the required courses as part of the curriculum.

The psychology of parenthood concentration requires 36 points for completion. The curriculum includes the following:

Core Requirements (9 points): Survey of Developmental Psychology/Advanced E63.2271, plus two courses from the following: Social Psychology E63.2037, Abnormal Psychology E63.2038, Theories of Personality E63.2039, Psychological Disturbances in Children E63.2181, Cognitive Development E63.2198, Learning Theories E63.2214.

DEGREE REQUIREMENTS
A minimum of 12 semester hours in the behavioral sciences. These requirements may be met by taking additional courses as part of the concentration.

The psychological measurement and evaluation concentration requires 36 points for completion. The curriculum includes the following:

Core Requirements (9 points): Survey of Developmental Psychology/Advanced E63.2271, plus two courses from the following: Social Psychology E63.2037, Abnormal Psychology E63.2038, Theories of Personality E63.2039, Psychological Disturbances in Children E63.2181, Cognitive Development E63.2198, Learning Theories E63.2214.

Concentration Requirements (27 points): Psychology of Parenthood E63.1019, Psychology of Women E63.2014, Survey of Developmental Psychology E63.2271, Working with Parents E63.2297, The Counseling Interview E63.1012, Psychological Research in Infancy E63.2115 or Infant and Toddler Assessment E63.2116 or Education of Infants and Toddlers E25.2701, Group Dynamics E63.2620 or Cross-Cultural Counseling E63.2682, Family Diagnosis and Therapy E63.2091 or Emotional and Social Development E63.2097.

Electives: Under faculty advisement students are encouraged to pursue courses (6 points) that complement their program of study, such as advanced methods, health, special education, or personnel selection.

Terminal Experience (3 points): Applied Psychology Integrative Seminar E63.2335 serves as the capstone to all students in the Master of Arts program.
The mission of the Ph.D. Program in Psychological Development is to provide students with a strong foundation in developmental theories and research from a lifespan perspective. Students examine individual and environmental influences on the development of infants, children, adolescents, and adults, especially those situated in urban environments. The Ph.D. program offers the advanced student a program of study that focuses on current issues in the dynamic and complex field of human development, while also emphasizing a basic foundation in psychological theory and research. Our research takes place in laboratories at New York University, as well as in the homes, hospitals, schools, neighborhoods, and community settings of the multiethnic and richly diverse city of New York.

The Program in Psychological Development educates its students to think creatively about how psychological theory and research can address the social challenges faced by individuals across development periods in our society. Through their course work and research experiences, students in the Ph.D. program in psychological development gain expertise in the following:
- The core areas of developmental psychology with a focus on how current research methodologies might be applied to issues in human development
- A wide range of quantitative and qualitative research methodologies, including survey research, experimental, observational, ethnographic, and narrative and case studies
- The skills to identify the roles of family members, peers, schools, neighborhoods, and communities on the life of the individual, as well as how the individual shapes his or her own experiences
- An understanding of how medical issues, ethnicity, race, social class, gender, and culture influence human development within and across national boundaries
- The application of assessment tools to address the needs of diverse populations
- A proficiency in implementing and evaluating primary preventive interventions with parents and children from at-risk populations.

Areas of research focus for doctoral students may include the following:
- Cognitive and social development in infants and young children
- Social and emotional development among urban ethnic-minority children and adolescents in the United States and worldwide
- Family, school, and cultural influences on human development
- Etiology of risk behaviors, resiliency, and coping in at-risk populations
- School-, family-, and community-based prevention of delinquency and violence
- Children’s learning in school settings
- Quantitative modeling of high-risk health behaviors and decisions
- Test and scale development, validity and reliability studies, and the study of individual differences

Students who complete the program and acquire the appropriate work experience are eligible to sit for the New York State examination for the professional practice of psychology.

**CAREER OPPORTUNITIES**

Graduates are prepared for careers as professors in academic settings; researchers in academic and governmental agencies; human service professionals in hospitals, schools, and community settings; directors and evaluators of mental health and health-promotion programs; as well as primary prevention programs.

**DEGREE REQUIREMENTS**

Students take between 45 and 72 credits, depending on prior graduate course work. Academic offerings and requirements include the following:
- Core courses in the foundation areas of psychology (e.g., developmental, social, personality, learning, experimental, historical, neuropsychology)
- Courses in developmental psychology (e.g., cognitive, emotional and social development, language, perceptual development)
- Advanced content seminars in human development
- Sequences in research design and methodology
- Active research involvement and attendance at weekly research colloquia
- Completion of a data-based dissertation.

**ADMISSION REQUIREMENTS**

Admission to this program requires a bachelor’s or a master’s degree in psychology, GRE scores (verbal and quantitative), three letters of recommendation, prior research experience, and a personal interview with the program faculty.

See general admission section, page 202.
As a psychological specialist and educational consultant, the school psychologist is concerned with the psychological well-being of children as it affects their educability, the educational program as it affects the psychological development of children, and the total physical, social, and emotional setting in which children and adolescents spend their formative years.

School psychology represents not the place one works, but rather the way one works—in other words, a professional mind-set accompanied by relevant skills. The school psychologist, whether a researcher, teacher, or practitioner in diverse settings, is sensitive to the ecosystem of the child. This includes recognition that fulfillment of the child’s developmental needs requires successful negotiation of both the family system and the school system, while listening to and respecting the inner world of the child.

Several fundamental premises underlie the training of a psychologist with a graduate degree in School Psychology. The school psychologist is both a scientist and a practicing professional involved in the extension and application of psychological knowledge. On the practitioner side this includes training in assessment; designing and evaluating interventions; consultation; working with culturally diverse populations; working with parents, teachers, and school personnel; training in ethics; and knowledge of clinical research. On the researcher side, moving beyond grounding in basic quantitative and research methodology, school psychologists are trained in utilizing research skills in applied settings. Both sets of skills—the clinical and the research—are grounded in the context of familiarity with the school setting, with educational principles and problems, with the teaching-learning process and preventive mental health principles, as well as with the wider social context of family, community, and society. Accordingly the Program in School Psychology offers courses of study to students seeking the scientist-practitioner model (the Ph.D. program) or the applied practitioner model (the Psy.D. program). For students who prefer to not pursue a doctoral degree, a program leading to a certificate of qualification in school psychology is available.

**CAREER OPPORTUNITIES**

Graduates from the certificate and doctoral programs will be certified as school psychologists in New York State and legally qualified to work as school psychologists in most states. They may choose to work in public or private schools or in community mental health and hospital settings. Certificate graduates also find employment in clinical and educational children’s settings such as learning disability centers, child-guidance clinics, pediatric services, hospitals, and social service agencies.

Doctoral graduates also work in clinical settings such as hospitals or mental health clinics, for social service agencies as staff psychologists, as mental health consultants to other types of organizations, as researchers and teachers at colleges and universities, or in private practice conducting psychological testing and/or psychotherapy with children, adults, and families. Some doctoral graduates teach in college or university settings.

**ACADEMIC PREREQUISITES**

Certificate applicants are expected to have completed 12 undergraduate credits in psychology (four courses) including experimental (laboratory course), personality, and two other psychology courses, as well as 6 undergraduate credits in education (two courses) from the following areas: curriculum or educational methods, remedial reading or learning disabilities, special education or exceptional children, or educational administration or supervision.

Doctoral applicants (Ph.D.) are expected to have completed 15 undergraduate credits in psychology (five courses), including experimental (laboratory course), personality, developmental, and two other psychology courses, as well as 6 undergraduate credits in education (two courses) from the following areas: curriculum or educational methods, remedial reading or learning disabilities, special education or exceptional children, or educational administration or supervision.

**Certificate as a School Psychologist**

This certificate program requires 69 points beyond the bachelor’s degree in addition to related field experiences and internship. Students with previous graduate work will receive advanced standing. Those lacking sufficient undergraduate work will need additional credits.

Students who lack a master’s degree in psychology upon admission earn a supplementary master’s degree in school psychological services en route.

The basic curriculum for certificate students includes courses in the following areas:


**Measurement and Evaluation:** Construction of Psychological Tests and Scales E63.2042, Learning Theories E63.2214.

**Educational Foundations:** 6 points from those prerequisite areas not covered by undergraduate courses, including such courses as The Study of Comparative Teaching E25.2357, Teaching for Multicultural Understandings E25.2011, Literature for Younger Children E25.2521, Psychological Foundations of Learning Disabilities E75.2131, Education of Exceptional Children E75.2124, Teaching Students with Disabilities in General Education E75.2165, Education Law E65.2207, Leadership in the Adoption of Innovation E65.2305.


**Other Requirements:** During the first three years of the program, students are required to spend at least one day per week in an unpaid externship. Students are also required to complete workshops in Child Abuse E63.2273 and School Violence Prevention E81.1900.

**Doctor of Philosophy**

The Ph.D. Program in School Psychology is based on the scientist-practitioner model. The program emphasizes research, behavioral assessment and intervention, psychoeducational and psychodiagnostic assessment, school consultation, and psychotherapy. The Ph.D. program is fully accredited by the American Psychological Association (APA) and by the National Association of School Psychologists (NASP).

Graduates are eligible for New York State certification as a school psychologist and, on completion of an additional year of supervised practice after completion of the doctorate, qualify for the New York State licensing examination for professional practice of psychology.

This program calls for 99 points beyond the bachelor’s degree in addition to related field experiences, internship requirements, and scholarly requirements.
Students with previous graduate work will receive advanced standing. Those lacking sufficient undergraduate work will need additional credits. Students who lack a master's degree in psychology upon admission earn a supplementary master's degree in school psychological services en route.

DEGREE REQUIREMENTS

The basic curriculum for Ph.D. students includes courses in the following areas:


School Psychology Practica (30 points): See Certificate of Qualification description above for specific details.

Educational Foundations: 6 points from those prerequisite areas not covered by undergraduate courses, including such courses as The Study of Reflective Teaching E25.2357, Multicultural Perspectives in Social Studies E25.2011, Literature for Younger Children E25.2521, Psychological Foundations of Learning Disabilities E73.2131, Education of Exceptional Children E73.2124, Teaching Students with Disabilities in General Education E73.2165, Education Law E63.2207, Leadership in the Adoption of Innovation E63.2303.


Specialty Sequence (9 points): A specialty sequence must be planned by each student in consultation with an adviser. The following is a sample of a typical sequence: Psychoanalytic Theory of Childhood E63.2089, Practicum in Psychotherapy with Children and Adolescents E63.2061,2062.


Integrative Seminars (9 points): See above section for details.

OTHER REQUIREMENTS

During the first three years of the program students are required to spend at least one day per week in unpaid externships and two of these years in research apprenticeships to complete scholarly requirements, a dissertation proposal, and other dissertation requirements. Subsequently, students are also required to complete a full-year internship. Students typically require more than four years of full-time study to complete all requirements. The scholarly requirements include a publishable scholarly paper sponsored by a faculty member and a dissertation based on research sponsored by a committee of faculty. A final doctoral oral will constitute a defense of the dissertation. All students are also required to pass a departmental comprehensive examination and the English Essay Examination.

Doctor of Psychology

Note: The Psy.D. program is currently not admitting students.

The Psy.D. Program in Professional Child/School Psychology is based on the practitioner-scholar model. The program emphasizes behavioral assessment and intervention, psychoeducational and psychodiagnostic assessment, school consultation, psychotherapy, and scholarly writing. The Psy.D. program is fully accredited by the APA and NASP. Graduates receive state certification as a school psychologist and, on completion of an additional year of supervised practice after completion of the doctorate, qualify for the New York State licensing examination for the professional practice of psychology.

Some requirements for completion of the Psy.D. are similar to those indicated for the Ph.D. in school psychology. The program also calls for 99 points beyond the bachelor’s degree in addition to related field experiences, internship requirements, and scholarly requirements. Some students with previous graduate work will earn advanced standing and others lacking appropriate undergraduate work will require additional credits. The basic curriculum in foundation courses work and practicums is similar to the Ph.D. with fewer points required in the measurement and research component and more points allocated to an elective specialty sequence. A series of three Psy.D. scholarly papers replaces the formal dissertation, and an oral examination emphasizes professional competency in professional practice.

Students who lack a master’s degree in psychology upon admission earn a supplementary master’s degree in school psychological services en route.

DEGREE REQUIREMENTS

The basic curriculum for Psy.D. students includes courses in the following areas:

Psychological Foundations (18 points), School Psychology Practica (30 points),

Educational Foundations (6 points), and Steinhardt School of Education Foundations (6 points). (See descriptions above for specific details.)

An 18-point specialty sequence must be planned by each student in consultation with an adviser. The following is a sample of a typical sequence divided into two specializations, one in psychotherapy, one in infancy: Psychoanalytic Theory of Childhood E63.2089, Practicum in Psychotherapy with Children and Adolescents E63.2061,2062, Psychological Research in Infancy E63.2115, Infant and Toddler Assessment E63.2116, The Education of Infants and Toddlers E25.2701.


Integrative Seminars (9 points): See above section for details.

OTHER REQUIREMENTS

Students spend one and one-half days per week on field placement during year one, two and one-half days per week on externship in years two and three, and one summer in a variety of assigned settings pertinent to their particular stage of training. Students are also required to complete a full-year internship. Additionally, students are required to complete three publishable scholarly papers working with various full-time or adjunct faculty sponsors before going on an internship and to compile a professional portfolio that also includes an intensive professional work sample. A final doctoral oral will be an examination of competency for professional practice. All students are also required to pass a departmental comprehensive examination and the English Essay Examination.

ADMISSION REQUIREMENTS

Note: The Psy.D. program is currently not admitting students.

Admission to the Ph.D. program requires a bachelor’s or master’s degree in psychology, three letters of recommendation, and a personal interview with the program faculty. Applicants must consult the Web site for full admission procedures (www.education.nyu.edu/apppsych).

Applicants must meet departmental deadlines and program deadlines. All material must be received by January 15. The GRE
The courses listed herein are to be offered in 2005-2007.

Financial Aid Opportunities
A limited number of graduate assistantships, research assistantships, and teaching fellowships are available to students each year. In addition, the Department of Applied Psychology offers Monroe Stein and Raymond and Rosalee Weiss awards. The Bonnie Jacobson Training Grant is also available to one eligible first-year student each year. For more details, contact the program office.

See general financial aid section, page 211.

Courses

SCHOOLWIDE RESEARCH STUDIES/E08

Research and Evaluation Methods in Behavioral Sciences
E08.2006 45 hours: 3 points. Spring.
Analyzing and evaluating research studies in the behavioral sciences. Emphasis on the science of research, developing hypotheses, sampling, defining and measuring variables, types of experimental and non-experimental designs, qualitative designs, evaluation designs, and ethics in research.

APPLIED PSYCHOLOGY/E63

Social Psychology
E63.1003 45 hours: 3 points. Spring.
Social psychology concepts, theories, and research and their relation to educational problems. Concepts treated are attitudes, values, roles, norms, communication, and conformity; areas emphasized are group processes and influence, social motivation, prejudice, and authoritarianism.

The Counseling Interview
E63.1012 45 hours plus hours arranged: 3 points. Fall, spring.
Hours arranged for laboratory work.
The interview is studied as an interactive process in which the interviewer is a helper to the interviewee in various settings. Intended for non-specialists in counseling and guidance.

Educational Psychology
E63.1014 45 hours: 3 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
E63.1019 45 hours: 3 points. Fall weekend.
Prerequisite: a course in introductory, educational, or developmental psychology.
Parenthood as a psychological stage in human development. Preparation for the tasks, goals, and problems of parenthood. Relevant literature from child development, social learning theory, dynamic psychology, and parent-child relations is included with consideration given to evidence from the fields of comparative psychology and cultural anthropology. Hours arranged for field assignments and individual projects.

Mental Health: Historical, Social, and Political Perspectives
E63.1031 45 hours: 3 points. Spring.
A historical analysis of mental health viewed within a changing social and political context. Special attention is given to the changing notions of mental health. Applications to different populations and symptoms and, as a corollary, changing notions of intervention.

Abnormal Psychology
E63.1038 45 hours: 3 points. Spring.
Credit not given for both E63.1038 and E63.2038.
Theories, concepts, and descriptions of disordered behavior with an emphasis on psychodynamic systems. The interrelationship of diagnosis and treatment, theories of symptoms formation, criteria of normality.

Introduction to Personality
E63.1039 45 hours: 3 points. Fall.
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.

Cultures of Psychology
E63.1050 45 hours: 3 points. Spring.
How culture has shaped the development of major theoretical perspectives in psychology. Alternative psychological perspectives are addressed with regard to race/ethnicity, gender, and class. Specific topics of interest include biological determinism and the medical model, psychosocial theory, and other prominent psychological constructs such as intelligence and pathology.

Research and Evaluation in the Behavioral Sciences
E63.1073 45 hours: 3 points. Spring.
Prerequisite: Basic Statistics (E10.1085) or equivalent.
Research and evaluation in the behavioral and social sciences are considered from both a theoretical and methodological perspective. Students gain knowledge of basic research principles and explore various research models through critical readings of published studies.

Sexual Identities Across the Life Span
E63.1110 45 hours: 3 points. Spring.
Examines the meanings and explanations of sexual orientation, the norm of heterosexuality, and developing a gay, lesbian, bisexual, or transgender identity. Explores stigma management, multiple oppressions, coming out, and creating community to combat isolation and oppression. Focuses on personal development across the life span, including adolescence, midlife, coupling, parenthood, and later life. Implications for educational approaches and strategies for community learning are explored.

Measurement Decisions in the Behavioral Sciences
E63.1137 45 hours: 3 points. Fall.
Prerequisite: E63.1073.
Introduction to measurement theory as applied to problems in psychology, sociology, human relations, and selected aspects of economics, political science, and the human services professions. Role of measurement in decisions and rules for collection of relevant evidence. Rationales for quantification of evidence.

NOTES TO COURSES
*Registration closed to special students.
†Pass/fail basis.
Psychology of Human Learning
E63.1214 45 hours: 3 points. Fall.
Consideration of major learning theories and related research. Learning is viewed in relation to social, cognitive, and personality development. Implications for the applied behavioral sciences are discussed.

Survey of Developmental Psychology: Introduction
E63.1271 45 hours: 3 points. Fall, spring, summer.
Prerequisite: a course in psychology. Consideration of the nature of psychological development from conception throughout the life span. Theories of development are related to research findings, and implications are drawn for application to practical issues.

Adolescent Development
E63.1272 45 hours: 3 points. Spring.
Prerequisite: a course in introductory, developmental, or educational psychology. Adolescence as a life stage. Physical, intellectual, social, and psychosexual development. Attention to youth from diverse racial/ethnic and sociocultural backgrounds. Applications and implications for schooling and for prevention and intervention programs directed at psychosocial problems in adolescence are discussed. Particular emphasis placed on neighborhoods, schools, and families as contexts of, and important influences on, development.

Neuropsychology of Behavior
E63.2001 30 hours: 3 points. Fall.
Prerequisite: a course in psychology or educational psychology. Relations of historical and current brain models to diagnostic categories of dysfunction and other inferences; use of behavioral measures as well as older methods to detect and study CNS dysfunction; syndromes, etiology, and behavioral concomitants in children and adults. Extensive readings.

Social Psychology
E63.2003 30 hours: 3 points. Spring.
Prerequisite: a course in general or educational psychology. Social psychological concepts, theories, and research and their relation to educational problems. Concepts treated are attitudes, values, roles, norms, communication, conformity; areas emphasized are group processes and influence, social motivation, prejudice, authoritarianism.

Experimental Psychology
E63.2005 45 hours: 3 points. Alternate fall (even years).
Prerequisite: one year of statistics or measurement or permission of instructor. Hands-on experience in formulating, designing, and executing experimental research. Data collection and analyses; report writing. Converging operations, multiple measures, instrumentation. Data collection and analyses via microcomputer.

Sexual Decision Making and Risk Taking in Adolescence
E63.2008 30 hours: 3 points. Fall.
An exploration of the relationship between aspects of self and society that affect adolescent decision making/risk taking, especially in regard to sexuality. Adolescents in America’s northeast are the focus of the study. The complexity of modern-day sexual decision making for today’s adolescents is contrasted with the same kind of decision making for adolescents in the late 18th and 19th centuries in the same geographical region.

Psychology of Women
E63.2014 30 hours: 3 points. Spring.
Prerequisite: a course in general psychology or equivalent. This course examines theories and research on the psychology of women with a particular focus on violence against women. Topics include the developing woman, embodied selves, sexuality, women’s relationships, women and work, women and achievement, women’s mental and physical health, violence against women, feminist foundations, and culture ethnicity, race, and class. Different methodological approaches to the study of women over historical time will be considered. Changes in the field and critical issues for the future are considered.

Advanced Practicum in School Psychology
E63.2017,2018* 45 hours: 3 points each term. Fall, spring.
Prerequisites: E63.2027,2028 and E63.2065,2066, E63.2275,2276, and E63.2160,2161, or equivalents. Open only to candidates in the school psychology program. Integration of consultation, behavioral, and clinical assessment skills in a school or clinical setting. Diagnosis and evaluation of children and adolescents with educational, emotional, and behavioral problems within a framework of developmental psychological theory. Supervised practice with actual cases in behavioral observation, administration, and interpretation of comprehensive test batteries, organization and writing of psychological reports, and consultation with parents, teachers, therapists, and others.

Health and Human Development
E63.2022 30 hours: 3 points. Spring (even years).
Examine the major aspects of health with regard to human development and in relation to cognitive, emotional, and social development.

Laboratory in Intellectual and Cognitive Assessment
E63.2027,2028* 45 hours: 3 points each term. Fall, spring.
Prerequisite: E63.2035 or equivalent. Open only to candidates in the school psychology program. E63.2027 or equivalent is prerequisite to E63.2028. The assessment of cognitive development in children with particular emphasis on intelligence. Concepts of intelligence, history of testing, applications to the educational setting, social and ethical issues. Supervised practice in administration, scoring, and interpretation of individual tests of mental functioning with major emphasis on the Stanford-Binet V, WAIS-III, and WISC-IV; other instruments are also studied.

Measurement and Evaluation: Psychological Tests
E63.2035 45 hours: 3 points. Fall, spring, summer.
Prerequisite: a course in general or educational psychology. Principles of psychological measurement and testing: technical interpretation of test scores and selection of tests. Comprehensive survey and evaluation of group and individual measures of aptitude, personality, interest, and achievement. Consideration of criterion-referenced decisions, computer-assisted assessment, and other current issues.

Measurement and Evaluation: Psychometric Theory
E63.2036 45 hours: 3 points.
Prerequisites: E63.2035 or equivalent, E10.2002, or permission of instructor. Measurement in science; validity and reliability theory and practice. Problems in test construction, measurement of abilities, personality, and attitudes. Independent analysis of critical issues in measurement.

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Measurement: Modern and Classical Test Development
E63.2037 45 hours: 3 points. Alternate spring (odd years).
Current and classical theories of test development. Students develop their own psychological tests applying methods of scale development presented in class, and they design studies to investigate the psychometric qualities of their tests. Item response theory is introduced and students gain experience with computer applications of Rasch modeling.

Abnormal Psychology
E63.2038 30 hours: 3 points. Fall, spring. Prerequisite: E63.2039 or equivalent. Credit is not granted to students who have received credit for E63.1038.
Theories, conceptions, and descriptions of disordered behavior with an emphasis on psychodynamic systems. The interrelationship of diagnosis and treatment, theories of symptoms formation, criteria of normality.

Theories of Personality
E63.2039 30 hours: 3 points. Spring, summer. Prerequisite: a graduate course in general, developmental, or educational psychology. Comparative analysis of personality theory, including the conceptualization of personality across theories. Major theories are contrasted and critiqued, and their commonalities are specified. The requirements of the “good theory” are analyzed. This course is not taught from a psychopathology perspective.

Women and Mental Health
E63.2041 30 hours: 3 points. Alternate fall (odd years). Prerequisite: a course in general psychology or equivalent. Surveys mental health issues relevant to women. Topics include diagnostic issues for women, feminist theory, and therapy; high prevalence disorders of women, e.g., phobias, eating disorders, results of violence against women, stress.

Measurement and Evaluation: Construction of Psychological Tests and Scales
E63.2042 45 hours: 3 points. Prerequisites: background in fundamentals of measurement and statistics. Procedures for the construction, modification, and research application of measurement instruments in the areas of personality, attitudes, aptitudes, values, and performance. Supervised experience in constructing and/or modifying an instrument in an area of interest for each student. Tasks include item development and modification, pilot study design, and collection and analysis of data relating to reliability and validity. Course uses a hands-on format, with student progress reports at each stage of work. Intended for doctoral students in applied psychology and related health and social sciences.

Research in Language and Reading
E63.2055 45 hours: 3 points. Fall (odd years). Prerequisite: a course in developmental psychology or linguistics. Critical examination of factors influencing the development of language using current theoretical perspectives and research. Relation between language and other areas of development is explored.

Practicum in Psychotherapy with Children and Adolescents
E63.2061, 2062 75 hours: 3 points each term. Fall, spring. Prerequisites: E63.2028, E63.2066, E63.2161, E63.2276, or equivalents. Registration by permission of instructor. Open only to candidates in the school psychology program.
Principles and supervised practice of individual psychotherapy with children and adolescents. Covers traditional procedures such as play, game use, and verbal intervention. Related features are also covered—consultation with parents, initial interviews, and diagnosis. Issues of technique with reference to transference and countertransference, resistance, defense, and interpretation are examined in the context of several theoretical models.

Laboratory in Projective Techniques and Personality Assessment
E63.2065, 2066 45 hours: 3 points each term. Fall, spring. Prerequisites: E63.2035 or equivalent and a course in personality. E63.2065 or the equivalent is prerequisite to E63.2066. Open only to candidates in the school psychology program.
Theory of projective psychology and its application to personality assessment. Supervised practice, during class hours and by individual appointments, in administering, scoring, and interpreting projective tests. In addition to practicum sessions, students examine subjects in the field. Focus is on children and adolescents. The Rorschach Test and other projective techniques such as TAT and figure drawings are included. Direct and objective methods are covered as well.

Research Design and Methodology in the Behavioral Sciences I
E63.2073 45 hours: 3 points. Fall. Required of graduate students in the Department of Applied Psychology. Open by permission of instructor to students in other programs related to the behavioral sciences or to students who are contemplating psychologically oriented dissertations.
Planning and implementing research in the behavioral sciences; analysis of data; interpretation of findings. Formulating problems and hypotheses; specification of types of variables and operational definitions; experimental and nonexperimental research designs; use of randomization and controls; sampling problems basic to statistical inference.

Research Design and Methodology in the Behavioral Sciences II
E63.2074 45 hours: 3 points. Prerequisites: E63.2073 or permission of instructor.
Advanced principles of design of studies; application of the general linear model as in multiple regression and analysis of variance; analysis of categorical frequencies and ranks arising from observations of behavior. Practice in data processing using computers.

Introduction to Clinical Procedures
E63.2079 30 hours: 3 points. For students in the school psychology program; others by permission of the school psychology program adviser.
Each year this course focuses on selected clinical issues and research, assessment, and intervention techniques used by the school psychologist, such as observation, interview procedures, assessment of minority children, crisis intervention, etc.

Family Diagnosis and Therapy
E63.2091 30 hours: 3 points. Fall. For students in the school psychology program; others by permission of the school psychology program adviser.
Principles and procedures used in working with the family as a unit for intake and screening, diagnosis and assessment, or counseling and therapy. Reference to implications for and applications to the practice of school psychology.

Gestalt Therapy: An Overview of Theory and Practice
E63.2093 30 hours: 3 points. Fall. Presentation of the theoretical foundations of Gestalt therapy (Gestalt psychology, field theory, phenomenology, and existentialism). Experiential demonstrations of therapy in practice (e.g., exercises...
in awareness, contact, I/thou dialogue). The application of the Gestalt approach to other therapies, to the field of education, arts therapies, and the creative arts is also covered.

**Developmental and Prevention Science: Middle Childhood**
E63.2094 30 hours: 3 points. Alternate spring (even years).
Introduces students to the conceptual and practical integration of the developmental and prevention sciences to address social, emotional, and learning problems in middle childhood.

**Emotional and Social Development**
E63.2097 30 hours: 3 points. Alternate fall (odd years).
Intended for departmental majors and others with background in developmental psychology. Rigorous examination of the emotional and social development of children and adolescents based on current theoretical positions and research; topics may include motivation, identification, sex-role learning, and socialization.

**Historical Perspectives of Psychological Theory**
E63.2105 30 hours: 3 points. Fall, summer. Influence of philosophy and early systems of psychology on contemporary views. Examination of British empiricism, structuralism, Gestalt psychology, behaviorism, psychoanalysis and postmodern perspectives. The course is grounded in the critical analysis of the philosophy of science, conceptualizing and critiquing the development of psychology as a discipline in the context of parallel developments in the hard sciences and philosophy.

**Educational Psychology**
E63.2114 30 hours: 3 points. Fall, spring, summer.
Survey of major areas of psychology: development, learning, social, personality, and measurement. Emphasis on principles and concepts that provide basic understanding for educational practice and for the helping professional.

**Psychological Research in Infancy**
E63.2115 30 hours: 3 points. Alternate fall (even years).
Prerequisite: a course in developmental or educational psychology. Theory and research of infant behavior and development with an orientation toward professional application. Infant observation and evaluation techniques included.

**Human Growth and Development**
E63.2138 30 hours: 3 points. Summer. Survey of physical, cognitive, and psychosocial development in adulthood and old age.

**Laboratory in Behavior Change**
E63.2160,2161 45 hours: 3 points each term. Fall, spring. Open only to candidates in the school psychology program. E63.2160 or equivalent is prerequisite to E63.2161. Principles of cognitive, behavioral, and integrative psychotherapy. A review of research on assessment and intervention techniques for work with children and adolescents. Training in cognitive, behavioral, and experiential therapy may include assertiveness and social skills training, anxiety and stress management, coping with loss, dealing with depression.

**Evaluation Methodology in the Behavioral Sciences I**
E63.2173 45 hours: 3 points. Fall. Prerequisite: E10.2002, E63.2035. Planning and conducting research and evaluation studies in the behavioral and social sciences. Special consideration is given to sampling, validity of the study, and types of evaluation designs. Students gain experience reading and critiquing studies as well as designing their own study.

**Evaluation Methodology in the Behavioral Sciences II**
E63.2174 45 hours: 3 points. Spring. Prerequisite: E63.2173. Analyzing effects and reporting results from research and evaluation studies. Practice in using computer statistical packages. Special topics including the case study, designing questionnaires, and cost-effective analysis.

**Psychological Disturbances in Children**
E63.2181 30 hours: 3 points. Spring. Presents the study of the origins and course of behavioral and psychological disorders viewed from a developmental and ecological perspective. This graduate-level course is intended to provide an in-depth understanding of the theory and application of systems of classification, diagnoses, and assessment of psychopathology in children and adolescents. Theoretical frameworks and empirical research are applied to an understanding of childhood disorders.

**Cognitive Development**
E63.2198 30 hours: 3 points. Alternate spring (odd years).
This course will provide an overview of central issues in the area of cognitive development. The main learning objectives are (1) to introduce students to the major theoretical approaches in cognitive development, (2) to provide students with an overview of the major research methodologies in the field, and (3) to give students the skills and knowledge needed to critically evaluate theory and research in cognitive development. Readings for the course include theoretical and empirical papers drawn from contemporary and historical sources.

**Social Perception and Cognition**
E63.2199 30 hours: 3 points. Prerequisite: E63.2197 or equivalent. Detailed examination of research and theory concerned with perception of people and social events. Analysis of sources of social information, perceivers’ decoding strategies and “styles,” and models of social information integration. Critical analysis of methodological problems and recent literature.

**Learning Theories**
E63.2214 30 hours: 3 points. Spring. Prerequisite: E63.2114 or equivalent, or permission of instructor. Current theories of learning and relevant research with stress on the processes involved in human learning. Implications of current research in learning and memory for education.

**Cross-Cultural Counseling Methods**
E63.2222 30 hours: 3 points. The relationship between culture and methods of research. Exploration of the meaning of culture and examination of the ways in which cultural identities of researchers and participants shape each stage of the research enterprise. Particular attention is paid to the role that ethnographic research methods can play in shaping qualitative and quantitative research.

**Survey of Developmental Psychology: Advanced**
E63.2271 30 hours: 3 points. Fall, spring, summer. Prerequisite: a course in psychology or educational psychology. Nature of psychological development in childhood and adolescence considered and attention paid to developmental implications for adulthood and old age. Rigorous analysis of developmental theories is
undertaken with emphasis on research findings and methods as reported in current literature.

Adolescent Development: Theory and Research
E63.2272 30 hours: 3 points. Fall, spring.
Prerequisites: a course in developmental psychology and a course in sociology, social psychology, or the study of culture.
Examines theories and research on adolescent development with a particular focus on adolescents from diverse cultural backgrounds. Topics include identity development, family and peer relationships, sexuality, risk-taking behavior, and the impact of family and peer relationships, schools, and neighborhoods on psychosocial adjustment. Different methodological approaches to the study of adolescent development examined. Implications for prevention and intervention programs for adolescents are also discussed.

Identification and Reporting of Suspected Child Abuse/Maltreatment
E63.2273 2 hours: 0 points. Fall, spring.
State mandated two-hour workshop in child abuse. No fee, no credit.

Proseminar in School Psychology
E63.2274 30 hours: 3 points. Fall.
Open only to candidates in the school psychology program.
Introduction to the profession of school psychology for first-year students in certificate and doctoral programs; history and literature of school psychology, philosophical conceptions of role, current readings, discussion of current issues.

Laboratory in School Consultation
E63.2275,2276 45 hours: 3 points each term. Fall, spring.
Prerequisite: E63.2275 or the equivalent is prerequisite to E63.2276. Open only to candidates in the school psychology program.
This course examines theories and research on mental health consultation and planned organizational change and their application to work in schools. In addition to class and small group supervisory sessions, students function as mental health consultants and change agents in schools. Topics include history and underlying theory of consultation, theoretical perspectives of mental health consultation and collaboration, school based consultation and evaluation, school culture, analysis of consultative relationships, and planned organizational interventions. Different methodological approaches to research on consultation are considered.

Independent Study
E63.2300 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged. For description, see page 207.

Contemporary Issues in Assessment
E63.2302 30 hours: 3 points.
In-depth examination of contemporary issues in assessment within the societal context. Examination of widely used assessment procedures and consideration of alternatives. Implications of federal assessment policies and legislation. Role of tests in the assessment process.

Measurement and Evaluation: Integrative Seminar
E63.2355 30 hours: 3 points. Fall.
This integrative seminar brings together students from the three M.A. concentrations (educational psychology, measurement and evaluation, and parenthood) during their last semester of course work. Students, working on independent projects under the supervision of a faculty member, meet monthly to discuss their field and research experiences and to provide feedback to one another about the process of psychological research and application. These individualized field-work/research projects culminate in an individual comprehensive paper.

Neuropsychological Assessment
E63.2401 30 hours: 3 points. Alternate spring (odd years).
Prerequisites: E63.2001 and E63.2019, or permission of instructor.
Survey of current tests and diagnostic techniques pertinent to the evaluation of adults and children with suspected neurological dysfunction. Supervised instruction in test use for neuropsychological assessment.

HIV Prevention and Counseling: Psychoeducational Perspectives
E63.2450 30 hours: 3 points. Spring (odd years).
Examine, analyze, evaluate, and apply current behavioral and educational theories and research as they relate to HIV primary and secondary prevention.

Trauma: Theoretical and Clinical Perspectives
E63.2500 30 hours: 3 points. Fall.
Prerequisite: a course in general psychology or equivalent.
This course examines theories and research on trauma with a particular focus on memory of trauma and developmental issues related to trauma. Topics include: historical perspectives and epidemiology, post-traumatic stress disorder, dissociation, transmission of trauma, vicarious traumatization, and adult memory for childhood trauma. Different methodological approaches to the study of trauma are considered. Implications for prevention and intervention for individuals and for the community as well as some research related to controversies around treatment are a focus.

Group Dynamics: Theory and Practice
E63.2620 45 hours: 3 points. Fall, spring, summer.
The primary purpose of this course is to introduce students to the theory of group process and group dynamics underlying the practice of group counseling and the use of groups in a wide range of counselor interventions. Students develop an understanding of group dynamics and their behavior in groups through lectures, readings, and participation in and observation of ongoing groups. Attention is given to personal, interpersonal, and group-level dynamics as they occur in groups and to the interdependence of emotions, behavior, and thought in group life.

Group Dynamics: Leadership and Consultation
E63.2621 45 hours: 3 points. Fall.
This course is designed to develop students’ leadership and consultation skills through an in-depth understanding of group dynamics and intensive participation in classroom groups as member, leader, and consultant.

Dynamics of Vocational Development
E63.2634 30 hours: 3 points. Fall, Spring.
This course provides the basic foundation for the practice of career counseling. The nature of the world of work as it has evolved over the past century is examined as the context for the development of theories of vocational choice, career development, and current approaches such as the psychology of working and development in work and relationship contexts.

Career Counseling
E63.2635 30 hours: 3 points. Spring.
Prerequisites: E63.2634 and E63.2657.
Vocational counseling as a developmental process. Reconsideration of the roles and responsibilities of vocational counselors and clients in individual and group counseling. Knowledge of occupational-educational information and vocational testing is applied to the process of vocational counseling.
Professional Orientation and Ethical Issues in School Counseling  
E63.2650 20 hours; 2 points. Fall.  
An orientation to the profession of counseling and its ethical guidelines and to the specific professional specialization of school counseling. The course includes discussion of the history of the field and addresses issues such as professional roles, functions, and relationships of counselors with other human service providers, licensure and certification issues, and the role of professional organizations in professional development and identity. The examination of the ethical guidelines of the profession and their application to the specialization of school counseling includes attention to processes and models of ethical decision making.

Professional Orientation and Ethical Issues in Counseling for Mental Health and Wellness  
E63.2651 20 hours; 2 points. Fall.  
An orientation to the profession of counseling and its ethical guidelines and to the specific professional specialization of mental health counseling. The course includes discussion of the history of the field and addresses issues such as professional roles, functions, and relationships of counselors with other human service providers, licensure and certification issues, and the role of professional organizations in professional development and identity. The examination of the ethical guidelines of the profession and their application to the specialization of mental health counseling include attention to processes and models of ethical decision making.

Internship in School Counseling I  
E63.2654 45 hours; 4 points. Fall.  
This first internship requires 200-300 hours of supervised counseling experience in an approved school setting and participation in a weekly University seminar. Placements include elementary, middle, and high school settings as well as a number of specialized school programs. Seminar sessions provide opportunities for students to discuss the range of their professional experiences as counselors-in-training. Areas of examination generally include individual and group counseling with school-age students, classroom guidance, consultation, crisis intervention, ethical issues, multicultural issues, school law, and coordination of counseling and mental health services within the educational setting.

Individual Counseling: Theory and Process  
E63.2657 45 hours; 3 points. Fall, spring.  
A study of counseling as a form of professional assistance in problems of development and adjustment. Psychological and social foundations underlying the counseling process; examination of relevant research data; dynamics of interviewing as a part of the counseling process.

Individual Counseling: Practice I  
E63.2658† 50 hours; 3 points. Fall, spring, summer; hours to be arranged.  
Students registering for this course must file the “hours arranged schedule” in the departmental office at the time of registration. Small group laboratory experiences utilizing simulation, modeling, microcounseling, etc., on an experiential learning base. Learning of basic communication skills necessary in interviewing, counseling, and other helping relationships. Skills learned are generic to a wide range of professional fields.

Individual Counseling: Practice II  
E63.2659† 54 hours; 3 points. Fall, spring, summer.  
Students registering for this course must file the “hours arranged schedule” in the departmental office at the time of registration. A laboratory seminar focusing first on a module of multicultural learning followed by the integration of these skills with other counseling skills in ongoing counseling relationships. Students appraise clinical problems and needs and develop appropriate counseling strategies. Counseling sessions are videotaped and then analyzed in small groups.

Internship in Counseling for Mental Health and Wellness II  
E63.2660† 45 hours; 4 points. Fall.  
This second internship requires 300 hours of supervised counseling experience in an approved school setting and participation in a University seminar. In addition to continued attention to the range of professional issues addressed in the first semester, this seminar focuses on the supervision of students’ counseling cases. Students acquire proficiency and professional counseling competencies while gaining confidence by applying their theoretical learning and emerging skills with clients.

Foundations of Counseling for Mental Health and Wellness  
E63.2661 20 hours; 2 points.  
Interventions aimed at ameliorating mental illness and promoting wellness are examined. Integration of research and treatment models that consider mental health and well-being in terms of pathology with models of wellness broadly conceived as optimal psychological and physical development. The meanings of “wellness,” “health,” and “illness” across lines of identity (e.g., ethnicity, culture, gender, sexuality, class, and age) are explored. Pathological outcomes (e.g., depression, anxiety, psychosis) are examined in tandem with such constructs as resilience, hope, wisdom, and spirituality and considered at the individual, interpersonal, and community level.

Foundations of School Counseling  
E63.2662 20 hours; 2 points.  
This course focuses on the history and changing role of school counselors in the 21st century, including innovative roles and modes of intervention (e.g., direct service, consultation, program development) and ethics. In addition, the counselor’s role in school reform and social advocacy is addressed in accordance with the American School Counseling Association National Model.

Program Development and Evaluation in Counseling  
E63.2663 30 hours; 3 points. Fall, spring.  
Prerequisite: E08.2006.  
Principles and practices of program development and evaluation for professional counselors in various counseling settings. Consideration is given to program development and evaluation of one-to-one, small group, and institutional interventions by counselors.
Internship in School Counseling II
E63.2664 45 hours: 4 points.
This second internship requires 200-300 hours of supervised counseling experience in an approved school setting and participation in a weekly University seminar. In addition to continued attention to the range of professional issues addressed in the first semester, the focus of this seminar is on the supervision of students’ counseling interventions with individuals and groups, including children, teachers, and parents, and in a range of different kinds of counseling modalities.

Clinical Assessment in Counseling Psychology I and II
E63.2665,2666 45 hours: 3 points each term. Fall, spring.
Prerequisite: graduate courses in test interpretation, abnormal psychology, and personality theory.
Open only to doctoral psychology students with permission of instructor.
Intelligence and personality tests in conjunction with interpreting techniques are studied. Emphasis on administering and interpreting batteries and in synthesizing tests and interview data into a comprehensive diagnostic report. Source for clients to be tested plus on-site supervision is highly desirable. Students should plan schedule to allow a significant amount of time for testing requirements. 

Current Perspectives on Women’s Development
E63.2671 30 hours: 3 points. Alternate fall (even years).
Examination of current theory and research relevant to women in the context of epistemological perspectives and a range of theories including feminist and gender theory, racial theory, psychoanalytic theory, and life span developmental theory. Topics include theories of gender development; ethnic/racial differences; sexuality; adult roles of work, marriage, and parenting; problems such as sexual abuse and eating disorders; and counseling and psychotherapy with regard to gender.

Interpretation and Use of Tests in Counseling Adults
E63.2672 45 hours: 3 points. Fall.
Prerequisite: E08.2006.
Introduction to formal assessment. Includes vocational and personality aptitude tests with structured experience in administration and scoring. The synthesis of various tests with background and behavioral information is stressed, as are interviewing techniques necessary for introducing and interpreting test batteries to clients. Source of clients to be tested is highly desirable.

Interpretation and Use of Tests in Counseling Children and Adolescents
E63.2673 30 hours: 3 points. Spring.
Prerequisite: E63.2006.
Introduction to informal and formal assessment procedures currently used in schools. Includes classroom observation, interviewing, and psychoeducational tests. Integration of information pertinent to educational performance is highlighted, interpretation of various school-related tests is emphasized, and school records and background information are incorporated. Students are encouraged to take this course concurrently with their fieldwork or practicum.

Special Topics in Counseling: Counseling Issues in Thanatology
E63.2681 30 hours: 3 points. Summer.
For those interested in working with persons facing life-threatening illnesses and their families via a helping relationship. Of particular use to clergy, physicians, nurses, health care workers, counselors, health educators, and other helping persons. Examination of current practices, theory, and research regarding loss, grief, bereavement, dying, and death; thanatological issues for the helping professions; models of counselor intervention for persons experienced with interactional processes.

Special Topics in Counseling: Cross-Cultural Counseling
E63.2682 30 hours: 3 points. Fall, spring, summer.
An examination of how behavior and experience are influenced by culture, race, and ethnicity. Emphasis is given to the relationship of cultural differences to both counseling theory and technique.

Special Topics in Counseling: Grief and Bereavement Counseling
E63.2683 30 hours: 3 points. Summer.
Prerequisite: E63.2681 or related work experience.
An advanced thanatology course for persons who have had at least one basic course in thanatology (e.g., E63.2681) or related work experience. Of particular use to clergy, counselors, hospice workers, nurses, psychologists, social workers, and others who work in helping relationships. A study of anticipatory grief, dying, grief, and bereavement. Examination of related theory, research, current counseling practices, and models of intervention employed in various settings. Skill development in grief counseling, usually within simulated conditions.

Special Topics in Counseling: Introduction to Marriage, Couple, and Family Counseling
E63.2684 30 hours: 3 points. Spring.
Prerequisite: E.2657 or equivalent.
A survey of the major perspectives on human relationship and growth with an emphasis on development, therapeutic techniques, and prevention of sex-related problems.

Special Topics in Counseling: Substance Abuse: Issues, Controversies, and Counseling
E63.2691 30 hours: 3 points. Summer.
The course covers counselor roles in prevention and treatment of substance abuse in a variety of settings, with different populations. Some of the specific topics discussed are counseling substance abusers—theory, technique, process; “codependency” and counseling; and the issues, decisions, and values that substance abuse raises for the counselor.

Gay, Lesbian, Bisexual, and Transgender People: Adults
E63.2887 10 hours: 1 point. Spring (first five weeks).
An overview of the unique stresses of gay and lesbian people in contemporary society. Factors related to discrimination, harassment, violence, HIV/AIDS, and being discredited or discreditable are explored. Focuses on ways professionals may assist gay and lesbian people in affirming their identities, securing their rights, and coping with stress.

Gay, Lesbian, Bisexual, and Transgender People: Adolescents
E63.2888 10 hours: 1 point. Fall (third five weeks).
An overview of what it means to grow up gay in contemporary society, with a focus on preventing the cognitive, emotional, and social isolation of gay youth. Examines ways professionals can assist gay and lesbian adolescents in reducing social stress, enhancing social functioning, affirming a gay identity, and preventing HIV infection.

Gay, Lesbian, Bisexual, and Transgender People: Families
E63.2891 10 hours: 1 point. Spring (second five weeks).
An exploration of family life when one or more of the adults is gay and the stressors related to heterosexual social conventions. Focuses on female and male couples, les-
brian motherhood, gay fatherhood, gay children, adoption, custody of children, and children with HIV. Examines ways professionals may assist in reducing family stress and enhancing family constellations.

Gay, Lesbian, Bisexual, and Transgender People: Individual Study
E84.2892 20 hours per point: 1-3 points. Fall and spring.
Requirements: permission of the instructor.
For students who wish to conduct studies prompted by faculty research related to gay, lesbian, bisexual, and transgender people. Topics approved in advance are investigated by the student with the supervision of a faculty adviser. Either a paper, a journal article, a report, or an equivalent project is required.

Gay, Lesbian, Bisexual, and Transgender People: Aging
E63.2893 10 hours: 1 point. Spring (third five weeks).
An exploration of aging as a gay man or a lesbian woman and the stressors related to heterosexual conventions. Focuses on myths and stereotyping by homosexual and heterosexual communities, “family” patterns, relationships, friendships, life satisfaction, self-acceptance, and relation with younger gays and lesbians.

Gay, Lesbian, Bisexual, and Transgender People: Perspectives
E63.2894 10 hours: 2 points. Fall (first 10 weeks).
Focuses on harassment, discrimination, and oppression of homosexuals and bisexuals from a conceptual framework of prejudice. Explores issues related to equality, civil rights, heterosexism, homophobia, gender roles and identity, HIV/AIDS, and the social construction of homosexuality and bisexuality.

Gay, Lesbian, Bisexual, and Transgender People: Societal and Health Perspectives
E63.2895 30 hours: 3 points. Fall.
For description, see E63.2888 and E63.2894. This 3-point course meets simultaneously with these two courses.

Gay, Lesbian, Bisexual, and Transgender People: Psychosocial Perspectives
E63.2896 30 hours: 3 points. Spring.
For description, see E63.2887, E63.2891, and E63.2893. This 3-point course meets simultaneously with these 1-point courses.

Dissertation Proposal Seminar in Applied Psychology
E63.3001 30 hours: 3 points each term. Fall.
Open only to majors with permission of instructor. Students should submit brief proposals to instructor before registration. Evaluation and development of research proposals by doctoral students.

Department Seminar: Theories of Change in Applied Psychology
E63.3009 30 hours: 3 points. Spring.
Prerequisite: doctoral candidacy in an applied psychology program.
Examines major theories of psychological development and change; and discusses the use of theory in posing and answering research questions.

Internship and Integrative Seminar in School Psychology
E63.3011,3012 30 hours: 3 points each term. Fall, spring.
Open to candidates in the school psychology program.
For students in school psychology during their internship year. The role of the school psychologist in school and community with respect to functions, procedures, theoretical considerations, and ethical issues. A final integrative seminar that combines school psychology content with group discussion of internship and on-the-job problems.

Seminar: Current Issues in Developmental Psychology
E63.3021 30 hours: 3 points.
Prerequisite: doctoral candidacy in an educational psychology program; other doctoral students by permission of instructor.
Advanced study of theories and empirical research relating to the intellectual, social, and emotional development in children and adolescents.

Supervised Counseling Practicum: Individual (Advanced)
E63.3607 225 hours: 6 points each term. May be repeated for a total of 12 points. Fall, spring; hours to be arranged.
Registration by permission of program advisor and practicum director. Restricted to matriculants for doctoral degree or the sixth-year Certificate of Advanced Study in counseling and guidance. Arrangements for practicum must be made at least one term in advance. Counseling under supervision of the departmental faculty with school, college, and agency clients. In addition to direct counseling with clients, individual supervisory conferences, and weekly seminars, students prepare case reports, analyze tape recordings, and hold consultations as appropriate.

Counseling Psychology Program Seminar
E63.3611,3612 60 hours: 3 points each term. Fall, spring (even years).
Prerequisite: doctoral matriculation. Required of all doctoral students in counseling psychology during the first or second year in the program.
Orientation to the profession of psychology and the specialty of counseling psychology in the context of the sociological and historical literature on professionalization. Major issues in psychology and in counseling psychology across areas of theory, research, and practice are considered in depth. Major foci of the course also include ethical issues in research and practice and the socialization of students to the program and department.

Practicum in Counseling Training
E63.3629 45 hours: 3 points. Fall.
Prerequisite: permission of instructor.
Enrollment limited to advanced sixth-year and doctoral students in counseling psychology. Arrangements should be made one term in advance.
Examination of training models for counselor-client interaction. Students conduct structured training activities with M.A. and undergraduate students under the supervision of faculty from the counseling programs.

Seminar in Counseling Theory and Research
E63.3633 30 hours: 3 points. Alternate spring (odd years).
Enrollment limited to advanced sixth-year and doctoral students in counseling psychology. Examination and critique of the conceptual and empirical foundations of a broad range of counseling theories, including attention to the applicability of theories to diverse populations. Current controversies concerning empirically supported interventions is addressed as well as issues in research on counseling practice. The explication and development of students’ own theoretical approach to counseling are encouraged.
Seminar in Vocational Development
Theory and Research
E63.3657 30 hours: 3 points. Alternate fall (odd years).
Prerequisite: enrollment limited to advanced sixth-year and doctoral students.
Examination and critique of the conceptual and empirical literature in vocational psychology with special attention to newly emerging theoretical and metatheoretical perspectives relevant to the changing nature of work in contemporary society. Work is defined to include work in personal and familial domains as well as in occupational and professional structures.

Practicum in Personality Assessment for Counselors
E63.3665* 135 hours: 3 points.
Prerequisites: E63.2265 and E63.2266 and permission of instructor.
An advanced practicum for doctoral students.
Provides intensive experience and analysis of procedures and report writing in personality assessment. Focus is on integrating test material into comprehensive reports having meaning for the referral source and the client. Meetings with instructor provide detailed supervision in all aspects of assessment. Source of clients for diagnostics is required.

American Sign Language/E64

The department offers a sequence of courses in American Sign Language (ASL: Level I-IV). ASL is the visual-manual language used by members of the American deaf culture. ASL is approved to satisfy foreign language requirements in Steinhardt. The full four-course sequence can be declared as a minor for Steinhardt students.

American Sign Language: Level I
E64.0091 60 hours: 4 points. Fall, spring.
Fundamental principles of ASL grammar and syntax, a basic vocabulary, and conventions of conversational discourse in the deaf community. Emphasis is placed on developing the visual perception skills critical to understanding ASL. Taught in a visual-manual method using no spoken English.

American Sign Language: Level II
E64.0092 60 hours: 4 points. Fall, spring.
Prerequisite: E64.0091 or equivalent.
Continues vocabulary development; introduces the student to intermediate grammatical and conversational techniques and aspects of deaf culture and history. Expressive skill development emphasizes smoothness and clarity in producing ASL. Receptive skill development emphasizes understanding ASL and finger spelling at a moderate rate. Taught in a visual-manual method using no spoken English.

American Sign Language: Level III
E64.0093 60 hours: 4 points. Fall.
Prerequisite: E64.0092 or equivalent.
Develops intermediate to advanced conversational strategies and distinctive ASL grammatical features for more in-depth discussions. Expressive and receptive skills in extended conversation are emphasized. Taught in a visual-manual method using no spoken English.

American Sign Language: Level IV
E64.0094 60 hours: 4 points. Spring.
Prerequisite: E64.0093 or equivalent.
Develops sophisticated features of ASL. Emphasizes advanced vocabulary and grammar use for descriptive, narrative, and creative/artistic ASL use. Receptive skill development focuses on understanding ASL produced at moderately fast rates. Taught in a visual-manual method using no spoken English.
New York University was one of the first universities to offer advanced degree programs in speech-language pathology and audiology in the New York area. The program leading to the Master of Arts degree is available for college graduates seeking the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA) and New York State licensure as speech-language pathologists. The master’s program prepares students to remediate all communication disorders. In-depth course work and practica are designed to give students expertise in areas in which there is great demand—aphasia, voice disorders, cleft palate, motor disorders, stuttering, phonology, audiology, geriatric, infant and child language disorders, and dysphagia. The many nationally renowned hospitals, clinics, and schools in the New York City area provide students with exceptional opportunities for clinical experience under the supervision of senior faculty. The program meets the New York State Education Department’s requirements leading to certification in teaching students with speech and language disabilities.

A program leading to the Doctor of Philosophy degree is available to practicing professionals in speech-language pathology and audiology fields. The program emphasizes the development of knowledge and skills as researchers and educators.
Adjunct Faculty

Suzanne Abraham, Ph.D.; CCC-SLP
Elaine Altman, Ph.D.; CCC-SLP
Elmer E. Baker, B.S., M.A., Ph.D.; hon.: Lit.D.; CCC-SLP/L
Erasmia Benakis, M.A.; CCC-SLP
Steven Blaustein, Ph.D.; CCC-SLP/L
Mark Budde, M.S., Ed.D.; CCC-SLP
Cynthia S. Cohen, M.S.; CCC-SLP
Shelley Cohen, M.A.; CCC-SLP
Eurydice Damianos, M.A.; CCC-SLP/L
Deanne Fitzpatrick, M.A.; CCC-SLP/A
Rachel Galitzer-Zour, M.A.; CCC-SLP/L
Mona Greenfield, B.S., M.A., M.S.W.; CCC-SLP/L
Barbara Grossman, B.A., M.A.; CCC-A/SLP
Virginia Hill, M.A.; CCC-SLP
Suzanne Kleinman-Zelinka, M.S.; CCC-SLP/L
Irene Kling, Ph.D.; CCC-SLP/L
Nicole Kolenda, M.S.; CCC-SLP/L
Jayne Latz, M.A.; CCC-SLP/L
Carby Lazarus, Ph.D.; CCC-SLP
May Liu, M.A.; CCC-SLP
Doron Milstein, M.A., Ph.D.; CCC-SLP

Master of Arts

Speech-Language Pathology

Accredited by the American Speech-Language-Hearing Association, this program leads to the Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASHA) and licensure as a speech-language pathologist in New York State. The program provides a broad-based and comprehensive education in both the theoretical and practical aspects of speech-language pathology and audiology. Course work and practica are designed to achieve the integration of academic and clinical experiences. Graduates of the program should be capable of making informed diagnostic judgments as well as planning and executing a program of therapeutic management for persons with communication impairments.

CAREER OPPORTUNITIES

Graduates of the program have found employment opportunities as speech-language pathologists in hospital clinics, private clinics, public and private schools, rehabilitation centers, and private practice as well as administrators of clinical facilities throughout the world. The current need for well-prepared speech pathologists is extensive and is expected to increase in the future.

ACADEMIC PREREQUISITES

An undergraduate program is required in speech pathology and audiology leading to a bachelor's degree that includes the equivalent of the following OR a recognized bachelor's degree in another subject area and the completion of the following 27-point course sequence (or its equivalent) before being allowed to register for a 2000-level course in speech pathology: Introduction to Audiology E34.1230, Anatomy and Physiology of the Speech and Hearing Mechanism E34.0008, Neuroanatomy and Physiology of Communication E34.0009, Phonetics and Phonemics of American English E34.0061, Language Development in the Preschool Years E34.1601, Acoustic Phonetics E34.0402, Auditory Intervention Strategies with Children E34.1205, Articulation Disorders in Children and Adults E34.1101, Reading and Writing in Children with Speech and Language Disorders E34.1210.

Unless otherwise indicated, all of the above prerequisite courses are necessary for ASHA certification and state licensure. In addition to the 27 points of prerequisites, students must have transcript credit for each of the following areas: biological sciences, physical sciences, social sciences, and mathematics for a total of at least 12 points for ASHA certification and for the M.A. degree. Students must also complete 3 prerequisite credits in a language other than English. Prerequisite courses do not carry graduate credit for the master's degree.

All program prerequisites must be completed before students may register for 2000-level courses.

DEGREE REQUIREMENTS

Students must complete 54 points beyond a recognized bachelor's degree in speech pathology or the equivalent preparation (see above). Prerequisite course work, if needed, does not count toward the degree. Individual needs for ASHA certification or New York State licensure may require additional points. Students require at least five full semesters to complete M.A. requirements. All prerequisites must be completed before registering for graduate-level courses. All course work must be approved by advisement.

Nondisorders Courses (18 points):
Diagnostic Methods in Speech Pathology and Audiology I E34.2111, Advanced Audiology E34.2075, Principles of Intervention E34.2075, Critical Evaluation of Research in Speech and Hearing Sciences and Disorders E34.2109, Speech Science: Instrumentation E34.2125, Current Issues in Speech
The Ph.D. Program in Speech-Language Pathology and Audiology provides students with the knowledge and skills as researchers and educators. Doctoral candidates take advanced-level courses in the school and the University. Candidates who hold a master’s degree in speech-language pathology or audiology must take a total of 60 credits of doctoral course work, complete the candidacy requirements, and develop and defend a dissertation to complete the doctoral degree.

**CAREER OPPORTUNITIES**

Alumni from NYU’s doctoral program have become prominent professors and researchers at many leading universities in the metropolitan area and across the country.

**DEGREE REQUIREMENTS**

Depending on the student’s deficiencies, 24 points in departmental elective course work are required. In addition, 36 points in core courses are also necessary to graduate. Foundations (6 points). Specialized...
the programs within the department. Also required are three letters of recommendation (to be sent directly to the department chair), a personal interview, a supplemental departmental application, and extensive personal essays. The department looks for applicants with strong communication skills and a personal commitment to the profession of speech-language pathology and a focus on research.

See general admission section, page 202.

### Speech-Language-Hearing Clinic

The Speech-Language-Hearing Clinic is a part of the Department of Speech-Language Pathology and Audiology, providing services to NYU and the community at large.

The clinic specializes in the diagnosis and treatment of the various disorders of speech, language, and hearing with infants, toddlers, children, adolescents, adults, and geriatrics. Types of communication disorders that can be treated at the clinic include delayed language development, stuttering, prominent foreign accents, hearing impairment, articulation and voice disorders, and impaired speech and/or language caused by strokes, traumatic brain injury, or other neurological disorders.

Services provided by graduate student clinicians include speech and language diagnosis, speech and language therapy, individual and group sessions, and hearing screenings.

The clinic director, faculty, and professional supervisors provide continuous, ongoing, direct supervision of the assessment and intervention activities in the clinic. The physical facilities of the clinic and the audiometric suite are located within and adjacent to the department offices.

### Courses

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

#### Anatomy and Physiology of the Speech and Hearing Mechanism

E34.0008 45 hours: 3 points. Spring.
A comprehensive study of the anatomical and physiological bases of speech production, speech perception, and swallowing. The structures and mechanics of respiration, phonation, resonance, articulation, speech perception, and swallowing are studied.

#### Neuroanatomy and Physiology of Communication

E34.0009 45 hours: 3 points. Fall.
A comprehensive study of the neurological bases of speech and language production, speech and language perception, and swallowing. The neurological basis of language, respiration, phonation, resonance, articulation, speech perception, and swallowing are studied.

#### Phonetics and Phonemics of American English

E34.0061 45 hours: 3 points. Fall.
A study of the production, description, and classification of speech sounds; English sounds, stress, and intonation; phonemes and allophones, ear training, phonetic and phonemic transcription.

#### Acoustic Phonetics

E34.0402 30 hours: 2 points. Spring.
Prerequisites: E34.1008 (E21.1008) and E21.1061 or permission of instructor.
A broad-based study of acoustic phonetics including acoustic theory and measurement; distinctive feature systems; and integration of physiologic and perceptual characteristics with concomitant acoustic features.

#### Organization of Speech and Hearing Programs in the Schools

E34.1025 30 hours: 2 points. Fall.
Prerequisites: E34.0017, E21.1061, and E34.1065, or equivalent, or permission of 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, E21.1061, or equivalent, or permission of instructor.
Therapy and diagnosis of speech and language disorders of functional and organic origin. Methods and materials for assessment and for individual and group therapy in the schools. Each student observes cases three to four hours each week under supervision in a variety of school and clinical settings.

#### Articulation Disorders in Children and Adults

E34.1101 30 hours: 2 points. Spring.
Prerequisites: E34.0017 and E21.1061 or permission of instructor.

#### Current Issues in Speech-Language Pathology and Audiology

E34.1117 21 hours: 1 point. Fall.
Major contemporary issues that the speech-language professional meets in employment settings are explored. Units of study and discussion include (1) multicultural populations and their sociocultural, developmental, etiological, and linguistic differences; (2) AIDS information and guidelines for delivery of services; (3) drug and alcohol abuse; and (4) recognition of symptoms of child abuse.

#### Audiology: Intervention Strategies with Children

E34.1205 45 hours: 3 points. Spring.
Prerequisite: E34.1230, or equivalent, or permission of instructor.
Principles and techniques of audiological 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, E75.0081.
An introduction to language disorders associated with various categories of disability. Basic assessment and remediation approaches are addressed.

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**NOTE TO COURSES**
*Registration closed to special students.*
Reading and Writing in Children with Speech and Language Disorders
E34.1210 30 hours: 3 points. Spring.
Study of the developmental reading and writing processes in children with speech and language impairments; the relationships of speech and oral language skills to these processes; reading disabilities; and the role of the speech and language pathologist working with school-age children.

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

Language Development in the Preschool Years
E34.1601 30 hours: 3 points. Fall.
Focus is on research of normal language acquisition and development with reference to three oral language components: form, content, and use. Implications for the facilitation of language in children delayed in language development are discussed.

Augmentative and Alternative Communication
E34.2015 30 hours: 3 points. Fall.
Provides a comprehensive overview of communicative approaches for individuals who are nonverbal or who have severe communication disorders. Special techniques and equipment are employed to allow these individuals to communicate effectively. A thorough examination of assessment and therapeutic processes is presented with emphasis on communication disorders secondary to congenital/acquired cognitive and motoric impairments.

Motor Speech Disorders
E34.2016 30 hours: 3 points. Spring.
Diagnosis and treatment management of motor speech disorders, including dysarthrias and speech dyspraxia.

Therapeutic Approaches to Speech Pathology: Voice Disorders
E34.2019 30 hours: 3 points. Spring.
Hypothesis development and testing for patients with complex dysphonia and aphasis. Decisions based on current research findings. Aphasis secondary to laryngectomy included. For advanced master’s and doctoral students and professionals in the field who work with voice patients.

Therapeutic Approaches to Speech Pathology: Aphasis
E34.2020 30 hours: 3 points. Spring.
Emphasis on the theoretical basis of therapy with the adult aphasic and on practical application of these bases through the development of specific therapies for specific problems of aphasia. Information about credentials, ethical practices, and multicultural issues are addressed.

Adult Language Disorders
E34.2021 30 hours: 3 points. Fall.
Introduction to the historical, linguistic, and psychological rationales for the evaluation and treatment of verbal impairment secondary to brain damage. Clinical tests, contemporary research, and treatment methodology.

Neurogenic Speech Disorders in Children
E34.2023 30 hours: 3 points. Spring.
Analysis of etiological conceptions of cerebral palsy and related linguistics, articulatory, and phonatory disorders. Clinical tests and procedures for general and specific therapy.

Fluency Disorders
E34.2028 30 hours: 3 points. Spring.
Review of the most recent theories of stuttering behavior and the clinical procedures that flow from them. Differential diagnostic techniques, their interpretation, and implications for treatment of programmed and nonprogrammed nature are discussed.

Voice Disorders
E34.2037 30 hours: 3 points. Fall.
Anatomic, physiologic, acoustic, and perceptual characteristics of selected voice disorders. Research, evaluation, and therapy are discussed. Emphasis on case presentations, role playing, and other class participation.

Language Disorders in Children
E34.2039 30 hours: 3 points. Fall.
Prerequisites: E34.0017 and E34.1601, or equivalents, or permission of instructor.
Examination of assessment and remediation of language disorders associated with varied etiological factors. Considers cognitive and pragmatic aspects of language. Focuses on the determination of goals and intervention procedures for children from the prelinguistic stage through the school years.

Advanced Anatomy, Physiology, and Neurology of the Speech and Hearing Mechanisms
E34.2041 30 hours: 3 points. Fall.
An advanced treatment of the anatomy, physiology, and neurology of the articulatory, phonatory, respiratory, and auditory systems. Both peripheral and central connections are considered. Special emphasis is placed on the functional systems of importance to the speech pathologist and audiologist.

Advanced Audiology
E34.2051 30 hours: 3 points. Fall.
Prerequisites: E34.1230 or equivalent.
Techniques of advanced pure tone testing and speech audiometry; techniques and rationale of special hearing tests; interpretation of audiologic immittance evaluation findings; principles of differential audiometry; special problems in audiologic assessment.

Dysphagia in Adults and Children
E34.2060 30 hours: 3 points. Spring.
Prerequisite: E34.2016.
Develop a working knowledge of the normal anatomy and physiology of the swallowing mechanism of children and adults and the breakdowns in swallowing that can result from neurological, structural, and behavioral disorders. Students focus on interpreting the results of bedside, radiographic, and fiber-optic studies and rehabilitation of swallowing. Emphasis is on problem solving, selection of instrumentation, evaluation procedures, and appropriate treatment strategies.

Dysphagia in Infants and Toddlers
E34.2062 15 hours: 1 point. Fall.
This course develops knowledge of anatomy and physiology of swallowing in pediatric patients on a developmental continuum from infancy through the first three years of life, and the swallowing abnormalities in this patient population resultant of anatomic/structural deficit, neurological dysfunction, and/or other underlying pathophysiological factors. This course focuses on building the ability to interpret findings from clinical examination and radiographic studies of swallowing in babies, to select appropriate treatment strategies in accord with findings, and to understand the medical complexities and consequent problem solving and decision making involved in the management of dysphagia in the birth to age three patient populations.

Baby Trachs
E34.2067 15 hours: 1 point. Spring.
The problem solving and decision making involved in the management of physiologically based problems in tracheostomized babies with emphasis on application of the speech and swallowing evaluation and management and breathing valves.
Principles of Intervention with Speech-Language Disorders
E34.2075* 30 hours: 3 points. Spring.
Prerequisites: E34.2039 and E34.2111.
Principles of problem solving and decision making involved in intervention planning across communication-disorder types. Use of diagnostic data in formulating goals and procedures of treatment. Sources of knowledge underlying goal and procedure development, including (1) the nature of language, (2) baseline data, (3) factors maintaining communication disorders, and (4) language learning theories, are addressed.

Phonological Analysis of Normal and Disordered Speech
E34.2108* 30 hours: 3 points. Fall.
Prerequisite: E34.1101, or equivalent, or permission of instructor.
Emphasis on research in phonological development and the application of theories of development to assessment and intervention procedures with the phonologically impaired. Phonological disorders are analyzed according to a number of alternative models, making reference to phonological features, processes, and restraints.

Critical Evaluation of Research in Speech and Hearing Sciences and Disorders
E34.2109* 30 hours: 3 points. Fall.
Prerequisite: E34.1101, or equivalent, or permission of instructor.
Consideration of the formulation and design of research problems; collection, processing, and interpretation of data. Evaluation of research in speech and speech pathology and audiology.

Diagnostic Methods in Speech Pathology and Audiology I
E34.2111* 30 hours: 3 points. Fall and spring.
Required of all master's degree candidates.
Study of diagnostic principles and procedures in speech pathology and audiology. Concentrates on standardized testing procedures, case histories, interview techniques, and report writing. Students gain experience in obtaining, interpreting, and reporting all relevant speech, language, and hearing data. (There is a $50.00 departmental fee for maintenance and provision of diagnostic materials each semester.)

Advanced Clinical Practicum in Speech Pathology and Audiology
E34.2117* 45 hours per point: 1-2 points.
Fall and spring.
Registration by permission of advisor.
Minimum passing grade for practicum courses is B.
Students attend a two-hour lecture/seminar once a week. In addition, students are assigned to various community, school, hospital, industrial, and rehabilitation centers. Comprehensive and intensive clinical experience with children and adults having any of a variety of communicative disorders.

Aural Rehabilitation: Adults
E34.2127* 30 hours: 3 points. Spring.
Prerequisite: E34.2051, or equivalent, or permission of advisor.
Special problems of audiologic management of adult patients who are hearing impaired, with special attention to the geriatric population. The various forms of presbycusis and implications for audiological rehabilitation. Problems of hearing aid selection and adjustment to various forms of portable amplification and assistive listening devices for adults with various types of sensorineural hearing impairment.

Independent Study
E34.2300* 45 hours per point: 1-6 points.
Fall, spring, summer; hours to be arranged.
For description, see page 207.

Speech and Hearing Science: Instrumentation and Measurement
E34.2403 45 hours: 3 points. Fall.
Required of all doctoral students in speech pathology.
Designed to develop the student's facility with research instrumentation and measurement. Small-group projects focus on choosing instrumentation appropriate to answering research questions.

Speech-Language Pathology Research Colloquium I
E34.2420 15 hours: 1 point. Fall and spring.
Students participate in discussion of research topics and engage in research out of class with a faculty member. During this time, students are also exposed to examples of scholarly research presented by guest speakers, who are eminent researchers in speech-language pathology and related areas. This course is required for three semesters for doctoral students but may also be taken by master's-level students for a single semester. Doctoral students doing research with faculty present results at the colloquium.

Speech Science: Instrumentation
E34.2515 20 hours plus 10 hours arranged for lab sessions: 2 points.
Fall.
An advanced and detailed study of the current instrumentation used to evaluate the acoustic, aerodynamic, and physiological aspects of speech production in clinical settings and in speech research. Students gain expertise in the instrumental evaluation of normal subjects.
New York University prides itself on being a private university in the public service. In the Department of Teaching and Learning, that service focuses primarily on public schools and the ongoing crisis in urban education. In many urban schools, drop-out rates are too high, reading and math performance too low, and retention rates for new teachers in desperate need of improvement. Teaching and Learning faculty, doctoral students, and M.A. students see themselves as teachers and researchers on the front lines of the battle to revitalize urban education. Our faculty have published on a broad range of urban education issues, including school violence, racial segregation, the achievement gap, educational and youth development among recent immigrants, fiscal inequities between urban and suburban schools, and curriculum and teacher development in primary, middle, and secondary education. Our faculty have used their expertise to consult with and assist schools in addressing some of their most critical problems in such areas as special education, literacy, math, history, and bilingual education and have been part of school reform efforts that have founded dynamic new schools and partnered with a range of schools in New York City.

The core mission of the Department of Teaching and Learning is teacher education, preparing our students to meet the challenges of teaching and leadership in today’s demanding educational environment. Our graduates will not only be able to succeed in their first years of teaching but will have a sufficiently thorough foundation in theory and practice to keep improving their educational work throughout their careers. NYU teachers are highly regarded in the metropolitan area and beyond. Many of our graduates are in leadership positions in schools, universities, and other educational institutions.

The Department of Teaching and Learning offers newly conceptualized programs in all of our preservice teaching curricula. These certification programs fully comply with the latest regulations of the New York State Education Department that became effective in 2004.

In designing and implementing these new curricula, we have drawn on our faculty’s extensive experience as Pre-K-12 teachers, our years as teacher educators, our close working relationships with
current teachers and principals in the New York City schools, and feedback from our graduates. Each program integrates practical experience and hands-on knowledge with a rich theoretical understanding of how children learn and how they can best be taught. The introductory course for all of the programs, Inquiries into Teaching and Learning, sets a conceptual foundation for our approach to teacher education by helping each learner reflect on his or her own educational autobiography as a basis for critique and choice. The traditional cycle of teaching as we were taught must be interrupted if schools are to change, and Inquiries into Teaching and Learning begins this process by allowing our students the space and time to raise questions and consider alternative practices.

Most of the courses that students take prior to the student teaching experience have a participant/observation requirement that sends learners into the schools to ground the theoretical reading and discussions in observing the real world of schools. This combination allows students to test their emerging conceptions of teaching in actual practice and makes the transition to their own student teaching classroom much easier and more productive. The on-campus courses also focus on issues of curriculum development, classroom management, assessment, and the use of technology so that all of our graduates are prepared to step into the high-pressure world of standards and high-stakes tests.

In addition to the pedagogical core requirements for all programs, which include background in multicultural education, language and literacy, and special education, each curriculum also enables our future teachers to deepen and enrich their background in the fields they will be teaching. Our discipline-based courses integrate content and pedagogical approaches so that we simultaneously consider an aspect of the subject—history, mathematics, science, literature, and so on—simultaneously with considering how it could be most effectively taught.

All of our curricula offer both a normal and an accelerated schedule of completion of the M.A. degree and certification requirements. The accelerated schedule, which we refer to as the fast track, allows full-time students to begin with an intensive summer program and complete all certification requirements in 12 months so that they are ready to teach full time by the following fall. Part-time students can take somewhat longer to complete the program. The particulars of the requirements of each specific curriculum are detailed below. Students should contact the advisers listed for more details and responses to more specific questions about these programs. You can also find more detailed information about the accelerated programs by consulting the department’s Web site at www.education.nyu.edu/teachlearn.

For teachers who already have provisional certification, the Department of Teaching and Learning also offers a full range of courses leading to M.A. degrees and permanent certification in areas such as English, foreign languages, mathematics, science education, social studies, and early childhood and childhood education. The department has developed other programs that lead to the state’s new category of initial/professional certification. A particularly exciting new program is our curriculum for people seeking to become literacy specialists in either elementary or secondary schools. These M.A. degrees can either allow teachers to deepen and enrich their professional knowledge in the field they are already certified in or to add a second certification in such areas as literacy, special education, teaching English to speakers of other languages, or bilingual education. For details on these in-service M.A. degree programs, see the appropriate pages later in this bulletin.

To further strengthen the teaching and scholarship of our faculty, students, and graduates, the Department of Teaching and Learning has established two centers: the Center for Research on Teaching and Learning and the Ruth Horowitz Center for Teacher Development. Each has a distinct but related focus on teaching and learning in schools that is integral to the department’s goal of generating knowledge and understandings that contribute broadly to the policies and practices of teacher education.

The Center for Research on Teaching and Learning (CRTL) works with NYU graduate students, faculty, and staff to design and implement research and evaluation studies to assess the efficacy of preservice and in-service teacher education programs and to identify best practices and strategies that will enhance teaching and learning. Quantitative and qualitative methodological approaches
are combined to provide the multiple perspectives essential to understanding complex educational issues. In all research endeavors, CRTL focuses on the processes and causes that underlie the ultimate goal of the work of education—effective teaching resulting in high student achievement. CRTL's research agenda is grounded in the issues that challenge urban school systems, chief among which are policies and methods that show promise for reducing the achievement gap. The overarching goal of CRTL's work is to advance understanding of the causal linkages among teacher training, educational practice, and student learning.

CRTL focuses its research on educational issues of central importance to teaching and learning. The scope of work that is under way in collaboration with the department's faculty and graduate students includes the following:

- Establishing an integrated database of quantitative and qualitative data integral to the measurement of the outcomes of the department's teacher education programs.
- Designing a system of accountability that will fulfill the requirements for accreditation under the TEAC audit.
- Designing and implementing research studies to establish the validity and reliability of instruments and procedures used to collect database elements.
- Designing and implementing evaluation studies for new department projects and programs.
- Assessing the longer-term effects of teacher education and teacher induction on teacher success, job satisfaction, and retention, as well as student achievement.
- Developing evaluation and research designs that respond to Requests for Proposals from governmental and not-for-profit agencies and private foundations.
- Providing technical assistance to department faculty, project staff, and adjuncts in the design and implementation of independent research studies.
- Assisting undergraduate and graduate students in the technical aspects of their research.

The Ruth Horowitz Center for Teacher Development brings together a group of innovative, field-based projects focusing on teacher professional development and learning in significant curriculum areas such as language and literacy (Reading Recovery, Training for All Teachers), history and social studies education (U.S. History Project), environmental science (Wallerstein Collaborative), and new media technology (Media Workshop). In addition, center projects address the professional learning needs of beginning teachers (the Early Career Support Network for department graduates and the New Educators Support Team). Through this work, center projects are committed to improving the capacity of schools to be effective learning environments for their students.

Reading Recovery is an example of a research-based approach to early intervention with first grade children who are the lowest achievers in reading and writing in their school. The structure and design of the program are consistent with a large body of research on how children learn to read and write. Additionally, empirical studies have demonstrated the effectiveness of Reading Recovery in reducing the number of children who have extreme difficulty with literacy learning in public schools. Reading Recovery is well established across the United States and is widely implemented in New York City and the metropolitan region. In partnership with participating school systems, the department prepares Reading Recovery teacher leaders who return to their home school districts qualified to educate and supervise other teachers, provide technical support, and implement and evaluate Reading Recovery outcomes. During this full-time, yearlong training program, participants work daily with four children in a school setting and earn graduate credits through three required Department of Teaching and Learning courses.

A long-standing department project, Project MUST—Mentoring Urban Students for Teaching—serves as a leadership training program designed to motivate and prepare minority high school students to contribute to their home communities through teaching and public service careers. In a collaborative effort with the New York City public schools, juniors and seniors at the Manhattan Center High School for Science and Mathematics are encouraged to seriously consider career possibilities in teaching and related human service fields.
Faculty

Mark Alter, Professor. B.S. 1969, Unity College; M.S. 1973, Ph.D. 1980, Yeshiva. Instructional program design and implementation supporting the education of general and special education students.

Jane Ashdown, Clinical Associate Professor. B.A. 1971, Ph.D. 1990, Pennsylvania. Director of the Ruth Horowitz Teacher Development Center. Research interests: teacher development, the role of economic evaluations in educational decision making.


Patricia M. Cooper, Assistant Professor. B.A. 1972, SUNY (Purcell); M.A. 1978, Chicago; M.Ed. 1980, Erikson Institute (Loyola); Ph.D. 2001, Emory. Research interests include multicultural education, literacy education, early literacy development, early childhood development, children’s literature, teacher education, education of black children.


Maryann Dickar, Clinical Assistant Professor. B.A. 1988, Vassar College; M.A. 1993, SUNY (Binghamton); Ph.D. 2000, Minnesota. Student cultures of resistance and their relationship to school reform. Urban school reform, critical pedagogy, and identity formation particularly as it is influenced by race, class, gender, and sexuality. Professional development.

Miriam Eisenstein-Ebsworth, Associate Professor. B.A. 1968, Brooklyn College (CUNY); M.A. 1971, Columbia; Ph.D. 1979, CUNY. Specialist in second language acquisition, language variation, and cross-cultural communication. Author of Language Variation and the ESL Curriculum and The Dynamic Interlanguage: Empirical Studies in Second Language Variation. Chair of the Second Language Acquisition Circle and research representative to the international TESOL Section Council.

Margot Ely, Professor. B.A. 1951, Queens College (CUNY); M.A. 1960, Ph.D. 1962, Colorado. In-depth studies in schools, communities, and businesses as well as in minority issues and in the quality of life and learning in the classroom environment; professional interaction and development; literacy; alternative educational paradigms.


Lisa Fleisher, Associate Professor. B.A. 1972, Brooklyn College (CUNY); M.S. 1977, Ph.D. 1979, Illinois (Urbana-Champaign). Models of effective instruction and behavior support; literacy acquisition and instruction for students with disabilities and children at risk. Person-centered planning and positive behavior supports; school and community inclusive practices for children and adults with disabilities.

Pamela Fraser-Abder, Associate Professor. B.S. 1972, West Indies; M.Ed. 1976, Ph.D. 1982, Pennsylvania State. Science curriculum development, implementation and evaluation; subcultural differences in science achievement; gender- and ethnic-related issues in science education.


Jay Gottlieb, Professor. B.S. 1964, City College (CUNY); M.S. 1966, Ph.D. 1972, Yeshiva. Applied research in special education, mainstreaming, attitudes toward people with disabilities, multidisciplinary evaluation.


numerous grants and awards including the Outdoor Education Award from the New York State Council on the Environment.


Research methods.


**Cynthia McCallister**, Associate Professor and Literacy Program Director. B.S. 1984, Ball State; M.Ed. 1990, Ed.D. 1995, Marine (Orono).

Literacy education in urban school contexts; sociocultural perspectives on literacy education; teacher research and classroom inquiry as pedagogy.


Mathematics education; inquiry-based classroom communities; after-school learning communities; and self-assessment.


Executive director of the Steinhardt School of Education’s Metropolitan Center for Urban Education. Areas of expertise include achievement, school desegregation, and analyses of solutions to urban problems.

**Catherine Milne**, Assistant Professor. B.Ed. 1978, B.Sc. 1979, James Cook (Queensland); M.Sc. 1993, Ph.D. 1998, Curtin University of Technology.

Experiences: taught in the Northern Territory of Australia for almost 15 years, working as subject teacher, head of department, and assistant principal.
Teaching and Learning. Director of Project MUST, Mentoring Urban Students for Teaching.


Mathematics education; teachers’ beliefs about teaching and learning mathematics; field-based research on after-school mathematics programs.

Carola Suárez-Orozco, Associate Professor. B.A. 1978, California (Berkeley); Ph.D. 1993, California School of Professional Psychology.


Second and foreign language teaching methodology; language learning strategies; cross-cultural studies.


Diana B. Turk, Assistant Professor. Ph.D. 1999, Maryland (College Park).

Areas of specialization include social studies curriculum and instruction, American studies, U.S. women’s history, and ethnographic methodology.

Stephen G. Weiss, Associate Professor. B.A. 1960, Queens College (CUNY); M.A. 1966, Ph.D. 1972, New York.

Social learning and behavior management in the classroom; emotional disturbance in children, adolescents, and adults; child development; teaching strategies; special education; curriculum design.

Adjunct Faculty

Marlene Barron, B.A., M.S., Ph.D.
Wendy Biderman, B.A., M.A., Ed.M., Ph.D.
Isabel Cadenas, B.S., M.S.
Paul Camhi, B.A., Ph.D.
Paul Cinco, B.S., M.S.
Len Cohen, B.S., M.A.
Tracy Daraviras, B.A., M.A.
Gail Davis, B.S., M.S.
Anthony DeFazio, B.A., M.M.A., M.A.
Sharon Dupree, B.A., M.A., Ph.D.
Boyce Durr, B.A., M.A.
Timothy Ebsworth, Ph.D.
Joshua Fishman, B.S., M.S., Ph.D.
Mami Fujisaki, B.A., M.A.
Shirley Glickman, B.A., M.A., Ph.D.
Lauren Goldenberg, B.A., M.A., Ph.D.
Brenda Greene, B.S., M.A., Ph.D.
George Gross, B.A., M.A.
Elif Gure, B.A., M.A.
David Hankin, B.S., M.S.
Kyle Haver, B.A., M.A.
William Heller, B.A., M.A.
Patricia Juell, B.A., M.A.
Suzanna Kaplan, B.A., M.A., Ed.M.
Jeong Y. Kim, B.S., M.A., Ph.D.
Roberta Koza, B.A., M.A.
Nina Leonhardt, B.A., M.S.
Erica Lee Lewis, B.A., M.A.
Leona Marsh, B.A., M.A., Ph.D.
Gisella McSweeney, B.A., M.A., M.Ed.
Ellen Meltzer, B.A., M.A.
Ellen Meyers, B.A., M.A.
Sergei Mikhelson, B.S., M.S., Ph.D.
Mary Naughton, B.S., M.A., M.S.
Xiaodong Niu, B.A., M.A., Ph.D.
Joanne Oh, B.S., M.A.
Yuki Okuma, B.A., M.A., Ph.D.
Marcia Pallby, B.A., M.A., Ph.D.
James W. Pecora, B.F.A., M.A.
Joyce West, B.A., M.A.
Cynthia Wiseman, B.A., M.A.
Jerry Wishner, B.A., M.A., Ph.D.
Maureen Wycisk, B.S., M.A., Ph.D.
Xuewu Yao, B.A., M.A.
Marilyn Siegel, B.A., M.S.
Marylin Yataco, B.A., M.A.
Mali Zinberg, B.A.
Neil Zwillinger, B.A., M.A.

172 DEPARTMENT OF TEACHING AND LEARNING
Doctoral Programs

Program Director
Elizabeth Quintero

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www.education.nyu.edu/teachlearn/doctoral

Degrees
Ph.D., Ed.D.

Faculty
Alter, Cohen, Eisenstein-Ebsworth, Ely, Fraser, Goldberg, Malgady, Mayher, McDonald, Noguera, Pradl, Quintero, Sobelman, Suárez-Orozco (Carola, Marcelo), Tang, Tobias

Doctoral programs in the Department of Teaching and Learning aim to prepare students to assume a variety of leading roles in education, research, and policy across the United States and throughout the world. Built on the traditions and achievements of the oldest graduate school of pedagogy in the United States—founded in 1890—the department’s programs are designed to draw on four sources of learning:

• The first is the experience of professional practice that students bring to their studies. Students are encouraged to reflect on this practice and to use it to ground their study of theory and research.

• The second is a rich set of courses, seminars, and independent learning experiences available to doctoral students within the Department of Teaching and Learning, other departments in the Steinhardt School of Education, and other schools at New York University. The school is one of the most distinguished and diverse schools of education in the nation. The University is internationally renowned and the nation’s largest independent university, located in one of its most intellectually vibrant communities, Greenwich Village.

• The third is the mentorship available to doctoral students in teaching, research, and program development. The department is home to distinguished teacher preparation programs, to numerous projects serving the continuing professional education of teachers, and to an array of research projects.

• The fourth is an intellectually focused and interpersonally supportive community of professors, researchers, and peers. It is a community small, diverse, and focused enough to provide an incomparable degree of guidance and support to doctoral students. Under the direction of a faculty adviser, each student fashions a unique program of studies.

PROGRAMS OF STUDY

The department offers a number of different degree programs leading to the Ph.D. and Ed.D. degrees. Each degree program has specific requirements, yet they have more in common than not, as outlined below. The degree programs are as follows:

Ph.D. Program in Teaching and Learning. See page 186.

Ed.D. Program in Teaching and Learning. See page 186.

Ph.D. Program in English Education, including a concentration in Applied Linguistics. See page 177.

Ph.D. Program in Bilingual Education. See pages 180-81.

Ph.D. Program in TESOL/Colleges. See page 181.

Ph.D. Program in Positions of Leadership: Early Childhood and Elementary Education. See page 175.

Ph.D. Program in Professors of Mathematics and Mathematics Education in College. See page 179.

THEMES OF STUDY

Doctoral study in the Department of Teaching and Learning focuses on several areas of scholarship and practice. These reflect the strengths and interests of the department’s faculty and the opportunities available among the department’s programs for doctoral students to have mentored learning experiences. The themes are as follows:

• Teaching and teacher education. Across all levels from early childhood to university, including preparatory teacher education and continuing teacher education, and across a variety of teaching fields. The department particularly invites interests in teaching within urban settings, teaching diverse students, the role of content knowledge in teaching, and changing conceptions of teaching and teacher education.

• Educational reform. Including school reform, curriculum reform, and reform of policies that bear on teaching and learning. The department particularly invites interests in the problems of urban education, in designing learning environments that work well for diverse learners, in rethinking curriculum and school design, and in the role of teacher learning within educational reform. In making admission decisions, the department’s faculty strives for balance across these areas, each year admitting a small number of highly qualified students with interest in each (regardless of the students’ degree preferences).

• Literacies. Across all levels of education and content areas. The department particularly invites interests in early literacy, adolescent and adult literacy, issues in acquiring academic literacy, and the role of culture in literacy.

• Language and culture. The department particularly invites interests in language acquisition and in issues related to education in multilingual and multicultural settings.

DEGREE REQUIREMENTS

Degree requirements vary according to degree pattern, and prospective applicants should consult program descriptions (see degree program page references above). Prospective applicants should also plan to contact particular program directors prior to completing an application.

Despite the variations, however, all doctoral study in the Department of Teaching and Learning shares the following characteristics:

• Credit requirements of 45 to 60 points beyond the master’s degree, depending on previous course work. Points are earned through a combination of course-taking, seminars (see list below), independent study, and mentored learning experiences.

• Training in one or more research methodologies, completed in department and in cross-department courses, as well as in mentored research experiences.

• Candidacy examination or candidacy portfolio presentation (generally in the third semester of course work).

• Dissertation proposal seminar (generally in the final semester of course work), focused on the preparation and launching of a dissertation research project. Or project design mentorship (for students in the Ed.D. degree pattern).

• Preparation and defense of a dissertation involving original research. Or the launch of a significant project within a context of practice (for students in the Ed.D. degree pattern).

See pages 227-29 for a list of school-wide requirements for doctoral study at the Steinhardt School of Education.
Early Childhood and Childhood Education

Early Childhood Program Director
Elizabeth Quintero

East Building, Room 214
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Childhood Program Director
Oliver Patterson

East Building, Room 212
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Degrees
M.A., Ph.D.

Certificate
Advanced Study

Faculty
Ashdown, Bailey, Barbieri, Carothers, Daigen-Ayala, Ely, Fraser-Abler, Georgiou, Krasnow, McCallister, McVarish, Milne, Mulligan, Parness, Patterson, Quintero, Rafter, Rust, Smith-Burke, Strassfeld, Weiss

Adjunct Faculty
Barron, Kaplan, Miller

Programs in early childhood and childhood education prepare teachers and other professionals to work with children from birth through later childhood. Graduate pre- and in-service programs lead to the Master of Arts degree and fulfill academic requirements for initial professional or permanent teacher certification in New York State depending on the student’s background. To meet certification requirements, preservice students may need liberal arts credits in addition to those taken for their undergraduate degree. (See Admission Requirements.) For those seeking graduate studies beyond the master’s level, a sixth-year program of advanced study and a doctoral program are also offered. The students in the Programs in Early Childhood and Childhood Education are not a homogeneous group. They vary widely in age and background. Many are liberal arts or business majors as undergraduates. Some are making a career change. All have chosen teaching because they are interested in children and are seeking a career that is personally rewarding.

The childhood teacher certification program aims to help prospective teachers to develop as decision makers and reflective practitioners who are committed to work in urban schools and to use the city as a core resource for their learning. Prospective teachers are immersed in thoughtful discussions and interactions around the critical educational issues of our times, especially issues of developmental, linguistic, cultural, and racial diversity and educational equity. Each course in the program is tied to either fieldwork or student teaching, generating rich and authentic reflections upon theory and practice. The program
• involves deep study of how children learn at different developmental stages and in different contexts as well as strategies for supporting the learning;
• fosters an understanding of the relationships between and among schools, families, and community-based organizations as they interact to impact student learning;
• develops both content knowledge and pedagogical knowledge with an understanding that both are needed at high levels by teachers; and
• supports the growth of teachers as social advocates for educational equity in a pluralistic culture.

Our foremost concern is creating quality care and education for all children. The belief in social justice is inherent in the multiple strands of our graduate early childhood teacher certification program at New York University. The program
• involves deep study of how children develop in multiple contexts;
• offers recursive teaching experiences in a variety of settings;
• provides a strong principle-based set of practices regarding learning environments and educational experiences;
• supports children and adults in learning to accept and respect each other’s differences;
• fosters a critical view of people’s histories;
• considers the needs, lifestyles, languages, and cultural patterns of the communities we serve;
• shows respect for and encourages equal status for all people;
• encourages taking immediate action to interrupt our own and other’s discriminatory behavior; and
• advocates institutional changes that value early childhood education as a vital part of a child’s educational experiences.

Children are at the center of our curriculum and study. We see children as competent persons actively engaged in meaning making in the multiple contexts in which they find themselves. We recognize the singular importance of parents and families in nurturing young children and the need of educators to develop reciprocal relationships with each family. The family’s rich knowledge of their children should help inform care giving and educational practices, and our advocacy efforts should take that knowledge into consideration.

Our view is that the central component of teachers’ development as teacher-researchers is continual reflection on their own and others’ educational practices. We believe that careful reflection and examination will help preservice teachers to develop powerful tools as caring, talented, and committed professionals who will be equipped to address our stated program strands.

CERTIFICATION CURRICULA

Two master’s preservice programs are available for students who do not hold teaching certification but wish to become teachers: the early childhood program for those desiring to work with children from birth through grade two and the childhood program for those who seek to teach children from grades one through six.

The Early Childhood Education Program reflects three central themes:
(1) creating quality care for all children through the development of strong relationships with families and their communities; (2) developing teaching practice as reflective practitioners and teacher researchers; and (3) a commitment to social justice for young children and their families. The program can be completed in an accelerated full-time format in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. Students may meet requirements for the American Montessori Society credential through the preservice Early Childhood Education Program, which includes an optional sequence of courses in Montessori education. Students who successfully complete the Early Childhood Education master’s program will have completed the academic requirements for New York State Education Department initial certification in early childhood education. An additional 10 points (164 hours) and full academic year student teaching in an approved Montessori classroom may be completed in combination with the Preservice M.A. Program in Early Childhood Education to meet the eligibility for additional Montessori certification issued by the American Montessori Society. Dual certification in early childhood/early childhood special education is also available. (See Special Opportunities section.)

The Childhood Education Program views the following themes as central to its curriculum: (1) understanding learning, the learner, communities of learners, and the contexts in which learning occurs; (2) understanding the nature, structure, and utility of the disciplines taught; and (3) using knowledge of pedagogy to create and adapt supportive learning environments based on formal and informal assessments. The program aims to help prospective teachers who are committed to work in urban schools for educational equity. It has multiple entry points. It may be completed in four academic semesters or on an accelerated full-time basis in a little more than a calendar year, commencing early in the summer followed by fall and spring semesters, and concluding the following summer. Dual certification in childhood/childhood special education is also available. (See Special Education section.)

The in-service master’s Early Childhood and Elementary Education Program is intended for teachers who hold provisional certification (PreK-grade 6). This 34-credit program enables teachers to develop a concentration in an area of study such as social studies/environmental education, mathematics, science, or Montessori education. The in-service program is individualized in nature. The teacher selects an advisor who assists in planning a program of course work to meet professional goals. (Also see literacy education section.)

Advanced study beyond the master’s level in early childhood and childhood education serves those whose professional interests and career goals are to assume...
such leadership roles as teacher trainers, master trainers, master teachers, curriculum specialists/school directors and administrators, and parent education specialists. Programs may be taken on a full- or part-time basis. Students in the sixth-year Certificate of Advanced Study program may take courses in early childhood and childhood education to enhance and refine their current practice. The 30-point program provides students with an opportunity to design, with the help of a faculty adviser, a course of study uniquely suited to their needs.

The doctoral program, which leads to a Ph.D., requires a minimum of 60 points beyond the master's degree. The program is designed for people seeking leadership roles such as serving on a college or university faculty, as an educational researcher, or as curriculum specialist. Extensive individual mentoring is available by our skilled faculty representing many dimensions of early childhood and childhood education. (See doctoral section.)

CAREER OPPORTUNITIES

Graduates of the Early Childhood and Childhood Education Programs have a number of career opportunities: teaching children in public or private child-care centers, early childhood centers, and elementary schools; educating teachers and conducting research in schools and universities; and directing curriculum development and educational programs in schools, colleges, and universities. In non-school settings, graduates write, edit, and publish educational materials for children and work in children's television.

DEGREE REQUIREMENTS

Master of Arts

Preservice M.A. Program in Early Childhood Education, Birth-Grade 2 (42 points)


Preservice M.A. Program in Childhood Education, Grades 1-6 (42 points)


In-Service M.A. Program in Early Childhood and Elementary Education (34 points)


Specialization (15-18 points): an area of study such as social studies/environmental education, mathematics, science, or Montessori education. Specializations are defined and carried out under the guidance of an adviser. General In-Service Course Work (9-12 points), determined after assessment of student’s background and goals. Electives (3-6 points) may be drawn from liberal arts or other fields outside the program.

Post-Master’s Certificate of Advanced Study (30 points)

A flexible program of studies is created by the student together with a faculty adviser to meet student needs.

DOCTORAL PROGRAM

Points are distributed among courses in the foundations, cognate areas, research, specialization, and dissertation research and preparation. The program is flexible and highly individualized, providing specialties in such related areas as teacher education, curriculum development, child development, innovations in schooling, and specific content areas such as literacy, numeracy, and social studies.

Extensive faculty mentoring is a distinctive feature of the doctoral program. See page 173 for information on all the doctoral programs in the Department of Teaching and Learning and pages 227-29 for general degree requirements.

SPECIAL OPPORTUNITIES

Montessori Teacher Education. A sequence of courses and field experiences integrating Montessori theory and practices with current issues in education that prepares teachers to work with children ages 2-5 in a variety of Montessori environments. Matriculants can combine these courses with study toward the M.A. degree or integrate them with special education or early childhood. The sequence is accredited by the Montessori Accreditation Council for Teacher Education (MACTED) and affiliated with the American Montessori Society. Additional academic preparation is required for New York State teacher certification.

Summer Study Abroad. The Department of Teaching and Learning and the Department of Applied Psychology jointly offer a three-week, 6-point graduate summer study abroad program in Dakar, Senegal. The curriculum examines theory and research on child and adolescent development—all from a cross-cultural perspective. Students consider how culture influences developmental processes; issues raised when conducting research in other cultures; the degree to which processes and procedures that we think of as “natural” are truly universal or are limited to specific cultural contexts; and the implications of these understandings for teaching and learning. Courses include site visits to schools, health care facilities, professional and educational organizations, and local villages, along with guest lectures by local social scientists, educators, and community workers.

The Programs in Early Childhood and Elementary Education and English Education offer a six-week, 9- to 12-point graduate summer study abroad program in York and Oxford, England. The curriculum offers educators an opportu-
ADMISSION REQUIREMENTS

Applicants for the Preservice M.A. Program in Early Childhood Education and the Preservice M.A. Program in Childhood Education must meet specific liberal arts requirements for New York State Certification. Applicants must have completed 30 points in liberal arts concentration as well as college-level work in English, social science, mathematics, natural or physical science, and a language other than English or American Sign Language by the time of M.A. degree completion and recommendation for New York State certification.

See general admission section, page 202.

Applicants for the In-Service M.A. Program in Early Childhood and Elementary Education seeking permanent certification must hold provisional New York State certification in Early Childhood and Elementary Education Pre-K-6.

See general admission requirements section, page 202.

FINANCIAL AID OPPORTUNITIES

Teaching fellowships may be available for qualified applicants to doctoral study. See general financial aid section, page 211.

English Education

Program Director
Gordon Pradl
212-998-5246

Degrees
M.A., Ph.D.

Certificate
Advanced Study

Faculty
Barbieri, Beck, Mayher, Pradl, Sobelman

Adjunct Faculty
Dupree, Fredrick, Greene, Heller, Juell, Packer, Pollecke, Schlechter, Shor, Sutton

The programs in English education, widely recognized as among the finest in the country, are founded on the uncommon belief that content, theory, and method are inseparable. To support this through practice, course work focuses on transactional processes between speaker and listener, writer and audience, reader/viewer and work, teacher and student, school and community, and theory and practice.

The distinguishing characteristics of these programs are the faculty's commitment to a transactional social constructionist view of learning that is embodied in the following principles: (1) learning is most significant when one attends to one's own and others' needs, concerns, and enjoyments; (2) individuals learn not by memorizing but by constructing their own version of that knowledge in relation to what they already know, believe, and have experienced; (3) language learning and use proceed most naturally from whole to part, from known to unknown, and from experience to reflection; (4) language learning has no ceiling; and (5) learning is acquired through using language in its various modes.

English education has been designed around five areas of study: curriculum and instruction; educational linguistics; teaching of reading and literature; writing; and research and reflection. The courses offered examine these areas from various foundational, individual, social and cultural, and epistemological and ethical perspectives. Students may choose to focus on a particular area of study or explore the breadth of offerings available. Students are invited to share—both within and outside these courses—in the ongoing development of the curriculum.

CAREER OPPORTUNITIES

Many graduates teach English in intermediate and secondary schools and in two- and four-year colleges; others educate teachers and conduct research in schools and universities, teach writing and administer writing programs, and direct curriculum development and educational programs in schools, colleges, and universities. In nonschool settings, alumni work as editors and consultants in publishing and education and direct curriculum and training programs in industry.

DEGREE REQUIREMENTS

Master's Programs

The Preservice M.A. Degree Program in Teaching English, Grades 7-12 (ENGL) serves professionals seeking preparation for initial New York State certification. It may be completed in four academic semesters or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. For initial certification, a minimum of 49 points is needed. Required Courses (8 points): E11.2501 and E11.2540. Specialization in English Education (15 points). English Teacher Certification Sequence (30 points) includes Integrating Reading and Writing with Adolescents I (E11.1600), Integrating Reading and Writing with Adolescents II (E11.1601), Inquiries into Teaching and Learning III (E27.2010), Student Teaching in English Education (E11.1603), and The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention (E81.1999) (1 point).

Contact Professor Marilyn E. Sobelman; 212-998-5233.

The In-Service M.A. Degree Program in English Education (ENGT) serves professionals holding provisional certification in English in New York State and seeking preparation for permanent certification. The curriculum is tailored to the professional and personal needs of individual students, with an emphasis on courses in curriculum and instruction, educational linguistics, reading and literature, writing, and related areas. This degree requires a minimum of 36 points. Required Courses (8 points): Master's Seminar in English Education (E11.2501) and a concluding seminar, English Teacher as Reflective Practitioner (E11.2540). Courses Related to the Student's Professional Goals (6 points). Specialization (22 points): To be chosen by the student in consultation with the adviser. The M.A. Degree Program in Teaching English Language and Literature in College (ENGC) serves professionals seeking preparation for two-year college teaching and nonteaching positions in such fields as publishing and educational policy making. The curriculum is also tailored to the professional and personal needs of individual students, with an emphasis on courses in curriculum and instruction, educational linguistics, reading and literature, writing, and related areas.

Certificate of Advanced Study

The sixth-year Certificate of Advanced Study in teaching English language and literature in college is intended primarily for those secondary school English teachers seeking further study in preparation for leadership roles at the secondary or school district (K-12) levels. The primary areas of study are curriculum and instruction, educational linguistics, reading and literature, and writing. This certificate is granted only to students who have completed 30 points (with grades better than B) of graduate study beyond the M.A.
SPECIAL OPPORTUNITIES

Conferences, institutes, and seminars at NYU’s Washington Square campus feature distinguished visiting faculty and topics of professional concern.

The Programs in English Education and Early Childhood and Elementary Education offer a four-week, 9-to-12-point summer graduate study abroad program in York and Oxford, England. This program will celebrate its 30th anniversary in 2003. The curriculum offers educators an opportunity to explore British approaches to the teaching and learning of language and literacy across all school levels, from early childhood through college. The program is designed for teachers, mentor-teachers, and curriculum specialists in elementary education, literacy, and language, and English.

Participants engage in the process of developing literacy curricula that reflect depth of content and include pedagogy and instructional practices that have potential to reach a wide range of students. Critical issues for both teachers and students, such as approaches to collaboration, assessment, and evaluation, are an integral part of this program of study.

Literacy Education

Program Director
Cynthia McCallister

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Degree
M.A.

Faculty
Barbieri, Cooper, Fleisher, McCallister, Patterson, Pradl, Smith-Burke

Adjunct Faculty
Barron, George, Richardson, Wyczek, Zwilling

Two master’s programs are offered by the Department of Teaching and Learning’s Program in Literacy Education. These programs prepare certified classroom teachers as literacy specialists. In addition, these curricula are also designed to prepare classroom teachers at the early childhood and elementary levels or content area teachers at middle school and high school levels who wish to reach all students in their classes, integrating strategic teaching of reading and writing throughout their specialty. In either curriculum, full-time students can finish in an accelerated 12-month format (fall, spring, and summer semesters) and part-time students, in two years.

One master’s degree program is for candidates interested in students from birth through grade 6 (LITB); the other, from grade 5 through grade 12 (LITC). To apply for these programs, a candidate must hold either initial or permanent certification in teaching at the appropriate level (see section on admission requirements for details). On completion of a program, the candidate is eligible for New York State certification as a literacy specialist for the appropriate grade levels (see above) and will meet all requirements for the new literacy specialist certification.

For information on two dual programs that prepare students for certification as literacy specialists and in special education either at the early childhood (birth-grade 2) or childhood (grades 1-6) levels, please see page 185 under Special Education.

The literacy master’s programs represent literacy as the means by which people think, learn, and communicate, focusing on reading, writing, listening, and speaking. The curricula are designed to help teachers understand the principles of language and literacy learning and the development of diverse learners, especially those who are experiencing difficulty with literacy learning, across developmental levels, academic disciplines, and social and cultural contexts. These programs support the development of teaching expertise in the role of literacy specialist and in a particular area of specialization within the curriculum selected by students. For example, the integration of strategic teaching of reading and writing within different content areas (e.g., social studies, science, or math) or clinical work in literacy could be areas of specialization. The course of study builds on the participants’ professional experiences, involves the application of theory to practice and vice versa, and stresses the use of data for decision making. Similarly the curriculum for children in schools builds on the language and literacy learning that students bring to school and ongoing observation of their learning in order to closely match instruction to student level in order to assist them in achieving system standards. Professional seminars explore critical issues that inform the role of literacy specialists and classroom teachers in schools. Finally, two practicums at two different age levels within each program, a seminar on practical inquiry and the responsibilities of literacy specialists, and a culminating project allow the candidates to apply program learning and address the leadership and teaching responsibilities of literacy specialists and the professional interests and concerns of each student.

ADMISSION REQUIREMENTS

Candidates must hold an appropriate teaching certificate as a prerequisite for admission to these M.A. programs. For admission to the literacy program, birth-grade 6 (LITB), candidates must hold at least a provisional certificate in early childhood/elementary education or an initial certificate in either early childhood education or childhood education. For admission to the literacy program, grades 5-12 (LITC), candidates must hold at...
The programs in mathematics education lead to master’s and doctoral degrees and prepare students to enter the fields of teaching at all levels from secondary school through college. Students in these programs may take their graduate mathematics courses at NYU’s world-renowned Courant Institute of Mathematical Sciences. Faculty from the Courant Institute also serve, when appropriate, on the dissertation committees of doctoral students in the Program in Mathematics Education.

Members of the mathematics education faculty have been, and continue to be, active at the highest levels of professional associations and in current areas of professional research. In this capacity, they encourage and support students in the programs to become actively involved in both professional activities and ongoing research projects.

Program faculty also serve as the directors and coordinators of numerous teacher training and research projects in which students in the Program in Mathematics Education are able to participate. Current research activities of the mathematics education faculty include the use of calculator and computer technology to enhance mathematics learning and understanding, student understanding and attitude in the learning of geometry, and mathematical modeling.

CAREER OPPORTUNITIES

Graduates have many career opportunities open to them both within and outside the academic community here and abroad. These include the teaching of mathematics and related subjects (including statistics) at all levels from secondary school through college; serving as a mathematics specialist or coordinator in a school or a school district; training new teachers in a college or university; working as a software or curriculum developer; and working in the private sector as a trainer or a specialist in an area of applied mathematics.

DEGREE REQUIREMENTS

Master of Arts

Both programs can be taken as full-time or part-time programs. The Steinhardt School of Education provides a wealth of choices for the two electives: courses from areas such as educational technology, educational psychology, educational administration, or educational psychology.

CAREER OPPORTUNITIES

The graduates of this program will qualify for literacy specialist positions. Those graduating from the LITB program work in day care, preschools, and public schools through grade 6 either as teachers with special expertise teaching in reading and writing or as literacy specialists. Those graduating from the LITC program work at the middle school or high school levels as teachers in particular content area with special expertise in integrating the teaching of language and literacy into their curricula or as literacy specialists.

Graduates will also be qualified to work in after-school programs, clinical settings in hospitals and community centers, new educational companies that focus on literacy learning, and in private tutoring practice. In addition, this degree provides excellent background for positions in the educational publishing industry that concentrates on the development of literacy materials and literacy assessment.

DEGREE REQUIREMENTS

Master of Arts

Both programs can be taken as full-time or part-time programs. The Steinhardt School of Education provides a wealth of choices for the two electives: courses from areas such as bilingual education, special education, drama education, educational communication, educational psychology, English education, educational ecology, English education, educational psychology, and technology, media education, English education, educational psychology.

CAREER OPPORTUNITIES

The program faculty also serve as directors of numerous teacher training and research projects in which students in the Program in Mathematics Education are able to participate. Current research activities of the mathematics education faculty include the use of calculator and computer technology to enhance mathematics learning and understanding, student understanding and attitude in the learning of geometry, and mathematical modeling.

DEGREE REQUIREMENTS

Master of Arts

The Preservice M.A. Program in Teaching Mathematics, Grades 7-12, prepares students to teach mathematics in grades 7-12 and culminates in students obtaining initial New York State certification. This curriculum may be completed in four academic semesters or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summers.

Required Courses: 16 points in pedagogical core (Inquiries into Teaching and Learning III, Special Education, Historical/Social Perspectives on Education, Human Development I, Language and Literacy); 12 points in state-required pedagogy courses (Junior High School Methods, Senior High School Methods, Junior High School Student Teaching, Senior High School Student Teaching); 9 points in mathematics education pedagogy (the secondary math curriculum plus two courses from

The In-Service M.A. Program in Mathematics, Grades 7-12, serves professionals holding provisional New York State certification in mathematics in New York State and seeking preparation for permanent certification. Students will be required to choose advanced mathematics content courses.

**Ph.D. Program in Mathematics Education**

Note: The Ph.D. program is currently not admitting students.

The program includes course work in mathematics and related fields (computer science and statistics), in the specialty area of mathematics education, and in general education. This course work provides a thorough grounding in content; the history of, and philosophy underlying, current educational theory and practice; classroom implementation; current research in mathematics education; current developments in the implementation of technology in the mathematics curriculum and the mathematics classroom; and research and statistical methodology.

Program requirements, and the decision regarding which one of the four career goals is most appropriate for a particular student, are worked out in consultation between the program adviser and the candidate, based on the candidate's personal and professional goals. The doctoral degrees in mathematics education require a minimum of 45 points of graduate course work beyond the master's degree.

With appropriate background in a combination of mathematics and education, a full-time student can complete the program within four or five years. Students in this program must also take and pass a departmental candidacy examination some time during the second or third year of study and complete an original doctoral dissertation.

**Required Courses:** Foundations of Education (6 points): One course in educational sociology or educational psychology and one course in either philosophy of education or history of education.

**Cognate Courses** (6 points): Two courses related to the student's major area of study, but not specifically in mathematics education. Most students take two advanced mathematics courses in the Graduate School of Arts and Science, but alternative options are available.


**ADMISSION REQUIREMENTS**

See general admission section, page 202.

Preservice M.A. Degree Program in Teaching Mathematics 7-12 candidates must hold a bachelor's degree with a minimum of 27 points in mathematics content. Applicants with fewer than this number of points, but whose grades indicate the ability to do well in mathematics, can take the missing course work as a part of the program in addition to the regular requirements. Applicants must also have completed or complete a college-level course of study of a language other than English or American Sign Language.

In-Service M.A. Degree Program in Mathematics 7-12 candidates must hold provisional New York State certification in secondary mathematics.

The Ph.D. program is currently not admitting students.
Multilingual Multicultural Studies

Bilingual Education

Foreign Language Education

Teaching English to Speakers of Other Language (TESOL)

Program Director
Frank Tang

Degrees
M.A., Ph.D.

Certificates
Postbaccalaureate Advanced Certificate, Post-Master's Certificate of Advanced Study

Faculty
Eisenstein-Ebsworth, Tang, Selinker

Adjunct Faculty
Camhi, DeCapua, DeCastro, DeFazio, Ebsworth, Fishman, Fujisaki, Graham, Gure, Kaplan, Kardos, Kim, Kunz, Kurland, Lehman, Levinson, Marsh, McDonell, McSweeny, Montgomery, Naiditch, Niu, Pally, Rocca, Shanahan, Smathers, Vigour, Wiseman, Yao, Yataco

Multilingual Multicultural Studies is a unit in the Department of Teaching and Learning that includes three distinct but related programs: The Programs in Bilingual Education, Foreign Language Education, and the Teaching of English to Speakers of Other Languages (TESOL). We are committed to the additive approach to multilingualism, cultivating an appreciation for cultural diversity in various educational settings. The programs are open to qualified pre- and in-service teachers at the elementary, secondary, college, and adult levels. We welcome teacher-educators, researchers, supervisors, program coordinators, and curriculum and materials specialists for schools and other related settings. Graduates of our certification programs may receive certification in New York State with reciprocity in most other states throughout the country.

Students can avail themselves of an innovative course of study designed around a core of subjects shared by the three programs. Depending on individual interests, programs allow for courses in any of the following related areas: English education, applied linguistics, early childhood and elementary education, literacy, anthropology, foreign languages, and linguistics. Our programs also include seminars and workshops in materials and curriculum development, and language through content and assessment. Field experiences consist of classroom observation, supervised student teaching, research opportunities, or internships.

CAREER OPPORTUNITIES

Graduates of our programs are in great demand as language teachers, program coordinators, curriculum specialists, and evaluators in elementary and secondary schools, community colleges, and universities throughout the New York metropolitan area, across the country, and worldwide. Doctoral graduates are sought by research institutions, colleges, and universities. As immigration increases, more people are seeking to broaden their skills through language learning and cultural awareness. Opportunities are rapidly growing in many nonschool settings as well, such as community associations, immigrant resettlement agencies, publishing, training programs for multinational corporations, and international agencies both here and abroad.

ADMISSION REQUIREMENTS

Bilingual Education

Applicants for the M.A. Program in Bilingual Education leading to a bilingual extension should have completed a bachelor's degree with a major in one of the liberal arts or sciences and demonstrate advanced proficiency in English and an additional language and must be eligible for certification in their primary area. These include prior certification in early childhood education, childhood education, middle childhood education, adolescence education, a special subject (mathematics, science, social studies), literacy education, or career and technical education.

Students not seeking the bilingual extension for New York State certification should have completed a bachelor's degree with a major in one of the liberal arts or sciences and demonstrate advanced proficiency in English and an additional language. These students will be eligible for matriculation in the Postbaccalaureate Advanced Certificate Program in Bilingual Education.

Students without a master's degree seeking a bilingual education extension must be eligible for certification in their primary areas such as early childhood education, childhood education, middle childhood education, adolescence education, a special subject, literacy education, and career and technical education.

Applicants for the doctoral program in bilingual education must present an M.A. degree, two letters of recommendation, and a sample of written work in English.

Foreign Language Education (Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, and Spanish)

M.A. students seeking certification should have completed a bachelor's degree in the target foreign language, a bachelor's degree in one of the liberal arts and science areas with a concentration in the target foreign language, or an equivalent of 36 points in the target foreign language.

Students not seeking certification should have completed a bachelor's degree with a major in one of the liberal arts or sciences, have a strong GPA in their undergraduate studies, and demonstrate advanced proficiency in the target language.

These students may enroll in the M.A. Program in Teachers of Foreign Language: Colleges and Adults (FLCT) only.

Students seeking enrollment in the dual Teacher Certification Program in Teaching a Foreign Language and Teaching English to Speakers of Other Languages must have completed a bachelor’s degree with a major in the target language or have 36 points or equivalent. In addition, students must have taken as part of their general education courses at least 6 points each in mathematics, science, and social studies. Those seeking the Post-Master's Certificate of Advanced Study must also hold a master's degree in a related area with a strong GPA and must demonstrate advanced proficiency in the target language.

Teaching English to Speakers of Other Languages (TESOL)

All students seeking a master's degree with certification should have completed a bachelor's degree with a major in one of the liberal arts or sciences. In addition, students must have taken as part of their general education course work or an equivalent for 6 points in mathematics, science, and social studies, and 12 points of a language other than English or an equivalent of language proficiency.

Students not seeking certification should have completed a bachelor's degree with a major in one of the liberal arts or sciences. They may enroll in the M.A. Program in TESOL: College and Adults.

Applicants for the Doctoral Program in TESOL must present a master's degree in a related area, two letters of recommendation, a sample of written work in English, and a recent GRE score.

Applicants for the Postbaccalaureate Advanced Certificate must have completed a bachelor's degree with a major in one of the liberal arts or sciences.

Applicants for the Post-Master’s Advanced Certificate must have completed a master's degree in a related area.

DEGREE REQUIREMENTS

Bilingual Education

Master of Arts. The Master of Arts program (34 points) prepares teachers to use bilingual approaches with their students in such areas as early childhood education, childhood education, middle childhood education, adolescence education, a special subject (mathematics, science, social studies), literacy education, career education, and technical education.

Course offerings are included below in another section in this bulletin.

Doctoral Program. The Doctoral Program in Bilingual Education (Ph.D.) prepares teacher educators, supervisors, and researchers for bilingual and multicultural settings. The program emphasizes research in language acquisition, bilingualism, and pedagogy in linguistically diverse environments in addition to the...
foundations of education, research methods, departmental content seminars, and dissertation proposal seminar. Students are required to take 54 points of course work and 1 point per semester for advisement while preparing their doctoral dissertations. See page 173 for information on all doctoral programs in the Department of Teaching and Learning and pages 227-29 for general degree requirements.

Bilingual Extension
The 15-point bilingual extension program includes courses in linguistics, culture, bilingual and second language pedagogy, and language through content.

Foreign Language Education
(Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, and Spanish)

M.A. Program in Teaching a Foreign Language: 7-12
Students seeking certification must complete 45 points of course work. Courses include foundations in linguistics, target language, methods, culture, second language research, and student teaching placement at the secondary level. Students may also take Teaching Foreign Languages to Elementary School Children E29.1018 to extend their certification to K-6. This curriculum may be completed in four academic semesters or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summers.

M.A. Program in Teachers of Foreign Languages in Colleges
Students wishing to teach at the college or adult level may earn an M.A. without achieving state certification. The program requires the completion of 34 points.

M.A. Program in Teaching a Foreign Language (7-12) and Teaching English to Speakers of Other Languages (All Grades)
This dual teacher certification program enables students to learn to teach English as a second language and to teach a foreign language. The program of study integrates second/foreign language pedagogy, linguistics, cross-cultural studies, and second language acquisition research.

Students have to do student teaching at the elementary level for ESL and the secondary level for the target language. Students who complete this 51-point program will be certified in teaching ESL (K-12) and a foreign language (7-12). Students may also take the course, Teaching Foreign Languages to Elementary School Children E29.1018, to extend their certification to grades K-6.

Post-Master's Certificate of Advanced Study
The certificate program in foreign language education consists of 30 points beyond the master's degree and three years of relevant education experience. Students are required to take courses in teaching methodology, curriculum development, and research methods.

Teachers of English to Speakers of Other Languages (TESOL)
The TESOL Program prepares teachers of English to speakers of other languages at elementary, secondary, and college levels.

M.A. Program in TESOL: Colleges
Students seeking state certification must complete 45 points of course work, which includes foundations in linguistics, structure of American English, methods, culture, second language research, and two student teaching placements at elementary and secondary levels. This curriculum may be completed in four or more academic semesters, studying full or part time, or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

M.A. Program in TESOL (All Grades)
Students seeking state certification must complete 45 points of course work, which includes foundations in linguistics, structure of American English, methods, culture, second language research, and field experiences.

Doctoral Program
The Doctoral Program in TESOL/Colleges (Ph.D.) prepares teacher educators, supervisors, and researchers for TESOL and bicultural settings. The program emphasizes research in second language acquisition and pedagogy in linguistically diverse environments. Courses include foundations of TESOL, research methods, departmental content seminars, and a dissertation proposal seminar. Students are required to take 54 points of course work and 1 point per semester for advisement while preparing their doctoral dissertations.

Postbaccalaureate Advanced Certificate
This 15-point program is designed for those who are interested in teaching English abroad and who decide to choose a second career in teaching English as a second/foreign language and those who either do not seek a master's degree or are undecided about matriculating for a master's degree. Course work includes foundation in methods, structure of American English, and field experiences. Some courses are offered on weekends.

Post-Master's Certificate of Advanced Study
The certificate program in foreign language education consists of 30 points beyond the master's degree and three years of relevant education experience. Students are required to take courses in teaching methodology, curriculum development, and research methods.

SPECIAL OPPORTUNITIES
The Programs in Multilingual Multicultural Studies and in International Education jointly offer a three-week, 6-point graduate summer study abroad program in Shanghai, China. The curriculum offers educators an opportunity to examine the intercultural perspectives in multilingual multicultural education in China and to explore the teaching of language, particularly English and Chinese, across all school levels. The program is designed for graduate students, teachers, and curriculum specialists in TESOL, bilingual education, foreign language education, English education, and international education. Teaching and learning activities include classes and seminars taught by NYU faculty members and lectures by faculty members from local higher education institutions such as Shanghai Teachers University.
Research Methods in Teaching and Learning

Program Directors
Elizabeth Quintero
East Building, Room 214B I
212-992-9480

Robert Malgady
Pless Annex, Room 380 H
212-998-5204

Faculty
Malgady, Quintero

The Department of Teaching and Learning also provides course work in research design serving both master’s and doctoral students in all programs throughout the Steinhardt School of Education. Course work is offered in research design and qualitative and quantitative methods in applied settings. Fundamental and advanced course work is offered in measurement and psychometrics, research design, data analysis, and program evaluation. Courses are especially helpful to students who have been admitted to doctoral candidacy and are preparing to write a doctoral dissertation proposal or for master’s students who are preparing to write a thesis proposal. In many cases, students have completed drafts of research proposals and follow this course work with the doctoral dissertation proposal seminar. Independent study in research design is also available.

CAREER OPPORTUNITIES

Research methods is a non-degree-granting administrative unit within the Department of Teaching and Learning. Course offerings benefit students seeking to pursue careers within the academic community and in a variety of applied research settings.

FINANCIAL AID OPPORTUNITIES

Referrals are available from program faculty to work as paid research consultants, serving other graduate students and local agencies in the New York metropolitan area.

Science Education

Program Director
Pamela Fraser-Abder
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212-998-5208

Graduate Advisement Coordinator
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212-998-7560
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Degree
M.A.

Faculty
Blonstein, Fraser-Abder, Milne

Adjunct Faculty
Cadenas, Leonhardt, Moscona, Seeley, Sherman, Wald, Wallace, Zinberg

The programs are designed to meet the needs of several types of students. They comprise a preservice teacher education program for teachers of science at the 7–12 level and an in-service program that meets the academic requirements for permanent certification. The master’s programs in science education provide an excellent opportunity for those who are presently teaching in schools or colleges to develop additional expertise in specific areas such as curriculum development, supervision, research, computers in science education, or science, technology, and society. Because of its concentration of courses focused on strategies for teaching science to urban at-risk students, these programs provide an excellent opportunity for involving teachers in techniques for increasing participation in science by women and minorities.

CAREER OPPORTUNITIES

Severe shortages of science teachers at all levels have been forecast for the foreseeable future. This program provides the foundation for entering science education at an excellent time.

Graduates teach at both private and public schools. However, science communication skills are the basis for a variety of careers outside the formal school system as well. Newspapers and magazines, radio and television, museums and science centers, science and technology-based organizations, and corporations all need people who have a sound science background and can communicate scientific ideas to the general public.

DEGREE REQUIREMENTS

The focus of the Program in Science Education is the preparation of science educators who will provide academic and professional leadership in the area of science and technology education in an urban environment. The programs address both preservice and in-service teacher education needs. Because participants in these programs come with a wide range of backgrounds and diverse goals, members of the faculty work with each participant to develop a set of courses best suited for each individual.

In the Preservice M.A. Degree Program in teaching the various sciences—Teaching Biology 7-12, Teaching Chemistry 7-12, or Teaching Physics 7-12—candidates are required to take 44 points of graduate courses, at least 18 of which must be at the 2000 level. Students may complete the program in four or more academic semesters, studying full or part time. Preservice students also have the option of completing the program on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. As a part of this requirement for teacher certification in New York State, students are required to complete two student teaching internships. Each student is required to take courses in the areas of educational foundations, teaching methods, and curriculum. Students may qualify for certification as teachers of grades 7-12 in the following subject areas: biology, chemistry, and physics.

The In-Service M.A. Degree Program in Science Education serves professionals holding provisional certification in a science in New York State and seeking preparation for permanent certification in Biology 7-12, Chemistry 7-12, or Physics 7-12.

Other Required Courses

ADMISSION REQUIREMENTS
Applicants to the Preservice M.A. Program in teaching a science, grades 7-12, must have completed a bachelor’s degree. They must also have completed a major in science in their undergraduate programs or the equivalent in NYU’s undergraduate science majors. The applicant must also have successfully completed study at the college level of a foreign language or American Sign Language.

Degree M.A.
Faculty Cohen, Dickar, Epstein, Turk
Adjunct Faculty Outcault, Pecora, Shed, Silberberg, Swacker

The Program in Social Studies Education is dedicated to revitalizing the teaching of history and social sciences in middle and secondary schools. Toward this end, the program begins with course work designed to ensure that NYU-trained social studies teachers have a strong mastery of history—an understanding that history is more than a compilation of names and dates but is also a field that fosters critical thought, debate, and dialogue between the present and the past.

By learning to teach with primary sources and competing, divergent historical interpretations, students become social studies teachers whose classes are exciting, inquiry-based history workshops that bring the past to life.

The program encourages students to explore the curricular innovations needed to teach social studies in multicultural, multietnic, urban schools. The program also promotes an interdisciplinary approach to social studies, which means that our students strive to transcend textbook-centered schooling, learning instead how social studies teaching can be enhanced by integrating historical narrative with novels, film, music, photography, and visual arts, as well as the tools of social scientists. Although the Program in Social Studies Education, like New York State’s social studies curriculum, is history-centered (three of the four high school years of state-mandated social studies are devoted to world and United States history), we welcome not only history majors but also students who majored in any of the social sciences. We encourage our students to become well versed in the social sciences: the best history/social studies teachers are those who are intellectually equipped to incorporate the insights of the social sciences—geography, economics, political science, psychology, sociology, and anthropology—into their history teaching, and to teach the social science elective courses that are offered in many secondary schools.

FINANCIAL AID OPPORTUNITIES
Special sources of financial assistance include state and federal government scholarships and fellowships; Challenger Scholarships designated for New York State residents entering science teaching; fellowships for underrepresented populations in science education. Minority group scholarships are available to students entering science teaching through the Teacher Opportunity Corps or the Teacher Leader Quality Partnership Program. Scholarships may also be available. See general financial aid section, page 211.

SPECIAL OPPORTUNITIES
At present there are a limited number of opportunities to participate in research internships with scientists in a laboratory setting during the summer semester. As the level of involvement with scientists grows, such opportunities will become more numerous. In addition, departmental seminars are held on a regular basis in which visiting speakers describe current areas of research in science education. All graduate students are welcome at such events.

Social Studies Education
Program Director Robert Cohen
East Building, Suite 655 212-998-5491

Degree M.A.
Faculty Cohen, Dickar, Epstein, Turk

ADMISSION REQUIREMENTS
In-Service M.A. Degree Programs in a science must also have completed a bachelor’s degree and hold provisional New York State certification in a science. See general admission section, page 202.

DEGREE REQUIREMENTS
The programs in special education prepare teachers for positions working with students with and without disabilities from birth through grade 6. As described below, at NYU we offer M.A. programs designed to meet New York State requirements for the various teacher certificates:

**Early Childhood Education (Birth-Grade 2)**
- Early Childhood Education and Special Education: Early Childhood (Dual certification) (SEE)
- Special Education: Early Childhood (SEE)

**Childhood Education (Grades 1-6)**
- Childhood Education and Special Education: Childhood (Dual certification) (CSEC)
- Special Education: Childhood (SECH)

NYU graduates understand that special education is neither a place nor is it a group of students. Rather, special education refers to specialized services or environmental modifications, differentiated instruction, adapted curricula, or other supports provided to students with disabilities. NYU students are encouraged to view all children and their families as individuals with varying degrees of skills and untapped potential for quality lives in school, work, and recreation in their communities. Classroom, home, and community interventions are designed to meet the characteristics, needs, and visions for a valued future of each child, not limited by traditional categories of disability. Respecting the critical role that families play in the lives of children, and the multidimensional nature of providing quality services for complex students, our graduates are prepared to work collaboratively with families, other professionals, and the community organizations that represent the wide cultural variations characteristic of urban settings.

Integration of theory and practice is interwoven throughout each program, thus allowing graduate students to reflect, question, and refine their knowledge and skills. Observation and fieldwork, plus student-teaching placements, enable participants to practice application of their skills with children representing the full range of abilities and disabilities, in a range of settings, and within the full age range of the teaching certificate.

The participants in the M.A. Programs in Special Education vary widely in age and background. Some were education majors, but many were liberal arts, business, or fine arts majors as undergraduates. Some are making a career change. The diversity of the student population contributes to the richness of the programs. Consequently, program requirements and curricula offerings are designed to be responsive to the diverse backgrounds of our participants. Although graduate students have the option of beginning the program part time, they must be available during the school day throughout the program to participate in observations and fieldwork. Once the participants begin student teaching, however, full-time commitment is required.

**M.A. Programs in Special Education at the Early Childhood Level (Birth-Grade 2)**

Our M.A. programs in early childhood special education focus on the value of early childhood educational experiences in all aspects of the young child’s life. Our students understand that play is the basis of learning in all spheres of development, and relationships with peers and adults are key to children’s learning from their experiences. Accordingly, NYU graduates are prepared to work collaboratively with families, other professionals and the community organizations that

**ADMISSION REQUIREMENTS**

Preservice Master’s Degree Program in Teaching Social Studies 7-12. All applicants should have completed a bachelor’s degree with a major in one of the following areas: history, geography, economics, or political science/government. In addition, students must have completed at least a total of 15 semester-hours of study in the history and geography of the U.S. and the world. An additional 6 credit hours in history will be taken as part of the program. Students must have also completed course work in economics (3 points), political science/government (3 points) and an additional 3 points in history, geography, economics, political science/government, sociology, or anthropology.

In certain instances, the program will accept students who have not satisfied all of the above requirements. In these cases, such students will be required to complete yet a second course work, in addition to their program requirements, prior to their graduation from NYU. The applicant must also have successfully completed study at the college level of a language other than English or American Sign Language.

In-Service M.A. Degree Program in Social Studies Education applicants must hold provisional New York State certification in Social Studies 7-12. See general admission section, page 202.
represent the wide cultural variations characteristic of urban settings.

**The Dual-Certification Master's Program in Early Childhood Education and Special Education: Early Childhood (ESEE)** (52 points) is open to participants who have a bachelor's degree but who are not yet certified to teach. Upon successful completion of the program, participants will be eligible for New York State certification in both general and special education at the early childhood level (birth-grade 2). Students may complete this program on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

**DEGREE REQUIREMENTS**


Also required for New York State certification are The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention E81.1990 (1 point).

**SPECIFIC ADMISSION REQUIREMENTS**

To meet certification requirements, students seeking their initial certificate may need liberal arts credits in addition to those taken for their undergraduate degree. Applicants for the M.A. Program in Early Childhood Special Education leading to initial teacher certification must have completed college-level work in English, social science, mathematics, natural or physical science, and a language other than English, as well as a 30-point concentration in one of the liberal arts or sciences by the time of M.A. degree completion. Students may complete liberal arts deficiencies any time before program graduation. For admission to the accelerated program, candidates must have met the liberal arts requirements before entering the program. (Also, see general admission section, page 202.)

**The M.A. Program in Special Education: Early Childhood (SEEC) (34 points)** is open to participants who have a bachelor's degree and who hold certification or are eligible for certification in early childhood education. Upon successful completion of the program, participants will be eligible for New York State certification in special education at the early childhood level (birth-grade 2).

**DEGREE REQUIREMENTS**

Specialized Pedagogical Courses (18 points): The Young Special Needs Child: Child, Family, and Community I E75.2126, The Young Special Needs Child: Child, Family, and Community II E75.2127, Educating Children with Special Needs in Early Childhood Settings E75.2160, Principles and Practices of Early Childhood Special Education E75.2128, Education of Students with Severe and Multiple Disabilities E75.2052, Integrating Seminar in Early Childhood Special Education I E75.2511, Observation, Fieldwork, and Student Teaching (minimum 4 points): Observations in Early Childhood Special Education Settings E75.2502, Student Teaching Early Childhood I E25.2360, Student Teaching in Early Childhood Special Education I E75.2519, Student Teaching in Early Childhood Special Education II E75.2520, Culminating Experience (3 points): Integrating Seminar in Early Childhood Special Education II E75.2512.

Also required for New York State certification are The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention E81.1990 (1 point).

**SPECIFIC ADMISSION REQUIREMENTS**

Candidates must hold or be eligible for provisional or initial certification in early childhood education.

**M.A. Programs in Special Education at the Childhood Level (Grades 1-6)**

These programs are designed to engage prospective teachers in thoughtful discussion and interaction around some of the critical educational issues of our time, especially in the areas of developmental, linguistic, cultural, and racial diversity and educational equity. Assuming a person-centered approach to service delivery, NYU students learn to understand, create, and adapt assessments, curricula, and environments in order to address the spectrum of cognitive, behavioral, and emotional needs of the students with whom they will work.

The Dual-Certification Master's Degree Program in Childhood Education and Special Education: Childhood (CSEC) (54 points) is open to participants who have a bachelor's degree but who are not yet certified to teach. Upon successful completion of the program, participants will be eligible for New York State certification in both general and special education at the childhood level (grades 1-6). Students may complete this program on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

**DEGREE REQUIREMENTS**

The Doctoral Program in Teaching and Learning in the Steinhardt School of Education at New York University aims to prepare first-rate scholars and practitioners in the following areas:

- Teaching and teacher education
- Curriculum design and evaluation
- Educational reform
- Public policy as it affects teaching and learning

The program offers either the Ph.D. or the Ed.D. degree, with applicants expressing a preference at the time of application and confirming the choice on admission to candidacy (generally during the third semester of full-time study). There are differences between the two degrees with respect to course and other requirements. In addition, Ph.D. students complete a dissertation, while Ed.D. students complete a major project. Both degree paths are designed to draw on four sources of learning:

- The experience of professional practice that students bring to their studies, which provides context and depth of field. For this reason, the program admits only distinguished practitioners and
- A rich set of courses, seminars, and independent learning experiences available to program students within the Department of Teaching and Learning, other departments in the Steinhardt School of Education, and other schools at NYU.

MENTORSHIP IN RESEARCH, TEACHING, AND PROGRAM DEVELOPMENT

The program emphasizes the intellectual breadth. Points can be earned in courses, seminars, independent learning experiences, mentored experiences, or study abroad. In addition to earning points, students must also achieve candidacy (generally in their third semester of full-time study) as the result of presenting and discussing a portfolio of their work. They must also prepare a dissertation or project proposal (Ph.D. or Ed.D., respectively)—generally in their fourth or fifth semester of full-time study and they must complete and defend the dissertation or project (Ph.D. or Ed.D.)—within 10 years of their initial date of matriculation.

Because the development and completion of a dissertation or major project depend on intensely individual interest and work, the program emphasizes the individual tailoring of students’ programs from the very beginning. It aims to suit students’ unique interests and experiences—both those they bring to the program initially and those that develop as they study.
Courses

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

DEPARTMENTAL COURSES/E27

Field Consultation
E27.2000 Minimum of 30 hours per point; 1-3 points per term. May be repeated for total of 6 points. Fall, spring; hours to be arranged.
On-site consultation for in-service personnel by faculty on such problems as goal selection, curriculum development, or evaluation. In-service personnel and faculty sponsor mutually identify a problem and develop and implement a plan. May be taken on group or individual basis. Registration requires submission of field consultation form and approval of faculty sponsor and program director.

Inquiries in Teaching and Learning III
E27.2010 60 hours plus hours arranged: 4 points. Fall, spring.
Introduces graduate-level preservice teachers to the complexities of teaching by exploring four major themes: learning, knowledge and knowing, teachers and teaching, and schools and schooling. Each theme is investigated by analyzing issues of the learner's autobiography, the challenges of diversity, the power of collaboration, and the uses of reflection. Students read and respond to a range of relevant tests, engage in observation of an elementary or secondary school classroom, create a classroom portrait with a focus on a particular learner, and produce a learning portfolio.

Applied Research Design
E27.2013 30 hours: 3 points. Fall, spring. Prerequisite: E10.1085, 1086, or E10.2001,2002, or equivalent.
Based on the formal principles of experimental and survey design, this course prepares students to design sound quantitative research studies that take into account the practical constraints of the real world. Topics include formulating research questions, identifying relevant target populations, selecting and sampling study participants, choosing which predictors to study, defining comparison groups, identifying appropriate measures, determining sample size, and evaluating the outcomes. Appropriate for doctoral students preparing to write a dissertation proposal.

Evaluating Educational Programs
E27.2152 30 hours: 3 points. Spring.
Appropriate methods of assessment of educational programs with emphasis on evaluative procedures for developers and users and consideration of materials and effectiveness of programs; focus on teacher's need for evaluation skills.

Reading Recovery: Related Theory and Research I
E27.2206 45 hours: 3 points. Fall. Prerequisite: E25.2077 or E63.2050 or permission of the instructor.
Examines learning theories, theories of oral and written language acquisition, visual and auditory perception in reading, and models of literacy assessment and instruction in the primary years as compared to the work of Marie Clay. Early intervention programs for children at risk of failure and different conceptions of text difficulty are analyzed. Work with a child is required to facilitate linking observation, practice, and theory.

Reading Recovery: Related Theory and Research II
E27.2207 45 hours: 3 points. Spring. Prerequisite: E25.2082 or E27.2206 or permission of the instructor.
Examines models of the reading process and reading difficulties, including phonological awareness. Examining the structures of texts and their impact on reading, learning to critically analyze research on reading and writing, and reviewing the research on reading recovery are included. Work with a child is required to facilitate linking observation, practice, and theory.

Research on Urban and Minority Education
E27.2512 30 hours: 3 points. Fall.
Examination of research on urban education and minority students: an emphasis on the prevailing views for improving learning in urban areas and on the impact of minority communities on the schools. A major focus on effecting change in the classroom and the school is a central concern of the course.

Dissertation Proposal Seminar I
E27.3001 30 hours: 3 points. Fall, spring. Prerequisites: limited to doctoral students in the Steinhardt School of Education who have achieved candidacy and have completed at least one course in research methodology. For students who have identified an area of study. May be repeated for credit above minimum degree requirements.
Emphasis on techniques for searching, analyzing, and evaluating theoretical, empirical, and methodological literature in the student's area of interest.
Consideration of various forms of inquiry, their functions, and the nature of problems addressed by each. Students prepare a written critique that synthesizes the state of knowledge and defines problem(s) for study.

Dissertation Proposal Seminar II
E27.3002 30 hours: 3 points. Fall, spring. Prerequisites: satisfactory completion of E27.3001 and a completed application form. Limited to doctoral students who have identified a problem for study, have completed one full year of research methodology, and are prepared to write a dissertation proposal. May be repeated for credit above minimum degree requirements.
Provides guidance in the preparation of a dissertation proposal. Involves study of the content and functions of parts of a proposal, characteristics of a good proposal, and principles of style. Emphasis on understanding logical relations between elements in a proposal (e.g., the problem, conceptual framework, and methodology) and on application of research, evaluation, or development principles in designing the study. Students write and engage in critical analysis of their draft proposals. Student evaluation is contingent upon successful departmental review of dissertation proposal.

Doctoral Seminar in Curriculum and Instruction
E27.3013 Sobelman. 40 hours: 4 points. Spring.
Explores models and theories appropriate to English language arts curricula at all levels. Provides lenses through which language educators can examine their practice, reflect on their decision making, and plan their future teaching.

Proseminar for Doctoral Students in Teaching and Learning I and II
E27.3037,3038 20 hours: 1-3 points. Fall.
A department-wide, two-semester doctoral seminar in the advanced study of teaching and learning. For first-year students, it serves as an induction into scholarly reading, writing, and thinking, culminating in the completion of a mentored project leading to candidacy. The fall seminar addresses basic questions concerning scholarship and its relationship to practice. The spring seminar focuses on the variety of educational research and involves reading a variety of scholarly texts. Other doctoral students take it later as an opportunity to stay in contact with a scholarly community as they work on their dissertations. These students may take either of the seminars for 1 point in lieu of the doctoral advise-ment fee.

Topics in Teaching and Learning: Schooling and Race
E27.3101 30 hours: 3 points. This seminar, open to doctoral students across the University, explores a particular topic related to the overall study of how
race has historically mattered and continues to matter in American schooling: the “achievement gap” or the performance differential among racial groups on standardized tests and other educational measures. This seminar focuses on questions of why such differentials may exist and what can be done to eliminate them.

EARLY CHILDHOOD AND CHILDHOOD EDUCATION/E25

Early Childhood

Integrating Seminar in Early Childhood Education I
E25.2002 30 hours per point: 1-3 points. Summer.
Accompanies field or student-teaching placement.
Seminar that weaves information and concerns stemming from work in the field and on campus courses toward each student’s evolving teaching philosophy, practices, and research understandings. Emphasis on the study of teaching toward helping students network, self-supervise, and enrich their teacher research toward evolving reflective practice. Deep consideration in defining and actualizing social justice in classrooms, schools, and community. Forum for communication with all partners in the early childhood program. Focus on curriculum material and methods in student teaching placements.

Integrating Seminar in Early Childhood Education II
E25.2003 30 hours: 2 points. Fall.
Accompanies field or student teaching placement.
Part two of the seminar with focus on curriculum material and methods in student teaching placements.

Integrating Seminar in Early Childhood Education III
E25.2004 30 hours: 3 points. Spring.
Accompanies field or student teaching placement.
Extension of work in Integrating Seminar II with focus on examination of practices in early childhood settings through the lens of teacher as researcher.

Multicultural Perspectives in Social Studying in Early Childhood
Current theories and practices in multicultural and antibias education.
Reflection on self and others leading to a critical examination of multiple perspectives. Development of transformative multicultural curricula.

Child Study for Early Childhood Teachers
E25.2015 60 hours, 15 hours minimum of field experience: 4 points. Summer.
Supports teachers in acquiring a deep knowledge of young children (prenatal through age eight) by critically integrating empirical, theoretical, and experiential knowledge about children within this age span. Emphasis on careful observations and extended interactions with children. Examined are the ways in which observations of and interactions with children reveal important information about the educational, developmental, familial, cultural, historical, sociological, and political contexts in which they live.

Issues in Early Childhood Education
E25.2024 60 hours, 15 hours minimum of field experience: 4 points. Fall.
Addresses both historical and contemporary perspectives of child development, as they relate to early childhood programs. Focuses on societal contexts, including culture and international perspectives, refugee and immigration issues, intergenerational childrearing issues, and economic and political policies, as they relate to early childhood programs, including programs for learners with special needs and learners of English as an additional language. Considers research and its impact on early childhood programs, with particular attention to advocacy.

Curriculum in Early Childhood Education: Theory and Methods in Integrated Curriculum
E25.2037 30 hours: 3 points. Fall, spring.
The early childhood classroom explored as nexus for collaborative, integrative curriculum building, with greater focus on theory. Emphasis on child-centered, culturally intrusive approaches. Study of verbal and nonverbal communication, reading, writing, numeracy, science, social studies, the arts, and an expanded vision of technology appropriate for diverse populations of young children.

Language and Literacy in the Early Years
E25.2077 30 hours, 15 hours minimum of field experience: 3 points. Summer.
Examination of issues, theories, processes, and contexts involved in oral language and early literacy development, and the implications for curriculum and instruction in early childhood settings, birth through grade two. Integrated approaches to teaching methods and materials for literacy curriculum for the diverse language and learning needs of young children in a variety of early childhood settings and communities, with special emphasis on (1) the relationship between oral language and literacy development in home, school, and community including strategies to support a language rich environment; (2) the reciprocity between reading and writing development in one language and in multiple languages, and (3) ongoing assessment of student progress.

Field Placement in Early Childhood
E25.2255 15 hours: 1 point. Fall.
Prerequisite: 55 hours minimum of field placement.
University-supervised field experiences with young children in a variety of early childhood settings are used to support course work.

Working with Parents
E25.2297 30 hours: 3 points. Summer.
Study of the relationships between families, communities, and educational programs. Explores the nature of collaboration among families, schools, and communities for the purpose of supporting all students’ success in educational contexts. Emphasis is placed on culture, models, and levels of parent involvement; forms of communicating with parents; parent education; working with families of children with disabilities and families in crisis; and identifying resources for families.

Student Teaching in Early Childhood I
E25.2360 20 full days minimum: 2 points. Fall.
University-supervised, part-time student teaching experiences in early childhood classrooms. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum.

Student Teaching in Early Childhood II
E25.2361 20 full days minimum: 3 points. Spring.
University-supervised, full-time student teaching experiences in early childhood classrooms. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience also includes a 20-hour leadership internship.
Culminating Seminar in Early Childhood Education
E25.2571 30 hours; 2 points. Summer.
Synthesis of professional experiences in the graduate early childhood program. Participation in scholarly research, social action, and creation of early childhood curricula.

Childhood Education

Foundations of Curriculum
Childhood Education
E25.1070 30 hours, 20 hours minimum of field experience: 3 points. Plus 20 hours. Fall, spring.
Overview of current and past theories and practices in curriculum development, instructional planning, and assessment in childhood education. The course explores various orientations to childhood education and curriculum in a variety of contexts. Prospective teachers consider various forms of assessment and their relationships to teaching and learning and focus on education via historical perspectives including key legislation and how these relate to present day beliefs and practices. Students actively engage in developing curriculum that enables them to identify and address the diverse cognitive, social, and emotional needs of all children. This course includes 20 hours of field experience in elementary school settings.

Integrating Seminar II: Study of Teaching
E25.2010 30 hours; 2 points. Fall, spring.
This small-group seminar is designed to help prospective teachers integrate theory and practice. It focuses on issues such as curriculum development, instructional planning, classroom management, equity, and meeting the diverse needs of children. Students learn to study classrooms using the multiple lenses of child development, race/ethnicity, class, language, and gender. Central to the course is the study of teaching and teacher research to help prospective teachers move toward reflective practice. Students are in the field as student teachers throughout the course.

Multicultural Perspectives in Social Studying
E25.2011 30 hours: 3 points. Fall, spring.
Designed as an intensive experience, this course helps new teachers develop children's skills in social studies using the urban context as the setting for inquiry. The course includes program planning and the use of resources such as the Internet, the out-of-doors, maps, globes, pictures, books, other appropriate media, and the city itself. It includes techniques for integrating curriculum areas, assessing learning, evaluating current materials, and adapting programs to meet the needs of all students. Hands-on experience with evaluating Web sites and CD-ROM materials. Students are in the field as student teachers throughout the course.

Child Development and the Program in Childhood Education
E25.2021 30 hours, 20 hours minimum of field experience: 3 points. Plus 20 hours. Fall, spring.
This course includes 20 hours of field experience in elementary school settings.

Language and Literacy for Upper Grades (3-6)
E25.2078 30 hours: 3 points. Fall, spring, summer.
Offers an experience-based exploration of literacy education practices. A survey of multiple forms of literacy, including nonprint literacy, and their integration in the curriculum; strategies to support reading and writing instruction and study skills across the curriculum, with an understanding of the various purposes of reading and writing. Examination of writing development and related instruction and assessment methods. Focuses on creating classroom environments in which learners collaborate and inquire together. Teachers gain proficiency in providing developmentally appropriate instruction based on in-depth observations of pupils on assessments during teacher-pupil interactions and on assessment in reading, writing, listening, and speaking. Focuses on individual differences and potential difficulties in the continued development of reading, writing, listening, speaking, and viewing skills. Students are in the field as student teachers throughout the course.

Student Teaching in Childhood Education I
E25.2251 10 weeks, half days: 2 points. Fall, spring.
University-supervised, part-time student teaching experiences in childhood classrooms. Student teaching experiences used to support the theoretical and practical application of the childhood curriculum.

Student Teaching in Childhood Education II
E25.2252 10 weeks, full days: 2 points. Fall, spring.
University-supervised, full-time student teaching experiences in childhood classrooms. Student teaching experiences used to support the theoretical and practical application of the childhood curriculum.

Integrating Seminar in Childhood I: Study of Teaching
E25.2359 20 hours: 2 points. Fall, spring.
Small-group seminar designed to help prospective teachers integrate theory and practice. Focuses on issues such as curriculum development, instructional planning, classroom management, and meeting children's needs. Central to the course is the study of teaching and teacher research to help prospective teachers move toward reflective practice.

Culminating Seminar in Early Childhood Education
E25.2570 30 hours: 3 points.
Students present a synthesis of professional experiences in childhood education through scholarship, advocacy, and curriculum development. Participation in scholarly research, social action activities, and exploration and creation of curricula for the elementary classroom.

Doctoral Seminars

Doctoral Practicum
E25.3035 45 hours per point. 3-6 points.
Fall, spring.
Hours to be arranged. Restricted to matriculated sixth-year or doctoral students.
Registration by permission of project sponsor and doctoral program director.
Individually designed practicum to enable advanced students to develop competence in new professional roles.
Project sponsor must be a full-time faculty member of the early childhood and elementary education program.

Early Childhood and Elementary Education: Theory and Research
E25.3037,3038 30 hours: 3 points each. Fall, spring.
The systematic study of theory and research in areas related to early childhood and elementary education.

Dissertation Proposal Seminar
E27.3001,3002
For description, see pages 187.

Additional Courses

Principles and Practices of Montessori Education I
E25.1002 60 hours: 4 points. Fall.
Registration by permission of instructor.
Focuses on the educational theory and key elements of the Montessori approach to early childhood education. Emphasis is on comparison of the Montessori approach of 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. Summer.
The importance of sensorial education as a mode of learning is examined. Methods of ongoing classroom observation, ways of reflecting on these observations, and assessment tools are included.
Writing for Children
E25.1075 45 hours: 3 points. Fall.
Teaching writing for children as an art form. Includes analysis of outstanding examples of children’s books; familiarity with the major divisions in which children’s books are published; and preparation and submission of manuscripts for children’s book editors, authors, and other representatives of book publication.

Professional Development Seminars I
E25.2005 30 hours: 1 point. Fall, spring.
Limited to in-service students in the Program in Early Childhood and Elementary Education.
Students develop insight about the teacher’s role in relation to significant issues in early childhood and childhood education. Implications for practice are discussed. Students take an active part in determining the content and direction of the seminar.

Multicultural Literature for Children
E25.2025 30 hours: 3 points. Spring.
Designed to acquaint students with multicultural characteristics and values from a wide variety of ethnic backgrounds as they are expressed in children’s literature. Special consideration given to the selection and examination of books whose expressed values are of international significance and to the use of these books with elementary school children.

Language as a Basis for Teaching Reading and Writing
E25.2082 30 hours: 3 points. Spring.
Prerequisites: a course in child development and in the teaching of reading or permission of instructor.
Focuses on the nature of language, language development, and written language learning and the relations between the three. Emphasis is placed on analysis of recent theoretical and empirical work and its implications for reading and writing instruction.

Reassessing the Social Studies
E25.2136 30 hours: 3 points. Fall, spring.
Provides an overview of the foundations of social studies education and strategies for implementing instructional activities and for locating instructional materials and other resources. Also addressed are the curriculum through the social studies, the modification of content for diverse populations, and the examination of values implicit in social studies content.

Critical Reading and Response to Literature
E25.2205 30 hours: 3 points. Fall.
Prerequisites: E25.2077 or E25.2078 and teaching experience, or equivalents.
Development of processes and skills for teaching critical evaluation of fiction and nonfiction to elementary school children. Ways to stimulate and evaluate response to literature are examined as a means of developing appreciation of quality in literature and the lifetime habit of reading.

Working with Parents
E25.2297 30 hours: 3 points. Spring.
Development of teacher competence in working with parents and parent organizations. Consideration of the role of the teacher in parent-child relationships. Approaches and techniques for instruction in the primary years as compared to the work of Marie Clay. Early intervention programs for children at risk of failure and different concepts of text difficulty are analyzed. Work with a child is required to facilitate linking observation, practice, and theory.

Independent Study
E25.2300 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 207.

Curriculum Experiences in Social Studies and Science
E25.2313 30 hours: 3 points. Fall, spring.
Prerequisites: for American Montessori Society certification.
Experiences for developing children’s concepts and skills in social studies and science. Program planning and use of resources: the out-of-doors, maps, globe, books, pictures, and other media. Includes techniques for integrating the two content areas, evaluating current materials, and adapting programs for special students in regular classrooms. Hands-on experience with microcomputers and selected software.

Creating Cases for Education: Teachers and Teaching
E25.2351 30 hours: 3 points. Fall.
Collaborative experiences in producing written incidents touching on critical issues about teachers and teaching that can be used by education students for reflection and professional action. Cases are problem-centered, cut across subject and program lines, and, for the most part, focus on classroom activities and interactions.

The Study of Reflective Teaching
E25.2357 30 hours: 3 points. Fall, spring.
Study and application of strategies toward becoming a reflective practitioner. Emphasis on developing professional self-awareness. Studying classroom life through a variety of lenses with the aim of extending our conceptual schemes of learning and teaching.

Alternative Strategies of Teaching
E25.2391 30 hours: 3 points. Spring.
Study of the theoretical bases of various teaching strategies and their application in the classroom. Includes a comparative analysis of a variety of historical and contemporary models. Emphasis on developing varied and flexible teaching styles by mastering new strategies.

Literature for Younger Children
E25.2521 30 hours: 3 points. Fall.
Consideration of literature and literacy materials especially suitable for children in nursery school, kindergarten, and grades one, two, and three. Special attention is given to the storytelling arts and to the use of literature in the classroom.

Literature for Older Children
E25.2522 30 hours: 3 points. Spring.
Consideration of literature and literacy materials especially suitable for children and youths in the upper elementary school years and junior high school. Special attention is given to the storytelling arts and to the use of literature in the classroom.

Education of the Creative and Gifted Child
E25.2527 30 hours: 3 points. Fall.
Building on the literature regarding the gifted and creative child, teaching strategies conducive to nurturing talent are applied to relevant content.

Education of Infants and Toddlers
E25.2701 30 hours: 3 points. Spring.
Providing for the care and developmental stimulation of children from birth through age 3. Selection, creation, and evaluation of materials; group management; and program planning.

Field Consultation
E27.2000
For description, see page 187.

Reading Recovery: Related Theory and Research I
E27.2206 45 hours: 3 points. Fall.
For description, see page 187.

Reading Recovery: Related Theory and Research II
E27.2207 45 hours: 3 points. Spring.
Prerequisite: E25.2082 or E27.2206 or permission of the instructor.
For description, see page 187.

ENGLISH EDUCATION/E11
Curriculum and Instruction
Negotiating the Curriculum
E11.2120 30 hours: 3 points. Spring.
Explores the processes of negotiating the curriculum. Focuses on such topics as the connections between students’ knowledge, how contexts and constructs shape curriculum decisions, teachers’ and students’ roles in negotiating the curricu-
Master’s Seminar in English Education

E11.2501 Pradl, Back. 30 hours; 3 points. Fall.
Introduces students to seminal ideas and perspectives that inform our discipline. Begins inquiry into several complex questions: How might English be conceived as a school subject? How might language be learned and used? How and why might literature be read and experienced? What are the possible relationships among reading, talking, listening, and thinking? What issues are influencing the teaching of English today? What are the possible roles for the English teacher?

Educational Linguistics

Teaching English in a Multidialectal Society

E11.1589 40 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.

Practicum for Teaching English in Secondary Inner-City Schools

E11.2049 Back. 30 hours: 3 points.
Understanding and teaching children and adolescents in inner-city schools who come from backgrounds similar and dissimilar to our own. Developing an understanding of how issues of race, class, ethnicity, and privilege affect teaching strategies. Topics include multicultural literature, understanding the usage of nonstandard vs. standard English, and issues surrounding high-stakes testing.

Current Issues in Educational Linguistics

E11.2233 Mayher. 30 hours: 3 points. Spring.
A topical course focusing on a contemporary issue in language education. Previous issues have included the politics of literacy, assessment of language ability, and social constructivism.

Foundations of Educational Linguistics

E11.2505 Mayher. 30 hours: 3 points. Fall, spring.
Introduces the systematic study of language. Prepares educators to understand theory and research on language use and development. Explores implications of such study for English teaching, reading and composition teaching, foreign language teaching, and working with people with language disorders.

Language Acquisition and Development

E11.2590 Mayher. 30 hours: 3 points. Fall.
Explores the processes by which the structures and uses of language are acquired and developed. Emphasizes the role of the school in fostering language development in childhood and adolescence. Investigates recent research in classroom language use, on the development of communicative competence, and on first and second language teaching.

Doctoral Seminar in Educational Linguistics

E27.3017 Mayher. 30 hours: 4 points. Fall.
Examines issues and research in the application of linguistic theory to educational problems. Distinguishes between traditional (common sense) and progressive (uncommon sense) approaches to such issues as language and gender, language and learning, and literacy as a sociocultural phenomenon.

Reading and Literature

Language Development and Reading Literature

E11.2397 Pradl. 30 hours: 3 points. Spring (odd years).
By writing fragments of a reading autobiography, students explore the impact on their language development of literary texts read at home and at school. These experiences are then reflected upon to explore implications for the teaching of literature from preschool through college.

Teaching Reading in the English Classroom

E11.2509 Pradl. 30 hours: 3 points. Fall.
Develops insights into the nature of narrative. Explores stories, autobiographical and fictional, as ways of organizing, understanding, and coming to terms with our own experiences and as a means of imagining alternative realities.

Pluralistic Approaches to Cultural Literacy

E11.2577 Greene. 30 hours: 3 points. Fall.
Investigates the canon’s stranglehold on the traditional literature curriculum. Explores pluralistic approaches to cultural literacy by reading divergent voices and considering how to integrate them into the traditional curriculum, K through college.

Doctoral Seminar in Reading and Teaching Literature

E11.3014 Pradl. 40 hours: 4 points. Spring (even years).
Examines theory and research in the reading and teaching of literature. Enables students to explore their own concerns regarding how individuals and groups read and interpret literature.

Writing

Intermediate Expository Writing

E11.1005 45 hours: 3 points. Fall, spring. Enrollment limited to 12 students.
Designed to help students develop those composing processes and rhetorical strategies needed to generate, focus, present, and polish ideas that clearly inform and powerfully persuade intended audiences.

Practicum: Individualizing Writing Instruction

E11.2101 Back. 40 hours and hours arranged: 4 points. Fall.
Focuses on conferencing strategies for assessing and working with an individual’s writing processes and problems. Analyzes teaching-learning dialogues in whole-class and tutoring contexts to explore the role of conversation in encouraging the revision process. Includes working with an individual writer.

Teaching Basic Writing: Theory and Practice

E11.2119 Greene. 40 hours: 4 points. Spring (even years).
Inquires into perspectives, methods, and materials in the teaching of composition to those secondary school or college students who are having difficulty with fluency, clarity, and/or correctness. Explores the effects of shifts in cultural contexts on writing development.

Practicum: Teaching Expository Writing

E11.2511 Back. 30 hours: 3 points. Spring.
Helps teachers increase their awareness of the nature of writing and of the contexts and approaches that promote writing abilities. Explores the assessment of student writing processes and performances, the creation and sequencing of writing prompts, and the role of response in the revision process. Encourages a workshop approach to the teaching of writing.

Doctoral Seminar in Written Discourse

E11.3919 Back. 40 hours: 4 points. Fall (even years).
Examines theory and research in the teaching of composition. Also considers the role of the practitioner in creating knowledge in the areas of composition teaching.
**Teaching, Research, and Reflection**

**Teaching and Learning English Language Arts in the Middle School**

E11.2041 40 hours: 4 points.

Explores the major reasons why people use the four language arts to create both personal and social meanings. Examines a range of instructional approaches for engaging students in purposeful reading, writing, speaking, and listening. Focuses on ways of organizing the classroom to include multiple student abilities and perspectives by emphasizing the creative relationship between individual interests and concerns and the need for collaboration in a diverse community.

**Teaching and Learning English Language Arts in the High School**

E11.2042 40 hours: 4 points.

Explores multiple materials including technology for involving students in purposeful reading, writing, speaking, and listening. Considers innovative approaches for organizing the classroom to address a range of abilities and disabilities and diverse cultural perspectives. Emphasizes the processes whereby individual talent contributes to the building of democratic communities. Develops flexible ways, both formal and informal, for assessing literacy development over time.

**Independent Study**

E11.2300 45 hours per point: 1-6 points.

For description, see page 207.

**Mentorship in English Education**

E11.2402 45 hours per point: 1-6 points.

Fall, spring.

Registration by permission of the sponsoring professor.

Provides opportunities for qualified graduate students to work professionally with a member of the English education faculty in such experiences as team-teaching, mentoring teachers in one’s school/college, or engaging in collaborative research.

**English Teacher as Reflective Practitioner**

E11.2540 Sobelman. 30 hours: 3 points.

Fall, spring.

Explores the nature of reflective practice and teacher research. Enables English teachers to observe, record, and reflect on teaching and learning processes and share their insights with others. Includes a research project that investigates the individual teacher’s practice within the social constraints that characterize the school’s context and environment.

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

E11.2642 Minimum of 20 days: 4 points.

Involves hypothesizing appropriate learning goals, negotiating and enacting appropriate learning experiences, assessing pupil learning, and revising one’s teaching on the basis of pupil performance in the middle school English classroom. This critical analysis of student teaching of one middle school English class during the semester is designed to promote teacher self-assessment as a way of enhancing student learning and strengthening professional development.

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

E11.2643 Minimum of 20 days: 4 points.

Involves hypothesizing appropriate learning goals, negotiating and enacting appropriate learning experiences, and assessing pupil learning, and revising one’s teaching on the basis of pupil performance in the high school English classroom. This critical analysis of student teaching of one high school English class during the semester is designed to promote teacher self-assessment as a way of enhancing student learning and strengthening professional development.

**LITERARY EDUCATION/E26**

**Language and Literacy Development**

E26.2010 30 hours: 3 points.

Survey of theories of oral language acquisition and development in first and second languages and the role of language as a foundation for classroom discourse and early literacy. Special emphasis on the role of language in reading and writing development. Attention to the role of talk across the curriculum and a survey of principles and practices for supporting a language-rich curriculum. Methods of assessing and responding to individual language differences. The relationship between linguistic diversity and academic achievement is explored.

**Literacy Assessment**


Survey of principles and practices of formal and informal literacy assessment. Critical examination of test types, methods of test construction and interpretation, and large-scale literacy evaluation. Review of measurement concepts and psychometric principles. Use of dynamic assessment to inform the design, monitoring, and evaluation of literacy instruction. The social implications of testing are explored with a focus on the politics of testing and the relationship between testing practices, learner diversity, and system decision making.

**Literacy Education I: Reading Practices in Early Childhood and Childhood**

E26.2012 30 hours: 3 points. Fall and spring.

Survey of reading process theory and related reading assessment and instruction practices. Study of reading development in early childhood and childhood. Focus on teaching comprehension, study skills, word identification, vocabulary development, phonemic awareness, and phonics skills. Special emphasis on individual differences and potential difficulties in reading development and methods for planning reading instruction for struggling or reluctant readers.

**Literacy Education II: Writing Practices in Middle Childhood and Adolescence**

E26.2013 30 hours: 3 points. Fall and spring.

Survey of writing process theory and related assessment and instruction practices with a focus on standards-based curriculum planning. Students plan and take part in writing activities in order to acquire pedagogical knowledge in writing. Special emphasis on writing development through early childhood and childhood. Exploration of the relationship between reading, writing, and literacy development.

**Literacy Education I: Reading Practices in Middle Childhood and Adolescence**

E26.2014 30 hours: 3 points. Fall and spring.

Survey of reading process theory and related reading assessment and instruction practices. Study of reading development in middle childhood and adolescence. Focus on teaching comprehension, study skills, word identification, vocabulary development, and, when necessary, phonemic awareness and phonics skills. Special emphasis on individual differences and potential difficulties in reading development and methods for planning reading instruction for struggling or reluctant readers.

**Literacy Education II: Writing Practices in Middle Childhood and Adolescence**

E26.2015 30 hours: 3 points. Fall and spring.

Survey of writing process theory and related assessment and instruction practices with a focus on standards-based curriculum planning. Students plan and take part in writing activities in order to acquire pedagogical knowledge in writing. Special emphasis on writing development through middle childhood and
adolescence. Exploration of the relationship between reading, writing, and literacy development.

Reading and Writing: Foundations  
E26.2016 30 hours: 3 points. Fall, Spring. 
An examination of reading and writing education from historical, theoretical, critical, and pedagogical perspectives. Course questions include the role of literacy in American history, current views of “best practice” in literacy, political and partisan influences on how literacy is taught, and the relationship between literacy education and social justice. Research studies that have shaped literacy instruction in the last century are considered.

Text, Tools, and Culture  
E26.2017 30 hours: 3 points. Fall. 
Children’s and adolescent literature as primary tools in the teaching of reading comprehension from a critical perspective. Strategies for locating, selecting, and evaluating resources and materials for use in classroom literacy programs and selecting texts that appeal to reluctant readers and students with special needs. Emphasis is placed on teaching children’s literature multiculturally.

Supervised Practicum—Early Childhood/Childhood  
E26.2030 48 hours: 2 points (repeatable for 4 points). Spring and summer. 
Designed to refine proficiency in organizing and enhancing literacy programs. Focus on collaboration and communication with other school or organizational personnel. Developing literacy curricula and instruction that is informed by student assessment. Emphasis on communicating assessment results to parents, caregivers, and other school personnel. Students take two 2-point placements at the early childhood and childhood levels under supervision. These placements are coordinated in partnership with local school districts and community-based organizations.

Supervised Practicum—Middle Childhood/Adolescence  
E26.2031 48 hours: 2 points (repeatable for 4 points). Spring and summer. Prerequisite: E26.2011. Designed to refine proficiency in organizing and enhancing literacy programs. Focus on collaboration and communication with other school or organizational personnel. Developing literacy curricula and instruction that is informed by student assessment. Emphasis on communicating assessment results to parents, caregivers, and other school personnel. Students take two 2-point placements at the middle childhood and adolescent levels under supervision. These field experiences are coordinated in partnership with local school districts and community-based organizations.

Organization and Supervision of Literacy Programs  
E26.2005 30 hours: 3 points. Summer. Prerequisite: E26.2011 or permission of instructor. 
Exploration of the role of the literacy specialist within the school community with special attention to professional development, literacy program implementation and supervision, and student assessment responsibilities. The range of functions of the literacy specialist is considered in light of how these functions are impacted by the changing needs of the school, community, and political exigencies. Field participation is required.

Research Investigations in Mathematics Education/E12  
The Teaching of Elementary School Mathematics I and II  
E12.1023,1024 30 hours: 2 points each term. Fall, spring. 
Analysis of activities in the classroom that help children develop insight into mathematics both as a study in itself and as a tool for applied use. Various methods and approaches and the research support for them are examined.

The Teaching of Data and Chance, Grades 7-12  
E12.1042 45 hours: 3 points. Methods of teaching and evaluating the learning of probability and statistics in the junior and senior high school classroom.

Methods of Teaching Middle School Mathematics  
E12.1043 45 hours: 3 points. Fall. Developing the skills of classroom planning, management, and implementation for effective instructional practices in middle school. Topics include lesson plan development and implementation, different models of teaching, assessing student understanding, and the use of instructional technology. Students also visit schools, observe teachers in the classroom, and use these observations as the basis for discussions of effective teaching practice. This course requires a field component where students are involved in tutoring and microteaching.
Supervised Student Teaching of Mathematics I
E12.2077  Minimum of 20 days: 3 points.  Fall, spring.
An internship in which the student takes on, over the course of a semester, all the activities of a regular classroom teacher including, but not limited to, individual and small group tutoring; observing other teachers; developing lesson plans and putting them into practice; assigning and grading homework assignments; and the creation and grading of quizzes and exams. This internship can take place in either a middle school (grades 5-8) or a high school (grades 9-12) and requires a minimum of 20 days in the school working with and under the daily supervision and mentoring of a full time, experienced cooperating teacher.

Supervised Student Teaching of Mathematics II
E12.2078  Minimum of 20 days: 3 points.  Fall, spring.
This is a continuation of E12.1077. It takes place in a school with those grades not included in E12.1077 and includes the same responsibilities, once again under the daily supervision and mentoring of a full-time, experienced cooperating teacher and requiring a minimum of 20 days in the school.

Professional Subject Matter I
E12.2101  30 hours: 3 points. Spring.  Geometry content (spherical) for teachers.

Curriculum Experiences in Mathematics in Early Childhood Education
E12.2115  30 hours: 3 points. Spring.  Curriculum activities and experiences to help young children develop concepts about number and nonnumerical quantitative relations. Building and sustaining positive attitudes about teaching mathematics. A wide variety of content suitable for young children is presented to help teachers understand the nature of children's qualitative thinking.

Curriculum Experiences in Mathematics, N-6
E12.2116  30 hours: 3 points. Fall, spring.  Curriculum activities for teachers to help nursery and elementary school students develop both their quantitative and qualitative understanding of mathematics.

Supervision of Mathematics in the Schools
E12.2135  30 hours: 3 points. Spring.  Examination of the functions of the mathematics supervisor in dealing with problems of curriculum development and improvement of mathematics instruction in the schools. Specific problems of supervision in mathematics are considered with the goal of establishing general criteria for solution of such problems.

Independent Study
E12.2300  45 hours per point: 1-6 points.  Fall, spring, summer; hours to be arranged.  For description, see page 207.

Application of Microcomputers to Mathematics and Science Instruction
E36.1002  45 hours: 3 points. 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.

Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity
E36.2000  30 hours: 3 points. Fall.
Addresses the application of research on participation in mathematics and science. Students review the literature, discuss the implications, and design classroom strategies for increasing the mathematics and science participation of presently underrepresented groups.

MULTILINGUAL, MULTICULTURAL STUDIES

Multilingual Multicultural Studies

Bilingual Education Programs

Foreign Language Education

Teachers of English to Speakers of Other Languages (TESOL)

Teaching Foreign Languages to Elementary School Children
E29.1018  30 hours: 3 points. Summer.  Modes of learning, methods, instructional strategies, language and literacy development, and resources for teaching foreign languages to elementary school children. Emphasis is on the development of literacy and communicative skills. Includes 15 hours of field observation.

Workshop in Foreign Language Education
E29.1914  10 hours per point: 1-6 points. Fall, spring, summer.  Learning of alternative methods of teaching second/foreign languages through approaches such as humanistic approach, emotional intelligence, multiple intelligence theory, jazz chants, etc. A hands-on approach is followed and students have a chance to work on resource projects or various innovative approaches to teaching foreign languages.

Teaching Foreign Languages: Theory and Practice
E29.1999  30 hours: 3 points. Fall.  The first method course for foreign language education majors. Course contents include guiding principles and methodology in a variety of approaches to the teaching of foreign languages, specifically in developing auditory comprehension and oral production; teaching reading and writing; impact of culture, heritage, socioeconomic level, and educational background on language and literacy development as well as human development processes and variations. Also included are skills in motivation, communication, and classroom management. Includes 10 hours of field experience in schools.

Bilingual Multicultural Education: Theory and Practice
E29.2001  30 hours: 3 points. Fall, spring, summer.  Theory, policy, and practice of bilingual education. Key topics include models and programs of bilingual education; policy and politics of language minority education in the U.S. and international contexts; psycholinguistic perspectives on bilingualism, including bilingual language development; cultural, social, and political perspectives on language minority education; and evaluation of bilingual education programs. Emphasis on pedagogical implications of the above, with particular attention to native language development and second language literacy teaching for developmentally and linguistically diverse students. Includes 15 hours of field experiences.

Teaching Second Languages: Theory and Practice
E29.2002  30 hours: 3 points. Fall, spring, summer.  The first method course for teaching English as second language majors. Course contents include guiding principles and methodology in a variety of approaches to the teaching of second languages, specifically in developing auditory comprehension and oral production; teaching reading and writing; impact of culture, heritage, socioeconomic level, and educational background on language and literacy development as well as human development processes and variations. Also included are skills in motivation, communication, and classroom management. Includes 20 hours of field experience in schools.

Linguistic Analysis
E29.2003  30 hours: 3 points. Fall, spring, summer.  The systematic study of phonological, grammatical, and discourse systems and of principles of language use across languages.
Interlingual Perspectives in Multilingual Multicultural Education  
E29.2005  30 hours: 3 points. Fall, spring, summer.  
Cultural perspectives on language learning, language use, and education. Focus on sociolinguistic issues in education and pedagogical implications for linguistic and cultural minority students. Central topics include cross-cultural communication in the classroom, including the role of ethnicity, race, gender, and social class; the relationships between home/community language-use patterns and school achievement; cultural perspectives on school-community relations; cross-cultural perspectives on parenting and language socialization; standard and nonstandard language varieties in the classroom; and effective instructional approaches for linguistically and culturally diverse classrooms. Includes 15 hours of field experiences.

Applied Linguistics in French  
E29.2027  30 hours: 3 points. Fall.  
A systematic study of French grammatical, discursive, and pragmatics systems and a practical study on form, function, and usage in French, including phonology, syntax, and sociolinguistics.

Advanced Individual Project in Multilingual Multicultural Studies  
E29.2039  45 hours per point: 3-6 points. Fall, spring, summer.  
Under the guidance of a graduate adviser, each student conducts his or her advanced individual research project on second language learning and teaching and develops means to update knowledge and skills in the subject(s) taught and in pedagogy. Fulfills the terminating experience requirement of the master’s program.

Teaching Second Languages in a Technological Society  
E29.2040  30 hours: 3 points. Fall, spring, summer.  
Focus on uses of technology, including instructional and assistive technology, in language teaching and learning as well as skill in using technology and teaching students to use technology to enhance language learning and the development of communicative skills.

Language Evaluation and Assessment  
E29.2060  30 hours: 3 points. Fall, spring.  
Approaches to methods of language assessment and evaluation. Formal and informal methods of assessing language proficiency, literacy, and second language development. Standardized testing and other formative and summative methods of assessment, including portfolio assessment and classroom test development. Also included are skills needed to analyze one’s own teaching practice and to use this information to plan or modify instruction through use of various resources in order to enhance student learning.

Supervised Student Teaching in Foreign Language: 7-12  
E29.2066 20 days minimum for 3 points: 3-6 points. Fall, spring.  
University-supervised student teaching experience in foreign language classrooms at 7-9 and 10-12 levels for 20 days at each level. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience also includes a student teaching seminar, which meets once a week.

Culminating Seminar in Multilingual Multicultural Studies  
E29.2099  30 hours: 3 points. Fall, spring.  
The culminating and integrative experience of the master’s program. Students understand and critique research in second/foreign language acquisition and learning, conduct an individual research project under the guidance of a graduate adviser, and develop means to update knowledge and skills in the subject(s) taught and in pedagogy.

Bilingual Exceptional Child  
E29.2103  30 hours: 3 points. Fall, spring, summer.  
Psychosocial characteristics of exceptional children who are culturally and linguistically diverse. Appropriate modes of identification, classification, and intervention are examined as well as program development and implementation.

Teaching School Subjects with a Bilingual Approach  
E29.2105  30 hours: 3 points. Fall, spring, summer.  
Pedagogical approaches and methods for instructing content using the native language and English. Key topics include instructional approaches using English and modifications appropriate for English-language learners; methods for teaching content in two languages; materials and material development and adaptation for teaching content areas in two languages; and the development of lesson plans and curriculum units.

Methods of Teaching Language Arts and Literacy with a Bilingual Approach  
E29.2110  30 hours: 3 points. Fall, spring, summer.  
Methods of teaching English and native language arts to bilingual and English-language learners. Pedagogical approaches and methods in teaching language arts and literacy. Key topics include methods of teaching English-language literacy development for English-language learners; methods for developing native language literacy and language skills; approaches to facilitating the development of academic language and literacy; and instructional practices that allow students to use their first language skills to develop English-language arts and literacy.

Advanced Chinese for Teachers of Chinese I  
E29.2124  30 hours: 3 points. Fall.  
Developing advanced Chinese (Mandarin) language proficiency in both oral and written expression and enhancing knowledge of Chinese language and rhetorical structures through selected readings of both classical and contemporary Chinese literary works of various genres. Part I focuses on classical Chinese.

Advanced Chinese for Teachers of Chinese II  
E29.2125  30 hours: 3 points. Spring.  
Developing advanced Chinese (Mandarin) language proficiency in both oral and written expression and enhancing knowledge of Chinese language and rhetorical structures through selected readings of both classical and contemporary Chinese literary works of various genres. Part II focuses on contemporary Chinese.

Advanced Japanese for Teachers of Japanese  
E29.2127  30 hours: 3 points. Spring.  
Developing Japanese language proficiency in both oral and written expressions and enhancing knowledge of Japanese and its rhetorical structures through selected reading of both classic and contemporary Japanese literature.

Advanced Spanish for Teachers of Spanish  
E29.2128  30 hours: 3 points. Spring.  
Developing Spanish language proficiency in both oral and written expressions and enhancing knowledge of Spanish and its rhetorical structures through selected reading of contemporary Spanish literature.

Advanced French for Teachers of French  
E29.2129  30 hours: 3 points. Spring.  
Emphasis on the development and maintenance of communicative oral skills in French. May include opportunities for attendance at lectures, movies, theatres, and events where French is spoken.

Supervised Student Teaching in Bilingual Education: K-6  
E29.2130  20 days minimum: 3 points. Fall, spring.  
University-supervised student teaching experience in ESL at K-6 level for 20 days. Student teaching experiences are...
used to support theoretical and practical application of the planning and implementation of curriculum. This experience includes a student teaching seminar, which meets once a week.

Supervised Student Teaching in Bilingual Education: 7-12
E29.2231 20 days minimum: 3 points.
Fall, spring.
University-supervised student teaching experience in ESL at 7-12 level for 20 days. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience includes a student teaching seminar, which meets once a week.

The Second Language Classroom: Elementary and Secondary Schools
E29.2201 40 hours: 4 points.
Fall, spring.
Further study of materials, approaches, and techniques used in teaching language skills to second-foreign-language learners at the elementary and secondary levels and application of language acquisition and literacy development theories to practice. With specific emphasis on methods of teaching reading to second language learners at the elementary and secondary levels, including methods of reading enrichment and remediation; curriculum development and instructional planning; teaching language through content areas; skills in motivation, communication, and classroom management; and teaching students of mixed levels. Includes 20 hours of field experience in schools.

Linguistics, Literacy, and Bilingualism
E29.2203 30 hours: 3 points.
Summer.
Explores the development of language and culture-based literacy in first and second languages for native and nonnative speakers, K-adult, including bilingual and exceptional learners. Literacy is broadly defined to include speaking, listening, reading, and writing in monolingual and multilingual settings as interpreted through the lens of culture. Issues addressed include theoretical, sociolinguistic, and pedagogical perspectives on language and literacy, integrating technology in a multicultural literacy program, and involving parents and community in literacy experiences.

Teaching Second Languages Across Content Areas
E29.2204 30 hours: 3 points.
Fall, spring.
Focus on theories, methods, strategies, and available materials in the teaching of school subjects (e.g., mathematics, science, social studies) to second-language learners and in developing language proficiency through the learning of content. Included are 15 hours of field experience.

Structure of American English
E29.2205 30 hours: 3 points.
Fall, spring, summer.
American English grammar for the classroom teacher. A practical study of form, function, meaning, and usage and the teaching of English grammar to second language learners from diverse cultural and linguistic backgrounds.

Second Language Acquisition: Theory and Research
E29.2206 30 hours: 3 points.
Fall, spring.
Current approaches and issues in second language research: receptive and productive development of oral and written language, acquisition models, psycholinguistic and sociolinguistic issues relating to second-language acquisition such as developmental processes and variation, learning styles, first- and second-language literacy, discourse analysis, and the role of culture in language learning. Also included are connecting research and pedagogy, classroom-centered research on instructional strategies, and technology as a research tool. Hours arranged are for student collection and analysis of field data.

Supervised Student Teaching in Teaching Second Language: K-6
E29.2250 20 days minimum: 3 points.
Fall, spring, summer.
Supervised student teaching experience in ESL at K-6 level for 20 days. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience includes a student teaching seminar, which meets once a week.

Supervised Student Teaching in Teaching Second Language: 7-12
E29.2251 20 days minimum: 3 points.
Fall, spring, summer.
Supervised student teaching experience in ESL at 7-12 level for 20 days. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience also includes a student teaching seminar, which meets once a week.

Classroom Observation Seminar in Teaching Second Languages
E29.2250 30 hours: 3 points.
Fall, spring, summer.
Visits to second/foreign language classes, K-12, and to community resources useful in second/foreign language teaching. Class discussion focuses on language teaching skills, human development and relations, lesson planning, use of technology in classrooms, classroom management, learning environment, and parental and community involvement.

Independent Study
E29.2300 45 hours per point.
Fall, spring, summer; hours to be arranged.

Applied Linguistics in Chinese
E29.2417 30 hours: 3 points.
Fall.
A systematic study of Chinese grammatical, discourse, and pragmatics systems and a practical study on form, function, and usage in Chinese, including phonology, syntax, and sociolinguistics.

Applied Linguistics in Spanish
E29.2419 30 hours: 3 points.
Fall.
A systematic study of Spanish grammatical, discourse, and pragmatics systems and a practical study on form, function, and usage in Spanish, including phonology, syntax, and sociolinguistics.

Applied Linguistics in Japanese
E29.2421 30 hours: 3 points.
Spring.
A systematic study of Japanese grammatical, discourse, and pragmatics systems and a practical study on form, function, meaning, and usage in Japanese, including phonology, syntax, and sociolinguistics with focus on syntax.

Linguistics, Society, and the Teacher
E11.2515 30 hours: 3 points.
Fall, spring.
An introduction to the field of sociolinguistics and an exploration of the educational consequences of linguistic and cultural diversity. Highlights a number of relationships between language and society, including, for example, language and gender, language and social class, and language and geographic origin. Focuses on the ways that these relationships impact the educational experience of all students and of linguistically and culturally diverse populations in particular.

Advanced Research Seminar: TESOL/Foreign Language and Bilingual Education
E29.2800 30 hours: 3 points.
Spring.
A review of selected current topics in second language and education research. Opportunity for students to enhance their knowledge of research approaches and content in areas such as second language acquisition, foreign language development, bilingual literacy, cultural pragmatics, sociolinguistics, and psycholinguistics. Students pursue individual areas of interest by completing a project under faculty guidance.

Field Experience and Seminar in Foreign Language Teaching
E29.2918 30 hours: 3 points.
Fall, spring.
Visits to foreign/second language classes, K-12, and to community resources useful in foreign/second language teaching. Class discussion focuses on language teaching skills, human development and relations, lesson planning, use of technology in classrooms, classroom management, learning environment, and parental and community involvement.
Students learn methods of inquiry and analysis, are discussed.

Reformers may wish to track the progress of their reform efforts without interrupting the process of reform. Teachers may use this information to improve or understand the effectiveness of that program or policy. This course provides a basis for analysis.

Methods I: Teaching of Science in Middle Schools
E14.1039 45 hours: 3 points. Fall.
Professional methods course for teachers of science in middle schools.

Methods II: Teaching of Science in High School
E14.1040 45 hours: 3 points. Spring.
Professional methods course for teachers of science in high schools.

Student Teaching in Middle School
Science: Grades 5-8
E14.2149 A minimum of 20 days: 3 points. Fall, repeated spring; hours to be arranged.
Practicum for teachers of science in intermediate schools.

Culminating Seminar: Teacher as Researcher, Reflective Practitioner, and Curriculum Developer
E14.2100 10 hours: 1 point. Required for graduation.
An individual project that demonstrates the students’ understanding of research, reflective practice, and curriculum development.

Student Teaching in High School
Science: Grades 9-12
E14.2150 A minimum of 20 days: 3 points. Fall, repeated spring; hours to be arranged.
Practicum for teachers of science in high schools.

Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity
E56.2000 30 hours: 3 points. Fall, summer.
Focuses on sensitization to issues of gender and culture and research on intervention strategies in science and mathematics education.

Scientific Experiences: Elementary School
E14.2010 30 hours: 3 points. Fall, spring, summer.
Examines several models for teaching preschool and elementary science. Science experiences for elementary students are developed, and strategies for implementation and evaluation are devised.

Recent Advances in Physics
E14.2015 30 hours: 3 points. Fall, spring.
Thematically organized course in which principles from contemporary work in physics are brought to bear on such topics as energy, communications, and scientific methodology.

Recent Advances in Chemistry
E14.2016 30 hours: 3 points. Fall, spring, summer.
Thematically organized course in which principles from contemporary work in chemistry and biochemistry are examined.

Breakthroughs in Science
E14.2018 30 hours: 3 points. Fall.
An interactive series of Saturday morning seminars on current research topics by scientists from diverse physical, biological, and medical fields constitute the focus of this course. The seminars form the basis for further inquiry by participants and the development of lesson plans that address student learning and interest and New York State science standards. The topics presented vary from year to year and can come from a variety of science fields including molecular biology, anthropology, biomedical science, developmental studies, cosmology, modern physics, and materials science.

Science in a Historical Perspective
E14.2021 30 hours: 3 points. Fall, summer.
This course involves looking at the history of science in many of the world’s cultures and from different perspectives. The history of racism and sexism in science is explored along with the history of Western and non-Western science.
Science and Human Values  
E14.2022  30 hours: 3 points. Spring.
Topics explored include the ethics of scientific research; the social and moral responsibilities of the scientist; the connections between science and technology; and the relationships between science and the arts and humanities.

Measuring Outcomes of Science Teaching  
E14.2031  30 hours: 3 points. Spring.
For experienced and prospective teachers of science at the middle, intermediate, junior high, or senior high school level or at the college level. Open also for science supervisors and school principals. Emphasis is on the development of skill in the construction, administration, and interpretation of tests to measure the knowledge, skills, and attitudes associated with science.

Analyzing Science Teaching  
E14.2032  30 hours: 3 points. Spring.  
Prerequisite: prior teaching experience (or E14.1039 and student teaching).
Ways of analyzing science teaching performance are taught with a view to assisting students to improve their own teaching techniques and also to assist others. The clinical supervision model is introduced.

The Scientific Enterprise  
E14.2042  30 hours: 3 points. Fall.
Study of the professional practice of science in its social, political, and economic contexts. The relationship between science and technology and its implications for economic and social policy are also explored.

The Public Understanding of Science  
E14.2043  30 hours: 3 points. Spring.
Analysis of the images of science, scientists, and the scientific enterprise held by the public at large. Also examined are informal means by which the public acquires its understandings of science, including the media, science centers, and museums.

Using New York City's Nonformal Science Resources to Teach Science  
E14.2050  30 hours: 3 points. Spring.  
summer.
Designed to strengthen teacher perceptions of the nonformal science teaching environments. Focuses on the organization of nonformal sites, instructional offerings, and compatibility with the formal school curriculum. Classes meet at the different nonformal teaching sites in the metropolitan area. Sites include New York Hall of Science, Brooklyn and New York Botanical Gardens, American Museum of Natural History, Aquarium for Wildlife Conservation, Intrepid Sea-Air-Space Museum, and Liberty Science Center.

Curriculum in Science: Elementary Schools  
E14.2091  30 hours: 3 points. Fall.
Criteria for the development of curricula based on the nature of the learner, of science, and of the learning environment; current curricula, instructional approaches, and new historical development.

Science Curriculum: Intermediate and Secondary Schools  
E14.2092  30 hours: 3 points. Fall.
Analyzing and developing curricula and textbooks for teaching science are the principal themes of this course. Students acquire and use a variety of conceptual frameworks to comprehend differences among curriculum materials and then to construct teaching materials for themselves.

Terminal Project  
E14.2100  10 hours: 1 point. Fall, spring, summer.
An individualized project that reflects a student's understanding of science teaching and learning and the student's philosophical underpinnings developed throughout his or her entire program.

Supervision of Science  
E14.2135  30 hours: 3 points. Spring.
Implementation and supervision of science strategies geared to the improvement of science teaching in the schools.

Seminars and Independent Study

Independent Study  
E14.2300  45 hours per term: 1-6 points. Fall, spring, summer; hours to be arranged.  
For description, see page 207.

Independent study in elementary or secondary science education.

Applications of Microcomputers to Mathematics and Science Instruction  
E36.1002  30 hours: 3 points. Spring.  
summer.
The use of microcomputer technology to enhance the teaching and learning of mathematics and science. The focus is on hands-on experience in a computer laboratory with tool software (graphing, symbolic manipulators, spreadsheets, and database) as well as more traditional instructional software (simulations, computer assisted instruction, etc.).

Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity  
E36.2000  30 hours: 3 points. Fall, summer.
Addresses the application of research on participation in mathematics and science. Students review the literature, discuss the implications, and design classroom strategies for increasing the mathematics and science participation of presently underrepresented groups.

Research Internship in Science/Mathematics  
E36.2002  60 hours: 6 points. Summer.
A six-week internship in a scientific laboratory that provides students with a personal experience of the scientific enterprise. Each intern works as a research associate with a practicing scientist and prepares a report on his or her experience.

Biology, Anatomy, and Physiology

Microbiology  
E14.1023  90 hours: 4 points. Spring.  
summer.
Prerequisites: a college laboratory course in biology and chemistry. For nursing students; others by permission of instructor.
This course introduces the student to the classification and characteristics of bacteria and other protists. Fundamental concepts of control are studied and applied to physical and chemical agents, as well as to antibiotics and chemotherapeutic means. The uses of microorganisms in the daily life of humans as well as in treating disease are also presented. In the laboratory, nonpathogenic bacteria are used to investigate the various means used to identify and control bacteria.

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

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

Human Anatomy and Physiology I  
E14.1170  90 hours: 4 points. Spring.  
summer.
Prerequisite: E14.0025 or equivalent laboratory course in biology. Chemistry recommended. The cellular tissues are studied. The anatomy and physiological processes of the integumentary, skeletal, joints, muscular, and nervous systems are presented in detail. The laboratory follows the lecture plan and stresses living anatomy and physiological investigations to reinforce the lecture materials.
Supervised Student Teaching I: Social Studies in the Middle School
E23.2050 140 hours: 3 points. Fall, spring.
Entails a minimum of 20 days student teaching.

Supervised Student Teaching II: Social Studies in the Secondary School
E23.2051 140 hours: 3 points. Fall, spring.
Entails a minimum of 20 days student teaching.

Teaching Practicum: Social Studies in the Middle School
E23.2052 20 hours: 2 points. Fall, spring. Must be taken in conjunction with E23.2050.
A practical examination of teaching problems and practices as they relate to actual classroom teaching of social studies in middle school. Class sessions are based on student teaching experiences.

Teaching Practicum: Social Studies in the Secondary School
E23.2053 20 hours: 2 points. Fall, spring. Must be taken in conjunction with E23.2051.
A practical examination of teaching problems and practices as they relate to actual classroom teaching of social studies in secondary school. Class sessions are based on student teaching experiences.

Culminating Experience: Social Studies and History Workshop
E23.2140 30 hours: 3 points. Summer I. Project-based research course that integrates educational research with social studies classroom practice. Aims to broaden students understanding of what constitutes appropriate data for scholarly inquiry. Focusing on particular research methods and drawing from the rich offerings of New York City’s various collections, students explore strategies for locating, analyzing, and incorporating a broad array of sources into their doing, writing, and teaching of history and social studies. Also includes exploration of economics in the contemporary world and historically. Offers models and approaches for conducting research in and on social studies classrooms.

Humanities and Social Studies
E23.2145 30 hours: 3 points. Spring.
Explores how major concepts and processes of English and history can illuminate and support each other. Involves designing thematic explorations in the humanities that enable adolescents to develop a deep understanding of English and history. Explores the role of language and literacy in teaching and learning both disciplines and developing student writing skills. Considers the benefits and potential problems involved in trying to create and enact an integrated curriculum.

M.A. Seminar in Social Studies
E23.2146 30 hours: 3 points. Fall, summer.
An introduction to the history, theory, and practice of social studies education. Using approaches drawn from history, the humanities, cultural studies, and political science, it aims to guide students through a study of the social studies curriculum; pedagogical theories and goals; educational methods and practices, including technology-based skills; and assessment philosophies and strategies. In doing so, the course seeks to provide students with the resources, tools, and support necessary for them to develop effective educational practices of their own.

SPECIAL EDUCATION/E75
Developing Strategies That Support Children’s Social Behavior
E75.2025 20 hours: 2 points. Fall, spring.
Issues of social learning and behavior in childhood education with specific attention given to classroom dynamics and ways of addressing the needs of diverse learners. Various models of learning and motivation are explored. The course is integrated with students’ fieldwork to engage them in active study of classrooms and enable them to work collaboratively with parents and other professionals in developing and implementing strategies that support prosocial behavior among children.

Foundations of Curriculum for Diverse Learners
E75.2051 30 hours, 20 hours of field experience: 3 points. Summer, fall. Corequisite: E75.2124.
Overview of current and past theories and practices in educational models and curricular development, instructional planning, and assessment as they relate to the knowledge about learning processes, motivation, communication, and classroom management models. Examination of appropriateness of various educational models for students with diverse needs and characteristics. Overview of formal and informal methods of assessment and their role in instructional decision making.

Education of Students with Severe and Multiple Disabilities
E75.2052 30 hours, 10 hours of field experience: 3 points. Fall, spring.
Characteristics of learners with severe or multiple disabilities. Related curriculum development and methods of instruction, including use of assistive and augmentive technology. Examination of the issues, problems, and trends affecting the development and implementation of community-based educational, recreational, work, and living options and supports. Sample topics include inclusion and least
restrictive environment, person-centered planning, family involvement, advocacy, and teacher roles and responsibilities.

**Literacy for the Special Learner**
E75.2055 30 hours: 3 points. Spring.
Prerequisite: E75.2012, or at least 6 points in literacy and permission of instructor.

Exploration of diverse cognitive, neurological, and emotional characteristics and how these manifest in learners’ literacy development. A focus on the atypical development and educational needs of students who experience difficulties in acquiring the literacy skills of listening, speaking, reading, and writing. Overview of the practices of individual assessment of student literacy performance and teaching interventions for students, with a special focus on dyslexia.

**Strategies for Teaching Students with Emotional and Behavioral Disabilities**
E75.2108 30 hours, 15 hours of field experience: 3 points. Fall, spring.
Prerequisite: E75.2124.

An examination from different theoretical perspectives of emotional and behavioral disabilities in children. The interaction of cultural, familial, genetic, and socioeconomic factors that contribute to emotional and behavioral difficulties in children is reviewed. Teachers learn to conduct functional behavioral assessments and promote behavior change. Strategies for supporting students with challenging behaviors, promoting promising social interactions, and creating productive learning environments are explored.

**Individuals with Disabilities in Schools and Communities**
E75.2124 30 hours, 20 hours of field experience: 3 points. Summer, fall.

Examination of historical, social, and legal foundations of education in general and, more specifically, of special education. Issues, trends, and legislation affecting the provision of special education in school, home, and employment, with a focus on inclusion of individuals with disabilities in school and community settings. Biological, psychological, social, and environmental factors that shape typical development and the characteristics of individuals with special needs are studied.

**The Young Special Needs Child: Child, Family, and Community I**
E75.2126 30 hours, 20 hours of field experience: 3 points. Summer, fall.

The needs of the preschool child with disabilities are explored through an examination of the child, family, and environmental characteristics. Typical and atypical language, speech, emotional, motor, and cognitive development is presented with a focus on the interdependent nature of these domains. A major focus on transdisciplinary collaboration of educators and specialists from occupational therapy, physical therapy, speech and language, psychology, and recreation and health in making educationally relevant decisions.

**The Young Special Needs Child: Child, Family, and Community II**
E75.2127 30 hours: 3 points. Spring.
Prerequisite: E75.2126.

Understanding of the young child with disabilities is further explored through in-depth child study, focusing on child characteristics, families, and environments; application of formal and informal assessment and methodologies of person-centered planning.

**Principles and Practices in Early Childhood Special Education**
E75.2128 30 hours, 10 hours of field experience: 3 points. Summer, spring.
Prerequisite: E75.2160.

Assessment, diagnosis, and evaluation of young children with disabilities. Assessment of challenging behaviors and promoting positive social skills. Models of early intervention and specialized early childhood curricula across developmental domains appropriate to the individual needs and characteristics of the young child with disabilities. Monitoring and evaluating child and family outcomes.

**Psychological Foundations of Learning Disabilities**
E75.2131 30 hours: 3 points.

History of the learning disabilities field; major controversies; latest developments; psychological, etiological, and definitional issues; teaching and evaluation models.

**Assessment and Instructional Strategies for Students with Mild to Moderate Disabilities**
E75.2133 30 hours: 3 points.
Prerequisite: E75.2161.

Intensive implementation of survey and specific level assessment of learning problems in pupils, instructional planning, and modification in a variety of subject areas.

**Assessment and Instructional Design for Students with Severe to Profound Disabilities**
E75.2134 30 hours: 3 points.
Prerequisite: E75.2052.

Assessment and evaluation of students with severe or multiple disabilities. Curriculum and instructional planning including use of assistive and augmentive technology.

**Psychological and Educational Assessment in Special Education**
E75.2136 30 hours: 3 points. Fall.

Overview of models for assessment in special education, with guidelines for selection, administration, and interpretation of evaluation instruments. Specific psychological and educational tools used for purposes of diagnosis, placement, and educational planning. Practice with selected educational instruments, applied to case studies at varying developmental levels.

**Laboratory in Assessment of Special Education Populations**
E75.2137 30 hours: 3 points.

Supervised practice in the administration, scoring, and interpretation of educational tests used in special education. Emphasis on the coordination of information from informal and formal tests as well as observational data.

**Consulting in Special Education**
E75.2139 30 hours: 3 points.

Development of skills and knowledge needed to participate in the planning and implementation of transdisciplinary educational programs for students with disabilities. Various consultation models are explored.

**Educating Students with Special Needs in Early Childhood Settings**
E75.2160 30 hours, 15 hours of field experience: 3 points. Fall, spring.

Strategies for general and special education teachers, counselors, and other service providers to meet the cognitive, emotional, social, and behavioral needs of young children with disabilities in early childhood general education settings, with special focus on the acquisition of literacy skills and promoting development of social skills. Methods for collaborative practices, curriculum development, instructional planning, identifying strengths of the child to differentiate instructional approaches, and supporting the cultural and linguistic diversity of children and families.

**Educating Students with Special Needs in Childhood Settings**
E75.2161 30 hours, 15 hours of field experience: 3 points. Fall, spring.
Prerequisite: E75.2051.

Strategies for general and special education teachers to meet the cognitive, emotional, social, and behavioral needs of the children with disabilities in elementary-level general education settings. Methods for collaboration among teachers, parents, and other professionals, including participation in IEP development. Curriculum development, instructional planning, and identifying strengths and differentiating instruction.
Educating Students with Special Needs in Middle Childhood and Adolescent Settings
E75.2162 30 hours, 15 hours of field experience: 3 points. Fall, spring.
Strategies for general and special education teachers to meet the cognitive, emotional, and social needs of adolescents with disabilities in general education middle and high school settings. Methods for collaboration with teachers, parents, and other professionals, including participation in IEP development. Examination of service delivery models at the middle and high school levels. Issues of transition planning, curriculum development, instructional planning, identifying strengths, and differentiating instruction, with a special focus on the development of literacy skills and processes that promote social skill development and interpersonal communication.

Transdisciplinary Special Educational Program Development and Implementation
Examination of the roles, responsibilities, and input of various disciplines in educational programs. Development of collaborative relationships among professionals, parents, and community resources. Topics covered include dimensions of assessment, curricula content, instructional strategies, and therapies as they affect the education of students with severe or multiple disabilities.

Fieldwork: Students with Severe and Multiple Disabilities
Teaching students with severe or multiple disabilities in community-based school or work settings.

Observation in Special Education
E75.2501 20 hours of field experience: 1 point. Fall.
Observation of programs for individuals (K-12) with disabilities in a variety of special education settings.

Observation in Early Childhood Special Education
E75.2502 20 hours of field experience: 1 point. Summer, fall.
Observation of young children (birth-grade 2) in a variety of early childhood special education settings.

Integration Seminar in Special Education I
E75.2507 20 hours: 2 points. Fall, spring.
Class engages in seminar process to share, analyze, and extend students’ professional experiences, including collaboration with other professionals and parents.

Integration Seminar in Special Education II
E75.2508 30 hours: 3 points. Spring, summer.
Prerequisite: all program course work preceding student teaching.
Class engages in seminar process to share, analyze, and extend students’ professional experiences, including collaboration with other professionals and parents. Participation in scholarly research and presentation of a classroom-based research project.

Integrating Seminar in Early Childhood Special Education I
E75.2511 30 hours: 3 points. Fall, spring.
Class engages in seminar process to share, analyze, and extend students’ professional experiences, including collaboration with other professionals and parents. Links theory and practice.

Integrating Seminar in Early Childhood Special Education II
E75.2512 30 hours: 3 points. Spring, summer.
Class engages in seminar process to share, analyze, and extend students’ professional experiences, including collaboration with other professionals and parents. Participation in scholarly research and presentation of a classroom-based research project.

Student Teaching in Early Childhood Special Education I
E75.2519 Minimum 20 days: 3 points. Fall, spring.
University-supervised student teaching in special and inclusive settings for young children (PreK, K, or grades 1-2) with disabilities.

Student Teaching in Early Childhood Special Education II
E75.2520 Minimum 20 days: 3 points. Spring, summer.
University-supervised student teaching in special and inclusive settings for young children (PreK, K, or grades 1-2) with disabilities.

Student Teaching in Special Education (Childhood) I
E75.2521 Minimum 20 days: 2 points. Fall, spring.
University-supervised student teaching in special and inclusive settings for children (grades 1-3 or 4-6) with disabilities.

Student Teaching in Special Education (Childhood) II
E75.2522 Minimum 20 days: 3 points. Spring, summer.
University-supervised student teaching in special and inclusive settings for children (grades 1-3 or 4-6) with disabilities.

Student Teaching in Special Education (Middle School)
University-supervised student teaching in special and inclusive settings for children (grades 5-6 and 7-9) with disabilities.

Student Teaching in Special Education (Adolescence)
University-supervised student teaching in special and inclusive settings for children (grades 7-9 and 9-10) with disabilities.

Student Teaching in Bilingual Special Education
Supervised student teaching of bilingual students with disabilities.
Admission to the Steinhardt School of Education is offered to applicants who hold the bachelor's degree or equivalent international credentials and who show promise of scholarly achievement. An applicant is judged on the basis of criteria that include academic record, letters of recommendation, and academic or professional honors. Where relevant, an applicant may also be judged by test scores and practical experience.

Graduate students are classified as follows:

1. **Matriculated (degree) students**— those who have been accepted for study toward a degree or certificate. Matriculation begins with the student's first registration. A student is not permitted to be matriculated for two degrees or programs at the same time.

Students who hold acceptable degrees from regionally accredited institutions may be considered for matriculation in the Steinhardt School of Education for the degrees of Master of Arts, Master of Music, Master of Public Health, Master of Science, Doctor of Philosophy, Doctor of Education, Doctor of Psychology, Doctor of Arts, or Doctor of Physical Therapy or for the sixth-year Certificate of Advanced Study. See also admission information under individual programs.

All applicants for admission to the M.P.H. program must submit scores from the Graduate Record Examination (GRE) or the Medical College Admission Test (MCAT), in addition to other admissions materials.

All applicants for admission to doctoral study in the Steinhardt School of Education must submit a completed admission application, official transcripts documenting higher education, official scores from the Graduate Record Examination, and official scores from the TOEFL (for nonnative speakers of English) and must pay the required fees.

Applicants for the Ph.D. or Ed.D. should see pages 227-29 for additional admissions information. The Psy.D. program is not accepting applications at this time.

Students are advised that enrollment in other than state-registered or otherwise approved programs may jeopardize their eligibility for certain student aid awards. All of the Steinhardt School of Education's programs are registered by the New York State Education Department. A copy of the State Inventory of Registered Programs is available for student review in the Office of the Associate Dean for Academic Affairs, 82 Washington Square East, 5th Floor.

2. **Special (nondegree) students**— those who have filed a special student application and credentials showing that they are qualified to take courses but are not degree candidates in the Steinhardt School of Education. Special students must meet the same minimum requirements for admission as matriculants. Students not intending to matriculate for a degree and who are classified as special students must meet the required average for admission.

**APPLICATION INFORMATION AND DEADLINES**

A graduate application, which includes a directory of graduate programs, may be obtained from the Office of Graduate Admissions, Steinhardt School of Education, New York University, 82 Washington Square East, 3rd Floor, New York, NY 10003-6680; 212-998-5030; www.education.nyu.edu/graduate.admissions. The applicant should indicate the program both by name and by the four-letter code, e.g., Psychological Development/PSDV (consult the Directory of Programs section of the admissions application).

The applicant should consult the program both by name and by the four-letter code, e.g., Psychological Development/PSDV (consult the Directory of Programs section of the admissions application). The applicant should also include the three-letter option code where it exists. The applicant should consult the Directory of Programs for information concerning any additional admission requirements. The application must be supported by official transcripts of all undergraduate and graduate credits. A $50.00 nonreturnable application fee is required of those applying for matriculation or as special students.

Students who have been denied admission as matriculants in a particular program may not take courses as a special student in that program, except where specifically permitted to do so by the director of enrollment management, Office of Graduate Admissions.

Special students contemplating eventual matriculation for a master's degree should take note that 18 points of course work toward any master's degree must be completed after matriculation is established for that degree.

Applicants with foreign credentials and/or nonimmigrant visas should see below.

**For Fall**

Master's and certificate applications: February 1. Please note that doctoral applications as well as applications for the advanced certificate in school psychology are accepted for fall semester only, and the deadline is January 15. The deadline for the Doctor of Physical Therapy program is December 1.

Please note that certain programs may have specific deadlines. Please contact the Office of Graduate Admissions at 212-998-5030 if you have any questions about deadlines. This information is also located in the Directory of Programs section of the admissions application and our Web site.

Master's and doctoral applications filed after these deadline dates will be processed as time and program deadlines permit. Early application is highly recommended for all applicants seeking financial assistance and housing.

**For Spring**

Master's applications: November 1 for those programs that accept students midyear. Master's applications filed after this deadline date will be processed as time and program deadlines permit. Early application is highly recommended for all applicants seeking financial assistance and housing.

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1 New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230; 518-474-5851.

2 Some departments have earlier deadlines. Check on program of choice.
Applicants seeking financial aid may contact the Office of Financial Aid, New York University, 25 West Fourth Street, New York, NY 10012-1119, or the Office of Graduate Admissions at 212-998-5030.

APPLICANTS WITH INTERNATIONAL CREDENTIALS
1. All applicants for graduate study with international undergraduate credentials must pay the application fee of $50.00.
2. Some international credentials submitted with an application for graduate study will be evaluated by World Education Services, Inc. (WES), prior to evaluation by school faculty. Therefore, applicants with such credentials should file their applications three months before the term for which they are applying. There may be an additional charge for the use of WES.
3. The Steinhardt School of Education requires all graduate applicants who are nonnative speakers of English, as indicated on the admissions application, or who do not hold a bachelor's degree from an accredited American college or university, to submit scores from the TOEFL (Test of English as a Foreign Language) examination. Successful candidates typically present scores of 550-600 on the paper test and 213-250 on the computerized test and strong cumulative grade point averages from their previous academic institutions. All accepted applicants will also be required to take a diagnostic examination at the New York University American Language Institute upon their arrival. Depending on their performance on this diagnostic examination, students may be required to take noncredit remedial English course work before or while they are taking regular academic course work. Such remedial course work may lengthen the time and expense of a graduate degree and should therefore be taken into account by students and their funding sources.
4. Application forms may be obtained from the Office of Graduate Admissions, Steinhardt School of Education, New York University, Pless Hall, 3rd Floor, 82 Washington Square East, New York, NY 10003-6680, or from www.education.nyu.edu/graduate.admissions.

Students should also refer to the Office for International Students and Scholars, pages 214-15.

The American Language Institute
The American Language Institute of the School of Continuing and Professional Studies of New York University offers intensive courses in English for students with little or no proficiency in the language. All international students must take the American Language Institute’s English Diagnostic Test. Appointments for the test can be made by calling 212-998-7040. Results are sent to the student and to Professor Joanne Griffin, coordinator for international students in the Steinhardt School of Education.

Before being advised by the academic adviser, students must be interviewed by Professor Griffin for appropriate English courses and course load in their programs. These recommendations are forwarded to the student’s adviser.

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.). They may also visit the Web site www.scpes.nyu.edu/ali; write to the American Language Institute, School of Continuing and Professional Studies, New York University, 48 Cooper Square, Room 200, New York, NY 10003-7154; telephone: 212-998-7040; fax: 212-995-4135; or e-mail: ali@nyu.edu.

New International Student Seminar
Participation in the New International Student Seminar (E03.1003) is required of all new international graduate students during their first semester in residence. The seminar explores professional issues and provides additional orientation and guidance to the school, the University, and the city. Consult the Office of the Associate Dean for Student Services and Public Affairs, Pless Hall, for further information.

CAMPUS VISITS
All prospective students are invited to visit the New York University campus. Many programs host information sessions throughout the academic year. Please call the Office of Graduate Admissions at 212-998-5030 or visit our Web site for information.

NYU Guest Accommodations
Prospective students and their families visiting New York are invited to stay in Club Quarters, a private hotel convenient to the University. Located in a renovated turn-of-the-19th-century building in New York’s historic Financial District, the hotel offers concierge services, a health club, and room service, among other amenities. If space is available, weekend University guests may also stay at the midtown Club Quarters, located in a landmark building that is close to shopping, Broadway theatres, and Rockefeller Center. For information and reservations, call 212-443-4700.
Registration

All degree students are assigned advisers and are urged to take full advantage of all opportunities for securing advice before selecting courses.

DEGREE STUDENTS

All degree students are assigned advisers and are required to obtain adviser approval prior to registration. The adviser assigned to each student is familiar with the requirements and opportunities within his or her program of study. The adviser will consult with the individual student concerning (1) the selection of courses where alternate choices are possible, (2) the sequence in which courses may best be taken, (3) the methods by which exemptions may be secured, and (4) the methods by which desirable and necessary substitutions may be authorized. For the most up-to-date and detailed information on requirements and procedures, students should check with their department. The responsibility for meeting the degree requirements rests with the student.

SPECIAL (NONMATRICULATED) STUDENTS

Graduates of accredited four-year colleges holding acceptable degrees may register as special students in courses for which they meet the prerequisites and that are open to special students. Such a student should submit (with fee) an undergraduate transcript or proof of a graduate degree and an application for admission as a special student. Approval to register as a nondegree student does not imply or guarantee admission into a degree program. All special students must meet the academic standards of the school. The approval as a special graduate student is for one semester unless otherwise noted. Extensions may be granted upon readmission. The application form may be obtained by writing to the Office of Graduate Admissions, Steinhardt School of Education, New York University, Pless Hall, 82 Washington Square East, 3rd Floor, New York, NY 10003-6680. It may also be downloaded at www.education.nyu.edu/graduate.admissions.

VETERANS

Various Department of Veterans Affairs programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans in-service personnel, subject to certain restrictions. Under most programs, the student pays tuition and fees at the time of registration but will receive a monthly allowance from Veterans Affairs.

Veterans with service-connected disabilities may be qualified for educational benefits under Chapter 31. An applicant for this program is required to submit to the Department of Veterans Affairs a letter of acceptance from the college the applicant wishes to attend. On meeting the requirements of Veterans Affairs, the applicant will be given an Authorization for Education (VA Form 22-1905), which must be presented to the Office of the University Registrar, 25 West Fourth Street, before registering for course work.

All Veterans. Allowance checks are usually sent directly to veterans by the Department of Veterans Affairs. Veterans and eligible dependents should contact the Office of the University Registrar each term for which they desire Veterans Affairs certification of enrollment.

All veterans are expected to reach the objective (master’s degree, doctorate, or certificate) authorized by Veterans Affairs with the minimum number of points required. The Department of Veterans Affairs may not authorize allowance payments for credits that are in excess of scholastic requirements, that are taken for audit purposes only, or for which non-punitive grades are received.

Veterans may obtain applications or assistance in the Office of the University Registrar, 25 West Fourth Street, 1st Floor.

Since interpretation of regulations governing veterans’ benefits is subject to change, veterans should keep in touch with the Department of Veterans Affairs or NYU’s Office of the University Registrar.

AUDITING

Graduate matriculated students may audit a maximum of two (2) Steinhardt School of 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, nor do audit courses count toward full-time status. No credit will be given or letter grades recorded, no withdrawals will be honored or refunds granted on courses so audited. Students receiving any form of financial aid must show evidence of full-time credit registration before requesting auditing privileges. Tuition remission may not be applied. Auditing forms may be obtained from the Office of the Associate Dean for Student Services and Public Affairs, Pless Hall, 2nd Floor, and must be filed in the Office of the University Registrar, 25 West Fourth Street, prior to the beginning of the term in question.

DROP/ADD AND WITHDRAWAL POLICIES

By approval and signature, the adviser attests to the courses selected as meeting degree requirements. Courses added or dropped without adviser approval may be considered as not meeting degree requirements. Students and faculty are urged to monitor this procedure carefully. Only an official adviser is authorized to sign a student’s drop/add form.

Students are permitted to add to their program during the first two weeks of regular classes. A student wishing to add an additional course to the program during the third week of the term must have the approval of the instructor. A student may not add a course beyond the end of the third week of the term with the exception of courses that begin midsemester. Students may register for midsemester courses prior to the first meeting of the class.

\(^{1}\)Not available to special students.
FULL-TIME EQUIVALENCY

The University defines full-time course work to be a minimum of 12 points each term. It is considered to be equivalent to 40 hours of study per week. Full-time equivalency students are expected to spend no less than 40 hours per week on a combination of course work and the items that appear below.

Full-time equivalency status may affect financial aid. Financial aid is based on billable credit hours (the actual number of credits for which a student is enrolled) and not any additional approved equivalency credits that a student is eligible to receive.

Eligibility Categories for Full-Time Equivalency

1. Required Internship:
   - Students may receive full-time equivalency for 40 hours a week of required internship. This category may be prorated: e.g., students may receive 6 points of equivalency for 20 hours a week of required internship.

2. Master's Final Experience:
   a. A student working 40 hours a week on a master's thesis for which an approval form has been filed with the Office of Graduate Studies may receive full-time equivalency for one semester. (This category may be prorated for a maximum of two semesters.)
   b. A student working on a master's final project and not registered for points of credit for this requirement may receive 3 points of equivalency for one semester only.

3. Candidacy Examination:
   - A matriculated student preparing for the doctoral candidacy examination may receive 3 points of equivalency for one term only.

4. Teaching Fellows, Research Fellows, and Graduate Assistants:
   - A student in this category may receive 6 points of equivalency credit per semester.

5. Supervised Research on Topic for Proposal:
   a. A doctoral candidate working on the topic for the dissertation may receive 3 points of equivalency for one term only if the adviser certifies that the candidate is doing at least 10 hours of research a week.

b. A doctoral candidate enrolled in the Dissertation Proposal Seminar is eligible for 3 additional points of equivalency.

6. Supervised Research on Proposal:
   - A doctoral candidate may receive full-time equivalency for working on the proposal for a maximum of two consecutive years (including the respective summer sessions). The candidate must have an approved chairperson. In all cases, full-time equivalency may be granted only if the dissertation committee chairperson attests that the candidate is devoting 40 hours a week to work toward the proposal. If a candidate is doing 20 hours of work toward the proposal, that candidate would be eligible for half-time equivalency.

7. Supervised Research on Dissertation:
   - A doctoral candidate who has completed all required course work, has an approved dissertation committee, and whose proposal has been approved may request full-time equivalency if the candidate is working 40 hours a week on the dissertation and if clear evidence indicates that the student is making satisfactory progress toward submission of the dissertation. A student may receive half-time equivalency if his or her committee chairperson attests that he or she is working 20 hours a week on the dissertation.

Please Note: There can be no full-time equivalency for students when they have full-time employment unless they are interns fulfilling a degree requirement. Students are not eligible for equivalency if they are not registered for any credit-bearing course work; therefore, students registered for leave of absence, maintenance of matriculation, or zero credit courses will not be considered for equivalency. Certification of full-time study must be determined at the time of registration. The only way in which full-time equivalency can be officially established is by a fully completed equivalency form being filed. Information relating to both full-time and half-time equivalency status may be obtained from the Office of the Associate Dean for Student Services and Public Affairs, Pless Hall, 2nd Floor.

LEAVE OF ABSENCE

Students who are taking a leave of absence are referred by their adviser to the Office of Counseling and Student Services, Pless Hall, 2nd Floor, to complete an interview as part of the official procedure. Leaves of absence do not carry a fee, and students do not have access to University facilities during this period.

Note: Doctoral students are not eligible for leaves of absence.

MAINTENANCE OF MATRICULATION

Students who are not registering for course work in order to finish incompletes or other graduation requirements will be required, on approval of their adviser, to register for Maintenance of Matriculation. Maintenance of Matriculation carries a fee, which allows the student access to all University facilities. (See Tuition, Expenses, and Financial Aid, page 210.) Note: Does not apply to doctoral students (see page 228).

PERMITTED COURSE LOADS

A full-time graduate student may register for 12-18 points a term. The maximum number permitted any student is 18 points. Graduate students registering for fewer than 12 points who wish to establish full-time status should consult their advisers for specific regulations governing such procedures. (See Full-Time Equivalency, above.)

GRADUATION APPLICATION

Students may officially graduate in September, January, or May. The Commencement ceremony for all schools is held in May. A student must be enrolled for either course work or maintenance of matriculation during the academic year of graduation. In order to graduate in a specific semester, you must apply for graduation within the application deadline period indicated on the calendar. (Students view the graduation deadlines calendar and general information about graduation on the Office of the Registrar’s Web page at www.nyu.edu/registrar.) It is recommended that you apply for graduation no later than the beginning of the semester in which you plan to complete all program requirements. If you do not successfully complete all academic requirements by the end of the semester, you must reapply for graduation for the following cycle.

TRANSCRIPTS OF RECORD

Requests for official transcripts require the signature of the student requesting the transcript. Currently we are not accepting requests for a transcript by e-mail. A transcript may be requested in writing by either faxing (212-995-4154) or sending a signed letter to the Office of the University Registrar, New York University, P.O. Box 910, New York, NY 10276-0910. A request for a transcript must include all of the following information: Student ID number; current name and any name under which you attended NYU; current address; date of birth; school of the University attended and for which you are requesting the
transcript; dates of attendance; date of graduation; and full name and address of the person or institution to which the transcript is to be sent. Please allow seven business days from the time the Office of the University Registrar is in receipt of your request.

Please note the following: there is no charge for academic transcripts; the limit for official transcripts issued to the student is three. A request for more than three transcripts requires the full name and address of the college, university, prospective employer, or scholarship agency to which the transcripts will be sent. You can indicate in your request if you would like us to forward the transcripts to your home address, but we still require the name and address of each institution.

Once a final examination period has begun, no transcript will be forwarded for any student who is currently enrolled in courses until all the student’s final grades have been received and recorded. Please notify the Office of the University Registrar immediately of any change of address.

Students are able to access their grades at the end of each semester via Albert, NYU’s Web-based registration and information system. Albert can be accessed via NYUHome at http://home.nyu.edu.

INFORMATION ON HOW TO REQUEST ENROLLMENT VERIFICATION

Verification of enrollment or graduation may be requested by submitting a signed letter with the following information: Student ID number, current name and any name under which you attended NYU, current address, date of birth, school of the University attended, dates attended, date of graduation, and the full name and address of the person or institution to which the verification is to be sent. Please address your request to Office of the University Registrar, Transfer and Certification Department, New York University, P.O. Box 910, New York, NY 10276-0910. Or you can fax your signed request to 212-995-4154. Please allow seven business days from the time the Office of the University Registrar is in receipt of your request. Currently we are not accepting requests for certification by e-mail.

DIPLOMA ARREARS POLICY

Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.
Advisement

ATTENDANCE
Regulations governing required or voluntary class attendance in the school are determined by individual departments and instructors.

CHANGE OF PROGRAM AND/OR DEGREE OBJECTIVE
Students who are changing their program and/or degree objective must complete an official change of program form in the Office of Graduate Admissions, Pless Hall, 3rd Floor. This form is to be completed by students who are changing from one program to another within the same department or from one department to another in the Steinhardt School of Education. Students who are transferring from the Steinhardt School of Education to another school of New York University (GSAS, Stern, etc.) must file an application with the admissions office of the appropriate graduate division.

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: F grades and all other permanent grades may not be changed unless the original grade resulted from a clerical error.

Note: There are no A+, D-, or F+ grades.

W = Official withdrawal. Courses officially dropped during the first three weeks of the term will not appear on the transcript. Those dropped from the beginning of the fourth week through the ninth week of the term will be recorded with a grade of “W.” After the ninth week, no one may withdraw from a course.

R = Registered paid auditor, not graded.

P = Pass, not counted in average.

N = Not counted (see note below).

If = Incomplete but passing—term paper or other work or final examination lacking (grade given only with the permission of the instructor); may be made up within time limits (see note below). If not made up, grade lapses to N.

IF = Incomplete but not passing; may be made up within time limits. If not made up, grade lapses to F and will be computed in the student’s grade point average.

Note: “E” courses: A grade of “I” must be removed within the time limit set by the instructor, which limit may not exceed six months after the close of the course. Students with 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, e.g., Dissertation Proposal Seminar.)

The lowest passing graduate grade is D. A general average of 2.5 is required for the master’s degree; and a general average of 3.0 is required for the sixth-year Certificate of Advanced Study and doctoral degree.

Note: Students taking “G,” “H,” and “C” courses are urged to check with the appropriate school for details of their grading policies because they may differ from those of the Steinhardt School of Education.

INDEPENDENT STUDY
It should be noted that independent study requires a minimum of 45 hours of work per point. Independent study cannot be applied to the established professional education sequence in teaching curricula.

Each departmental program has established its own maximum credit allowance for independent study. This information may be obtained from a student’s departmental adviser.

Prior to registering for independent study, each student should obtain an Independent Study Approval Form from the adviser. When completed, this form must be submitted to the Office of the University Registrar, 25 West Fourth Street.

PASS/FAIL OPTION
Matriculated students have the option to take courses on a pass/fail basis. The maximum of such courses is determined by the program but may not exceed 25 percent of the student’s total program. The student is responsible for adherence to these regulations.

Courses that are departmentally designated as pass/fail shall not be included in the 25 percent pass/fail option open to students. This pass/fail option can be applied only to “E” or “C” courses. Once this option is utilized, such a decision cannot be changed nor will the letter grade be recorded. The lowest passing graduate grade is D. An F grade is counted in the average. Pass/fail grades are not considered “weighted grades.” Pass/fail option forms may be obtained from the Office of the Associate Dean for Student Services and Public Affairs, Pless Hall, 2nd Floor, and must be filed in the Office of the University Registrar prior to the end of the fifth (5th) week of the term for fall and spring term courses. The fifth (5th) meeting of the class is the final date for filing pass/fail option forms for courses taken during the summer sessions.

STUDY ABROAD
Students may fulfill a limited number of their course requirements through various study abroad programs.

Such programs are offered through the Office of Special Programs (for further information, see pages 15, 50, 64, 100, and 181).

TRANSFER OF CREDIT
Permission to study in an institution outside of New York University must be obtained for graduate students from the Office of Graduate Studies. Transfer credit may be accepted only from accredited colleges and universities. Course work must have been completed within the last 10 years with a grade of B or better and may not have been counted toward another degree. Forms for approval of transfer credit are available in the Office of Graduate Studies. All transfer credit must be approved by the academic adviser.

For additional information, see Graduate Study/General Requirements beginning on page 224.

*Not available to special students.
Policies

POLICIES CONCERNING PLAGIARISM

The Bylaws of the University define as faculty jurisdiction the educational conduct of students. Given this charge, the Steinhardt School of Education has established the following guidelines to avoid plagiarism, a form of academic misconduct.

Students in the process of learning acquire ideas from others and exchange ideas and opinions with classmates, professors, and others. This exchange occurs in both reading, writing, and discussion.

Students are expected—often, required—to build their own work on that of other people, just as professional researchers and writers do. Giving credit to someone whose work has helped one is courteous and honest. Plagiarism, on the other hand, is a form of fraud. Proper acknowledgment marks the difference.1

A hallmark of the educated student is the ability to recognize and acknowledge information derived from others. The Steinhardt School of Education expects students to learn the proper forms of citation: directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from another’s work need to be acknowledged. The following definition of plagiarism has been adopted by the faculty members of the Steinhardt School of Education:

—Plagiarism is presenting someone else’s work as though it were your own. More specifically, plagiarism is to present as your own: a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer’s work; facts or ideas gathered, organized, and reported by someone else, orally and/or in writing.

—Since plagiarism is a matter of fact, not of the student’s intention, it is crucial that acknowledgment of sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.2

The Steinhardt School of Education imposes heavy penalties for plagiarism in order to safeguard the degrees that the University grants. Cases of plagiarism are considered among the most serious of offenses. (See the Steinhardt School of Education Statement on Academic Integrity in the Steinhardt School of Education Student Handbook.)

DISCIPLINE

Students are expected to familiarize themselves and to comply with the rules of conduct, academic regulations, and established practices of the University and the Steinhardt School of 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.

GRADUATE COMMISSION

The voting membership of the commission is composed of the dean and an elected faculty member from each of the schools offering a graduate program as well as academic officers from the central administration. Each school is also represented by a member of its student body.

UNIVERSITY POLICY ON PATENTS

Students offered research opportunities are reminded that inventions arising from participation in such research are governed by the University’s Statement of Policy on Patents, a copy of which may be found in the Faculty Handbook or obtained from the dean’s office.

NEW YORK UNIVERSITY WEAPONS POLICY

New York University strictly prohibits the possession of all weapons, as described in local, state, and federal statutes, that includes, but is not limited to, firearms, knives, explosives, etc., in and/or around any and all University facilities—academic, residential, or others. This prohibition extends to all buildings—whether owned, leased, or controlled by the University. The possession of a simulated firearm has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are instances in which (1) the bearer is in possession of written permission from a dean, associate dean, assistant dean, or department head and (2) such possession or use of simulated firearms is directly connected to a University- or school-related event (e.g., play, film production). Whenever an approved simulated firearm is transported from one location to another, it must be placed in a secure container in such a manner that it cannot be observed. Storage of approved simulated firearms shall be the responsibility of the Department of Public Safety in a location designated by the vice president for public safety. Under no circumstances, other than at a public safety storage area, may approved simulated firearms be stored in any University owned, leased, or controlled facilities.

When estimating the cost of a university education, students should consider two factors: (1) the total cost of tuition, fees, and materials related to a particular program plus costs directly related to the choice of living style (dormitory, apartment, commuting costs); and (2) financial aid that may be available from a variety of sources.

This section provides information on both of these distinct but related topics.

**Tuition, Fees, and Expenses**

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2005-2006. The Board of Trustees reserves the right to alter this schedule without notice.

Note that the registration and services fee covers memberships, dues, etc., to the student’s class organization and entitles the student to membership in such University activities as are supported by this allocation and to receive regularly those University and college publications that are supported in whole or in part by the student activities fund. It also includes the University’s health services and emergency and accident coverage and technology fee.

The act of registering generates related tuition and fee charges for which you are financially responsible. The Office of the Bursar is located at 25 West Fourth Street. Checks and drafts are to be drawn to the order of New York University for the exact amount of the tuition and fees required. In the case of overpayment, the balance is refunded upon request by filing a refund application in the Office of the Bursar.

A fee will be charged if payment is not made by the due date indicated on the student’s statement.

The unpaid balance of a student’s account is subject to an interest charge of 12 percent per annum from the first day of class until payment is received.

Holders of New York State Tuition Assistance Program Awards will be allowed credit toward their tuition fees in the amount of their entitlement, provided they are New York State residents enrolled on a full-time basis and they present with their schedule/bill the Award Certificate for the applicable term.

Students who receive awards after registration will receive a check from the University after the New York State payment has been received by the Office of the Bursar and the Office of the University Registrar has confirmed eligibility.

**DIPLOMA ARREARS POLICY**

Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

**GRADUATION**

No candidate may be recommended for a degree until all required fees have been paid. The University cannot be responsible for the inclusion in the current official graduation list of any candidate who makes payment after the first day of May, September, or January for degrees in May, September, or January, respectively. Following the payment of all required fees, and on approval of the faculty, the candidate will be recommended for the degree as of the date of the next regular meeting of the University Board of Trustees at which the awarding of degrees is a part of the order of business.

**TUITION**

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<th>Tuition per point, per term</th>
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<tr>
<td>Nonreturnable registration and services fee, first point</td>
</tr>
<tr>
<td>Nonreturnable registration and services fee, per point, for registration after first point</td>
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</tbody>
</table>

**Doctor of Physical Therapy (DPT) tuition,** see page 135.

**GENERAL FEES AND EXPENSES**

**Basic Health Insurance Benefit Plan**

(Any student can select):  

- Annual: $1,615.00  
- Fall term: $645.00  
- Spring term: $970.00  
- Summer term (only for students who did not register in the preceding term): $406.00

**Comprehensive Health Insurance Benefit Plan** (full-time students and international students automatically enrolled, all others can select):  

- Annual: $2,166.00  
- Fall term: $868.00  
- Spring term: $1,298.00  
- Summer term (only for students who did not register in the preceding term): $542.00

1 Waiver option available.

2 Students automatically enrolled in the Basic Plan or the Comprehensive Plan can change between plans, waiving the plan entirely (and show proof of other acceptable health insurance), or can select the UHC Only Plan.
SHC Only Health Insurance Benefit Plan (any student can select, but must maintain other insurance):

- Annual: $581.00
- Fall term: 232.00
- Spring term (coverage for the spring and summer terms): 349.00
- Summer term (only for students who did not register in the preceding term): 145.00

Stu-Dent Plan (dental service through NYU’s College of Dentistry):

- Primary member: $195.00
- Partner: 195.00
- Dependent (under age 16): 75.00
- Renewal membership: 160.00

Late tuition payment fee (other than late registration): $25.00

Penalty fee: $10.00

Application fee for admission:
- Graduate degree (nonrefundable, see page 202): $50.00
- Graduate special student status (nonrefundable, payable one time only, see page 202): 50.00
- Graduate degree (for students submitting major credentials from foreign institutions, see page 203): 50.00

Deposit upon graduate acceptance (nonrefundable): $200.00

Deposit, graduate degree (early decision/DPT nonrefundable): $500.00

Plus Registration and Services fee:
- Fall 2005: $206.00
- Spring 2006: 220.00

Late registration Additional fee payable by any student permitted to register
- Commencing with the second week of classes: $25.00
- Commencing with the fifth week of classes: 50.00

Maintenance of matriculation (per academic year):
- (Master’s and sixth-year only; doctoral students should consult page 228): $300.00

Duplicate rating sheet: $2.00

Makeup examination: $20.00

COURSE-RELATED FEES

Music and Music Education

Private Instruction fee:
- to be paid when registering for E85.1021-2321: $90.00
- E85.1034-2334: 90.00
- E85.1045-2345: 90.00
- E85.1056-2356: 90.00
- E85.1063-2363: 90.00

Recital fee:
- to be paid when registering for E85.2026: $75.00
- E85.3026: 75.00

Students registering for more than one section of private instruction within a specific course number (e.g., E85.1021) need only to pay the private instruction fee for the first section.

Occupational Therapy

Laboratory fee:
- to be paid when registering for E40.1402: $50.00

Physical Therapy

Laboratory fee:
- to be paid when registering for E44.2120: $65.00

Science Education

Laboratory fee:
- to be paid when registering for E14.1023: $50.00
- E14.1035: 50.00
- E14.1170: 50.00
- E14.1171: 50.00

Studio Art

Photography Lab/Darkroom fee:
- to be paid when registering for E90.0360-61: $250.00
- E90.1360-61: 250.00

Students registering for more than one photography lab course per semester need only to pay the fee once. All active Studio Art: Art in Media students (registering for courses) will be charged a per semester fee of $250.

DOCTORAL ADVISEMENT FEE

Doctoral students should consult page 228.

WITHDRAWAL AND REFUND OF TUITION

A student who for any reason finds it impossible to complete a course for which he or she has registered should consult with an academic adviser and file a completed Change of Program form with the Office of the Bursar. (Note: An official withdrawal must be filed if a course has been canceled, and, in this case, the student is entitled to a refund of tuition and fees paid.) Withdrawal does not necessarily entitle the student to a refund of tuition paid or a cancellation of tuition still due. A refund of tuition will be made provided such withdrawal is filed within the scheduled refund period for the term (see schedule below as well as the separate schedule for Intensive Weekend Graduate Study).

Merely ceasing to attend a class does not constitute official withdrawal, nor does notification to 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 nonrefundable 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. The processing of refunds takes approximately two weeks.

Refund Period Schedule (Fall and Spring Terms Only)

This schedule is based on the total applicable charge for tuition excluding nonrefundable fees and deposits.

Withdrawal before the official opening date of the term: 100%

Withdrawal within the first calendar week from the opening date of the term: 100%

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.)

Withdrawal within the second calendar week from the opening date of the term: 70%

Withdrawal within the third calendar week from the opening date of the term: 55%

Withdrawal within the fourth calendar week from the opening date of the term: 25%

Withdrawal after completion of the fourth calendar week of the term: NONE

Please note: A student may not withdraw from a class the last three weeks of the fall or spring term or the last three days of each summer session.

For students registered in Intensive
Financial Aid

New York University believes that students should be able to choose the college that offers them the best range of educational opportunities. In order to make that choice possible, New York University attempts to aid students who are in need of financial assistance.

Financial aid is awarded in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student's demonstrated need. Renewal of assistance depends on annual reevaluation of a student's need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Detailed information on financial aid is forwarded with the admission application and is available on the Office of Financial Aid Web site, www.nyu.edu/financialaid. A concise summary is also included in the NYU Student Guide, available from the Student Resource Center, Kimmel Center for University Life, 60 Washington Square South, Suite 210.

Many awards are granted purely on the basis of scholastic merit. Others are based on financial need. However, it is frequently possible to receive a combination of awards based on both. Thus, University scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. To ensure that maximum financial aid might become ineligible to receive scholarship or fellowship aid in future years.

Determination of financial need is also based on the number of credits for which the student indicates he or she intends to register. A change in registration therefore may necessitate an adjustment in financial aid.

HOW TO APPLY

Students must submit the Free Application for Federal Student Aid (FAFSA), and later, New York State residents must also complete the preprinted New York State Tuition Assistance Program (TAP) application, which is mailed automatically to the student by the New York State Higher Education Services Corporation (HESC) after the FAFSA is processed. (The TAP application is also available on the Internet when using FAFSA on the Web. See www.nyu.edu/financialaid/tap.html.)

The FAFSA (available online at www.fafsa.ed.gov or from NYU’s Office of Financial Aid) is the basic form for all student aid programs; be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to New York University (NYU's federal code number is 002785).

Students are encouraged to apply for financial aid electronically—the fastest and most accurate method. See www.nyu.edu/financialaid or www.fafsa.ed.gov. Students should consult the Financial Aid Web site or the Office of Graduate Admissions for individual deadlines. Information is transmitted directly to the U.S. Department of Education and eliminates the additional processing time and potential error associated with a traditional paper FAFSA. The process is quicker and more efficient for both the student and New York University.

Students requiring summer financial aid must submit a summer aid application in addition to the FAFSA and TAP application. The application becomes available in February and can be obtained from the Financial Aid Web site or the Office of Financial Aid.

ELIGIBILITY

To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration. Generally, University-administered aid is awarded to full-time students. Half-time students fewer than 12 but at least 6 points per semester may be eligible for a federal Stafford Student Loan, but they must also maintain satisfactory academic progress. Financial aid awards are not automatically renewed each year. Continuing students must submit a Renewal FAFSA each year by the NYU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing.

Citizenship. In order to be eligible for aid both from NYU and from federal and state government sources, students must be classified either as U.S. citizens or as eligible noncitizens. Students are considered to be eligible for financial aid if you meet the criteria listed on NYU’s Financial Aid Web site at www.nyu.edu/financialaid.

Withdrawal

Students should follow the official academic withdrawal policy described in their school bulletin. Those receiving federal aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government. The amount of federal aid “earned” up to that point is determined by the withdrawal date and a calculation based on the federally prescribed formula. Generally, federal assistance is earned on a pro-rata basis.
UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS

Through the generosity of its alumni and other concerned citizens, as well as from funds supplied by the federal government, the University is able to provide an extensive scholarship and financial aid program for its students.

Awards are competitive and based on academic achievement, test scores, and, in most cases, financial need.

Scholarships and Grants

Scholarships and grants awarded by the school generally range from $500 to full tuition. Grants include the Graduate Education Scholarship and 21st Century Scholarship. For more information, see the Office of Financial Aid Web site: www.nyu.edu/financial.aid.

Part-Time Employment

Most financial aid award packages include “recommended academic year earnings.” This means that students are eligible to work by using NYU’s student employment services, including the Federal Work-Study Program, and may earn up to the amount recommended in their award package.

Academic year earnings are not credited toward tuition and fees or room and board but are paid directly to the student on a biweekly basis. Money earned from employment is normally used for books, transportation, and personal expenses.

It is not necessary to be awarded academic year earnings in order to use the services of the Student Employment and Internship Center. All students may use the center as a resource for summer employment. Extensive listings of both on-campus and off-campus jobs are available. The Student Employment and Internship Center is located at 5 Washington Place.

New York City. As one of the largest urban areas in the world, 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. Many employers list positions with NYU’s Student Employment and Internship Center.

THE STEINHARDT SCHOOL OF EDUCATION-SPONSORED PROGRAMS

Application deadlines, criteria, award amounts, and other detailed information for school-based scholarships and fellowships may be found in the “Application for Graduate Admission with Directory of Programs and Financial Support Information,” which is available from the Office of Graduate Admissions, Pless Hall, 3rd Floor, New York, NY 10003; 212-998-5030, or at www.education.nyu.edu/graduate.admissions.

SCHOLARSHIPS

There are a number of scholarships available to both master’s and doctoral students and for full-time and part-time study. Scholarships typically provide partial tuition support, and decisions are based on merit and need. School-based scholarships include

Full-Time Study

Graduate Education Scholarships

Deans’ Opportunity Scholarships

Next Step Scholarships

Peace Corps Recipient Scholarships

Historically Black Colleges and Universities (HBCU) Scholarships

Health Professions Scholarships

Part-Time Study

Centennial Scholarships

Jonathan Levin Urban Education Scholarships

Mayor’s Graduate Scholarship Program

The Juventud Española de Brooklyn Scholarship

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, Steinhardt School of Education, New York University, Pless Hall, 2nd Floor, 82 Washington Square East, 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.

Internship in Student Personnel Administration. The Higher Education Program, in conjunction with the Division of Student Affairs and Services, offers paid internships in a variety of student personnel positions at NYU and at area colleges. Interns enroll in three courses per term and work 20 hours per week for compensation, which includes various contributions of stipend, tuition, and room and board. Individuals must be admitted to the Master of Arts degree program in student personnel administration to be considered for an internship. For information, contact the Higher Education Program, Steinhardt School of Education, New York University, East Building, 239 Greene Street, Suite 300, New York, NY 10003-6674; 212-998-5636.

UNIVERSITY FELLOWSHIPS AND ASSISTANTSHIPS

Resident Assistantships. Resident assistants are student paraprofessional staff members living on individual floors and assigned areas in each resident hall. Resident assistants are the first resource for residents concerning roommate relations, programming information, referrals to other offices or staff, or general information about the University, the city, or the neighborhood. Resident assistants are carefully selected and trained to provide support and assistance. The application and selection process for this highly selective leadership position begins late in the fall term. Students interested in becoming resident assistants should contact the Department of Residential Education, New York University, 33 Washington Square West, 1st Floor, New York, NY 10011-9154; 212-998-4311; www.nyu.edu/residential.education.

The NYU Expository Writing Program. This program offers positions as instructors and consultants to students who already hold a master’s degree or who have completed at least one year of a master’s degree program at NYU. These positions provide tuition remission and a stipend in exchange for teaching or consulting. Applications and additional information are available by contacting the NYU Expository Writing Program, 269 Mercer Street, 2nd Floor, New York, NY 10003-6687; 212-998-8860; www.nyu.edu/cas/expository.writing.

NYU’s America Reads and Counts. NYU’s program is the largest in the nation. This is an excellent opportunity for graduate students to earn money while working in a rewarding job. Under the supervision of classroom teachers, NYU students work to help school children acquire literacy and/or math skills. Tutors need not be enrolled in a teacher preparation program or have prior tutoring experience, but must be able to make a minimum weekly commitment of six hours in blocks of no less than two hours. Tutors must have a federal work study allotment determined on the basis of the FAFSA. For more information, please visit www.education.nyu.edu/americanreads.

THE STEINHARDT SCHOOL OF EDUCATION FELLOWSHIPS

Graduate and Teaching Assistantships. Graduate and Teaching Assistantship positions are awarded on a competitive basis to new and continuing full-time students, with preference and priority given to doctoral students. Highly qualified master’s candidates may also be considered in the absence of doctoral candidates. These awards provide full tuition coverage.
per year as well as a stipend for a nine-month period for the equivalent of 20 hours of service per week. Positions are available in both academic and administrative departments. Additional information may be obtained from the Office of Graduate Admissions.

Founders Fellowship for Doctoral Study. The Steinhardt School of Education (founded as the School of Pedagogy) provided the first arena in the nation for doctoral-level study in the field of education. This fellowship was created in honor of the vision of the school’s founders. New, full-time Ph.D. students in all programs are eligible. Fellows receive full tuition support and a generous yearly stipend.

New York University Opportunity Fellowships. Intended for new, full-time students from underrepresented groups, funding varies from partial to full tuition support.

The Phyllis and Gerald LeBovf Doctoral Fellowship in Media Ecology. This highly competitive fellowship was created to train the next generation of communications professoriat. It provides full tuition support and a generous stipend for up to three years to a new, full-time Ph.D. student in media ecology.

The Steinhardt Fellowship in Education and Jewish Studies. This highly competitive fellowship is available to new doctoral students in the Program in Education and Jewish Studies. It provides full tuition support and a generous stipend renewable for up to three years.

OTHER SOURCES OF AID

State Grants and Fellowships

New York State and other states offer a variety of grants (see the Higher Education Services Corporation Web site: www.hesc.com). Although application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when drawing up the student's financial aid package. All applications for state scholarship aid should be filed at least two months before bills are due or by the deadline the state specifies, whichever is earlier.

New York State Tuition Assistance Program. Legal residents of the state of New York who are enrolled in a full-time degree program of at least 12 points a term, or the equivalent, may be eligible for awards under this program. The award varies, depending on income and tuition cost.

Students applying for TAP must do so via a FAFSA application, or they may contact the New York State Higher Education Services Corporation (HESC) at 888-NYS-HESC for an express TAP application. TAP change forms are available at the HESC Web site. Return these completed applications as instructed. Do not send the forms to NYU. For more information about TAP, visit www.nyu.edu/financial.aid/tap.html.

States Other Than New York. Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at New York University. Contact your state financial aid agency (call 800-433-3245 to get its telephone number and address) to ask about program requirements and application procedures. When you receive an eligibility notice from your state program, you should submit it to the New York University Office of Financial Aid in advance of registration.

Veterans Benefits

Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs the amount of benefits varies.

Applications and further information may be obtained from the student's regional office of the Department of Veterans Affairs or by visiting www.va.gov. Additional guidance may be obtained from the Office of the University Registrar, 25 West Fourth Street, 1st Floor.

Loans and Jobs

Subsidized Stafford Student Loan Program (SSL). The federal Subsidized Stafford Student Loan Program provides low-interest student loans using the capital of lending institutions and the administration of state agencies. These loans are made by independent banks or lending institutions and are generally insured by both the state and federal governments.

Graduate students may borrow up to $8,500 per year with a total aggregate borrowing limit of subsidized Stafford Loans (including undergraduate loans) of $65,500. Within these limits, students may borrow up to the difference between the cost of the education, the family contribution, and the total of all other financial aid awards. For graduate students, “family contribution” is derived from the incomes of the student and the spouse (if married).

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 up to 3 percent may be deducted from the loan funds.

Unsubsidized Stafford Student Loan Program. Students who do not qualify for Federal Subsidized Stafford Loans or who qualify for only partially subsidized Federal Stafford Loans may borrow funds through this program up to the limit of the Federal Stafford Loan limit.

Unsubsidized Federal Stafford Student Loans provide additional loan eligibility beyond any subsidized Stafford amounts. Students must first apply for the regular (subsidized) Stafford program, and if they meet eligibility criteria, they will be automatically considered for the unsubsidized program. Terms and conditions are essentially the same as for the regular Stafford loan, except the federal government does not pay the interest on the unsubsidized loan while the student is in school.

Students must begin to repay interest and principal 60 days after the first loan funds are issued. Payment of the principal may be deferred if the student is enrolled at least half time for the period of the loan. Also, the interest can be "capitalized" (added to the principal) if desired.

Private Loans. A variety of private student loan programs are available to both U.S. and international students attending NYU. Created to supplement federal and institutional aid, they feature attractive terms and interest rates, and all credit-worthy families facing college expenses are eligible. There are no maximum income limits. Loans are made through banks, savings and loan organizations, and other lenders. For more information, see the Financial Aid Web site or contact the NYU Office of Financial Aid.

Employee Education Plans. Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students must also notify the NYU Office of Financial Aid if they receive this benefit.

Outside Scholarships and Grants

Students may be eligible for private scholarships or grants from outside agencies. Some sources to explore are employers, unions, professional organizations, and community and special interest groups. A number of extensive scholarship search resources are available free on the Internet, and several are featured on the NYU Office of Financial Aid Web site. Students who receive tuition reimbursement and NYU employees who receive tuition remission from NYU must notify the Office of Financial Aid if they receive this benefit.
The Office of the Associate Dean for Student Services and Public Affairs (Pless Hall, 2nd Floor, 212-998-5025, www.education.nyu.edu/students) is integral to the school’s educational mission of human development, collaborating with faculty, other school and University offices, and students to provide programs, services, and opportunities that are responsive to the dynamic nature of the educational process; enrich the educational experience; and embody the school’s concern for all phases of student development and the diversity of student needs.

The Office of the Associate Dean includes the Office of Counseling and Student Services, the Office of Advisement and Registration Services, the Office of Graduate Studies, and the Office of International Student Services. The staff works closely with the academic units of the school in facilitating the advisement process and other policies and procedures that derive from faculty and school actions such as student academic process, student discipline, student awards and honors, and the New Student Seminars.

OFFICE OF STUDENT SERVICES
Jeanne Bannon, Director
Pless Hall, 2nd Floor, 212-998-5065
E-mail: jeanne.bannon@nyu.edu

Counseling Services
To help promote healthy personal, educational, and career development within a diverse undergraduate and graduate student body while complementing the excellence of the academic program, a professional staff, which includes on-site counselors from University Counseling Services and the Office of Career Services, offers a range of individual and group counseling, as well as skills development workshops and seminars.

Student Services
Student services include recruitment activities for prospective students, orientation programs for new students, pre-advisement, psychoeducational workshops, school receptions, and student colloquia. The Office of Student Services works collaboratively with student services and activities offered through University offices such as Residential Education; the Wellness Exchange; Office of Career Services; the Office for African American, Latino, and Asian American Student Services; the Office of Lesbian, Gay, Bisexual, and Transgender Student Services; and the Student Resource Center. The professional staff serves as adviser to the graduate student organization.

GRADUATE STUDENT ORGANIZATION
The Graduate Student Organization (GSO) develops programs, activities, and services to help meet the cultural, social, and professional needs of its constituency. The GSO is governed by an executive board of officers and representatives from each department in the Steinhardt School of Education. The GSO, in conjunction with the USG (Undergraduate Student Government), funds student-initiated projects and plays an active role in the governance of the school and University and is responsible for appointing students to serve on designated school/University committees. Additional information may be obtained by contacting the GSO Office in Pless Hall, 3rd Floor; telephone: 212-998-5351. e-mail: education.go@nyu.edu.

SPECIAL AWARDS FOR EXCELLENCE AND SERVICE TO THE SCHOOL
The Office of 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 Steinhardt School of Education community. The John W. Withers Memorial Award and the E. George Payne Memorial Award are awarded to graduating seniors and graduate students who have shown evidence of exemplary scholarship and service to the school. The Ida Bodman Award and the Samuel Eshborn Service Award are given on the basis of the quality of service that a student has given to the school. The Arch Award is awarded to undergraduate and graduate students based on the unique and beneficial quality of their cumulative record of service to their fellow students, faculty, and administration of the school.

HONORARY SOCIETIES
Delta Pi Epsilon (Business Education)
Lambda Pi Eta (Communication)
Phi Delta Kappa (Education)
Pi Lambda Theta (Education)
Kappa Delta Pi (Education)

THE DEAN’S GRANTS FOR STUDENT RESEARCH
These grants are designed to encourage matriculated master’s and doctoral students to undertake a faculty-sponsored independent research project or a specific component thesis or dissertation work. For more information, see the Steinhardt School of Education Student Handbook.

OFFICE FOR INTERNATIONAL STUDENTS AND SCHOLARS
The Office for International Students and Scholars (OISS) coordinates services for international students and scholars. The OISS issues certificates of eligibility for F-1 and J-1 student visas, advises on all matters pertaining to student immigration status, and serves as the University’s liaison to all United States government agencies with responsibilities for visitors from abroad. Advisers are available every day to assist students with immigration, employment, financial, personal, and cross-cultural concerns. Students are required to report to the OISS upon arrival; to keep the office informed of changes in academic program, address, or funding; and to notify the office when departing the U.S. for more than a brief period.
Learning specialists are available to provide one-on-one assistance to eligible students under the center’s auspices. Students with disabilities, supported by reasonable accommodations, must be able to function in their academic and residential environments. Supported by such accommodations, they are expected to meet the requirements and expectations of their academic programs, to follow the established guidelines for securing and remaining in residential living space, and to adhere to University student conduct and disciplinary codes.

Students with disabilities must be able to function in an independent manner as possible and to seek appropriate assistance in a reasonable and timely manner. University resources and staff cannot be expected to meet all of a student’s needs associated with managing a disability. It is expected that students will follow appropriate health regimens, secure appropriate medical and therapeutic assistance from qualified practitioners at NYU or in the New York City area, and arrange necessary support services (i.e., transportation, individual monitoring of needs, financial assistance, personal care) that NYU does not provide. Telephone 212-998-4980 (voice and TTY) or visit our Web site (www.nyu.edu/oasis) for more information.

OFFICE FOR AFRICAN, AMERICAN, LATINO, AND ASIAN AMERICAN STUDENT SERVICES (OASIS)

Since 1988, the OASIS mission has been to provide innovative programs that offer resources and support to our rich multicultural and ethnic student community. We help students achieve their goals in a supportive environment and an atmosphere of respect. By creating opportunities that address the intellectual success, cultural connections, and social concerns of students, college life takes on a whole new meaning.

The many diverse groups OASIS serves have grown over the years. Please contact us to learn about how we may serve you. Here is a summary of what we offer:

**Educational and Cultural Programs**
- Educational and Cultural Institute/Under1Roof
- OASIS Speaker Series
- -ISM Project
- Diversity Day
- Future Administrators Cultural Training Seminar (FACTS) Program
- Institute for the Recruitment of Teachers
- Career Advantage Internship Program
- How to Make the Most Out of the Diversity Career Fair
- Making It in Media

**Personal Development and Leadership**
- The OASIS Leadership Institute (OLI)
- Mentorship Program
- OASIS Peer Ambassadors
- Brothers for Success
- Financial Aid Seminar Series
- The Culture Shop

**Academic Enrichment Services**
- Strategic Networking for Academic Performance (SNAP)
- Timbuktu Academic Resource Center
- Welcome Reception
- Holiday Celebration
- The Nia Awards Celebration
- University Commencement Reception
- OASIS in the Community Day
- Graduate Students of Color Socials
- The Alumni of Color Network (AOC)
- The OASIS O-Line—Semester Newsletter and Weekly E-Newsletter of Events
- Scholarship/Grant/Fellowship Information
- Counselor in Residence—staffed by a professional courtesy of University Counseling Service
- OASIS 101 Information Sessions
- The Official OASIS Web Site (www.oasis.nyu.edu)

The office, located at Kimmel Center for University Life, 60 Washington Square South, Suite 806, is open Monday and Friday from 9 a.m. to 3 p.m., and Tuesday, Wednesday, and Thursday from 9 a.m. to 7 p.m. The main telephone number is 212-998-4343.

**OFFICE OF LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDENT SERVICES**

The Office of Lesbian, Gay, Bisexual, and Transgender (LGBT) Student Services exists to create campus environments that are inclusive and supportive of student diversity in the areas of sexual orientation and gender identification. The office offers a number of support services and programs including the following:
- Weekly discussion groups
- Student clubs
- Cultural, educational, and social programs
- Community service opportunities
- Rainbow Connection mentor program
- Outspoken peer education program
- Lending library
- Information on campus and community resources, including health services, spiritual organizations, recreational and social opportunities, volunteer opportunities, jobs, and internships

Our programs include lunch discussions on various topics, social events, major
speakers, performances, and movie nights. Office staff members are always available to speak with students about coming out and related personal issues. The Office of LGBT Student Services houses a lending library and a number of resources regarding everything from health to legal issues to referrals to social events within the New York City LGBT community. The Office of LGBT Student Services is also dedicated to advocacy, education, training, and consulting. Outspoken is our peer education program that trains LGBT students and allies on issues of importance to the LGBT community and prepares them to present this information to the campus community. The Safe Zone program trains a growing network of students, faculty, and staff across the University who are willing and prepared to provide support and information to lesbian, gay, bisexual, transgender, and questioning students.

The office is located at the Kimmel Center for University Life, 60 Washington Square South, Suite 602. Students can also reach us at 212-998-4424 or lgbt.office@nyu.edu. You can also send us an AOL instant message at nyu1gbtoffice. We are open Monday through Thursday from 9 a.m.-8 p.m. and Friday from 9 a.m.-5 p.m. For more information and a listing of upcoming events and programs, visit our Web site at www.nyu.edu/lgbt.

FRATERNITIES AND SORORITIES

There are 25 fraternities and sororities recognized by the University. Information may be obtained at the Office of Fraternity and Sorority Life at Kimmel Center for University Life, 60 Washington Square South, Room 704G, 212-998-4710.

COMPUTER SERVICES AND INTERNET RESOURCES

Information Technology Services (ITS)

www.nyu.edu/its
Client Services Center:
10 Astor Place, 4th Floor
Telephone Help Line: 212-998-3333
Information Technology Services (ITS) provides technology-based services to University students, faculty, staff, and administrators. These services include computer and network support, the NYURoam wireless network, NYUHome, Blackboard, on- and off-campus Internet access, software, ITS computer labs, free classes, and a variety of additional resources to help with your course work and research projects.

NYUHome, E-mail, and Internet Resources

http://home.nyu.edu
ITS provides NYUHome, a customizable portal to many Web-based services and tools, including e-mail, Albert, Web forums (Lyris), NYU Blackboard, an events calendar, personal Web pages, research tools, library resources, and more. NYUHome also offers a customizable e-mail spam filtering tool and the opportunity to select your own personal e-mail address (click on “Preferences” on the NYUHome Web page for details). NYU students in degree or diploma programs and most visiting and special students are eligible for NYUHome service. If you have not already done so, visit http://start.nyu.edu to activate your NYUHome service.

Computer Labs and Instructional Facilities

www.nyu.edu/its/labs
ITS operates four computer labs, offering over 350 multimedia-equipped Macintosh and Windows computers with the essential software and peripherals and Internet connectivity. ITS labs are open to all NYU students in degree or diploma programs and to NYU faculty, staff, and administrators.

ITS-managed Macintosh- and Windows-based hands-on computer classrooms can be reserved for regular or occasional class meetings that require in-class computer use by students. Our largest classroom accommodates 30 students. Hands-on classrooms are located in ITS Computer Labs and at 194 Mercer Street, Room 304. To learn more about these resources, including locations and hours, please visit www.nyu.edu/its/labs or www.nyu.edu/its/classrooms or contact the ITS Client Services Center (see Help, below).

Connecting to NYU-NET

www.nyu.edu/its/nyunet
NYU’s data network, NYU-NET, links your computer—whether in your home, residence hall, or off-campus workplace—to NYUHome, allowing access to many Internet services. You can connect to NYU-NET in a variety of ways:

• NYU’s wireless access network, NYURoam, allows you to connect your laptop at many convenient locations around campus (see www.nyu.edu/its/wireless).

• NYU ResNet (www.nyu.edu/its/resnet) provides direct Ethernet connections from rooms in most NYU residence halls.

• Modern connections to NYU-NET are available using NYU DIAL (Direct Internet Access Link) service. See http://home.nyu.edu/help/connecting/dial.

• Over 100 NYUHome stations (www.nyu.edu/its/homestations.html) are installed on campus for student use.

• Laptop plug-in connections to NYU-NET are available at Bobst Library (see www.nyu.edu/its/faq/connecting/roaming.html). The Bobst Library Computer Center also lends laptops to students at no charge for use in designated library locations.

In-Room Telephone Service

www.nyu.edu/its/telephone
1221 for Residence Hall Telephone Service Line

ITS provides telephone services, including voice mail and long-distance service, to students housed in many NYU residence halls. Other residence halls have services provided by NYU service partners.

ITS Classes

www.nyu.edu/its/classes
Each semester, ITS offers classes and talks to the NYU community on a variety of topics, including NYU Blackboard, NYUROam, specific software packages, and more. For details and the current schedule, please see the Events channel in NYUHome, or visit www.nyu.edu/its/classes.

Special Resources

ITS Academic Computing Services provides specialized resources and services for instructional and research purposes through the ITS Faculty Technology Center and its affiliated staff of subject-area specialists in the Arts, Education, the Humanities, High Performance Computing, and the Sciences and in Statistics and Mapping for the Social Sciences. ITS also collaborates with NYU Libraries and partners with them in the Studio for Digital Projects and Research. For more information about the resources available to advanced students, see www.nyu.edu/its/students.html.

Software for Home and Office Use

http://home.nyu.edu > Files Tab > Software Channel

ITS provides Internet software and instructions for connecting your computer to NYU-NET, as well as Symantec AntiVirus and AdAware software to protect your computer from viruses, worms, and spyware. To download software, log in to NYUHome using your NetID and password, click on the “Files” tab, and then select the appropriate software for your computer’s operating system from the Software channel.

Help

www.nyu.edu/its/helpdesk.html; http://home.nyu.edu/help; or www.nyu.edu/its/jag

Computer and network support is provided by the ITS Client Services Center.
Student Activities

STUDENT RESOURCE CENTER
Kimmel Center, Suite 210
www.nyu.edu/src
212-998-4959

The mission of the Student Resource Center (SRC) is to provide a helpful, welcoming, student-focused environment that offers personal attention and information to students and their offices. OSA offers the G.O.L.D. program board@nyu.edu.

OSA holds an annual fall and spring conference, featuring works by students interested in learning about leadership, social justice, civic engagement, and event planning. OSA hosts a series of special events each year that supports student clubs and organizations and fosters a greater sense of community at NYU. OSA oversees the Loeb Student Center (LSC) located in the Kimmel Center for University Life on the 7th floor. The LSC includes two club lounges, club mailboxes, bulletin boards, a club and student publication resource center, Student Activities Board (SAB) and All-Square Student Budget Allocation Committee (ASSBAC) offices, the Program Board (PB) office, and the Office of Student Activities. OSA is responsible for Fraternity and Sorority Life (FSL) at NYU, serves as the primary advisors for the NYU Greek community, and provides guidance and support for fraternities, sororities, and their governing councils and judicial boards.

OSA is home to the student Program Board and works in partnership with their various committees to produce and promote an annual season of cutting-edge visual and performing arts programs, literary events, new music performances, concerts, lectures, and films as well as a visual and performing arts festival, CONCEPTION, featuring works by NYU students.

For detailed information about fraternity and sorority life, the Program Board, OSA programs and services, or a directory of registered student organizations, go to the OSA Web site at www.osa.nyu.edu. The Office of Student Activities is located in the Kimmel Center for University Life, New York University, 60 Washington Square South, 7th floor, New York, NY 10012-1019; telephone 212-998-4700, fax 212-998-4116; e-mail osa@nyu.edu or program.board@nyu.edu. Hours are Monday to Friday, 9 a.m.-6 p.m.

PROGRAM OFFICE
The Program Office is the home office for Program Board and Ticket Central and also coordinates events and programs for the Commuter Circle. The office coordinates Big Fun Days, a series of fun and innovative special events that start in September with Bobcat Day and end the year with the Strawberry Festival. For information about all Program Office events, join the e-mail list by sending a message to join-program-office-events@forums.nyu.edu. The office is located in Suite 210 of the Kimmel Center for University Life, 60 Washington Square South, 212-998-4999; www.nyu.edu/programoffice.

NYU PROGRAM BOARD
Program Board is a student-run organization dedicated to providing low-cost, quality entertainment and cultural programs for the entire New York University community. Members are responsible for every step of the event-planning process, from booking of talent and contract negotiation to technical production and publicity.

Committees include concerts, films, lectures, new music, performing arts, poets and writers, and publicity. Program Board also hosts Network Event Theater™, a series of free advance screenings of big-budget films. Students interested in joining one of the Program Board's committees should visit the Program Office. For information about events, have your name put on the Program Board e-mail list by sending a request to join-program-office-events@forums.nyu.edu. The office is located at the Kimmel Center for University Life, 60 Washington Square South, Suite 210; 212-998-4999.

TICKET CENTRAL BOX OFFICE
The Ticket Central Box Office, 212-998-4949, is NYU’s clearinghouse for discount tickets to a wide range of performing arts and film events on and off campus. Ticket Central is located at the Kimmel Center for University Life, 566 La Guardia Place (side entrance). Join the e-mail list by sending a message to join-ticket-central@forums.nyu.edu. The Web site is www.nyu.edu/ticketcentral.
**STUDENT RESIDENCES**

Housing over 11,000 students, year round, in 23 residence halls, the Department of Housing is responsible for the overall administration and operations of the residence halls.

The individual residence halls differ somewhat in building design, room types, kitchen facilities, and meal plan options. They are divided into two main categories: traditional-style and apartment-style halls.

The traditional-style residence halls (Brittany, Goddard, Hayden, Rubin, and Weinstein) offer a mix of two- to three-person bedrooms and two- to three-person bedrooms in two-bedroom suites. Traditional-style rooms or suites have their own bathrooms but no kitchen. Residents are required to have a meal plan of at least 10 meals per week.

The apartment-style residence halls (Alumni, Broome Street, Carlyle Court, Cliff Street, Coral Towers, Greenwich Hotel, Lafayette Street, Palladium, Seventh Street, Third Avenue North, Twenty-sixth Street, University Court, University Hall, Stuyvesant Town, Washington Square Village, Water Street, and West 13th Street) offer one- and two-person bedrooms in apartments with bathrooms and shared kitchens. Residents are required to have a meal plan of at least 10 meals per week.

Each of the following residence halls accommodates undergraduates only unless otherwise indicated.

- **Alumni Hall**, 33 Third Avenue
- **Brittany Hall**, 55 East 10th Street (freshmen only)
- **Broome Street Residence**, 400 Broome Street
- **Carlyle Court**, 25 Union Square West
- **Cliff Street**, 15 Cliff Street
- **Coral Towers**, 131 Third Avenue
- **Paulette Goddard Hall**, 79 Washington Square East (freshmen only)
- **Greenwich Hotel**, 636 Greenwich Street
- **Hayden Hall**, 33 Washington Square West (freshmen only)
- **Lafayette Street Residence**, 80 Lafayette Street
- **The Palladium Hall**, 140 East 14th Street (undergraduates and Stern graduates)
- **Rubin Hall**, 35 Fifth Avenue (freshmen only)
- **Second Street**, 1 East Second Street
- **Seventh Street Residence**, 40 East Seventh Street
- **Stuyvesant Town** (graduates only)
- **Third Avenue North Residence Hall**, 75 Third Avenue (freshmen only)
- **Twenty-sixth Street Residence**, 334 East 26th Street (undergraduates and graduates)
- **University Court**, 334 East 25th Street
- **University Hall**, 110 East 14th Street (freshmen only)
- **Washington Square Village**, 4 Washington Square Village (graduates only)
- **Water Street Residence**, 200 Water Street
- **Weinstein Center for Student Living**, 5 University Place (freshmen only)
- **West 13th Street**, 47-53 West 13th Street

For more information about NYU housing, call 212-998-4600 or log on to the Web site at www.nyu.edu/housing.

**OFF-CAMPUS HOUSING**

The Department of Housing provides NYU students, faculty, and staff with information about non-University housing options through the Off-Campus Housing Office. The office is located at 200 Washington Square Village, on the corner of Mercer and Bleecker Streets, and is open Monday through Friday. For the hours of operation, please call 212-998-4620. The office maintains a database of available housing listings online at home.nyu.edu. To access these listings, you must have an NYUHome account. Once you are logged in, click on the “Research” tab and then look for the Off-Campus Housing section. For more information or to learn more about our services, visit our Web site: www.nyu.edu/housing/offcampus or contact us by telephone at 212-998-4620.

**WELLNESS EXCHANGE**

726 Broadway, Suite 402
Telephone: 212-443-9999
Web: www.nyu.edu/999

The Wellness Exchange is the constellation of NYU’s extensive health and mental health resources. A central feature common to all these services is a private, 24-7 hotline that puts students in touch with professionals who can help them address day-to-day challenges as well as any other health-related concern they may have, including medical issues, academic stress, depression, anxiety, alcohol and other drug use, sexually transmitted infections, eating disorders, and sexual assault. The hotline is also available for students who just need to talk or want to call about a friend.

This hotline can be reached from any campus phone by dialing 999 or from any outside line at 212-443-9999. Students who prefer to use e-mail can contact a counselor at a private e-mail address (wellness.exchange@nyu.edu) to discuss concerns.

**STUDENT HEALTH CENTER**

726 Broadway, 3rd and 4th Floors
Telephone: 212-993-1000
Web: www.nyu.edu/health
The New York University Student Health Center (SHC) is an award-winning health care facility conveniently located on the Washington Square campus. SHC provides comprehensive health and wellness services designed specifically to respond to the health needs and concerns of the NYU community and promote a healthier, safer campus. These include medical, psychological, pharmaceutical, educational, crisis response, and support services. Whether a student’s needs involve routine or urgent medical care, counseling, education about a specific wellness issue, prescriptions, or eyewear, the staff at SHC is prepared to provide quality confidential, caring service.

Medical Services
Telephone: 212-443-1000
Web: www.nyu.edu/health

Medical services at SHC constitute out patient primary care by appointment, urgent care walk-in services, women’s and men’s health care, athletic medicine, HIV testing and counseling, immunization and allergy services, travel planning services, social services, and ancillary services, including radiology, laboratory, and a pharmacy. SHC also offers an impressive array of specialty services on site. They include dermatology, endocrinology, gastroenterology, general surgery, HIV testing and counseling, neurology, nutrition, ophthalmology, optometry, orthopedics, otolaryngology (ear, nose, and throat), psychiatry, physical and occupational therapy, podiatry, and pulmonology.

Counseling Services
Telephone: 212-998-4780
Web: www.nyu.edu/counseling

Counseling and psychological services at SHC are confidential and provided free of charge to both full- and part-time students. They include crisis intervention; short-term individual counseling for students with academic or personal problems such as loneliness, anxiety, family or other relationships, drugs or alcohol, sex, or self-esteem; and group counseling for topics such as relationship issues, eating disorders, and stress management. Students who need or desire longer-term therapy can receive referrals to private therapists or low-fee community clinics. In addition to the central location at 726 Broadway, counseling services are provided in many locations throughout the campus, including academic buildings and residence halls. Visit www.nyu.edu/counseling for a list of satellite locations. Students are strongly encouraged to have any specialized support service needs in place prior to coming to NYU.

Emergencies and After-Hours Crisis Response
In case of a health or mental health emergency, students should dial 911 as soon as possible.

For other medical emergencies, or when SHC is closed, students should call the NYU Department of Public Safety (212-998-2222) to be connected with the emergency room at NYU Medical Center’s Tisch Hospital, where a physician will provide advice over the telephone and determine whether the caller should go to the emergency room or can wait to see a health care provider at SHC when it reopens.

For mental health emergencies, calling the Wellness Exchange hotline (212-443-9999) or the NYU Department of Public Safety (212-998-2222) can connect students with a crisis response coordinator. These mental health professionals are available, 24 hours a day, 7 days a week.

Pharmacy Services
Telephone: 212-443-1050
Web: www.nyu.edu/health/pharmacy

The pharmacy at SHC provides pharmaceutical counseling, drug information/education, and a wide selection of pharmaceuticals (brand name and generics), vitamins, over-the-counter medications, and other items. Students can contact the SHC pharmacist to transfer prescriptions from their local pharmacy.

Fees and Other Important Information
All matriculated students may use the SHC. Students are encouraged to make appointments whenever possible and carry their health insurance identification cards with them at all times.

SHC charges fees for medical services (counseling and health education services are provided free of charge) and will assist students in submitting claims to certain insurance companies. No student will be denied service at SHC. To find out which insurance plans the SHC participates with, contact Patient Accounts Services at 212-443-1010. The SHC will file insurance claims on behalf of students; depending on the plan, payment may be required at the time of visit or arrangements can be made for billing.

The pharmacy at SHC accepts over 60 different kinds of insurance. Visit www.nyu.edu/health/pharmacy for a list of insurance plans accepted. Prescriptions can be called in by any licensed provider or nurse practitioner or can be presented in person, in written form. Students may also call the pharmacy to request a refill on a prescription if authorized by their provider.

HEALTH REQUIREMENTS

Immunizations
Telephone: 212-443-1199

New York State Public Health Law 2165 requires all students registering for 6 or more credits in a degree-granting pro-
NYU OFFICE OF CAREER SERVICES
Main Office: 719 Broadway, 3rd Floor
Telephone: 212-998-4730
Fax: 212-995-3827
Web site: www.nyu.edu/careerservices

CAREER PROGRAMS
Mentor Program: Successful professionals in a variety of fields serve as mentors to give students an inside look at various occupations. Students speak with mentors by telephone or in person and in some cases are able to spend a “day on the job” with a professional in their field of interest.

Career Week: Held in October, this annual program features presentations by professionals and special guest speakers on a variety of career-related issues. Students have opportunities to gather in-depth career information and ask questions.

Career Fairs: Each year several fairs are held off-site to target nonprofit, private sector, full-time, part-time, and internship opportunities for NYU students. Representatives from major companies and nonprofit agencies visit NYU to meet with students to discuss career opportunities within their organizations. A Graduate and Professional School Fair is also offered to students and alumni investigating graduate program across the country.

Career Assessment Tools: The Strong Interest Inventory and Myers-Briggs Type Indicator are available to assist students in learning about their interests, preferences, and styles. (Fee and follow-up appointment required.)

EMPLOYMENT ASSISTANCE
NYU CareerNet: This online database allows students to search for full-time, part-time, and internship positions. After registering with the Office of Career Services, NYU alumni (fee required) and students with a valid NYU ID have access to job listings 24 hours a day via the Web site.

On-Campus Recruitment: At the Main Office, recruiters from major organizations interview graduating students for full-time employment after graduation and interview juniors for summer internship opportunities.

Résumé Referral Service: Graduating students and alumni seeking full-time positions and current students seeking internships are encouraged to submit résumés to be faxed to employers with immediate employment openings.

STUDENT EMPLOYMENT AND INTERNSHIP CENTER
The Student Employment and Internship Center, located at 5 Washington Place, 2nd Floor (telephone: 212-998-4757, fax: 212-995-4197), assists students in securing internships and part-time jobs both on and off campus. Internship, part-time, and summer job listings are available through NYU CareerNet. Many students also secure internships through the résumé referral service and special internship programs. Numerous on-campus jobs are funded by the Federal Work-Study Program and provide an excellent opportunity to work at and get “connected” to NYU.

The NYU Bookstore
The New York University Main Bookstore, located at 18 Washington Place, stocks required and recommended course books, both new and used; a complete selection of hardcover and paperback general books; current bestsellers; children’s books and children’s clothing; study aids; and NYU sportswear, stationery, and gifts. Registered students can get a printout of their required and recommended textbooks at the store on the text level. The main telephone number is 212-998-4667.

The book inquiry system (Web site: www.booksstores.nyu.edu) is available two weeks prior to the start of a new semester. Registered students, using the Internet, can inquire about, get a listing of, and purchase optional and required course books 24 hours a day with a major credit card. Orders will be shipped via UPS ground within two business days.

Regular store hours are 10 a.m. to 7:15 p.m., Monday–Thursday, and 10 a.m. to 6 p.m., Friday and Saturday. Stores hours are extended, including some Sundays, beginning one week prior to the start of classes and continuing through the first two weeks of classes. Call the store or check the Web site for more information.

COMPUTER STORE
The Computer Store, located at 242 Greene Street, 212-998-4672, or computer.store@nyu.edu, offers educationally priced software and hardware. Books, CDs, film supplies, accessories, small electronics, repair services, and computing supplies are also available. At the start of each semester, students can take advantage of a no-interest computer loan for up to $3,000 with deposit.

PROFESSIONAL BOOKSTORE
The Professional Bookstore, located at 530 La Guardia Place, 212-998-4680, or prof.books@nyu.edu, serves the Leonard N. Stern School of Business (Graduate Division), the School of Law, and the Robert F. Wagner Graduate School of Public Service with course books. Also available are sports equipment, featuring the school insignia; stationery; study guides; and reference books.

Forms of payment at all our stores include MasterCard, Visa, American Express, Discover, and NYU Card Campus Cash.
Campus Safety

The safety of its students is of the utmost concern to New York University. The University has a comprehensive safety program that includes training, protection, and education. As part of the overall plan, the NYU Department of Public Safety provides a force of over 250 uniformed officers who are on duty at campus facilities and patrol 24 hours a day on foot, on bicycle, and in vehicles. Residence halls have 24-hour security or doormen. The campus bus, trolley, and escort van services provide safe transport to and from residence hall locations and other University facilities seven days a week, 24 hours a day. Specific information regarding campus transportation is available at www.nyu.edu/ride.

In accordance with Federal regulations, New York University annually publishes its Campus Security Report, which includes campus crime statistics for the previous three years as well as institutional policies, resources, and other information concerning campus security and crime prevention, alcohol and drug abuse, and sexual harassment. A copy of this report is available by contacting the Office of the Vice President for Student Affairs, Kimmel Center for University Life; New York University, 60 Washington Square South, Suite 601, New York, NY 10012-6675; 212-998-4414/4403. A PDF version of the report can be accessed online at www.nyu.edu/public.safety/pdf/04SecurityReport.pdf.

Sports and Recreation

JEROME S. COLES SPORTS AND RECREATION CENTER

The Jerome S. Coles Sports and Recreation Center fills the recreational needs of the University’s students, faculty, staff, and alumni. It accommodates a wide range of individual and group recreational activities, in addition to serving as home for several New York University intercollegiate teams. The center's operating schedule provides every member of the University community with an opportunity to participate in a series of programs, recreational courses, free play, intramural activities, and varsity or club teams.

As a result of multipurpose area functions and scheduling, a wide range of activities at varying skill levels is available to all facility users. The Jerome S. Coles Sports and Recreation Center provides the following facilities:

- A roof with a 1/6-mile, three-lane running track, plus a playing surface that accommodates six tennis courts.
- A natatorium with an NCAA regulation-size swimming pool and diving tank.
- Four squash courts and five handball/raquetball courts.
- A large, modern weight-training room and two annexes containing Life Strength and Hammer Strength machines, plus free weights, StairMasters, VersaClimbers, Lifesteps, rowing machines, and abductor/adductor machines.
- Individual rooms for wrestling/martial arts, fencing, physical fitness/calisthenics, dance, and exercise prescription instruction.
- Over 1,000 square feet of textured rock wall: Coles Rocks.

The Coles Sports and Recreation Center is located at 181 Mercer Street (between Bleecker and West Houston Streets). The center covers 142,000 square feet and has four levels (roof, lobby, natatorium, and field house). Five hundred people can use the facility at one time, 1,900 spectators can be seated in the field house bleachers, and 230 can be seated in the natatorium bleachers. The center is barrier-free to facilitate access for those with disabilities.

Lockers and recreational equipment are available to members. Reservations are necessary for squash, handball, raquetball, and tennis courts. Tickets for home intercollegiate events that require an admission fee can be secured at the center.

Use of the center is available to all students who are registered for credit-bearing courses and who hold currently valid ID cards. Students who are maintaining matriculation must pay an additional $100 per term ($45 for summer) for the use of Coles. Other members of the University community may obtain access to the center by purchasing a membership. Rules and procedures pertinent to use of the center and its programs are published annually and are available at the Membership Office.

THE PALLADIUM ATHLETIC FACILITY

The Palladium Athletic Facility, located on East 14th Street near Union Square, is the latest in cutting-edge sports complexes designed to feel like a private health club. The facility boasts an aerodynamically designed, L-shaped deep-water pool for lap-swimming and varsity-level competition.

Some of the highlights of the Palladium, which opened in the fall of 2002, include a 3,140-square-foot weight room complete with free weights, selectorized machines, and a FitLinxx workout system. The FitLinxx system is a series of weight-lifting machines connected to a computer network that not only tells one how fast to pump but also remembers previous workouts and weight settings.

The Palladium also features a 3,433-square-foot aerobic fitness room dedicated to cardio equipment, including treadmills, elliptical trainers, and exercise cycles. Each machine is outfitted with consoles into which patrons can plug their own headphones to receive audio from the nine TV stations playing in the room or the eight commercial-free cable radio stations. From this environment, one can move to the 30-foot-high climbing center or to the group cycling room.

The main gym can be used for either volleyball or basketball. The auxiliary gym is outfitted with a high-tech sound system and progressive fitness equipment, such as exercise balls and body bars, making it well suited for recreation classes. In addition, it has two half-sized basketball courts, which can be used when recreation classes are not in session.

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 New York University Recreation Office at 212-998-2018 or by picking up a brochure at the Membership Office.

DEPARTMENT OF ATHLETICS, INTRAMURALS, AND RECREATION

The Department of Athletics, Intramurals, and Recreation, housed in the Jerome S. Coles Sports and Recreation 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.

In addition, educational lectures are offered throughout the University. The Office for University Development and Alumni Relations, New York University, 25 West Fourth Street, 4th Floor, New York, NY 10012-1119; telephone 212-998-6912; alumni.info@nyu.edu.

Intercollegiate athletics offer desirable opportunities for physical, confidence, and leadership development for those men and women of the student body interested in higher levels of competition. New York University is a member of and adheres to the rules and regulations of the National Collegiate Athletic Association and the Eastern Collegiate Athletic Association, as well as a number of local and regional associations in particular sports. The University competes in NCAA Division III intercollegiate varsity basketball for men and women. The University also maintains a program of intercollegiate competition for men and women in several other sports. The men’s sports include cross-country, fencing, golf, soccer, swimming and diving, tennis, indoor track and field, outdoor track and field, volleyball, and wrestling. In addition to basketball, varsity competition is available to women in cross-country, fencing, soccer, swimming and diving, tennis, indoor track and field, outdoor track and field, and volleyball. Call 212-998-2021 for information and schedules.

New York University is a member of the University Athletic Association, which includes Brandeis University, Carnegie Mellon University, Case Western Reserve University, the University of Chicago, Emory University, the University of Rochester, and Washington University (in St. Louis).

Religious Organizations

The Catholic Center. The Catholic Center offers daily and Sunday Mass and a variety of religious, educational, social service, and social activities for both undergraduate and graduate students. Center facilities include Holy Trinity Chapel and the Newman Catholic Students Room. The center is open every weekday, and chaplains are available for consultation and counseling. The center’s office is located at 38 Thompson Street, 1st Floor, between West Third and West Fourth Streets. For further information, call 212-674-7236 or 212-998-1065.

The Edgar M. Bronfman Center for Jewish Student Life–Hillel at NYU. Located at 7 East 10th Street, the Bronfman Center is the center for Jewish student life on campus. Thousands of students participate in arts, social action, religious, social, and educational programming. The Bronfman Center offers students the opportunity to participate in Alternative Spring Programs, to exhibit their work in galleries, and to plan events that matter to them. Students run weekly Shabbat services as well as holiday celebrations. For more information, call 212-998-4114 or visit the Bronfman Center Web site at www.nyu.edu/bronfman.

Protestant Campus Ministries. Located at 194 Mercer Street, 212-998-4711, the Protestant Campus Ministries have a part-time chaplain available for counseling.

Related Web Sites. The Hindu Students Council promotes understanding of Hindu culture, philosophy, and spirituality. Its Web site is www.nyu.edu/ clubs/ bsc. The Islamic Web site features prayer service and event schedules and a new newsletter at www.nyu.edu/ clubs/ islemcenter. The Office of Student Activities has over 30 registered religious clubs, and new organizations are added each year. For a complete list of student religious clubs and organizations at NYU, visit http:// clubs.nyu.edu/category.cfm.

Alumni Activities

The Office for University Development and Alumni Relations of New York University enables graduates to maintain an active and enduring relationship with their school and classmates.

Alumni can find outlets for continued professional development at their alma mater, such as the joint Office of Career Services and Alumni Relations Job Expo for alumni and graduate students. 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.

For further information, please contact the Office for University Development and Alumni Relations, New York University, 25 West Fourth Street, 4th Floor, New York, NY 10012-1119; telephone 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 NYU Office for University Development and Alumni Relations works with the dean of each school and college to help serve alumni needs and encourage their involvement and support.

NYU alumni can enjoy educational travel programs, lifetime e-mail forwarding, and membership in VioletNet, an online community exclusively for NYU graduates. Contributing alumni also receive the NYU Alumni Card, which is a passport to many University-wide alumni services and benefits, including limited access to Bobst Library and Coles/Palladium Sports Centers, entrance to the NYU Torch Club, and discounts at NYU Bookstores and the Computer Store.

Graduates are also invited to join the Princeton Club and participate in numerous University events, both on campus and across the country. Alumni graduating within the last 10 years can join the Recent Alumni Network, which sponsors social, networking, and volunteer opportunities.

For further information, please contact the Office for University Development and Alumni Relations, New York University, 25 West Fourth Street, 4th Floor, New York, NY 10012-1119; 212-998-6912; alumni.info@nyu.edu.
The central mission of the NYU Steinhardt School of Education is to prepare professionals for careers of service in the fields of education, health, communications, and the arts. In its preprofessional and advanced degree programs, the school places hundreds of students each semester in community settings where they teach, perform psychology internships, and provide therapeutic services and nutritional counseling.

The Steinhardt School of Education recognizes the importance of non-career-related community service and offers a rich array of programs that allows NYU graduate and undergraduate students, staff, and faculty to participate in volunteer community service activity.

Undergraduates and graduate students who want to deepen their theoretical and practical understanding of community service may also enroll in a 2-point learning course, Students in the Community: Service, Leadership, and Training, E63.1040.

Among the many community service activities conducted, sponsored, or administered by the Steinhardt School of Education are the following:

**America Reads and Counts:** The school’s Office of Field Projects places more than 1,000 tutors each year in 90 New York City public schools as part of NYU’s America Reads and Counts program, the nation’s largest. This rewarding work is available to any NYU student who qualifies for Federal Work-Study. Interested students should e-mail areads@nyu.edu or visit www.education.nyu.edu/americareads. This work qualifies as a field placement for students in teacher preparation courses, but is available to all students, whatever their program or major.

**College Connection:** In this program, the University welcomes more than 2,000 sixth through ninth grade public school students to the campus each year. NYU undergraduate student volunteers talk with the student visitors on the importance of postsecondary education and what is involved in preparing for college and then lead a tour of the University campus.

**Department of Nutrition and Food Studies:** This department offers a program on the culture of food and nutrition-related matters at P.S. 111 in Community School District 2.

**Graphic Arts Communications:** The Graphic Arts Department Club works with Bronx high school superintendents to introduce Bronx students to careers in graphic arts.

The school maintains an Office of Field Projects that monitors and oversees all of these projects and assists students from all areas of the University in participating in these programs and other University service programs such as the President’s C-Team. For further information, students are invited to contact Lee Frissell, Director of Field Projects, Steinhardt School of Education, New York University, 82 Washington Square East, New York, NY 10003-6680; telephone: 212-998-5021; fax: 212-995-4277; or e-mail: lf1@nyu.edu.
NEW INTERNATIONAL STUDENT SEMINAR
Participation in the seminar (E03.1003) is required of all new graduate international students during their first term in residence. The seminar explores professional issues and provides additional orientation and guidance to the school, University, and city. For further information, consult the Office of the Associate Dean for Student Services and Public Affairs, Pless Hall, 2nd Floor.

GRADUATION
Students may officially graduate in September, January, or May. The Commencement ceremony for all schools is held in May. You must apply for graduation through ALBERT, which can be accessed via your NYUHome account. In order to graduate in a specific semester, you must apply for graduation within the application deadline period indicated on the calendar. (Students may view the graduation deadlines calendar and general information about graduation on the Office of the University Registrar's Web page at www.nyu.edu/registrar.) It is recommended that you apply for graduation no later than the beginning of the semester in which you plan to complete all program requirements. If you do not successfully complete all academic requirements by the end of the semester, you must reapply for graduation for the following cycle.

A student must be enrolled for either coursework or maintenance of matriculation during the academic year of graduation.

Master's Degree
The student must complete satisfactorily a minimum of 30 points in graduate courses (see Note 1, below). At least 18 of these points must be earned under the auspices of the Steinhardt School of Education in courses of the second (2) level or above, taken under advisement in the Steinhardt School of Education. Master's degree students are required to take a minimum of 18 points of graduate course work after establishment of matriculation (which occurs at the time of their first registration), even if this involves taking more courses than minimally required. Course work in progress during the semester in which matriculation is established may be counted toward this requirement. This policy applies to all new students who register as special (nondegree) students but who plan on applying for a degree.

The student's program of study is determined through consultation with the program adviser.

The residence requirement for a master's degree consists of 24 points, 18 points of which must be in courses on the second (2) level or above. Undergraduate (0-level) courses may not be counted as credit toward a master's degree.

At least one year, fall and spring terms, must elapse between the conferment of the bachelor's and master's degrees. A student is not permitted to be matriculated for more than one degree at a time.

GRADE AVERAGE
A scholastic average of 2.5 for both the total record and for courses in specialization is required for graduation. Individual academic programs may have higher average grade requirements.

MAINTENANCE OF MATRICULATION
To maintain matriculation, a candidate must complete at least 3 points on the first (1) level or second (2) level at New York University, under the auspices of the Steinhardt School of Education, each academic year (fall and spring) or, in lieu of such completion, must pay a maintenance fee of $300 per year, plus the nonreturnable registration and service fees each term. A candidate for a master's degree must complete all requirements within six years of the date of matriculation. If continuous matriculation has not been maintained, a reevaluation of credentials is necessary, and only those courses completed within the last 10-year period will be credited.

NOTE 1: A thesis may be substituted for 4 points of residence courses on the first (1) level, if program requirements allow.
SUPervised Student Teaching

Courses in supervised student teaching and field experiences are open only to matriculated students who have satisfactorily completed courses in the content area of the subject(s) they plan to teach, in the necessary pre–student teaching fieldwork, and in professional study, which would lead to state certification. The program of these courses includes work in selected early childhood, elementary, and secondary private and public schools (teaching centers) and in other appropriate educational institutions.

Students in pre–student teaching fieldwork are assigned to a variety of educational settings to complete 100 hours of observation and participation prior to student teaching. The Office of Field Activities in conjunction with the course instructors will arrange placements.

Students should consult their curriculum advisers well in advance regarding prerequisites for clearance to student teaching as well as requirements for successful completion of the student–teaching course(s). Full–time employment concurrently with student teaching is prohibited. No more than 16 points should be taken during the term in which the student registers for 6 points of student teaching. Registration in fewer than 6 points of student teaching allows consideration of an absolute maximum of 18 points. Students must receive a recommendation from their advisers in order to take more than 16 points in any student–teaching semester.

GENERAL REQUIREMENTS FOR ALL APPLICANTS FOR STUDENT TEACHING

1. All applicants must be matriculated for a degree at New York University during the term in which they are registered for student teaching.
2. All applicants must have an average of 2.5 in their area of specialization. An overall average of 2.5 is required in the Program in Early Childhood Education and Early Childhood Special Education.
3. Graduate transfer students from other institutions must have completed a minimum of 8 points of credit at New York University, selected in consultation with their curriculum advisers, prior to the term in which student teaching is undertaken.
4. All applicants must submit to the Office of Field Activities a completed Student Teaching Health Assessment Form prior to the first student teaching placement. This form requires a physical examination and proof of up–to–date immunization records.
5. All applicants must be interviewed by the appropriate department faculty and recommended for student teaching.
6. Students need approval of their advisers to register for field experience courses. For each semester an online Request for Placement Form must be completed following attendance of a Student Teaching Convocation event.

TEACHER CERTIFICATION

On satisfactory completion of teaching programs (including student teaching) and degree conferral, students will have completed academic requirements for teacher certification in New York State.

Notes

1. The New York State Education Department requires that all prospective teachers receive instruction relating to the nature and effects of alcoholic drinks, narcotics, habit–forming drugs, school violence prevention and intervention, and signs of child abuse, including instruction in this best methods of teaching these subjects. This requirement is met by successful completion of E81.1999, The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention.
2. The Education Department also requires new employees in New York State school districts, BOCES, or charter schools to be fingerprinted. The legislation does not require a student teacher or a person in a field placement to be fingerprinted unless such an individual is being compensated for their service and therefore considered to be an employee. For students in early childhood education, assignments in a pre–school–age setting may require fingerprinting under the auspices of the New York City Health Department prior to entering the field.
3. Currently, all prospective teachers are required to pass the New York State Teacher Certification Examinations. Scores must be submitted to the State Education Department before it will consider issuing a certificate to teach in the public schools of New York State. Please consult your departmental certification liaison for details.
4. All prospective teachers in early childhood and childhood education must have the following, on either the undergraduate or graduate level:
   a. College–level work in English, mathematics, science, social studies, and a language other than English (American Sign Language is acceptable).
   b. A concentration in one of the liberal arts or sciences.

Notice: New York State and Title II of the 1999 National Higher Education Act specify that the institutional pass rates on State Teacher Exams be published for schools offering teacher education programs. Statistics on the New York State Teacher Certification Examinations for the Steinhardt School of Education at New York University are as follows for 2002–2003: 124 students completed the Assessment of Teaching Skills–Written (ATS–W). Of those, 120 passed, and this yielded a pass rate of 97 percent. The statewide pass rate for the ATS–W is 97 percent. A total of 127 NYU students completed the Liberal Arts and Sciences Test (LAST). Of those, 123 passed, and this yielded a pass rate of 97 percent. The statewide pass rate for the LAST is 96 percent.

NEW YORK STATE TEACHER CERTIFICATION

Initial Certificate—The first teaching certificate obtained by a candidate who has met the requirements of the current regulations. Requirements include the completion of a program registered under these regulations and passing scores on the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills—Written (ATS–W), and the Content Specialty Test (CST).

The Initial Certificate will be issued only to students completing programs that are registered as leading to the Initial Certificate.

Candidates receiving an Initial Certificate will need to qualify for a Professional Certificate.

Professional Certificate—The Professional Certificate is the final teaching certificate awarded that qualifies a candidate who has met the requirements of the current regulations to teach in the public schools of New York State. Requirements include an appropriate master’s degree and three years of teaching experience, including one year of mentored teaching experience. Holders of the Professional Certificate are required to complete 175 hours of professional development every five years.

TERMINAL EXPERIENCE

An appropriate terminal academic experience is required for all students. Students should consult their departments for details. If a thesis is to be used as the terminal experience, the student should secure a thesis form from the Office of Graduate Studies, Pless Hall, 2nd Floor. On completion, the master’s thesis approval form signed by the thesis sponsor and reader is to be filed in the Office.
of Graduate Studies in accordance with the published deadlines for filing. (See www.education.nyu.edu/students for deadlines.)

TRANSFER CREDIT
Students will be allowed to transfer up to (but not to exceed) 30 percent of the total number of credits required by the program. The number of courses accepted for transfer will be determined by the program adviser. Credit may be granted for graduate course work, completed at an accredited graduate institution, not applied to another degree, and not more than 10 years old if a grade of B or better was earned for any such course work. In all cases the 24-point residency requirement must be met with a minimum of 18 points taken on the 2000 level.

M.A. CHECKLIST
1. Apply for graduation. Apply for graduation four to six months prior to your anticipated graduation date. Exact deadline dates are available from the Office of Graduation Services (Registrar). Telephone: 212-998-4260.

2. Information needed.
   a. Master’s degree statement of requirements. Count the number of points required for your degree.
   b. List of the prerequisite and graduate courses required for your curriculum. Each program provides students with this information at the time of matriculation.
   c. Transcript. List the courses and credits you have completed.
   d. List any courses you transferred (via adviser’s filing a transfer credit form).

3. Meeting schoolwide requirements.
   a. Course requirements: Check all courses taken at NYU or transferred to NYU against the list of prerequisite graduate courses required.
   b. Transfer credit allowances:
      i. Upon admission, students are allowed to transfer credits up to (but not exceeding) 30 percent of the total required by the program. The number of courses accepted for transfer will be determined by the program adviser. Credit may be granted for graduate course work completed at an accredited graduate institution not applied to another degree and not more than 10 years old. In all cases, the 24-point residency requirement must be met with a minimum of 18 points taken on the 2000 level.
      ii. For those already matriculated, the maximum number of credits allowed for course work taken outside the University is limited to 8 points.
      iii. Transfer credit may be accepted at only the 1000 level. A minimum grade of B must have been earned for such course work.
   c. The Steinhardt School of Education graduate credit requirements: A minimum of 18 credits must be taken at the 2000 level. Count the number of credits taken in “E” courses (e.g., E33) at the 2000 level.
   d. The Steinhardt School of Education residency requirements: A minimum of 24 credits must be completed in residence. Count the number of credits of graduate (1000- or 2000-level nonprerequisite) courses taken at NYU.
   e. Total credit requirements: A minimum of 34 credits must be completed. (Program requirements vary and may exceed this number.) Count the number of credits taken in 1000- or 2000-level nonprerequisite courses at NYU or transferred in. Do not count courses taken as prerequisites.
   f. Grade point requirements: minimum = 2.5.

Sixth-Year Program

CERTIFICATE OF ADVANCED STUDY IN EDUCATION
The school offers a sixth-year program of studies leading to the award of a Certificate of Advanced Study in education with specialization in a particular area. Availability of the sixth-year program should be ascertained by consulting the division or department of specialization sought.

CERTIFICATE REQUIREMENTS
The sixth-year program requires a minimum of 30 points and is open only to students holding a master’s degree from a recognized institution.

- Of these 30 points, a minimum of 15 points must be completed under the auspices of the Steinhardt School of Education after the term in which matriculation is approved.
- Of these 30 points, a minimum of 24 points must be completed in residence at the second (2) level.
- Of these 30 points, a maximum of 6 points may be taken at the first (1) level upon recommendation of the program adviser and with approval of the appropriate department chairperson. If the maximum of 6 points of advanced standing is applied, no first (1) level course may be taken. Undergraduate (0-level) courses may not be counted as credit toward the Certificate of Advanced Study.
- While professional work experience is not required prior to matriculation, the certificate will be granted only after the student has had three years of satisfactory, related professional experience, obtained either before or during the pursuit of the sixth-year program.

GRADE AVERAGE
A scholastic average of 3.0 in required courses is necessary for graduation.

MAINTENANCE OF MATRICULATION
To maintain matriculation, a candidate must complete at least 3 points on the second (2) level or above at New York University, under the auspices of The Steinhardt School of Education, each academic year (fall and spring) or, in lieu of such completion, must pay a maintenance fee of $300 per year, plus the nonreturnable registration and services fees each term. A candidate has a six-year period following the date of matriculation for the completion of all requirements. If continuous matriculation has not been maintained, a reevaluation of credentials is necessary, and only those courses completed within the last 10-year period will be credited.

TRANSFER CREDIT
On recommendation of the adviser, credit for graduate course work completed at an accredited graduate institution, not applied to another degree, and not more than 10 years old may be granted to a maximum of 6 points if a grade of B or better was earned for any such course work.
The purposes of the doctoral programs in the school are to prepare people who will advance knowledge; to prepare people who will transmit knowledge; and to prepare people for educational, administrative, and other professional services. Doctoral programs require a minimum of three academic years of full-time graduate-level study (a minimum of 12 points per semester) after the baccalaureate degree, or their equivalent in part-time study.

Students are reminded that, in general, the degree requirements applying to them are defined in the bulletin for the academic year in which their matriculation is established.

**REQUIREMENTS FOR DOCTORAL MATRICULATION**

All applicants for admission to doctoral study in the Steinhardt School of Education must submit a completed admission application; official transcripts documenting higher education; official scores from the Graduate Record Examination (GRE) general test, including the verbal, quantitative, and analytical sections; and payment of the required fees, along with any other program-specific requirements as outlined in the Application for Graduate Admissions. The Test of English as a Foreign Language (TOEFL) is mandatory for all applicants whose native language is not English and who did not receive a bachelor's degree at an English-speaking college or university.

Applicants should arrange to take the GRE through the Educational Testing Service, Princeton, NJ 08541. Scores, to be official, must be reported through the Educational Testing Service to the Office of Graduate Admissions. (Score Report Code Number R-2556-9), Steinhardt School of Education, New York University, Pless Hall, 82 Washington Square East, 2nd Floor; some filing and examination dates are listed at www.education.nyu.edu/students.

Doctoral students are required to take a minimum of 18 points of graduate course work following acceptance of candidacy, even if this involves taking more courses than initially required. Courses taken during the term in which the candidacy examination is passed may be counted toward this requirement. Doctoral degree service fee courses (including the doctoral advisement fee) do not count as part of the 18 points of graduate work required following candidacy.

If doctoral candidacy is not accepted, matriculation will be suspended. If candidacy is subsequently accepted, the original date of matriculation will be restored.

**FINAL ORAL EXAMINATION**

The final oral examination for doctoral degrees will be conducted by a commission of five faculty members. If a two-member dissertation committee is appointed, the final oral examination commission shall be composed of four members. A candidate is eligible for this examination only after the approved dissertation, abstract, and necessary forms (which may be obtained from the Office of Graduate Studies) have been transmitted for examination purposes and all other scholastic requirements have been met. (Consult www.education.nyu.edu/students for dates for filing dissertations.) At least six weeks intervene between the date of submission of the approved dissertation to the Office of Graduate Studies and the final oral examination. Oral examinations are generally not scheduled from the third week of July to the third week of October. The examination need not be restricted to a defense of the dissertation.

**Note:** If a candidate fails the oral examination, he or she may appeal to the associate dean for academic affairs, who may grant the privilege of a second oral examination by the same examining commission.


mission, provided that the examination shall not be given before six months have elapsed and provided further that no more than two oral examinations shall be permitted any one candidate. Such an appeal should be filed in the Office of Graduate Studies.

TERMINATION OF CANDIDACY

A member of the major faculty or a dissertation committee may at any time recommend to the associate dean for student services and public affairs the termination of a student’s candidacy for a doctor’s degree, provided that such recommendation is accompanied by substantiating evidence.

DOCTORAL ADVISEMENT FEE SYSTEM

(MAINTENANCE OF MATRICULATION)

Effective since fall 1991, the following Doctoral Advisement fee system is in effect for all Steinhardt School of Education doctoral students:

1. Any semester in which a student is not registered for at least one 3-point course, the student must register for E10.3400, Doctoral Advisement. Registration for this course will entitle students to use the libraries and other research facilities, consult members of the faculty, participate in University activities, and use the student health service and the Coles Sports and Recreation Center.

2. Doctoral Advisement will be a 1-point fee course. These credits will not count toward the student’s total point requirement.

3. Students who register for Doctoral Advisement may be given full-time equivalency if they are eligible according to the Steinhardt School of Education regulations.

4. Students must register for Doctoral Advisement each semester. Students who are away from the area must consult with advisers by telephone and may register by telephone for Doctoral Advisement during the official registration periods.

5. If a student who is still within his or her 10-year time period for degree completion does not register each semester for either one 3-point course or for Doctoral Advisement, his or her matriculation will lapse after one year. With the approval of the student’s adviser, matriculation may be reinstated, at which time the student will be required to pay all missed tuition and fees. Students who do not register for any given semester must also pay missed tuition and fees for Doctoral Advisement upon reregistration.

Doctor of Philosophy/Doctor of Education

APPOINTMENT OF DISSERTATION COMMITTEE

(See Note 1, Below)

When a student has matriculated and candidacy has been approved, the associate dean for academic affairs will, on the written request of the candidate, appoint a dissertation committee of two or three faculty members, at least one of whom, the chairperson, shall be from the candidate’s area of specialization (as defined by the two-digit number that designates the academic program in which the candidate is matriculated). Three-member committees may be reduced subsequently to twomember committees at the discretion of the associate dean and under certain special circumstances.

Further, in order to ensure a diversity of perspectives being available to the student during the proposal and dissertation development process, at least one member of the committee must hold professorial appointment in a program/department different from the candidate’s program or area of specialization.

It is the candidate’s responsibility to nominate the chairperson of this committee, whose consent to serve must be indicated on the application form, obtainable in and returnable to the Office of Graduate Studies, Pless Hall, 82 Washington Square East, 2nd Floor. The membership of the committee will be reviewed and approved by the associate dean.

Students may elect to request the appointment of a dissertation sponsoring committee chairperson without requesting the appointment of the other one or two remaining committee members. Should the student elect to request the advance appointment of a chairperson in this manner, the student must request appointment of the remaining member(s) within one year of the date on which the committee chairperson was appointed.

DISSERTATION PROPOSAL

Following appointment of the dissertation committee, the candidate will prepare an original research proposal for approval by the committee and for review by the appropriate proposal review panel. All proposals must be submitted initially to the Office of Graduate Studies. The proposal must be approved before data collection and the dissertation writing are begun. In the proposal, the candidate is expected to indicate clearly and concisely what is proposed, where information is to be obtained, and how the research is to be carried out. Guidelines for submission of the proposal are available in the Office of Graduate Studies, Pless Hall, 2nd Floor.

DISSERTATION

Candidates for the Ph.D. degree must show ability for independent research and scholarly technique by means of a dissertation, the preparation of which will usually represent a substantial amount of research activity. Candidates for the Ed.D. must present a successfully completed dissertation involving applied research in the field of education. Alternate projects to the dissertation for the Ed.D. are provided, subject to approval of faculty. Consult the Office of Graduate Studies for a statement governing preparation and submission of the dissertation or the alternate Ed.D. project. No dissertation or final document will be read regardless of any other consideration unless the English is techni-
cally accurate and the style and appearance satisfactory. (Consult www.education.nyu.edu/students for dates for filing dissertation.)

MINIMUM RESIDENCE REQUIREMENT

Consult department of specialization for further information. Some departments require a one-year residency with full-time student status. All candidates for the Doctor of Philosophy or Doctor of Education degree must complete a minimum of 36 points in residence beyond the master’s degree, 33 points of which must be on the second (2) level or above. Those candidates matriculating for the doctorate directly from the baccalaureate are required to complete 54 points in residence, of which 45 must be on the second (2) level or above. Undergraduate (0-level) courses may not be counted as credit toward a doctoral degree.

NOTE (1): No doctoral student may form a dissertation committee until he or she has fully satisfied the appropriate foundations of education requirement.
GENERAL DEGREE REQUIREMENTS

(PH.D. AND ED.D.)

1. All candidates are required to take 6 points of foundations work. The foundations courses must be taken during the first 24 points of doctoral study. Choose two of the following, one each from Groups A and B:

**Group A**
- E20.2400 Foundations of Education: Educational Sociology
  - 3 points
- E63.2400 Foundations of Education: Educational Psychology
  - 3 points

**Group B**
- E50.2400 Foundations of Education: Philosophy of Education
  - 3 points
- E55.2400 Foundations of Education: History of Education
  - 3 points

Majors in any of these departments must select foundations courses outside their department of specialization. With the approval of the adviser, a student may substitute an advanced course in place of one of the above 2400 courses if the student meets all the requirements for the desired course.

2. All candidates are required to complete a 3-point course in specialized methods of research.

3. Six points of cognate study (study related to but not in the field of specialization).

4. A 3-point course in dissertation proposal seminar.

5. A departmental or divisional seminar (3 points).

6. Fifteen points of research electives specifically addressed to preparing the student to design and conduct his or her research.

7. Specialization courses as specified on the Statement of Requirements in addition to the requirements (1-6) above.

8. A scholastic average of 3.0 for both the total record and courses in specialization is required for graduation.

9. Doctoral students are expected to be able to explain and defend all aspects of the data analysis and interpretations appropriate to the design of their dissertation research.

**NOTE 1:** Students wishing to fulfill part of their doctoral foundations requirement by taking educational sociology should enroll in E20.2400, if they have not had a recent sociology of education course at the graduate level. Those who have had such grounding should take any one of the following three: E20.2089, E20.2090, or E20.2371.

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Doctor of Psychology

The Doctor of Psychology degree program in professional child/school psychology is designed as an alternative to the traditional Doctor of Philosophy degree. While the Ph.D. degree program in school psychology is based on the traditional scientist-practitioner model in psychology, preparing students for research and professional practice, the Psy.D. is based on a practitioner-scholar model with major emphasis on preparation for professional practice.

The Psy.D. program is currently not admitting students.

All candidates for the Doctor of Psychology degree should see the following sections on pages 227-28:
- Requirements for Doctoral Matriculation
- Transfer Credit
- Admission to Candidacy
- Termination of Candidacy
- Doctoral Advisement Fee System, and Minimum Residence Requirement.

GENERAL DOCTOR OF PSYCHOLOGY DEGREE REQUIREMENTS

Degree requirements include the following:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Psychological foundations</td>
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<tr>
<td>Proseminar</td>
<td>3</td>
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<tr>
<td>Educational foundations</td>
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<tr>
<td>Measurement/evaluation</td>
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<td>Practica</td>
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<td>Specialization</td>
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<td>Integrative seminar</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>99</strong></td>
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</tbody>
</table>

Additional program requirements, including required courses, field experience and internship, scholarly papers, and final oral examination, are defined in the program brochure.
Degree and Certificate Programs as Registered by the New York State Education Department

(See page 232 for teacher certification programs.)

### Programs/Concentrations

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<thead>
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<th>Programs/Concentrations</th>
<th>Degrees Conferred</th>
<th>HEGIS* Number</th>
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<td>Art Therapy</td>
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<td>Visual Culture:</td>
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<td>Costume Studies</td>
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<td>Visual Culture:</td>
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<td>Theory</td>
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<td>Performing Arts</td>
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<td>Visual Arts Administration</td>
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<td>For-Profit Sector</td>
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<td>Workplace Learning</td>
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<td><strong>Community Public Health</strong></td>
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**NOTES**

*HEGIS: Higher Education General Information Survey, New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 122230; telephone 518-474-5851.*

¹Leads to New York State certification.

²Professional license qualifying.

³Students will no longer be admitted into this program beginning fall 2005.
<table>
<thead>
<tr>
<th>Programs/Concentrations</th>
<th>Degrees Conferred</th>
<th>HEGIS*</th>
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### Preservice Leading to Initial Certification

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### Dual Certification Programs

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<th>Programs/Concentrations</th>
<th>Degrees Conferred</th>
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<tr>
<td>Childhood Education/ Special Education: Childhood</td>
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<tr>
<td>Early Childhood Education/Special Education: Early Childhood</td>
<td>M.A.</td>
<td>0823/0808</td>
</tr>
<tr>
<td>Educational Theatre, All Grades and English 7-12</td>
<td>M.A.</td>
<td>1007</td>
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<td>Teaching a Foreign Language 7-12/ Teaching English to Speakers of Other Languages (TESOL)</td>
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<tr>
<td>Special Education: Childhood/Bilingual Education</td>
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<td>Special Education: Early Childhood/ Literacy B-6</td>
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<td>M.A.</td>
<td>0808/0830</td>
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</table>
We are no longer admitting students into the older in-service teacher education programs listed below, which were designed for teachers with provisional certification who are seeking permanent teacher certification. Given the changes in New York State's regulations, the school will be registering new programs for teachers that will lead to professional certification and be in compliance with the new state regulations.

### In-Service Leading to Permanent Certification

<table>
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<th>Programs/Concentrations</th>
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<td>Early Childhood and Elementary Education N-6</td>
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<td>Early Childhood and Elementary Education N-6: Infants and Toddlers</td>
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<td>Early Childhood and Elementary Education N-6: Nursery, Kindergarten, Grades 1-6</td>
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### HEGIS* Programs/Concentrations

- Mathematics Education
  - Mathematics 7-12: M.A. 1701.01
- Music Education: M.A. 0832
- Science Education
  - Biology 7-12: M.A. 0401.01
  - Chemistry 7-12: M.A. 1905.01
  - Physics 7-12: M.A. 1902.01
- Social Studies Education
  - Social Studies 7-12: M.A. 2201.01
### Programs Accredited by Professional Associations

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<th>PROGRAM</th>
<th>ASSOCIATION</th>
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<td>American Psychological Association</td>
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<td>National Association for Drama Therapy</td>
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### Notice Regarding NYU Pass Rates on Teacher Certification Examinations

Notice: New York State and Title II of the 1999 National Higher Education Act specify that the institutional pass rates on State Teacher Exams be published for schools offering teacher education programs. Statistics on the New York State Teacher Certification Examinations for the Steinhardt School of Education at New York University are as follows for 2002-2003: 124 students completed the Assessment of Teaching Skills-Written (ATS-W). Of those, 120 passed, and this yielded a pass rate of 97 percent. The statewide pass rate for the ATS-W is 97 percent. A total of 127 NYU students completed the Liberal Arts and Sciences Test (LAST). Of those, 123 passed, and this yielded a pass rate of 97 percent. The statewide pass rate for the LAST is 96 percent.
Faculty Index

Faculty
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Professors Emeriti

Elmer E. Baker, Jr., B.S., M.A., Ph.D.; hon.: Litt.D.
James L. Bess, B.A., M.B.A., M.A., Ph.D., Higher Education
Lloyd K. Bishop, B.A., M.A., Ph.D., Educational Administration
Robert A. Burnham, B.A., Ph.D., Educational Administration
W. Gabriel Carras, B.S., M.A., Ph.D., Social Studies Education
Roger L. Cayer, B.S., M.S., Ph.D., English Education
Angiola R. Churchill, B.S., M.A., Ed.D., Painting and Drawing (Art and Art Education)
Howard Corson, B.A., M.A., Ph.D., Elementary Education
Bernice E. Cullinan, B.A., M.A., Ph.D., Early Childhood and Elementary Education
Cynthia P. Deutsch, B.A., Ph.D., Educational Psychology
Jesse Dossick, B.S., M.A., Ed.D., Social Studies Education
David W. Ecker, A.A.S., B.S., M.S., Ed.D., Postdoctoral Fellow, Art and Art Education
Alfred Ellison, B.S., Ed.M., Ed.D., Curriculum and Instruction (Early Childhood and Elementary Education)
Berenece Fisher, B.A., M.A., Ph.D., Philosophy of Education
Ralph H. Goldner, B.A., M.A., Ph.D., Educational Psychology
Herbert Goldstein, B.A., M.A., Ed.D., Educational Psychology
Marion V. Hamborg, B.S., M.A., Ed.D., Health Education
Marrin Hamburger, B.S., M.A., Ph.D., Counselor Education
Charles B. Hayes, B.A., M.A., Ed.D., Educational Administration and Supervision
Josephine Ives, B.S., Ed.M., Ph.D., Educational Psychology
Donald J. Johnson, B.Ed., M.Ed., Ph.D., Social Studies Education
Joan Henry Kindy, B.A., M.S., Ed.D., Counselor Education
Ralph LoCascio, B.A., M.A., Ed.D., Counselor Education
George Manolakes, Ed.B., M.S., Ph.D., Early Childhood and Elementary Education
June McLeod, B.A., M.A., Ph.D., Early Childhood and Elementary Education
Harvey Nadler, B.A., M.A., Ph.D., English Education
Roger Phelps, Mus.B., Mus.M., Ph.D., Music and Music Education
Philip Pitruzzello, B.S., M.A., Ph.D., Organizational and Administrative Studies (Educational Administration)
Krishna Reddy, Diploma Certificate, Art
Lenore Ringler, B.A., M.A., Ph.D., Educational Psychology
Patricia A. Rowe, B.S., M.A., Ed.D., Dance Education
Padmakar M. Sapre, B.Com., Curriculum and Instruction (Business Education)
Jerome D. Schein, B.A., M.A., Ph.D., Deafness Rehabilitation
Jerome Siller, B.S.S., M.A., Ph.D., Educational Psychology
Robert M. Wasson, B.A., M.A., Ph.D., Counselor Education
Raymond A. Weiss, B.S., Ed.M., Ph.D., Ed.D., Curriculum and Instruction (Physical Education and Sport)
Travel Directions to the Washington Square Campus*

Lexington Avenue Subway (#6): Local to Astor Place Station. Walk west on Astor Place to Broadway, then south on Broadway to Waverly Place, and west on Waverly Place to Washington Square.

Broadway Subway (N, R): Local to Eighth Street Station. Walk south on Broadway to Waverly Place, then west on Waverly Place to Washington Square.

Seventh Avenue Subway (#1): Local to Christopher Street—Sheridan Square Station. Walk east on West Fourth Street to Washington Square.

Port Authority Trans-Hudson (PATH): To Ninth Street Station. Walk south on Avenue of the Americas (Sixth Avenue) to Waverly Place, then east to Washington Square.

Sixth or Eighth Avenue Subway (A, B, C, D, E, F, V): To West Fourth Street—Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.

Fifth Avenue Bus: Bus numbered 1 to Broadway and Ninth Street. Walk south on Broadway to Waverly Place, and west to Washington Square. Buses numbered 2, 3, and 5 to Eighth Street and University Place. Walk south to Washington Square.

Broadway Bus: Bus numbered 6 to Waverly Place. Walk west to Washington Square.

Eighth Street Crosstown Bus: Bus numbered 8 to University Place. Walk south to Washington Square.

*See Washington Square Campus map and key for specific addresses.
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Frequently Called Numbers

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Admissions (Undergraduate)
998-4500
22 Washington Square North

Admissions (Graduate)
998-5030
Joseph and Violet Pless Hall,
82 Washington Square East, 2nd Floor

Bobst Library (Information)
998-2505
70 Washington Square South

Bookstore, Main
998-4667, 4668
18 Washington Place

Bursar
998-2800
25 West Fourth Street, 1st Floor

Counseling and Student Services
998-5065
Joseph and Violet Pless Hall,
82 Washington Square East, Room 32

Counseling Services, University
998-4780
3 Washington Square Village, Suite 1M

Students with Disabilities Adviser
998-4980
240 Greene Street, 2nd Floor

Employment, Student
998-4757
5 Washington Place, 1st Floor

Financial Aid
998-4444
25 West Fourth Street, 1st Floor

Student Health Center
443-1000
726 Broadway

Higher Education Opportunity Program
998-5690
East Building, 239 Greene Street, Room 800

Housing (University)
998-4600
8 Washington Place

Housing (Off-Campus)
998-4620
4 Washington Square Village

Jeffrey S. Gould Welcome Center
998-4636
Shinuku Hall, 50 West Fourth Street,
1st Floor

International Students and Scholars, Office for
212-998-4720
561 La Guardia Place

Lost and Found
212-998-1305
Campus Safety
14 Washington Place

Registrar, Office of the University
212-998-4850
25 West Fourth Street, 1st Floor

Registration Services
212-998-5054
Joseph and Violet Pless Hall,
82 Washington Square East, Room 31

Safety, Campus
212-998-2222
14 Washington Place

THE STEINHARDT SCHOOL OF EDUCATION

GRADUATE DEPARTMENTS

Administration, Leadership, and Technology
212-998-3520
East Building, 239 Greene Street, Suite 300

Applied Psychology
212-998-5555
East Building, 239 Greene Street, Suite 400

Art and Art Professions
212-998-5700
Barney Building, 34 Stuyvesant Street,
Suite 300

Culture and Communication
212-998-5191
East Building, 239 Greene Street, 7th Floor

Humanities and Social Sciences
212-992-9475
246 Greene Street, 3rd Floor

Music and Performing Arts Professions
212-998-5424
Education Building, 35 West Fourth Street,
7th Floor

Nutrition, Food Studies, and Public Health
212-998-5580
Education Building, 35 West Fourth Street,
10th Floor

Occupational Therapy
212-998-5825
Education Building, 35 West Fourth Street,
11th Floor

Physical Therapy
212-998-9400
380 Second Avenue, 4th Floor

Speech-Language Pathology and Audiology
212-995-4356
719 Broadway, Suite 200

Teaching and Learning
212-998-5460
East Building, 239 Greene Street, Suite 200