New York University Bulletin

NYU Steinhardt
Steinhardt School of Culture, Education, and Human Development

Applied Psychology

Art

Education

Health

Media

Music
Steinhardt School of Culture, Education, and Human Development

ANNOUNCEMENT FOR
THE 119TH AND 120TH SESSIONS

NEW YORK UNIVERSITY
WASHINGTON SQUARE, NEW YORK, NEW YORK 10003
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### 2009 Calendar

#### Graduation application deadline for September 2009 degrees
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<tbody>
<tr>
<td>Graduation application deadline</td>
<td>June 5</td>
<td>Friday</td>
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#### Summer Sessions
<table>
<thead>
<tr>
<th>Session</th>
<th>Date Range</th>
<th>Days</th>
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<tbody>
<tr>
<td>I</td>
<td>May 18-June 5</td>
<td>Monday-Friday</td>
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<tr>
<td>II</td>
<td>June 8-26</td>
<td>Monday-Friday</td>
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<tr>
<td>III</td>
<td>June 29-July 17</td>
<td>Monday-Friday</td>
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<tr>
<td>IV</td>
<td>July 20-August 7</td>
<td>Monday-Friday</td>
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#### Independence Day: holiday (observed)
- July 3 Friday

#### Registration for fall term
- Begins April 20 Monday

#### Labor Day: holiday
- September 7 Monday

#### Fall-term classes begin
- September 8 Tuesday

#### Last day to register without payment of late fee
- September 14 Monday

#### Last day for drop/add
- September 28 Monday

#### Graduation application deadline for January 2009 degrees
- October 2 Friday

#### Thanksgiving recess
- November 26-28 Thursday-Saturday

#### Legislative Day
- December 15 Tuesday
  - (classes meet on a Thursday schedule; therefore, Tuesday classes do not meet)

#### Last day of classes
- December 15 Tuesday

#### Reading Day
- December 16 Wednesday

#### Fall term examinations
- December 17-23 Thursday-Wednesday

#### Winter recess
- December 24-January 16 Thursday-Saturday
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Day</th>
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<tbody>
<tr>
<td>Winter Session</td>
<td>January 4-16</td>
<td>Monday-Saturday</td>
</tr>
<tr>
<td>Martin Luther King, Jr.'s Birthday: holiday</td>
<td>January 18</td>
<td>Monday</td>
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<tr>
<td>Spring classes begin</td>
<td>January 19</td>
<td>Tuesday</td>
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<tr>
<td>Last day to register without payment of late fee</td>
<td>January 28</td>
<td>Thursday</td>
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<tr>
<td>Graduation application deadline for May 2010 degrees</td>
<td>January 29</td>
<td>Friday</td>
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<tr>
<td>Last day for drop/add</td>
<td>February 8</td>
<td>Monday</td>
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<tr>
<td>Presidents' Day: holiday</td>
<td>February 15</td>
<td>Monday</td>
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<tr>
<td>Spring recess</td>
<td>March 15-20</td>
<td>Monday-Saturday</td>
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<tr>
<td>Last day of classes</td>
<td>May 4</td>
<td>Tuesday</td>
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<tr>
<td>Reading Day</td>
<td>May 5</td>
<td>Wednesday</td>
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<tr>
<td>Spring term examinations</td>
<td>May 6-12</td>
<td>Thursday-Wednesday</td>
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<tr>
<td>Commencement:</td>
<td></td>
<td></td>
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<tr>
<td>Conferring of degrees</td>
<td>May 13</td>
<td>Thursday</td>
</tr>
<tr>
<td>Memorial Day: holiday</td>
<td>May 31</td>
<td>Monday</td>
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<tr>
<td>Graduation application deadline for September 2010 degrees</td>
<td>June 11</td>
<td>Friday</td>
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<tr>
<td>Summer Sessions I</td>
<td>May 17-June 4</td>
<td>Monday-Friday</td>
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<tr>
<td>II</td>
<td>June 7-25</td>
<td>Monday-Friday</td>
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<td>III</td>
<td>June 28-July 16</td>
<td>Monday-Friday</td>
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<td>IV</td>
<td>July 19-August 6</td>
<td>Monday-Friday</td>
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<tr>
<td>Independence Day: holiday</td>
<td>July 4</td>
<td>Sunday</td>
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<td></td>
<td>July 5 (observed)</td>
<td>Monday</td>
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<tr>
<td>Registration for fall term</td>
<td>Begins April 12</td>
<td>Monday</td>
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<tr>
<td>Event</td>
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<tr>
<td>Labor Day: holiday</td>
<td>September 6</td>
<td>Monday</td>
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<tr>
<td>Fall term classes begin</td>
<td>September 7</td>
<td>Tuesday</td>
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<tr>
<td>Last day to register without payment of late fee</td>
<td>September 13</td>
<td>Monday</td>
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<tr>
<td>Last day for drop/add</td>
<td>September 27</td>
<td>Monday</td>
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<tr>
<td>Graduation application deadline for January 2011 degrees</td>
<td>September 30</td>
<td>Friday</td>
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<tr>
<td>No classes scheduled</td>
<td>October 11</td>
<td>Monday</td>
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<tr>
<td>Thanksgiving recess</td>
<td>November 25-27</td>
<td>Thursday-Saturday</td>
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<td>Legislative Days</td>
<td>December 14</td>
<td>Tuesday</td>
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<td></td>
<td>December 15</td>
<td>(classes meet on a Thursday schedule; therefore, Tuesday classes do not meet)</td>
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<td></td>
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<td>Wednesday</td>
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<td></td>
<td></td>
<td>(classes meet on a Monday schedule; therefore, Wednesday classes do not meet)</td>
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<tr>
<td>Last day of classes</td>
<td>December 15</td>
<td>Wednesday</td>
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<tr>
<td>Reading Day</td>
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<td>Thursday</td>
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<tr>
<td>Fall term examinations</td>
<td>December 17-23</td>
<td>Friday-Thursday</td>
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<tr>
<td>Winter recess</td>
<td>December 24-January 22</td>
<td>Friday-Saturday</td>
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2010
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Day(s)</th>
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<tbody>
<tr>
<td>Winter Session</td>
<td>January 3-22</td>
<td>Monday-Saturday</td>
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<tr>
<td>Martin Luther King, Jr.'s Birthday: holiday</td>
<td>January 17</td>
<td>Monday</td>
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<tr>
<td>Presidents' Day: holiday</td>
<td>February 21</td>
<td>Monday</td>
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<tr>
<td>Spring recess</td>
<td>March 14-19</td>
<td>Monday-Saturday</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>May 9</td>
<td>Monday</td>
</tr>
<tr>
<td>Reading Day</td>
<td>May 10</td>
<td>Tuesday</td>
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<tr>
<td>Spring term examinations</td>
<td>May 11-17</td>
<td>Wednesday-Tuesday</td>
</tr>
<tr>
<td>Commencement: Conferring of degrees</td>
<td>May 19</td>
<td>Thursday</td>
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<td>Memorial Day: holiday</td>
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<td>Summer Sessions I</td>
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<td>Monday-Friday</td>
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<td>III</td>
<td>July 5-22</td>
<td>Tuesday-Friday</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 over 130 foreign countries.

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

Enrollment in the undergraduate divisions of the University ranges between 130 and 7,672. While some introductory classes in some programs have large numbers of students, many classes are small. More than 2,500 courses are offered, leading to more than 25 different degrees.
The Schools and Colleges of the University

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 Culture, Education, and Human Development; Silver School of Social Work; School of Medicine; College of Dentistry; and the Polytechnic Institute of NYU.

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

The School of Medicine and Post-Graduate Medical School offer the Doctor of Medicine degree and, through the Graduate School of Arts and Science, the Doctor of Philosophy degree, as well as courses for accreditation designed to meet the needs of physician-scientists and physicians in practice. Much of the clinical teaching takes place at the 809-bed Bellevue Hospital Center, where the School of Medicine supervises care. Medical students and residents also gain important clinical experience through the NYU Hospitals Center, which includes the 705-bed Tisch Hospital and the 174-bed Rusk Institute of Rehabilitation Medicine. The School also maintains affiliations with select institutions for a variety of joint academic and clinical programs. Affiliated hospitals include the NYU Hospital for Joint Diseases Orthopaedic Institute; 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 faculty group practices.

The School’s Helen L. and Martin S. Kimmel Center for Biology and Medicine at the 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 dental specialties and an allied health care program in dental hygiene. The patient care clinics, laboratories, and other teaching facilities that comprise the College of Dentistry are housed within several buildings, including the Arnold and Marie Schwartz Hall of Dental Sciences and the K. B. Weissman Clinical Science Building. The center is located on First Avenue, from East 24th Street to East 25th Street, in the midst of one of the nation’s most renowned health sciences complexes, which extends from East 1st Street to East 3rd 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.S., and Ph.D. degree programs. A B.S./M.S. dual degree program and an M.S./M.S. joint degree program with the Robert F. 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 Culture, Education, and Human Development offers a broad range of innovative undergraduate preprofessional and professional programs and advanced graduate study in applied psychology, art, education, health, media, and music. Undergraduate programs lead to the Bachelor of Science, Bachelor of Music, or Bachelor of Fine Arts degrees 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 broad range of disciplines. Courses are given weekdays, evenings, and summers to full-time, part-time, and special students. Study abroad is available for undergraduates during the summer and academic year and for graduate students during the summer and January intermission. 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 Shimmel Halls and the Henry Kaufman Management Center. The Washington Square complex is adjacent to the University’s renowned Elmer Holmes Bobst Library. The Stern School offers B.S., M.B.A., and Ph.D. degrees. Students may specialize in accounting; economics; finance; information systems; international business; management; marketing; operations management; statistics; and actuarial science. Joint graduate-level programs are offered with the School of Law, the Robert F. Wagner Graduate School of Public Service, and the Graduate School of Arts and Science. Enrollment in the graduate program may be full or part time.

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

The School of Continuing and Professional Studies (SCPS) has for over 70 years provided courses and professional credentials to meet the cultural and career needs of today’s adult popula-
tion. SCPS offers approximately 2,000 noncredit classes each semester in business and marketing; entertainment, technology, and digital arts; international studies; real estate and construction; hospitality; philanthropy; the creative arts; and more. SCPS also offers credit-bearing programs, including associate’s and bachelor’s degrees geared toward adults returning to college. For professionals seeking career advancement in specific industries, SCPS offers 13 Master of Science degree programs. Flexible scheduling, convenient class locations, and online offerings through the Virtual College™ draw thousands of adult students to SCPS every semester.

The Robert F. Wagner Graduate School of Public Service offers advanced programs leading to the professional degrees of Master of Public Administration, Master of Urban Planning, Master of Science in management, and Doctor of Philosophy. Through these rigorous programs, NYU Wagner educates the future leaders of public, nonprofit, and health institutions as well as private organizations serving the public sector. Dual degree programs are also available with the College of Arts and Science, the Graduate School of Arts and Science, the School of Law, the School of Medicine, the College of Nursing, the Silver School of Social Work, and the Leonard N. Stern School of Business. NYU Wagner takes a broad-based, interdisciplinary approach to public service education that recognizes the importance of a cross-sector perspective and values both theory and practice.

Courses for full-time and part-time students are offered in the late afternoon and evening and on Saturdays.

The Silver 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 all 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 1965, became affiliated with New York University on July 1, 1999.

NEW YORK UNIVERSITY LIBRARIES

The Elmer Holmes Bobst Library, designed by Philip Johnson and Richard Foster, is the flagship of an eight-library system that provides access to the world’s scholarship and serves as a center for the NYU community’s intellectual life. Bobst Library houses 3.8 million volumes and provides access to thousands of electronic resources, both on site and around the world via the Internet. The Library received more than 2.6 million visits in 2008-2009 and circulated over 800,000 items.

Bobst Library offers three specialized reference centers, 45 miles of open stacks, and approximately 2,500 seats for student study. The Avery Fisher Center for Music and Media, one of the world’s largest academic media centers, has 134 carrels for audio listening and video viewing and three multimedia classrooms. Last year, the center filled nearly 100,000 research requests for audio and video items. The Studio for Digital Projects and Research offers a constantly evolving, leading-edge resource for faculty and student projects and promotes and supports access to digital resources for teaching, learning, research, and arts events.

The Fales Library, a special collection within Bobst Library, is home to the unparalleled Fales Collection of English and American Literature; the Food Studies Collection, a rich and growing trove of cookbooks, food writing, pamphlets, papers, and archives dating from the 1790s; and the Downtown Collection, an extraordinary multimedia archive documenting the avant-garde New York art world since 1975. Bobst Library also houses the Tamiment Library, the country’s leading repository of research materials in the history of left politics and labor. Two fellowship programs bring scholars from around the world to Tamiment to explore the history of the Cold War and its wide-ranging impact on American institutions and to research academic freedom and promote public discussion of its history and role in our society. Tamiment’s Robert F. Wagner Labor Archives contain, among other resources, the archives of the Jewish Labor Committee and of more than 200 New York City labor organizations.

The Barbara Goldsmith Preservation and Conservation Department in Bobst Library comprises laboratories for book, film, and audio/video conservation. In a groundbreaking initiative funded by the Andrew W. Mellon Foundation, the Division of Libraries in 2008 completed development of rationales and strategies for all aspects of moving image and audio preservation, consulting with a variety of other institutions to identify and test best practices and disseminating them throughout the archival community. The department also provides training for students in many aspects of book, paper, and media preservation.

Beyond Bobst, the library of the renowned Courant Institute of Mathematical Sciences focuses on
research-level material in mathematics, computer science, and related fields. The Stephen Chan Library of Fine Arts at the Institute of Fine Arts (IFA) houses the rich collections that support the research and curricular needs of the institute's graduate programs in art history and archaeology. The Jack Brause Real Estate Library at the Real Estate Institute, the most comprehensive facility of its kind, serves the information needs of every sector of the real estate community. The newest member of the Division of Libraries is the Library of the Institute for the Study of the Ancient World (ISAW). The institute, on East 84th Street, is a center for advanced research and graduate education in ancient civilizations from the western Mediterranean to China. Complementing the collections of the Division of Libraries are the Frederick L. Ehrman Medical Library of NYU’s School of Medicine, the Dental Center’s John and Bertha E. Waldmann Memorial Library, and the Library of the School of Law.

The NYU Division of Libraries continually enhances its student and faculty services and expands its research collections, responding to the extraordinary growth of the University’s academic programs in recent years and to the rapid expansion of electronic information resources. Bobst Library’s professional staff includes more than 30 subject specialists who select materials and work with faculty and graduate students in every field of study at NYU. The staff also includes specialists in undergraduate outreach, instructional services, preservation, electronic information, and digital libraries.

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

The New York University Art Collection, founded in 1958, consists of more than 3,000 works in a wide range of media. The collection primarily comprises 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, smaller-scale, European style of living. New York University itself makes a significant contribution to the creative activity of the Village through the high concentration of faculty and students who reside within a few blocks of the University.

University apartment buildings provide housing for over 2,100 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 race, color, religion, sex, sexual orientation, gender and/or gender identity or expression, marital or parental status, national origin, ethnicity, citizenship status, veteran or military status, age, disability, and any other legally protected basis.

Inquiries regarding the application of the federal laws and regulations concerning affirmative action and antidiscrimination policies and procedures at New York University may be referred to e. Frances White, Vice Provost for Faculty Development, New York University, Elmer Holmes Bobst Library, 70 Washington Square South, New York, NY 10012-1091, telephone 212-998-2370, for faculty; to Josephine Katcher, Senior Director of the Office of Employee Relations, New York University, 7 East 12th Street, New York, NY 10003-4475, telephone 212-998-1242, for employees; and to Thomas Grace, Director of Judicial Affairs and Title IX and VI Officer and Section 504 Coordinator, Office of the Vice President for Student Affairs, New York University, 60 Washington Square South, Suite 601, New York, NY 10012-1019, telephone 212-998-4403, for students. Inquiries may also be referred to the director of the Office of Federal Contract Compliance, U.S. Department of Labor.

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 undergraduate and graduate programs, all designed to advance knowledge, creativity, and innovation at the crossroads of human learning, culture, development, and well-being. Our integration of education, media studies, 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-based practice. Many of our programs are especially committed to activities aimed at improving the urban environment for children, families, and communities.

The school’s primary purpose is to prepare students from a diverse range of backgrounds and experiences for careers in education, health, media studies, and the arts. The school also serves as a source of continuing education for working professionals who seek career advancement and enrichment.

At the graduate level, we offer specialized professional and scholarly education within the context of one of the country’s premier centers for applied research. Our students find a warm and supportive environment in which they can explore new ideas and practices with faculty and student colleagues. They work with researchers, scholars, and teachers who are intellectually adventurous and socially conscious. They learn in the expansive environment of a great research university and use the urban neighborhoods of New York City and countries around the world as their laboratory. They embrace the challenges of our complex and interconnected world.

The school traces its origins to 1890, when New York University established a School of Pedagogy. With its 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 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 the January winter session and summer 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. They bring global and community perspectives to their studies and research and to their careers.

Welcome to NYU Steinhardt. We are proud to have you be part of our tradition of excellence and our vision for the future.
In addition to regular academic programs, several centers exist within the University and in the Steinhardt School 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.

**GRADUATE GLOBAL PROGRAMS**

NYU Steinhardt offers the most graduate study abroad programs of any school of its kind in the nation. Graduate courses in education, health, media, and the arts are offered during January inter-session and each summer in more than a dozen overseas locations. The global 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, contact the Office of Academic Initiatives and Global Programs, Steinhardt School of Culture, Education, and Human Development, New York University, Pless Hall, 82 Washington Square East, 5th Floor, New York, NY 10003-6680; telephone: 212-992-9380; or visit us on the Web at steinhardt.nyu.edu/study_abroad.

**CENTERS AND INSTITUTES**

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

**America Reads and America Counts**

For the past 12 years, NYU has conducted the largest public school tutorial program of any university in the country, placing 1,000 NYU undergraduate and graduate students as America Reads and America Counts tutors in 100 New York City public schools annually. The tutors working via this federally supported initiative provide close to 10,000 hours of academic assistance each week for children in grades pre-K through 9. The Steinhardt Office of Field Projects recruits tutors, orients them, and assigns them to their schools. All America Reads and America Counts tutors must have a federal work-study allotment as part of their financial aid package. For more information, visit steinhardt.nyu.edu/americareads.

**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 steinhardt.nyu.edu/appych/chibps.

**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 intersections among cultural beliefs and practices, social settings, and developmental processes in infants, children, and youth from diverse ethnic, racial, and socioeconomic backgrounds. Our work focuses on multiple domains of children's development and learning: cognitive, language, social, and emotional, with particular focus on children's school readiness and academic engagement and performance. We consider development to be a socially embedded process and study the ways in which home, school, and neighborhood experiences shape children's developmental paths using mixed methods and a multidisciplinary framework. Our research includes children and families from diverse backgrounds in New York City as well as urban centers around the world (e.g., China and Mexico). For more information, visit steinhardt.nyu.edu/crcde.

**Center for Research on Teaching and Learning**

The Center for Research on Teaching and Learning (CRTL) was organized to support the Department of Teaching and Learning’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. For more information, visit steinhardt.nyu.edu/crtl or call 212-998-5872.

**Child and Family Policy Center**
The Child and Family Policy Center conducts and disseminates applied research that can inform the design of programs and policies affecting children from infancy through emerging adulthood. Under the direction of Dr. LaRue Allen, the center’s recent work has focused on improving the quality of early childhood education, promoting effective parent involvement in young children’s development, and investigating the development of civic attitudes, behavior, and knowledge among adolescents and young adults in the U.S. and France. Current initiatives include a federally funded Early Reading First project that is creating Preschool Centers of Excellence in New York City and a study of factors affecting adolescent development among immigrant youth in France, funded by the Jacobs Foundation. Through training, consultation, and advisory activities, the center staff brings research to effective supports for children in school, community, and family settings to diverse stakeholders and policy planners. For more information, visit steinhardt.nyu.edu/appsych/cfpc or call 212-998-5628.

**Consortium for Research and Evaluation of Advanced Technologies in Education (CREATE)**
Faculty members in NYU Steinhardt’s Consortium for Research and Evaluation of Advanced Technologies in Education Lab are currently engaged in research on the design, critique, and evaluation of online advanced visual technologies for learning. The mission of this center is to advance the cognitive science and sociocultural foundations of the educational use of these advanced technologies; develop methods and approaches for the design of technology-based materials based on principles derived from theoretically sound foundations; implement models, frameworks, and examples of constructionist and instructionist applications based on these methods and principles; and develop and apply methods and criteria for the evaluation (and e-VALUEation) of such environments. CREATE fosters collaboration of scholars nationally and internationally and provides a range of research opportunities for doctoral and advanced master’s degree students at NYU. For more information, visit create.ailt.ed.nyu.edu or call 212-998-5658. **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 steinhardt.nyu.edu/immigration.

**Institute for Education and Social Policy**
The Institute for Education and Social Policy (IESP) conducts scientific research about U.S. education and related social policy issues to help inform educational institutions and policy makers about the effectiveness of instructional programs, the impact of school reform initiatives, and the relationships between academic achievement, school finance, and socioeconomic and demographic factors such as poverty, ethnicity, and immigration status. Faculty, research staff, and doctoral students at IESP share an interest in providing reading support for elementary and middle grades, high school students; small schools; after-school programs; school accountability; teacher labor markets; school reform; and relationships among schools, neighborhoods, and the health, housing, and work patterns of communities.

IESP is a partnership between the Steinhardt School of Culture, Education, and Human Development and NYU’s Robert F. Wagner Graduate School of Public Service. For more information, call 212-998-5880 or visit steinhardt.nyu.edu/iesp.

**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 precollege and tertiary education. IGEMS works to advance the scientific and scholarly understanding of education in global cities and to examine the most promising best practices and best policy options for improving education in rapidly changing environments. For more information, visit steinhardt.nyu.edu/igems.

**Institute for Human Development and Social Change**
Global forces are dramatically changing the environments of children, youth, and adults both in the United States and throughout the world. First- and second-generation immigrant children are on their way to becoming the majority of children in the U.S., bringing linguistic and cultural diversity to the institutions with which they come in contact. Technological developments will proceed at a pace that may outstrip school systems’ capacity to adequately prepare children. The homes of children, youth, and adults will increasingly be concentrated in megacities of unprecedented size and potentially unprecedented poverty.

How does human development unfold in the context of these rapidly changing social forces? The Institute for Human Development and Social Change at New York University will address these urgent societal questions. The institute aims to break new intellectual ground through its support for interdisciplinary research and training across social, behavioral, health, and policy sciences. In the spirit of the common enterprise university, the institute brings together faculty, graduate students, and undergraduate students from professional schools and the Faculty of Arts and Science.

For more information, visit steinhardt.nyu.edu/ihdsc or call 212-998-5536.

**Metropolitan Center for Urban Education**
Under the leadership of Pedro Noguera, professor of teaching and learning, the Metro Center strengthens the quality of public education and the bonds between schools and the communities they serve. The center’s initiatives include the New York State Technical Assistance Center, which assists the State Department of Education and local school districts; the New Futures Program, a one-on-one tutoring and drop-out prevention program; and Team Success, which focuses on providing reading support for elemen-
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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; elderly clients coping with problems of aging; hearing impaired children with cochlear implants; multiply handicapped children; and those with autism spectrum disorders. For more information, call 212-998-5151 or visit steinhardt.nyu.edu/music/nordoff.

Center for the Promotion of Research Involving Innovative Statistical Methodology (PRIISM)
PRIISM is dedicated to improving the caliber of research in quantitative social, behavioral, allied health, and policy science, both school- and University-wide. The center is codirected by Drs. Jennifer Hill and Marc Scott, associate professors of applied statistics, and affiliated with the Department of Humanities and Social Sciences in the Professions. Core activities include the following:

- Offering cutting-edge applied statistical training in a variety of formats (including, but not limited to, courses and workshops) to an audience that includes both students and faculty.
- Working with faculty in other schools across the University to establish common requirements for enrollment in advanced course work so that these may be taken across departments and schools seamlessly.
- Leading and collaborating on externally funded research projects and, through this mechanism, actively training graduate students.
- Establishing a regular Methods Seminar Series as well as a biannual “Statistics in Society” lecture in which an applied statistician discusses the ways in which statistics have influenced our understanding of an important social phenomenon (the 2008-2009 lectures represented political science, computer science, and health economics).
- Leading informal discussion groups on select topics. These range from statistics-focused “coffee hours” to paper discussions and topic-based working groups. For more information, visit steinhardt.nyu.edu/priism.

Research Alliance for New York City Schools
The Research Alliance for New York City Schools at New York University is an applied research center utilizing recent advances in education science and drawing on the expertise of the city’s and the nation’s top researchers. The Research Alliance works to be a source of valid and reliable evidence both about the challenges of providing a high-quality education for all students and about the effectiveness of promising strategies aimed at addressing those challenges. The Research Alliance is committed to being an independent and nonpartisan resource for policy makers and practitioners and equally committed to collaborating with the key stakeholders in the city’s public schools to make sure that it is addressing questions that are of primary importance to students, families, and educators. For more information, call 212-992-7697 or visit steinhardt.nyu.edu/research_alliance.

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 associates to promote 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. For more information, visit steinhardt.nyu.edu/teachlearn/horowitz or call 212-998-5474.

Steinhardt Institute for Higher Education Policy
The Steinhardt Institute for Higher Education Policy seeks to design 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 institute is committed to the ideal of the university as an institution that advances the public interest.

For more information, call 212-998-5860 or visit steinhardt.nyu.edu/ishep.

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 212-998-5474 or visit steinhardt.nyu.edu/wallenstein.
## University and School Award Recipients for Teaching

### THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT

#### TEACHING EXCELLENCE AWARD FOR FULL-TIME FACULTY

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<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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<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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<tr>
<td>1986</td>
<td>Martin Hamburger</td>
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<tr>
<td>1987</td>
<td>Gilbert Trachtman</td>
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<td>1988</td>
<td>Robert Wasson</td>
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<tr>
<td>1989</td>
<td>Claudette Lefebvre</td>
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<tr>
<td>1990</td>
<td>Michael Bronner</td>
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<tr>
<td>1991</td>
<td>Christine Nystrom</td>
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<tr>
<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>Lawrence Balter</td>
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<td>1999</td>
<td>Joyce Hauser</td>
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<tr>
<td>2000</td>
<td>Constantine Georgiou</td>
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<td>2001</td>
<td>Deborah Borisoff</td>
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<td>2002</td>
<td>Elizabeth Ayello</td>
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<td>2003</td>
<td>Margot Ely</td>
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<td>2004</td>
<td>Perry Hakitis</td>
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<td>2005</td>
<td>Radha Hegde</td>
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<td>2006</td>
<td>Brett Gary</td>
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<tr>
<td>2007</td>
<td>Mark Alter</td>
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<tr>
<td>2008</td>
<td>Pamela Fraser-Abder</td>
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<tr>
<td>2009</td>
<td>Barbara Bashaw</td>
</tr>
<tr>
<td>2010</td>
<td>John Mayher</td>
</tr>
<tr>
<td>2011</td>
<td>Joseph Giacquinta</td>
</tr>
</tbody>
</table>

#### THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT

#### TEACHING EXCELLENCE AWARD FOR PART-TIME FACULTY

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>Neil Postman</td>
</tr>
<tr>
<td>1991</td>
<td>Henry Perkinson</td>
</tr>
<tr>
<td>1994</td>
<td>Lenore H. Ringler</td>
</tr>
<tr>
<td>1999</td>
<td>John Mayher</td>
</tr>
<tr>
<td>2001</td>
<td>Joseph Giacquinta</td>
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<tr>
<td>2004</td>
<td>Deborah Borisoff</td>
</tr>
<tr>
<td>2007</td>
<td>Jonathan Zimmerman</td>
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#### THE UNIVERSITY DISTINGUISHED TEACHING MEDAL

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<td>1988</td>
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<td>Henry Perkinson</td>
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<td>2007</td>
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Steinhardt School of Culture, Education, and Human Development
Academic Departments and Programs

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Academic Programs

Program and Concentration Codes

Program and Concentration Codes

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Art and Art Professions

<table>
<thead>
<tr>
<th>Codes</th>
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<td>ARSA</td>
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<td>ARVC</td>
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<td>ARCS</td>
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Art Therapy
Studio Art
Studio Art
Visual Culture—Theory
Visual Culture—Costume Studies
Visual Culture and Education
Art Education
Visual Culture

Arts Administration

Performing Arts Administration
Visual Arts Administration
For-Profit Sector

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Bilingual Education

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Business Education

Workplace Learning

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Communicative Sciences and Disorders

Speech-Language Pathology and Audiology
Communicative Sciences and Disorders
Communicative Sciences and Disorders

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Community Public Health

Community Health
International Community Health
Public Health Nutrition

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<td>HCPH:NPH</td>
<td>M.P.H.</td>
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Counselor Education

Counseling and Guidance School Counseling K-12
Counseling and Guidance
Bilingual School Counseling K-12
Counseling for Mental Health and Wellness
Counseling Psychology

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<td>CNGU:CGS</td>
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<td>CNGU:CGU</td>
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<td>CNGU:CBG</td>
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<td>CMHW</td>
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<td>CNPS</td>
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Dance and Dance Education

Dance Education
Teaching Dance in Higher Education and the Professions
ABT Pedagogy

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<td>DAHP:ABT</td>
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Drama Therapy

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Early Childhood and Elementary Education

Positions of Leadership: Early Childhood and Elementary Education

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<th>Codes</th>
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<tr>
<td>ELLD</td>
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Education and Jewish Studies

Education and Jewish Studies
Education and Jewish Studies
Education and Jewish Studies
Education and Jewish Studies and Hebrew and Judaic Studies (Dual Degree Program with Graduate School of Arts and Science)

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<tr>
<td>EJST</td>
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<td>EJHJ</td>
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<td>EDSP</td>
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Educational Leadership

Educational Leadership, Politics, and Advocacy
Educational Leadership: School Building Leader
Educational Leadership: School District Leader
Educational Leadership: Administration

<table>
<thead>
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<th>Codes</th>
<th>Degrees</th>
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<tbody>
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<td>ELPA</td>
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<td>EDAD</td>
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Educational Theatre

Teachers of Educational Theatre in High Schools
Educational Theatre in Colleges and Communities

<table>
<thead>
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<tr>
<td>EDTH</td>
<td>Adv. Cert., Ed.D., Ph.D.</td>
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<tr>
<td>EDTC</td>
<td>M.A., Ed.D., Ph.D.</td>
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* Leads to New York State certification.
†Professional license qualifying.
‡Students are no longer admitted into this program.
<table>
<thead>
<tr>
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<td>ENGE:LRM</td>
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<td>INTE</td>
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<td>PTHP</td>
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<td>D.P.T.</td>
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<td>Codes</td>
<td>Degrees</td>
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<td>Psychological Development</td>
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<td>Psychology and Social Intervention</td>
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<tr>
<td>School Psychology</td>
<td>SOED:SCS</td>
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<td>School Psychology</td>
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<table>
<thead>
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<th>Codes</th>
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<td>Labor and Management</td>
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<td>Consultant</td>
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<td>Policy and Planning</td>
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<td>School Psychology</td>
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<tr>
<td>School Psychologist</td>
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<td>Professional Child/School</td>
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<tr>
<td>Psychology</td>
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# Teacher Certification Programs*

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<tr>
<td><strong>Art Education</strong></td>
<td>ARTA</td>
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<tr>
<td>Teaching Art, All Grades</td>
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<tr>
<td><strong>Bilingual Education for Teachers</strong></td>
<td>BILM</td>
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<tr>
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<tr>
<td><strong>Dance Education</strong></td>
<td>DATC</td>
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<tr>
<td>Teaching Dance, All Grades</td>
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<tr>
<td><strong>Early Childhood and Elementary Education</strong></td>
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<tr>
<td>Childhood Education</td>
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<tr>
<td>Early Childhood Education</td>
<td>FCED</td>
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<td><strong>Educational Theatre</strong></td>
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<tr>
<td>Educational Theatre, All Grades</td>
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<tr>
<td>Educational Theatre, All Grades and English 7-12</td>
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<td><strong>English Education</strong></td>
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<td>Teaching English 7-12</td>
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<td><strong>English as a Second Language (TESOL)</strong></td>
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<td>Teachers of English to Speakers of Other Languages (TESOL), All Grades</td>
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<td><strong>Teaching French as a Foreign Language</strong></td>
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| **Mathematics Education**                  | MTHE  | M.A.    |
| Teaching Mathematics 7-12                  |       |         |
| **Music Education**                        | MUSA  | M.A.    |
| Teaching Music, All Grades                 |       |         |
| **Science Education**                      | SBLY  | M.A.    |
| Teaching Biology 7-12                      |       |         |
| Teaching Chemistry 7-12                    | SCHY  | M.A.    |
| Teaching Physics 7-12                      | SPHY  | M.A.    |
| **Social Studies Education**               | SSST  | M.A.    |
| Teaching Social Studies 7-12               |       |         |
| **Special Education**                      | SEEC  | M.A.    |
| Special Education: Early Childhood         |       |         |
| Special Education: Childhood               | SECH  | M.A.    |
| **Speech-Language Pathology**              | SPLP  | M.A.    |
| Speech-Language Pathology                  |       |         |

| **Dual Certification Programs**             |       |         |
| Childhood Education/ Special Education:     |       |         |
| Childhood                                   | CSEC  | M.A.    |
| Early Childhood Education/ Special Education: | ESEE | M.A. |
| Early Childhood Education                   |       |         |
| Educational Theatre, All Grades and English 7-12 | ETED | M.A. |
| Educational Theatre, All Grades and Social Studies 7-12 | ETSS | M.A. |
| Teaching a Foreign Language 7-12/ Teaching English to Speakers of Other Languages (TESOL), All Grades | FLTS | M.A. |
| Studio Art/Teaching Art, All Grades         | ARFA  | B.F.A./M.A. |

*Many of these programs are approved by the Department of Veterans Affairs. Please consult with the Office of Graduate Admissions for further information.*
Teacher Certification Programs

In-Service—For Students Holding Initial Certification Leading to Professional Certification

| Art Education | Teachers of Art, All Grades | ARTA | M.A. |
| Bilingual Education for Teachers | Bilingual Education for Teachers | BILM | M.A. |
| Post-Master’s Study in Bilingual Education | BEPM | Adv. Cert. |
| Childhood Education | Childhood Education | CHEP | M.A. |
| Dance Education | Teachers of Dance, All Grades | DATP | M.A. |
| English Education | Teachers of English 7-12 | ENGP | M.A. |
| Foreign Language Education | Teachers of Chinese 7-12, Mandarin Teachers of French 7-12 | FLCP | M.A. |
| | FLCP:MAN | M.A. |
| Music Education | Teaching Music, All Grades | MUSA | M.A. |
| Science Education | Teachers of Biology 7-12 Teachers of Chemistry 7-12 Teachers of Physics 7-12 | SBLP | M.A. |
| Social Studies Education | Teachers of Social Studies 7-12 | SSSP | M.A. |

Application Deadlines

It is always advisable to apply early since many programs have very firm deadlines. It is the responsibility of the applicant to ensure that all materials are in the Office of Graduate Admissions by the appropriate deadline. All deadlines are “in-office” and not postmarked deadlines. The Office of Graduate Admissions reserves the right to return any application that arrives after the deadline. Should any deadline fall on a weekend or official holiday, the in-office deadline will be the next business day.

**DOCTORAL PROGRAMS**

- Ph.D. and Ed.D. programs (fall only)—December 15
- D.P.T. entry-level program PTPS (summer only)—December 1
- D.P.S. program OTHS (fall or spring)—March 15 for fall or November 1 for spring

**MASTER’S AND ADVANCED CERTIFICATE PROGRAMS**

- Summer/fall—February 1
- Spring—November 1

**Department of Music and Performing Arts Professions**

Except for the programs noted below, all summer/fall master’s and advanced certificate applicants should apply no later than January 6. Spring applicants follow the schoolwide deadline of November 1.

**Educational Theatre**

- Programs EDTA, ETED—January 6
- Program EDTC—February 1

**Jazz Studies**

Prescreening video recording due by December 1. Application deadline is January 6.

**Music Business**

Early decision option—January 6

**Special Deadlines**

Early decision option—January 6

- (currently available for M.A. in music business and M.A. in speech-language pathology only)
- M.A. in education and Jewish studies—January 4
- M.A. in higher education/student personnel administration
  - Full-time applicants may apply for the fall only by January 6
  - Part-time applicants may apply for the fall or spring by the schoolwide deadlines noted above

**SPRING SEMESTER PROGRAMS**

Several master’s and advanced certificate programs and the D.P.S.-OTHS review applications midyear in the spring semester. For the most up-to-date list on the availability of spring-entry programs, please visit steinhardt.nyu.edu/deadlines.
Classification of Courses

The following pages contain descriptions of the courses offered at the Steinhardt School of Culture, Education, and Human Development. Within a given unit, courses are listed in numerical order. Each course in the Steinhardt School of Culture, Education, and Human Development is assigned the letter E as a prefix followed by a two-digit unit identifier and a four-digit course number.

For example:

\[ E_{11} \cdot 1601 \]

- The last three digits constitute the course number within the given department, program, or unit.
- The first digit after the decimal indicates eligibility to take the course:
  - 0 = freshman, sophomore
  - 1 = junior, senior
  - 2 = master’s, doctoral
  - 3 = doctoral
- These two digits indicate the department, program, or unit offering the course (e.g., E11 = English Education).
- \[ E \] indicates the course is given at the Steinhardt School of Culture, Education, and Human Development.

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

- A hyphen between numbers (e.g., E90.0322-0323) indicates that neither term of the course may be taken for credit without the other term.
- A comma between numbers (e.g., E12.1023,1024) 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.

### Course Number Prefixes

<table>
<thead>
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<th>Department/Program</th>
<th>Number</th>
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<tr>
<td>Applied Psychology</td>
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<td>Art Education</td>
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<td>Art Therapy</td>
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<tr>
<td>Art Therapy and Critical Studies</td>
<td>E94</td>
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<tr>
<td>Arts and Humanities Education, Studies in</td>
<td>E87</td>
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<tr>
<td>Bilingual Education</td>
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The Department of Administration, Leadership, and Technology prepares leaders, multimedia specialists, researchers, teaching faculty, and trainers for schools, colleges, non-profit 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.

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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

Gary L. Anderson, Professor. B.A. 1971, Iowa; M.A. 1981, Columbia; Ph.D. 1988, Ohio State. Research focuses on qualitative and action research methodologies, school micro-politics, educational leadership, critical theory, and education in Latin America. Recent publications focus on the impact of neoliberal policies on leadership in schools.

Terry A. Astuto, Professor. B.A. 1967, Cardinal Stritch College; M.S. 1974, Wisconsin (Milwaukee); Ed.D. 1984, Indiana. Research includes the study of alternative organizational theories and their meaning for schools, including restructuring, renewal, and leadership. Recent publications are about school restructuring, educational reform, and emerging perspectives on organizing.

Mary Erina Driscoll, Chair and Associate Professor. B.A. 1978, Connecticut College; M.A. 1980, Sarah Lawrence College; Ph.D. 1989, Chicago. Research focuses on educational policy, social organization of schools, and understanding the dimensions of teachers' work. Recent publications have dealt with factors affecting teachers' work and the consequences of policy decisions for school community.

Ricki Goldman, Associate Professor. B.A. 1969, British Columbia; M.A. 1984, Hebrew; Ph.D. 1990, Massachusetts Institute of Technology. Research focuses on how digital video ethnography and the design of digital media tools for analysis are used to study the nature of learning in the context of emerging technologies. Current research focuses on how a tool for video analysis advances community memory of social events.

Christopher Hoadley, Associate Professor. B.S. 1991, Massachusetts Institute of Technology; M.S. 1998, Ph.D. 1999, California (Berkeley). Current research focuses on collaborative technologies and computer support for cooperative learning (CSCL) and, specifically, on ways computers enhance collaboration and learning. Other interests include research on and through design and systems for supporting social capital and distributed intelligence.

Steven Hubbard, Clinical Assistant Professor. B.S. 1991, Iowa State; M.A. 1996, Iowa; Ph.D. 2006, New York. Research focus is in student learning, assessment, faculty development, and LGBT college students. Before coming to NYU, he worked for 10 years as a student affairs administrator at the University of Iowa and Hamline University. He is coordinator of the master's degree program in higher education.
Research focuses on the methodologies of interpretive inquiry used for studying issues of equity in institutions and examines the sociopolitical theories of equity underpinning public policy and institutional reform in industrialized and developing nations. Recent publications provide insight into how policies, systems, and normative practices can sustain inequity and limit opportunity for historically marginalized groups.

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

Research interests include how collegiate conditions, educational practices, and student experience influence student development and learning. He is currently investigating how gender identities inform students’ likelihood of engaging in high-risk drinking behaviors and how students understand campus violence, with funding by the United States Department of Education.

Teboho Moja, Clinical Professor. B.A. 1977, B.Ed. 1979, North (South Africa); M.Ed. 1982, Witswatersrand (South Africa); Ph.D. 1985, Wisconsin (Madison).
Specialist in education policy, institutional development, and change. Research and experience in policy research in the area of transformation strategies and new policy initiatives. Experience as special adviser to the minister of education, South Africa; general manager for educational broadcasting at the SABC; and executive director and commissioner of the National Commission on Higher Education, South Africa.

Research focuses on elements related to the design of learning initiatives for both the classroom and the workplace, as well as effective university-corporate partnerships. Specialist in postsecondary curriculum development in both information systems and corporate education. Recently published work focuses on individual and organizational learning.

Jan L. Plass, Associate Professor. M.A. 1990, Ph.D. 1994, Erfurt (Germany).
Director, CREATE (Consortium for Research and Evaluation of Advanced Technologies in Education) and codirector, NYU Games for Learning Institute.
Research at the intersection of cognitive science, learning sciences, and design to understand learning from visual environments. Current focus on cognitive and emotional aspects of information design and interaction design of simulations and educational games for science education and second language acquisition.

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.

Research and practice interests in educational technology broadly are on the relationship between learning and how media-based environments are designed and, more specifically, on how analyses of learning goals, content, and learner profiles may inform the selection and manipulation of media attributes in the form of programs or environments with potential to promote learning. Specialist in uses of theory to inform the design of video-based narratives and stories, linear and interactive, that encourage critical thinking, consideration of multiple perspectives, and self-reflection. Other interests include histories of progressive and constructivist education, especially how to extend the progressive uses and values of traditional open-ended manipulatives to expressive and communicative uses of digital media.


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, Associate 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

Lynne P. Brown, B.A., M.A., Ph.D.
Patricia M. Carey, B.A., M.A., Ph.D.
Barbara Ebenstein, B.A., M.A., J.D.

Alicia Hurley, B.A., M.A., Ph.D.
Leonard Majzlin, B.S.
Frank Migliorelli, B.A., M.P.S.
Terrance J. Nolan, B.A., J.D., LL.M.
Robert Riccobono, B.S., M.B.A.
Ruth Shoemaker Wood, B.A., M.Ed., Ph.D.

Affiliated Faculty

Floyd M. Hammack, Associate Professor, Humanities and Social Sciences in the Professions. B.A., M.A., Ph.D.

Harold Wechsler, Professor, Humanities and Social Sciences in the Professions. B.A., M.A., Ph.D.
Leadership for educational transformation exists in educational systems as well as in the communities they serve. Therefore, the educational leadership program prepares students for leadership positions in education and policy at the community, school, district, state, and national levels. The demands of effective and responsive professional practice in education are increasingly complex. Our curriculum addresses these complexities through a solid grounding in understanding multiple perspectives on professional practice in a multicultural environment.

Students critically examine the conceptual, organizational, political, social, managerial, interpersonal, and technical dimensions of leading schools as well as the social and educational support organizations that are vital to increasing educational opportunity for children and youth living in urban communities. The research agendas of the faculty and students center on the nexus between theory and practice and explore critical issues facing educational leaders and policy makers today. Collaborations between and among faculty and students and linkages with practicing educational leaders are important components of the program.

OVERVIEW

Our programs are grounded in the belief that advanced graduate study relevant to urban educational issues and leadership requires an inquiry-based orientation to professional learning. Our curriculum is rooted in the contemporary context of educational practice. Students actively engage in a process that develops habits of scholarship that are vital to understanding schools and communities, stimulates intellectual growth, and enhances the practical wisdom of good leaders and policy makers. Our programs of study cultivate a deep understanding of life in schools and communities and the ability to read and interpret the best of research to inform leadership practice.

Our commitment is to support the work of leaders and policy makers who care about enhancing opportunities for children and youth through programs that are relevant, engaging, challenging, and authentically linked to both the daily and enduring challenges of professional practice. Our graduate students participate in critical examinations of the multifaceted and complex dimensions of schools and the communities they exist to serve.

PROGRAMS

Educational Leadership, Politics, and Advocacy, M.A.
Educational Leadership: School Building Leader, M.A.
Advanced Certificate Ph.D./Ed.D.

CAREER OPPORTUNITIES

Our graduates assume key leadership roles in education, nationally and internationally. Among them are superintendent, principals, directors, supervisors of various programs, school business administrators, assistant principals, university professors, policy researchers, policy analysts, community organizers, and advocates.

DEGREE REQUIREMENTS

The Educational Leadership Program offers two options leading to master's degrees. Although the programs are distinct, students in both share some common requirements and have opportunities to create learning experiences that join the perspectives of those who work in and with schools to serve children.

Core faculty for both programs collaborate with talented senior practitioners in relevant fields in order to create academic and professional experiences that enable students to learn about key issues and emerging practices in their chosen field.

Both programs provide opportunities for studying issues of politics and policy in education that can prepare individuals who will want to pursue future study in educational leadership, policy studies, or other related fields of advanced study.

The Master of Arts Degree in Educational Leadership, Politics, and Advocacy

This program prepares students who want to work toward social and education equity through leadership, politics/policy, and advocacy positions in and around schools. Graduates will work in child and community advocacy organizations; policy and research centers; private, charter, and independent schools; and international/nongovernmental organizations (NGOs).

The curriculum offers students considerable flexibility in creating a program of study that will best serve each student's purposes and goals. Students can pursue multiple paths toward analyzing and critically assessing issues of leadership and policy at the federal, state, and local levels and develop competencies to employ multiple approaches to inquiry and research. Students can choose from a wide array of options, including economic analysis, policy analysis, demographic studies, participatory action research, survey design, and ethnographic and case study inquiry, to name a few.

The program of study consists of 36 points of course work and continuous field-based experience. It is designed to accommodate both full-time or part-time study; course work starts each September (summer course work is also available and encouraged), and full-time students can complete the program in just three 12-point semesters. Each course examines multiple theoretical perspectives, themes of equity and social justice, a focus on the needs and experiences of impoverished children and youth, and implications for leadership within and outside of educational settings. Eighteen of the 36 points represent required courses focusing on content requirements: Advocacy and Education E95.2205, Internship in Educational Leadership, Politics, and Advocacy E65.2160, Organizational Theory I E95.2053, Politics of Education E65.2341, Participatory Action Research E10.2130, Demographic Analysis and School/Community Planning E65.2367.

All students participate in an internship in community-based advocacy organizations, schools, or research centers. Placements take into consideration each student's interests. Additional field-based opportunities are also embedded in course work throughout the program. The remaining 15 points represent elective-based on the recommendations of faculty advisers, students pursue additional study relevant to one of the three major foci of the program: leadership, politics, or advocacy.

This program is well suited for individuals who have a sound background in education as well as for those who have little formal experience but want to study and work at the nexus of leadership, politics/policy, and advocacy within the current sociocultural, political, and economic context of education. Strong candidates for this program are interested in building capacity in and around schools and universities by creating collaborative networks, engaging in research and policy analysis, and enhancing communication between educational systems, human service providers, and the broader public they serve.

This program does not lead to New York State Certification as a School Building Leader (SBL) (assistant principal or principal). Students interested in obtaining state certification, through a master's degree, participate in the M.A. Program in Educational Leadership: School Building Leader.
Master of Arts Degree in Educational Leadership: School Building Leader

This program prepares students who want to work toward equitable and good schools for all children and youth. Graduates of the program work as teacher leaders, as principals, and in a variety of other educational leadership positions in public and private schools.

The master's degree program consists of 36 points of course work that incorporate opportunities for continuous leadership experiences. 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 points are linked to the culminating internship. Required courses include Professional Seminar in Educational Leadership E65.2005, Excellent School Seminar I—School Design E65.2080, Excellent School Seminar II—Teachers and Students E65.2085, Leadership for School Improvement E65.2305, Politics of Multicultural School Communities E65.2342, Data-Driven Decision Making and Leadership E65.2343, and Organizational Theory I E95.2053.

The additional 12 points represent electives in which candidates, on the recommendation of their advisers, pursue additional study relevant to school improvement, teaching and learning, and community engagement and collaboration, based on their individual expertise and experience. Electives may be selected from courses in the Educational Leadership Program; from departmental courses in educational technology and in higher and postsecondary education; and from courses throughout the University in related areas such as teaching and learning, applied psychology, history and sociology of education, public policy, communications, etc.

Strong candidates for this program must have experience in PK-12 education and a minimum of two years of teaching or student services experience. Throughout the program, successful candidates develop a leadership portfolio that provides evidence of the competencies they have developed, reflections on their field experiences, and their plans for continuous learning. Candidates who successfully complete the M.A. program will be eligible for the Master of Arts degree in educational leadership: school building leader. Completion of the M.A. means that students will have successfully completed the academic preparation leading to New York state certification as a school building leader. Students are eligible for the state certification as a school building leader when they have also met all other state requirements, including successful completion of the assessment for all school building leader candidates administered by the New York State Education Department.

Certificate of Advanced Study in Educational Leadership: School District Leader

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


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 New York State assessment requirements.

Doctoral Programs

The Doctor of Education (Ed.D.) degree program in educational leadership is designed for individuals who intend to pursue leadership positions in the practicing profession. The Doctor of Philosophy (Ph.D.) program is designed for those who wish to pursue careers as professors or researchers. 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.


ADMISSION REQUIREMENTS

Candidates must follow the schoolwide application requirements for NYU Steinhardt degree programs. In doing so, applicants should specify professional experiences in schools and other organizations that work with children and youth, including volunteer work with nonprofit organizations, service learning projects, community organizing activities, or any other leadership activities in the community, and/or other relevant or related experiences; address an interest in and potential for educational leadership in their statement of purpose; and provide two letters of recommendation, written by people who have been responsible for evaluating academic or professional work such as professors and workplace supervisors.
The Program in Educational Communication and Technology (ECT) awards the Master of Arts degree, the Sixth-Year Certificate of Advanced Study, and the Doctor of Philosophy degree. The curriculum focuses on the design, use, and evaluation of diverse technology-based learning environments and other forms of educational media. ECT students, graduates, and faculty share an interest in how these resources and environments can be designed to motivate effective learning and, as well, in conducting research and evaluation of the effectiveness of such resources and environments. The curriculum focuses primarily on educational design of computer-based multimedia and online environments, video programs either linear or interactive, and new miniaturized, portable distribution technologies. ECT courses are organized in several categories: foundations of educational communication and technology; educational media design foundations; media design electives; advanced media design electives; educational media research, including doctoral courses and master’s thesis work; and professional applications, including field internships.

The program prepares individuals for leadership and other professional roles in the diverse field of educational media and technology. Many design and produce digital technology-based learning environments, for example, simulations and games, or for use online. Others design and produce educational media for network and cable television, radio, handheld and portable devices, including educational videos, multimedia, and software applications—all used in wide-ranging educational settings. Others are administrators and directors of academic technology, either K-12 or in higher education, or in corporate training for which media and technology have long been used. Yet others work as interaction designers for exhibitions in museums and other cultural institutions. Many with the doctoral degree are faculty in higher education, where they teach and do research in educational communication and technology; others with advanced degrees conduct research, evaluation, design, and development in centers with university, government, or corporate affiliations. (See the section “Professional and Career Opportunities” for additional examples.)

Graduate students in educational communication and technology programs use established and emergent media to design, produce, and evaluate rich, technology-based learning environments. ECT students learn to engage in educational design research, leading to the progressive development of mediated learning environments punctuated and informed by cycles of formative evaluation. ECT students bring to the educational design process broad content interests and expertise. They are prepared to design and produce educational media tailored for many kinds of learning—from critical thinking and problem solving to learning concepts and principles in the disciplines and cultivating highly sophisticated analytic or manual skills—and learners with differing demographic, educational, and cultural characteristics.

To inform their work, ECT students ground their design decisions and principles in a strong, theoretical framework. The program is particularly interested in those features of digital media and technologies with potential to have cognitive, motivational, and sociocultural significance for learners. Phrased from a different perspective, faculty and students are particularly interested in design and its cognitive, sociocultural, and motivational foundations. Design, the approach to and treatment of content and form in digital environments for specific goals and learners, is viewed as pivotal to the nature, quality, and effectiveness of the learning process. ECT students and faculty approach this matter of design by understanding perspectives on humans learning, in particular, when engaged in experiences with educational media and technology-based environments. Of special interest is the development of design principles informed by theoretical foundations and empirical findings, including cognitive science, the learning sciences, sociocultural theory, constructivism and constructionism, visual and auditory communication, human-computer interaction, and human symbolization.

From a research perspective, the ECT doctoral program, in particular, is interested in the intersection of design, cognition, and culture and how their interchange can inform the design of technology-based learning environments. Design research involves theory-based design, development, use, and evaluation of educational media, including multimedia and DVD programs, Web environments, television and video programs, and applications for related wireless and handheld technologies.

Cognition research involves the study of human cognitive architecture and how it processes technology-based learning environments, to suggest implications for their effective design. Cultural research involves study of cultural contexts and social dimensions of learning environments, as this data can be used to inform design or to understand how social and cultural factors interact with and impact the use of educational media.

ECT is the home of CREATE, the Consortium for Research and Evaluation of Advanced Technologies in Education. The consortium’s aim is to advance the cognitive science and sociocultural foundations for the educational design and use of advanced digital technologies. CREATE researchers develop approaches to the design of technology-based learning environments based on principles derived from theoretical foundations and empirical findings. They implement models and examples of educational applications based on these principles. For example, they design and build multimedia and online learning environments, games, simulations, and video dramas, based on diverse theoretical principles, and develop and apply methods and criteria for the evaluation of such digital environments.

Projects housed in the consortium typically involve interdisciplinary teams of scholars and developers who bridge basic and applied research, development, and evaluation. CREATE fosters collaboration among scholars within NYU and partnering institutions, nationally and internationally. A variety of research projects are ongoing and provide a range of research opportunities for doctoral, master’s, and advanced undergraduate students at NYU.

**PROFESSIONAL CAREER OPPORTUNITIES**

As a group, ECT faculty and students are interested in wide-ranging content areas and learners of all ages and profiles. This diversity is well reflected in the numerous types of settings where ECT graduates work and the positions they hold. These include *schools at all levels*, as academic technology coordinators or professional development specialists in technology integration in K-12 schools, districts, city departments of educations, or higher education; *colleges and universities* as designers and producers of educational systems and media as well as directors of complex academic and faculty technology services; *publishing companies* where new media may replace or accompany other forms of distributing educational content, particularly for K-12 schools and higher education; *professional organizations*, such as those in the medical sciences, which produce continuing education media and computer-based testing; *social service agencies*, hospitals, emergency rooms, and clinics of all kinds for in-service training and
patient care; companies large and small for employee training and client education; wide-ranging nonprofit, policy, and advocacy organizations that use diverse communication technologies to address rights, access, and equity issues; visual arts and natural history museums, historical societies, science centers, and other cultural sites and spaces, where they may design educational media components for visual arts exhibits or educational interactive kiosks for children to see science principles in action or the natural habitat of rare birds; government and civic agencies, where educational video and multimedia are used for purposes ranging from the education of jurors when they arrive to serve, to driving safety for visitors to motor vehicle and passport offices, to community documentaries presented to request state support and documentaries of problems in developing countries that inform relevant units in the United Nations, UNICEF, or the International Red Cross. Many with the doctoral degree are faculty in higher education, where they teach and do research in educational communication and technology; others with advanced degrees conduct research, evaluation, design, and development in centers with university, government, or corporate affiliations.

**DEGREE REQUIREMENTS**

ECT specialization courses are organized in categories: foundations of educational communication and technology, design foundations, design electives, media research and doctoral seminars, and professional applications. Requirements for the master's degree, the advanced certificate, and the doctoral degree refer to these categories; for the doctoral degree, there are additional requirements in categories set by the Steinhardt School.

**Master of Arts**

The ECT Master of Arts is a 36-point program: three courses in the foundations of educational communication and technology category; two courses in the design foundations category; four courses selected from ECT’s design elective category and professional applications category; two electives chosen from other NYU graduate programs; and the Master of Arts final or thesis project. Academic advisors may recommend additional courses for students who lack adequate background in the fields of education or psychology.

**Certificate of Advanced Study in Education**

The ECT Advanced Certificate is a 30-point program: three courses in the foundations of educational communication and technology category; two courses in the design foundations category; three courses selected from ECT’s design elective category and professional applications category; and two electives chosen from other NYU graduate programs. In addition, students in the certificate program must complete, and write a report about, three years of professional work experience in the field of educational media and technology; this three-year requirement may be completed before, during, or after completion of course work.

**Doctor of Philosophy**

The ECT doctorate is a 57-point program. Doctoral students are required to take seven specialization courses in ECT (21 points, including two courses in the foundations of educational communication and technology category, two courses in the research and doctoral seminars category, and three courses selected from any other ECT course category). An additional requirement of 36 points, in categories established by the Steinhardt School, include six courses on research design and methods; two courses in educational foundations; the ECT content seminar; the dissertation proposal seminar; and two cognate (elective) courses. ECT doctoral students must meet and successfully pass the candidacy requirement, a scholarly literature review related to dissertation research planned; prepare and present an approved dissertation proposal; and conduct and document dissertation research and present it successfully in an oral defense.

**SUPPLEMENTAL APPLICATION REQUIREMENTS**

See general admission section, page 222.

**Master of Arts**

Applicants to the Master of Arts program must complete the standard application to the Steinhardt School of Culture, Education, and Human Development graduate programs and submit it to the Office of Graduate Admissions. This application requires applicants to submit two letters of recommendation and transcripts of previous higher education degrees and additional graduate work (if applicable).

ECT’s supplemental application requirement is a 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? (3) In your view, what are several of the strengths of media and technology when designed and used for educational purposes? (4) What technology skills do you have, e.g., skills in computer-based multimedia, Web, or productivity tools; in videography or editing?

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 Culture, Education, and Human Development graduate programs and submit it to the Office of Graduate Admissions. This application requires applicants to submit two letters of recommendation and transcripts of previous higher education degrees and additional graduate work (if applicable).

ECT’s supplemental application requirement is a set of 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? (3) In your view, what are several of the strengths of media and technology when designed and used for educational purposes? (4) What technology skills do you have, e.g., skills in computer-based multimedia, Web, or productivity tools; in videography or editing?

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 Culture, Education, and Human Development graduate programs and submit both the application and the scores on the Graduate Record Examination (GRE) to the Office of Graduate Admissions. This application requires applicants to submit three letters of recommendation and transcripts of previous higher education degrees and additional graduate work (if applicable).

ECT’s supplemental application requirement is a set of 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 doctoral program, and how will these be useful to your professional plans and goals? (3) What academic, personal, or professional experiences have led to your interest in pursuing a doctorate in educational communication and technology? What considerations led to your decision? (4) Summarize the area of knowledge, set of issues or problems, and body of literature in the field of educational communication and technology or related fields with which you are most conversant. In what areas do you have an interest in research and theory? (5) In what content areas or for which audiences do you have an interest in designing educational media programs? What experiences led to these interests? (6) Describe your position on what is effective instruction, the relation of media and technology to instruction, and the theoretical or conceptual frameworks you find most powerful and useful to support your position. (7) Describe one or more significant academic or professional situations in which you have encountered the problem of improving learning or instruction. How did you identify and analyze the problem, and how did you or would you have solved it? (8) Describe one or two crucial problems that, in your view, impede effective learning or instruction in a particular setting or type of institution. Outline briefly how you would approach research on these problems, including useful theoretical frameworks and methodology. (9) What technology skills do you have, e.g., skills in computer-based multimedia, Web, or productivity tools; in videography or editing? Applicants may also submit samples of previous academic or professional work in the field. Finally, applicants attend an admissions interview.

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
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 area. 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 18 required points in higher education and 18 points in electives and areas of interest, such as counseling, international education, educational technology, or human resource management.

Academic course work is applied to practice through a two-year internship taken in the first years 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.


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.

Advanced Certificate

The program offers two Advanced Certificates. The postbaccalaureate Certificate Program in Workplace Learning provides opportunities for organizational learning and performance professionals to study in an integrated curriculum that has immediate applicability to their professional responsibilities. Courses are chosen from among Workplace Learning E32.2010, Designing and Managing Organizational Learning Programs E32.2081, Research Approaches and Techniques in Postsecondary Education, E98.2088, Learning in Higher and Workplace Education E98.2122, Evaluation of Current Literature in Business and Business Education E32.2004, and Colloquium in Workplace Education E32.2070.

The program also offers an Advanced 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 Programs

Ph.D. Program in Higher and Postsecondary Education

The Ph.D. curriculum embraces issues of access and equity, state and federal policy, student development; workplace learning; and institutional development and assessment. The strength of our Ph.D. program stems from the range of interests and expertise of our faculty in research, policy development, and institutional leadership. The curriculum includes an extensive and rigorous sequence of research courses that prepare students for the dissertation, which focuses on a question that requires the combined use of literature and a research problem that is empirically investigated. The curriculum offers significant flexibility to ensure that students can construct an individualized program to support their research interests. To be admitted to Ph.D. candidacy, students prepare and defend a candidacy paper, which is an analytical synthesis of the research and related scholarly literature on a researchable problem of significant interest to higher and postsecondary education. The Ph.D. dissertation will be an empirical study that results in the creation of new knowledge.

To be considered for the Ph.D. program, applicants should have substantial work experience in a college or university, or serving an educational leadership role in a private or public organization; current administrative position of significant scope; several years of sequentially more responsible administrative experience; and the ability to commit to a three-year course of study. Prior academic history, GRE scores, academic and professional references, and an interview with program faculty are important elements of the application process.

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).


Ed.D. Program in Higher and Postsecondary Education

The Ed.D. program is a part-time cohort program that focuses on issues of how research can be utilized to inform professional practice and centers on an extensive program of course work in higher and postsecondary education. Courses can include the history of higher education, organizational theory, globalization, finance and governance, adult and workplace learning, and organizational studies. The culminating experience is a series of papers designed to apply theoretical perspectives to the workplace. A research sequence assists students in designing and completing a series of three substantial papers (one completed each year) that demonstrates an ability to use research to analyze and address a problem related to higher education policy and/or practice. Successful completion of the first paper after one year of study is necessary to be admitted to candidacy.

To be considered for the Ed.D. program, applicants should have substantial work experience in a college or university or serving an educational leadership role in a private or public organization; current administrative position of significant scope; several years of sequentially more responsible administrative experience; and the ability to commit to a three-year course of study. Prior academic history, GRE scores, academic and professional references, and an interview with program faculty are important elements of the application process.
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. This deadline is mandatory due to the extensive time requirements needed in the internship interview process. After preliminary admission, selected students who seek internships visit campus in order to meet with prospective internship supervisors. Applicants for full-time study must have an internship in order to qualify for admission.

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 admitted doctoral students who are seeking financial support.

Courses

The courses listed herein are to be offered in 2009-2011.

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 Astuto. 30 hours: 3 points. Spring.
Basic principles of design and explication of theory about 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 Astuto. 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.

International Perspectives on Education Reform
E95.2072 Maga. 30 hours: 3 points. Fall.
In-depth study of education reform across all sub-sectors, e.g., K-16. The goal is to understand education policy reform, with attention to the contexts and variables contributing to reform initiatives.

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.

Advocacy and Education
E95.2205 Anderson. 30 hours: 3 points. Fall.
Examines the theoretical foundations and critical issues of advocacy, elements of advocacy planning, and strategies for action. Various types of advocacy are examined in the course, including community organizing, disabilities advocacy, advocacy for children, and civil and human rights advocacy.

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.

Educational Reform and Leadership Studies
E95.3301 Anderson. 30 hours: 3 points. Spring.
This course explores educational reform and leadership in the context of fundamental economic, cultural, and technological changes that have occurred globally, particularly in the last 30 years.
The course includes study of the impact of postwar, neoliberal policies on schools, universities, and classrooms; teachers, professors, and administrators; the public and private spheres; racialized and gendered identities; and youth culture.

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

BUSINESS EDUCATION/E32

Evaluation of Current Literature in Higher Education and Business
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.
Supporting Learning in the Workplace
E32.2010  O'Connor. 30 hours: 3 points.
Spring.
The integration of concepts related to understanding the development and evaluation of individual and organizational learning. Students combine business management and adult learning concepts as a framework to plan for and evaluate learning strategies in organizations.

Curriculum Development 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 review of research.

Colloquium in Workplace Education
E32.2070  O'Connor. 30 hours: 3 points.
Spring.
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 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 organizational settings. Topics include the development of learning program proposals, innovative instructional techniques, and the best practices in learning management.

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

Internship in Business Education
E32.2105,2106*  O'Connor. 90 hours:
3-6 points each term.  Fall, spring; hours to be arranged.
Registration by permission of instructor.
Internships are developed for field experiences in designing and managing organizational learning programs or to provide experiences in postsecondary 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.
For description, see page 228.

EDUCATIONAL LEADERSHIP/E65

Professional Seminar in Educational Leadership
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
E65.2012*  Staff. 30 hours: 3 points.
Focuses on three major areas: finance (i.e., revenue and expenditures, state aid, taxation, equity, enrollments, inflation, and productivity); budgeting (i.e., preparation and management of a district budget, accounting requirements, state reporting, management control of cash flow, personnel requirements, purchasing, and other fiscal services) facilities (building, maintenance, use). Computerized techniques in fiscal management operations are analyzed.

School District Leadership
E65.2035  Staff. 30 hours: 3 points.
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/processing/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  Astuto. 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 in Educational Leadership, Politics, and Advocacy
E65.2160  Staff. 300 hours: 3 points.
Fall, spring, summer.
All students participate in an internship in community-based advocacy organizations, schools, or research centers. Placements take into consideration each student's interests. Students work with an adviser in both the University and the work setting to gain experiences critical to their professional development.
Internship Seminar in School Leadership
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 Staff. 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.

Transforming the Urban High School
E65.2240 Siskin. 30 hours: 3 points. Spring.
Examines the challenges of transforming high schools to increase educational opportunity and outcomes for urban youth. Investigates past efforts to transform urban high schools and more current reform efforts such as small schools, charter schools, and middle colleges. Also, examines relevant theories on educational change and an in-depth study of the roles that principals, teachers, and external providers play in sustaining the change process as well as the challenges of leading, teaching, and learning in today’s changing urban high schools.

Independent Study
E65.2300* Staff. 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 228.

Leadership for School Improvement
E65.2305 Driscoll. 30 hours: 3 points. Fall, summer.
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 Staff. 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, working in and leading in providing leadership for multicultural school communities. Explores how dominant cultures, subcultures, and countercultures influence education. Illuminates the expectations, interests, and concerns that diverse communities bring to public school environments and examines the relationships between public schools and the multiple communities there exist. Develops competencies for talking across difference to enhance understanding in divided communities and examines approaches for linking schools with communities to better serve and support children and youth.

Data-Driven Decision Making and Leadership
E65.2345 Driscoll. 30 hours: 3 points. Spring.
Develops conceptual and technical skills for comprehensive long-range planning, decision making, and school improvement. Uses simulations, data sets, and case studies to enhance skills in describing school conditions, identifying root problems, providing information to staff to enhance learning, and recognizing the dimensions, potential, and limitations of data-driven decision making.

Research on School Choice
E65.2350 Staff. 30 hours: 3 points. Spring.
Examines the history of school choice in the United States and in other countries; one of the most controversial and fastest growing policies in public education. This course covers choice policies in the U.S., from early Southern academies to current charter schools and vouchers.

Demographic Analysis and School-Community 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 Leadership
E65.3001 Staff. 30 hours: 3 points. Fall.
Acquaints the student with research design and 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 Staff. 30 hours: 3 points. 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.

Information Strategies for Educational Policy and Practices
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 Educational Leadership Studies I and II
E65.3097*,3098* Staff. 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

Foundations of Educational Communication and Technology

Educational Design for Media Environments
E19.2158 Shuchat Shaw. 30 hours: 3 points. Fall.
The purpose of this course is to provide an introduction to the principles and practices of instructional design for the development of media-based learning. We address issues in the field of instructional design, such as professional definitions and boundaries, different theoretical and philosophical approaches to the design of mediated learning environments, and issues surrounding the use of media in learning. We then examine representative instructional design models including their components, methodologies, theoretical underpinnings, and the types of learning and learners they support. Emphasis is given to a detailed study of the “analysis phase” of instructional design, including how to conduct varieties of needs assessments, and the “design phase,” including the use of theoretical perspectives in cognitive science, developmental psychology, and the learning sciences to inform decisions about instructional strategies and media selection in the design of learning environments.

Cognitive Science and Educational Technology I
E19.2174 Plass. 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 aspects of learning and teaching strategies are examined through demonstrations, discussions, online activities, readings, and projects.

Cognitive Science and Educational Technology II
E19.2175 Goldman. Plass. 30 hours: 3 points. Fall.
Restricted to ECT majors.
This course focuses on the social and cultural issues of learning as they relate to individual and group cognition in the context of media-rich technology learning environments. We explore how educational technologies are often designed from particular theoretical approaches that are linked to the work of leading educational research communities. We not only study the often hidden connection between the research community members and the technologies they affect, but also how these theories play upon each other in the invention of new paradigms for learning with technologies. In short, we delve deeply into constructivism/constructionism, scaffolding, apprenticeship, distributed cognition, computer-supported collaborative learning, knowledge-building communities, the learning sciences, perspectivity, and identity formation as they relate to the creation of successful and equitable learning environments for diverse populations of learners. Students conduct an evaluation of the embedded theories in an existing learning environment of their choice (such as Second Life, Logo, Scratch, NetLogo, and The Sims).

Educational Media Design Foundations

Architecture of Learning Environments
This course examines the cognitive, cultural, and social issues related to four cornerstones of designing learning environments: prototype of model (scenarios of need), project group organization, usability, and critique. (Integrated into each cornerstone is the theme of values, ethics, and social justice.) An exemplar is discussed, and then students form into a design team and take on the role of developing a prototype of a unique learning environment based on the cornerstones. The selected environment can be a microworld, a game, distance education board, a content management system, a social network, or a computer-supported collaborative learning (CSCL) tool such as a media-based data archive and analysis tool. Throughout the course, we evaluate a range of existing learning environments that use technologies for game creation, toolkits, community builders, and emerging communications media. Final projects include a theoretical paper and an accompanying “architecture” map/model and a workflow plan based on the theories presented in the course. Final projects are collaboratively critiqued and adjudicated.

Interaction Design for Learning Environments
E19.2015 Plass. 30 hours: 3 points. Fall.
This design course builds on cognitive and cultural theory as well as design theory, translating them into approaches to the design of the representation of information and design of interaction in media environments. Interaction design discussions explore issues such as types and levels of interactivity, levels of user control, pattern languages, and media-specific instructional strategies for different levels of engagement and result in the design of wireframes of a learning environment. For the visual design, discussions explore topics such as the semiotics of visual representations, use of metaphors, and development of a visual language and result in drafts of storyboards of the visual design of the environment.

Media Design Electives

Educational Video: Design and Production I
E19.2153 Shuchat Shaw. 30 hours: 3 points. Spring.
The design and production of educational video programming as well as video segments, both linear and interactive, to be integrated into educational online environments and multimedia programs—distributed through diverse technology platforms for use in wide-ranging places of learning. Emphasis is on uses of those characteristics of moreor less as a family of pictorial and iconic forms of representation, that have special potential to support different kinds of learning, as understood from the perspectives of cognitive science, constructivism, and other learning sciences. Students learn theoretical underpinnings of design principles and strategies/methods that support learning, and how to apply, use, and embed those in such educational video genres as the public service announcement, public advocacy programming, mini-documentary, and social drama. Students do their own scriptwriting, production management, directing, digital production, editing, and graphics, primarily in crews and on location.

Media for Museums and Public Spaces
E19.2200 Majzlin. 30 hours: 3 points. Spring.
The objective of this course is to understand the variety of media available to educators in publicly shared learning environments, how these environments are unique learning experiences, and how to enhance learning by examining the interaction between visitor behavior, exhibit design, and technology. Students explore 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 science museums, historical societies and fine 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 interpretation and public presentation of museum content, educational programs, orientation presentations, community interface, and development and fund-raising programs.
is 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.

Evaluating Emerging Technologies for Education
E19.2250 Goldman. 30 hours: 3 points. Fall.
This course is an introduction to tele- or rather, tech-communications and its educational applications. The course has a thematic overview that addresses the range of theories, strategies, and methods of studying the design of emerging learning technologies. In particular, we explore “design strategies” from both an instructionist and a constructionist perspective. In doing so, we explore how these two perspectives complement, supplement, and at times conflict with the goals of a design project.

Educational Design for the World Wide Web I
E19.2251 Staff. 30 hours: 3 points. Fall, summer.
The course introduces students to hypermedia and multimedia design concepts and Web environment, based on principles drawn from instructional design models and cognitive and constructivist perspectives on learning. Students develop an understanding of the unique design potential and challenges of Web-based instructional materials. Students develop skills in HTML, CSS, JavaScript, and Flash to design Web sites and incorporate multimedia content into the sites. In addition to class exercises, each student creates a functional Web site demonstrating his/her skills and prepares a design document explaining its educational benefit and design principles employed.

New Approaches to Digital Learning: Topics in Educational Media
E19.2031 Staff. 30 hours: 3 points. Spring.
Artificial intelligence is the study of artificial (computer-assisted) systems capable of exhibiting intelligent behavior. This course provides fundamental background in intelligent systems and their applications in education for graduate students. Topics covered include intelligent agents, problem-solving, uninformed and informed (heuristic) search, logical knowledge representation, logical inference, foundations of classical and universal planning, essentials of machine learning, and a brief survey of natural language processing. Applications to practical design and implementation of intelligent systems for educational purposes are emphasized, leading to a final project on intelligent agents or other current topics in intelligent computer-assisted instruction.

Advanced Media Design Electives

Educational Video: Design and Production II
E19.2154 Shuchat Shaw. 30 hours: 3 points. Fall.
Prerequisite: E19.2153 or permission of the instructor.
Intermediate design and production of educational video programs and video segments to be integrated into educational interactive environments. Emphasis is on the application of scientific and constructivist views of learning to design principles guiding uses of video’s representational and structural affordances. 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 productions). Students work individually and in crews, on location.

Advanced Video Design Workshop
E19.2156 Shuchat Shaw. 30 hours: 3 points. Fall.
Prerequisite: E19.2154 or permission of instructor.
Advanced studies in the design of educational video programs or 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,” including identifying learning theories and methods relevant to the needs assessment, followed by drawing implications for design principles and uses of the representational and structural features of video, either linear or interactive. 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.

Simulations and Games for Education
E19.2176 Plass. 30 hours: 3 points. Fall.
Prerequisites: E19.2174, E19.2175, or permission of the instructor.
Examines the potential of various genres of simulations and games (both analog and digital) as learning technologies through readings, discussion, play, design, and research. Cognition, emotional, and cultural aspects of educational game design are among the concepts covered in this course. Class discussions focus on identifying design factors for effective educational games that are based on research and theory. Student-selected assignments typically include reflections on game and simulation play, integrating games and simulations in formal learning environments, designing and developing prototypes of educational games and simulations, and conducting short exploratory research.

Advanced World Wide Web Design Lab
E19.2177 Staff. 30 hours: 3 points. Spring.
Prerequisite: E19.2251.
This course is an introduction to the basics of building a database-enabled Web site for educational purposes. Beginning with a review and analysis of existing sites that represent typical applications of databases in educational settings, we discuss why and when to use a database, the design of databases, and database normalization. Students develop course projects in which they use the MySQL database and PHP programming language for interacting with the database. Although the focus of the course is on PHP, an introduction to Cold Fusion will be provided. Database access from Flash is also discussed.

Professional Applications

Professional Applications of Educational Media in New York City
E19.2211 Mayzel. 30 hours: 3 points. Fall.
Context in which media for education is produced and experienced. Emphasis is placed on identifying key players, organizational structure, NFPs, proposals, project management, intellectual property issues, and what affects the media production and implementation process. Includes guest speakers and/or site visits. Recent examples include the Wildlife Conservation Society, Sunburst Technology, Kognito Solutions, Visions in Education & Media, Davis Wright Tremaine LLP, and Edwin Schlossberg, Inc., as well as producers, software designers/publishers, and filmmakers.

Integrating Media and Technology in the K-12 Curriculum
E19.2018 Staff. 10 hours per point: 1-3 points. Fall, spring, summer.
Students preparing to become teachers are introduced to models for integrating digital media and technology in elementary and secondary curricula. Students learn to select and use computer-based
applications, video programs, and media production itself to support student-centered learning goals and teaching methods in the disciplines. Also emphasized is media and technology support for learning in cross-disciplinary skill domains, such as thinking and reasoning strategies, metacognition, literacy development, research skills, and collaborative learning; in this context, students explore roles of established tools, such as hypermedia and databases, and newer applications, such as wikis, podcasts, and electronic student portfolios. Students also examine theoretical foundations for the effective design and use of technology-based, interactive multimedia to support learning.

Media Practicum: Internships E19.2197 Majzlin. 180 hours: 3 points. Fall, spring, summer. Includes fieldwork and seminar on campus. May be taken a maximum of two times. Prerequisite: permission of instructor. Students are placed in internships in the educational media and technology field. ECT regards internships as essential to professional development and places students in excellent settings throughout New York City that match their interests and goals. Interns, as apprentices, 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. May be taken a maximum of two times. 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, practices in technology integration and implementation, coordination and leadership in technology-related reform efforts, support to teachers for curricular and instructional uses of media and technology to improve learning, or support to teachers and students in media design and production, as well as in media education and literacy.

Master of Arts Thesis Project

Educational Communication and Technology Research E19.2095 Shuchat Shaw. 15 hours per point: 1-3 points. Fall, spring. Restricted to ECT majors. Permission of M.A. program coordinator required. In this course, candidates for the Master of Arts degree develop their final project or thesis, a requirement for this degree. Students nearing graduation have 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. Alternatives for M.A. final projects include educational media design and development projects; small, pilot research studies; and comprehensive literature reviews and analyses.

Research and Doctoral Seminars

Digital Video Ethnography: Cultural Interpretations with New Media E19.2075 Goldman. 30 hours: 3 points. Spring. This course is an examination of the opportunities and problematics of using digital video and other new media forms in educational research. In this course, students create and critique ethnographic video accounts, and they use online analysis tools to understand how participatory research communities are created. This course is designed specifically for students with a focus on how technologies are used as tools in educational research. The course is also of interest to educators involved in using video as an investigative tool in their classrooms.

Content Seminar in Research in Instructional Technology E19.3311 Goldman, Plass, Hoadley. 45 hours: 3 points. Spring. 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. Introduces students to software packages to anchor a conceptual understanding of the primary statistical procedures as well as of qualitative data analysis. 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.

Advanced Seminar in Research and Practice in Educational Technology E19.3076 Goldman, Plass, Hoadley. 30 hours: 3 points. Fall. Prerequisite: E19.3311. 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 curriculum vitae 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.

Doctoral Colloquium in Educational Communication and Technology E19.3315 Goldman. 15 hours per point: 1-3 points. Spring. Prerequisite: permission of the instructor. The goal of the Doctoral Colloquium in ECT is to bring together doctoral students and faculty to exchange ideas, discuss research projects, to get to know one another and to build a community of researchers. Doctoral graduates from our program talk about their research results, current doctoral candidates present their ongoing research projects, and new doctoral students present ideas for future research. On occasion, we also invite researchers from other universities to present and discuss their work. In all these cases, we aim for an active discussion and debate of the work presented.

Independent Study

Independent Study E19.2300 Staff. 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged. For description, see page 228.

HIGHER AND POSTSECONDARY EDUCATION/E98

The College Environment E98.2015 30 hours: 3 points. This course focuses on the study of the college environment, with particular focus on the college campus. Examines various approaches for describing environment and conducting environmental assessments. Reviews various types of college environments (e.g., public vs. private, community colleges, religious based, predominant race or gender, etc.). Includes interaction between students and their environment and the implications this has for higher education administrators.
The College Presidency
E98.2025 30 hours: 3 points. Fall.
Designed to promote an understanding of the many facets of the college and university presidency. Students investigate and analyze the college presidency from class discussions and research. Special emphasis is placed on the president as institutional leader to both internal and external constituents.

Comparative Higher Education Studies
E98.2041 30 hours: 3 points. Fall.
The seminar explores higher education in selected countries and compares common issues with those in American higher education such as access, funding, and quality assurance. A comparison is made of policies in both developed and developing countries of the world. The goals of the seminar are to learn about common issues in a variety of other systems of higher education, to develop research skills in higher education studies, and to understand the American system from an international perspective.

The College Presidency
E98.2070 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 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 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 Approaches and Techniques in Postsecondary Education
E98.2088 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.
This course introduces American higher education as a field of study. Emphasis on historical development, philosophical and sociological foundations, the structure and variety of institutions, governance and administration, professional standards, the role of specialists, ethical problems, and relationships to other professions and educational sectors. Attention is given to the evolution of student access and the development of student cultures.

Enrollment Management and Retention Programs in Higher Education
E98.2093 Marcus. 30 hours: 3 points. Spring.
Open only to part-time students enrolled in the master's Program in Student Personnel Administration in Higher Education. This seminar reviews the history and scope of higher education and student affairs; the structure and function of administrative areas; professional norms and ethics; issues in professional practice and supervision; case studies pertinent to student roles and responsibilities.

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.

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 hours: 3 points. Fall, spring.
Registration by permission of the instructor. Individually designed internship program to meet special needs of doctoral candidates. Experiences may combine supervised assignments at metropolitan universities, colleges, or community colleges with research studies to be completed in connection with such work responsibilities.
Learning in Higher and Workplace Education
E98.2122  O'Connor, 30 hours: 3 points. Spring.
Students develop their own teaching philosophy and apply learning theory to the development of instructional methods appropriate for their content and teaching in a classroom environment. Includes examination of learning theory, instructional techniques, tools, strategies, and issues related to effective teaching and adult learning in academic and organizational settings. Relevant research is critiqued.

High 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.

Internship in Higher Education
E98.2141  Hubbard. 135 hours: 3 points. Fall.
Open only to full-time students enrolled in the master's Program in Student Personnel Administration in Higher Education. Supervised internship experience in student personnel and academic administration, including regularly scheduled seminar meetings. Students explore the history and scope of higher education and student affairs. They also discuss professional ethics, investigate issues in professional practice, and conduct case studies pertinent to student roles and responsibilities.

Global Perspectives in Higher Education
E98.2151  30 hours: 3 points. May be repeated once.
A Global Studies program course designed to provide students with an opportunity to examine higher education systems in other countries and to discover and analyze similarities and differences in comparison to higher education in the United States. Through visits to universities and public and private colleges, students engage in discussions with government officials, higher education leadership, faculty members, deans of students and their staffs, and students in foreign institutions. The course explores how higher education systems in other countries address issues of equity and their role in the stratification of society.

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 228.

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 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, the conduct of literature reviews, writing a synthesis of the research literature, and 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 and 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.
Located in New York’s legendary East Village, NYU Steinhardt’s Department of Art and Art Professions is closely tied to the international art world in all its dimensions. The department’s interdisciplinary approach to art, with its commitment to autonomy and experimentation, as well as research, collaboration, and community practice, underscores the central role of visual art within contemporary culture.

Downtown New York has long been a magnet for the world’s most innovative artists. Within this cosmopolitan environment, NYU creates a home for visual artists and art professionals who work side by side with acclaimed performers, scientists, theorists, and philosophers to explore the frontiers of creative practice.

Degree Programs in Studio Art.
The M.F.A. Program in Studio Art is an intimate and highly competitive full-time program, which is interdisciplinary in approach, combining art and cultural theory with ambitious studio practice. Faculty meets regularly with students both individually and in small, intensive group critiques, seminars, and projects classes. Weekly visiting artist/curator lectures enhance the program’s connection to the art world and contemporary critical theory. Facilities and faculty expertise include painting, drawing, installation, sculpture, photography, digital art, video, printmaking, performance, ceramics, metalsmithing, curatorial projects, and environmental art activism.

The M.A. in Studio Art Summer Program provides a unique opportunity for professional artists and educators to expand their creative potential and focus their studio art practice in a three-summer course of study that leads to a thesis exhibition and a master’s degree. The program’s six-week summer schedule enables students to engage in full-time intensive study. This program combines individual and group critiques with weekly visiting artist/curator lectures. Students may also choose to spend one summer at an international ArtSite.

The M.A. in Studio Art Summer Program in Venice provides artists and current and prospective art teachers an opportunity to work in a rich artistic milieu where they will meet internationally acclaimed artists, critics, and curators. The Venice Biennale is an important focal point and provides an opportunity to be in the center of contemporary art practice. Students in this program spend the first two summers in Venice and the last summer in New York preparing for their thesis exhibition.
Degree Programs in the Arts Professions. The M.A. Program in Art Education seeks to transform the landscape of the field through a radical approach to visual arts education. With a special focus on contemporary art and its social context, the program conceptualizes the artist-teacher as cultural producer, intellectual, and activist. Course work 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.

The M.A. Program in Art Therapy offers an in-depth psychological and yet strongly art-based curriculum, including rigorous academic course work and an extensive internship practicum (1,000 hours) at a wide range of placements and populations in the metropolitan area. The program also offers a unique cross-cultural internship experience in non-Western countries such as Tanzania, Peru, South Africa, and Morocco. The program was established by Edith Kramer, a pioneer and prominent figure in the field, and is one of the first training programs accredited by the American Art Therapy Association.

The M.A. Program in Visual Arts Administration promotes a thorough understanding of the cultural forces affecting the visual arts for professionals managing arts organizations. Students develop keen management, marketing, and financial skills and work with both for-profit and not-for-profit organizations. In addition to the course work taken in the department students, also take classes at the Stern School of Business and the Robert F. Wagner Graduate School of Public Service. New initiatives include curatorial projects in collaboration with the department’s galleries and students in the studio art programs. The M.A. Program in Visual Arts Administration also offers study abroad in the Netherlands, Berlin, and London. In these international seminars, students explore current cultural and social issues affecting international arts practices. Working professionals gain fresh insights into managing arts organizations while acquiring an overview of European cultural policies.

Global Study. NYU Steinhardt is expanding its ArtSites in Berlin, Shanghai, and Ghana to accommodate graduate study in studio art, and we look forward to the opening of NYU’s Campus in Abu Dhabi in 2010. Global ArtSites will enable students to participate directly in the most innovative and challenging art scenes in the world, with opportunities to study, produce, curate, and exhibit work in these cosmopolitan environments. Classes and workshops, taught by NYU faculty and local artists, scholars, and professionals, introduce students to the local art scene and explore the differences in global cultures that are influencing contemporary art.

Faculty. The close relationship between the department’s faculty and students is at the heart of each of our programs. Studio faculty includes some of the highest profile figures in the contemporary art world, who are readily available to students despite extensive international exhibition schedules. They represent broadly diverse approaches to content, critical theory, and media. Recent additions to the studio faculty include Trisha Donnelly, Lyle Ashton Harris, Sue de Beer, David Rimanelli, Ross Bleckner, Carol Bove, and Maureen Gallace. The art professions faculty is intensely involved with the globalization and display of culture in a large spectrum of cultural institutions and alternative sites, while influencing arts policy, education, and community engagement in the visual arts.

Internships in the Arts. New York City provides a wide range of internship settings that help students make essential connections and acquire professional experience in fields related to their studies that will serve them well into the future. Program advisers and an internship coordinator work closely with students to ensure successful placements. Recent internships include the Metropolitan Museum of Art; Museum of Modern Art; Whitney Museum of American Art; P.S.1 Contemporary Art Center; Department of Cultural Affairs; Creative Time; Christie’s;
Sotheby’s; prominent galleries; artists such as Paul Pfeiffer, Petah Coyne, and David La Chapelle; and creative companies, including MTV Networks, Condé Nast Publications, and Zac Posen.

**Facilities.** All of the art department’s studios, shops, labs, classrooms, exhibition spaces, and faculty offices are housed in a six-story Beaux Arts building. Facilities include studio classrooms and workshops for sculpture, printmaking, painting, drawing, ceramics, metalsmithing, sewing, photography labs, computer and digital printing studios, and a video suite. The M.F.A. studios are spacious and private, with views of New York City’s East Village.

The Art Resource Center (ARC) houses a collection of slides and a growing collection of digital images covering the full spectrum of Western art and specializing in international contemporary art. The ARC has computer research stations and artist career information and produces a monthly bulletin detailing grant and residency opportunities and other artist career information.

Students have many exhibition opportunities throughout the department and can participate as curators and exhibitors in the Rosenberg Gallery and the Commons, which also serve as venues for interdisciplinary collaborations, performances, receptions, workshops, meetings, and public events. The department’s 2,800-square-foot 80 Washington Square East Galleries provide exceptional exhibition space in the heart of the campus. The galleries are a vital interface with the larger community and host exhibitions of graduating M.F.A. and M.A. students, as well as exhibitions curated by faculty, alumni, students, and guests. Broadway and Washington Square Windows serve as a streetside gallery for exhibitions of student work and curated projects.

**Special Departmental Features.** The Visiting Artist and Curator Lecture Series is just one of the vibrant public programs that includes lectures, performances, panels, symposia, and video screenings. Recent visitors have included Matthew Barney, Lorna Simpson, Anthony Appiah, Helene Cixous, Gavin Brown, Lynne Cooke, Gregory Crewdson, Vito Acconci, Jerry Saltz, Joan Jonas, Diana Thater, Robert Storr, Shirin Neshat, Andres Serrano, Isaac Julien, Barbara London, Roni Horn, and Marina Abramovic.

The Department of Art and Art Professions creates unparalleled opportunities for cross-disciplinary discourse and experimentation.

New York City’s galleries, museums, schools, studios, and performance spaces from Chelsea to Brooklyn and the Lower East Side are an integral part of NYU’s extended campus, as are the University’s vast intellectual and academic resources.

New York University is one of the nation’s leading research universities with 48,000 students enrolled in 14 schools and colleges. With students from all over the world, the multinational, multiethnic makeup of the student body presents myriad perspectives, energetic exchanges, and fresh insights.

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**Faculty**

Ikuko Acosta, Clinical Associate Professor. B.A. 1966, Rutgers; M.A. 1981, Ph.D. 2002, New York. ATR-BC, LCAT. Director of Art Therapy Graduate 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. Frequently presents at lectures, workshops, and in-services throughout the United States and other countries, including Ireland, India, Italy, Japan, Korea, Singapore, Thailand, and Turkey. Published articles in *American Journal of Art Therapy* and international publications. She has served on the membership and educational committees in the American Art Therapy Association and as an editorial member of the *American Art Therapy Journal*.

Nancy Barton, Chair and Clinical Associate Professor. B.F.A. 1982, M.F.A. 1984, California Institute of the Arts. A practicing artist who works in photography, performance, and mixed media installation. Work has been exhibited internationally, including the Museum of Modern Art in New York, the Long Beach Museum, and the Shoshana Wayne Gallery. Interests include feminism, postcolonial theory, and psychoanalysis.

Ross Bleckner, Clinical Associate Professor. B.S. 1971, New York; M.F.A. 1973, California Institute of the Arts. An artist who is renowned for his large-scale paintings. His works have been displayed in public collections throughout the world, including MoMA, MoCA, Astrup Fearnley, Museo Nacional Centro de Arte Reina Sofia, and the Whitney Museum of American Art. He is also recognized as the youngest artist ever to have a solo exhibition at the Guggenheim Museum in New York and has taught at many of the nation’s most prestigious universities. He is president of Community Research Initiative on AIDS, a nonprofit, community-based research and treatment education center.
Carol Bove, Clinical Associate Professor. B.S. 2000, New York.

An artist and collector whose work involves mining memory as artistic material. She juxtaposes appropriated objects and ephemera into sculpture assemblages that evocatively reinterpret history. Bove’s latest solo exhibition at the Maccarone Gallery in New York was described in ArtForum’s “Best of 2007” issue as “splendidly replete.” She has exhibited her work nationally and internationally in seven solo shows to date, including the Kunsthalle Hamburg and the Kunsthalle Zurich as well as Boston’s Institute of Contemporary Art and the Blanton Museum of Art in Austin, Texas. Bove has been included in exhibitions at the Whitney Museum of American Art, MoMA, and Tate Modern in London.

Jesse Bransford, Master Teacher of Art and Art Education. B.A. 1996, New School for Social Research; B.F.A. 1996, Parsons School of Design; M.F.A. 2000, Columbia. Director of Undergraduate Studies. A teacher at NYU since 2001, he also taught at Columbia University before becoming the director of undergraduate studies. Exhibiting widely since 1997, his most recent projects have been solo exhibitions exploring pictorial and visual associations of the observable planets, a series that will eventually result in seven exhibitions. Recent exhibitions include solo shows in New York and Toronto, as well as participation in exhibitions in Glasgow, Milwaukee, Los Angeles, and Busan. Bransford’s work is represented by Feature Inc. in New York; Kevin Bruk Gallery in Miami, Florida; Galerie Schmidt Maczollek in Köln, Germany; and Shaeen Modern and Contemporary Art in Cleveland, Ohio.


An arts administrator, curator, and researcher, who prior to joining Steinhardt, served as program officer at the New York State Council on the Arts and taught in the art and design studies and communication design technology programs at Parsons The New School for Design. Burtt has also served as scholar-in-residence at the Schomburg Center for Research in Black Culture in Harlem and received a fellowship from the National Endowment for the Humanities to research photographism in black newspapers in New York in the 1930s and 1940s.

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


Codirector, Venice Studio Art M.A. Program. His work focuses on the relationship between education, contemporary art and media, and democracy. Through his research, he examines how art and media education can provide young people with the multimodal literacies required to become articulate and critically engaged citizens in a rapidly changing world. His writings have been published in a number of prominent journals and books, including Studies in Art Education, the Journal of Cultural Research in Art Education, the Journal of Art Education, and Reflections: Readings in Canadian Art Teacher Education. He is the chair of the Arts-Based Educational Research Special Interest Group of the American Educational Research Association. He teaches courses on media literacy, art education, and contemporary art.


An artist who uses video, sculpture, and installation to explore the connections between media and cultural phenomena. She has exhibited her work nationally and internationally in such venues as the New Museum, the Whitney Museum of American Art, the Brooklyn Museum, Deitch Projects, Postmasters Gallery, and Marianne Boesky Gallery in New York; Los Angeles Contemporary Exhibitions; the Reina Sofia in Madrid; the Kunst Werke and the Kunsthalle Shinn, Germany; the Neue Gallery am Landes Museum Jönneum, Austria, and the Bangkok Biennial. Her work is in the permanent collections of the Whitney Museum of American Art, the New Museum for Contemporary Art, the Brooklyn Museum, and the Goetz Collection.


Director of the Graduate Program in Art Education. A scholar and artist-educator committed to addressing the formative role of visual representation and its politics in order to affect social change. Her work has examined the ways visual representations construct particular meanings about race, ethnicity, and culture in schools and its implications for pedagogical practice. Current research focuses on socially engaged contemporary art as a pedagogical site. Projects include exploring the work of artists who address issues of incarceration and immigration in relation to global industrial complexes as well as investigating connections between social studies/history curricula and contemporary art. Publications include numerous journal articles in the field of art education and a book entitled History as Image, Image as History: Visual Knowledge and History in the Classroom, to be published in 2009. She has served on several editorial boards for major journals in art education, including Studies in Art Education. She is currently the editor for the Journal of Cultural Research in Art Education and serves on the editorial board of Praxis.

Trisha Donnelly, Clinical Associate Professor. B.F.A. 1995, California (Los Angeles); M.F.A. 2000, Yale.

An artist who implements multiple mediums in her practice, moving regularly between the performative and text, the action and the plane. Donnelly has had solo exhibitions at international institutions such as Modern Art Oxford, Oxford, United Kingdom (2007); the Institute of Contemporary Art, Philadelphia, Pennsylvania (2008); Kunsthalle, Zürich, Switzerland (2006); and the Kolnischer Kunstverein, Köln, Germany (2005). She has also participated in group shows such as “Depth of Field: Modern Photography at the Metropolitan,” the Metropolitan Museum of Art, New York; “The Third Mind,” Palais de Tokyo, Paris; “Utopia Station: The 50th International Exhibition of Art,” Venice Biennale; and the “54th Carnegie International,” Carnegie Museum of Art, Pittsburgh.


An artist whose paintings have drawn comparisons to such artists as Edward Hopper, Fairfield Porter, and Giorgio Morandi. Her work has been featured internationally at the Kerlin Gallery in
Dublin, Maureen Paley in London, 303 Gallery in New York, the Dallas Museum of Art, and the Art Institute of Chicago. She has been widely reviewed nationally and internationally. In 2005, a catalog of her work was published by the Douglas Hyde Museum of Dublin.

Lyle Ashton Harris, Clinical Assistant Professor. B.A. 1988, Wesleyan; M.F.A. 1990, California Institute of the Arts. Works in video, photography, and performance. His work has been exhibited at the Solomon R. Guggenheim Museum, the Whitney Museum of American Art, the Corcoran Gallery of Art, the Institute of Contemporary Art in London, the Kunsthalle Basel, and the Centre d'Art Contemporain, Geneva. During 2000 and 2001, he was a fellow at the American Academy in Rome. He has received numerous awards for his photography and is currently represented by CRG Gallery in New York. His photographs have also appeared in international and national magazines, including the New York Times Magazine, Newsweek, and Vibe.

Natalie Jeremijenko, Assistant Professor. B.S. 1993, Griffith; B.F.A. (hon.) 1992, Royal Melbourne Institute of Technology; Ph.D. (computer science and electrical engineering) 2007, Ph.D. (information environments) 2007, Queensland. An inventor and engineer whose work focuses on the design and analysis of tangible digital media. Her strength is the demonstrable ability to bridge between the technical worlds and the art world. Born in Australia, she was director of the Yale University Engineering Design Lab and was recently named one of the top 100 young innovators by MIT's Technology Review. She has worked in research and development at Xerox Park, the Advanced Computer Graphic Centre, and the Center for Advanced Technology, New York University. Her work has been included in media festivals and museums throughout Europe and America, including the Guggenheim Museum in New York, the Museum Moderne Kunst in Frankfurt, the Whitney Biennial '97, the Postmaster Gallery, Documenta '97, and Arts Electronic Prix '96. She was a Rockefeller Fellow in 1999.

Carlo M. Lamagna, Clinical Associate Professor. B.A. 1969, College of the Holy Cross; M.A. 1971, Massachusetts (Amherst). Expertise in modern and contemporary art and material culture. Former art museum, corporate, and independent curator, gallerist, and nonprofit management consultant. Board member, Committee on Museum Professional Training of the American Association of Museums. Research and professional interests include the exhibition and display of art and material culture, the history of taste, the role of visual art and culture in globalization, cultural policy and arts advocacy, historic preservation, and cultural heritage.

Sandra Lang, Clinical Associate Professor. B.A. 1972, Middlebury College; M.B.P. 1983, Columbus. Experience in both nonprofit and for-profit organizations. Formerly administrative director, Art Advisory Service, Museum of Modern Art, and executive director, Independent Curators, Inc. Adviser to corporations and not-for-profit organizations on administrative, programmatic, and fund-raising issues, including strategic plans, policy and procedures, exhibition development and tours, acquisitions and commission of art, feasibility studies, communications programs, budgeting, and contracts.

Kevin McCoy, Associate Professor. B.A. 1989, Whitman College; M.F.A. 1994, Rensselaer Polytechnic Institute. Artist working in digital media, video, and sculpture. His work addresses dreams, sociology, the unconscious, and landscapes. His work has been exhibited internationally both in solo and group shows, and he is an acclaimed artist working in new media, as well as a winner of numerous awards. Shows in such venues as the Sundance Film Festival, the Brooklyn Museum; the Museum of Modern Art; the International Media Biennale in Wroclaw, Poland; Postmasters Gallery of New York; the Fifth International Biennial at SITE Santa Fe. Recent exhibitions include the PKM Gallery in Beijing and the British Film Institute Inaugural Show in London.


David Rimanelli, Visiting Assistant Professor, Art History. B.A. Yale. Art critic, curator, and teacher. He has been a contributing editor of Artforum, a leading contemporary art magazine, since 1997 and has also written for art publications such as Bookforum, Vogue Paris, and Interview magazine. Rimanelli’s curatorial expertise spans various media such as literature, contemporary cinema, and classical and avant-garde music. He has curated shows at home and abroad, in such galleries as Deitch Projects in New York City and PKM Gallery in Seoul, Korea. Rimanelli has taught art courses at Yale School of Art, Pasadena Art Center, and Otis College of Art and Design in Los Angeles.


John Torreano, Clinical Associate Professor. B.F.A. 1963, Cranbrook Academy of Art; M.F.A. 1967, Ohio State. Exhibition venues include, among others, the Museum of Modern Art, the Whitney Museum of American Art, the Corcoran Gallery in Washington, the Museum of Contemporary Art in Chicago, the Indianapolis Museum of Fine Arts, and many others. He has received the Nancy Graves Foundation Grant for Visual Artists, a John Simon Guggenheim Memorial Foundation Fellowship, and individual grants from the National Endowment for the Arts and the New York State Council on the Arts. Gallery representation includes Feature Inc and Little John Contemporary in New York, Suzanne Hilberry Gallery in Michigan, and Jean Albano Gallery in Chicago. He is author of Drawing by Seeing (Abrams 2007).
Adjunct Faculty

Studio Art
Jan Avgikos, M.A.
Ronnie Bass, B.F.A., M.F.A.
Jonathan Berger, B.F.A., M.A.
Noah Breuer, B.F.A., M.F.A.
Klaus Burgel, B.F.A., M.F.A.
Kathe Burkhart, B.F.A., M.F.A.
Kanik Chung, B.A., M.F.A.
Ann Chwatsky, B.S., M.S.
Michael Cohen, B.F.A., M.F.A.
Ian Cooper, B.S.
Kathleen Graves, B.A., M.A.
Rachel Greene, B.A., M.A.
Jonah Groeneboer, B.F.A., M.F.A.
Valerie Hammond, B.A., M.F.A.
David Hardy, B.F.A., M.F.A.
Mark Johnson, B.A., M.A.
Claudia Joskowicz, B.A.R.C.H., M.F.A.
Sean Justice, B.F.A., M.F.A.
Shida Kuo, B.A., M.A.
Keith Mayerson, B.A., M.F.A.
Aaron McDannell, B.F.A.
Alex McQuilkin, B.S., M.F.A.
Haley Mellin, B.A., Ph.D.
Curtis Mitchell, M.A., M.F.A.
Ruth Newman, B.A., M.A.
Mart Nolen, B.A.
Clifford Owens, B.F.A., M.F.A.
Carolanne Patterson, B.A., B.F.A.
Maurizio Pellegrin, B.A., M.A.
Adam Purnam, B.F.A., M.F.A.
Peter Rostovsky, B.A., M.A., M.F.A.
Aida Ruilova, B.A., M.F.A.
Beverly Semmes, B.A., M.F.A.
Kiki Smith
Ruby Stiler, B.F.A., M.F.A.
Michael St. John
Hiroshi Sunairi, B.F.A.
Gordon Terry, B.F.A., M.A.
Jason Tomme, B.F.A., M.F.A.
Dan Torop, B.A., M.F.A.
Donald Traver, B.F.A.
J. Zheng, B.A.

Art Education
Joe Fusaro, B.A., M.A.
Jessica Hamlin, B.A., M.A.
Zoya Kocur, B.A., M.A.
Rob McCullum, J.M.B., B.A., M.F.A., Ph.D.

Art Therapy
Marygrace Berberian, M.A.; LMSW, ATR-BC, LCAT
Ani Stern Buk, B.S., M.A., M.F.A.; ATR-BC, LP, LCAT, FIPA
Raquel Chapin Stephens, M.A.; ATR-BC, LCAT
Drena Fagan, LMSW, ATR-BC, LCAT, CCLS
Lani Gerity, D.A.; ATR-BC
Christina Grosso, M.A.; ATR-BC, BCETS, LCAT
Tami Herzog, M.A.; ATR-BC, LCAT
Eileen McGann, B.F.A., M.A.; ATR-BC
Renee Obstfeld, B.A., M.A.; ATR-BC, CSAC
Joan Phillips, Ph.D.; LPC, LMFT, ATR-BC
Stephanie Wise, M.A.; ATR-BC, LCAT
Claudia Zanardi, Ph.D.

Costume Studies
Nancy Deihl, B.A., M.A.
Desiree Koslin, B.A., M.A., Ph.D.
Elizabeth Marcus, B.A., M.A., M.Phil.
Elizabeth Morano, B.A., M.A.
Chris Paulocik

Visual Arts Administration
Arthur Cohen, B.A., M.B.A.
Charlotte Cohen, B.A.
Anne Edgar, B.A., M.A.
Alan Fausel, B.A., M.A.
Shelley Sanders Kehl, B.A., J.D., Ed.D.
Susana Leval, B.A., M.A.
Elizabeth Marcus, B.A., M.A., M.Phil.
Laura Miller, B.A.
Samuel B. Morse, B.F.A.
Vida Schreibman, B.F.A., M.A.
Koven Smith, B.A.
Alice Zimet, B.A., M.A.

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Renee Obstfeld, B.A., M.A.; ATR-BC, CSAC
Joan Phillips, Ph.D.; LPC, LMFT, ATR-BC
Stephanie Wise, M.A.; ATR-BC, LCAT
Claudia Zanardi, Ph.D.
M.A. in Studio Art

60 points

Each year, the NYU M.F.A. Program in Studio Art brings together an exceptional group of committed artists to develop their work within a community of faculty and colleagues. For two years, students are asked to engage in a process that is both intensely introspective and collectively open to the challenges and issues of the larger world. We encourage students in the program to consider, both critically and irreverently, their own practices and assumptions, as well as those of the contemporary art world, and to pursue their visions to the point of excess as needed.

The M.F.A. program is small in size, with only 24 students in residence. There are no restrictions on media, and students are encouraged to work with whatever formal means are best suited to their ideas. During the two-year course of study, students engage in a team-taught interdisciplinary critique class each semester, as well as one full afternoon each week of individual studio meetings with visiting artists or critics and full-time faculty. The acclaimed artists who make up the full-time and adjunct M.F.A. faculty include artists, critics, and writers with diverse interests and disciplines who see teaching as an integral part of an ongoing and influential creative practice. They are drawn from the surrounding New York art world and are deeply engaged with their students. The relationship between the faculty and students represents the core of the M.F.A. community.

DEGREE REQUIREMENTS

Students are required to take M.F.A. Graduate Studio Critique, M.F.A. Individual Critiques and Review, and M.F.A. Thesis as well as courses in art theory and critical studies, studio electives, and internship in college teaching.

M.A. in Studio Art

36 points

Study abroad options: Africa, China, and Europe

The M.A. in Studio Art Summer Program in New York is a three-summer, 36-credit program in interdisciplinary studio art practice. The program provides a unique opportunity for working artists and art educators to expand their creative vision, experiment with new genres, and explore issues in contemporary art and critical theory. An intensive and demanding course of study, the M.A. degree program in studio art combines the excitement of the New York art world with the resources of a great research university. During three intensive summer sessions, students are provided with studio space and immersed in the development of a body of work under the guidance of NYU’s renowned faculty in studio art and critical studies. Students participate in an M.A. Thesis Exhibition at the department’s 80 Washington Square East Galleries during their third summer.

A required core sequence engages students and faculty in a dynamic dialogue about contemporary art and serves as the foundation on which students build their studio practice. Students are encouraged to work across disciplines; however, there is the opportunity for special emphasis in art in media (photography, video, digital art). Facilities and courses are available in painting, drawing, sculpture, photography, digital art, video, printmaking, and ceramics, as well as art theory, art history, and critical studies. Individual studio visits by faculty and visiting artists along with weekly lectures by artists and critics enhance students’ studio practice.

DEGREE REQUIREMENTS

6 points in M.A. Graduate Studio Critique, 6 points in art theory or critical studies, 6 points in graduate projects, 9 points in studio art, 3 points in final project/exhibition, and 6 points in electives.

M.A. Degree in Studio Art

Summer/Venice, Italy

36 points, three summers

The M.A. in Studio Art Summer Program in Venice, Italy, provides artists and current and prospective art teachers an opportunity to do serious creative studio work in the areas of painting and drawing within a rich artistic milieu. Venice is a cosmopolitan city where students are able to meet artists, critics, and curators from all over the world. The city’s artistic resources are endlessly varied, and students’ studio practice is enriched by the presence of the Venice Biennale, as well as the opportunity to experience 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.

A required core sequence taken during two intensive summer sessions in Venice allows students to combine studio work with field trips, art history, and theory classes. Students exhibit a final body of work during the third summer session at NYU in New York.

DEGREE REQUIREMENTS

6 points in M.A. Graduate Studio Critique, 6 points in art theory and criticism, 9 points in graduate projects, 9 points in studio electives, 3 points in final project/exhibition, and 3 points in electives.

VISITING ARTIST AND CURATOR LECTURE SERIES AND STUDIO VISITS

The weekly Visiting Artist and Curator Lecture Series is an important facet of both the M.F.A. and summer M.A. Studio Art Programs. Once each week, students meet individually with art department faculty and selected visiting artists, followed by a presentation by the visiting artist/curator. Because of our location in the center of the New York art world, these lectures regularly bring some of the city’s most innovative artists and critics into the department. The lectures serve as a forum for the discussion of contemporary issues in the visual arts and are meant to interface with students’ work, exposing them to the ideas and experiences of professional artists and critics.

Richard Artschwager
Nicelle Beauchene
Nayland Blake
Beth Campbell
Alejandro Cesarco
Helene Cixous
Feri Daftari
Steve DeFrank
Eric Fischl
Chie Fueki
Barnaby Furnas
Scott Hug
Chrissie Iles
KIOSK
Atta Kwami
Shamim Momin
Wangetchi Mutu
Laurence Rickels
Gedi Sibony
The Genesis Bryer P-Orridge

CAREER OPPORTUNITIES

Alumni of the program in studio art are represented by major New York galleries, featured in contemporary museums, recipients of prestigious fellowships, and featured artists-in-residence. Many hold positions as teachers, designers, and curators.
Graduate study in painting and drawing explores the ability of these media to communicate through visual, tactile, and conceptual means. The program sustains a rigorous critical dialogue through one-on-one meetings with faculty and visiting artists, in addition to group discussions and critiques. Focus is on issues specific to painting as it relates to history, aesthetics, materials, and contemporary life. Emphasis is also placed on how the practice of painting can interact with—sometimes contrasting and sometimes complementing—other forms of art making. Peer-to-peer camaraderie is a strong component of the program. Students are encouraged to experiment, expanding their current studio strategies, as they develop a vital and personalized art practice. The painting and drawing faculty is led by Maureen Gallace and includes Jesse Bransford, John Torreano, and Ross Bleckner, as well as many acclaimed adjunct faculty.

Sculpture courses allow artists and students to explore their ideas in three-dimensional space at a time when new technologies are becoming a part of everyday life. As borders between media shift, contemporary sculpture and installation work may include new uses of video, ceramics, architecture, fabric, drawing, or performance, as well as classic skills such as woodworking, welding, or mold making. The sculpture facility covers a full floor of the Barney Building and is divided into a wood and metal shop, a critique room, and a plaster and mold-making studio. Shop technicians are available for information and oversight of the studio. The sculpture faculty includes area director Sue De Beer, who recently completed solo exhibitions in Berlin, Los Angeles, and New York, as well as Beverly Semmes, Rico Gatson, Curtis Mitchell, Dave Hardy, Ian Cooper, and other innovative practitioners.

The print area offers a full range of courses exposing students to a 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 exploration are strongly encouraged. The print studios enable students to realize projects in a wide variety of methods, including etching, silkscreen, relief, book arts, letterpress, as well as digital laser cutting and 3-D printing. Print collections housed in the city’s museums and galleries contribute to a highly developed environment for the study of printmaking. The printmaking area is supervised by Mark Johnson; faculty includes Kiki Smith, Valerie Hammond, and Noah Breuer.

As we look toward the future of technology, the role of artists in realizing the potential, as well as the potential difficulties, inherent in rapid cultural change is more central now than at any time since the Bauhaus. The vision of artists in humanizing technology, in allowing individuals to respond to mass media is a unique form of resistance, as well as a source of creative energy. The newly completed computer studio, with an iMac classroom; a laptop lounge; a full range of software for Photoshop, drawing, design, video, 3-D, sound, Web, and open-source projects; and equipment for video projection, scanning, small-scale prints, and drawing tables has enabled the art department to explore new media on a vastly expanded scale. New courses have been developed in design, freeware, Web-based art, laser cutting, and 3-D printing, as well as seminar courses in post-postmodern theory. The adjacent Digital Printing Studio, with its large-scale Epson printers, has brought all of the department’s programs together for workshops and exhibitions. Artist Kevin McCoy, who recently completed major installations for the British Film Institute and MoMA in New York, is at work this year planning a new curriculum for computer-based art.

Photography remains a multifaceted and evocative medium that is central to the continued development of art in the 21st century; it embraces aesthetics, political and historical issues, social change, and an ongoing dialogue with the “self.” The darkroom is a state-of-the-art facility, complete with a 30” color processor, group black-and-white and color darkrooms, and eight individual color darkrooms. The classrooms, which can also be used as studios, are equipped with iMacs, video and slide projectors, and digital photo printers. There is a large selection of equipment for loan, from 35 mm cameras to 4x5s, tungsten lights to professional strobe lights. Classes offered include black-and-white, color, digital, documentary, and photography and performance, as well as studio
Video

Peter Campus

Dipti Desai

The M.A. Program in Art Education seeks to transform the landscape of the field through a radical approach to visual arts education. With a special focus on contemporary art and its social context, the program conceptualizes the artist-teachers as cultural producers, intellectual, and activist. Course work 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. It also prepares students to be innovative researchers and persuasive advocates for the arts in schools. NYU’s program in art education combines a strong foundation in critical theory with a solid grounding in practice, including experience teaching in a Saturday Art School context. Through a sequence of core courses grounded in a progressive, social justice approach, students examine the making and teaching of art as a social act, considering it within philosophical, historical, political, and sociological contexts. Students develop a pedagogical foundation through courses in education, art education, and research methodologies while continuing their work as artists in graduate-level studio courses. Special partnerships with museums, nonprofit art organizations, and educational initiatives provide students with a wide range of opportunities to gain practical experience in the field.

For students who have an undergraduate B.A. or B.F.A. degree in studio art and 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 37-point M.A. program.

For students who already have an initial teaching certificate, the 30-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 additionally 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 art education program is part of the Steinhardt School of Culture, Education, and Human Development teacher training programs and has been accredited by the Teacher Education Accreditation Council (TEAC).

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.

Interested candidates are encouraged to visit the program, meet with faculty and current students, and sit in on classes.

CAREER OPPORTUNITIES

The art education program prepares teachers and curriculum specialists in visual art for positions in elementary, middle, and high schools nationally and internationally. Our graduates also work as educators in art museums, community-based programs, and arts organizations, and some pursue doctoral study in art education, curriculum, and instruction.

DEGREE REQUIREMENTS

M.A. candidates with no initial certification take the following courses:

Pedagogical Foundations (16 points);
Studies in Critical Theory in Art and Education (6 points); Advanced Studio in Art (6 points); Student Teaching in Art Education (6 points);
The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/Violence Prevention (6 points) and Research in Art Education and Final Project (3 points).

Students with an initial teaching certificate take the following courses:

Studies in Critical Theory in Art and Education (15 points); Guided Elective (3 points); Advanced Studio in Art (9 points); and Research in Art Education and Final Project (3 points).

Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you...
undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.

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. In addition to the general requirements, applicants must submit 20 examples that reflect the strongest selections of their artistic practice (in digital form) and a 500-word (typed) statement describing their interest in art education and the direction they wish to pursue in the field. Formal interviews, as part of the admissions process, are by invitation only. For those who live outside the metropolitan area, a phone interview will be set up.

ACCREDITATION
The Steinhardt School of Culture, Education, and Human Development teacher education program has been accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years. The accreditation certifies that the Steinhardt teacher education program has provided evidence that it adheres to TEAC’s quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop and improve its programs that prepare teachers. For more information, contact TEAC, One Dupont Circle, Suite 320, Washington, DC 20036; 202-466-7236; www.teac.org.

**Visual Arts Administration**

*Nonprofit and For-Profit Concentration*

**Director**
Sandra Lang
slt65@nyu.edu

**Degree**
M.A.

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 cultural forces affecting the visual arts for professionals managing arts organizations. Students develop keen management, marketing, and financial skills. Students study traditional methods of presentation and audience development as well as new media technology. Through consideration of conceptual 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.

While 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 the master’s thesis provide critical opportunities for graduate students to develop relationships with art organizations in New York, nationally, and internationally. The program include 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 the Museum of Modern Art; Metropolitan Museum of Art; Solomon R. Guggenheim Museum; New York City Department of Cultural Affairs; JP Morgan; Chase Manhattan Bank Collection; Jewish Museum; Asia Society; Sotheby’s; Christie’s; Whitney Museum of American Art; Cooper-Hewitt National Design Museum; Pace-Wildenstein Gallery; and the United Nations. A more complete listing of the organizations where graduate students have secured national and international internships may be found on the program’s Web page: steinhardt.nyu.edu/art/internships/placements.

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**
steinhardt.nyu.edu/dept/art/admin


**Business Courses at the Stern School of Business** (9 points): Financial Accounting B09.1306, Managing Organizational Behavior B09.1307, Marketing Concepts and Strategies B09.2310.

**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 E91.2182, Corporate Art Programs E91.2118, Art in Alternative Spaces E91.2160, Function and

Internships (9-12 points): Internship in Art E91.2302.

Final Project: Master’s Thesis (3 points): Research in Visual Arts Administration E91.2299, Final Project E91.2301.

For program information, please consult the Web site: steinhardt.nyu.edu/art/admin.

ADMISSION REQUIREMENTS steinhardt.nyu.edu/graduate_admissions

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 the Office of Graduate Admissions, along with three letters of recommendation, preferably from both academic and professional sources, and a current résumé. Once applications have been reviewed, qualified applicants under consideration will be contacted to arrange for a personal interview, or, if this is not possible, a telephone interview will be arranged.

International students must have a minimum TOEFL score of 650 on the paper test, 250 on the computerized test, or 110 on the online test to apply to the program. On arrival at New York University, accepted applicants will be tested by the American Language Institute and must qualify for level 84 of instruction.

See general admission section, page 222.

STUDY ABROAD

The Visual Arts Administration Program and the Performing Arts Administration Program cosponsor a three-week summer study abroad program serving the needs of graduate students and alumni in both programs as well as professionals in both fields from across the United States. This intensive and interactive 6-point study experience begins in Utrecht, the Netherlands, and is followed by a trip to Berlin. It provides firsthand analysis of the exciting changes taking place in a broad range of established and alternative venues in both the performing and visual arts. For further information, please contact the Office of Academic Initiatives and Global Programs at 212-992-9380.

COUNCIL ON ARTS MANAGEMENT PROGRAMS

The Council on Arts Management Programs is a faculty group in NYU Steinhardt that represents the fields of music business, performing arts administration, and visual arts administration. The council’s mission is to ensure a vital future for the arts by educating highly qualified professionals to shape, influence, and lead arts organizations, institutions, and businesses and to serve the present and future needs of artists. The goals of the council are to lead public events highlighting important developments in the fields of art and business and incorporate results into learning outcomes; to generate innovations in curricula through active interchange among programs and dissemination of new knowledge and research; and to examine and integrate national and international developments affecting the arts in their cultural, social, economic, and political context. For further information, visit steinhardt.nyu.edu/commissions/arts_management.

Visual Culture: Costume Studies

Coordinator Nancy Deihl nbd2012@nyu.edu 212-998-5762

Degree M.A.

The field of costume studies is one of the most exciting areas of current visual arts research. Cofounded in 1979 by the Department of Art and Art Professions and the Costume Institute of the Metropolitan Museum of Art, the M.A. program Visual Culture: Costume Studies concentration focuses on the history of costume and textiles in its broadest aesthetic and cultural context. It was the first curriculum in the United States to educate specialists in this field. The department offers courses that emphasize the relation of costume studies to material culture and the fine and decorative arts. The 42-point curriculum includes core courses as well as electives in exhibition and museum topics, art theory and criticism, and the decorative arts. Faculty in the program associated with museums and galleries in New York teach courses in costume and textile history, decorative arts, and conservation. Students benefit from collections of costumes, accessories, and related objects at leading institutions, including the Costume Institute at the Metropolitan Museum of Art; Cooper-Hewitt National Design Museum; Museum of the City of New York, and the New-York Historical Society. The internship component of the program enables students to gain firsthand work experience and make valuable professional contacts.

CAREER OPPORTUNITIES

The costume studies program is suitable for those seeking careers as curators, museum administrators, collection managers, and exhibition consultants: as specialists at auction houses and private dealers; as archivists and historical researchers; or as educators, writers, journalists, and critics.

DEGREE REQUIREMENTS


ADMISSION REQUIREMENTS

Applicants to the program must hold an undergraduate degree in major fields such as history, art history, theatre, anthropology, or sociology. Applicants with other majors and strong liberal arts backgrounds, appropriate internships, and/or work experience will be considered. Reading ability in one foreign language is recommended. See general admission section, page 222.
Art Therapy

Director
Ikuko Acosta
ia4@nyu.edu

Degree
M.A.

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. By 1976, the Master of Arts in Art Therapy Program had obtained approval from the New York State Education Department, and in 1979, New York University's Graduate Art Therapy Program was one of five programs to receive approval and accreditation from the American Art Therapy Association (AATA). Over the years, the program has gained a reputation for excellence and soundness in clinical training that is borne out by the number of international applicants as well as the success of its graduates. Every summer, the program offers students a unique opportunity to experience internships abroad, practicing clinical techniques with a wide range of local populations in Tanzania and Peru.

The program strives to create a balance between the therapeutic potential of the creative process itself and the informed use of psychological understanding in the treatment of patients. Students learn to modify and adapt the two disciplines of visual arts and psychotherapy in order to effect the synthesis of art therapy. Students learn to use art materials and the creative process according to the physical and psychological needs of clients. 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 the program is based on psychoanalytic theory, students are required and encouraged to study a wide range of personality theories. In the course of 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 program is staffed by 12 highly qualified and diverse adjunct faculty members who provide an excellent education and training for students. Students receive an M.A. degree in art therapy on the completion of course work that includes an internship practicum and final project thesis.

CAREER OPPORTUNITIES

Art therapy is a rapidly growing field that has 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 broad range of populations, such as substance abusers, AIDS-patients, homeless people, survivors of trauma, and elderly people with Alzheimer’s disease and dementia. Art therapists frequently work in such settings as hospitals, community mental health centers, Child Life programs, shelters, prisons, nursing homes, and schools.

Faculty and graduates of the program have held executive positions in regional and national art therapy associations (AATA, NYATA) and regularly present papers at conferences.

PROFESSIONAL REGISTRATION AND DEVELOPMENT

New York University’s M.A. degree in art therapy meets the educational requirements for registration (A.T.R.) by the American Art Therapy Association and for New York State Creative Art Therapy License (L.C.A.T.). 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, such as Supervision Techniques in Art Therapy (E97.2221). In addition, we offer 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.

ADMISSION REQUIREMENTS

Applications are for fall admission only. Matriculation requires a bachelor’s degree from an accredited college or university. Prerequisites required include a minimum of 18 points in studio art, 12 points in psychology (in addition to Introduction to Psychology) and 30 points in the behavioral or social sciences and/or liberal arts disciplines. Some of the art courses may be waived upon evidence of artistic excellence in the portfolio. Applicants are expected to show proficiency in the basic area of visual arts: drawing, painting, and clay modeling. Prerequisite psychology courses include Abnormal Psychology, Theories of Personality, and Developmental Psychology. Deficiencies in course credits may be fulfilled prior to admission or during the first year that courses are available. Follow the instructions outlined by the Steinhardt School of Culture, Education, and Human Development Office of Graduate Admissions for filing your application. Completed applications, transcripts, and other necessary materials should be sent directly to the Office of Graduate Admissions, along with three letters of recommendation (academic and professional), a current résumé, and a 500-word statement of purpose.

Applicants must have a minimum GPA of 3.0 and are required to submit a digital portfolio of 15 examples of artwork (drawing, painting, and sculpture, including figurative work). In addition, personal interviews and attendance at the art workshop are required (by invitation only with special arrangements made for international applicants).

International applicants must have a minimum TOEFL score of 600 on the paper test, 250 on the computerized test, or 120 on the online test in order to apply to the program. Upon arrival at New York University, accepted applicants will be tested by the American Language Institute and must qualify for level 84 of instruction.

DEGREE REQUIREMENTS


Internship (12 points): Internship in Art Therapy E97.2302 (1,000 hours).

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

Other (0 credits): Identification and Reporting of Suspected Child Abuse/ Maltreatment E63.2273.

Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.
The Ph.D. Program in Visual Culture and Art Education offers advanced students a common core of visual culture and research methodology courses and provides a criticism and theory-based approach to the field of art education.

Research electives allow students to develop their interests in a wide range of courses in Steinhardt and the other schools of NYU. This is a small, selective program for self-motivated students with the drive to meet the dynamic requirements of interdisciplinary study. The doctoral program is not currently accepting applications for admission.

**DOCTORAL DEGREE REQUIREMENTS**

General degree requirements for the Ph.D. program can be found on pages 244-45.

**ADMISSION REQUIREMENTS**

Follow the instructions outlined by the Steinhardt School of Culture, Education, and Human Development Office of Graduate Admissions for filing your application. The following is a list of all items that must accompany the completed application form.

1. **Transcripts:** Must be obtained from all previously attended postsecondary institutions.
2. **Two Letters of Recommendation:** Should be obtained from academic and professional sources.
3. **Current Résumé.**
4. **Personal Interview:** A personal interview is required for those students living close to New York City; outside the metropolitan area, a telephone interview is required. The admissions office will notify you by mail to contact the program director for a personal interview.
5. **Statement of Purpose (500-750 words):** Must describe your research interests and purpose in pursuing doctoral study.
6. **Paper/Artwork:** A research paper and slides of work if applicable. Visit steinhardt.nyu.edu/art for slide instructions.
7. **GRE Scores:** You should take the Graduate Record Examination (GRE) as early as possible (preferably in the fall of the year preceding your desired admission date and before January 1) and have your results sent directly to the Office of Graduate Admissions. Applicants who took the GRE more than five years ago must retake it. All doctoral applicants must submit official GRE scores. Doctoral applicants should see Doctoral Programs: General Requirements, pages 243-44.

**INTERNSHIPS IN THE ARTS**

New York City provides a wide range of internship settings that help students make essential connections and acquire professional experience in fields related to their studies that will serve them well into the future. Program advisers and an internship coordinator work closely with students to ensure successful placements. Recent department internships have included the Metropolitan Museum of Art; Museum of Modern Art; Whitney Museum of American Art; PS. 1 Contemporary Art Center; Department of Cultural Affairs; Creative Time; Christie’s; Sotheby’s; prominent galleries; artists such as Paul Pfeiffer, Petah Coyne, and David La Chapelle; and creative companies, including MTV Networks, Condé Nast Publications, and Zac Posen.

**GLOBAL ARTSITES/STUDY ABROAD**

NYU Steinhardt is expanding its ArtSites in Berlin, Shanghai, Ghana, and Abu Dhabi (opening in 2010) to accommodate graduate study in studio art and the art professions. Artsites enable students to participate directly in some of the most innovative and challenging art scenes in the world, with opportunities to study, produce, curate, and exhibit work in these cosmopolitan environments. Classes and workshops taught by NYU faculty and local artists, scholars, and professionals introduce students to the local art scene and explore the differences in global cultures that are influencing contemporary art.

Additionally, study abroad opportunities are offered at highly respected programs in Venice, London, the Netherlands, and Berlin.

For further information about graduate study abroad opportunities, contact the Steinhardt Office of Academic Initiatives and Global Programs at 212-992-9380.

**Courses**

The courses listed herein are to be offered in 2009-2011. These praxis courses allow students to work in an interdisciplinary manner, using media of their own choosing to explore and respond to issues raised by the readings and class discussions. Course topics vary from semester to semester.

**DEPARTMENTAL COURSES**

**M.F.A. Studio Art Core Courses**

M.F.A. Graduate Projects in Studio Art

E90.2910 10 hours per point: 1-3 points.

A range of courses that integrate the theory and practice of contemporary art through readings that address the larger philosophical, social, and cultural implications of artistic activity. Students work in an interdisciplinary manner using media of their own choosing to explore and respond to issues raised by the readings and class discussions. Course topics vary from semester to semester.

M.F.A. Graduate Interdisciplinary Projects

E90.2980 60 hours: 3 points.

Integrates the theory and practice of contemporary art, combining studio projects with reading assignments that address the larger philosophical and cultural implications of artistic activity.

M.F.A. Graduate Studio Critique

E90.2990 30 hours: 3 points.

This is an intensely focused forum for critical dialogue and group discussion around each student’s work and ideas.
Historical precedents and research into conceptual practices and working methods contextualize discussion. The number of students enrolled in each team-taught section is limited to 10 to ensure adequate time for exploration of each student’s ideas, as well as faculty presentations.

**Internship in College Teaching of Art**

E90.2991 30 hours: 3 points.

This seminar class focuses on the issues inherent in teaching creative practices. Functioning as both an introduction to the M.F.A. program and as a site-specific case study, the class is a laboratory for researching the nature and history of art schools and artists’ collectives, as well as the art world models they generate. The class explores the philosophy and methodology of teaching, and the preparation of materials and lectures for teaching art and critical theory at the college level. This course requires an apprenticeship to a professor teaching in the Department of Art and Art Professions and contribution to a plan for a visionary art school.

**M.F.A. Individual Critique and Review**

E90.2993 60 hours: 3 points. Corequisite: E90.2990.

Students meet each week by advance appointment with faculty, visiting artists, and critics for individual critique and in-depth discussion of their work and the visual, technical, and theoretical issues that inform their practice. Students must present a body of work, or work in progress, to studio faculty for assessment at the end of each semester.

**M.F.A. Exhibition**

E90.2996 10 hours per point: 3 points. This course assists second-year M.F.A. candidates in the development of a substantial body of work that will constitute their M.F.A. thesis exhibition. Topics include installation design, catalog production, and professional practices. Students work with the 80 Washington Square East Galleries director and assistant director, as well as with a self-chosen thesis committee, made up of three faculty-artists, which oversees the development of the exhibition and written thesis. The course concludes with the formal presentation of the thesis exhibition to faculty, the thesis committee, and outside reviewers.

**M.F.A. Thesis**

E90.2997 30 hours: 3 points. Over the course of two semesters, students work closely with an acclaimed art critic to develop a narrative context for their thesis exhibition. Students engage in discussions about other artists’ work and ideas, as well as writings by artists and scholars. The course assists students in the necessary research methods leading to the creation of a thesis that traces the development of their work within the historical, theoretical, cultural, and aesthetic context in which it has evolved. The M.F.A. thesis committee, chosen by the student, is also responsible for supervising the student’s progress toward the exhibition, written thesis, and thesis defense.

**M.A. Studio Art Core Courses**

**M.A. Graduate Projects in Studio Art**

E90.2910 10-20 hours per point: 1-3 points. Integrates the theory and practice of contemporary art, through readings that address the larger philosophical and cultural implications of artistic activity. Students work in an interdisciplinary manner using media of their own choosing to explore and respond to issues raised by the readings and class discussions.

**M.A. Graduate Interdisciplinary Projects in Studio Art**

E90.2980 60 hours: 3 points. This umbrella course integrates the theory and practice of contemporary art, combining studio art projects with reading assignments that address the larger philosophical and cultural implications of artistic activity. These praxis topic courses allow students to work in an interdisciplinary manner, using media of their choosing to explore and respond to the issues raised by assigned readings and class discussion at an advanced level. Course topics vary from semester to semester.

**M.A. Graduate Studio Critique**

E90.2018 30 hours: 3 points. Graduate Studio Critique involves each student in an intense critical dialogue with peers and faculty members around their work and ideas. Discussion is contextualized through historical research and critical readings, and class size is limited to focus discussion. The course includes both formal and conceptual approaches to artistic practice.

**M.A. Final Project: Thesis Exhibition**

E90.2301 45 hours per point: 3 points. Prerequisite: two semesters of Graduate Studio Critique, E90.2018, and permission of the studio faculty based on the result of the 18- to 24-point review. This course assists candidates in their final summer in refining the body of work that will constitute their thesis exhibition. The course focuses on both installation design and postgraduate professional practices. Students work with the 80 Washington Square East Galleries director and assistant director, as well as the course instructor, to plan and execute the exhibition.

**M.A. Individual Critique and Review**

E90.2992 0 points. Corequisite: E90.2018. Students meet each week by advance appointment with faculty, visiting artists, and critics for individual critique and in-depth discussion of their work and the visual, technical, and theoretical issues that inform their practice. Students must present a body of work, or work in progress, to studio faculty for assessment at the end of each summer.

**Independent Study and Internship**

**Independent Study**

E90.2500 45 hours per point: 1-6 points. Hours to be arranged.

Independent study is for students wishing to do advanced work beyond the scope of courses offered by the department and requires a departmental sponsor and adviser’s permission.

**Internship in the Arts**

E90.2502 45 hours per point: 1-6 points. Hours to be arranged.

Individual positions with major artists, notable museums, distinguished galleries, art publishers, and art organizations. Internships should be arranged during the term prior to the actual internship.

**STUDIO ART**

**Drawing**

**Projects in Drawing**

E90.2624 60 hours: 3 points.

Advanced drawing courses are oriented to both individual and group critique. This course focuses on particular subjects or techniques allowing students to broaden skills and expression. Past topics have included the figure, drawing and installation, and large-format drawing. Projects are chosen as a result of both faculty and student interest.

**Advanced Drawing I**

E90.2720 60 hours: 3 points.

Individual and group critiques guide students in an exploration of the formal, conceptual, and expressive aspects of drawing as they pertain to a personal aesthetic. Readings, discussions, and gallery and museum visits supplement the student’s studio practice.
Advanced Drawing II
E90.2723 60 hours: 3 points.
A continuation of Advanced Drawing I.

Advanced Projects in Drawing
E90.2921/2925 60 hours: 3 points.
Individual and group critiques aid students in the research and production of particular skills, concepts, and ideas in drawing. Topics vary by instructor and semester and reflect current artistic preoccupations of both the instructor and students.

Painting

Projects in Painting
E90.2636/2638 60 hours: 3 points.
Advanced painting courses are oriented to both individual and group critique. Consideration of particular techniques allows students to broaden the range of their skills and expression. Past topics have included painting and installation, collage, mixed media, and off-the-stretcher 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 an artist of significant reputation, represents a professional voice as critical response to the individual student’s work. The student is expected to have a developed body of work and an ongoing painting practice.

Seminar in Painting
E90.2330 30 hours: 3 points.
The seminar examines the painting of selected students whose achievement manifests an ability to work independently or who may wish to work on special individual projects and will benefit from extensive in-depth critiques. Critical readings in art theory and ideas are discussed in relation to the student’s own work.

Printmaking

Etching I
E90.2572 60 hours: 3 points.
Etching on copper plates: printing by traditional, as well as experimental techniques. Exploration of all intaglio materials is strongly encouraged. Emphasis is placed on the craftsmanship of the printmaking tradition, as well as expression and ideas.

Silkscreen I
E90.2574 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.

Projects in Printmaking
E90.2670 60 hours: 3 points.
Emphasis on specialized materials and techniques for the printmaker allows students to broaden the range of their skills and expressions. Past topics have included book arts, laser printing, and rapid prototyping. Projects are chosen as a result of faculty and student interest.

Advanced Projects in Printmaking
E90.2970 60 hours: 3 points.
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
E90.2972 60 hours: 3 points.
Development of projects through personal exploration of materials and techniques. Preparation of plates by etching, engraving, and photography and printmaking by simultaneous intaglio, surface, and offset color processes.

Sculpture

Projects in Sculpture
E90.2646 60 hours: 3 points.
Emphasis on specialized materials or techniques allows students to broaden the range of their skills and expression. Past topics have included metals, mold making, soft sculpture, and mixed media. Projects are chosen as a result of both faculty and student interest.

Advanced Sculpture I
E90.2740 60 hours: 3 points.
Topics selected by faculty and students to reflect their artistic preoccupations or to provide research in particular skills, subjects, or trends in contemporary sculpture. Current exhibitions and issues about contemporary sculpture are discussed.

Advanced Sculpture II
E90.2743 60 hours: 3 points.
Students work independently in a variety of materials of their choice. Individual critiques aid the student in realizing the completion of a body of work. Current exhibitions, readings, and discussions about contemporary issues in sculpture enhance students’ practice.

Advanced Projects in Sculpture
E90.2943 60 hours: 3 points.
Topics are selected by faculty and students to reflect a specific issue or technique in contemporary sculpture. Included are discussions about current exhibitions and issues in contemporary sculpture.

Sculpture: Craft Media

Ceramics I
E90.2640 60 hours: 3 points.
Exploration of clay as an expressive medium includes hand building, throwing, surface decoration, and preparation of slips and glazes. Demonstrations, slide lectures, class critiques, and museum and gallery assignments nurture individual methods and the development of a visual language.

Ceramics II
E90.2641 60 hours: 3 points.
Advanced techniques designed to develop artistic investigation in the creation, surfacing, glazing, and firing of ceramic sculpture while providing opportunities to develop personal style and expression. Class critiques and gallery and museum assignments nurture individual methods and development of a visual language.

Projects in Ceramics
E90.2065 60 hours: 3 points.
Focus on 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/nontraditional approach to making objects in clay; the course encourages invention, creative risk, and a personal interpretation of subject matter.

Advanced Projects in Ceramics
E90.2940 60 hours: 3 points.
This class addresses individual working styles and provides the opportunity to explore in depth the aesthetic, critical, and technical experiences in clay. Students study both historical and contemporary works of the ceramic artist through lectures slide presentations, readings, and gallery and museum visits.

Glass I
E90.2129 60 hours: 3 points. Fall.
Intensive studio experience designed to introduce the beginning student to the major areas of glass fabrication: blowing, hot casting, stained glass, mosaic, and kiln casting (fusing and slumping). Students complete a series of projects utilizing techniques from each of the areas taught within this broad survey.
Glass II
E90.2643 60 hours: 3 points.
This class provides students with the opportunity to experience a fuller range of techniques and concentrates on cold working, sandblasting, lamp working, and bead making. Students complete a series of projects utilizing techniques from each of the areas taught within this broad survey.

Projects in Sculpture: Glass
E90.2643 60 hours: 3 points.
Open to Steinhardt School and Gallatin students only.
This intensive workshop provides a survey of contemporary glass-working techniques through a combination of studio instruction and technical lectures. The studio areas, which include glass casting, glassblowing, neon, and cold working, are intended to provide the student with the rudiments of each technique for further study. No previous glass experience is necessary.

ART IN MEDIA

Photography
Black-and-White Photography I
E90.2560 60 hours: 3 points.
The emphasis in this course is on the creation of a body of prints in this classic medium. Aesthetic decisions, the choice of subject matter, and experimental and advanced black-and-white printing techniques are considered. Lectures, demonstrations, field trips, and individual critiques are included. Readings on individual photographers, aesthetics, and darkroom techniques are assigned.

Photography II
E90.2562,2663 60 hours: 3 points.
An advanced course in photography with emphasis on the creation of an individual body of work. Students may pursue projects in black-and-white, color, or digital photography. Technical demonstrations may include studio lighting, experimental processes, and large-format cameras. Individual and group critiques focus on the development of ideas and meaning through photographic imagery, as well as aesthetic and formal concerns. Readings on individual photographers, history and theory, and darkroom techniques are assigned.

Color Photography I
E90.2662 60 hours: 3 points.
The emphasis of this course is on the use of color photography as a means of interpretation and expression. The course covers hands-on "C" printing from color negatives as well as issues in contemporary photography. Assignments and critiques encourage the development of individual work.

Projects in Photography
E90.2664 60 hours: 3 points.
Students work directly with internationally recognized artists in photography. Topics for workshops range from the techniques of established photographers to discussions of issues in photographic theory, history, and criticism. Past topics have included photography and performance, representation and identity, and large-format photography.

Advanced Photography
E90.2761,2763 60 hours: 3 points.
Individual attention is given to the development of each student's work, photographic processes and procedures, and analysis of subject matter. The interrelationship of students' work with contemporary and historical image making is emphasized.

International Center of Photography (ICP)
The following courses in photography at the ICP are open to graduate students in the M.A. and M.F.A. Studio Art Programs at NYU Steinhardt.

19th-Century Photography
E94.2111 30 hours: 3 points.
This course offers 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 serious recognition and study, and the pervasive effects of the photographic image are examined. Works by recognized photographers and unknown artists are viewed as contributions to the making of photographic history.

20th-Century Photography
E94.2112 30 hours: 3 points.
The widespread use of photography at all levels of our society is evaluated critically and theoretically. The class analyzes the effects 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.

Advanced Projects in Photography
E90.2967 60 hours: 3 points.
Students work directly with internationally recognized artists, critics, and theorists in photography. Topics for workshops range from the techniques of established photographers to discussions of issues in photographic theory, history, and criticism.

Digital

Digital Art I
E90.2552 30 hours: 3 points.
The aesthetic and personal potential of the computer for the artist is defined. Students work on building skills in areas such as Photoshop, Illustrator, layout design, and animation. Readings and discussion include the impact of digital technology on culture, as well as individual artists' projects.

Digital Art II
E90.2553 30 hours: 3 points.
Expanded techniques in digital art are explored from conceptual art to sound, interactive media, laser cutting, and rapid prototyping. Each student develops a personal relationship to computer-based imaging and considers issues related to the field. Projects are evaluated in terms of the student's goals, ambition, and thoughtfulness.

Projects in Digital Art I and II
E90.2652,2653 60 hours: 3 points.
Focusing on particular techniques and issues that vary by instructor and semester, this class allows students to broaden the range of their skills and expression. Past topics include art on the Web, large-format printing, environmental activism and technology, robotics, and other strategies in digital art.

Advanced Projects in Digital Art I and II
E90.2952,2953 60 hours: 3 points.
Students develop major digital art projects that are fully realized and represent an ambitious idea-based relationship to the medium. Prominent digital artists provide ongoing critiques, research direction, and postproduction critiques.

Video

Video Art I
E90.2550 60 hours: 3 points.
Assignments, critiques, and demonstrations expand skills and knowledge in the use of the video camera as an art medium. This class stresses technical and conceptual skills and the exploration of the experimental possibilities of the medium.

Video Art II
E90.2551 60 hours: 3 points.
This course continues the exploration of the possibilities of video art in relation to narrative and nonnarrative uses of the medium. Experimental focus may
include installation, sculpture, performance art, and the single-channel tape format. Students are required to create several video projects during the course of the semester.

**Projects in Video Art**
E90.2650,2651 60 hours: 3 points.
Intended for students with a prior background in video art, this class addresses contemporary topics in the medium, as well as techniques to allow students to broaden the range of their skills, ideas, and expression. Instruction includes the use of 24p camera, special effects, digital sound, lighting, props, and postproduction effects.

**Advanced Projects in Video Art**
E90.2950,2951 60 hours: 3 points.
Students create independent video art projects in an advanced critique context. Contemporary and historical video art projects are analyzed and discussed in relation to the students’ work. The class guides students toward the creation of a technically and conceptually sophisticated body of work.

**Environmental Art Activism**

**Graduate Projects: Environmental Monitoring**
E90.2983 10-20 hours per point: 1-3 points.
Contemporary environmentalism is an issue dominated by scientific, technical, and policy discourse. What role does and can art practice play in contemporary environmental movement? To explore these questions, we use the local urban street as our site of ecological analysis, intervention, and exhibition. Building on a history of ephemeral political actions of the “Reclaim the Streets” and other political movements, the focus is on durable or sustainable interventions in urban ecosystems involving both human institutions and infrastructure and the work of other nonhuman organisms. Students work on projects that re-imagine our relationship to natural systems.

**Advanced Projects in Digital Art: How Stuff Is Made and How It Can Change**
E90.2952 60 hours: 3 points.
This course lifts the veil between production and consumption. Each student follows the global lifecycle of a contemporary product from material, components, the hands that handle, its users and companions, to its career as waste and contaminants cycling in the terrestrial and aquatic ecosystems. Students produce visual essays and video pieces that document the manufacturing processes, labor conditions, and environmental costs involved.

**ART THEORY AND CRITICAL STUDIES**

**Modern Art Seminar**
E94.2050 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.

**Introduction to Critical Theory**
E94.2060 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 limited to Kant, Hegel, Marx, Nietzsche, Freud, Heidegger, Benjamin, Foucault, Derrida, Lacan, Deleuze, and Zizek.

**History of 19th-Century Photography**
E94.2111 30 hours: 3 points.
This course offers 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 serious recognition and study, and the pervasive effects of the photographic image are examined. Works by recognized photographers and unknown artists are viewed as contributions to the making of photographic history.

**History of 20th-Century Photography**
E94.2112 30 hours: 3 points.
The widespread use of photography at all levels of our society is evaluated critically and theoretically. The class analyzes the effects of new equipment, materials, processes, and technology; the place of photography in journalism and 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.

**The History of Taste**
E94.2140 30 hours: 3 points.
This course examines the growth of the audience for the visual arts from ancient Greece to the ascendance 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: 1850 to the Present**
E94.2141 30 hours: 3 points.
This course surveys the development of video, performance art, film installations, digitized photography, CD-ROM, and digital art, and art on the Internet since the 1960s. New 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.

**History of New Media in Visual Arts**
E94.2235 30 hours: 3 points.
This course surveys the developments in video, performance art, film installations, digitized photography, CD-ROM, and digital art, and art on the Internet since the 1960s. New 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.

**Dynamics of 20th-Century Art Theories**
E94.2252 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.

**Independent Study in Art History and Critical Theory**
E94.2300 45 hours per point: 1-6 points.
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. This information may be obtained from the student’s department. Prior to registering for independent study, students
should obtain an Independent Study Approval Form from their adviser.

Art and Ideas
E94.2450 45 hours: 3 points.
This umbrella course develops a critical discourse between physical artworks and the ideas and issues that are embedded within them. Artwork is analyzed, compared, and contrasted with philosophical, psychological, literary, and critical writings covering a range that includes both the traditional and nontraditional visual arts, film, architecture, and political and cultural events. Course topics vary from semester to semester.

Art Theory and Criticism I
E94.2801 30 hours: 3 points.
This course surveys the evolution of ideas of 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. Theories of the subject, society, authorship, and semiotics are also addressed.

Art Theory and Criticism II
E94.2802 30 hours: 3 points.
This course surveys theories of contemporary art from the 1970s to the present. An overview of the parallel appearance of new art forms and the critical theories associated with them is presented, and areas explored include contemporary media culture, the politics of image and identity, social constructions, and memory and history as they relate to art theory and criticism.

Methods and Practices of Art Criticism
E94.2803 30 hours: 3 points.
The methods and means of interpreting art are explored through writings with chief emphasis on major stylistic models from the past and current solutions to art criticism problems. The relationship of art criticism to art collecting, connoisseurship, and art history are explored.

Art History as Critical Theory
E94.2865 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
E94.2869 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 EDUCATION

Creative Art Activities in the Elementary Classroom
E92.2002 (E25.1057) 30 hours: 2 points.
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.

Aesthetic Inquiry for Children
E92.2010 30 hours: 3 points.
A review of current concepts of child growth and development in art with special emphasis on analysis of the child’s capacity for critical and reflective inquiry; critique of classroom recordings; and the creation of settings and strategies of instruction in and out of the classroom. Students are required to spend additional time on special projects outside the classroom.

Contemporary Art and Critical Pedagogy: Identity, Representation, and Multiculturalism
E92.2015 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.

Philosophy of Art and Art Education
E92.2031 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
E92.2070 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
E92.2271 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
E92.2272 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.

Art Education in Alternative Settings: Museums, Community-Based Organizations, and Experimental Spaces
E92.2276 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 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 teaching art, the history of museums, and the emergence and role of contemporary community-based organizations and alternative art venues in art education.
Media Literacy and Art in the Classroom
E92.2277 45 hours: 3 points.
Enhancing classroom practice through exploration of the uses of media and technology. The development of media literacy skills focusing on utilizing media as a tool to enhance content in the art classroom. The potential of media and technology to assist in the development of innovative curricula in all content areas is examined, with attention to integrating the visual arts into other curriculum such as science, history, and social studies. There is a substantial lab component to this course, providing extensive hands-on experience in available technologies. Additional topics include the changing classroom in the information age; visual literacy; the role of media technologies for communication in a diverse, democratic society; authenticity and reproduction; inquiry-based learning and technology.

Internship in the College Teaching of Art
E92.2291 45 hours per point: 3-6 points.
Opportunity to be a teaching apprentice to a professor in the Department of Art and Art Professions. Organized supervision; seminars on philosophy and methodology of teaching; preparation of materials and lectures. For teaching at the college level.

Research in Art Education
E92.2299 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 research.

Independent Study
E92.2300 45 hours per point: 1-6 points.
Hours to be arranged.
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 the student’s department. Prior to registering for independent study, students should obtain an Independent Study Approval Form from their adviser.

Final Project
E92.2301 45 hours per point: 1 point.
This course culminates the studies in art education and is taken in the semester the student plans to graduate. Broadly conceived as visual research, it is a guided individual inquiry into an issue or question that has particular significance to the student’s own art making and/or pedagogical practice.

Internship in the Arts
E92.2302 45 hours per point: 1-6 points.
Hours to be arranged.
Individual positions with major artists, notable museums, distinguished galleries, art publishers, and art organizations. Internships should be arranged during the term prior to the actual internship.

Supervised Student Teaching of Art in the Elementary School
E92.2901 180 hours fieldwork: 3 points.
Fall, spring.
One semester of supervised student teaching in elementary school classroom settings, followed by scheduled conference with field supervisor. Student teaching experiences support theoretical and practical applications of planning and implementation of the curriculum. 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 students’ 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 teaching experience, thereby learning to be reflective practitioners.

Supervised Student Teaching of Art in the Secondary School
E92.2902 180 hours fieldwork: 3 points.
One semester of supervised student teaching in a secondary classroom with scheduled conferences with field supervisor. Student teaching experiences support theoretical and practical applications of planning and implementation of the curriculum. The 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 students’ 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.

Doctoral Courses
Dissertation Proposal in Art Education
E92.3002 30 hours: 3 points.
For Department of Art and Art Professions doctoral students only, this course focuses on the preparation of a research proposal, the formal paper presented for approval by the department’s Proposal Review Committee. The approved proposal then serves as the blueprint for the dissertation. Each student develops an original research proposal for the dissertation, following the recommended Steinhardt School format and guidelines, as well as any additional requirements from the Department of Art and Art Professions.

Thesis Seminar in Art Education
E92.3096 30 hours: 3 points.
For students in research in art education who are writing a doctoral thesis. Emphasis is placed on the selection of the problem, the development of the steps of procedure, the technical tools used, and the methods of scientific research.

Seminar in Visual Culture and Education I
E92.3097 30 hours: 3 points.
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.

Seminar in Visual Culture and Education II
E92.3098 30 hours: 3 points.
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.

Doctoral Residency in Art Education
E92.3302 45 hours per point: 3-6 points.
Individual positions with distinguished art institutions or individual scholars relating to dissertation research. Registration by permission of instructor. Residencies should be arranged during the term previous to the residency.

VISUAL ARTS ADMINISTRATION

(Note: Additional course work for arts administration majors is taken at the Leonard N. Stern School of Business and the Robert F. Wagner Graduate School of Public Service.)

Introduction to Galleries and Museums of New York
E91.2002 45 hours: 3 points.
Surveys a broad spectrum of visual art resources through guided lecture-tour visits to current exhibitions at leading museums, galleries, and alternative art spaces located throughout New York City. On-site meetings with art adminis-
tators 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.

Marketing the Visual Arts  
**E91.2005 30 hours: 3 points.**  
Prerequisite: B01.2313 Marketing Concepts.  
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.

Corporate Art Programs  
**E91.2118 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.

The Function and Structure of Museums  
**E91.2015 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.

Art Collecting  
**E91.2016 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  
**E91.2019 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  
**E91.2021 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.

Exhibition and Display of Art and Material Culture  
**E91.2027 30 hours: 3 points.**  
A survey that examines contemporary issues in the exhibition and display of art and material culture. The theory that underpins practice is considered within thematic groups: art world ecosystems; typologies and frameworks for exhibition making; curatorial roles; interpretation, authenticity, and identity; establishing value; and interventionist initiatives. Examples are drawn from an international selection of museums, galleries, periodic exhibitions, and heritage sites. The discussion framework includes the physical and conceptual contexts, motivations, and educational goals that shape interpretation and presentation.

The Law and the Visual Arts  
**E91.2028 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 public responsibilities of the visual arts institution in an increasingly urbanized and technological society.

The Environment of Visual Arts Administration  
**E91.2030 30 hours: 3 points.**  
Introduction to the elements and participants affecting visual arts organizations in the United States. In addition to examining the position of the arts in society, the course analyzes the cultural environment in which art and art organizations operate and the structure and management of organizations that present artwork in both nonprofit and commercial venues. Students study the particular intersections between for-profit and nonprofit areas in the visual arts as well as the strategies and techniques needed to manage visual arts organizations effectively. The course addresses the whole art system and how various elements/organizations/individuals interact and influence one another.

Development for the Visual Arts  
**E91.2032 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, support materials needed to “make the ask,” and the donor's perspective.

Principles and Practices of Visual Arts Administration  
**E91.2036 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  
**E91.2060 30 hours: 3 points.**  
Understanding the complex dynamics of what makes an artist’s career is essential to successful relations among artists, curators, critics, galleryists, 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 economy; rights and responsibilities; management tools such as portfolio and slide preparation and presentation; and marketing and grantmanship.

Visual Arts Markets  
**E91.2076 30 hours: 3 points.**  
Development of a business in the fine arts including core vision, program and presentation, promotion, marketing, sales, contracts, and financial planning. Examination of what differentiates an arts business from other kinds of businesses. Students gain exposure to a variety of professionals in the commercial arena of the visual arts including galleryists, dealers, and consultants. The course concludes with the formulation and presentation of a comprehensive business plan for a start-up arts business.
Audience Development and the Visual Arts  
E91.2107  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  
E91.2109  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.

Urban Development and the Visual Arts  
E91.2112  30 hours: 3 points.  
Inquiry into the role of the arts in city growth and development. Examines the role of public art; arts programming; city planning for aesthetic, cultural, and historic reasons; and amenities for artists in promoting community well-being. Required site visits.

Strategic Planning and Governance for the Visual Arts  
E91.2133  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.

Cultural Branding in Arts Organizations  
E91.2134  30 hours: 3 points.  
Prerequisite: P11.2119 or B01.2310  
Examines how branding for arts organizations communicates a distinctive role, relevance, and identity to convey a clear institutional message. Rising media costs, ever-increasing options for leisure-time activities, and the shift from anthropic to brand-focused corporate support combine to create an imperative for clarity and impact in arts marketing activities. Through examination of theoretical business frameworks, case studies, and guest speakers, effective strategies to engage target audiences and build a sustainable identity are analyzed.

Appraisal and Valuation of Art  
E91.2171  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.

Documentary and Visual Arts for the Artist and the Art Manager  
E91.2198  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.

Cultural Marketing in the Arts: Corporate Sponsorship  
E91.2212  15 hours: 1.5 points.  
Focuses on strategies involved in developing corporate sponsorships in the arts. Through various case studies, sponsorship relationships between corporations and nonprofit arts organizations are analyzed as marketing tools to build business, raise brand awareness, and increase institutional support. Principles of strategic marketing and practical tools are presented through readings and discussions.

Research in Visual Arts Administration  
E91.2299  20 hours: 2 points. Fall.  
As a culmination of their studies, students are required to formulate and complete a substantial, well-researched thesis, with a minimum of 40 pages of text. This document should focus on a relevant issue/problem in the visual arts administration field. The course consists of a critical analysis of topics, scope of research problems, sources, and methodologies, conducted in interactive group discussions and individual meetings.

Final Project in Visual Arts Administration  
E91.2301  10 hours per point: 1-3 points. Spring  
This course is taken in sequence with E91.2299 and reviews structural components of the paper, research plans, timetables, and drafts throughout the term, culminating in a completed thesis.

Independent Study in Visual Arts Administration  
E91.2500  45 hours per point: 1-6 points. Hours to be arranged.  
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 the student’s department. Prior to registering for independent study, students should obtain an Independent Study Approval Form from their adviser.

Internship in Visual Arts Administration  
E91.2502  45 hours per point: 1-6 points. Hours to be arranged.  
Individual positions with major artists, notable museums, distinguished galleries, art publishers, and art organizations. Internships should be arranged during the term prior to the actual internship.

COSTUME STUDIES

Literature and Methodology of Costume Studies  
E93.2012  30 hours: 3 points.  
An introduction to the foundation literature of costume studies. Through library sessions and assignments, students are trained in research methodologies, including the interpretation of artifacts, the use of visual and literary sources, and the role of museum and gallery exhibitions in furthering scholarship in this field. The course requires written work in diverse formats as well as image-based presentations that prepare students for subsequent course work.

Research in Costume Studies  
E93.2022  20 hours: 2 points.  
This course provides guidance on theory and methodology in preparation for the thesis/final project. Students are required to define the subject of their thesis/final project research clearly and share their work-in-progress in discussions and presentations. Class meetings
take place every other week. By the end of the semester, students will have completed their thesis outlines.

**History of Costume: 1500-1804**  
E93.2061 30 hours: 3 points.  
Survey traces the evolution of Western urban fashion from the expansion of mercantile capitalism in the 16th century through the rise of a consumer culture by the end of the 18th century. Focusing on France as the undisputed leader of style, students consider a variety of topics including clothing as signifier of status and morality; the mechanics of the clothing and textile trades and the impact of technological innovations; the influence of stylistic trends and personalities; and the politicization of dress during the French Revolution.

**History of Costume: The 19th Century**  
E93.2062 30 hours: 3 points.  
Focuses on the costume of the 19th century, a period of striking political, economic, and social change. Beginning with the establishment of the Consulate in 1799 and ending with the 1900 Paris Exposition, students examine the evolving masculine and feminine silhouettes as well as the interrelationship of clothing and culture. Topics include luxury in dress as part of Napoleon’s imperial agenda, the dandy in England and France, the rise of the middle class and the proliferation of fashion periodicals and etiquette manuals, the establishment of the couture and the rise of the department store, dress reform, and aesthetic dress in England and America.

**History of Costume: The 20th Century**  
E93.2063 30 hours: 3 points.  
Students examine the evolution of fashionable Western clothing from 1900 to 1998, investigating high style as well as mainstream fashion, changing materials and silhouettes, and the interplay between fashion and the arts. Access to available primary materials including museum objects, periodicals, designer archives, and film is emphasized, as the class explores the dynamics of dress in the international culture of the 20th century through lectures, readings and discussion, and visits to museum collections.

**History of Costume: Contemporary Dress**  
E93.2064 30 hours: 3 points.  
Begins with a consideration of fashion at the end of the 20th century and its importance in contemporary society. Diverse issues are explored, including the fashion designer in the cult of celebrity, globalism in production and consumption, the emergence of Asia as a fashion center, the changing relationship of fashion and subculture, sustainability and antifashion. Using approaches evolved from material culture and visual culture studies, fashion’s economic, artistic, and cultural status is analyzed via the media, fashion presentations, apparel pieces, film, and the fine arts.

**Costume Conservation and Display**  
E93.2069 30 hours: 3 points.  
The focus of this course is the preparation of students for professional experience in costume conservation and display. Emphasis is on consideration of the place of costume in the museum environment. Special attention is devoted to the handling and display of costume, textile, and related objects. The course provides an introduction to the materials and methods of conservation, storage, and interpretation and addresses appropriate actions in the museum context.

**History of Textiles: The Ancient World Through 1700**  
E93.2077 30 hours: 3 points.  
Significant developments in the style, technology, and function of textiles from antiquity through the 17th century. The understanding and appreciation of fabrics, their historical significance, and their importance as indicators of status and wealth are examined through surviving evidence as well as representations in the other arts and literature. Emphasis is placed on the European context while including the impact of cultural exchanges, primarily with the East and Asia. The main fabric categories covered are pattern-woven silks, tapestry, carpets, embroidery, lace, and printed/painted fabrics.

**History of Textiles: The Modern Era**  
E93.2078 30 hours: 3 points.  
Examines the style, technology, and function of textiles from the 18th to the 20th century. Instructor uses original examples from the textile study collections of the Metropolitan Museum of Art, as well as representations in the other arts and literature. Students acquire identification skills and a mastery of the terminology of historic textiles and their production. Includes object examination sessions at the Ratti Textile Center at the Metropolitan Museum as well as other New York museum collections.

**Design and Culture: The 18th Century**  
E93.2100 30 hours: 3 points.  
Examines European and American decorative arts of the 18th century and their place in society that idealized beauty, virtue, and the pursuit of happiness. The relationship to architecture, painting, sculpture, and literature is explored through lectures, readings, and discussion and during visits to significant museum and gallery exhibitions. Topics considered include the hierarchy of genres, the Grand Tour, the decorative arts in the 18th century novel, the origins and evolution of neoclassicism, and the roots of romanticism.

**Design and Culture: The 19th Century**  
E93.2101 30 hours: 3 points.  
Examines the history of the 19th-century decorative arts emphasizing the formal and aesthetic developments in furniture, ceramics, metalwork, textiles, and glass. Each of these areas is discussed in relation to contemporary art, architecture, and interiors. Social, political, and cultural events concentrate on European and American design, while exploring the influence of non-Western cultures. Discussions and lectures address the use of past styles for inspiration, the impact of the machine and changing technologies, the relationship between the decorative arts and architecture, the changing nature of patronage, and the quest for the “total work of art.”

**Design and Culture: The 20th Century**  
E93.2102 30 hours: 3 points.  
Examines the material culture of the 20th century with special emphasis on design, architecture, and the decorative arts. Students address how design is shaped by politics, nationalism, idealism, and the commercial needs of the community. The course also explores the machine and technology as defining forces in modern design and addresses such issues as the influence of tastemakers, consultant designers and decorators on design, and the changing nature of patronage in the 20th century. The course concentrates on American, European, Russian, and Scandinavian design while exploring the influence of non-Western cultures.

**Contemporary Design and Society**  
E93.2451 30 hours: 3 points.  
Design permeates every aspect of contemporary life from the cell phones we talk on, to the chairs we sit on and the iPods we listen to. Virtually everything that exists is designed. Why and how does design play such an important role in society? This seminar examines the expanding role of contemporary design beginning with the post World War II era, with an emphasis on how design shapes current consumer culture and how consumer culture conversely shapes design. The course analyzes contemporary design in the context of architecture, interiors and the decorative arts, products, graphics, fashion, and interactive media.
History of Fashion Photography
E93.2452 30 hours: 3 points.
Photography is an indispensable component of fashion: it is the most persuasive tool for selling clothing and accessories. Yet fashion photography is more than a medium dedicated to commerce: it is a record of artistic movements, ideals of beauty, and social trends. This course traces the development of fashion photography in relation to contemporary fashion, aesthetic influence, photographic styles and techniques, cultural customs, and commercial needs. The course begins in the early 20th century with the growth of periodicals devoted to fashion and continues through the work of the present day. Throughout the course, students explore the role of magazines, such as Vogue and Harper’s Bazaar, in shaping the imagery of fashion and our ideals of beauty.

Independent Study in Costume Studies
E93.2300 45 hours per point: 1-6 points.
Hours to be arranged.
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 the student’s department. Prior to registering for independent study, students should obtain an Independent Study Approval Form from their adviser.

Final Project in Costume Studies
E93.2301 45 hours per point: 1 point.
This course is conducted through a series of individual meetings as students complete their final projects.

Internship in Costume Studies
E93.2302 45 hours per point: 1-6 points.
Hours to be arranged.
Individual positions with museums, dealers, auction houses, publishers, and arts organizations. Internships should be arranged during the term prior to the actual internship.

ART THERAPY

Introduction to Art Therapy
E97.2010 45 hours: 3 points.
Fundamental principles of art therapy practice are presented through theoretical discussions and case presentations. Students learn the historical development of the professions, its distinction from other disciplines, and its commonalities to social sciences. This course examines the art-making processes and products through basic pictorial analysis. Students study the artistic expression of children, adolescents, adults, and geriatric populations struggling with varied emotional and physical issues in different settings.

Art Therapy with Groups
E97.2032 45 hours: 3 points.
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.

Art Therapy with Children and Early Adolescents
E97.2033 45 hours: 3 points.
Art as therapy with the emotionally disturbed, people with physical disabilities, the intellectually and/or neurologically 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, readings, and discussion.

Art Therapy with Adolescents
E97.2034 45 hours: 3 points.
Registration by permission of instructor or departmental coordinator.
An investigation of art therapy in numerous settings for adolescents with either acute or mild disturbances. Demonstration of art therapy techniques used in long- or short-term treatment. Discussion and art experience appropriate to use with talented adolescent groups.

Art Therapy with Families
E97.2036 20 hours: 2 points.
Theoretical foundation and close study of assessment techniques in family art therapy. Art intervention techniques are introduced. Several theoretical approaches to family therapy are studied—psychodynamic and systems theory. Lecture, slide, and video presentations included.

Pictorial and Sculptural Analysis in Art Therapy
E97.2040 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 artwork, and behavior. Students should be prepared to furnish some artwork from a child, adolescent, or adult population. Studio component.

Theory and Practice of Art Therapy
E97.2145 37.5 hours: 3 points.
Theoretical approaches that have informed the discipline of art therapy. Discussions of techniques and ethics in art therapy accompany an introduction to clinical skills through class and fieldwork experiences.

Techniques of Supervision in Art Therapy
E97.2150 10 hours: 1 point.
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 preparation includes a close study of case examples from students’ experience.

Art for Therapists
E97.2160 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.

Diverse Populations in Art Therapy: Substance Abusers
E97.2221 10 hours: 1 point.
Theoretical and practical aspects of working with alcoholics and other substance abusers in short- and long-term programs. Various treatment models and philosophies are discussed, and a range of treatment techniques are presented. Common themes in art, physiological problems that affect drawing ability, and problems of assessment and interpretation are discussed.
Diverse Populations in Art Therapy: Geriatrics
E97.2222 12 hours: 1 point.
Survey of the ways in which art therapy may be used with the geriatric population, including individuals with dementia, depression, psychiatric disorders, frail and healthy elders.

Psychology of the Artist
E97.2240 45 hours: 3 points.
This course discusses some of the fundamental theories of creative processes among artists and examines and explores psychological and symbolic implications.

Research in Art Therapy
E97.2280 20 hours: 2 points.
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.

Independent Study in Art Therapy
E97.2300 45 hours per point: 1-6 points.
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 the student's department. Prior to registering for independent study, students should obtain an Independent Study Approval Form from their adviser.

Final Project in Art Therapy
E97.2301 10 hours: 1 point.
Students complete a thesis project that integrates their acquired theoretical knowledge, clinical internship experiences, and applied critical thinking. This course is taken during the diploma card semester.

Internship in Art Therapy
E97.2302 90 hours per point: 1-5 points per term.
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 nonmedical settings, including mental hospitals, psychiatric wards, outpatient clinics, and mental health centers.
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 Science 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; craniofacial anomalies; motor speech 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 a licensed and certified speech-language pathologist. The program meets the New York State Education Department’s requirements leading to certification in teaching students with speech and language disabilities.

The Post-Master’s Advanced Certificate in Communicative Sciences and Disorders is a part-time program for licensed and certified speech-language pathologists who wish to continue their education beyond the master’s level and develop or deepen their knowledge of speech-language pathology, earn credits toward continuing education for ASHA (American Speech-Language-Hearing Association) and state licensure, and/or participate in research. This certificate program is for post-master’s study, and course work may be used toward doctoral study.

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.
Faculty

Sharon M. Antonucci, Assistant Professor. B.A. 1997, Connecticut College; M.S. 1999, Columbus; Ph.D. 2005, Arizona; CCC-SLP.
Research interests include neurogenic communication disorders in adults, neuroimaging, and the effects of normal aging on language and cognition.

Offiong Aqua, Clinical Associate Professor. M.D. 1986, Friendship (Russia). Joint appointment in the Departments of Communicative Sciences and Disorders, Occupational Therapy, and Physical Therapy. Research focuses on anatomy.

Research interests include spoken language production and perception as well as written language production in individuals with acquired language disorders and unimpaired individuals.

Gina Canterucci, Clinical Instructor. B.S. 1994, Ohio; M.A. 1997, Case Western Reserve; CCC-SLP.
Special interest and expertise in diagnosis and treatment of neurogenic communication disorders and foreign accent reduction.

Erin Embry, Clinical Instructor. B.S. 1995, Western Kentucky; M.S. 2001, College of Saint Rose; CCC-SLP.
Special interest and expertise in advice, diagnosis, and treatment of neurogenic communication disorders and dysphagia.

Maria Grigos, Assistant Professor. B.S. 1991, New York; M.S. 1993, Ph.D. 2002, Columbus; CCC-SLP.
Special interest and expertise in normal development of speech and development of motor speech disorders.

Harriet B. Klein, Professor. B.A. 1958, M.A. 1960, Brooklyn College (CUNY); Ph.D. 1978, Columbus; CCC-SLP.
Special interest and expertise in child language acquisition and disorders and phonological acquisition and disorders.

Special interest and expertise in children with specific language impairment.

Christina Reuterskiold-Wagner, Assistant Professor. B.S. 1986, Lund; M.S. 1988, Boston; Dr.Med.Sc. 1999, Lund; CCC-SLP.
Special interest and expertise in child language acquisition and disorders, including literacy.

Neurolinguist with purview over motor speech and adult language disorders, right hemisphere communication, voice perception, and psycholinguistics.

Celia F. Stewart, Chair and Associate Professor. B.S. 1973, Colorado State; M.S. 1976, Phillips; Ph.D. 1993, New York; CCC-SLP.
Special interest and expertise in adult acquired neurogenic disorders, voice disorders, swallowing disorders.

TRAINING SPECIALISTS
Anne Marie Skvarla, Clinic Director. B.S., M.A.; CCC-SLP.
Erasmi Ioannou Benakis, Externship Director. B.A., M.A.; CCC-SLP.

Adjunct Faculty

Suzanne Abraham, Ph.D.; CCC-SLP
Steven Blaustein, Ph.D.; CCC-SLP
Christie Block, M.A.; M.S.; CCC-SLP
Kathy Busch, M.Phil., M.S.; CCC-SLP
Lee Caggiano, M.A.; CCC-SLP
Julie Case, M.A., M.A.; CCC-SLP
Cynthia S. Cohen, M.S.; CCC-SLP
Shelley Cohen, M.A.; CCC-SLP
Ingrid Davidovich, M.S.; CCC-SLP
G. Albyn Davis, Ph.D.; CCC-SLP
Susan DeSanti, Ph.D.; CCC-SLP
Deanne Fitzpatrick, Ph.D.; CCC-A
Jessica Galgano, Ph.D.; CCC-SLP
Mona Greenfield, Ph.D.; LCSW; CCC-SLP
Barbara Grossman, Au.D.; CCC-A
Irene Kling, Ph.D.; CCC-SLP
Nicole Kolenda, M.S.; CCC-SLP
Cathy Lazarus, Ph.D.; CCC-SLP
Maurice Miller, Ph.D.; CCC-SLP, Professor Emeritus
Doron Milstein, Ph.D.; CCC-SLP
Alicia Morrison, M.A., CCC-SLP
Yasadhara Paruchuru, M.S.; CCC-SLP
Jane Prasse, M.A.; CCC-SLP
Karen Riedel, Ph.D.; CCC-SLP
Brianne Salzman, M.S.; CCC-SLP
Hannah Shonefield, M.S.; CCC-SLP
Polina Shuminsky, M.S.; CCC-A
Irina Vayshteyn, M.S.; CCC-SLP
Regina Weiner, M.A.; CCC-SLP, Pd./SDA
Melissa Wexler Gurfein, M.A.; CCC-SLP
Rachel Wolf-Colon, M.S.; CCC-SLP

Master of Science
Communicative Sciences and Disorders

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 practical training 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 degree is required in speech pathology and audiology leading to a bachelor's degree that includes the equivalent of the following or a recog-
nized bachelor’s degree in another subject area and the completion of the following 30-point course sequence (or its equivalent) before being allowed to register for a 2000-level course in speech pathology: Science and Neurology of Language E34.1045, Audiology Intervention Strategies with Children E34.1205, Introduction to Audiology E34.1230, Anatomy and Physiology of the Speech and Hearing Mechanism E34.0008, Neurounanatomy 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, Articulation Disorders in Children and Adults E34.1101, Reading and Writing in Children with Speech and Language Disorders E34.1210. The prerequisites require a minimum grade of B–.

Unless otherwise indicated, all of the above prerequisite courses are necessary for ASHA certification and state licensure. In addition to the 30 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.S. degree. Students must also complete 3 prerequisite points 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 graduate 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.S. 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 1 E34.2111, Advanced Audiology E34.2051, 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 Pathology and Audiology E34.2117, and one course that provides fundamental information applicable to normal development and use of speech, hearing, and language, such as Advanced Anatomy, Physiology, and Neurology of the Speech and Hearing Mechanisms E34.2041, an advanced linguistics course, or a course in human development.

Speech disorders courses (30 points minimum): The disorder areas of language, voice, articulation, fluency, dysphagia, and hearing must be covered with a complete course in each area. Samples of disorders courses include Adult Language Disorders E34.2021, Fluency Disorders E34.2028, Voice Disorders E34.2037, Language Disorders in Children E34.2039, Motor Speech Disorders E34.2016, Phonological Analysis of Normal and Disordered Speech E34.2108, Dysphagia in Infants and Toddlers E34.2062, or Baby Tracts E34.2067. Students who demonstrate completion of equivalent courses within a previous five-year period and have earned at least a B– may make substitutions for advanced-level courses by advisement only.

Practicum courses (6 points maximum): A maximum of 6 points is permitted in practicum courses. The clinical practica provide the clinical experiences necessary to integrate theory and practice. In addition to acquiring the clinical hours needed for ASHA certification and New York State licensure, students are exposed to various aspects of the field such as in-service and interdisciplinary conferences, report writing, therapeutic intervention, diagnostic workups, and contacts with experienced clinicians.

Academic standards: All master’s candidates must maintain an average of 3.0 or better and will be required to pass a written comprehensive examination during or following the final semester of course work and/or practicum or complete a research project. A grade of D in any course or a mean GPA of less than 3.0 in any given semester constitutes grounds for dismissal from the Program in Communicative Sciences and Disorders.

Practicum requirements (6 points): Students’ clinical experiences include a variety of clinical settings, client populations, and age groups. Graduate students complete a minimum of four semesters of clinical practicum. The first two semesters of clinical education are completed in the on-campus clinic. The first semester focuses on evaluations, and the second semester focuses on treatment. Following the successful completion of the on-campus practicum, students are placed off campus for two semesters. Typically, the first off-campus placement is in a pediatric setting, and the second is in an adult care setting. At least 50 supervised clock hours are completed in a minimum of three different types of clinical settings. If students have not completed the necessary clock hours following the four clinical education placements indicated above, a fifth placement is required. All students are required to complete a minimum of 400 supervised clinical hours. Twenty-five hours are spent in clinical observation and at least 325 clinical clock hours are completed during the graduate program. Prior to placement in a practicum, all students must be evaluated for speech and language performance and writing skills in accordance with the policies outlined in the Department of Communicative Sciences and Disorders Master of Science Student Handbook.

Students register for the practicum course Advanced Clinical Practicum in Communicative Sciences and Disorders. E34.2117 for each practicum registration until all clinical contact hours have been completed. Practicum registration requires permission of the off-campus clinic director or the on-campus clinic director. A maximum of 6 points of practice may be credited toward the degree, although students may be required to register for additional practica in order to complete the required contact hours. All practica require full-time, daytime attendance at practicum sites. A student earning a grade of less than C will be placed on clinical probation.

Practicum students are assigned by the off-campus clinic director to at least two of the program’s affiliated clinical facilities, which include Mount Sinai Hospital, NYU Hospitals Center, Rusk Institute of Rehabilitation Medicine (IRM), St. Luke’s-Roosevelt Hospital Center, the International Center for the Disabled (ICD), and many others. All master’s candidates must maintain an average of B or better and will be required to pass a written comprehensive examination during or following the final semester of course work and/or practicum.

Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.

Terminal experience: Students may choose from two options to meet the comprehensive examination requirement for the Master of Science degree. The first option is to earn a passing score of 600 or greater on the PRAXIS Examination in Speech-Language Pathology (0330) offered by ETS and recognized by ASHA. The second way to meet the terminal experience is for master’s students to do a research project in place of the Comprehensive Examination. If the research option is
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 points 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 Research Methodology (3 points).
- Cognate courses (6 points). Department Content Seminar (3 points). Dissertation Proposal Seminar (3 points). Research electives (15 points).

**ADMISSION REQUIREMENTS**
Preferred areas of previous academic concentration include speech-language pathology and audiology and speech and hearing sciences. If the applicant does not hold an approved master’s degree, she or he must earn a supplementary master’s in one of 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.

**FUNDING**
Graduate assistantships for two academic years are available on a competitive basis; these pay a stipend and have full tuition coverage. Other means of financial support may be available for a third year (e.g., fellowships, teaching, funding from faculty grants).
Speech-Language-Hearing Clinic

The Speech-Language-Hearing Clinic is a part of the Department of Communicative Sciences and Disorders, 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 2009-2011.

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, resonation, 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, resonation, 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.

Articulation Disorders in Children and Adults
E34.1101* 30 hours: 2 points. Spring.
Prerequisites: E34.0017 and E21.1061 or permission of instructor.

Audiology: Intervention Strategies with Children
E34.1205 45 hours: 3 points. Spring.
Principles and techniques of audiolingual 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.

Reading and Writing in Children with Speech and Language Disorders
E34.1210 45 hours: 3 points. Spring.
Study of the developmental reading and writing processes in children with speech and language impairments; the relationships of speech and oral language skills to those processes; reading disabilities; and the role of the speech 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; construction of etiologies and auditory characteristics of major types of hearing impairment.

Language Development in the Preschool Years
E34.1601* 45 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 communicative 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 aphonia. Decisions based on current research findings. Aphonia 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: Aphasia
E34.2020 30 hours: 3 points. Spring.
Emphasis on the theoretical basis of therapy with the adult aphasic and on practical application of those bases through the development of specific therapies for specific problems of aphasia. Information about credentials, ethical practices, and multicultural issues are addressed.

NOTES TO COURSES
* Registration closed to special students.
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.

Craniofacial Anomalies
E34.2022* 30 hours: 3 points. Fall.
Analysis of etiological conceptions of cleft palate and orofacial anomalies related to articulatory and phonatory disorders. Clinical tests and procedures for general and specific therapy.

Neurogenic Speech Disorders in Children
E34.2025* 30 hours: 3 points. Spring.
Analysis of etiological conceptions of cerebral palsy and related linguistic, 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.

Language and Communication in Children with Autism Spectrum Disorders (ASD)
E34.2030 20 hours: 2 points. Spring.
This course offers an overview of current knowledge of ASD in the field of communication disorders and related areas. Students learn about current theories of underlying causal factors, as well as different educational approaches and settings. Special emphasis is placed on language and communication skills as well as speech-language pathology assessment and intervention. As part of the course requirements, students conduct individual case studies throughout the course.

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, pharyngeal, 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.

Biology of Human Communication
E34.2044 30 hours: 3 points. Fall.
This graduate seminar addresses human communication from an evolutionary, developmental, and ethological perspective, asking what these approaches tell us about the nature of the capacity to associate with, inform, and otherwise influence members of our species.

Advanced Audiology
E34.2051* 30 hours: 3 points. Fall.
Prerequisite: 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: E34.2039 and E34.2111.
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.

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.
Consideration of the formulation and design of research problems; collection, processing, and interpretation of data. 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 constraints.

Critical Evaluation of Research in Speech and Hearing Sciences and Disorders
E34.2109* 30 hours: 3 points. Fall.
Required of all master's degree candidates.
Consideration of the formulation and design of research problems; collection, processing, and interpretation of data. Evaluation of research in speech and pathology and audiology.

Current Issues in Speech-Language Pathology and Audiology
E34.2110* 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) mul-
Cultural populations and their sociocultural, developmental, etiological, and linguistic differences; (2) AIDS information and guidelines for delivery of services; (3) drug and alcohol abuse; (4) recognition of symptoms of child abuse.

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, integrating, 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.)

Computerized Analysis of Language Transcripts
E34.2114 10 hours: 1 point. Fall, spring.
Technology-based methods for transcription and analysis of language samples in the assessment of communication disorders. How the analysis of language samples collected during spontaneous speech production plays an important part in the assessment of such disorders and provides a key feature of research involving this population. Students video-record an interaction between two speakers, learn to use digitalized image and sound for transcription of language samples, and use a computerized method (the SALT program) for analyzing language samples collected during spontaneous speech.

Advanced Clinical Practicum in Speech Pathology and Audiology
E34.2115,2116,2117,2118,2119
Registration by permission of adviser.
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.

Speech Science: Instrumentation
E34.2125 45 hours: 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.

Aural Rehabilitation: Adults
E34.2127* 30 hours: 3 points. Spring.
Prerequisite: E34.2051, or equivalent, or permission of adviser.
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 audiologic 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.

Perception and Production of Speech
E34.2130 30 hours: 3 points. Spring.
This course addresses prominent theories and fundamental issues in the fields of speech perception, spoken word recognition, and speech production. The primary focus is on accounts of unimpaired cognitive processing involved in the production and perception of single words and phrases, and we consider a range of interdisciplinary perspectives.

Independent Study
E34.2300* 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 228.

Speech-Language Pathology Research Colloquium I
E34.2420 15 hours: 1 point. Fall, 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.

Honors Research: Speech-Language Pathology
E34.2424 Hours to be arranged: 0 points. Fall and spring.
Students must apply to participate in this honors sequence.
This yearlong course sequence fosters the career development of graduate students who have an aptitude for research and provides a framework for faculty mentored student research. Admission to the course is restricted to students who are selected based on competitive applications. Students develop and implement a research study, analyze the data, and culminate the project with a written paper and oral presentation.

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 physiologic aspects of speech production in clinical settings and in speech research. Students gain expertise in the instrumental evaluation of normal subjects.

Seminal Readings in Speech-Language Pathology and Audiology
E34.3001 30 hours: 3 points. Fall, spring.
This doctoral-level seminar introduces students to some of the important, seminal writings in the fields of speech-language pathology and audiology. These articles chosen for study provide historical perspectives and exposure to content in areas of speech, language, and hearing science relative to normal processes and developmental and acquired disorders of communication, providing both breadth and depth of understanding of important content and issues in the field. Students have the opportunity to critically evaluate and discuss research with multiple faculty members who represent a wide range of areas of expertise. This allows students to hone their own skills as critical consumers and disseminators of research.

Advanced Study: Adult Communication Disorders
E34.3021 30 hours: 3 points. Spring.
Students explore ideas through discussion, library research, and other means for the purpose of selecting topics for their projects or proposals. Individual presentations are scheduled, and students obtain feedback from the instructor and the other students. Topics involving research, such as human subjects’ protection requirements, appropriate statistical procedures, instrumentation, proper writing style and scholarly referencing, and database search techniques and library usage, are covered as needed. After completion of the 3 required points, students are expected to attend weekly meetings until the completion of the proposal.

Doctoral Seminar in Speech-Language Pathology and Audiology
E34.3400 10 hours: 1 point.
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 in other parts of the school, while also preparing students within our own department for positions leading to research and teaching in colleges and universities, in government, and in other service organizations, both nationally and internationally.

The following identifies our programs, grouped according to three broad areas.

1. Social-Cultural Disciplinary Studies of Education. In the two disciplinary areas available, the sociology of education and the history of education, we provide cognate and foundational course work for students across the school as well as prepare educational researchers within each program.

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

3. Interdisciplinary Studies. Through our specialized interdisciplinary programs, education and social policy, international education, and education and Jewish studies, 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


Dana Burde, Assistant Professor of International Education. B.A. 1988, Oberlin College; Ed.M. 1993, Harvard; Ph.D. 2001, Columbia. Education in emergencies, NGOs, social movements, and education as a tool for social reconstruction in postconflict regions. Her current research in Afghanistan examines the impact of community schools on children’s protection and life chances. Recent publications include “Empower or Control? Education in Emergencies and Global Governance” (2007), and “Lost in Translation: Parent Teacher Associations

**James W. Fraser**, Professor of History and Education (joint appointment with the Department of Teaching and Learning). B.A. 1966, California (Santa Barbara); M.Div. 1970, Union Theological Seminary; Ph.D. 1975, Columbia.

History and education in the United States, teaching history/teaching democracy in public schools, religion and public education. Author of *Preparing America’s Teachers: A History* (Teachers College Press), *Between Church and State: Religion and Public Education in a Multicultural America* (Palgrave-Macmillan), among others.


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*, editor of The Comprehensive High School Today, and coauthor of the recently published 6th edition of *Sociology of Education: A Systematic Analysis*. His current work is focused on issues concerning reform in public high schools and their links with higher education.


Research and instruction primarily focused on statistical methodology for causal inference and missing data. Interests also include social and educational policy. She is coauthor of *Data Analysis Using Regression and Multilevel/Hierarchical Models*. She has also published scholarly articles in a wide variety of academic journals, including the *Journal of the American Statistical Association*, *American Political Science Review*, *American Journal of Public Health*, and *Sociology of Education: A Systematic Analysis*. Formerly taught modern American history and communism. Author of *Politics and Revolution in Northern China*, *Citizenry and Security in Modern China*, (Palgrave Macmillan), among others.

**Pedro A. Noguera**, Peter Agnew Professor of Education (Teaching and Learning and Humanities and Social Sciences in the Professions). B.A. 1981, M.A. 1982, Brown; Ph.D. 1989, California (Berkeley); hon.: Ph.D. 2001, San Francisco. Executive director of the Metropolitan Center for Urban Education; codirector of the Institute for the Study of Globalization and Education in Metropolitan Settings (IGEMS). His work focuses on urban school reform, conditions that promote student achievement, youth violence, the potential impact of school choice and vouchers on urban public schools, and race and ethnic relations in American society. Author of, most recently, *Unfinished Business: Closing the Achievement Gap in Our Nation’s Schools* (Josey Bass, 2006); *City Kids, City Teachers with Bill Ayers and Greg Michie* (New Press, 2008); and *The Trouble with Black Boys… and Other Reflections on Race, Equity and the Future of Public Education* (Wiley, 2008).


Two research programs: (1) interdisciplinary research on war: military women, prisoners of war, cross-cultural experiences, and long-term outcomes of trauma and war and (2) history of Bellevue Hospital. Publications include peer-reviewed articles and three books, one on the Vietnam War and two on World War II in the Pacific.

**Ron Robin**, Professor (Humanities and Social Sciences in the Professions and Media, Culture, and Communication); Associate Dean for Academic Affairs. B.A. 1978, Hebrew; M.A. 1981, Ph.D. 1986, California (Berkeley).

Cultural historian and author of several books, including *Scandals and Scoundrels: Seven Cases That Shook the Academy* (University of California Press, 2004) and *The Making of the Cold War Enemy: Culture and Politics in the Military-Intellectual Complex* (Princeton University Press, 2001). His scholarly articles have appeared in such journals as *American Quarterly*, *Diplomatic History*, *American Studies International*, and *Journal of American Studies*. Formerly taught modern American history and communication theory at the University of Haifa, Israel, where he also served for five years as dean of students. He is the recipient of numerous fellowships and grants.

Director of the Institute for Education and Social Policy (IESP) and professor of public policy, education, and economics at the Steinhardt School and the Wagner Graduate School of Public Service. Professor Schwartz's research is primarily in applied econometrics, focusing on education policy and finance and on urban policy more generally. Her current research projects examine high school reform; the relationship between housing, schooling, and neighborhoods; equity and efficiency in school spending; and the education of immigrant students. Her work has been published in the American Economic Review, Educational Evaluation and Policy Analysis, the Journal of Human Resources, the Journal of Public Economics, and Education Finance and Policy, among other academic journals. The author of several book chapters, she coedited the 2005 Yearbook of the American Education Finance Association (AEFA) and Measuring School Performance and Efficiency; she edited City Taxes, City Spending: Essays in Honor of Dick Netzer. She currently serves as the president of the American Education Finance Association and on various boards, including the editorial board for Education Finance and Policy and the Committee on the Status of Women in the Economics Profession (CSWEP).


School finance and education policy, applied economics, and applied statistics. Current and recent research projects include patterns of resource allocation in large city schools; costs of small high schools in New York City; effects of school organization on student achievement; racial test score gaps; measurement of efficiency and productivity in public schools; and segregation, resource use, and achievement of immigrant school children. Recent publications include articles in Journal of Policy Analysis and Management, Education Finance and Policy, and Educational Evaluation and Policy Analysis.


Research focuses on the politics of urban schooling, race and education policy, affirmative action in higher education, and school choice policy and politics. She is the author of Race, Schools, and Hope: African Americans and School Choice after Brown (Teachers College Press, 2008) and the coeditor (with Eric Rosfjord) of The Emancipatory Promise of Charter Schools: Toward a Progressive Politics of School Choice (SUNY Press, 2004).


Research interests include minority access to mass higher education, governance, business education, and the formation of curriculum and disciplines in American higher education. Publications include Access to Success in the Urban High School: The Middle College Movement (Teachers College Press, 2001) and Jewish Learning in American Universities: The First Century (Indiana University Press, 1994).


Articles, books, and reports deal with statistical methods, evaluation techniques, and statistics education and are in such applied areas as clinical and school psychology, special education, mathematics school reform, and higher education. A second edition of her book, Statistics Using SPSS: An Integrative Approach, coauthored with former graduate student Sarah Abramowitz, is published by Cambridge University Press (2008). She currently is preparing with colleague Lisa Stulberg a prospectus for a coedited volume, Critical Issues in Diversity in Higher Education, for Routledge Press. She is the recipient of the 2008 Steinhardt School Teaching Excellence Award and is elected president of the Jewish Foundation for Education of Women, which serves to help women achieve their life goals through education.


Interests include the histories of education, ethnicity, race, science, and politics in 19th- and 20th-century America and global education. Author of numerous articles in scholarly and popular journals. Most recent book: Innocents Abroad: American Teachers in the American Century.
The Commission on Gender, Race, and Social Justice of the Steinhardt School of Culture, Education, and Human Development 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.

Contact
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The Education and Jewish Studies Program prepares teachers, practitioners, researchers, and aspiring administrators for leadership positions in a wide range of Jewish educational settings, such as schools, informal education programs, community organizations, and other non-profit organizations. The program is tailored to the students' individual needs and interests. Close and personalized mentoring is provided by faculty from the Steinhardt School and the Skirball Department of Hebrew and Judaic Studies in the Graduate School of Arts and Science. While providing a core of academic, research, Jewish education, and Hebrew and Judaic studies, the program also prepares students for leadership positions in a wide range of Jewish educational settings, such as schools, informal education programs, and museums. Students benefit from the Steinhardt School and the Skirball Department, as well as by expert practitioners in the field of Jewish education working in the New York City area.

**CAREER OPPORTUNITIES**

The master's and doctoral programs prepare students for leadership in Jewish educational settings. Job prospects for program graduates include administrator or teacher at a Jewish day or supplementary school; official at a bureau of Jewish education or a national or local Jewish educational 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; administrator of a Hillel or other organization that reaches out to college students; museum educator; curriculum developer; and author of textbooks for Jewish educational settings; staff developer; and educational consultant.

**DEGREE REQUIREMENTS**

**Master of Arts**
The M.A. program requires a minimum of 38 points, including a 13-point core that covers the history of Jewish education in the modern period, the social context of Jewish education, sociology of education, and historical perspectives on the Jewish community. Students choose 12 points of electives from three areas of study: curriculum and instruction, leadership and administration, or foundations of education. Students also complete 6 points of electives taken in the Skirball Department of Hebrew and Judaic Studies in the Graduate School of Arts and Science. Students are expected to enroll full-time in the dual degree program.

**Dual M.A. (Master of Arts, Education and Jewish Studies, and Master of Arts, Hebrew and Judaic Studies)**

Students in the dual M.A. program complete two M.A. degrees concurrently for a total of 58 points: a Master of Arts degree in education and Jewish studies from NYU Steinhardt and a Master of Arts in Hebrew and Judaic Studies from the Skirball Department of Hebrew and Judaic Studies in the Graduate School of Arts and Science. Six points of Hebrew and Judaic studies electives count toward the requirement for the M.A. in education and Jewish studies, and 6 points of Steinhardt School electives will count toward the requirements for the M.A. in Hebrew in Judaic studies, which reduces the length of study and tuition. Dual M.A. students must complete 38 points for the NYU Steinhardt M.A., as described above, with 6 points counting toward the M.A. in Hebrew and Judaic studies. Students earn the M.A. in Hebrew and Judaic studies by successful completion of the following four requirements: 32 points in course work, with 6 points counting toward the M.A. in education and Jewish studies; demonstrated competence at the second-year level of college Hebrew via departmental examination; an original essay on a topic in American Jewish life; and a written examination in Jewish history. Students are expected to enroll full-time in the dual degree program.

**Doctor of Philosophy**
The Ph.D. program is conceptualized in terms of three sets of academic experiences: (1) Courses at the Steinhardt School of Culture, Education, and Human Development (42 points), which include a combination of foundational courses, research courses, specialization courses, and cognate courses appropriate to the individual student's particular career interests and needs (see Career Opportunities, above). (2) Courses in the Skirball Department of Hebrew and Judaic Studies (24 points), including core courses in Judaic studies and specialization electives covering a wide range of Jewish history and tradition. Students are also required to demonstrate advanced Hebrew language competence in an exam administered by the department. (3) The education and Jewish studies component of the program (12 points), which involves a two-year doctoral seminar focused on issues in Jewish education. Students entering with a bachelor's degree must complete the entire 78 points of course work. Graduate study in education, Judaic studies, Jewish education, or allied subjects, completed at an accredited institution, may be presented for consideration of exemption from certain course work. This may reduce the total number of points required for the degree, as follows: Students entering with an M.A. in education may be exempted from up to two courses in education, reducing the total degree to 72 points.
Students entering with an M.A. in Jewish studies may be exempted from up to 21 points of Judaic studies course work, reducing the total degree to 57 points. Students entering with an M.A. in Jewish education may be exempted from up to two courses in education and four courses in Judaic studies, reducing the total degree to 60 points. Students entering with an M.A. in a field other than education, Jewish studies, or Jewish education may be exempted from up to two courses of equivalent and relevant course work, reducing the total degree to 72 points. In addition to successful completion of course work, all students must pass a Hebrew language proficiency exam and complete a candidacy paper. The program culminates in a doctoral dissertation on a substantive topic in Jewish education.

ADMISSION REQUIREMENTS

No specific undergraduate major is required to gain admission to the M.A. or dual M.A. programs, but applicants should demonstrate a commitment to a career in the field of Jewish education and an understanding of the aims and content of the program. All applicants to the Steinhardt School of Culture, Education, and Human Development are evaluated based on the relevance and quality of prior professional work, prior academic achievement, Graduate Record Examination scores, letters of reference, and a personal statement.

The completed education and Jewish studies M.A. admissions application package must include the Steinhardt School admissions application form, a curriculum vitae, official Graduate Record Exam score report, official transcript(s), a personal statement, and three letters of recommendation. Applicants to the M.A. program should specify in their admissions essays their intended area of specialization in education: curriculum and instruction, leadership and administration, or foundations of education.

Applicants to the dual M.A. program must apply to both the Steinhardt School and the NYU Graduate School of Arts and Science (GSAS) individually and must meet the respective admissions standards for each school. No special admissions standards will apply to dual degree applicants. A student will qualify for the dual degree program only once admitted to the Steinhardt School and GSAS. Applicants to the Skirball Department of Hebrew and Judaic Studies in GSAS are evaluated according to prior academic achievement, letters of recommendation, Graduate Record Examination scores, and a personal statement.

Ph.D. applicants should exhibit outstanding personal qualities and excellent academic training. A minimum of two years’ employment experience in education, Jewish education, or Jewish communal service is required. 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.

The completed education and Jewish studies Ph.D. admissions application package must include the Steinhardt School admissions application form, a curriculum vitae, official Graduate Record Exam score report, official transcript(s), a personal statement, a research focus essay, and three letters of recommendation. Applicants to the Ph.D. program should specify in their admissions essays their intended area of specialization in education: administration, teaching and learning, or humanities and social sciences. All applicant finalists are interviewed by the program faculty.

FINANCIAL AID

Steinhardt provides a variety of ways to help master’s students finance their graduate education, including scholarships, fellowships, work-study, and loans. All applicants for the dual degree program leading to an M.A. in education and Jewish studies and an M.A. in Hebrew and Judaic studies will automatically be considered for the Jim Joseph Foundation Fellowship. The fellowship provides generous tuition support for up to four new students matriculating as full-time students each academic year.

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. All applicants are also automatically considered for the Jim Joseph Foundation Fellowship. This fellowship provides generous tuition and stipend support over a five-year period of study.

Both fellowships support the preparation of the next generation of leaders and scholars in education and Jewish studies.

Education and Social Policy

The M.A. Program in Education and Social Policy aims to prepare students to use theories and concepts from the fields of economics and sociology in conjunction with quantitative statistical skills to analyze and evaluate the effectiveness of various education programs and policies. Students obtain specific knowledge of education issues, guided by advisement, including pre-K/childhood education, K-12 education, or higher/comparative education.

The degree is distinguished from other master’s degrees in education policy by its strong emphasis on using quantitative methods to ascertain causal effects of programs and policies. Building on a first course in statistics, students progress through more rigorous analytical courses, including regression and econometrics, to a final directed research project in which they produce a professional study of an educational intervention or policy of their choosing. Students gain experience in working with large, longitudinal education databases; with using economic and sociological principles to analyze K-16 education; and with principles of management, planning, and policy making in the public and nonprofit sectors, which draw on the expertise of faculty in NYU’s Robert F. Wagner Graduate School of Public Service. Strong emphasis is placed on understanding the context, purpose, unintended effects, and finally the actual impact of alternative education policies and programs.

Students, through close advisement, use elective choices to gain knowledge of policy issues.

CAREER OPPORTUNITIES

The national concern with the quality of public education has led to a large demand by local, state, and federal education agencies, think tanks, and nonprofit organizations for professionals who can use up-to-date methods, data, and research results to formulate, implement, and evaluate new education policies, but these organizations struggle to find individuals to fill their positions with professionals of the quality they seek.

Graduates will be prepared to work in a wide variety of organizations that have a role in policy making and implementation in the education area, including local, state, and federal education departments, foundations, think tanks, and consulting, grant-giving, and public relations departments in selected private organizations.

The culminating experience is an applied research project.
DEGREE REQUIREMENTS
All students must complete Capstone: Applied Research in Education Policy E51.2050.

History of Education

Director
Jonathan Zimmerman

246 Greene Street,
Suite 300
212-998-5049
Fax: 212-995-4832

Degree
Ph.D.

Faculty
Cohen, Fraser, Gordon, Malczewski, Norman, Stulberg, Wechsler, Zimmerman

Affiliated Faculty
Turk, Bennison

Study in the history of education prepares scholars for research and teaching careers, mainly at schools of education. Graduate students work closely with their advisers to plan a program that suits their interests and aspirations. They may focus their studies on the history of schools and colleges or other institutions and media of education, including the family, the press, and political or social movements. Often studies link the history of education and current issues of public policy. Course work usually includes studies in philosophy as well as in the history of education; much of it is done in the form of supervised independent study. Students are encouraged to enroll in courses throughout the University and to take advantage of New York City’s abundant cultural resources.

CAREER OPPORTUNITIES
Most graduates from the Ph.D. program secure teaching positions at colleges and universities, most commonly at education schools. They publish books and articles on a wide range of historical subjects, ranging from family life and mass media to formal educational institutions.

Doctor of Philosophy
The Ph.D. program requires 76 points beyond the baccalaureate for completion. Students may complete the program in three years of full-time study. In addition to 18 points in history of education courses, students take 16 points in history courses from the Graduate School of Arts and Science, 12 points in philosophy of education, 6 points in cognitive studies, 6 points in foundations courses, and 6 points in research courses, as well as 12 points in content and dissertation proposal seminars.

ADMISSION REQUIREMENTS
In addition to the general requirements, specific requirements for admission to these programs include a bachelor’s degree in history or the equivalent.

See general admission section, page 222.
The International Education Program prepares educators for careers in multinational and international settings. Guided by career interest, professional experience, and educational background, students select from one of three areas of specialization: global education; international development education; or cross-cultural exchange and training. The program has a multidisciplinary faculty, consisting of anthropologists, economists, historians, philosophers, political scientists, and sociologists, who apply the theoretical, conceptual, and methodological advances in the humanities and the social sciences to the analysis of international educational policies and institutions.

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.

DEGREE REQUIREMENTS

Master of Arts

The M.A. program requires a minimum of 40 points. Foundations in International Education (12 points), Area Studies and Specialization in International Education (16 points), Policy Analysis (8 points), Internship (4 points).

Advanced Certificate

The International Education Program offers a one-year Advanced Certificate for teachers and practitioners in the field of international education who already have the M.A. degree. The Advanced Certificate is designed for experienced teachers in schools and educational agencies committed to global education, as well as for mid-career consultants and international education specialists in corporate, public, and nonprofit sectors, including field coordinators, planners, evaluators, administrators, and program managers. The Advanced Certificate requires a minimum of 30 points and can be completed in one year, consisting of two terms of full-time academic course work and, for some students, the summer as well. This is a flexible program in which students, in addition to taking the basic courses in the Foundations in International Education (12 points), may engage in a course sequence that links educational research to policy and practice and is of immediate practical use to them.

Doctor of Philosophy

The Ph.D. degree requires the completion of a minimum of 54 points and a dissertation: Departmental Doctoral Seminars (6 points), Foundations in International Education (12 points), Specialization in International Education (8-12 points), Area Studies (8-12 points), Research Courses (6-12 points), International Education Dissertation Seminars (12 points).

ADMISSION REQUIREMENTS

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 analytical 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 related to international education, and they must take the Graduate Record Examination.

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 Culture, Education, and Human Development’s Multinational

Faculty

Arcilla, Arum, Corcoran, Buckely, Burde, Hosay, Miller-Idriss, M. Suárez-Orozco, Zimmerman

Adjunct Faculty

Austell, Spielman, Wheatley

Affiliated Faculty

Berenson, Denoon, Hull, Kazemi, C. Mitchell, Rajagopal, Schain, Smoke, Tang

Emeritus Faculty

D. Johnson

Taught by faculty from across the school, Interdepartmental Research Studies (IDRS) offers a wide array of courses that provide training in research methodology. Note: There is currently 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 one of the codirectors of the IDRS.

For doctoral students interested in doing qualitative dissertations involving empirical field research, we suggest the following sequence: Principles of Empirical Research E10.2132, Approaches to Qualitative Inquiry E10.2140, Case Study and Ethnographic Inquiry E10.2141. Other qualitative specialization courses are described below.

Doctoral students interested in doing quantitative dissertations should take E10.2132, or its equivalent, and statistics E10.2001 and E10.2002 in their first year. For survey research studies, E10.2139 may then be taken. More advanced course work requires E10.2003, 2004 (intermediate and advanced models). Additional courses in specialized topics are given below.

Additional topics in specialized courses include analysis of complex surveys, classification and clustering, causal inference, categorical data, factor analysis and latent variables, missing data, sampling, spatial data analysis, and survival analysis.

Specialized courses in multilevel modeling, including practicums in such models, as well as an applied course in the use of large databases in education research are also available. Specific courses include Applied Statistics: Using Large Databases in Education E10.2110, Topics in Advanced Quantitative Methods: Classification and Clustering E10.2111, Topics in Advanced Quantitative Methods: Causal Inference E10.2112, Multilevel Modeling: Growth Curve E10.2040, Practicum in Multilevel Modeling: Growth Curve E10.2041, Multilevel Modeling: Nested Data E10.2042, Practicum in Multi-Level Modeling: Nested Data E10.2043.
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 232.

SPECIAL OPPORTUNITIES

The International Education Program supports a number of research and training projects through the Multinational Institute of American Studies, a center for public diplomacy that offers non-credit 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. The program also cosponsors several summer study abroad programs in cooperation with other programs across the University.

Sociology of Education

Director
Floyd M. Hammack
212-998-5542

Degrees
M.A., Ph.D.

Faculty
Arun, Hammack, Miller-Idriss, Noguera, Stulberg, Suárez-Orozco

Founded in the 1920s, the Program in Sociology of Education 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 Culture, Education, and Human Development 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

Students enrolling in the 40-point M.A. Program in Sociology of Education may focus their studies in one of two 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-science 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 collaboration with the Department of Sociology of New York University’s Graduate School of Arts and Science.

The program consists of core courses, research methods courses, specialized courses according to the strand the student selects, and a thesis seminar. Core courses include Introduction to the Sociology of Education E20.1002, Principles of Empirical Research E10.2132, Classical Social Theory E20.3030, and Learning of Culture E20.2325. Methods courses include Basic Statistics I and II E10.2085,2086 and Approaches to Qualitative Inquiry E10.2180. Specialized courses include such courses as Economic Analysis for Educational Policy E10.2155, Financing Schools: Equity and Adequacy in Public Education E10.2902, Policy Issues in Primary and Secondary Education P11.2418, Public Policy G53.2371, and Social Inequality and Education E20.2163, for the policy strand. Examples of the specialized courses for the social and cultural studies strand include Sociology of Higher Education E20.2163, Social Inequality and Education E20.2371, Introduction to Social Movements G93.2153, and 20th-Century Educational Thought E55.2235. Finally, all students will take Thesis Seminar E20.2510.

Doctor of Philosophy

The Ph.D. program 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 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): includes core courses in the Department of Sociology of the Graduate School of Arts and Science. Cognates (6 points). Seminars (6 points). A dissertation is required. Adjustments to these basic requirements can be made on the basis of prior course work or other demonstration of competence.

ADMISSION REQUIREMENTS

Admission to the Master of Arts program requires two letters of recommendation. A program application form, available from the program office or online at the departmental or Graduate Admissions Web site, also must be submitted. A personal interview, either in person or by telephone if travel is a factor, may also be requested. Applicants to the doctoral program must submit two letters of recommendation, along with evidence of potential, including other graduate course work and prior written or published papers. A personal or telephone interview with program faculty is also required. See general admission section, page 222.
Courses

The courses listed herein are to be offered in 2009-2011.

DEPARTMENTAL DOCTORAL SEMINARS

Department Seminar I
E51.3011 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.

Department Seminar II
E51.3012 3 points. Spring.
Required of all entering doctoral students in the fall they begin their studies, or, if they begin in January, the following spring. This seminar further introduces students to some of the central questions in history, the social sciences, the humanities, and the arts.

Doctoral Seminar I
E51.3002 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 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 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 whose dissertation proposals have been approved. Provides an opportunity 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.

ARTS AND HUMANITIES EDUCATION/E87

Growth Through Response to Literature and the Arts
E87.2033 Arcilla. 30 hours: 3 points. Fall.
Examines how direct experience with literature and the other arts contributes to the learner’s growth and self-understanding. The role of the arts in moral development is the focus of attention throughout.

Literature, Art, and Values
E87.2093 Staff. 30 hours: 3 points. Summer.
A culture’s value system is regarded as superior by that culture’s members because it is rarely, if ever, challenged, questioned, or even seen. Values are ways of thinking about the world or orienting oneself to it. They are, therefore, mental programs that govern specific behavior choices. This course concentrates on selected writers and artists whose works embody identifiable traces of particular values and their behavioral/visual manifestations.

Approaches to International Film
E87.2392 Arcilla. 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 may 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.

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 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 E54.2010, 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.

EDUCATION AND SOCIAL POLICY/E51

Economics of Education
E51.2025 30 hours: 3 points.
This course uses economic principles to analyze K-12 education, beginning with an examination of the demand for education, both by the private and the public sector. Next, the course considers the production and supply and cost of education. Finally, the course considers new ways of driving performance and providing choice to students. The class is run as a seminar in which we discuss the content of the assigned readings. We
also use class time to apply findings from the readings to make recommendations that are empirically and theoretically justified on economic grounds for achieving high performance of students in large urban areas.

Capstone: Applied Research in Education Policy
E51.2050 40 hours: 4 points.
Students work in teams to design and perform a research study developed with a concern for data availability, importance of problem, and ability to ascertain causal relationships. Projects are designed and written for a particular “clientele” in the policy community. Emphasis is placed on the appropriate use of the data set, the methodology, and documenting the research in a written form that will be understood by and useful for the intended audience. The development of effective and efficient teams that utilize and build on the experience, skills, and interests of team members is an integral part of the successful completion of the course.

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 Culture, Education, and Human Development.

History of American Education
E55.2009 Zimmerman. 45 hours: 4 points.
This course examines the major themes, developments, and dilemmas of educational history in the United States. How have historians defined and explored American education? Topics include the rise of public and parochial school systems; the endless drive for “educational reform”; and the myriad ways that race, religion, and ethnicity have influenced it.

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 Stulberg. 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 Norman. 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 Wechsler. 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, religious 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 Gordon. 30 hours: 3 points.
Analyzes significant books and themes relating to the history of teachers as a group and the history of teaching as a profession in American society. Topics for discussion include the emergence of teaching as a “women’s” profession in the mid-19th century, teachers’ associations and unions, the relationship between teachers and educational reform, and teacher education.

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

Readings in the History of Western Thought
E55.2240 Staff. 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 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.
For a description, see page 228.
Foundations of Education: History of Education
E53.2400 Fraserm. 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.

INTERNATIONAL EDUCATION/E53

Core Courses
Comparative Education I
E53.2007 Miller-Idriss. 40 hours: 4 points. Spring.
A comparative examination of education in developed and emerging nations. Introduction to qualitative and ethnographic research design, data collection strategies, and methods of data analysis and interpretation. Emphasis is on the applications of qualitative research in international and comparative education, including comparisons of curricula and school practice, the evaluation of policies that influence the provision of educational services, and the challenges of conducting research in transitional societies and societies embroiled in conflict.

Comparative Education II
E53.2008 Corcoran/Buckley. 40 hours: 4 points. Fall.
A comparative study of education in developed and emerging nations. Introduction to basic economic concepts and methods of comparative analysis that involve the interpretation of statistical data and hypothesis testing. Emphasis is on the applications of quantitative research in international and comparative education, including the relationship of human capital accumulation to economic growth, and the impact of policies in the Third World on educational outcomes, school reform, labor force participation, and inequality.

Cross-Cultural Studies of Socialization
E53.2023 Miller-Idriss. 40 hours: 4 points. Spring.
Multidisciplinary examination of literature in the social sciences and humanities that investigates the interrelation between socialization and identity in various cross-cultural settings. Examines the relationship among culture, the development of individual identity, and socialization processes in schools, families, workplaces, peer groups, and other social settings. Focus is on the cultural dimension of socialization. Case studies focus on regional and national settings in both historical and contemporary settings.

Comparative Studies of Socialization
E53.2025 Hossay. 40 hours: 4 points. Spring.
Multidisciplinary 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 a comparative analysis of the underlying institutional arrangements that influence the socialization process in different cultures, the connection of everyday behavior to large-scale social processes, and the transfer of values, institutions, and knowledge from one country or culture to another.

Comparative Politics, Education, and Conflict
E53.2028 Barsde. 30 hours: 3 points. Fall.
This seminar explores the political and sociological dynamics of conflict and postconflict regions, cross-border political violence movements, and their influence on education systems. Specifically, it examines the role of external actors (international organizations, bilateral donors, nongovernmental organizations), local actors (civil society associations, nationalist and ideological state factions), and their influence on education systems during war and emerging peace.

Comparative Politics, Education, and Conflict
E53.2028 Barsde. 30 hours: 3 points. Fall.
How do international relations illuminate the role of education in building peace and security? This course focuses on peace studies, education for democracy, and citizenship education. It draws on realist and idealist approaches in international relations to analyze key current events, defensive strategies, and their impact on policies intended to lessen military confrontation.

Contemporary International Relations: Peace and Security Education
E53.2173 Barsde. 30 hours: 3 points. Spring.
How do international relations illuminate the role of education in building peace and security? This course focuses on peace studies, education for democracy, and citizenship education. It draws on realist and idealist approaches in international relations to analyze key current events, defensive strategies, and their impact on policies intended to lessen military confrontation.

Specialization Courses
Good Work in the Era of Globalization
E53.2050 Suárez-Orozco. 30 hours: 3 points. Spring.
Advanced interdisciplinary and comparative graduate seminar that explores good work in the era of globalization by delving into basic social science work in research anthropology, research sociology, and research psychology. After a series of lectures introducing students to the Good Work Project led by Professor Howard Gardner and the Globalization and Learning Project led by Professor Suárez-Orozco, the course focuses on scholarship in different regions of the world.

Contemporary International Relations: Peace and Security Education
E53.2173 Barsde. 30 hours: 3 points. Fall.
How do international relations illuminate the role of education in building peace and security? This course focuses on peace studies, education for democracy, and citizenship education. It draws on realist and idealist approaches in international relations to analyze key current events, defensive strategies, and their impact on policies intended to lessen military confrontation.

Interdisciplinary Perspectives on the New Immigration
E53.2545 Suárez-Orozco. 30 hours: 3 points. Spring.
The objective of this course is to introduce students to a sampling of recent theoretical and empirical work, in various academic disciplines, dealing with immigration. Students learn about the most recent trends of Latin American, Caribbean, and, to a lesser extent, Asian migration to the U.S. and compare the nature of current immigration scholarship in the United States to developments in other postindustrial settings.

International Education
E53.2803 Hossay. 40 hours: 4 points. Fall.
Multidisciplinary examination of seminal concepts of modernization and global analysis and their application to education. Focus is on the mission of international education as interpreted by various exponents in different cultural contexts and on the underlying theoretical assumptions and models of modernization that inform development projects undertaken by organizations such as the UN Development Program, the World Bank, the Council of Europe, and the U.S. Agency for International Development.

International Educational and Cultural Relations
E53.2804 Barsde. 30 hours: 3 points. Fall.
This course examines the nature of various forms of “soft power” or public diplomacy as an aspect of international relations. It focuses on the roots of public diplomacy in the U.S., and it examines...
the tools available to governments and institutions to influence public opinion and promote desired images abroad. In this context, we examine educational and cultural exchange, propaganda, security, and the media.

**Globalization and Education**  
E53.2805 *Suárez-Orozco. 30 hours: 3 points. Spring.*  
Examines conceptual and empirical work on the social, cultural, and economic aspects of globalization and their implications for the field of education. Looks at the increasing deterritorialization of cultural formations, the emergence of global markets, and the postnationalization of the production and distribution of goods and services, new information communications technologies, and worldwide population movements.

**The Practice of International Education**  
E53.2806 *Austell. 30 hours: 3 points. Fall.*  
Practices and applications of the various areas of international education at the tertiary level in the United States. Key areas in the field are examined, such as international student and scholar services, study abroad, international admissions, institutional linkages, development, and protocol.

**International Studies in Human Rights Education**  
E53.2809 *30 hours: 3 points. Fall.*  
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 *Spilerman. 30 hours: 3 points. Spring.*  
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 *Moran. 30 hours: 3 points. Fall.*  
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 choosing.

**International Development Education**  
E53.2862 *Burde. 30 hours: 3 points. Spring.*  
International development is a multibillion-dollar effort carried out by multilateral institutions, bilateral agencies, and international and national nongovernmental organizations (NGOs). Education is among the key fields in which international and national agencies intervene to improve living conditions for many of the world’s poor or politically and socially excluded. This course examines the theoretical debates, institutions, and salient issues facing education in international development today.

**United Nations at Work**  
E53.2878 *30 hours: 3 points.*  
Examines the role of voluntary international nongovernmental organizations (INGOs) in the United Nations system. Focus is on analyzing the organization and operations of INGOs, 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 228.

**Field Study and Seminar in International Education**  
E53.2802† *20 hours per point: 1-4 points. Fall, spring. Hours to be arranged.*  
Students serve as interns in agencies and organizations engaged in international and cross-cultural educational activities. 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. State Department’s Bureau of Educational and Cultural Affairs, and the Asia Society. As part of the work-study internship, students are required to maintain a journal and carry out a research project. The internship provides professional work experience and reinforces academic skills.

**Doctoral Seminar**  
E53.3097,3098 *Huwayri, Miller-Idriss. 30 hours: 3 points each term.*  
A culminating and integrating experience designed to provide doctoral students with the opportunity to discuss and probe the broader aspects of international development education, global education, and cultural exchange.

**Research in International Education I and II**  
E53.3801,3802 *Huwayri, Miller-Idriss. 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 national identity.

**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 Culture, Education, and Human Development.
**An Introduction to the Sociology of Education**  

**E20.2002**  
45 hours: 3 points. **Fall.**  

Study of basic sociological concepts such as status, role, and bureaucracy as they apply to the institution of education. Examination of current perspectives and research findings about the social aspects of the learning process.

**Planned Change in Organizational Settings**  

**E20.2090**  
Staff. 30 hours: 3 points. **Spring. (Not offered 2009-2010.)**  

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**  
Miller-Adriess. 30 hours: 3 points.  

This course explores challenges posed to the development and improvement of educational 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 and Caribbean Studies, Graduate School of Arts and Science.

**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 the role of students, faculty, administration, and external interests are examined.

**The Learning of Culture**  

**E20.2325**  
Stulberg. 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**  
Hammack. 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: Educational Sociology**  

**E20.2400**  
Staff. 30 hours: 3 points. **Fall, spring.**  

For doctoral students only. Meets in part the doctoral foundations requirement. Closed to special students. Fundamental sociological concepts and theories are examined and applied to areas of doctoral and professional work. Contemporary educational and social issues are discussed from a sociological vantage point.

**Independent Study**  

**E50.2300**  
45 hours per point: 1-6 points. **Fall, spring, summer.** Hours to be arranged.  

For description, see page 228.

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**SOCIOLOGY OF EDUCATION/E20**

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**Philosophy of Education: Theories and Methods**  

**E50.2003**  
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**  

**E50.2011**  
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.

**Educational Sociology**  

**E20.2400**  
Staff. 30 hours: 3 points. **Fall, spring.**  

For doctoral students only. Meets in part the doctoral foundations requirement. Closed to special students. Fundamental sociological concepts and theories are examined and applied to areas of doctoral and professional work. Contemporary educational and social issues are discussed from a sociological vantage point.

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**Philosophy of Education: Social Foundations**  

**E50.2003**  
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**  

**E50.2011**  
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.

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**Independent Study**  

**E50.2300**  
45 hours per point: 1-6 points. **Fall, spring, summer.** Hours to be arranged.  

For description, see page 228.
Independent Study
E20.2300 45 hours per point: 1-6 points. Fall, spring, summer. Hours to be arranged. For description, see page 228.

INTERDEPARTMENTAL RESEARCH STUDIES/E10

Research Design: Methods, Principles
Principles of Empirical Research
E10.2132 Staff. 30 hours: 3 points. Fall. Introduction to the primary research logics in the contemporary social sciences. It enables students to become capable consumers of empirical social science research across a wide range of methodologies and substantive fields; to conduct competent and useful summaries of existing research in any field; and to conceive reasonable research designs.

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 and repeated measures. In addition, measurement, reliability, and power analysis are covered.

Writing Empirical Research: Education, Behavioral, Health, Humanities, and Social Science Professions
E10.2138 Norman. 45 hours: 3 points. Fall. May be offered alternate years. This course helps students strengthen the writing competencies they need to produce quantitative and qualitative method dissertations that will convey research findings in a clear, objective style. Course content addresses various writing forms and allows students feedback on their work.

Survey Methods Research
E10.2139 Buckley. 45 hours: 3 points. Spring. May be offered alternate years. Prerequisites: E10.2132 (or equivalent); one year of statistics. The survey is the leading mechanism for the fundamental aspects of the survey and ways for evaluating this form of data collection. Principal topics include survey design; coverage, sampling, and nonresponse; modes of data collection; questionnaire construction and evaluation. Throughout this course, students are given opportunities to engage in actual survey research activities.

Participatory Action Research
E10.2143 Anderson. 45 hours: 3 points. Spring. Introduction to various approaches to action research with an emphasis on approaches that encourage the participation of stakeholders. The course covers action research tradition, issues of positional, methodology, validity, and ethics. Students engage in various field exercises to practice data gathering.

Dissertation Proposal Seminar
E10.3001 Norman. 30 hours: 3 points each term. Fall. Prerequisite: a course in general or specialized research methods. Open only to doctoral students. This course focuses on the development of the doctoral dissertation proposal. Emphasis is placed on understanding and defining the logical relations between elements in a proposal including the problem statement, conceptual/theoretical framework, literature review, research design, and methodology. Teaching-learning strategies are designed to promote critical/analytical thinking and scholarly discourse.

Qualitative Research Design and Analysis
Historical Research
E10.2155 Zimmermann. 30 hours: 3 points. Spring. 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
E10.2156 Staff. 30 hours: 3 points. May be offered alternate years. 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. Problems in defining, explaining, and evaluating art. Research techniques of philosophical and experimental aesthetics. The logic of justifying judgments and measuring preferences. Modes of aesthetic inquiry as educational models. Educational aesthetics as a field of inquiry.

Approaches to Qualitative Inquiry
E10.2140 Staff. 45 hours: 3 points. Offered at least once per year. Open to fully matriculated doctoral students only. Should be taken before the first semester of dissertation proposal seminar. This course introduces students to the family of approaches to social science and humanistic research known as qualitative methods. These methods include historical archival research, discourse analysis, ethnography/participant observation, and qualitative interviewing. The course is designed as an introductory training course for students who plan to conduct their own qualitative research for theses or dissertations. Students read studies that employ these approaches; investigate the epistemological, methodological, and ethical issues surrounding qualitative methods; and gather and analyze their own data using these methods.

Case Study and Ethnographic Inquiry
E10.2141 Staff. 45 hours: 3 points. Offered at least once per year. Prerequisite: E10.2140. 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. This course further prepares students to use qualitative research methodologies. It immerses students in naturalistic field settings and in-depth study of people as individuals and as members of groups. It also explores theories underlying ethnographic methods. Only students who have participated in E10.2140 (Approaches to Qualitative Inquiry) may enroll.

Interviewing and Observation
E10.2142 Staff. 30 hours: 3 points. Offered once per year. Prerequisite: E10.2140. This course provides instruction in the techniques of naturalistic observation and semi-structured interviewing. The course focuses on data collection and analysis, with an emphasis on the production of field notes, organization of field data, data sharing, and preliminary analysis.
Advanced Seminar in Qualitative Methods
E10.2145 Staff. 45 hours: 3 points. May be offered alternate years.
Prerequisite: at least one doctoral-level course in qualitative research methods. Students from all NYU doctoral programs are welcome. Enrollment by permission of instructor only.
This course is an intensive workshop for doctoral students who are in the process of either (1) assembling proposals for qualitative dissertations, or (2) collecting/analyzing qualitative data for their doctoral projects. Students present their own work and critique the work of their student colleagues. Terms of evaluation are negotiated individually with each student, in light of the nature and timetable of each doctoral project.

Quantitative Analysis

Basic Statistics I
E10.1085/E10.2085 Buckley, staff. 45 hours: 3 points. Fall, spring.
May not be taken concurrently with E10.1086/E10.2086.
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 more advanced topics in multivariate data analysis for the behavioral, social, and health sciences that are prerequisite to continuing the study of quantitative methods at NYU. The topics covered are logistic regression, multivariate analysis of variance, repeated measures analysis of variance, and an introduction to hierarchical linear modeling. The software package SPSS is used to give students hands-on experience. In so doing, the course provides foundational skills and knowledge critical to those graduate students whose research relies on the analysis of quantitative data.

Basic Statistics II
E10.1086/E10.2086 Staff, 45 hours: 3 points. Spring.
Prerequisites: a course in algebra and E10.1085/E10.2085. May not be taken concurrently with E10.1086/E10.2086.
For description, see E10.1085/E10.2085.

Statistics for Behavioral and Social Science I and II
E10.2001,2002 Weinberg. 45 hours: 3 points each term. Fall, spring.
E10.2001 is prerequisite to E10.2002.
This introductory two-semester course is designed to prepare doctoral-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. Topics covered throughout the year are frequency distributions and their graphical representations, percentiles, measures of central tendency and dispersion, correlation, chi-square analysis, one-way and factorial analysis of variance, post hoc analysis, and simple and multiple regression. Emphasis is placed on conceptual understanding and the interpretation of results from the analysis of real data.

Biostatistics I and II
E10.2995,2996 Staff. 30 hours: 3 points each term. Fall, spring.

Intermediate Quantitative Methods: The General Linear Model
E10.2003 Weinberg. 45 hours: 3 points. Fall.
Prerequisites: E10.2001,2002 or E10.2995,2996 or equivalent.
This course extends the material covered in E10.2001,2002 by examining more deeply multiple regression/correlation as a general and flexible system for analyzing data in the behavioral, social, and health sciences. In addition to covering more advanced topics related to traditional multiple regression/correlation, the course examines ANOVA, ANCOVA, and Path Analysis as special cases of this general linear model. The software package SPSS is used to give students hands-on experience with topics covered. In so doing, the course provides skills and knowledge critical to those graduate students whose research relies on the analysis of quantitative data.

Advanced Modeling I: Topics in Multivariate Analysis
E10.2004 Weinberg. 30 hours: 2 points. Spring (note: usually runs for half-term, sharing a time slot with a complementary E10 "Advanced Topics" course).
This 2-point module-type course extends the material covered in E10.2003 by examining some of the more advanced topics in multivariate data analysis for the behavioral, social, and health sciences that are prerequisite to continuing the study of quantitative methods at NYU. The topics covered are logistic regression, multivariate analysis of variance, repeated measures analysis of variance, and an introduction to hierarchical linear modeling. The software package SPSS is used to give students hands-on experience. In so doing, the course provides foundational skills and knowledge critical to those graduate students whose research relies on the analysis of quantitative data.

Multilevel Models
E10.2006 Scott. 30 hours: 3 points. Fall.
Note: may be offered as two 2-point, half-semester courses with lab component (under different course numbers) in some years.
This is a course on models for multilevel data. These data arise in longitudinal and nested designs, which are quite common to education and applied social, behavioral, and policy science. Traditional methods, such as OLS regression, are not appropriate in this setting, as they fail to model the complex correlational structure that is induced by these designs. Proper inference requires that we include aspects of the design in the model itself. Moreover, these more sophisticated techniques allow the researcher to learn new and important characteristics of the social and behavioral processes under study. We develop and fit a set of models for longitudinal designs (these are often called growth curve models) as well as for nested designs. The latter design is quite common in educational research, in which children are nested within classrooms, and classrooms within schools, etc. The course assignments use state of the art statistical software to explore, fit, and interpret the models.

Advanced Topics in Quantitative Methods
E10.2010 Staff. 1-6 points. Fall or spring.
This "umbrella" course provides modules of specialized topics in advanced quantitative methodology that are understood to be essential for graduate training in the social, behavioral, allied health, and policy sciences. Module topics include analysis of complex surveys, causal inference, classification and clustering, factor analysis and latent variables, limited dependent variables, missing data, sampling, and spatial data analysis. E10.2011 and E10.2012 are two examples of this course offering.
Advanced Topics in Quantitative Methods: Classification and Clustering
E10.2011  Scott. 30 hours: 2 points.
Spring. Not offered every year.
Prerequisites: E10.2003,2004 or the equivalent as approved by the instructor.
Classification and clustering are important statistical techniques commonly applied in many social and behavioral science research problems. Both seek to understand social phenomena through the identification of naturally occurring homogeneous groupings within a population. Classification techniques are used to sort new observations into pre-existing or known groupings, while clustering techniques sort the population under study into groupings based on their observed characteristics. Both help to reveal hidden structure that may be used in further analyses. This course compares and contrasts these techniques, including many of their variations, with an emphasis on applications.

Advanced Topics in Quantitative Methods: Causal Inference—Methods for Program Evaluation and Policy Research
E10.2012  Hill. 30 hours: 3 points. Fall or spring.
Prerequisites: E10.2003,2004 or the equivalent as approved by the instructor.
The goal of this course is to provide students with a basic knowledge of how to perform some more advanced statistical methods useful in answering policy questions using observational or experimental data. It will also allow them to more critically review research published that claims to answer causal policy questions.

Applied Statistics: Using Large Databases in Education
E10.2110  40 hours: 4 points.
This course provides hands-on experience applying estimation techniques used by social and behavioral scientists to large, longitudinal education databases. Students begin with descriptive statistics and correlations, estimate OLS regression models, and then move onto indicator variables, common functional forms, and estimation of fixed effects models, random effects models, and regression discontinuity designs. In addition, students use STATA for estimation and become familiar with the national datasets. After this course, students are able to use large datasets with modern statistical software and are prepared for an independent project in their capstone class.

Independent Study
E10.2300  15 hours per point: 1–6 points.
Fall, spring, summer. Hours to be arranged.
For description, see page 228.
The Department of Media, Culture, and Communication is committed to the proposition that society is a form of communication. Our core pursuit is advancement of research, scholarship, and teaching in the various ways that human beings make, disseminate, and share meaningful symbols as individuals and social groups. To us, communication is the foundational practice of human experience, and culture is the shared, lived realities of particular groups. We investigate the ways in which the technologies of communication record, transmit, and shape what we know and do.

Our department provides a rich diversity of graduate courses. Our academic terrain is interdisciplinary, equally informed by the humanities and social sciences. Instruction ranges from theoretical and historical accounts of communication systems in general to specific case studies of particular forms, methods, and modes of communication. Our courses confront the issues and challenges that changing technology, media forms, institutions, and social and cultural habits present to us in a global and connected age.

Working with the professional communities in New York City and elsewhere, we encourage participation in internships to build our students’ professional competencies and support their desire to pursue careers in communication and media. We also produce original and innovative scholarly research of the highest caliber and seek the broadest possible dissemination of our work, reaching the widest possible array of publics.

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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 change, please consult ALBERT, NYU’s student information Web site.

Faculty


Deborah Borisoff, Professor. B.A. 1970, M.A. 1975, Ph.D. 1981, New York. Gender and communication; conflict management; organizational communication; cross-cultural communication and listening. Coauthor or coeditor of 10 published books, including Listening in Everyday Life (University Press of America, 1991); Conflict Management: A

Gabriella Coleman, Assistant Professor. B.A. 1996, Columbia; Ph.D. 2005, Chicago.

A cultural anthropologist who works at the intersection of science, technology, medicine, and the law and who has conducted fieldwork with free and open software developers in San Francisco and the Netherlands and on the Internet. Scholarly interests include computers and hacking, liberalism and communication, patient and health activism, technology and the body.


A political-medical anthropologist who has conducted ethnographic field research in Northern Ireland and South Africa and with the homeless in New York City. Has taught at Central European University—Budapest, Institute of Humanities Studies—Ljubljana, and the Department of Performance Studies, Tisch School of the Arts, NYU. Interests include visual culture and violence; the political anthropology of the body and the senses; and the archaeology of media and technology. Author of the critically acclaimed book Formations of Violence: The Narrative of the Body and Political Terror in Northern Ireland (University of Chicago Press, 1991).

JoEllen Fisherkeller, Associate Professor. B.A. 1983, California (San Diego); M.A. 1987, Ph.D. 1995, California (Berkeley).

Young people's self/identity development and cultural learning; media education and social change; youth-media production; cross-cultural comparisons of youth and media; popular media audiences (old and new media); interpretative/ethnographic methodologies. Publications in communication and education journals; author of Growing Up with Television: Everyday Learning Among Urban Adolescents (Temple University Press, 2002).


Scholarly interests include critical theory, semiotics, aesthetics, digital media, networks, software, new media art, games, and film. An author and programmer, he is also a founding member of the software collective RSG and creator of the Carnivore and Kriegspiel projects. The New York Times recently described his work as "conceptually sharp, visually compelling and completely attuned to the political moment." He is the author of Protocol: How Control Exists After Decentralization (MIT, 2004), Gaming: Essays on Algorithmic Culture (Minnesota, 2006), and a book coauthored with Eugene Thacker called The Exploit: A Theory of Networks (Minnesota, 2007).


Liberalism, public intellectuals, democratic theory, propaganda, censorship policy, and history of consumer culture. Author of The Nervous Liberals: Propaganda Anxieties from World War I to the Cold War (Columbia University Press, 1999). Currently at work on a study of Morris L. Ernst and the emergence of the anticensorship tradition within American liberalism.


Publications include Scripts, Grooves, and Writing Machines: Representing Technology in the Edison Era (Stanford, 1999) and Always Already New: Media, History, and the Data of Culture (MIT, 2006). With a former colleague, Geoffrey Pingree, she coedited a collection of essays entitled New Media, 1740-1915 (MIT, 2003). She has also been an editor of the Thomas A. Edison Papers and has coauthored a classroom edition about Edison. Her research and teaching interests include media history, especially the patterns according to which new media become meaningful within and against the contexts of old media; American print culture; and technology and culture studies.

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

Her research examines globalization, migration, transnational media cultures. Her current research focuses on issues of gender, technology, and the global workplace in India. She has also published on the subject of reproductive politics and the representation of violence from a postcolonial feminist perspective.


A historian who studies paperwork, bureaucracy, and the state. Additional interests include the history of the book and other technologies of writing; the intellectual and cultural history of early modern and modern Europe; critical social and political theory. He is completing a book entitled The Demon of Writing: Paperwork and Political Thought in France, 1750-1850. He was previously a member of the Society of Fellows at Princeton.

Ted Magder, Associate Professor. B.A. 1982, Toronto; M.A. 1983, Carleton (Canada); Ph.D. 1988, York (Canada).

Current research focuses on the legal and regulatory regimes that structure and influence the flow of both media and culture across borders. Recent articles have examined the UNESCO Convention on the Protection and Promotion of Diversity in Cultural Expressions, online gambling and the World Trade Organiza-tion, and the principles of world communication. His publications include Canada's Hollywood: Feature Films and the Canadian State, Franchising the Candy Store: Split-Run Magazines and a New International Regime for Trade in Culture, and 'The End of TV 101: Reality Programs, Formats, and the New Business of Television' in Reality TV: Remaking Television Culture, edited by Susan Murray and L. Ouellette. He is also the academic adviser to the Center for Communication in New York City and director of the Council for Media and Culture at NYU. In 2003, he was a visiting scholar at the University of Amsterdam's School of Communication Research.


Current research focuses on the use of racial appeals in political communication, including the semiotic construction of racial appeals in language and visual images; the effects of racial appeals on public opinion and voting behavior; framing and priming effects of race in various media; and media coverage of minority political candidates. He is the author of the forthcoming book (with Stephen Maynard Caliendo), Race Appeal: The Persuasion, Purpose and Political Implications of Racial Discourse in American Politics, and coeditor of the forthcoming Routledge Companion to Race and Ethnicity. He and Stephen Maynard Caliendo head the Project on Race in Political Communication.


The Steinhardt School of Culture, Education, and Human Development Bulletin 2009-2011

Department of Media, Culture, and Communication


Helen Nissenbaum, Associate Professor; Senior Faculty Fellow of the Information Law Institute. B.A. 1973, Witwatersrand (South Africa); M.A. 1978, Ph.D. 1983, Stanford. Areas of expertise span social, ethical, and political implications of information technology and digital media. Nissenbaum’s research publications have appeared in journals of philosophy, politics, law, media studies, information studies, and computer science. She has written and edited three books and a fourth, In Context: Why Privacy (Still) Matters in the Information Age, is due out in 2009, with Stanford University Press. The National Science Foundation, Air Force Office of Scientific Research, Ford Foundation, and U.S. Department of Homeland Security have supported her work on privacy, trust online, and security, as well as several studies of values embodied in computer system design, including search engines, video games, and facial recognition technology.

Scholarship explores the intersections of media policy, activism, and communication history. Publications include articles in the Journal of Communication, Global Media and Communication; Media, Culture & Society; New Media and Society; Journal of Communication Inquiry; International Journal of Communication Law and Policy; and Critical Studies in Media Communication.

Globalization, political economy, television studies, and social and cultural practices; the intersection of Latin American transnational media corporate dynamics with the established mode of production of U.S. Latino media and the effects of Latinos’ representations. He has worked in TV production in Mexico, taught at the Monterey Té, Mexico City Campus, where he was appointed media center director, and is currently participating as the U.S. representative for the Observatory of Televsion Fiction in the Ibero-American Space (OBITEL). He is currently researching on the emergence of new players within the U.S. Latino television field and on media and migration.

Arvind Rajagopal, Associate Professor. B.E. 1981, Madras; M.A. 1984, Kentucky; Ph.D. 1992, California (Berkeley).


Martin Scherzinger, Associate Professor. B.Mus. 1992, Ph.D. 2001, Columbus. Composer; musicologist whose interests include sonic culture, music, media and politics of the 20th and 21st centuries, the poetics of copyright law, queer theory in music, censorship, and the politics of mass-mediated music. Published work ranges from aspects of early modernism to current musical trends, including the trans-Atlantic feedback between African and American concert and popular music.

Marita Sturken, Chair and Professor. B.A. 1979, Visual Studies Workshop; Ph.D. 1992, California (Santa Cruz).

Scholarly interests include globalization, capitalism, and economic development; relationship between media and national development; critical geography and cultural space; social theory; Middle East media, culture, and politics; contemporary Arab and Islamic world. She is also a photographer and ethnographic documentary filmmaker.

Adjunct Faculty

Frederico Bertagnoli, M.E.S.
Roger Brown, M.A.
Remi Brulin, M.A., Ph.D.
Craig Burron, M.A., Ph.D.
James Devitt, M.A., Ph.D.
Mark Edelman, M.A.
Salvatore Fallica, M.A., Ph.D.
Susan Fox, M.A., Ph.D.
Nick Gozik, M.A.

Joshua Greenberg, Ph.D.
Edna Johnson, M.A.
Michelle Litzky, M.A.
Man-Kong Lum, M.A., Ph.D.
Robert Maxwell, M.A., Ph.D.
Manos Pantelidis, M.A.
William Phillips, M.A.
David Poltrack, M.B.A.
Joseph Reagle, M.A., Ph.D.
Robert Richter, M.A.
Alan Ross, J.D.
Eugene Secunda, M.A., Ph.D.
Bonnie Selterman, M.A.
Patricia Stack, M.A., Ph.D.
Shawn Threadgill, M.A.
Stefaan Verhulst, M.A.
Dawn Werner, M.A.
Cynthia Wiseman, M.A.

Media, Culture, and Communication

Director
Rodney Benson

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Degrees
M.A., Ph.D.

MASTER OF ARTS PROGRAM IN MEDIA, CULTURE, AND COMMUNICATION

The NYU Steinhardt Master of Arts Program in Media, Culture, and Communication prepares students to understand and analyze culture and communication environments and to become acquainted with key debates and scholarship in communications, media studies, and related fields. The department’s faculty offers an interdisciplinary approach to the study of human and mediated communication. The program is designed for those who desire to investigate how humans experience media and how changes in the media landscape prompt transformations in communication processes within and among individuals, organizations, and societies.

Our master’s degree students earn 36 total points beginning with foundation courses in theory and research methods. They then specialize in one of five areas of study. These include persuasion and politics; interaction and social processes; cultural and visual studies; technology and society; and global and transcultural communication. The curriculum is flexible, allowing electives by advisement within NYU Steinhardt and across the University.

Graduate students undertake rigorous course work and are strongly encouraged to participate in academic conferences, study abroad, and practical fieldwork such as internships. The department has an extremely robust list of internship partners and an internship manager dedicated to building relationships with professional organizations in New York City and beyond. We offer practice-based study abroad programs in Asia and Europe, exposing students to global media, cultural insights, and comparative contexts.

PH.D. PROGRAM IN MEDIA, CULTURE, AND COMMUNICATION

Several principles shape the forms of scholarship that take place within the doctoral program and drive the way in which we teach developing scholars to investigate these complex media environments: an interdisciplinary focus presenting us with an expanded horizon for a complex and rigorous examination of communication-related phenomena; a multimethodological approach allowing us to fuse a variety of tools to investigate, elaborate, and critique human symbolic practices and ways of deriving meaning; and a comparative outlook investigating the intersections of historical development and contemporary practice, cultural differences in global contexts, and across varying domains of media.

Within this framework, the research areas available for doctoral students in the department are shaped by the scholarly expertise and current research of the faculty as broadly described under the following three headings. These research areas are in no way mutually exclusive, and we encourage our students to treat these areas as fluid and to take advantage of course offerings among each of the three areas: cultural theory and criticism; media, institutions, and technologies; and rhetoric, politics, and public advocacy.

CAREER OPPORTUNITIES

Our alumni are prepared for—and work in—public policy, research, higher education, branding, marketing, and other positions throughout traditional and new media professions. Many of our M.A. students go on to doctoral study, law school, or business school after graduation. 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; Beverly Hyman, president of Beverly Hyman Associates, an international communication consultant service; Eugene Marlow, professor of English/journalism, Baruch College; Carrie Welch, director of public relations, Food Network; Emanuela Pignataro, country manager, Condé Nast UK; and Cheryl Family, vice president/editorial director, MTV Networks.

DEGREE REQUIREMENTS

Master's Degree Program

This M.A. degree program requires a minimum of 36 points. Program Requirements (4 points): Seminar in Media, Culture, and Communication E58.2001 and one research course (4 points). Program Electives (20 points): E58 courses at the 2000 level (by advisement). Free Electives (8 points): may be taken outside the department (by advisement). Culminating Experience (0 points): M.A. thesis or M.A. exam. Students must take a minimum of 18 credits at the 2000 level in residence.

Doctoral Program

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

Fifteen credit hours of course work are required. Core courses must be taken in sequence: Doctoral Seminar in Media, Culture, and Communication I E57.3100 (4 points, first year, fall term); Doctoral Seminar in Media, Culture, and
Communication II E57.3200 (4 points, first year, spring term); Introduction to Communication Research E57.3101 (4 points, first year, fall term); Dissertation Proposal Seminar E57.3201 (1 point, third year, fall term). Doctoral Research Colloquium E57.3400 is offered each term. 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 (12 points minimum). Note: an additional 2 points may vary between research/methods and specialized electives.

ADMISSION REQUIREMENTS
Prospective M.A. students must submit two letters of recommendation and scores from the Graduate Record Examination (GRE) in addition to meeting the Steinhardt School general admissions requirements for master’s-level study. 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 interest; official GRE score report and three letters of recommendation.

See general admission section, page 222.

FINANCIAL AID OPPORTUNITIES
Students admitted to the doctoral program in media, culture, and communication typically receive full fellowship funding for five years, which may include teaching. The doctoral program also offers the Phyllis and Gerald LeBoff Fellowship and other teaching fellowships to those qualified to teach in the department’s undergraduate program in communication studies.

See general financial aid section, page 232.

RESEARCH FUNDING
Graduate students may apply for department funding to participate in academic conferences. Applications are available on the department Web site. Below are select opportunities for funding.

The Leaska Scholarship ($1,000) honors the legacy of Mitchell Leaska, a distinguished professor at NYU Steinhardt for close to 40 years. Students can only receive this award one time during their academic tenure at NYU Steinhardt.

Graduate Student Travel Grants of up to $700 are also available for students who are participating in conferences beyond attendance.

At the school level, the Doctoral Student Travel Fund offers small grants of up to $500 for Steinhardt graduate students to help defray the cost of professional activities related to their studies.

Dean’s Grant ($1,000) and Predoctoral Summer Research ($1,500) grant applications are due in March.

There are a variety of councils and working groups around the University that hold funding competitions. The Council for Media and Culture reviews applications for their Summer Research and Student Forum grants in March. Applications are available at www.nyu.edu/media.culture.

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.

We offer graduate summer and intersession study abroad programs to explore globalization and media in other countries. Past locations have included London, France, Netherlands, Ireland, Germany, Egypt, the Czech Republic, Taiwan, the People’s Republic of China, Hong Kong, and Japan. The 4-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.

SPECIAL OPPORTUNITIES

Courses
The courses listed herein may be offered in 2009-2011.

MEDIA, CULTURE, AND COMMUNICATION/E58

Seminar in Media, Culture, and Communication E58.2001 40 hours: 4 points. Fall. Examines theoretical approaches that are central to the study of media, culture, and communication. Provides students with a historical and critical framework for understanding the literature and research traditions within the field of media studies with an emphasis on media and communication as institutional actors, technological artifacts, systems of representation, and meaningful cultural objects. Open to master’s candidates in the Department of Media, Culture, and Communication only; required during the first semester.

Thesis in Media, Culture, and Communication E58.2900 Variable credit: 0-4 points. Open only to candidates in the Department of Media, Culture, and Communication. The thesis project synthesizes general knowledge in the field of media, culture, and communication as well as demonstrates a high level of competency in the candidate’s chosen area of study in accordance with institutional and state regulations.

Seminar in Media Criticism I and II E58.2100,2101 40 hours: 4 points each term. Analysis of the media environment from a variety of critical perspectives. Emphasis is on writing as well as reading media criticism.

The Politics of the Gaze E58.2112 40 hours: 4 points. The mediatization and technological development of vision and its dominance over the human sensorium are integral to the emergence of the modern, including experiences of urbanism, consumer desire, gender/sexual identities, race and ethnicity, transcultural image systems, aesthetic production, and the making of power and political truth claims. This seminar focuses on introducing participants to the core theories and analytic methods of visual culture and the sociopolitical history of the human sensorium in a variety of disciplines, including ethnography, social history, urban studies, cinema studies, social geography, material culture studies, and media studies.
Advanced Issues in Cross-Cultural Communication
E58.2115 40 hours: 4 points.
Examines the theoretical constructs underlying how individuals from diverse cultures communicate verbally and nonverbally. Consideration is given to such factors as social organization, authority conception, temporal differences, context, and language differences. Seminal works in the field are analyzed.

Topics in Digital Media
E58.2130 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.

Media Archaeology
E58.2134 40 hours: 4 points.
Explores theoretical, methodological, and archival strategies for research on early or obsolete media artifacts. This seminar functions as an ongoing research studio while discussing central texts in the field of media archaeology.

Media, Memory, and History
E58.2135 40 hours: 4 points.
This course examines the relationship of visual media to historical narratives and cultural memory. It looks at photography, film, television, and forms of new media in relation to theories of historiography and cultural memory.

War and Media Theory
E58.2136 40 hours: 4 points.
This course explores the contemporary convergence of media and military technologies. It considers the proposition that the mechanics of war and violence, on a grand scale, are increasingly filtered and structured by systems of both representation and the human sensorium are necessary elements in the interrogation of war and violence.

Politics of Digital Media
E58.2138 40 hours: 4 points.
This seminar examines various political themes and issues such as the politics of regulation and network architecture, the politics of piracy and hacking, and the politics of grassroots activism. Students interrogate a range of higher order political theories about democracy, liberalism, and neoliberalism as they concern the intersection of technology and politics. Specific topics may include: domain name registration, ICAAN, filtering, tactical media, and open source software.

Methods in Interpreting Popular Culture
E58.2145 40 hours: 4 points.
This course provides an introduction to the fundamental methods for understanding the construction of meaning in film, television, popular music, and advertising, tracing the study of popular culture through film theory and mass media analysis to cultural studies. Recent theoretical analysis of popular culture has examined the notion of the popular, spectatorship, methods of reading audiences, global popular culture, and the concept of cultural practices. This course surveys methods of analysis such as structuralism, semiotics, genre analysis, psychoanalysis, sociohistorical analysis, ideological analysis, discourse analysis, political economy, reception theory, feminist method, and ethnography as tools through which to understanding popular culture in depth.

The Sitcom
E58.2146 40 hours: 4 points.
This course examines the history and politics of television’s most enduring genre, the situation comedy. The sitcom occupies a particularly important place in U.S. cultural hierarchies. Both lauded as an innovative, quintessentially visual form and denigrated as the epitome of mass media’s formulaic cultural dross, the genre is a discursive locus in which U.S. preoccupations with class, race, gender, and other forms of difference are negotiated.

Origins of Modern Media: 1880-1950
E58.2150 40 hours: 4 points.
Examination of the sociopolitical, technological, aesthetic, and institutional development of media from 1880 to 1950. Emphasis is placed on telegraphy, telephony, sound-recording and amplification devices, radio (both point-to-point and broadcast), and film. Students are introduced to a variety of historiographical techniques and are encouraged to reflect on the relationship between the origins of the mass media and current technological, sociopolitical, and aesthetic dynamics of media.

The Communications Revolution and Culture in America
E58.2157 40 hours: 4 points.
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.

Transnational Communities and Media Culture
E58.2165 40 hours: 4 points.
This course examines the emergence of transnational communities in global cities and the role of media and media forms in (re)defining national belonging, identity, and global culture.

The Global City and Media Ethnography: Practice-Led Media Research
E58.2166 40 hours: 4 points.
The course focuses on the theories and methods of media/sensory ethnography, visual culture, media archaeology, through the linked topics of transcultural and translocal processes, diaspora identities, the postcolonial and human rights. This course provides students with theoretical and practical grounding in multisited action research in transcultural and transnational settings.

Communication and Persuasion: Film Classics of Propaganda
E58.2170 40 hours: 4 points.
Viewing and analysis of the cinematic and persuasive techniques used in classic propaganda films (features and documentaries) to shape their viewers’ constructions of reality.

Research: Communication Professionals
E58.2173 40 hours: 4 points.
Introduces the types and methods of research conducted, assessed, and applied by professionals in the communication industries. Students learn to design, conduct, report, and evaluate program and audience research via such methods as focus groups, surveys, and content analysis and to use appropriate online sources of demographic information.

Political Communication
E58.2175 40 hours: 4 points.
Communicative aspects of American government, including the preparation of candidates, the electoral process, political advertising, and public relations. The use of strategic communication to influence political agendas, the formation of public policy, and the process of political debate.

Communication Process: Gender, Race, and Cultural Identity
E58.2182 Borsinff. 40 hours: 4 points.
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.
Comparative Media Systems
E58.2184 40 hours: 4 points.
Examines, explains, and evaluates similarities and differences in the institutional organization, practice, and discursive content and form of news media around the globe. Drawing on theories from the sociology of news, case studies examine media systems that vary in their relations to political, economic, and cultural power.

Critical Issues in Conflict Resolution
E58.2185 40 hours: 4 points.
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.

The Languages of Communication: From Cave Painting to Print
E58.2190 40 hours: 4 points.
The historical development of various nonelectronic media—language, painting, writing, and print—and their consequences for consciousness, information processing, and sociopolitical structures.

Print, Media, and Modernity
E58.2191 40 hours: 4 points.
This seminar explores the evolution of print technology and culture since Gutenberg’s first experiments with movable type. Our objective is to arrive at an understanding of how print media have formed and transformed essential features of the culture of capitalism. Themes include the rise of the bourgeois individual, public/private spheres, production of difference, erotics of reading, urban space and spectacle, high/low culture, bureaucracy. Although the emphasis is on the history of the book, the course also examines newspapers, paper money, identity documents, and other printed matter.

The Languages of Communication: The Electronic Media
E58.2195 40 hours: 4 points.
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
E58.2200 40 hours: 4 points.
An inquiry into those forces in our technological society, especially those of the mass media, that significantly influence our beliefs, attitudes, and actions.

Mediating the Biopolitical Body
E58.2201 40 hours: 4 points.
This seminar connects media theory to the social history, political philosophy, and material cultures of embodiment/disembodiment. We treat the body as a political medium and media as embodied. The course explores the racialized, colonized, gendered, medicalized, technologized, and terrorized body as the site of biopolitical communication and ex-communication.

Dis/ability Studies: Art, Media, Philosophy
E58.2206 40 hours: 4 points.
Introduction to the concepts used in the new interdisciplinary field of disability studies. This seminar is a joint exploration of the necessarily connected experience and representation of dis/ability, embodiment, and the “normal” in modern Western culture. It centers on questions of dis/ability in the three fields of three critical interfaces, namely the formation of Western rationality in the 17th century; the generalization and medicalization of the concept of the “normal” in the 19th century; and the emergence of dis/ability as a new form of identity in the past 40 years.

Globalization and Gender
E58.2210 40 hours: 4 points.
This course examines how definitions and practices of gender and sexuality are reproduced in the context of globalization and transnational flows. Students engage key texts in feminist/global cultural studies; discussions address issues of citizenship, global labor flows, migration, and media representations.

Decolonization and Its Aftermath
E58.2211 40 hours: 4 points.
This course combines a survey of select decolonization movements with analyses of the transformations from anticolonial nationalism through postcolonial development to the contemporary new world order. The course considers decolonization in two senses: as the historical achievement of independence in former colonies and as a communicational concept illuminating sociopolitical change.

Social Experiences in Consumer Culture
E58.2215 40 hours: 4 points.
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.

Communication and the Culture Industries
E58.2220 40 hours: 4 points.
An examination of the ways the entertainment industries exercise their communicative power. Provides a wide-ranging overview of theoretical and empirical research on the industrial manufacture of popular culture, focusing on sociologies of production and on the ongoing processes of digitization and globalization.

World Communication: Principles, Politics, and Law
E58.2225 40 hours: 4 points.
Examines the legal, regulatory, and political mechanisms, both national and supra-national, that affect the flow of media, information, and cultural products across borders and the interplay between these mechanisms and the conduct of global communication.

Communication Environments: Macroanalysis
E58.2231 40 hours: 4 points.
Inquiries into “the business behind the box”: the economic and decision-making structures of broadcast television.

Communication and Persuasion: Sociological Propaganda
E58.2265 30 hours: 4 points.
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
E58.2270 40 hours: 4 points.
Students examine major historical moments in political propaganda as well as current propaganda campaigns. We start with a brief analysis of the Nazi Party propaganda system and then examine the political propaganda tools and techniques that contemporary political parties, government officials, and candidates use in their quest to manufacture political consent. Students should leave this class with an intellectual overview of the field of political propaganda as well as the various analytical methods that will help them recog-
analyze, describe and explain the propaganda techniques of contemporary political actors.

**Middle East Media and Cultural Politics**  
E58.2275  40 hours: 4 points.  
Examines developments of culture, politics, and media in the contemporary Middle East through a historical and cultural lens. Course is organized by theoretical theme and geographic location and addresses culture as a site of struggle; the impact of globalization on Arab mass media; the connections between civil society, democracy, and Islam; and gender, national, and diasporic identities.

**Information, Law, and Policy**  
E58.2282  40 hours: 4 points.  
Examines the emergence of a specific body of laws and public policies that influences the production, distribution, and use of information technologies, with a focus on issues of privacy, online speech, intellectual property, the creative commons, computer crime, and governance in general.

**Religion and/as Media**  
E58.2284  40 hours: 4 points.  
Examines the problems in thinking about religion in the context of globalization and the extent to which many of our ideas about religion are shaped not only by historical legacies, but also by material cultural practices and conditions and techniques of mediation that are irreducible accompaniments and constituents of the beliefs in question. Explores early modern mobilizations of religious identity and oppositions between Jewish and Christian, Christian and Islamic, and religious and secular identities; assesses how religious beliefs and practices can be rendered into a historical telos, racialized and/or nationalized.

**Integrating Media Education in School and Community Work**  
E58.2285  40 hours: 4 points.  
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.

**Young People and Media Cultures**  
E58.2286  40 hours: 4 points.  
In this course, we ask: What roles do popular media play in society and culture, and in particular what are the experiences, thinking, and values of young people? How should we address the issues raised by the contemporary communication environment and by the reality of young people’s interactions with popular media? We focus on debates and issues raised by various media environments and young people’s growth and experiences. Most importantly, we will investigate how young people actually use, value, and find meaning in multiple media in different social contexts and discuss the social, cultural, and political implications of these situations. Finally, we propose some ways to deal with the issues raised by the course.

**Interpersonal Communication**  
E58.2290  40 hours: 4 points.  
The application of various systems of communication analysis to specific behavioral situations. Through the case-study method, students apply communication theories and models to practical, everyday situations.

**Values Embodied in Information and Communication**  
E58.2295  40 hours: 4 points.  
Studies social, political, and ethical values embodied in computer and information systems and new media. Students examine work in the philosophy and social study of technology to understand the rich and sometimes troubling relationship between values and technical design. The course asks these questions: Is technology neutral? Who should make key decisions? What is the role of scientists and engineers? The course examines specific cases, such as the Internet, search engines, Web-cookies, and data mining from philosophical, empirical, and technical perspectives.

**Independent Study**  
E58.2300  Variable credit.  
For description, see page 228.

**Global Food Cultures**  
E58.2351  40 hours: 4 points.  
An interdisciplinary and intercultural examination of human communication through food. The course explores the social, economic, political, and cultural ramifications of the technology, production, acquisition, preservation, packaging, distribution, promotion, representation, selling, presentation, and consumption of food, as well as the disposal of food-related wastes. Students have a unique opportunity to explore various local, regional, and transnational cuisines and food rituals in Hong Kong as the manifestation of changing social norms, economic realities, and cultural beliefs in an increasingly global and multicultural city.

**Doctoral Courses**

**Doctoral Seminar in Culture and Communication I, II**  
E57.3100,3200  40 hours: 4 points each term.  
These two advanced theory seminars are taken sequentially during the first year of doctoral study. Over the course of the year, all the departmental research areas are surveyed: cultural theory and criticism; media, institutions, and technologies; and rhetoric, politics, and public advocacy.

**Introduction to Communication Research**  
E57.3101  40 hours: 4 points each term.  
The formulation of doctoral research problems in media, culture, and communication. Planning of relevant methodology; criticism of work in progress.

**Dissertation Proposal Seminar**  
E57.3201  40 hours: 1 point.  
Supports doctoral students in the process of designing and completing their dissertation proposals.

**Doctoral Research Colloquium**  
E57.3400  10 hours: 1 point.  
Periodic meeting of doctoral students and faculty to discuss current research and professional development. It provides an additional venue for doctoral students to present their ongoing research as well as hear from department faculty and outside scholars about their 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 performing arts in the context of the larger world of ideas. With an outstanding faculty of performers, theorists, 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 city schoolchildren. Instrumentalists combine traditional study of solo and chamber literature along with the investigation of extended techniques, improvisation, new works by our composition majors, and interactions with electronics. 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 300 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 and Master of Music degrees, the sixth-year Certificate of Advanced Study, and the Ph.D. and Ed.D. degrees. The master’s program in music therapy is accredited by the American Music Therapy Association (AMTA).

One of the most influential figures of the jazz music scene in Peru and an active performer and clinician. He has contributed to a uniquely Afro-Peruvian jazz music concept by incorporating and exploring the African roots found in both styles’ leading concerts, master classes, and workshops all over the world. His credits as a trumpet player and composer include concert appearances and/or recordings with the Gabriel Alegria Afro-Peruvian Sextet, Maria Schneider, Plácido Domingo, Ingrid Jensen, Tierney Sutton, Natalie Cole, Arturo O’Farrill, Kenny Werner, Eva Ayllon, the Lima Philharmonic, the Peruvian National Symphony, Bill Watrous, John Thomas, Russ Ferrante, and composer include concert appearances and/or recordings with the Gabriel Alegria Afro-Peruvian Sextet, Maria Ayllon, the Lima Philharmonic, the Peruvian National Symphony, Bill Watrous, John Thomas, Russ Ferrante, Stephanie Baer, M.M. 2000, Mannes College of Music. Violist who studied with William Primrose, Karen Tuttle, Michael Tree, Dorothy DeLay, and Karen Ritcher. Chamber music with Guarneri and Orchestra, and Orchestra of St. Luke’s.


While at Queen Mary, University of London, Bello joined the Centre for Digital Music. His doctoral research concerned the automatic transcription of recorded music, an issue of great relevance to current applications on computer music and digital media distribution and retrieval. This work was an essential part of the Online Music Recognition and Searching (OMRAS) project. After receiving his Ph.D., he worked with the Centre for Digital Music, first as a research officer and later as its technical manager.


Certified K-12 music teacher, taught 15 years in both urban and private institutions. Master's degree in Kodály, Holy Names College, as well as Level III Orff with Grace Nash at University of Northern Arizona. Recent presentations include “Chasing Legitimacy: The National Music Standards” and “Standards and Curriculum: The Hidden Constraints of Seemingly Invaluable Intentions.” Currently serving as vice president for a regional chapter of the College Music Society.


Actor/soprano nominated for a Tony Award for outstanding performance in her role as Fiona in the Broadway revival of Brigadoon. Received a Theatre World Award for her performance as Marian opposite Dick Van Dyke in The Music Man. Cable Ace Award nominee for best actress for HBO's Camelot opposite Richard Harris. Other Broadway credits include Irene, Lordeis, Something's Afoot, Gorey Stories, Damien Yankus, The Firefly, and New Moon. Premiered as Lucy in Lucy’s Lapus for the Portland Opera. Recordings include Phantom on RCA/BMG, Susa for Orchestra on ESS.A.Y., Lost 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).


Research encompasses topics in music theory and cognition and the computational modeling of a harpsichordist. Awards and honors include First Prize at the Prague International Harpsichord Competition and the Pro Musics International Award.

Lawrence Ferrara, Director and Professor. B.A. 1971, Montclair State; M.M. 1973, Manhattan School of Music; Ph.D. 1978, New York.

Pianist and author with expertise in music theory, aesthetics, music history, music research methodologies, and music copyright. Winner, Presidential Fellowship and Daniel E. Griffin Research Awards. Author of numerous journal articles and book chapters as well as books including Philosophy and the Analysis of Music (Greenwood) and Keyboard Harmony and Improvisation and coauthor of multiple editions of Research in Music Education. Recordings for Orion and Musique Internationale. Forensic music copyright consultant for every major recording and publishing company and many artists, including Andrew Lloyd Webber, Gloria Estefan, Billy Joel, Paul McCartney, Mariah Carey, Elton John, James Brown, Ludacris, Kanye West, 50 Cent, Eminem, Jay Z, Dr. Dre, Prince, Toby Keith, Beastie Boys, and Jennifer Lopez.


Tenor. Singer, voice teacher, and director. Has performed opera, musical theatre, pop, and jazz in the United States and abroad. Companies include Opera Carolina, Colorado Lyric Opera Festival, Kentucky Opera, Kentucky Jazz Repertory Orchestra, Charlotte Symphony, and Festival de Rimes et Accords (Paris). Roles include Rodolfo in La Bohème, Lippo Fiorentino in Street Scene, the Magician in The Consul, Luther Bills in South Pacific, the Beast in Vittorio Gianni’s Beauty and the Beast, the Witch in Handel and Gretel, and Lord Evelyn Oakleigh in Anything Goes. Played bass and sang with Grammy-nominated country band The Moody Brothers. Students currently singing at the Met, New York City Opera, on many Broadway tours, the U.S. Army Soldiers’ Chorus, and many of the Young Artist Apprentice Programs throughout the U.S. and abroad.

Jonathan Haas, Clinical Associate Professor. B.A. 1976, Washington (St. Louis); M.M. 1979, Juillard School. Principal percussionist—American Symphony Orchestra; principal timpanist—Aspen Chamber Orchestra, American Composers Orchestra. Performances with all major ensembles in New York City. President of Sunset Records, Kettles and Company, and
Gemini Music Productions. Performed and recorded with Emerson, Lake and Palmer. Grammy Award-winner as percussionist with Zappa’s Universe and Aerosmith, Michael Bolton, and Black Sabbath. International tours with major orchestras as a solo timpanist, including more than 50 performances of Philip Glass’s Concerto Fantasy for Two Timpanists and Orchestra, dedicated to Haas by Glass. Works closely with percussion industry manufactures Yamaha, Promark, and Zildjian.


Barbara Hess, Associate Professor. B.M. 1970, DePauw; B.S. 1973, M.S. 1974, Combs College of Music; GMI LCAT, FAMI. Director of Music Therapy at NYU; faculty director of the Nordoff-Robins Center for Music Therapy at NYU. Has served as president of the American Association for Music Therapy and was a founding representative and officer of the World Federation of Music Therapy. Has taught and given workshops throughout the U.S. and abroad. She is both certified in and a primary trainer of the Bonny Method of Guided Imagery and Music. She has a private practice in music psychotherapy (including GIM) and music therapy supervision.

Samuel Howard-Spink, Clinical Assistant Professor. B.A. 1993, Bristol (U.K.); M.A. 2002, Hunter College (CUNY). Music business journalist, analyst, and editor. Research interests include the political economy of international music industries and emerging business models, intellectual property policies, the “copyright” social movement, globalization and cultural hybridity, remix/mashup culture, social networks, and music in video games. He is the North American editor of the global industry newsletter Music & Copyright. A journalist and editor for 15 years in the U.K., Asia, and the U.S., Howard-Spink has written for Music Week, The Guerrilla Guide to the Music Industry, The South China Morning Post in Hong Kong, IBM Think Research, and openDemocracy.net.

Susan Koff, Clinical Associate Professor. B.F.A. 1977, Arizona; M.A. 1982, Columbus; Ed.D. 1995, Temple. Director, Dance Education. Over 15 years of teaching experience in higher education. Former director of the Graduate Dance and Dance Education Program in the Department of the Arts and Humanities at Teachers College, Columbia University. She was a Fulbright Scholar visiting the National School of Contemporary Dance in Copenhagen.


Christina Marin, Assistant Professor. B.S. 1992, Northwestern; Ph.D. 2005, Arizona State. Educator, performer, and director whose work has been conducted on an international level in Colombia, Ecuador, Mexico, Ireland, and South Africa. Recipient of the 2004-2005 American Dissertation Fellowship.


David Montgomery, Visiting Assistant Professor. B.A. 1999, Marymount Manhattan College; M.A. 2001, Ph.D. 2007, New York. Specialist in drama education, theatre for young audiences, directing, student teaching, and integrated arts. His research interests are in drama pedagogy, arts partnerships, and teacher education.

Catherine Moore, Clinical Associate Professor. B.A. 1976, Bishop’s (Canada); Ph.D. 1991, Liverpool (U.K.). Research interests include the interaction of culture and industry, international cultural trade policy, strategic music marketing, 17th-century Italian music, genre evolution, and music in the media business. Music critic and author of The Composer Michelangelo Rossi.


Kenneth J. Peacock, Professor. B.A. 1965, California (Los Angeles); M.A. 1970, California (Riverside); Ph.D. 1976, Michigan. Publication and research interests in computer music, acoustics, music perception within the context of developing multimedia technologies.

Catherine Radbill, Clinical Assistant Professor. B.M. 1975, East Carolina; M.A. 1980, Cincinnati. Director of the Undergraduate Music Business Program. Classically trained pianist and arts administrator. Guest
speaker on music entrepreneurship at national and international music conferences. Concert promoter, producer, and presenter; artist manager; orchestra administrator; and major-gifts fund raiser. Founding director, Entrepreneurship Center for Music, University of Colorado, Boulder. She produced the video The Ride of Your Life: Musicians as Entrepreneurs.

Sean Scot Reed, Clinical Assistant Professor. B.M. 1995, Texas (Austin); M.M. 1998, Rice; D.M.A. 2004, Eastman School of Music. Director of Brass Studies and a member of the Novus Trombone Quartet. International performances as a solo trombonist. Clinician in North America and Asia.


David Schroeder, Clinical Assistant Professor. B.Ed. 1983, Northern Iowa; M.M. 1986, New England Conservatory of Music; D.A. 1993, New York. Director of Jazz Studies, he is also the producer and artistic director for NYU Jazz Masterclass Series and host for the Jazz Masters Series at the Blue Note Jazz Club. He has also acted as jazz education consultant for Verve Music Group and vice president for Laurel Tree Records. He has performed or recorded with seminal jazz artists and ensembles including the Vanguard Orchestra, Kenny Werner, Don Friedman, Oscar Castro-Neves, Airtto Moreira, Teo Macero, etc. and is the leader for Combo Nuvo, the NYU Artist-in-Residence Ensemble (www.combonuvo.com). He has produced education videos for artists including Joe Lovano, Kenny Werner, Jonah Jones, and Mike Mainieri as well as the NYU Jazz Masterclass DVD Series featuring jazz legends Hank Jones, Clark Terry, Phil Woods, Cecil Taylor, Barry Harris, Toos Thielemans, and Jimmy and Percy Heath. Additionally he has published articles in Philosophy of Music Education Review, Journal of the International Society of Bassists, and Jazz Educators Journal.


William Wesbrooks, Clinical Assistant Professor. B.A. 1972, Eastern New Mexico. Director and playwright with off-Broadway credits such as Toval Felshush’s acclaimed Takkulah, Halliday’s and Thomas Michael Allen’s new production of The Water Coolers. Regional and touring credits include My Fair Lady with Gary Beach; My One and Only with Hinton Battle and Jodi Benson; A Wonderful Life: Private Lives; Gypsy; and The Pirates of Penzance. Writing credits include Boulab Land (CAPS Fellowship, Ludwig Vogelstein Grant) and the libretto for Barhary Kap (1994 development grant from the National Endowment for the Arts). Wrote History Loves Company in collaboration with Maury Yeston and directed the world premiere in Chicago. A member of the Dramatists Guild, the Society of Stage Directors and Choreographers, and Actors Equity Association.
Full-Time and Adjunct Faculty
(by specialization)

Dance Education
Miriam Berger, B.A., D.A.
Barry Blumenfeld
Renata Celichowska, B.A., M.A.
Patricia Cohen, M.A.
Frederick Curry, M.A.
Deborah Damast, B.F.A., M.A.
Diane Duggan, B.A., M.S., M.A., Ph.D.
Douglas Dunn, B.A.

Susan Koff, B.F.A., M.A., Ed.D.
Andrea Markus, M.A.
Lynn Martin, B.A.
Mir Park
Lars Rosager, B.A.
Randy Sloan
Carolyn Webb, B.A., M.F.A.

Educational Theatre
Kevin Bott, B.A., M.A.
Amy Cordileone, B.A., M.A.
Edie Demas, B.A., M.A., Ph.D.
Stephen DiMenna, B.F.A.
Daryl Embry, B.S.
Teresa Fisher, B.A., M.A.
Rusel Granet, B.A., M.A.
Deseere Hamburger, B.A., M.A.
Andy Hall, B.A., M.F.A.
Troy Hourie, B.I.D., M.F.A.
Ralph Lee, B.A.
Christina Marin, B.S., Ph.D.
David Montgomery, B.A., M.A., Ph.D.
Evans Mueller, B.A., M.F.A.
Paul Nadler, B.A., M.A., Ph.D.
Cecily O’Neil, B.A., M.A., Ph.D.
Valerie Marcus Ramshur, B.A., M.F.A.
Regina Ross, B.S., M.A.
Catherine Russell, B.A., M.A.
Joe Salvatore, B.A., M.F.A.

Distinguished Performers and Composers-in-Residence
Leo Kraft (1989-1991)
George Perle (1993-1994)
Robert Craft (1996-1997)
Morton Subotnick (1996-1997)
Leo Kraft (1997-1998)
George Crumb (1997-1998)

Brann J. Wry, Associate Professor. B.A. 1963, Holy Cross; J.D. 1967, Georgetown; M.B.A. 1973, California (Los Angeles). Former executive director of the New Jersey State Council on the Arts; fellow, National Endowment for the Arts; permanent guest lecturer at the Utrecht (Netherlands) School of the Arts Centre for the Arts and Media Management; served as president of the Princeton Ballet and the Association of Arts Administration Educators; member of the federal, New Jersey, District of Columbia, and United States Supreme Court Bars.

Anthony de Marc, B.M., M.F.A.
Fabio Gardenal, B.A., M.A., Ph.D.
Eduardus Halim, B.M., M.M.
Jose Ramon Mendez, B.A., M.A., D.M.A.
Miyoko Nakaya Lotro, B.M., M.S.
Marilyn Nonken, B.M., M.M., M.Phil., Ph.D.
Deirdre O’Donohue, B.M., M.M., Ph.D.
Grant Wenaus, M.A., M.M., D.M.A.

Jazz Piano
Don Friedman
Gil Goldstein, B.A., M.M., Ph.D.
Vijay Iyer
Andy Milne
Jean-Michel Pilc
Kenny Werner

Voice
Jeremy Aye, B.M., M.M.
Edith Bers, B.A., M.A.
Brian Gill, B.A., M.M., D.M.A.
Kimberly Gill, B.M., M.M.
Dianna Heldman, B.M., M.M.Ed.; Artist Dipl.
Linda Larson, B.M., M.M., D.M.A.
Scott Murphree, B.M., M.M., D.M.A.
Christine Reimer, B.M.
Michael Ricciardone, B.S., M.M.
Matthew Shepard Smith, B.M., M.M.
Rosa Vento, B.M., M.M.
Grant Wenaus, B.A., M.M., D.M.A.
Robert C. White, Jr., B.S., M.M., Ed.D.

Jazz Guitar
Bruce Arnold, B.M.
Peter Bernstein, B.F.A.
Pat Cerasiello
Randy Johnston, B.M.
John Scofield

Steven Schick (1997-1998)
Maya Beyser (1997-1998)
Lumina String Quartet (2003-2005)
“Prizm” Brass Quintet (2003-2005)
Tania León (2004)
Quintet of the Americas (2004-)
New Hudson Saxophone Quartet (2004-)
Jazz Trombone
Robin Eubanks, B.A.
Andre Hayward, B.M.
Mark Patterson, B.A.

Music Business
Jennifer Blakeman, B.A.
Dawn Botti, B.A., J.D.
James Celentano, B.A., M.B.A.
Catherine Fitterman, B.A., M.A.
Samuel Howard-Spink, B.A., M.A.
Catherine Moore, B.A., Ph.D.

Memo Acevedo, Ensembles
Lawrence Ferrara, Music History

Jennifer Blakeman, Music Business
Rich Nesin, B.A., J.D.

David Purcell, B.M., J.D.
Josh Rabinowitz, B.A.

Samuel Howard-Spink, NYU Choral Arts Society
David Purcell, Orchestra

Lawrence Ferrara, B.A., M.M., Ph.D.
Roger Mahadeen, B.A., M.M., NYU Community Orchestra

Francisco Nuñez, B.S., Grand Artist Diploma, NYU University Singers and NYU Women’s Choir

Sean Scot Reed, B.M., M.M., D.M.A.

Brian Lynch, B.M., M.A., Jazz Repertoire Orchestra
Roger Mahadeen, B.A., M.M., NYU Community Orchestra

Francisco Nuñez, B.S., Grand Artist Diploma, NYU University Singers and NYU Women’s Choir

Sean Scot Reed, B.M., M.M., D.M.A.

Brass Ensembles
David Schroeder, B.Ed., M.M., D.A., NYU Jazz Ensembles

Ira Shankman, B.S., M.M., NYU Jazz Choir

Rich Shemaria, B.M., NYU Jazz Orchestra

Matt Sullivan, B.A., Woodwind Quintets

Various faculty, Chamber Winds, String, and Mixed Ensembles

Music History
Lawrence Ferrara, B.A., M.M., Ph.D.
Allan Kozinn
James Oestreich, B.A.
Kent Underwood, B.A., M.A., Ph.D.

Music Theatre
Johnny Anzalone, B.A., M.A.
Bill Bowers, B.A., M.F.A., Ph.D.
Meg Bussert, B.A., M.A.T.
Frederick Curry, B.A., M.A.
Andrea Markus, B.A.
Evan Mueller, B.A., M.F.A.
Cynthia Reynolds, B.S.
Frank Schiro, B.A., M.A.
John Simpkins, B.M., M.A.
William Wesbrooks, B.A.

Music Theory
Justin Dello Joio, B.M., M.M., D.M.A.
Lawrence Ferrara, B.A., M.M., Ph.D.
Panayotis Mavromatis, B.A., M.A., Ph.D.
Matthew McDonald, B.A., Ph.D.
Robert Rowe, B.M., M.A., Ph.D.

Music Education
David J. Elliot, B.M., B.Ed., M.M., Ph.D.
John V. Gilbert, B.A., B.M., M.A., Ed.D.
Susan Glass, B.A., M.M., Ed.D.
Amy Goldin, B.S., M.S.
John Daly Goodwin, B.A., B.M., J.D., M.D.A.
Dianna Heldman, B.M., M.M.Ed.; Artist Diploma

Jamie Jacobs, B.S., M.A.
Jerry Kerlin, B.S., M.A., Ph.D.
Anna Kovacs, B.S., M.A.
Barbara Murray, M.A.
Francisco Nuñez, B.S., Grand Artist Diploma

William Rayner, B.A., M.A., Ph.D.
Michael Rotello, B.S., M.A.T.
Ira Shankman, B.S., M.M.
Nancy Shankman, B.S., M.M.
Marissa Silverman, B.A., M.A., Ph.D.
Elise Sobel, B.A., M.A.
Sarah St. Onge, B.M., M.M.Ed.
Robert Susman, B.M., M.A.

Music Technology
Juan Bello, B.S., Ph.D.
Tom Beyer, B.A., M.M.
Bill Bowen, B.A., M.A.
Sujietana Bukvich-Nichols, B.A., M.M.
Joel Chadabe, B.A., M.M.
Rich Ciriminello, B.A., M.M.
Isabel Diaz-Cassou, B.A., M.M.

Nicholas Didkovsky, B.A., M.A., Ph.D.
Tom Doczi, B.A., M.M.
Gary Filadelfo, B.M.
Joshua Fried, M.M.
Paul Geluso, B.S.E.E., M.M.
Jake Glanz, B.S., M.E.
Barry Greenhut, B.A., M.M.
Dafna Naphtali, B.A., M.M.
Kenneth J. Peacock, B.A., M.A., Ph.D.
Agneska Roginska, B.A., M.M., Ph.D.
Robert Rowe, B.A., M.A., Ph.D.
Ron Sadoff, B.M., M.M., Ph.D.
James Sizemore, M.M.
Sascha Von Ortenz, Tonmeister
Marvin Welkowitz, B.M., M.M.
Leszek Wojcik, Tonmeister

Flute
Robert Dick, B.A., M.M.
Suzanne Gilchrist, B.A., M.A.
Susan Glaser, B.S., M.M., D.M.A.
Kathleen Nester, B.A., M.M.
Keith Underwood, B.M., M.A.
Eugenia Zuckerman, B.A.

Oboe
Vicki Bodner, B.M.
Rob Botti, B.M., M.M.
Humbert Lucarelli, B.M.
Matt Sullivan, B.A.

Trombone
Per Brevig, B.M., M.M., D.M.A.
Tom Hutchinson
James Markay
Sean Scott Reed, B.M., M.M., D.M.A.

Clarinet
Stanley Drucker
Larry Guy, B.M., M.M., Postgraduate Diploma
David Krakauer, B.A., M.M.
Esther Lamneck, B.M., M.M., D.M.A.

Bass Clarinet
Dennis Smylie, B.M., M.M.

Bassoon
Leonard Hindell, B.M., M.M.
Johnny Reinhard, B.M., M.M.
Mark Timmerman, B.M.

Saxophone: Classical
Paul Cohen, B.M., M.M., D.M.A.
Tim Ruedeman, B.M., M.A., Ph.D.
Saxophone: Jazz
George Garzone, B.M.
Terrence Goss, B.M., M.A., Ph.D.
Ralph Lalama, B.M.E.
Joe Lovano, hon.: D.M.
Lenny Pickett
Dave Pietro, B.M.E., M.A.
Chris Potter, B.A.
David Schroeder, B.Ed., M.M., D.A.

French Horn
Joe Anderer, B.M., M.M.
Peter Gordan, B.M.
Terrence Goss, B.M., M.A.
Barbara Oldham, B.M., M.M.

Trumpet: Classical
Laurie Frink, B.M.
Mark Gould
Tim Hoyt, B.M., M.M., D.M.A.
David Krauss, B.M., M.M.
Vincent Penzarella, B.M.

Trumpet: Jazz
Gabriel Alegria, B.A., M.A., D.M.A.
Ralph Alessi, B.M., M.M.
Brian Lynch, B.M., M.M.

Tuba
Marcus Rojas, B.M.

Percussion
Simon Boyar, B.A.
Jonathan Haas, B.A., M.M.

Jazz Percussion
Guillermo Acevedo
Billy Drummond, B.M.
John Hadfield, B.M., M.M.
Anthony Moreno, B.M.
Dafnis Prieto
Antonio Sanchez, B.A.

Harp
Emily Mitchell, Performer's Cert.

Violin
Martin Beaver, Artist Dipl.
Nina Beilina, B.M., M.M.
Stephanie Chase
Arturo Delmoni, B.M.
Pamela Frank, B.M., M.M.
Gregory Fulkerson, B.M., B.A., M.M., D.M.A.
Burton Kaplan, B.M.
Anton Miller, B.A., M.M.
Laura Seaton-Finn, B.A., M.A., M.M.
Ann Setzer, B.M., M.M.
Sally Thomas
Neil Weintrob, B.M., M.M.
Chee Yun

Viola
Stephanie Baer, B.M., M.M.
Lawrence Dutton, B.M.
Martha Strongin Katz

Cello
Marion Feldman, B.S., M.S.

Double Bass
Joseph Bongiorno, B.M., M.M.
Jeff Curney, B.M., M.M.

Bass: Jazz
Richard Bona
Ron McClure, B.M.
Mike Richmond, B.A.
Martin Wind, B.M., M.M.

Performing Arts Administration
Timothy A. McClimon, B.A., M.A., J.D.
Anthony Patton, B.A., M.A.
Wende Persons, B.A., M.A.
Linda Shelton, B.A.
Duncan Webb, B.A., M.B.A.
Brann J. Wry, B.A., M.B.A., J.D.

Performing Arts Therapies
Drama Therapy
Jason Butler, B.A., M.A.; RDT, LCAT
Jonathan Fox, B.A., M.A.
Antonina Garcia, B.A., M.A., M.S.W., Ed.D.
Maria Hodermarska, M.A.; RDT, LCAT.
Robert J. Landy, B.A., M.S., Ph.D.; RDT, LCAT
Lucy McLelland, B.A., M.A.; RDT, LCAT
Sara McMullian, B.A., M.A.; RDT, LCAT
Anna Marie Weber, B.F.A., M.A.; RDT, LCAT

Music Therapy
Diane Austin, B.A., M.A., D.A.; ACMT, LCAT
Jacqueline Birnbaum, B.S., M.A., M.S.Ed.; MT-BC, LCAT, NRMT, LCAT
Francis Bosco, B.S., M.A.; MT-BC, LCAT, LMT, RPP, SEP
Ala Braverman, B.A., M.A.; MT-BC, NRMT, LCAT
Susan Feiner, B.A., M.A.; MT-BC, LMSW, LCAT
Dan Gormley, B.A., M.A.; CMT, NRMT
Barbara Hesser, B.A., B.S., M.S.; CMT, LCAT, FAMI
Peter Jampel, B.A., M.A., D.A.; MT-BC, LCAT
Michele Ritholz, B.A., M.A.; MT-BC, NRMT, LCAT
Clive Robbins, hon.: D.H.L., Dr.Med.Mat.; MT-BC
Nir Sadovnik, B.A., M.A.; MT-BC, LCAT
Benedikte Scheiby, M.M., M.Med.; DPMT, CMT, LCAT
Noah Shapiro, B.A., M.A.; MT-BC, NRMT, LCAT
Alan Turry, B.S., M.A., D.A.; MT-BC, NRMT, LCAT
Terry Watson, B.A., B.S., M.A., M.S.; CMT, LCAT
ADMISSION REQUIREMENTS FOR MUSIC PROGRAMS

An interview and, in programs where applicable, an audition and/or composition portfolio review. See also individual programs.

See general admission section, page 222.

SPECIAL DEGREE REQUIREMENTS FOR MUSIC PROGRAMS

All incoming master's degree students, excluding those in the Music Business Program, must take Theory, Ear Training, and Music History placement examinations prior to their first semester (consult the department for specific dates and locations). All master's programs in music require a final project (Colloquy). See also under individual programs.

See graduate study section, page 240.

SPECIAL SUMMER OPPORTUNITIES

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, visit www.nyu.edu/summer/2010abroad.

GLOBAL OUTREACH

The Educational Theatre Program offers unique international programs in Mexico, Puerto Rico, England, Ireland, and Brazil. Study with leading innovators in Theatre of the Oppressed, applied theatre, and drama education. Students travel to edgy community sites where they observe applied theatre in action. Our legendary faculty has involved Theatre of the Oppressed authority Augusto Boal and influential drama educators such as Gavin Bolton, Dorothy Heathcote, and Cecily O’Neill.

NYU Music and Dance in Florence, 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 new music and dance.

Summer Study Abroad in Arts Administration takes degree and visiting students to the Netherlands, Germany, and France to study alternative ways of managing arts organizations through intensive examination of current practices in Europe. The 6-point graduate course examines the effects of economics, politics, and management on arts policy and practice.

For further details on graduate study abroad programs, contact the NYU Steinhardt Office of Academic Initiatives and Global Programs at 212-992-9380.

DANCE EDUCATION

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.

Created in 1932 by the legendary Martha Hill, dance education has thrived at NYU because of the many exceptional faculty members, outstanding students, and supportive alumni who have dedicated themselves to its success. 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. The master’s (M.A.) programs are in Teaching Dance in Higher Education and the Professions, with a concentration in ABT ballet pedagogy, and Teaching Dance, All Grades. We pursue discipline-based studies and scholarly research to increase knowledge and expertise 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 his or her craft with course work that includes choreography, technique, and improvisation. 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.

We offer 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 New York City 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 Florence, Italy, with NYU and distinguished European faculty and summer study in conjunction with the Laban/Bartenieff Institute of Movement Studies—LIMS®, offering a unique graduate-level program in the immersion of Laban Movement Studies.

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
DEGREE REQUIREMENTS

Master of Arts: Teaching Dance, All Grades

The need for qualified and certified researchers in college and university 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 (40 points) for preservice teachers and professional teacher certification (30 points) for certified teachers who already have a bachelor’s degree.

Initial Teacher Certification. The preservice curriculum is designed to train dance educators who will be prepared to teach all grades. A total of 40 points and 100 hours of field experience are required for this master’s program, distributed as follows:

- Foundations in Dance Education (9 points: 6 points required plus 3 elective points by advisement): Includes, but is not limited to, Introduction to Laban Movement Analysis E89.2044, Advanced Technique and Pedagogy E89.2075, Research in Dance Education E89.2403.

- General Pedagogical Core (21 points): Inquiries into Teaching and Learning III E27.2010, Language, Literacy Acquisition, and Development E27.2273, Human Development and Education in the Arts E78.2010, Technology Resources for Performing Arts Educators E78.2029, The Social Responsibilities of Teachers E27.2999, Methods and Materials in Teaching Dance E89.2265, Artistic Resources in Dance Education E89.2266, Advanced Dance Practicum E89.2077, Dance for the Special Child E89.2433.

- Specialized Pedagogical Core (10 points): Common Hour E89.2001, Dance Technique and Pedagogy (Secondary Schools) E89.2040, Advanced Technique and Pedagogy: Modern Dance E89.2075, Teaching Creative Movement (Elementary Schools) E89.2452, Supervised Student Teaching (Elementary and Secondary) E89.2607,2608.

Professional Teacher Certification. The in-service curriculum is designed to provide professional development for educators with initial certification to gain professional-level certification and be prepared to teach dance to all grades. A total of 30 points and 50 hours of field experience are required for this master’s program, distributed across, but not limited to, the Foundations in Dance Education and Specialized Pedagogical Core described above.

Master of Arts: Teaching Dance in Higher Education and the Professions

A total of 36 points is required for the Master of Arts Degree Program in Teaching Dance in Higher Education and the Professions. A culminating project is required. The traditional track (DAHP) is intended for those who wish to teach in institutions of higher education or work as educational consultants and directors of education. Students intending to teach in private studios, in conservatories, as teaching-artists, and in community settings may select a concentration in ballet pedagogy, offered in partnership with the American Ballet Theatre (DAHP:ABT).

- DAHP: Required Core (15 points): Introduction to Laban Movement Analysis E89.2044, Research in Dance Education E89.2403, Methods and Materials for Teaching Dance E89.2265, Jazz Dance: A Cultural-Historical Approach to Teaching Dance E89.2029, Teaching Performance of Dance E89.2434, Teaching Dance in Higher Education E89.2432.


- DAHP: Guided Electives (7 points): May include such courses as Alexander Technique E89.2260, Anatomy and Kinesiology E89.2810, Dance for the Special Child E89.2453, Principles of Dance Movement Therapy E89.2502, Artistic Resources for Dance Education E89.2266, African Dance E89.2022, Advanced Dance Practicum (Improvisation) E89.2077.

- DAHP:ABT Required Core (14 points): Introduction to Laban Movement Analysis E89.2044, Research in Dance Education E89.2403, Methods and Materials for Teaching Dance E89.2265, Jazz Dance: A Cultural-Historical Approach to Teaching Dance E89.2029, Teaching Performance of Dance E89.2434, Teaching Creative Movement in the Studio School E89.2452.


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 dance educators. 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 video tape 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 intended area of research.

See general admission section, page 222.

ACCREDITATION

The Steinhardt School of Culture, Education, and Human Development’s teacher education program has been accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years. The accreditation certifies that the Steinhardt teacher education program has provided evidence that it adheres to TEAC’s quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop and improve its programs that prepare teachers. For more information, contact TEAC, One Dupont Circle, Suite 520, Washington, DC 20036; 202-466-7236; www.teac.org.
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 drama education and applied theatre, with course work in school-based drama, teaching artistry, theatre for young audiences, production, innovative research, and community arts. It also provides concentrations in art-based research, dramatic literature, and aesthetic education. The program has a strong social justice agenda and produces year-round for audiences in an experimental studio space (the Black Box Theatre) and in 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 and family 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 for all ages, in communications, community theatre, regional and New York professional theatre, and in children's and youth 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 social service agencies, recreation, 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 Casar, 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.

Three options for master's degrees involve teaching in colleges and communities and receiving teacher certification in Theatre K-12 or English 7-12/Theatre K-12. The program is developing a new dual certification degree in Social Studies 7-12/Theatre K-12.

**Master of Arts: Educational Theatre for Teachers in Colleges and Communities (EDTC)**

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 drama education, applied theatre, play production for artists and educators, 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. 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 advisor.

**DEGREE REQUIREMENTS**

**Required Courses:**
- 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. World Drama I and II E17.2102,2104, Advanced Directing E17.2097, Styles of Acting and Directing* E17.2099,1100, Costume Design E17.2175, Creative Play in the Arts E17.2059, Development of Theatre and Drama I, II E17.2121,2022, Images of Women in the Theatre E17.2023, Dramatic Criticism E17.2091,2092, Shakespeare's Theatre E17.2171,2172, Theatre of Brecht and Beckett E17.2177.

**Pathways (9 points):** Students specialize in an area of educational theatre that suits their career goals. By advisement, students select a pathway or create their own. Possible choices are Applied Theatre; Drama and the Curriculum; Theatre for Young Audiences. Applied Theatre I and II E17.2101,2102, Theatre-in-Education Practices E17.2090, Augusto Boal's Theatre of the Oppressed E17.2965, Creating Meaning Through Community Drama E17.2079.

**Culminating Experience (3 points):** After completing Pathways, students create an individualized research project. Seminar in Applied Theatre Research E17.2400, Human Development and Education in the Arts E78.2010, or the Practicum E17.2031.

**Master of Arts: Educational Theatre, All Grades (EDTA)**

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 Learning 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 may apply for admission to complete additional coursework in educational theatre.
DEGREE REQUIREMENTS

Content Core Requirements (24 points):
- Development of Theatre and Drama E17.2021,2022
- Drama in Education I and II E17.2193,2194
- Drama with Special Education Populations I, II, and III E17.2960,2961,2962
- Methods and Materials of Research E17.2077

Educational Theatre Electives, Pedagogical Core (13 points, includes 100 hours of field experience):
- Inquiries into Teaching and Learning III E27.2010
- Human Learning and Development E63.2020, Developing Arts Resources for Teachers E78.2029, The Arts in Human Development E78.2010
- Specialized Pedagogical Core (11 points):
  - Drama Activities in the Elementary School E17.2030
  - Drama Activities in the Elementary School E17.2031, Supervised Student Teaching in the Elementary Drama Classroom E17.2134
  - Drama Teaching in the Secondary English/Drama Classroom E17.2174
- The Social Responsibilities of Teachers: Drug and Alcohol Education/Abuse Identification/and School Violence Prevention E27.2999.

ADDITIONAL REQUIREMENTS

1. Students being recommended for New York State Teaching Certification via the theatre 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 Cumulating 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, All Grades, with Social Studies, 7-12

This 35-point M.A. teacher certification program in educational theatre with Social Studies, 7-12, responds to 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 K-12 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 30 points in English or dramatic literature or their equivalent and 30 points of theatre or educational theatre. Students with fewer than 30 prerequisite points in these areas on admission may be required to take additional course work as part of their master’s program.

DEGREE REQUIREMENTS

A total of 53 points are required for this master’s program, distributed as follows:

1. Foundations in Educational Theatre (12 points):

2. Theory and Methods of English Education (14 points):

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 Cumulating 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, All Grades, with Social Studies, 7-12

Social studies and theatre have a powerful alliance when learners are provided with the chance to explore a period of history, historical concepts, and historical debates through the use of drama-based frameworks. This innovative dual certification program is built on the school’s teacher certification programs in Educational Theatre, All Grades, and Teaching Social Studies, 7-12. Students are provided with opportunities to explore key ideas in primary source documents or historical texts through the use of interactive dramatic strategies. The dual certification program adheres to State Learning Standards for both theatre and social studies, and 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 Social Studies Education. Each of the competencies now necessary for teacher certification programs are met by the course work, fieldwork, and student teaching requirements in both programs, as well as all the faculty and institutional requirements.

ADMISSION REQUIREMENTS

Students must have earned 24 points in theatre and 24 points in social studies. For social studies, students must have completed at least 15 semester points in the history and geography of the U.S. and the world; at least 3 points in economics; at least 3 points in government or political science; at least 3 points in one of the social sciences with the exception of psychology and philosophy. For theatre, students must have earned 24 points in drama, theatre, dramatic literature, or their equivalent. Students with
fewer than 24 points in these areas on admission will be required to take additional course work in educational theatre and/or social studies. To be recommended for certification in social studies and theatre, students will have completed a total of 30 credit hours in each area. Six points are included in the following program of study.

**DEGREE REQUIREMENTS**

A total of 48 points are required for this master’s program, distributed as follows:

**Content Core in Educational Theatre and Social Studies** (12 points): World Drama I or II E17.2103 or E17.2104, Drama in Education I or II E17.2193 or E17.2194, The Social Studies Curriculum: U.S. History E23.2047, The Social Studies Curriculum: World History E23.2048.


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.

**Doctoral Programs (EDTC, EDTH)**

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 34 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 collegium in performing arts education research each semester in order to maintain matriculation (Performing Arts Research Collegium E78.3400).

Both a proposal and a dissertation are required of all doctoral students. Ph.D. students must defend their dissertation during an oral examination. Three full-time faculty members are required to serve on doctoral students’ dissertation committees.

Student should consult the handbook for doctoral study published by the Steinhardt School for the specific requirements of this degree. Course substitutions for any of the general degree requirements must be approved by the academic adviser, the department director, and the associate dean for academic affairs.

**DEGREE REQUIREMENTS**


**Cognate Study** (6 points): Electives closely related to and supportive of the student’s area of specialization. This course work must be taken outside of the student’s program, i.e., not E17 courses.

**Departmental Study** (3 points): Drama in Education E17.2193, Research Electives (15 points): Course work includes Seminar in Applied Theatre Research E17.2400, Methods and Materials of Research in Educational Theatre E17.2077. Advanced specialized research courses should be taken after candidacy has been received and, preferably, as the dissertation proposal has been shaped to ensure that selections are relevant to the dissertation. For instance, a student doing qualitative inquiry, which demands extensive interviewing of participants, would register for Research Practicum in Field Settings E25.2372.

**Specialized Research Methodology** (3 points): Qualitative Field Research E10.2141, Survey and Correlation Research E10.2139, Historical Research E10.2135, Dissertation Proposal Seminar (3 points) E17.3005.

**Educational theatre requirements:**


**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 222.

**FINANCIAL AID OPPORTUNITIES**

The Program in Educational Theatre offers a graduate assistantship to students who prepare teaching guides and educational materials for the program’s performances and dramatic activities.

See general financial aid section, page 232.

**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 in England and Ireland, which celebrated its 35th anniversary in 2008, 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.

The program has offered intensive graduate study during January intersessions in Puerto Rico, Mexico, and, during August, Brazil. These courses focus on applied theatre and community arts. Students have a unique chance of studying with artists and activists in edgy sites and where there is a commitment to social justice and equity.

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.

CAREER OPPORTUNITIES

The program prepares highly skilled, disciplined, and thoroughly trained management professionals for the commercial (for profit) music business sector. Graduates serve as managers, new product developers, promoters, record administrators, music publishers, marketers, distributors, entrepreneurs, producers, and in many other capacities.

DEGREE REQUIREMENTS

The program requires 54 points of course work and can be completed in two years of full-time study. A part-time course of study is also available. Courses in music business are offered through the Steinhardt School of Culture, Education, and Human Development; 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.


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.

COUNCIL ON ARTS MANAGEMENT PROGRAMS

The Council on Arts Management Programs is a faculty group in NYU Steinhardt that represents the fields of music business, performing arts administration, and visual arts administration. The council’s mission is to ensure a vital future for the arts by educating highly qualified professionals to shape, influence, and lead arts organizations, institutions, and businesses and to serve the present and future needs of artists. The goals of the council are to lead public events highlighting important developments in the fields of art and business and incorporate results into learning outcomes; to generate innovations in curriculum through active interchange among programs and dissemination of new knowledge and research; and to examine and integrate national and international developments affecting the arts in their cultural, social, economic, and political context. For further information, visit steinhardt.nyu.edu/commissions/arts_management.
The Program in Music Education at New York University’s Steinhardt School 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 Culture, Education, and Human Development, 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 a 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) (51 points):** The curriculum consists of a pedagogical core (10 points), a music and music education core (18 points), a content/pedagogical core (20 points), and a terminal experience (3 points). To qualify, applicants must have completed a bachelor’s degree or the equivalent in music that includes a minimum of 30 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 1 E85.2146, Music for Children: Kodály Level 2 E85.2147, and Music for Children: Kodály Level 3 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, 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:**


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 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.

**ACCREDITATION**

The Steinhardt School of Culture, Education, and Human Development's teacher education program has been accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years. The accreditation certifies that the Steinhardt teacher education program has provided evidence that it adheres to TEAC's quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop and improve its programs that prepare teachers. For more information, contact TEAC, One Dupont Circle, Suite 320, Washington, DC 20036; 202-466-7236; http://www.teac.org.
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 prominent jazz ensembles, including 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 graduate study was an important aspect of their musical education and 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.

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. Instrumental, classical, and jazz performers have solo careers and play with major ensembles. Composers write for film and music theatre as well as traditional venues. Graduates of the doctoral programs are professors of music in leading institutions in the United States and abroad.

**AREAS OF STUDY**

**Music Performance.** Within Music Performance, students may specialize in one of three areas:

1. **Applied Instrumental Studies,** directed by Professors Stephanie Baer (Strings), Esther Lamneck (Woodwinds), Jonathan Haas (Percussion), and Marilyn Nonken (Piano), offers study in piano and all orchestral instruments. Students may focus on either solo performance or chamber music. Private lessons, coached ensembles, studio classes, 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 symphony orchestras, students can participate in the NYU New Music Ensemble, which has numerous New York City appearances during the season. It is also in residence in Florence, Italy, during the summer Music and Dance Program Abroad. In addition, students who focus on new music performance are participants in the Interactive Computer Music Series and the NYU New Music Ensemble Series.

   Students are invited to perform for the Composers’ Forum and to work with student composers as well as to record solo and ensemble CDs by 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 one or two formal public recitals.

   Within Piano Studies, students may choose to concentrate on either solo or collaborative performance. Both concentrations offer a comprehensive sequence involving private lessons, chamber music, and literature courses covering music of four centuries. Students choose music electives to enhance their areas of specialization, reflecting research and performance interests and professional aspirations. Performance opportunities involve solo and chamber recitals, Interstudio Showcase concerts, Salon Evenings, the annual Artist Master Class Series, and the Steinhardt at Saklad Series, as well as appearances with the contemporary and baroque ensembles.

2. **Jazz Studies,** directed by David Schroeder, emphasizes performance studies covering the full range of today’s jazz music scene. Private instruction for performers and course work in composition and theory provide a solid foundation. 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 our 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.

   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 on campus Wednesday evenings and at the Blue Note on Saturday afternoons 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.

   3. **Vocal Performance,** directed by William Wesbrooks, offers concentrations in two areas:

   - **Classical Voice Studies** includes a comprehensive sequence of courses 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.

   - **Vocal Pedagogy.** The Advanced Certificate in Vocal Pedagogy is designed to meet the needs of students who have completed either a Master of Music or Master of Arts and who wish to teach private voice. This 18-point program provides students with advanced training based in the most current research findings in the areas of voice science and pedagogical practice. Students receive specialized training in vocal pedagogy, particularly as it relates to the integration of classical and contemporary vocalisms.
The curriculum requires 13 points from Steinhardt’s graduate program in vocal performance, including courses such as Vocal Pedagogy: Research E85.2365, Vocal Pedagogy: Practice E85.2366, Voice (Private Lessons) E85.2363, Vocal Repertoire for Teaching: Classical E85.2367, and Vocal Repertoire for Teaching: Music Theatre E85.2368.

The curriculum also includes 5 points of electives to be chosen from the following courses offered by Steinhardt’s graduate program in vocal performance and the graduate program in speech-language pathology: Voice Disorders E34.2037, Therapeutic Approaches in Speech Pathology: Voice Disorders E34.2019, Private Vocal Instruction E85.2363, Musical Theatre Workshop E83.2068, and Opera Workshop E85.2260.

**Music Composition.** Within Music Composition, students may take a comprehensive sequence of courses in the following areas:

1. Directed by Robert Rowe, General Composition involves lessons, courses, and seminars aimed toward providing balanced training in multiple composition styles. Students choose music electives and composition courses to enhance 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 our acclaimed performance ensembles.

2. Directed by Dave Schroeder, 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.

3. Directed by Robert Rowe, 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/digital recording studio), as well as through University-wide computing facilities, offering students access to mainframe, UNIX, Macintosh, PC, and multimedia workstations.

4. Directed by Ron Sadoff, 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 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 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 interest. Those interested in jazz composition should submit a minimum of three written scores.

See general admission section, page 222.

**FINANCIAL AID OPPORTUNITIES**

See general financial aid section, page 252.
Music Technology

Director
Kenneth J. Peacock
35 West Fourth Street, Suite 777
212-998-5431

Associate Director
Robert Rowe
M.M., Ph.D.
Bello, Farbood, Sadoff
212-998-5422

DEPARTMENT OF MUSIC AND PERFORMING ARTS PROFESSIONS
The Steinhardt School of Culture, Education, and Human Development Bulletin 2009-2011

Music technology is a rapidly expanding and exciting field. The University’s location in New York City—the world’s center for the performing arts—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 of the M.M. program are prepared to assume responsibility in studio production and operation and may consider career opportunities in recording, producing, publishing, and the allied music industries, including computer software design and multimedia. Ph.D. graduates are additionally prepared for careers in academia and research.

DEGREE REQUIREMENTS

Master of Music

The M.M. 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): Offerings 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.

Tonmeister Sequence
Selected second-year graduate students may apply for the Stephen F. Temmer Tonmeister Recording Studies Sequence. Tonmeister studies 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.

Doctor of Philosophy
This Ph.D. program focuses on research in the fields of computer science, music theory, music cognition, machine learning, mathematics, and artificial intelligence as related to problems in the recording, performance, analysis, perception, and composition of music. Doctoral students are required to complete a minimum total of 48 points beyond the master’s level, including 36 points in general degree requirements established for all doctoral students in NYU Steinhardt (educational foundations, research, cognate studies, content and dissertation proposal seminar, electives) and 12 specialization electives points (courses in the Program in Music Technology). All degree candidates are required to take at least three courses (12 points) in mathematics and computer science, to be selected from the list of available courses at the Courant Institute. These courses may be either research or specialization electives, by advisement.

Doctoral candidates are expected to complete at least one semester as a teaching assistant working with a full-time faculty member in preparing and teaching a class, as well as providing assistance to the students in that class. The student will further be expected to fulfill at least one semester of independent teaching after completing their experience as a teaching assistant. This experience is intended both to prepare students for teaching careers in higher education, as well as to further foster the mentoring relationship between the candidate and the faculty with whom they will be working on curricular development and teaching.

Doctoral degree candidacy in music technology is based on an oral examination and a written examination. The student will be required to take the doctoral candidacy exam after completing no more than 30 points toward the degree.

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, and 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 Internet2 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 the Program in 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 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, Jsyn, PD, Kyma, and an extensive collection of sampling, effects, synthesis modules, and controllers.

ADMISSION REQUIREMENTS

Master of Music
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.

Doctor of Philosophy
Applicants must complete the standard NYU Steinhardt application and submit Graduate Record Examination (GRE) scores 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 and are written by former professors, faculty advisers, academic administrators, or employers knowledgeable about the applicant's academic work or professional accomplishments. Candidates must also submit a statement of objectives (2-3 pages, doubled-spaced) discussing their ideas for doctoral research, their context and potential impact, and an argument as to how the candidate's expertise and interests qualify him or her as the best person to pursue this research. Additional required supplemental application materials include samples of previous scholarly work on music technology or related fields; submission of at least three papers that best represent the candidate's ability to conduct research and write effectively about their area of specialization (applicants are encouraged to submit published work as evidence); and, if relevant to the application, a portfolio of the candidate's work in one or more of the following formats: audiovisual materials (e.g., CD, CD-R, DVD), printed materials (maximum of 8 pages, letter or A4-sized), and a URL.

Performing Arts Administration

Director
Brann J. Wry
35 West Fourth Street, Suite 675
212-998-5505

Degree
M.A.

Faculty
See pages 100-5 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, 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 Culture, Education, and Human Development; those in business administration are offered through the Leonard N. Stern School of Business.


Electives (6 points): Chosen from Consumer Behavior B70.2347, Foundations of Finance B09.2316, Microeconomics for Global Business Decision Making B09.2303, and others by advisement.

ADMISSION REQUIREMENTS
Applicants must possess an in-depth background in one or more areas of the performing arts as well as prior experience with a cultural organization, which may include paid or voluntary forms of activity. Applicants must be recommended in writing directly to the program director by at least two people acquainted with the applicant's knowledge of art and potential for management. Interviews are by invitation only.

See general admission section, page 222.

SPECIAL OPPORTUNITY
Summer Study Abroad in Arts Administration takes degree and visiting students to the Netherlands, Germany, and France to study alternative ways of managing arts organizations through intensive examination of current practices in Europe. The 6-point graduate course examines the effects of economics, politics, and management on arts policy and practice. Traveling to Utrecht, Amsterdam, Berlin, and Paris, students meet with curators, performing arts managers, and national policy makers and tour a variety of theatres, museums, and cultural institutions. The course is designed for both graduate students and alumni of both visual and performing arts administration programs as well as arts administrators with professional experience in the field.

COUNCIL ON ARTS MANAGEMENT PROGRAMS
The Council on Arts Management Programs is a faculty group in NYU Steinhardt that represents the fields of music business, performing arts administration, and visual arts administration. The council's mission is to ensure a vital future for the arts by educating highly qualified professionals to shape, influence, and lead arts organizations, institutions, and businesses and to serve the present and future needs of artists. The goals of the council are to lead public events highlighting important developments in the fields of art and business and incorporate results into learning.
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.) In addition, the program is approved by the New York State Department of Education and qualifies students for licensure in Creative Arts Therapy (LCAT) after graduation and 1,500 hours of postgraduate supervised practice. The New York metropolitan area offers rich opportunities for clinical internships in hospitals and shelters, drug rehabilitation centers, prisons, and special facilities for the elderly, those with developmental disabilities, and the terminally ill, among others.

**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 an 800-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**

**Drama Therapy** (28 points): Introduction to Drama Therapy E86.2114, Drama Therapy for Clinical Populations, E86.2109, Psychodrama and Sociometry, E86.2113, Advanced Practices in Drama Therapy, E86.2121, Projective Techniques in Drama Therapy, E86.2117, Advanced Theory and Research in Drama Therapy (including thesis preparation) E86.2119, Internship in Drama Therapy, Lab E86.2302, Internship in Drama Therapy, Lecture, E86.2303.

**Counseling and Psychology** (15 points): Abnormal Psychology E63.2038 or Foundations of Psychopathology G89.2034, Theories of Personality E63.2039 or Personality and Behavior G89.2015, Survey of Developmental Psychology E63.2271/G89.2020, Group Dynamics E63.2620, Individual Counseling: Practice E63.2638.

**Educational Theatre** (3-5 points):

May be chosen from the following:


**Elective Courses** (by advisement): Chosen from such courses as Masks and Puppetry E17.2079, Psychodynamic Processes in Art Therapy E90.2038, Cross-Cultural Counseling E63.2302, Introduction to Music Therapy E85.2046.

**ADMISSION REQUIREMENTS**

All students should have a solid, practical background in the art form of drama/theatre, including experience in improvisational drama and theatre performance. Candidates should also demonstrate a strong academic background in psychology or a related social science, including course work in developmental and/or abnormal psychology. In certain exceptional cases, alternative experience relevant to drama therapy will be considered. All students are required to submit three letters of recommendation attesting to their strengths, weaknesses, and potential as future drama therapists. Applicants are also required to submit an autobiographical statement of four to six pages documenting three (3) major turning points in their lives and how these led to the choice of drama therapy as a profession. Interviews are by invitation only. Students are admitted only in the fall semester of each year.

See general admission section, page 222.

**FINANCIAL AID**

The Program in Drama Therapy offers two work-study positions each year for students to assist the program director. See general financial aid section, page 232.
Music therapy is a rewarding career for music therapists. Advanced students who are already certified or registered music therapists must complete 48 points for state licensure. The program is tailored to each student based upon individual assessment. The basic Master of Arts program leading to certification includes the following:

**Music Therapy Courses:**
- **Music Therapy:** Advanced Theory and Methods I and II E85.2931,2932 (6 points), Improvisation I: Clinical Improvisation in Music Therapy E85.2934 (2 points), Improvisation II: Clinical Vocal Improvisation E85.2942 (2 points), Improvisation III: Advanced Practices of Improvisation in Music Therapy E85.2940 (3 points), Improvisation IV: Theory and Application of Improvisation in Music Therapy E85.2941 (3 points), Music Therapy for Adults E85.2938 (3 points), Key Concepts in Music Therapy E85.2942 (3 points), Theory Development in Music Therapy E85.2943 (3 points), Music Therapy Practicum: Children and Adolescents E85.2043 (3 points), Music Therapy Practicum: Adults and Elderly E85.2053 (3 points), Internship in Music Therapy E85.2935,2936 (2 semesters, 10 points), Colloquium in Music Therapy E85.2947 (4 semesters, 8 points), Colloquy in Music Therapy: Final Project E85.2949 (2-4 points).

**Other Requirements:**
- Group Dynamics E63.2620 (3 points), Identification and Reporting of Suspected Child Abuse/Maltreatment E63.2273 (3 points, 0-credit workshop).

**Methods for Prevention of and Intervention in School Violence are Studied.**

**Technology Resources for Performing Arts Educators**
- Applications of communication and digital technology as designed 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 coursework to maintain active status in the doctoral program.

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**DEPARTMENT OF MUSIC AND PERFORMING ARTS PROFESSIONS**

The Steinhardt School of Culture, Education, and Human Development Bulletin 2009-2011
DANCE EDUCATION/E89

Intermediate Technique and Pedagogy: Modern Dance
E89.2040  45 hours: 2 points. Fall, spring. Intermediate skills dance technique focuses on continuity, phrasing, and performance in a modern style. 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 Technique and Pedagogy: Modern Dance
E89.2075  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.

Teaching Creative Movement
E89.2452  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
E89.2454  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.

Anatomy and Kinesiology
E89.2810  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.

Common Hour Dance
E89.2001*+  20 hours: 1 point. Fall, spring. 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.

African Dance
E89.2022  45 hours: 3 points. Fall. A survey course in African dance with accompanying songs, music, and simple instructions of the regions of West, East, Central, and South Africa.

Tap Dance
E89.2023  45 hours: 2 points. Fall, spring. Basic course in jazz, tap, waltz clog, and soft-shoe styles of tap dance. Relates the cultural and generic origins of these styles to their introduction to and development in theatre as performing art. Includes fundamental skills and traditional steps and sequences for creating tap dance choreography.

Jazz Dance Techniques
E89.2029  30 hours: 2 points. Fall, spring. Analysis of jazz as a dance discipline—introductory level. Includes composition.

Introduction to Laban Movement Analysis
E89.2044  30 hours: 2 points. Introductory experience in Laban’s system of qualitative movement analysis, including the basic body, space, and dynamic elements. Provides skill practice and observation, particularly in understanding one’s personal movement style.

Advanced Dance Practicum
E89.2077  45 hours per point: 1-6 points. Fall, spring. Individualized projects in dance, research, production, choreography, or related arts for advanced students in the arts.

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 assessment 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.

Theory and Methodology in Ballet Pedagogy
E89.2267  60 hours: 3 points. During this course, students examine a model ballet syllabus for ages 5-18 with attention to established theory, terminology, and methodology. Students learn the sequence and the common teaching and learning faults of the children’s syllabus through a daily class as well as a pedagogy seminar.

Teaching Apprenticeship in Ballet Pedagogy
E89.2268  60 hours: 3 points. During this course, students plan, conduct, and evaluate a teaching apprenticeship for ages 5-12 in which they demonstrate proficiency in the use of biomechanics, artistic imagery, musical accompaniment, and insight on the needs of the developing dance student at professional and recreational tracks of study.

Advanced Analysis and Teaching Apprenticeship in Ballet Pedagogy
E89.2269  60 hours: 3 points. During this course, students plan, conduct, and evaluate a teaching apprenticeship for adolescents in which they demonstrate proficiency in the use of biomechanics, artistic imagery, musical accompaniment, and insight on the needs of the developing dance student at professional and recreational tracks of study. Additionally, students examine and prepare a ballet choreography and differentiate its elements according to the developmental needs of students ages 5-9, 10-13, and 14-18.

Fieldwork and Analysis Seminar in Ballet Pedagogy
E89.2270  30 hours: 3 points. This course guides students in fieldwork observation, fieldwork assignments, and a fieldwork analysis-oriented seminar for the express purpose of developing informed and proficient ballet teachers who will possess a complete understanding of the use of biomechanics, artistic imagery, and insight on the needs of the developing dance student at professional and recreational tracks of study. Fieldwork is conducted at the Jacqueline Kennedy Onassis School at the American Ballet Theatre as well as at ABT’s Educational Outreach Program.

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.
Choreography for the Musical Theatre
E89.2290 45 hours: 3 points.
Adaptation of choreographic assignments, in-class critiques, and analyses permit students to evolve a personal, original style appropriate to the nonconcert dance form.

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 228.

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 is 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.

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

Introduction to Theatre for Young Audiences I
E17.2005 Staff. 30 hours: 2 points. Fall.
Play and audience analysis, directing methods, production techniques. Each student plans a complete children's theatre production. Laboratory experience recommended.

Introduction to Theatre for Young Audiences II
E17.2006 Staff. 15 hours per point: 2-4 points. Spring.
Play and audience analysis, directing methods, production techniques. Global plays in theatre for young audiences are investigated. Laboratory experience recommended.

Design for the Stage
E17.2017 Fall. 15-45 hours: 1-3 points. Fall.
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.

Development of Theatre and Drama
E17.2021,2022 Nadler. 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 Smithner. 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.

Dramatic Activities in the Elementary Classroom
E17.2030 Hamburger. 30 hours, 15 hours of field experience: 2 points. Fall, spring.
Methods and materials for role-playing, story dramatization, mask, puppetry, and improvisation as applied to the elementary classroom, in such areas as learning processes, motivation, communication, and classroom management. Relationship of drama and theatre to the elementary curriculum. Students use drama and theatre to address the human development processes that impact on the K-6 child's readiness to learn, such as culture, nutrition, personal safety, and community. Laboratory experience required: 15 hours.

Dramatic Activities in the Secondary Classroom
E17.2031 Montgomery. 30 hours: 3 points. Spring.
Theories and practices of dramatic art in relation to principles and curriculum of secondary education. Attention given to assembly programs and creative and formal techniques of play production for school, extracurricular club, camp, and playground.

Creative Play in the Arts
E17.2059 Smithner. 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. Classwork includes movement, vocal expression, plastic construction, and enactment as well as an exploration of various playful personae like the fool, the clown, and the trickster.

Musical Theatre: Background and Analysis
E17.2062 30 hours, 15 hours of field experience: 3 points. Fall, spring.
An analysis of the various forms of musical theatre with emphasis on the libret-
to, lyrics, and production elements. Musicals past and present are examined and critically evaluated. Written critiques of current musicals are required; costs of tickets are the responsibility of students.

Theory of Creative Drama
E17.2065 Staff. 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
E17.2067 Staff. 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.

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.

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

Dramatic Criticism I and II
E17.2091,2092 Nadler. 30 hours: 3 points. Fall and spring. Historical examination of the major themes of dramatic criticism throughout theatre history, including global perspectives. Application of theories to plays of principal periods of drama, including dramatic structure, play analysis, and appreciation of the drama.

Advanced Directing
E17.2098 Smithner. 90 hours: 3 points each term. Spring. Prerequisites: proficient work in E17.1081,1082 or equivalent and permission of instructor. Students work toward the development of a mastery of directing in the following areas: communication with actors and writers, concept and vision, script analysis and interpretation, languages of the stage and use of theatre space, production values and elements, production/rehearsal, performance aesthetics. Class assignments include directorial research projects and rehearsal.

Styles of Acting and Directing I and II
E17.2099,2100 Smithner/Salvatore. 45 hours: 3 points each term. Fall, spring. Scenes from period plays (Greek, Roman, Elizabethan, neoclassical French, Restoration, 18th- and 19th-century European) as well as various performance genres theories 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.

World Drama
E17.2103,2104 Marin. 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.

Beginning Playwriting
E17.2105 DiMenna. 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 are considered for program production.

Advanced Playwriting
E17.2106 DiMenna. 30 hours: 3 points. Spring. Registration by permission of instructor. Writing of a full-length play or musical. Scripts are read and discussed in class, with analysis of the writing of all members of the class.

Physical Theatre Improvisation
E17.2113 Smithner. 45 hours: 3 points. Fall, spring. The study of physical, vocal, and improvisational exercises designed to free the creative imagination and develop performance skills. With words, sound, and movement, essential elements of the performer's craft are honed: timing, rhythm, and spatial awareness.

Supervised Student Teaching in the Elementary Drama Classroom
E17.2134 45 hours per point: 4 points. Fall, spring. Supervised student teaching in elementary classroom settings, followed by scheduled conferences with field supervi- sor. Student teachers observe, plan, teach, and evaluate drama activities, integrated across the elementary school curriculum, N-6.

Stage Lighting
E17.2143 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.

Play Production for Artists and Educators
E17.2152 Staff. 30 hours: 3 points. Summer. Students work with the playwrights and directors of New Plays for Young Audiences and attend rehearsals and follow in the step-by-step procedures of bringing new scripts to life. This practical course, designed for teachers, directors, playwrights, and play producers, gives particular attention to script selection, play analysis, and rehearsal techniques.

Shakespeare's Theatre I and II
E17.2171,2172 Salvatore. 30 hours: 3 points. A practical approach to presenting Shakespeare on the stage or in the classroom. The class examines historical and contemporary approaches to the material and addresses special problems in producing Shakespeare's plays. Dramaturgy, scene analysis, and approaches to directing and coaching youth theatre included.

Supervised Student Teaching in the Secondary English/Drama Classroom
E17.2174 4 points: 45 hours per point. Fall, spring. 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 the student's development as a reflective practitioner.

Costume Design
E17.2175 Staff. 45-60 hours: 3-4 points. Spring. Costume design for the modern stage and the history of fashion. Students focus on text and character analysis, image and research, swatching, shopping and sources, and visual presentation. Includes three hours of practical laboratory work a week.

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. Students deconstruct a variety
of texts based on selected works, both dramatic and literary, 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.

Drama in Education I and II
E17.2193,2194 Montgomery 30 hours: 3 points each term. Fall, spring. Relationships of theories of dramatic art to general educational principles; present practices, and potentialities of educational dramas at all levels of instruction. Uses of theatre and drama in education from the Greeks to the present day.

Acting: Fundamentals
E17.2250 15 hours per point: 2-3 points. Fall. This course offers a foundation on which to build the technique needed to do the actor’s job: to live truthfully under the imaginary circumstances of the play. In this Stanislavski/Uta Hagen-based approach, students participate in a guided study of self-observation and apply discoveries to scene work.

Acting: Scene Study
E17.2251 15 hours per point: 2-3 points. Fall, spring. In this course, students continue the exploration begun in Acting: Fundamentals with in-depth scene and monologue preparation from the contemporary stage. Studio work focuses on the given circumstances, creating a physical life for the character and miming the relationships that drive the play.

Acting: Character Study
E17.2252 2-3 points: 15 hours per point. Fall, spring. An advanced exploration into the tools and techniques of creating character within the context of the "world of the play." Through script analysis and attention to style, students learn how to create the imaginary world in which the character lives. Scenes are selected from both contemporary and classical genres.

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.

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.

Storytelling
E17.2951 Resi. 30 hours: 3 points. This course examines the ancient art of storytelling as a performance form (developing expressive tools, creativity, physical, and vocal skills); as it has appeared throughout history (in mythology, folktales, legends, fairy tales, fables); and as it can enhance curricular subject areas (math, science, social studies, literature, and history) and relate to the New York State Learning Standards for Arts Education and the Standards for English and Language Arts. Oral history projects are also explored, through the telling of personal stories.

Drama with Special Education Populations
E17.2960 Granet 45 hours: 3 points. 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.

Understanding Diversity/Teaching Pluralism
E17.2977 Marin 30 hours: 3 points. This course explores the possibilities and challenges educational theatre practitioners and teachers face as they explore such issues as ethnicity, sexual orientation, gender, socioeconomic class, ability, nationality, and linguistic diversity with their students. One of the primary course objectives is to equip teachers with effective instructional strategies and sufficient knowledge regarding the education of culturally and linguistically diverse learners. Equal time is spent in the course on theoretical frameworks, practical techniques, and dramatic activities.

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.

Computer Music Synthesis: Fundamental Techniques
E85.2624 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).

Commercial Music Styles and Techniques
E85.2627 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
E85.2020 30 hours: 3 points. Prerequisites: E85.1020, E85.1025. The principles of orchestral scoring are examined through detailed score analysis and writing projects, as well as related
topics, including transposition, score format, and new rotation. Classical through contemporary styles.

The Teaching of Music in the Junior and Senior High School
E85.2027 45 hours: 2 points. Spring.
Music in the general curriculum.
Developing an understanding and perception of the process of musical thought applicable to youth. Students observe in selected schools.

Seminar in Composition
E85.2028 30 hours: 3 points. Fall, summer.
Contemporary issues in music composition examined through coordinated individual compositional projects.

Creative Performance Opportunities in Music Education
E85.2031 15 hours per point: 1-3 points. Spring.
Students serve as a production team that creates, rehearses, produces, and performs a culminating musical presentation at local venues. Such sites may be schools, senior citizens homes, health care facilities, or community centers. Students assume the roles played by all personnel involved in putting on a performance, as well as becoming familiar with repertoire (music, lyrics, and dialogue) suited to the abilities of the performers.

Song Repertoire: English
E85.2264 37.5 hours: 2 points. Fall.
A survey and performance course on the art song repertoire. Students study the interpretive and stylistic aspects and perform songs in English from the genres of American and British songs.

Song Repertoire: German
E85.2265 37.5 hours: 2 points. Spring.
A survey and performance course on the art song repertoire. Students study the interpretive and stylistic aspects and perform songs in German from the genre of German lieder.

Song Repertoire: Italian/Spanish
E85.2266 37.5 hours: 2 points. Spring.
A survey and performance course on the art song repertoire. Students study the interpretive and stylistic aspects and perform songs in Italian and Spanish from the genres of Italian and Latin American songs.

Song Repertoire: French
E85.2267 37.5 hours: 2 points. Spring.
A survey and performance course on the art song repertoire. Students study the interpretive and stylistic aspects and perform songs in French from the genre of French melodie.

Reference and Research in Jazz
E85.2271 30 hours and 15 hours arranged: 3 points. Fall.
Open to nonmusic majors.
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 Arranging Techniques I
E85.2273 30 hours and 15 hours arranged: 3 points. Fall.
An introduction to the materials of jazz arranging through examination of music scores from early 20th-century sources to the present. Students produce their own arrangements.

Jazz Arranging Techniques II
E85.2274 30 hours and 15 hours arranged: 3 points. Spring.
An extension of E85.2273 with special emphasis on arrangements for large jazz ensembles.

Composition (Private Lessons)
E85.2521 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.
Composition in all forms and styles, including electronic. Electronic laboratory by assignment. Weekly attendance at department Composers’ Forum required.

Vocal Coaching: Advanced
E85.2564 30 hours: 2-3 points. Fall, spring.
Private coaching sessions in the preparation of material for performance in the student’s graduating recital. Work is focused on the interpretation, style, and placing material in its appropriate cultural and historical context.

Film Music: Historical Aesthetics and Perspectives
E85.2550 15 hours per point: 3-4 points. Fall, spring.
From silent film’s pit orchestra to today’s synchronized high-tech productions, this course explores the great film composers from Max Steiner to John Williams through their techniques and influential styles. The course includes demonstrations within the classroom and in Studio C, an extensive music-for-video production studio.

Music Theory
Analysis of 19th- and 20th-Century Music
E85.2016 30 hours: 3 points. Spring.
Examination and application of extant methods of analysis appropriate to 19th- and 20th-century music.

Seminar in Theory
E85.2024 Fisher. 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.

NYU Jazz Ensemble
E85.2088 15-60 hours: 0/1 points. Open to the University community. Registration by audition only.
Study and performance of standard dance band literature, experimental jazz compositions, and student arrangements.

Instrumental Materials and Techniques in Music Education
E85.2115 30 hours: 15 hours of field experience: 2 points. Spring.
Instrumental materials and techniques suited to all levels of music instruction. Students in the materials course explore problems and needs of the first-year instrumental teacher. They discuss strategies and utilize proven teaching methods of successful music educators. Methodology, resources, literature, and equipment are examined through hands-on demonstration and interaction.

Analysis of Contemporary Practices
E85.2123 30 hours: 3 points. Summer; fall.
Seminar in music analysis with emphasis on contemporary composition. Selected works by Stravinsky, Bartók, Schoenberg, Sessions, Babbitt, and Carter are discussed using structural and linear reductive analysis.

Compositional Process in the Symphony
E85.2127 Dello Joio. 30 hours: 3 points. Fall.
Study of compositional issues related to the symphony and other large-scale orchestral works. Selected works from the late 18th century to the present are examined with reference to structure, harmonic language, developmental procedures, and the impact of different compositional aesthetics.
History and Performance Practice

Colloquy in Music
E85.2026* Baer. 15 hours per point: 2-4 points. Fall, spring, summer. $75 recital fee required.
Designed primarily for master’s candidates in music performance and/or composition. Synthesis of learning based on performance. Recital and a master’s final written project are required.

Chamber Music: Traditional Ensembles for Winds, Piano, Strings, and Brass Instruments
E85.2034.002 Lamnek. 15 to 45 hours: 1-3 points. Fall, spring.
The study and application of performance practice techniques in traditional chamber music and new music performance, including compositions with electronic tape and mixed ensemble with dancers; works utilizing improvisation as a compositional technique; and interactive, multimedia computer music works.

Contemporary Music
E85.2039 30 hours: 3 points. Fall.
In-depth study of selected topics in music since 1945, emphasizing developments in the recent avant-garde.

Music Criticism
E85.2046 Oestrech. 30 hours: 3 points. Fall.
Explores the role of critics in the development of individual careers and in more general tendencies in music and the arts. The approach is largely practical, with discussions of the “real world” of music and journalism, analysis of published and unpublished reviews, examination of the criteria that go into critical thinking, and the writing of several reviews. Reading assignments provide historical and theoretical contexts.

Music Literature: The Baroque Period
E85.2067 Oestrech. 30 hours: 3 points. Spring.
An examination of significant works and composers in the baroque era. Historical style and performance practices are researched, discussed, and presented in individual student projects.

Music Literature: The Classical Period
E85.2073 Gilbert. 30 hours: 3 points. Spring, summer.
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.

Participation in NYU Orchestra
E85.2087 15-60 hours: 0-2 points. Fall, spring.
Open to the University community. Registration by audition only. Performance of orchestral literature and orchestral/vocal works in concert with New York University Choral Arts Society.

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.

Choral Conducting Practicum for Music Education
E85.2093 15 hours: 1 point. Fall.
Practical procedures and materials for conducting choral ensembles at all levels of music education. Students enrolled in this course demonstrate essential choral conducting techniques, knowledge of appropriate instrumental repertoire, and the ability to analyze and synthesize chamber and orchestral music scores for conception, interpretation, rehearsal, and performance.

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.

Woodwind Practicum for Music Education
E85.2105 15 hours: 1 point. Fall. There is a fee for renting instruments.
Fundamentals of woodwind, brass, and percussion playing in a heterogeneous situation for the prospective teacher. Class-teaching procedures and equipment, methods, and materials for children and adolescents.

Strings Practicum for Music Education
E85.2106 15 hours: 1 point. Spring. An ensemble approach to teaching and string instruments. Each student has experience with three to four different string instruments.

Percussion Practicum for Music Education
E85.2107 15 hours: 1 point. Fall, spring. Fundamentals of both mallet and percussion instruments for the prospective teacher. Students participate in a percussion ensemble and learn to write for and to conduct a percussion ensemble.

Instrumental Conducting Practicum for Music Education
E85.2111 15 hours: 1 point. Fall, spring. Practical procedures and materials for conducting instrumental ensembles at all levels of music education. Students enrolled in this course demonstrate essential instrumental conducting techniques, knowledge of appropriate instrumental repertoire, and the ability to analyze and synthesize chamber and orchestral music scores for conception, interpretation, rehearsal, and performance.

Music for Children
E85.2113 30 hours: 2 points. Spring.
Music and movement experiences for the classroom (K-6); cognitive basis for aesthetic sensitivity and expression.

Music for Exceptional Children
E85.2114 45 hours: 2 points. Fall.
Music-movement experiences for individuals with mild to moderate impairment/dysfunction. Emphasis on learning strategies in heterogeneous school classrooms. Aesthetic factors in the individualized education program.

Instrumental Materials, Techniques, and Technology in Music
E85.2115 30 hours plus 15 hours of fieldwork: 2 points. Spring.
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.

Teaching of Music in the Elementary Grades
E85.2119 45 hours: 2 points. Fall.

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.

Piano Literature I
E85.2185 30 hours: 3 points.
The emphasis in this class is on student performance and analysis of piano music. Students prepare and perform piano literature from the 17th to the 21st century for artist-teachers who offer insights...
into technical and interpretive topics, including pedaling, expressive timing, ornamentation, extended techniques, and historical performance practices.

**Piano Literature II**  
E85.2186  30 hours: 3 points.  
The emphasis in this class is on the historical and aesthetic analysis of the development of piano literature in the classic, romantic, and impressionistic traditions. Compositions by pianist/composers, including Haydn, Mozart, Beethoven, Chopin, Schumann, Liszt, Brahms, Scriabin, Rachmaninov, and Debussy are studied to reconstruct and analyze the development of harmonic practices, genres, and styles. Students demonstrate their knowledge of the repertoire in research papers, related written assignments, and listening exams. Student performance in class is required.

**Piano Literature III**  
E85.2187  30 hours: 3 points.  
The emphasis in this class is on the historical and aesthetic analysis of the development of piano literature in the contemporary period. Compositions for piano that represent atonality, serialism, extended techniques, multimedia and interactive electronic techniques, the influence of jazz and popular music, Darmstadt and the New York School, and Spanish and Latin American music are performed and analyzed in class. Scholarship that examines "the new complexity," minimalism, and postmodernism is reviewed. Students demonstrate their knowledge of the repertoire in research papers, related written assignments, and listening exams. Student performance in class is required.

**Opera Workshop**  
E85.2260  15 hours per point: 1-3 points.  
Fall, spring.  
Study of fundamental techniques for performance in opera. Performance of selected arias, scenes, and operas.

**Wind or Percussion Instruments (Private Lessons)**  
E85.2354  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.  
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)**  
E85.2345  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.  
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 (Private Lessons)**  
E85.2356  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.  
Private piano lessons covering repertoire from all styles and forms, supplemented by extra assignments. Attendance at recitals and master classes required.

**Electronic Piano (Group)**  
E85.2359  15 hours: 2 points. Fall, spring.  
Group lessons in piano for nonmusic majors and those not performing in University groups (six in a group, one hour per week). Traditional and jazz sections.

**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.

**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.

**Music Theatre Workshop: Technique and Materials**  
E85.2068  15-45 hours and hours arranged: 1-3 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.

**New York University Jazz Ensembles**  
E85.2088  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 various jazz Improvisers.
faculty and students are performed. Concerts and recording.

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 Matthaeus. 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
E85.2150 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 Collegium E78.3400, page 119.

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. Spring.
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.

Production and A&R in the Music Industry
E85.2503 15 hours per point: 2-3 points. Spring.
Examination of the processes of A&R (artists and repertoire), production, and manufacturing. Criteria for music evaluation and genre categories are analyzed. The role of the studio for the producer and the artists.

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.

Music Business Graduate Internship
E85.2510 1-6 points 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 30 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 breach of an entrepreneurial perspective.
Global Music Management
E85.2513 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.

Entrepreneurship for the Music Industry
E85.2516 30 hours: 3 points. Fall, spring.
Prerequisite: Financial Accounting.
Introduction to the discipline of entrepreneurship and how it applies to the for-profit music industry. Explores the creation, assessment, growth management, and operation of new and emerging ventures, as well as opportunities for intrapreneurial models in existing organizations.

Fundamentals of Conducting
E85.2102 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.
Orff Method  
E85.2149  30 hours: 3 points. Summer.  
Introduction to Orff Schulwerk, emphasizing the creative involvement of children’s instincts to sing, chant rhymes, clap, dance, and keep beat on anything near at hand. These instincts are directed into learning by hearing and making music before reading and writing it.

Colloquy in Music Education  
E85.2959  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  
Fundamentals of Music Technology  
E85.1801  45 hours: 3 points.  
A general introduction to the fundamental concepts of music technology, including MIDI and sequencing, the basics of digital audio, sound recording, mixing, and sound synthesis. The course also briefly overviews advanced topics and applications in the field.

Computer Programming for Music Technology  
E85.1815  45 hours: 3 points.  
Introduction to the basics of computer programming for music technology. Students learn fundamentals of procedural programming in the context of processing MIDI and audio information. Hands-on classes guide students through the steps necessary to create a final project that is a complete music application. No prior programming experience is required.

Creating with Interactive Media  
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 computer music composition as the final project.

Scoring for Film and Multimedia  
E85.2048  45 hours: 3 points. Fall, spring, summer. Department approval required.  
Required for film scoring majors in graduate Programs in Music Technology and Music Composition. The creative and technical processes of composing music for 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  
E85.2500  45 hours per point: 1-6 points. Fall, spring. Hours to be arranged.  
Graduate-level projects to be arranged.

Music Editing for Film and Multimedia  
E85.2555  30-40 hours: 3-4 points.  
Registration by special permission of the instructor.  
Musical, aesthetic, and technical processes of assembling and shaping a film’s soundtrack, in collaboration with the filmmaker and composer. Collaborative projects encompassing film score recording sessions; an understanding of the music editor’s position, responsibilities, and techniques in the postproduction process of a film.

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.

Graduate Internships in Music Technology  
E85.2605  50-300 hours: 1-6 points.  
30 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.  
Corequisite: Digital Signal Theory I Lab.  
Theoretical and practical foundations for digital signal processing. Topics covered
include signal representation in time and frequency domains, Fourier transform, spectrum analysis, transfer functions, convolution, filter theory, and implementation. Lectures are reinforced with a corequisite weekly lab using Matlab.

Java Music Systems
E85.2608 30 hours: 3 points. Fall, spring.
Explores real-time music using two new JAVA music technologies: JMSL and JSYN. Java Music Specification Language (JMSL) is a programming environment for experiments in music performance, algorithmic composition, and intelligent music design. JSYN is a software package with which the programmer/composer can build virtual musical instruments. JSYN delivers CD-quality stereo audio in real time. Students program extensively in JAVA and should be prepared to spend considerable time outside of class developing their software.

Advanced Max/MSP
E85.2610 30 hours: 3 points. Fall, spring.
Prerequisite: working understanding of Max/MSP or E85.1014 MIDI Tech II. As a follow-up to the MIDI II: Introduction to Max/MSP, this course focuses on the creation of larger and more intricate programming projects—for building useable and robust interactive music performance environments, algorithmic composition systems, and sound installations—including live audio and video processing/analysis using Max/MSP/Jitter. Designed for composers, performers, audio programmers, and engineers.

3-D Audio
E85.2613 45 hours: 3 points. Fall, spring.
An interdisciplinary course about the theory, techniques, and applications of 3-D and spatial audio. Topics include the psychoacoustics of directional hearing, physical acoustics of spatial sound, stereo and multispeaker sound reproduction, and spatial sound applications in virtual reality and other fields.

Advanced Audio Production
E85.2629 45 hours: 3 points. Fall, spring.
An advanced production-oriented exploration into the aesthetic and technical aspects of recording sound and mixing. Topics covered include evaluating artistic elements of sound in audio reproductions, creating stereo and surround sound images, capturing musical performances, signal processing, and multitrack mixing.

Master's Project Preparation
E85.2616 Hours to be arranged: 3 points.
Fall, spring, summer.
Individualized consultation, which will guide the student through the final phase of the required Master's Project.

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 Solution's Digital Audio Workstation. In addition to hands-on experience, students receive extensive training in digital signal processing and audio editing.

Advanced Musical Acoustics
E85.2056 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
E85.2057 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
E85.2058 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.

Electronic Music Performance
E85.2609 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.

Concert Recording I
E85.2611 30 hours: 3 points (fall), 2 points (summer).
Introduction to the concepts of the live concert recording. Microphone selection, characteristics, and placement, as well as the acoustic problems encountered in concert halls are discussed. Students have the opportunity to apply the lecture material by recording undergraduate rehearsals and recitals.

Concert Recording II
E85.2612 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.

Max Programming I
E85.2614 45 hours: 3 points.
Programming for MIDI, C, and other appropriate techniques. Design and implementation of software sequencers, interface drivers, and hardware applications are the focus.

Music Technology: Master's Project Preparation
E85.2616 Hours to be arranged: 3 points.
Fall, spring, summer.
Individualized consultation, which will guide the student through the final phase of the required master's project.

Live Sound Reinforcement
E85.2619 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.

Audio for Video I
E85.2620 45 hours: 2-3 points. Fall, summer.
An introduction to the concepts and applications of audio production for video, television, and film. Current production techniques frequently used in the postproduction industry are explored, with special emphasis on synchronization and the interfacing of SMPTE time code and multitrack audio-sweetening techniques, including music editing, sound effects design, Foley, and dialog replacement.
Audio for Video II
E85.2621  45 hours: 3 points. Spring, summer.
Prerequisite: E85.2620.
A continuation of E85.2620. This is an advanced, 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.

Sound Design for the Web
E85.2622  30 hours: 3 points. Spring.
Prerequisite: E85.2620.
Aesthetics of sound design and interview audio are explored. Basic principles of MIDI sequencing and digital audio are reviewed. Various audio compression codecs and models are discussed. Adding interactive audio to HTML documents are introduced, including Real Audio, MP3, MIDI files, Quicktime, JAVA, Beatnik, and Flash.

Computer Music Synthesis: Fundamental Techniques
E85.2624  60 hours: 3 points.
Introduction for teachers, composers, and performers to explore potentials of computer science 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.

Recording Practicum I
E85.2625  60 hours: 4 points. Fall, summer.
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 II
E85.2626  60 hours: 4 points. Spring, summer.
Actual recording experience with live musicians in the recording studio. Students perform various duties just as they would in a professional recording session.

Aesthetics of Recording
E85.2627  30 hours: 3 points. Fall.
A critical listening study of music recordings developing the student's ability to define and evaluate aesthetic elements of recorded music, and discussion of the means to capture artistic performances.

Audio for the Web
E85.2628  30 hours: 3 points.
This advanced course focuses on the technical development, production, and delivery of audio and multimedia content for the Internet using industry-standard tools and technologies. Topics include Web dynamic applications, audio formats, Internet protocols, audio compression, broadcasting, and podcasting.

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  McClimon. 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  Guttman. 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.
Corequisite: 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 importance 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.
Corequisite: 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 Wtr. 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
E86.2114 (formerly E17.2114) Landy. 45 hours plus hours arranged: 3 points. Fall.
Prerequisite: matriculation in the Program in Drama Therapy or registration by permission of adviser.
An introduction to the theory and practice of drama therapy in relation 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 points. 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: E63.2038, 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) Landy. 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 228.

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 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.

MUSIC THERAPY/E85

Introduction to Music Therapy
E85.2930 - 45 hours: 3 points. Spring.
A survey of the scope and variety of practices in the music therapy profession. Current research and methodologies. Contrasting modalities of treatment. Relationship to arts therapies, music education, special education. Of special interest to educators, performers, and art professionals.

Colloquium in Music Therapy
E85.2947* 10 hours per point: 2-6 points. 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.

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; and 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 creative techniques of music therapy, group processes, and personal resources of the music therapist are explored.

Improvisation I: Clinical Improvisation in Music Therapy
E85.2934 30 hours: 2 points. Fall.
This class explores the role of music in each student’s life individually and in the life of our group and through this develop a better understanding of how music can be used in the life of our clients. Students explore through improvisation their personal relationship to music, music as self-expression, and music as a form of communication.

Improvisation II: Clinical Vocal Improvisation
E85.2062 30 hours: 2 points. Spring.
This class focuses on the use of the voice and singing in music therapy practice. Students explore the importance of the voice in a person’s development as well as the many ways to use the voice in music therapy. The students are introduced to a wide range of vocal uses and expression through improvisation and are helped to increase their spontaneity and free their natural voice.
Improvisation III: Advanced Practices of Improvisation in Music Therapy
E85.2940 45 hours: 3 points. Fall.
Students develop a deeper understanding of a music-centered approach to therapy and develop clinical improvisation skills for use in music therapy sessions. Students learn new musical idioms and styles, learn how to utilize precomposed songs, and compose music for a variety of clinical populations.

Improvisation IV: Theory and Application of Improvisation in Music Therapy
E85.2941 45 hours: 3 points. Spring.
The role of music and clinical improvisation in treatment is explored for all clinical populations. Case material from each student’s clinical internship is examined and developed. Musical resources and strategies are developed for use in individual and group therapy.

Music Therapy Practicum: Children and Adolescents
E85.2043 135 hours: 3 points. Fall.
Supervised music therapy clinical practice with children and adolescents with mental, physical, and/or emotional problems in a variety of settings within the New York City area. A weekly seminar covers critical issues pertaining to assessment, treatment, and evaluation of music therapy with these populations.

Music Therapy Practicum: Adults and Elderly
E85.2053 135 hours: 3 points. Spring.
Supervised music therapy clinical practice with adults and the elderly with mental, physical, and/or emotional problems in a variety of settings within the New York City area. A weekly seminar covers critical issues pertaining to assessment, treatment, and evaluation of music therapy with these populations.

Music Therapy for Adults
E85.2938 45 hours: 3 points. Spring.
The study of music therapy and its applications to a variety of populations. Topics include definitions; areas and levels of practice; stages of treatment; how the client-therapist relationship and music therapy strategies can be applied in the major theories of psychology.

Key Concepts in Music Therapy
E85.2942 45 hours: 3 points. Fall.
This course covers theory in music therapy that derives from music-based sources and explores suitable research approaches for investigating this type of theory. Students study music therapy theorists who base their theory on music philosophy, psychology, musicology, and ethnomusicology.

Theory Development in Music Therapy
E85.2943 45 hours: 3 points. Spring.
The historical development of theory and research in the field of music therapy are examined. Students each develop an individualized theoretical framework for the music therapy techniques and strategies that they have learned in their clinical internship.

Internship in Music Therapy
E85.2935,2936 100 hours per point: 5 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.

Colloquy in Music Therapy: Final Project
E85.2949 10 hours per point: 2-4 points.
The culminating experience for all students in the M.A. program in music therapy. This final written document reflects each student’s clinical specialization within the field of music psychotherapy. Students integrate what they have learned in all aspects of the program by presenting case material from their clinical experiences with supportive theory and research. After the final project is submitted and reviewed, students present their ideas to the community in a final program meeting.

Independent Study
E85.2300 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 228.
The Steinhardt School of Culture, Education, and Human Development Bulletin 2009-2011

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D E P A R T M E N T O F

Nutrition, Food Studies, and Public Health

DEGREES:
M.A., M.P.H., M.S., Ph.D.

T
hrough research, teaching, and community service, the Department of Nutrition, Food Studies, and Public Health’s mission is to generate and disseminate knowledge and to effect sustainable change in the health and well-being of our local, urban, and global communities. We teach undergraduate and graduate students to be broad, critical thinkers and to partner with alumni, professionals, and the larger community to provide education, research, and service focused on the role of food, nutrition, and public health in all aspects of life.

The department’s master’s programs in nutrition and dietetics, food studies, and community public health educate students through carefully developed curricula containing core, specialization, and elective courses. These programs share an interdependence that provides the next generation of students with a strong foundation for collaborative research and innovative opportunities. For further information, please visit our Web site at steinhardt.nyu.edu/nutrition.

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 (RD).

The department’s innovative M.A. program in food studies 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, accredited by the Council on Education for 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

Amy Bentley, Associate Professor. B.A. 1984, Brigham Young; M.A. 1985, Ph.D. 1992, Pennsylvania. Cultural and social history of food; food and industrialization; globalization and food; American cultural studies; 20th-century United States.

Jennifer Schiff Berg, Clinical Assistant Professor. B.S. 1984, Cornell; M.A. 1996, Ph.D. 2006, New York. New York City foodways; American Jewish history; immigration studies; culture and food; sustainable food systems; food education.

Lori Beth Dixon, Associate Professor. B.A. 1987, Duke; Ph.D. 1994, Penn State; M.P.H. 1999, California (Berkeley). Dietary patterns of diverse populations; public health nutrition; dietary assessment methods; nutrition epidemiology.


Kristie J. Lancaster, Associate Professor. B.A. 1985, Princeton; M.S. 1995, Ph.D. 2000, Penn State; RD. Chronic disease prevention in at-risk populations; nutrition in African Americans; nutrition in hypertension; nutrition in gerontology; neighborhood food availability and diet.

James A. Macinko, Associate Professor. B.S., B.A. 1991, Arizona; M.A. 1993, George Washington; Ph.D. 2002, Johns Hopkins. International health; primary health care; social epidemiology; quantitative methods; health services research; and impact evaluation.

Marion Nestle, Goddard Professor. B.A. 1959, Ph.D. 1968, M.P.H. 1986, California (Berkeley). Dietary guidance policy; nutrition in health promotion and disease prevention; nutrition education of health professionals; nutrition intervention in high-risk groups; community nutrition.

Niyati Parekh, Assistant Professor. B.S. 1995, St. Xavier's College; M.S. 1997, Nirmala Niketan College; Ph.D. 2005, Wisconsin. Metabolic syndrome; clinical dietetics.


Domingo J. Piñero, Clinical Assistant Professor. B.S. 1986, Central de Venezuela; M.S. 1991, Simón Bolívar (Venezuela); Ph.D. 1998, Penn State. Public health nutrition; iron nutrition in populations at risk; nutrition and cognitive development; nutrition in pediatrics; nutrition in the Hispanic community; international nutrition; demography and nutrition.


Yumary Ruiz, Clinical Assistant Professor. B.S. 1996, California (Los Angeles); M.P.H. 2000, San Jose State; Ph.D. 2006, Purdue. Electronic advocacy; sociopolitical empowerment; social determinants of health; migrant health.

Aoife Ryan, Assistant Professor. B.S. 2000, Ph.D. 2008, Trinity College Dublin. Research interests include immunonutrition; clinical nutrition trials; and metabolic syndrome, obesity, and cancer risk.

Lisa Sasson, Clinical Associate Professor. B.S. 1981, Brooklyn College (CUNY); M.S. 1986, New York; RD. Sports nutrition; weight loss and behavior modification; food service systems; recipe development; nutrition education.

Master's Programs

Nutrition and Dietetics

Director
Lisa Sasson

Educational 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 and other students 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 academic training for credentialed healthcare professionals. Internships and field placements in specific areas of interest offer exceptional opportunities to apply nutrition knowledge in a great variety of professional settings.

These concentrations require the same core sequence of nutritional science and research courses; they differ in prerequisite, specialization, and professional experience requirements.

CAREER OPPORTUNITIES

Although the two concentrations differ most significantly in the 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.

CLINICAL NUTRITION

This concentration is a 40-point curriculum for students who would like to obtain the registered dietitian (RD) credential. There is also a 34-point curriculum for students who already have an RD or have completed an ADA-accredited dietetic internship 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: (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 coursework); 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, visit the department's Web site for the M.S. Program in Nutrition and Dietetics with a concentration in clinical nutrition (steinhardt.nyu.edu/nutrition/dietetics/mi/40). For course descriptions, visit steinhardt.nyu.edu/cms/Admin/upload/00169/nyu_steinhardt_undergrad_bulletin_2008pdf.

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.


Food Science: Introduction to Foods and Food Science, Food Science and Technology, Food Production and Management, Food Management Theory.

Research Methods (earns graduate credit).

DEGREE REQUIREMENTS: CLINICAL NUTRITION (HOND:CNU)


Electives Courses: Selected from departmental and other related courses in counseling and statistics; Community Nutrition, Food Studies, and Public Health.

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, Didactic Program Verification, at the department's address.

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 through 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), speciality (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.

Concurrently 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 procedures: 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 Culture, Education, and Human Development 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. Visit steinhardt.nyu.edu/nutrition/internships/dietetics for specific dates.

The James J. Peters 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 James J. Peters 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 and is open only to U.S. citizens. 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 James J. Peters Bronx Veterans Affairs Medical Center, 130 West Kingsbridge Road, Bronx, NY 10468; telephone: 718-584-9000, ext. 6845; e-mail: jean.curran-leitch@va.gov; Web site: www.va.gov/visns/visn03/dihome.asp.

Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a health and criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.

**FOODS AND NUTRITION (HOND-FNU)**

This 34-point program provides a flexible curriculum designed for students who have bachelor’s degrees and hold credentials in the health professions (such as an RD, RN, D.D.S., RPH, or M.D.) and who are interested in further training in this field but who do not intend to practice nutrition and do not want to become registered dietitians. 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. For more information about this program, visit steinhardt.nyu.edu/nutrition/dietetics/ms/food.

**ACADEMIC PREREQUISITES**

Students must take or present evidence of having taken all graduate course prerequisites: introductory chemistry, organic chemistry, biochemistry, human anatomy and physiology, microbiology, 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**

New Graduate Student Seminar E33.2000 (6 points).

Research Methods (3 points): Research Methods E33.2190.


Advanced Applied Nutrition (3 points): Food Policy E33.2105 or Nutritional Epidemiology E33.2192, or Maternal and Child Nutrition E33.2042 or Nutrition Assessment Methods in Research E33.2178.

Food and Nutrition Specialization (6 points): Food and Culture E33.2191 and Food Science and Technology E33.2184.

Research Applications (3 points): Research Applications E33.2061 or Research Apprenticeship E33.2063.

Elective Courses (8-13 points): Selected by advisement from other categories, programs, and schools. Only 2000-level courses or the equivalent are considered graduate level.

**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.

We also offer a 3-credit Winter Intersession course in Puebla, Mexico. Students examine the main factors affecting nutrition and health practices in the state of Puebla, Mexico, and focus on the impact of migration on these factors. Students also learn about traditional nutrition and health practices, nutrition programs, and the Mexican health care system through a combination of lectures, seminars, field trips, fieldwork, and research.

**Note:** At least two of the three undergraduate chemistry courses (Introduction to Modern Chemistry, Organic Chemistry, Biochemistry) should be taken with laboratory.
In 1996, New York University launched a new graduate program in food studies, an interdisciplinary approach toward food scholarship. In doing so, this department formalized an emerging field as a state-accredited academic entity, offering the first food studies degree programs in the United States. We emphasize the ways individuals, communities, and societies relate to food within a cultural and historical context. Food studies is an umbrella term that includes foodways, gastronomy, and culinary history as well as historical, cultural, political, economic, and geographic examinations of food production and consumption, using food as a “lens” through which to view, explore, analyze, and interpret society in the present as well as in the past.

In 2007, we introduced food systems, a new graduate concentration within the Program in Food Studies, which specifically focuses on issues related to food production. This new concentration aligns an academic discussion of economic, political, agricultural, and global concerns with larger contemporary arguments beyond the academy.

Our approach to food studies is an interdisciplinary one, rather than multidisciplinary. We present thematically based courses, instead of discipline-directed ones. Because of this, we deconstruct historical and contemporary issues from varying angles, viewpoints, and perspectives.

The food studies M.A. program includes two areas of concentration.

Food Culture (FOOD: CUL) examines the social, economic, cultural, and psychological factors that have influenced food consumption practices and patterns in the past and present. Students research historical, sociological, and anthropological aspects of food.

Food Systems (FOOD: SYS) explores food systems, tracing commodities and agricultural concerns from production through consumption; it emphasizes international, national, and local food systems where students explore environmental, ethical, and economic factors in food production and distribution.

The overall program includes 40 points of core, specialization, practical experience, and research courses, and the following:

- Focuses studies in one of two areas of concentration—food culture and food systems.
- Challenges students with core, specialization, and elective courses offered by the department and by New York University’s Steinhardt School of Culture, Education, and Human Development; Stern School of Business; Wagner Graduate School of Public Service, Graduate School of Arts and Sciences, or Tisch School of the Arts.
- Broadens work experience. We help students locate internships in a vast array of potential employment sites and place them in positions where they can develop new skills and gain access to potential employers.
- Gives access to food production companies, nonprofit food organizations, publishers, public relations and marketing firms, magazines, food distributors, food producers, and educational institutions, as well as to the food professionals who work in them and enrich the program by serving as adjunct faculty and guest lecturers.
- Emphasizes development of critical thinking and research skills that help students analyze and solve problems that may be encountered in professional work.

**CAREER OPPORTUNITIES**

Food studies careers focus more on the conceptual and creative aspects related to the role of food in culture and society. They involve product development; advertising, marketing, and public relations; communications and media; writing and editing; styling, photographing, and testing; and teaching, consulting, and research. Food studies careers can also occur in any place where food is developed, produced, purchased, prepared, or served: corporations and companies; hotels, resorts, spas; convention centers; airlines; educational institutions; health care facilities; community sites; government agencies; and consulting firms.

**ACADEMIC PREREQUISITES**

The following course is a prerequisite to the Program in Food Studies. Any unmet prerequisites may be fulfilled while enrolled in the M.A. program, either by taking courses or by passing exemption examinations.

**Course:** Introduction to Foods and Food Science.

**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 300 hours of work experience during the first year of the program.

**DEGREE REQUIREMENTS**

The requirements for the Program in Food Studies include the following:


**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.
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, mid-career 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 that affect the populations of low-income and developing countries.

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 Program in Community Public Health 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 Community Health and International Community Health concentrations do not have academic prerequisites.

Public Health Nutrition requires specialization in foods and nutrition in addition to public health fundamentals. For students who enter the program without previous training in these fields, the program requires the following prerequisite courses (or their equivalents in course work as determined by an adviser).

- E33.0119 Nutrition and Health (3 points) [Fall, Spring, Summer]
- E33.1068 Introduction to Human Physiology (3 points) [Fall, Spring]
- E33.1260 Diet Assessment and Planning (3 points) [Fall, Spring]
- E33.1209 Community Nutrition (3 points) [Fall, Spring]

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 RD-eligible, or who elect the RD/M.P.H. option have already met (or will meet) all of the prerequisite requirements for the M.P.H. program.

DEGREE REQUIREMENTS

The requirements for the 46-point M.P.H. program include the following:

Public Health Foundations:
- Biostatistics I and II E10.2995,2996
- Epidemiology E33.2306
- Environmental Health Problems E33.2356
- History and Principles of Public Health E33.2322
- Community Health and Medical Care P11.1830
- Applied Public Health: Assessing Community Health Needs E33.2318
- Social and Behavioral Determinants of Health E33.2355

Research:
- Research Methods in Public Health E33.2361
- Program Planning and Evaluation for Community Health E33.2349

Internship:
- Internship in Public Health E33.2360

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.

Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.
ADMISSIONS
In addition to meeting the Steinhardt School of Culture, Education, and Human Development general admission 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.

Graduate Winter Intersession Study Abroad Program in Puebla, Mexico. The 3-point, two-week course is based in the Department of the Universidad Popular Autónoma del Estado de Puebla (UPAEP). Students examine the impact of migration on issues of public health in Puebla, Mexico; a state of particular relevance to New York as 60-80 percent of Mexican immigrants in New York City originate from the state of Puebla. Students learn about the major health problems of the Poblanos, the structure and capacity of the Mexican health care system, and the role of traditional health practices in a rapidly changing society with deep, ancient practices. The curriculum includes lectures, seminars, field trips in Puebla as well as travel to other states to examine these topics from a different 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 practical experiences, 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, New York City Department of Health and Mental Hygiene, Planned Parenthood, New York City Food Bank, NYU School of Medicine Center for Immigrant Health, Leukemia and Lymphoma Society, and the Caribbean Women’s Health Association.

Hand-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.

Doctoral Programs

Directors
Amy Bentley
Food Studies
Judith Gilbride
Nutrition
James Macinko
Public Health

Education Building,
Suite 1077
212-998-5580

Degree
Ph.D.

The department offers doctoral education in (1) nutrition and dietetics, (2) food studies, and (3) public health. Because these programs are small and highly selective, the department admits them jointly. Within the overall program structure, students are encouraged to select specific courses, course sequences, and dissertation proposal and research topics that meet their individual interests and goals. Each program is developed individually by students in consultation 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 222-23.

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 Culture, Education, and Human Development, see pages 243-45. In addition to school requirements, the department requires 18 points of specialization courses.
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 222.

Food Studies

The food studies doctoral program at NYU is an interdisciplinary program of advanced study focusing on food as it intersects with society, culture, environment, health, history, and commerce. This highly selective program prepares students for positions in higher education, including teaching, research, and administrative positions; positions outside the academy, including public policy, government, for-profit and not-for-profit private industry; and other positions in education, including secondary institutions seeking teachers with advanced degrees and adult learning communities.

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 222.

Public Health

The Doctoral Program in Public Health is targeted to individuals who wish to develop advanced skills in public health research. Graduates of the program are prepared for careers as leaders in academic institutions, public and private sector organizations, and governmental agencies in state, national, and international settings. Students will benefit from the interdisciplinary nature of the department and the wider NYU community where faculty have existing research programs in the United States and internationally.

In addition to the general requirements listed above, a prior graduate degree in public health or a related field is strongly preferred. Preference is given to applicants with previous experience conducting public health or social science-based research. See general admission section, page 222.

Financial Aid

The Department of Nutrition, Food Studies, and Public Health offers a limited number of teaching and graduate assistantships. See page 234.

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 Culture, Education, and Human Development Web site for more information. See general financial aid section, page 232.

Courses

**NUTRITION/E33**

Medical Nutrition Therapy
E33.2037 45 hours: 4 points.
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.
Principles of nutrition applied to disorders of infants, children, and adolescents, with emphasis on current research; evaluation of diets of healthy children.

Maternal and Child Nutrition
E33.2042 30 hours: 3 points.
Principles and application of nutrition for healthy mothers, infants, children, and adolescents with emphasis on current research related to normal growth and development.

Critical Care Nutrition
E33.2043 30 hours: 3 points.
Principles and skills for parenteral and enteral nutrition (nutrition support) practice: inflammatory metabolism, 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.
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: 3-4 points.
Participation and experience in the professional field of major interest and seminaria discussion of career options and professional issues and responsibilities. Application must be filed during the previous term.

Advanced Nutrition: Proteins, Fats, and Carbohydrates
E33.2139 30 hours: 3 points.
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. 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. Includes the role of selected vitamins and minerals in cancer, coronary heart disease, HIV infection, bone loss, and other conditions of topical interest.

Clinical Nutrition Services
E33.2145 30 hours: 3 points. Comparison of programs, services, and systems designed for clinical practitioners who manage nutrition services in health care settings.

Clinical Practice in Dietetics I
E33.2146 150 hours per point: 3 points. Restricted to NYU dietetic interns. 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. 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.

Food Science and Technology
E33.2184 45 hours: 3 points. Scientific and sensory principles of food evaluation; professional methods, quality assurance, and objective experiments in advanced food preparation.

International Nutrition
E33.2187 10 hours per point: 1-3 points. Introduction to world food problems and their nutritional, economic, and social effects.

Nutritional Epidemiology
E33.2192 30 hours: 3 points. 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 Management
E33.2194 30 hours: 3 points. Evaluation and application of theories of weight management 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. Emphasis on broadening knowledge and skills in physical assessment applied to the nutrition evaluation of individuals.

Nutrition Counseling Theory and Practice
E33.2198 30 hours: 3 points. 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. Principles, methods, and materials for teaching nutrition to diverse groups in a variety of settings.

Seminar in Advanced Nutrition
E33.2207 10 hours per point: 1-6 points. Departmental permission required. Selected topics in advanced nutrition, investigated through analysis of current data.

Complementary and Alternative Nutrition Therapies
E33.2210 30 hours: 3 points. 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 and of library, Internet, and popular resources on this topic.

Nutrition and Aging
E33.2220 30 hours: 3 points. 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. 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/E33

Food History
E33.2012 45 hours: 3 points. 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.

Food Policy
E33.2013 30 hours: 3 points. Analysis of the economic and social causes and consequences of food production, marketing, and product development.

Food Markets: Concepts and Cases
E33.2016 30 hours: 3 points. Explores the conceptual underpinnings of the distributive networks through which food travels from farm to table. Examines the relationships between markets, states, and society in their historical and contemporary forms. Employs case studies of how commodities travel through the food system at the local, national, and international levels. Topics include mass markets and niche markets; the culture of markets; reciprocity, exchange, and redistribution; conventional and alternative supply chains.

Contemporary Issues in Food Studies
E33.2017 30 hours: 3 points. 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.

Comparative Cuisines

Food Science and Technology
E33.2184 45 hours: 3 points. Scientific and sensory principles of food evaluation; professional methods, quality assurance, and objective experiments in advanced food preparation.

International Nutrition
E33.2187 10 hours per point: 1-3 points. Introduction to world food problems and their nutritional, economic, and social effects.

Nutritional Epidemiology
E33.2192 30 hours: 3 points. 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 Management
E33.2194 30 hours: 3 points. Evaluation and application of theories of weight management and eating behavior to weight reduction and maintenance programs, with emphasis on development of scientifically based methods to promote appropriate body weight.

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E33.2196 30 hours: 2 points. Emphasis on broadening knowledge and skills in physical assessment applied to the nutrition evaluation of individuals.

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E33.2198 30 hours: 3 points. 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.

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See Departmental Courses section for additional listings.

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Food Policy
E33.2015 30 hours: 3 points. Analysis of the economic and social causes and consequences of food production, marketing, and product development.

Food Markets: Concepts and Cases
E33.2016 30 hours: 3 points. Explores the conceptual underpinnings of the distributive networks through which food travels from farm to table. Examines the relationships between markets, states, and society in their historical and contemporary forms. Employs case studies of how commodities travel through the food system at the local, national, and international levels. Topics include mass markets and niche markets; the culture of markets; reciprocity, exchange, and redistribution; conventional and alternative supply chains.

Contemporary Issues in Food Studies
E33.2017 30 hours: 3 points. 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.

Comparative Cuisines
Food Writing
E33.2021 30 hours: 3 points.
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.

Beverages
E33.2025 45 hours: 3 points.
Basic principles and practical experience in development of beverage systems and menus. Considers pricing, equipment, legal, merchandising, and personnel policies.

Food Systems I: Agriculture
E33.2033 30 hours: 3 points.
Surveys issues surrounding food production from an agricultural perspective. Students gain an understanding of how agricultural production shifted from a Jeffersonian ideal to an industrial and political practicality. Topics include the agrarian ideal of the yeoman farmer, the ascendancy of markets and agricultural commodification, the politicization of agriculture and the farm bill, and sustainable agricultural systems.

Food Systems II: Processing and Industrialization
E33.2034 30 hours: 3 points.
Prerequisite: Food Systems I.
A survey of issues surrounding food production from a processing perspective. Students gain an understanding of various forms of food processing and the issues that surround industrial food production.

Waste, Water, and the Urban Environment
E33.2036 30 hours: 3 points.
Investigates the final stage of the food system, water, and waste disposal, as it is manifested in the urban metropolis. This course also draws on the historical underpinnings of the systems used to manage water and waste, but also the underlying issues of purity and contamination that these systems are also designed to address. Issues include water and waste in relation to changing landscapes and demographics, enmeshment in urban policy making, and competing notions of environmentalism.

International Food Regulation
E33.2110 30 hours: 3 points.
Examines the international legal and regulatory systems that affect global food production and distribution. The course also explores some debates over food regulation and how different countries approach these controversies and the variety of policy outcomes that result from these debates.

Techniques of Regional Cuisine
E33.2183 30 hours: 2 points.
Introduction to foods from various nationality groups through lectures, demonstrations, and field trips.

Food and Culture
E33.2191 30 hours: 3 points.
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.

Food in the Arts
E33.2204 30 hours: 2 points.
The ways in which writers, artists, musicians, and filmmakers have used food as a theme or symbol for reasons of aesthetic, social, cultural, or political commentary.

Advanced Topics in Food Studies: Food in Western Art
E33.2246 30 hours: 3 points.
Explores the intersection of food and art, focusing on images of foodstuffs, meals, and banquets throughout Western history. Topics include analysis of painting and sculpture in selected cultures and time periods; examination of the rituals, both real and imagined, of the marketplace, food preparation, and eating in a variety of settings; cultural contexts and prevailing ideas informing the images; and shifting meanings and portrayals of food over time.

Nutrition in Food Studies
E33.2215 30 hours: 3 points.
An accelerated survey of basic principles of nutrition applied to food studies: nutrient 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.

Advanced Foods
E33.2216 15 hours per point: 1-3 points.
Prerequisite: E33.0085 or equivalent. Principles and practice of identification, comparison, and evaluation of selected foods, ingredients, techniques, and equipment for recipe formulation, menu planning, or preparation, with an emphasis on modifications to meet specific nutritional or other requirements. Repeatable up to 3 points.

Food Photography
E33.2271 15 hours: 1 point.
Demonstration of techniques for photographing foods for use in print and other media formats.

See Departmental Courses section for additional listings.

PUBLIC HEALTH/E33

Nutrition in Public Health
E33.2213 30 hours: 3 points.
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.

Public Health Through Film and Fiction
E33.2315 30 hours: 3 points.
Examination of public health issues through the lens of film and fiction, illustrating how narrative works provide dramatic insight into the multifaceted nature of public health problems, the complex circumstances giving rise to them, and the factors influencing responses. Discussion includes militarism, gender inequality, economic conditions, drug trafficking, occupation, pandemic disease, the interrelatedness of these problems, and the diverse geographic regions affected by them.

Assessing Community Health Needs
E33.2318 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
E33.2356 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
E33.2355 30 hours: 3 points.
A 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
E33.2361 30 hours: 3 points. Fall, 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 Population and Family Health
E33.2383 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 population and family health.

History and Principles of Public Health
E33.2322 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
E33.2335 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
E33.2349 30 hours: 3 points.
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
E33.2306 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.

Research Methods in Public Health
E33.2361 30 hours: 3 points. Fall.
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 Population and Family Health
E33.2383 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 population and family health.

History and Principles of Public Health
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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.
Research Apprenticeship in Food and Nutrition  
E33.2063  45 hours per point: 1-6 points.  
Practical aspects of research on topics related to nutrition, food studies, or food management. Students assist a faculty member with an ongoing research project. Depending on the nature of the specified project and the time available for assistance, qualified students may participate in one or more components of the research: study design, bibliographic retrieval, data collection, data analysis, or writing for publication. Permission of sponsoring professor required.

Food Science and Technology  
E33.2184  45 hours: 3 points.  
Prerequisites: E33.0085, V25.0002.  
Scientific and sensory principles of food evaluation; professional methods, quality assurance, and objective experiments in advanced food preparation.

Research Methods  
E33.2190  30 hours: 3 points.  
Introduction to the design, interpretation, and evaluation of research in nutrition and food studies. To be taken in the first semester of the master's program.

Independent Study  
E33.2300  45 hours per point: 1-6 points; hours to be arranged through advisement.  
For description, see page 228.

Doctoral Seminar  
E33.3098  10 hours: 1 point.  
Attendance is required every semester of graduate study. Registration is required in lieu of the 1-point Doctoral Advisement fee every semester in which students are enrolled for less than 3 points. Credits 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.
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 65 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 matchless.
Faculty

Offiong Aqua, Clinical Associate Professor. M.D. 1986, Moscow.
Research and advanced study of human anatomy and physiology. NYU Steinhardt's Teaching Excellence Award, 2006.

Jane Bear-Lehman, Chair and Associate Professor. B.S., Wisconsin (Madison); M.S., Illinois (Chicago); Ph.D., New York; OTR/L, Fellow of the American Occupational Therapy Association (FAOTA).

Extensive research focuses on the hand and upper limb and in the use of physical measures of impairment as predictors for disability. 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; OTR/L, Neuro Development Treatment (NDT) Certified. 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.


Tsu-Hsin Howe, Assistant Professor. B.Sc. 1982, National Taiwan; M.A. 1987, Ph.D. 2004, New York; OTR. Her primary research interest focuses on infant feeding behaviors with a special interest in identifying early predictors of normal and abnormal infant sucking patterns and developing assessment tools for infant sucking ability.

Kristie Koenig, Assistant Professor. B.S. 1987, Elizabethtown (PA); M.S. 1994, Ph.D. 2003, Temple; OTR/L, Fellow of the American Occupational Therapy Association (FAOTA). Examines the influence of sensory processing and motor planning deficits on behavior and functional communication in children and adults with neurobehavioral disorders, specifically autistic spectrum disorders and regulatory disorders. Her research focuses on utilizing a relationship-based paradigm and the individual with ASD's perspective to understand the impact of these issues on quality of life and adaptive behavior in order to guide person-centered interventions.

Adjunct Faculty

Lilya Berns, B.S.; OT
Marie-Louise Blount, M.A.; OT, FAOTA
Connie Charney, M.A.; OT
Diana Chen Wong, M.A.; OTR
Holly Cohen, B.S.; OTR/L, ATP
Annette Dilorio, M.A.; OTR/L
Patricia Gentile, M.S.; OTR/L, BCN
Laurie Goeringer, M.A.; OTR/L

Judy Grossman, Ph.D.; OTR, FAOTA
Henry Hanif, M.A.; OT
Janine Kahan-McLear, M.A.; OTR/L
Elissa Levine-Benchimol, M.A.; OTR
Colleen McCaul, M.A.; OTR/L
Deborah Moore, M.A.; OTR/L
Gregory Roth, M.A.; OTR/L
Mary Shea, M.A.; OTR/L


Sally Poole, Clinical Assistant Professor. B.A. 1968, M.A. 1973, New York; OT, Certified Hand Therapist (CHT). Extensive clinical experience with individuals with physical disabilities, especially hand and upper-extremity disorders. Expertise in anatomy, kinesiology, splinting, and treatment of patients with biomechanical/orthopedic injuries/illnesses.

Gerald Voelbel, Assistant Professor. B.A. 1997, M.S. 2001, Ph.D. 2004, Rutgers. His main research interests focus on the neuropsychological deficits in neurological and psychiatric populations. One area of current research that was funded by the National Institutes of Health is the investigation of the neuropathology and executive dysfunction associated with mild traumatic brain injury with Functional Near Infrared Spectroscopy (FNIRS). FNIRS is an innovative method to measure changes in blood flow to the cortex.

Liz Silver, M.A.; OTR/L
Michele Spinazzola, M.S.; OTR/L
Jeffrey Tomlinson, M.S.W.; CSW, OTR, FAOTA
Michael Tranquilli, M.A.; OT
Sheri Wadler, M.A.; OTR
MASTER OF SCIENCE
The Master of Science Program in Occupational Therapy provides the professional education necessary for initial certification as an occupational therapist. Affiliated with 450 sites, the program affords students intervention experiences in challenging settings, which are integrated into the curriculum through connection with courses or as full-time fieldwork.

CAREER OPPORTUNITIES
Occupational therapy is a fast-growing profession, and graduates are sought by employers nationwide.

DEGREE REQUIREMENTS
Academic Prerequisites:
Undergraduate course work in abnormal psychology; developmental psychology; behavioral sciences: one additional course in either psychology, anthropology, or sociology; human anatomy and physiology I and II; and basic statistics.

Our full-time course of study is 27 months. Students are required to participate in two full-time, three-month fieldwork experiences, which usually take place during the summer and fall. The program requires successful completion of 74 points in anatomy; kinesiology; human growth and development; activity group process; psychiatric, medical, surgical, orthopedic, and neuromuscular conditions; theoretical foundations of occupational therapy; and research, analysis, and synthesis of activities as they relate to human occupation through emphasizing evaluation and intervention in the occupational therapy process.


Fall, Second Year (13 points): Fieldwork I (1 point) E40.2721, Research Interpretation of Occupational Therapy (3 points) E40.2725, Orthopedic Evaluation and Intervention (3 points) E40.2741, Neurological Evaluation and Intervention (3 points) E40.2743, Mental Health Evaluation and Intervention (3 points) E40.2745.

Spring, Second Year (16 points): Fieldwork I (1 point) E40.2722, Rehabilitation Evaluation and Intervention (3 points) E40.2742, Cognitive Evaluation and Intervention (3 points) E40.2744, Community Practice (2 points) E40.2746, Pediatric Evaluation and Intervention (3 points) E40.2748, Health Advocacy and Administration (3 points) E40.2750, Professional Issues II (1 point) E40.2041.

Restrictive Elective (2 points) can be taken any semester or Fieldwork II in Occupational Therapy (Specialty) E40.2704 (3 points) to be taken in the spring, third year.

Summer, Second Year (3 points): Fieldwork II in Occupational Therapy E40.2703 (12 weeks).

Fall, Third Year (3 points): Fieldwork II in Occupational Therapy E40.2703 (12 weeks).

TIME LIMIT
Students must complete all fieldwork requirements within a 20-month period following the completion of academic course work.

CERTIFICATION/LICENSURE
The Program in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE)® of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220; telephone: 301-652-6282, ext.: 2914. Graduates of the program will be able to sit for the national certification examination for occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a certified occupational therapist. Most states require licensure in order to practice; however, state licensure is usually based on the results of the NBCOT Certification Examination.

Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.

ADMISSION REQUIREMENTS
Applicants must submit two letters of recommendation and a statement of purpose/personal statement addressing how work/volunteer/life experiences have led to the choice of occupational therapy. In addition, a personal interview and writing sample may be requested.

See general admission section, page 222.

FINANCIAL AID OPPORTUNITIES
Students may apply for tuition assistance from local, state, and federal government agencies. Sometimes clinical facilities offer financial assistance in exchange for a work commitment after graduation.

See general financial aid section, page 232.
Post-professional Programs

Degrees
M.A., D.P.S., Ph.D.

Faculty
Aqua, Bear-Lehman, Goverover, Hinojosa, Howe, Koenig, Perr, Poole, Voelbel

The Department of Occupational Therapy offers three postprofessional programs in occupational therapy leading to the M.A., D.P.S., or Ph.D. degree 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, and the Steinhardt School’s Office of Graduate Admissions Web site, www.steinhardt.nyu.edu/graduate/admissions, for more information.

Master of Arts: Postprofessional Advanced Occupational Therapy (OTTH)

INDIVIDUALLY DESIGNED SEQUENCE OF COURSES

The postprofessional master’s degree 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. Domestic students may begin their studies in the fall, spring, or summer term. International students may begin their studies in the fall. This 30-point program may be completed as full-time or part-time study.

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 (9 points):

Theoretical Foundations for Intervention E40.2762, Developing a Guideline for Intervention E40.2763, Ethics and Analytical Reasoning E40.2764;
Department Research Project (6 points):
Directed Project Design in Occupational Therapy E40.2805, Directed Project in Occupational Therapy E40.2806;
Elective: Research Course (6 points).
Specialization (9 points): by advisement.

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 degree in occupational therapy; (3) a strong grade-point average; (4) a personal statement; and (5) interviews as requested by the department.

Doctor of Professional Studies (OTHS)

Through the Doctor of Professional Studies (D.P.S.) Program, students have the opportunity to advance their knowledge and critical thinking via course work that builds a foundation of critical analysis, evidence-based practice, ethics, and theory. The D.P.S. prepares advanced, skilled occupational therapists to deliver, present, and collaborate with interdisciplinary professionals to provide high-quality care. Full-time or part-time study is available. Students are offered two areas of advanced clinical specialization: pediatrics and upper quadrant.

ADMISSION REQUIREMENTS

In addition to the admission criteria of the school, the following specific requirements apply: (1) GRE score; (2) graduation from an approved professional occupational therapy program; (3) a strong grade point average; (4) master’s degree or equivalent; (5) a personal statement; (6) three letters of recommendation; and (7) interviews as requested by the department. The application deadlines are November 15 and March 15 for the D.P.S.

*There is a special single-option admission that allows occupational therapists with a bachelor’s degree in occupational therapy to apply directly to the clinical doctoral degree program and to earn a master’s degree during the educational process. Applicants for the single-option select the M.A. degree, program code OTTH, and document desire to progress to the D.P.S. program in the personal statement. The application deadline is February 1 for the single-option M.A./D.P.S.

DEGREE REQUIREMENTS

Occupational therapists who hold a master’s degree (1) complete a total of 52 points, including course work with a strong grade point average, and (2) complete a dissertation. Students who hold a master’s degree in postprofessional occupational therapy from NYU enter with advanced standing and must take a minimum of 42 points and complete a dissertation. Full-time or part-time study is available.


DEGREE REQUIREMENTS

Occupational therapists who hold a master’s degree complete (1) 36 points of approved course work with a minimum cumulative grade point average of 3.0, (2) presentation and successful defense of evidence-based professional portfolio, and (3) completion of all requirements for the D.P.S. within seven years. Full-time or part-time study is available.

Department Core Courses (6 points):
Theoretical Foundations for Intervention E40.2762, Ethics and Analytical Reasoning E40.2764. Program Requirements (6 points): Evidence-Based Practice E40.3301, Advanced Assessments for the Practicing Therapist E40.3306. Clinical Specialization (12 points). Electives (9 points): Students are required to complete 9 points of electives from University-wide offerings.

Terminal Project (3 points): Professional Portfolio: Advanced Practice E40.3310.

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.

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Courses
The courses listed herein are to be offered in 2009–2010.

OCCUPATIONAL THERAPY/E40

New Student Seminar in Occupational Therapy
E40.2000 Buckley, Pool. 20 hours: 0 points. Fall.
This course introduces the newly accepted professional-level student to the field of occupational therapy, the Steinhardt School, and NYU. It is intended to help the student adjust to the demands and responsibilities of graduate professional education, as well as introduce basic concepts in occupational therapy.

Principles of Human Anatomy
E40.2001 Aqua. 30 hours: 3 points. Spring.
Structure of the human body with emphasis on the musculoskeletal and nervous systems. The relationship between structure and function is stressed as well as integration of these and other body systems during the normal and abnormal function. Students learn all the skeletal system, muscles, peripheral vasculature, and nervous system.

Human Anatomy Lecture
E40.2002 Aqua. 53 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
E40.2003 Aqua. 49 lab hours: 1 point. Spring.
Follows and complements the lecture material presented in E40.2002 (Human Anatomy). Students dissect human cadavers for the purpose of learning the skeletal, muscular, nervous, and circulatory systems.

Neuroscience
E40.2010 Voelbel. 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.

Occupational Performance in Context
E40.2020 Buckley, Pool. 20 hours: 2 points. Fall.
History of the role of activities and occupation in the practice of occupational therapy and the context in which humans engage and participate in them. How and why humans select the activities that are meaningful to them and the relevant sociocultural issues.

Research Methods for Occupational Therapy
E40.2025 Bear-Lehman. 20 hours: 2 points. Spring.
Prerequisite: Statistics.
Introduction for occupational therapists to the practical and ethical methods of scientific inquiry, including variable definition, formulating research questions and hypotheses, and proposing research designs for conducting studies. Refinement of skills for reviewing and critiquing the literature.

Research Methods for Occupational Therapy
E40.2025 Houe. 30 hours: 3 points. Fall.
Prerequisite: Statistics.
Introduction for the practicing occupational therapist enrolled in the postprofessional occupational therapy program to the practical and ethical methods of scientific inquiry, including variable definition, formulating research questions and hypotheses, and proposing research designs for conducting studies. Refinement of skills for reviewing and critiquing the literature.

Theoretical Bases for the Scope of Practice
E40.2050 Buckley. 40 hours: 4 points. Spring.
Prerequisites: E40.2701 and E40.2709.
Provides foundation knowledge underlying occupational therapy practice for the formation and use of conceptual practice frameworks. The course focuses on the theories supporting current and emerging areas of occupational therapy practice.

Analysis of Human Activity and Occupational Therapy Performance I
E40.2055 Buckley, Pool. 20 hours: 2 points. Spring.
Prerequisite: successful completion of all first-semester occupational therapy courses.

This lecture and laboratory course presents an in-depth examination of the therapeutic value of purposeful activity/occupation, with emphasis on activity analysis, synthesis, and gradation. The role of the teaching and learning process and its relevance to designing effective intervention is examined.

Medical and Psychiatric Conditions
E40.2039 Vuelbel, Pool. 45 hours: 4 points. Spring.
Etiology, pathology, and sequelae of selected medical, psychiatric, orthopedic, and neurological conditions that frequently necessitate occupational therapy intervention. Standard diagnostic systems and somatic treatments are reviewed.

Professional Issues I
E40.2040 McCreedy. 10 hours: 1 point. Spring.
Prerequisite: E40.2000.
Issues related to working as an occupational therapist in a variety of health care arenas are addressed. Interviews with fieldwork placement administrators and faculty occur during this course.

Professional Issues II
E40.2041 McCreedy. 10 hours: 1 point. Spring.
Prerequisites: satisfactory completion of all level I fieldwork in the first year. Students must be in good standing in academic courses for the second year.
This course provides students with information to transition from academic learning to clinical reasoning in varied fieldwork settings and practice arenas.

Disability in a Global Context
E40.2170 Perr. 30 hours: 3 points. Spring.
Explores the implications of disability in global contexts with variant levels of industrialization. Examines how local, civic, and private sector arenas, including schools, hospitals, markets, or transportation systems, affect the lives of people with disabilities.

Assistive Technology for People with Disabilities
E40.2195 Perr. 30 hours: 3 points. Fall.
A multidisciplinary course on the principles and application of technological aids used in occupational therapy assessment and intervention. Use of mainstream and specialized equipment for mobility, computer access, and environ-

NOTE TO COURSES
Pass/fail basis.
mental control are highlighted. Client assessment strategies, legislation, and the roles of team members are examined.

Independent Study
E40.2300 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 228.

Treating Children with Sensory Regulatory Dysfunction
E40.2332 Koenig. 30 hours: 3 points. Summer.
This course examines occupational therapy literature and research findings that support treatment of children with sensory regulatory difficulties in a variety of settings. Students' clinical experiences are used as a basis to examine the efficacy and effectiveness of intervention.

Successful Intervention in Schools
E40.2335 Koenig. 30 hours: 3 points. Fall.
Examines therapists' perceptions that have an impact on therapy in the classroom. Students learn to identify strategies and methods that will assist in designing intervention plans that can be implemented in a classroom. They research effective strategies for ensuring best practice in a wide variety of educational systems.

Reframing the Meaning of Disability to Families
E40.2338 Grossman. 30 hours: 3 points. Fall.
Examination of family-centered care for families with special needs. Reviews theoretical approaches and explores the views and experiences of parents and other care providers. Evaluates the importance of the environment to clinical decision making and service delivery.

Clinical Management I: Bone and Joint Disorder of the Upper Quadrant
E40.2341 Bear-Lehman, Poole. 30 hours: 3 points. Fall, spring. Prerequisites: E40.2001 and E40.3306.
This course uses a seminar and laboratory teaching model to explore the intervention process for hand and upper-limb nerve disorders that are traumatic or chronic in nature. This course addresses nerve injuries in the continuity that frequently present as cumulative trauma disorders between tendon and nerve involvement and the subsequent appropriate intervention strategies.

Clinical Management III: Complex Multisystem Injuries of the Upper Quadrant
E40.2343 Bear-Lehman, Poole. 30 hours: 3 points. Fall, spring. Prerequisites: E40.2001, E40.2342, and E40.3306.
This course uses a lecture, seminar, and laboratory teaching model to explore intervention strategies for the complex, multisystem, and/or catastrophic upper-limb injuries. As the final course sequence of three treatment courses, it also addresses working with the "difficult" patient and the ways in which the practicing therapist can promote recovery from a physical and psychological perspective.

Foundations of Occupational Therapy
E40.2701 Poole. 20 hours: 2 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.

Fieldwork II in Occupational Therapy (Specialty)
E40.2705 McCrady. Minimum of 400 hours (10 weeks): 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 30 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.

Performance and Development Across the Life Span
E40.2709 Howe. 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: 2 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.

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 Perr. 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  McCready. 120 hours: 1 point. Spring.  
Fieldwork I in the spring semester is a continuation of Fieldwork I in the fall semester. Students integrate academic learning with clinical practice.

Research Design in Occupational Therapy  
E40.2724  Baar-Lehman. 20 hours: 2 points. Summer.  
Groups develop preliminary research ideas and initiate review of the literature.

E40.2725  Baar-Lehman. 45 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.

Analysis of Human Activity and Occupational Performance II  
E40.2736  Perr. 20 hours: 2 points. Summer.  
Lecture and laboratory.  
Employing a biopsychosocial model, various aspects of work and productive activities are explored. Includes psychosocial issues, epidemiology, job analysis, an introduction to ergonomics, work hardening, social and legal issues relative to the world of work.

Orthopedic Evaluation and Intervention  
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.

Rehabilitation Evaluation and Intervention  
E40.2742  Perr. 45 hours: 3 points. Spring.  
The concepts and principles of rehabilitation, habilitation, compensation, and adaptation as they relate to individuals with physical disabilities. Development of clinical reasoning to assess and intervene in the areas of activities of daily living, including environmental control, communication, and mobility using assistive equipment and technology. Rehabilitative concepts are examined and practiced as they apply to persons with selected diagnoses.

Neurological Evaluation and Intervention  
E40.2745  Buckley. 45 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.

Cognitive Evaluation and Intervention  
E40.2744  Goverover. 30 hours: 3 points. Spring.  
Orientation to theoretical approaches addressing cognitive and perceptual deficits. Emphasis on problem identification: selection of appropriate assessment tools, establishment of goals, documentation and treatment planning for clients with various cognitive and perceptual deficits.

Mental Health Evaluation and Intervention  
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.

Community Practice  
E40.2746  McCready. 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.

Pediatric Evaluation and Intervention  
E40.2748  Koensig. 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.

Health Advocacy and Administration  
E40.2750  Gentile. 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.

Theoretical Foundations for Intervention  
E40.2762  Hinnojosa. 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.

Developing a Guideline for Intervention  
E40.2763  Hinnojosa. 30 hours: 3 points. Spring.  
Prerequisite: E40.2762.  
Examine the use of applied scientific inquiry to formulate sets of guidelines for occupational therapy practice.

Ethics and Analytical Reasoning  
E40.2764  Hinnojosa. 30 hours: 3 points. Summer.  
Prerequisites: E40.2762 and E40.2763.  
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.

Gross Anatomy of the Upper Quadrant  
E40.2801  Aqua, 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.
Directed Project Design in Occupational Therapy
E40.2805  Governor. 30 hours: 3 points. Fall.
Corequisite: Research Methods.
This course is the first part of a two-part seminar course series designed to support the postprofessional master’s degree student to develop preliminary research ideas and to initiate the development of the problem statement, theoretical root, review of the pertinent literature, and the methods components of the research proposal.

Directed Project in Occupational Therapy
E40.2806  Howe. 30 hours: 3 points. Spring.
Prerequisite: E40.2805.
This course is the second of the two-part series designed to support the postprofessional master’s degree students in the completion of the master’s projects.

Developing Assistive Technology
E40.2900  Perr. 30 hours: 3 points. Fall, spring.
This multidisciplinary course allows students from a variety of backgrounds to work together to develop assistive technology. Partnering with outside organizations, students work in teams to identify a clinical need relevant to a certain clinical site or client population and to learn the process of developing an idea and moving to the development of a prototype product. Teams comprise students from NYU Tisch School of the Arts’ Interactive Telecommunication Program as well as graduate rehabilitation, physical therapy, and occupational therapy students.

Evidence-Based Practice
E40.3301  Howe. 30 hours: 3 points. Spring.
Students evaluate clinical literature and determine the evidence level of a clinical study, appraise the feasibility of applying such concepts in everyday practice, and design a program evaluation of their own practice using an evidence-based approach. The course emphasizes the need for evidence-based clinical practice and prepares students to obtain the knowledge and skills for future clinical effectiveness studies (e.g., participating in systematic review or data collection or being a clinical trial coordinator).

Advanced Assessment for the Practicing Therapist
E40.3306  Koenig. 30 hours: 3 points. Fall.
The course focuses on the selection and use of an evidence-based evaluation system to measure practice outcomes and interpret clinical change. This process requires selecting the tools for assessment of function based on achieved validity and to accurately interpret observations and measurements.

Professional Portfolio: Advanced Practice
E40.3310  Hinojosa. 30 hours: 3 points. Fall, spring.
Students assess and refine their portfolios. Portfolios are Web-based and include performance, observation, case studies, peer ratings, specialty certification documentation of professional activities, publications, and presentation summaries. At the end of the semester, students present their portfolio to a panel of three faculty members. The portfolio must document how the student integrated knowledge and skills learned in the curriculum to his or her specialty practice area.

Departmental Seminar: Occupational Therapy
E40.3406†  Hinojosa. 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.
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. degree 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

Offiong Aqua, Clinical Associate Professor. M.D. 1986, Friendship (Russia). Joint appointment in the Departments of Communicative Sciences and Disorders, Occupational Therapy, and Physical Therapy. Research focuses on anatomy.


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.

Gregory M. Gutierrez, Assistant Professor. B.S. 2002, M.S. 2003, Florida; Ph.D. 2008, Delaware. Dynamic joint stability; neuromuscular control mechanisms in ankle instability; neurocognitive function in joint instability.

Louis N. Iannuzzi, Clinical Assistant Professor. B.S. 1978, Wisconsin-Milwaukee; B.S. 1980, New York; PT. Wound care; pathomechanics; pedorthics; electromyography; bioelectronics.

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.

Tsega A. Mehreteab, Clinical Professor. B.S. 1973, Hunter College (CUNY); M.S. 1977, Rutgers; D.P.T. 2003, Temple; PT. Exercise physiology; cardiovascular physiology; clinical electrophysiology; cardiopulmonary and geriatric physical therapy.
Marilyn Moffat, Professor. B.S. 1962, Queens College (CUNY); M.A. 1964, Ph.D. 1973, New York; PT. Cardiopulmonary physical therapy; orthopedic physical therapy; professional and practice issues.


Kevin Weaver, Clinical Assistant Professor. B.S. 1990, M.A. 1995, New York; D.P.T. 2005, Temple; PT. Ergonomics; biomechanics; musculoskeletal physical therapy.

Adjunct Faculty
Albert Accettola Jr., M.D.
Shingpui Betty Chow, M.A.; PT
Carlo Ciotoli, M.D.
Barbara Cooper, M.S.; PT
Michael Cormican, M.S.; PT
Francisco Carlos Nunes Da Silva, PT
Carol R. Davis, PT
Joan Edelstein, M.A.; PT
Joann Ferrara, PT
Michael Fox, PT
Jacqueline Friedman, M.D.
Susan L. Garratan, Ph.D.; PT
Benjamin Gelfand, PT
Justin Gornell, D.P.T.; PT
Carroll Anne Grece, M.P.S.; PT
Francois Haas, Ph.D.
Tom Holland, Ph.D.; PT

Vern Houston, Ph.D.
Jane Katz, Ed.D.
Norma M. Keller, M.D.
Richard Keohane, M.S.; PT
Viktoria Kharlamb, Pharm.D.; CDE
Laurelle Kilmartin, D.P.T.; PT
Dina Kornblau, M.D.
Anna Len, D.P.T.; PT
Marcelle Levy-Santoro, M.S.; RPh
Fidelindo Lim, M.A.; RN
Gaetano Lombardo, M.A.; PT
Richard Magill, Ph.D.
Avelin A. Malyango, M.D.
Ted Marks, M.S.; PT
Andrew McDonough, Ed.D.; PT
Georeann McGuinness, M.D.
Allyson McGuire, PT

Malachy McHugh, Ph.D.
Theresa Morrone, PT
Arthur Nelson, Jr., Ph.D.; PT
Laura O’Brien, M.S.; RN
Kate Parkin, PT
Attilio Pensavalle, D.P.T.; PT
Vincent Perez, M.A.; PT
Joan Pfitzenmaier, PT
Martin Roy, Ph.D.
Lenny Sadowsky, RE, EMT/P
Susan C. Schiliro, D.P.T.; PT
Frederick Schiang
Greg Sweeney, PT
Catherine Van Olden, PT
Harvey Wishe, Ph.D.
Mariana Zane, M.D.

Advanced Certificate Program in Orthopedic Physical Therapy

Director
Kevin Weaver
380 Second Avenue, 4th Floor
212-998-9411

Degree Advanced Certificate

Faculty
Batavia, Ling, Weaver

Adjunct Faculty
Gornell, Lombardo, McDonough

The Advanced Certificate Program in Orthopedic Physical Therapy is designed for licensed physical therapists to obtain advanced knowledge and clinical skills in orthopedic physical therapy.

CAREER OPPORTUNITIES
Graduates of this program will be able to provide specialized patient care and will be eligible to sit for the clinical specialist exam in orthopedic physical therapy offered by the American Physical Therapy Association.

DEGREE REQUIREMENTS
This certificate program requires the completion of 16 credits. The program includes a didactic component consisting of 6 courses and a clinical component consisting of 3 internship experiences requiring 1,632 hours (34 clinical hours per week for 48 weeks). Courses are offered throughout the year in summer, fall, and spring on weekends as well as on weekdays. Students complete this program in 12 months.

ADMISSION REQUIREMENTS
Only licensed physical therapists with at least a baccalaureate degree in physical therapy will be considered as candidates for matriculation in the Advanced Certificate Program in Orthopedic Physical Therapy. Applicants must have a strong grade point average in a physical therapy professional program; competence in conveying ideas in an organized manner through written communication; and two letters of recommendation.
Pathokinesiology

Director
Marilyn Moffat
380 Second Avenue, 4th Floor
212-998-9406

Degree
M.A.

Faculty
Batavia, Gutierrez, Ling, Moffat, Rao

Adjunct Faculty
McDonough, McHugh, Nelson

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. Electrogoniometry, 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 pathologic 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 to the degree 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 E10.2085 (or an advanced statistics course), Basic Statistics II E10.2086 (or an advanced statistics course), master's thesis.

Elective Courses
(6 points): Gross Human Anatomy E44.2120.

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 Services, www.wes.org.

See general admission section, page 222.

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.

Doctor of Physical Therapy
Entry-Level Program

Director
Marilyn Moffat
380 Second Avenue, 4th Floor
212-998-9406

Degree
D.P.T.

Faculty
Aqua, Batavia, Becker, Goedt, Gutierrez, Iannuzzi, Ling, Mehreteab, Moffat, Rao, Weaver

Adjunct Faculty
Accettola, Ciotoli, Cooper, Edelstein, Friedman, Garritan, Haas, Keller, Keohane, Kharlamb, Levy-Santoro, Lim, Malyango, McGuinness, O'Brien, Pensavalle, Roy, Wishe, Zane

The Doctor of Physical Therapy degree program 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 158.

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 sciences, 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 strong GPA 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; evidence of community service and leadership; and two letters of reference from licensed physical therapists.

See general admission section, page 222.

DOCTOR OF PHYSICAL THERAPY TUITION
Under the D.P.T. 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.

New tuition rates for the D.P.T. Secured Tuition Plan are posted on our Web site: www.steinhardt.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 skills 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 strong 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 222.

**CAREER OPPORTUNITIES**

Of the 61 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. Prapos Pothongsunun is the chair of the Physical Therapy Program at Chiang Mai University, Thailand. Dr. Sue Ann Sisto, director of research in the Department of Physical Therapy, Stony Brook University, and has received federal and private funding to conduct research addressing movement disorders of individuals with disabilities.

**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.
Cognate Courses (6 points).
Investigative Skills (3 points):  
Experimental and Quasi-Experimental Design and Analysis Research E10.2134.

Research Electives (15 points):  


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 Laboratory, NYU Department of Physical Therapy; Balance Training Laboratory, Cardiopulmonary Laboratory of the NYU Rusk Institute of Rehabilitation Medicine; Rehabilitation Engineering Research Center, VA Medical Center, New York City; and the Research Laboratories of the Kessler Institute for Rehabilitation.

ADMISSION REQUIREMENTS
Candidates for admission must be graduates of an accredited physical therapy program, possess a master's degree, and submit positive recommendations from two graduate faculty members.

See general admission section, page 222.

FINANCIAL AID OPPORTUNITIES
The department offers a limited number of graduate assistantships and teaching fellowships. See page 254.

Courses
The courses listed herein are to be offered in 2009-2011

ADVANCED CERTIFICATE IN ORTHOPEDIC PHYSICAL THERAPY

Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System I E44.2601 45 hours: 3 points. Fall.  
This course enables the student to independently examine and reexamine a patient or client with musculoskeletal 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. The student will be able to synthesize examination data to complete the physical therapy evaluation and engage in the diagnostic process. The student will be able to establish for patients/clients with musculoskeletal diseases, disorders, or conditions: a safe and effective plan of care; goals and functional outcomes that specify expected times and duration; achievable patient or client outcomes within available resources; and means of monitoring and adjusting the plan of care in response to patient/client status. The course also enables the student to provide direct physical therapy interventions to achieve patient/client outcomes based on the examination and the impairments, functional limitations, and disabilities; promote optimal health by providing information on prevention, wellness, and fitness; know the health risks related to age, gender, culture, and lifestyle; and provide primary, secondary, or tertiary care to patients in collaboration with other practitioners in settings supportive of comprehensive and complex services.

Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System II E44.2602 45 hours: 3 points. Spring.  
For course description, see E44.2601.

Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System III E44.2603 45 hours: 3 points. Summer.  
For course description, see E44.2601.

Seminar: Orthopedic Physical Therapy E44.2604 30 hours: 2 points. Summer.  
This course enables the student to integrate knowledge in physical therapy with motor learning, human growth and development, nutrition, pharmacology, medical diagnostic techniques, orthopedic surgery and performance as a disabled athlete, and their impact on the musculoskeletal system.

Advanced Evidence-Based Orthopedic Physical Therapy E44.2605 30 hours: 2 points. Summer.  
This course enables the student to integrate 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.

Advanced Anatomy, Physiology, and Pathophysiology of the Musculoskeletal System E44.2610 45 hours: 3 points. Fall.  
This course enables the student to understand advanced knowledge of the musculoskeletal system and knowledge of the interaction of this system with the neuromuscular, cardiovascular pulmonary, integumentary, endocrine, reproductive, and digestive systems. The advanced knowledge includes synthesizing histology, physiology, pathophysiology, and pathophysiology effects on the musculoskeletal system.

Mentored Orthopedic Physical Therapy Clinical Practice I E44.2611 532-537 hours: 0 points. Fall.  
This course enables the student to clinically examine and reexamine a patient or client with musculoskeletal 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. The student will be able to synthesize examination data to complete the physical therapy evaluation and engage in the diagnostic process. The student will be able to establish for patients/clients with musculoskeletal diseases, disorders, or conditions: a safe and effective plan of care; goals and functional outcomes that specify expected times and duration; achievable patient or client outcomes within available resources; and means of monitoring and adjusting the plan of care in

See general financial aid section, page 232.

RESEARCH FACILITIES
The Arthur J. Nelson Jr. Human Performance Laboratory houses state-of-the-art equipment for research in the neuromuscular, musculoskeletal, and cardiopulmonary areas, including a computerized 3-D motion analysis system with three force plates and an eight-channel, tethered electromyographic unit; an isokinetic dynamometer; a four-channel, hard-wired kinesiologic electromyographic unit; a computerized pressure mat for gait analysis; a plantar pressure shoe insert system; and an oxygen analyzer with electrocardiogram and ergometer.
response to patient/client status. The student will provide direct physical therapy interventions to achieve patient/client outcomes based on the examination and the impairments, functional limitations, and disabilities; promote optimal health by providing information on prevention, wellness, and fitness; know the health risks related to age, gender, culture, and lifestyle; and provide primary, secondary, or tertiary care to patients in collaboration with other practitioners in settings supportive of comprehensive and complex services. The student will practice on a weekly basis 20 hours independent, 10 hours mentored under a physical therapist certified as an orthopedic clinical specialist, and 2-4 hours observe a licensed medical doctor specializing in orthopedic care.

Mentored Orthopedic Physical Therapy Clinical Practice II
E44.2612 322-332 hours: 0 points. Spring.
For course description, see E44.2611.

E44.2018 30 hours: 2 points. Spring.

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.
Logic and scientific thinking; the identification of research problems; research methodology, analysis, and interpretation of data with special reference to the physical therapy field.

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.

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 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 electrogoniometers. 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 Variable credit.
For description, see page 228.

Practicum in Pathokinesiology Research I
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 II
E44.3002 90 hours: 3 points. Spring.
For course description, see E44.3001 above.

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. Pass/fail.
Required every semester of all doctoral students who are working on their proposals/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. Pass/fail.
Provides the student with all of the skills necessary to take appropriate action in an emergency in any practice setting.

Gross Human Anatomy
E44.2120 60 hours: 4 points. Summer. $65 laboratory fee required.
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 policy makers; 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 pharmacological 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. Macrophysiological 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.

**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 muscular and skeletal 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 muscular 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 Examinations 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
E44.2255 1 day per week for 12 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 and on the impairment, 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, interferential 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 adaptive, 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 for 12 weeks: 1 point. Spring, second 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 for 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.

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  
E44.2233  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: 3 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 for 12 weeks: 1 point. Fall, third year.  
This experience enables the student to participate in clinical education through observation of master clinicians.

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 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 for 12 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 for 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 Culture, Education, and Human Development. 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 Culture, Education, and Human Development, we are actively involved in research and community outreach, with particular emphasis on human development in context and 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 methods and measurement. 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 core areas of psychology, selected by advisement from among the following: social-emotional development, personality, history and systems, biological bases of behavior, social psychology, cognition, learning, and measurement/evaluation.

The department houses doctoral, certificate, and master’s programs in several areas of applied psychology, including counseling and guidance, mental health and wellness, counseling psychology, educational psychology, psychological development, psychology and social intervention, and school psychology. Innovative joint offerings across program areas, collaborative research, and curricular offerings reflect the current needs of the field.
Faculty

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.

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.

Women’s mental health and well-being; psychosocial influences on depression; mental health effects of poverty, discrimination, and emotional abuse; cross-cultural research.

LaRue Allen, Raymond and Rosalie Weiss Professor of Applied Psychology. B.A. 1972, Radcliffe College; M.S. 1977, Ph.D. 1980, Yale.
Urban adolescent development; emergent adulthood; civic engagement and economic literacy; early childhood preventive interventions; impact of sociocultural and ecological factors on human development.

Professional issues in psychology; trauma; psychology of women; child sexual abuse; psychoanalytic theory.

Joshua Aronson, Associate Professor of Applied Psychology. B.A. 1986, California (Santa Cruz); Ph.D. 1992, Princeton.
Social psychology; educational psychology; experimental methods; the psychology of prejudice. Research on “stereotype threat,” vulnerability and resilience to stigma in racial and cultural minorities, effects of prejudice on development and educational outcomes (motivation, learning, standardized test performance, and self-concept), particularly among minority children and adolescents.

Cognitive development and emotional development and their interaction with a focus on early childhood; the development of school readiness and the design and implementation of programs to promote school success; psychophysiology of stress and the relation of stress physiology to early rearing experience; research design and longitudinal data analysis.

Mary M. Brabeck, Professor of Applied Psychology and Dean of the Steinhardt School of Culture, Education, and Human Development. B.A. 1967, Minnesota; M.S. 1970, St. Cloud; Ph.D. 1980, Minnesota.
Intellectual and ethical development; gender and culture; values and conceptions of the moral self; human rights education; service learning; interprofessional collaboration; professional ethics; feminine ethics.

Intersection of public education policy and applied statistics; effects of charter school enrollment on academic outcomes, some of which are postdoctoral. The Ph.D. degrees in counseling psychology and school psychology are fully accredited by the American Psychological Association.

Elise Cappella, Assistant Professor of Applied Psychology. B.A. 1993, Yale; M.A. 2000, Ph.D. 2004, California (Berkeley).
Integration of psychology and education; education and public policy; prevention of social aggression among girls; violence and aggression in school contexts; predictors of high school students’ academic resilience; linking mental health and after-school programs in urban poor communities; addressing inequalities in children’s school experience.

Ronald P. Esposito, Associate Professor of Applied Psychology. B.S. 1966, Georgetown; M.S. 1969, Ph.D. 1974, Fordham.
Group dynamics; consultation; cross-cultural counseling; vocational development; organizational development/work redesign; emphasis on primary prevention and social, political, and economic influences.

Iris E. Fodor, Professor of Applied Psychology. B.A. 1956, City College (CUNY); M.A. 1957, Ph.D. 1964, Boston.
Social emotional learning; studying children’s and adolescents’ response to stress and loss; integrating Gestalt and cognitive therapies; photography and visual narratives; women’s issues in mental health.

Developmental and clinical psychology; qualitative research methods; gender studies.
Arnold H. Grossman, Professor of Applied Psychology and Vice Chair. B.S. 1963, City College (CUNY); M.S.W. 1965, Ph.D. 1970, New York; LMSW, ACSW. Research interests include psychosocial experiences and health behaviors of the gay, lesbian, and bisexual population and of adolescents and older adults; gender identity, gender expression, and mental health issues among transgender adolescents; stress and adaptation among families of gay, lesbian, bisexual, and transgender adolescents; HIV/AIDS prevention education; and psychosocial experiences of those who are vulnerable, stigmatized, victimized, and socially alienated.

Perry N. Halkitis, Professor of Applied Psychology and Associate Dean for Research and Doctoral Studies. B.A. 1984, Columbia; M.S. 1988, Hunter College (CUNY); M.Phl. 1993, Ph.D. 1995, Graduate Center (CUNY). Health and human development; community health research; HIV primary and secondary prevention and counseling; drug abuse prevention and counseling; sexual identity and masculinities in adulthood; applied quantitative research methodology and statistics; measurement and evaluation; modern and classical test theory; qualitative research.

Jennifer L. Hill, Associate Professor of Social Sciences and Applied Psychology. B.A. 1991, Swarthmore College; M.S. 1995, Rutgers; Ph.D. 2000, Harvard. Interests focus on methodological issues that plague policy research, primarily causal inference in the absence of randomized experiments and missing data or hierarchically structured data.

Barbara Hesser, Associate Professor of Music Therapy and Applied Psychology; Artist in Residence. B.M. 1970, DePauw; B.S. 1973, M.S. 1974, Combs College of Music; CMU. Has served as president, vice president, journal editor, and vice chairperson of the Education and Training Committee of the American Association for Music Therapy.

Diane Hughes, Professor of Applied Psychology. B.A. 1979, Williams College; M.S. 1983, Ph.D. 1988, Michigan. Understanding the nature of racial socialization within African American families and families of other ethnic groups; explores the ways in which parents from a range of ethnic backgrounds communicate to children about race and ethnicity in the course of their daily routines and practices using quantitative, qualitative, and ethnographic methods.

Theresa J. Jordan, Associate Professor of Applied Psychology. B.A. 1971, M.A. 1972, Ph.D. 1979, New York. Biases in decision making, particularly ageism, racism, and sexism; impact of physicians' biases on patient health care decisions; effects of medical illness on life span adjustments and role performance; extensive use of mathematical modeling/computer modeling to address the above topics.

Samuel Juni, Professor of Applied Psychology. B.S. 1973, Brooklyn College (CUNY); M.A. 1973, Ph.D. 1978, SUNY (Buffalo). Psychopathology and differential diagnosis; operationalizing psychoanalytic constructs and personality; assessment theory and test construction; quantitative research of defense mechanisms and object relations.

Robert Landy, Professor of Educational Theatre and Applied Psychology. B.A. 1966, Lafayette; M.S. 1970, Hofstra; Ph.D. 1975, California (Santa Barbara). Theory and practice of drama therapy; therapeutic theatre; musical theatre; the spiritual lives of children; trauma; emotion; group dynamics.

Jacqueline Mattis, Associate Professor of Applied Psychology and Chair. B.A. 1989, New York; Ph.D. 1995, Michigan. 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 of Applied Psychology. B.A. 1971, City College (CUNY); M.S. 1976, Brooklyn College (CUNY); Ed.D. 1987, Columbia. Multicultural counseling and training; group dynamics specializing in T-group and Tavistock models; issues concerning race, gender, and class; psychoanalytic theory and qualitative research methods.


Randolph L. Mowry, Clinical Associate Professor of Applied Psychology. B.A. 1975, College of William and Mary; Ph.D. 1983, Tennessee (Knoxville). International Classification of Function, Disability and Health (ICF); applications with people who are deaf or hard of hearing; language issues in counseling with deaf people who use American Sign Language; employment issues with people who are deaf or hard of hearing.

Sumie Okazaki, Associate Professor of Applied Psychology. B.S. 1988, Michigan; M.A. 1990, Ph.D. 1994, California (Los Angeles). Asian American psychology; cultural diversity issues in counseling; race and ethnicity in mental health; immigrant families—with a particular interest in how parents and children respond to the challenges and stresses associated with immigration.


Mary Sue Richardson, Professor of Applied Psychology. 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.

Understanding the relationship between the pattern of transactions among people and their social contexts (social regularities); the identification of strategies, tactics, and loci of intervention to alter the social regularities of a setting and promote positive psychological development; culture of schools and classrooms and how these “cultures” impact on the well-known “achievement gap.”

Selçuk R. Şirin, Assistant Professor of Applied Psychology. B.S. 1991, Middle East Technical (Ankara, Turkey); M.S. 1998, SUNY (Albany); Ph.D. 2003, Boston College.

Interplay between individual development, well-being, and social contexts; links between ethnicity, socioeconomic status, gender, neighborhood factors, and an array of outcomes including academic achievement and engagement.

Carola Suárez-Orozco, Professor of Applied Psychology. B.A. 1978, California (Berkeley); Ph.D. 1993, California School of Professional Psychology.

Cultural psychology; immigrant youth formation; gendered patterns of academic engagement and disengagement; cross-cultural research; adolescent development; family separations.

Lisa Suzuki, Associate Professor of Applied Psychology. B.A. 1983, Whitman College; M.Ed. 1985, Hawai‘i (Manoa); Ph.D. 1992, Nebraska (Lincoln).

Multicultural assessment practice; qualitative research methods; intelligence testing with diverse populations; cultural differences in emotional intelligence.


Cognitive development, language acquisition, and communicative development across the first three years. Emphasis on parenting practices and cultural views and contextual influences on the unfolding abilities of infants and toddlers.


Social and emotional development among urban adolescents; resiliency among adolescent mothers; the impact of school environments on child and adolescent development; qualitative research methods.


Cognitive development; language development; teacher-child interactions as related to literacy development; relationship between reading/writing.

Adjunct Faculty

Maxim Belkin, Ph.D.
Yitzhak Berger, B.A., Ph.D.; CRC, LP
Michael Boehm, B.A., M.A., Ph.D.
Mary Boncher, B.A., M.S., Ph.D.
Carol Butler, Ph.D.
Cristina Casanova, M.A., M.Ed.; SEP
Barbara Cooper, B.A., M.A., M.S., Ed.D.
Josefina Costa, Ed.M., M.A.; CRC
Phyllis Dubling, M.A.
Beth Fischgrund, Ph.D.
George Garcia, B.A., M.A.
Andrew Getzfeld, Ph.D.
Lloyd Goldsamt, Ph.D.; LP
Richard Grallio, B.A., M.S., Ph.D.
Christina Horner, B.A., M.A.
Bonnie Harwayne, M.S.Ed.
Gary Jacobson, M.S.W.; LCSW
Lisa Jaeger, M.A.
Roy Jerome, Ph.D.
Mark Johnson, Ph.D.
Carrie King, Ph.D.
Michael J. Koski, Ph.D.
Robert Kuisis, M.A., M.A., Ph.D.
Maria LaRusso, Ph.D.
David Layman, Ph.D.
Judy Lief-Recalde, A.M., A.M., Ph.D.
Tamar Manor, B.A., M.A.
Christiane Manzella, B.M., B.M., M.A., Ph.D.
Michael Maurer, Ph.D.

Mary McCarty-Arias, M.A.; CRC
Patrick Meade, B.E., M.B.A.
Robert G. Meagher, Ph.D.
J. Laurence Miller, Ph.D.
Lynn Rigney, Ph.D.
Elana Rosof, Ph.D.
Jeffrey Steedle, Ph.D.
Janna Sweeney, B.A., M.A.
Peter Walter, Ph.D.
Anna-Marie Weber, Ph.D.
Lisa Weinberg, Ph.D.
Janet Wolfe, Ph.D.
Grace Wong, Ph.D.
Nancy Ziehler, B.A., M.S., Ph.D.

FIELDWORK AND INTERNSHIP COORDINATORS

Psychologist, New York State. Certified in Thanatology (death and dying, grief and bereavement); clinical training, assessment, and testing.

Corinne Miller Weinman, M.A.
Counseling and Guidance, and Counseling for Mental Health and Wellness Programs. B.A.Ed. 1969, City College (CUNY); M.A. 1977, New York.
Graduate Fellow, American Institute of Psychoanalysis and Psychotherapy.

ACADEMIC AFFAIRS ADMINISTRATOR

Special Departmental Features

STUDY ABROAD
The Department of Applied Psychology offers a range of study abroad opportunities during winter sessions, intersessions, and summers. Further information is provided through the Office of Academic Initiatives and Global Programs, www.steinhardt.nyu.edu/studyabroad.

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. The center is directed by Dr. Perry Halkitis. For more information, visit www.steinhardt.nyu.edu/appsych.

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. The center is co-directed by Drs. Catherine Tamis-LeMonda, Niobe Way, Diane Hughes, and Hirokazu Yoshikawa.

The Center for Research on Culture, Development, and Education Web site is www.steinhardt.nyu.edu/crce.

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, Dr. 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. New York University's Steinhardt School of Culture, Education, and Human Development brings together the disciplines of applied psychology, education studies (e.g., early childhood, special education), and health programs.

INFANCY STUDIES LABORATORY
The Infancy Studies Laboratory (212-998-5399) 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 multi-purpose 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.

INSTITUTE FOR HUMAN DEVELOPMENT AND SOCIAL CHANGE
Global forces are dramatically changing the environments of children, youth, and adults both in the United States and throughout the world. First- and second-generation immigrant children are on their way to becoming the majority of children in the U.S., bringing linguistic and cultural diversity to the institutions with which they come in contact. Technological developments will proceed at a pace that may outstrip school systems' capacity to adequately prepare children. The homes of children, youth, and adults will increasingly be concentrated in mega-cities of unprecedented size and potentially unprecedented poverty.

How does human development unfold in the context of these rapidly changing social forces? The Institute for Human Development and Social Change at New York University addresses these urgent societal questions. The institute aims to break new intellectual ground through its support for interdisciplinary research and training across social, behavioral, health, and policy sciences. In the spirit of the common enterprise university, the institute brings together faculty, graduate students, and undergraduate students from professional schools and the Faculty of Arts and Science. The institute's Governing Committee includes Professor Lawrence Aber, chair (Department of Applied Psychology); Professor Beth C. Weitzman (Program in Health and Policy Management, Wagner Graduate School of Public Service); Professor Christopher Flinn (Department of Economics, FAS); and Marcelo Suárez-Orozco, Courtney Sale Ross University Professor of Globalization and Education. The institute's director is Dr. C. Cybele Raver.
Counseling and Guidance and Counseling for Mental Health and Wellness

Director
Alisha Ali
Kimball Hall
212-998-5555

Degree
M.A.

Certificate
Advanced Study

Faculty
Ali, Grossman, Juni, Mattis, McRae, Mowry, Okazaki, Richardson, Suzuki

Affiliated Faculty
Landy

Director of Internship
Weinman

The counseling programs in the Department of Applied Psychology are committed to generating, advancing, and disseminating knowledge related to research and practice in counseling and guidance. The principles informing our work include understanding people across the life span in cultural contexts, promoting equity and social justice, and helping all people craft lives of wellness, health, and meaning.

Students wishing to pursue master’s-level graduate study in counseling and guidance may choose one of two programs:

• Counseling for Mental Health and Wellness, which prepares graduates as mental health counselors working with both individuals and groups in a broad spectrum of settings, including community agencies, university counseling programs, mental health centers, hospitals, HIV and AIDS outreach programs, and substance abuse treatment centers. Graduates of the program are eligible for New York State Licensure in Mental Health Counseling and additionally are eligible to take the National Counselors Exam to become a national certified counselor.

• Counseling and Guidance: School Counseling or Bilingual School Counseling, which trains students interested in working as school counselors in grades K-12. Graduates are eligible for New York State Certification as School Counselors and additionally eligible to take the National Certified School Counselor Exam to become national certified school counselors. The Certificate of Advanced Study is available to individuals who possess a master's degree in counseling and 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, and high schools, working with students on counseling and guidance-related issues. Graduates of the program in Counseling for Mental Health and Wellness will be well placed to seek careers in both public and private agencies, including community mental health programs, university counseling centers, hospitals, HIV and AIDS outreach programs, and substance abuse treatment centers. Completion of New York State Licensure requirements allows one to engage in private psychotherapy practice. Many graduates go on to pursue advanced degrees, including doctoral study.

DEGREE REQUIREMENTS

Master of Arts in Counseling and Guidance: School Counseling or Bilingual School Counseling

Students in this program complete 48 points of course work. All students are required to take 34 points in the following core courses: Professional Orientation and Ethical Issues in School Counseling E63.2650, Foundations of School Counseling E63.2662, Counseling: Theory and Process E63.2637, Research and Evaluation in Behavioral Sciences E63.2070, Individual Counseling Practice Labs I and II E63.2658,2659, Cross-Cultural Counseling E63.2682, Developmental Psychology E63.2271 or E63.2272, Group Dynamics E63.2620, Dynamics of Vocational Development E63.2634, Program Development and Evaluation E63.2663, and Interpretation and Use of Tests in Counseling Children and Adolescents E63.2673.

In addition to the core curriculum, students in school counseling complete a yearlong, 8-point (400 hours) internship in a school that is selected by the student in consultation with the director of internship. Course work for this sequence includes Internship in School Counseling I E63.2667 (4 points) and Internship in School Counseling II E63.2668 (4 points). Students must also take 3 points in applied content area (see below), as well as one course (3 points) that focuses on special populations, including women and mental health; gay, lesbian, bisexual, and transgender people; and substance abusers, among others.

Students must also take 12 points in applied content areas (see below).

Applied Content Area

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. Students may also elect to take applied course work in other schools within the University. Applied content areas may include grief and bereavement counseling; career counseling; women and mental health; gay, lesbian, bisexual, and transgender studies; drama therapy, art

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therapy, or music therapy; and marriage and family. Students in the Program in Counseling for Mental Health and Wellness 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 is available to individuals already possessing a master’s degree in counseling. This program is designed to meet the specialized and diverse needs for professional education beyond a counseling M.A. 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 advisers.

Course offerings for this program may include doctoral-level courses such as Seminar in Vocational Development Theory and Research E63.3657, 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 in the Programs of Music Therapy, Drama Therapy, and Art Therapy, as well as other departments in NYU Steinhardt. Students may not complete more than one internship sequence under the advanced certificate option.

Some courses may be waived, exempted, or passed by examination. A minimum of 48 points must be completed at New York University. Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.

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 must also 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 a 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. Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.

ADMISSION REQUIREMENTS
Applicants to the Program in Counseling Psychology must follow both the Steinhardt School’s and the program’s admission procedures and deadlines. All school and program admissions materials must be received by December 15. The GRE must be taken in time to allow the required five weeks for scores to arrive by December 15. 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 two 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 emphasis. 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 two concentrations: general educational psychology and psychological measurement and evaluation.

**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
- Culture, Context, and Psychology E63.2105

**Concentration Requirements** (24 points): Measurement: Classical Test Theory E63.2140; two courses in research methods (e.g., Educational Statistics E10.2001, Evaluation Methodology in the Behavioral Sciences I and II E63.2173,2174); 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.

**E lectives:** 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.

Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.
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 E63.2003, Abnormal Psychology E63.2038, Theories of Personality E63.2039, Psychological Disturbances in Children E63.2181, Cognitive Development E63.2198, Learning Theories E63.2214, Culture, Context, and Psychology E63.2105.

**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.

**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.

**ADMISSION REQUIREMENTS**

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 coursework. 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 222.
School Psychology

Director
Carola Suárez-Orozco

Kimball Hall
212-998-5555

Degrees
Ph.D., Psy.D.

Certificate as a School Psychologist

Faculty
Alpert, Cappella, Fodor, McClowry, McWayne, Suárez-Orozco

Internship Coordinator
Manzella

Note: The Psy.D., the Ph.D., and the certificate programs are currently not admitting students.

The doctoral and certificate programs are currently not admitting students.

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 the Steinhardt School's Program 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 not to pursue a doctoral degree, a program leading to a certificate of qualification in school psychology is available.

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:

Psychological Foundations: 18 points including Neuropsychology of Behavior
chodiagnostic 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 the 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 Studying 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 E65.2007, Leadership in the Adoption of Innovation E65.2303.


**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 supported 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 doctoral degree, 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. Students with previous graduate work will earn advanced standing and others lacking appropriate undergraduate work will require additional credits. The basic curriculum in foundations course 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 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 sub-specialties, 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 E63.2113, 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
Director
LaRue Allen
Kimball Hall
212-998-5555

Degree
Ph.D.

Faculty
Aber, Ali, Allen, Cappella, Halkitis, Hughes, McWayne, Raver, Seidman, Suárez-Orozco

The goal of the Ph.D. Program in Psychology and Social Intervention is to prepare action scientists to work in a variety of settings in order to understand, transform, and improve the contexts and systems (ranging from families, small groups, schools, communities, and neighborhoods to public policies) in which humans develop across the life span. The program has a strong emphasis on analysis and prevention of psychological, social, educational, and health problems, as well as on the promotion of well-being in these domains from a systems perspective, including organizational, community, and policy levels.

Students learn how varied ecologies influence individual functioning and well-being and receive theoretical and methodological training in the conceptualization and assessment of such ecologies. Students also learn about successful and unsuccessful efforts in these domains across multiple levels of analysis. Students are expected to have an interest in studying and understanding various forms of diversity and structural inequality among groups of individuals, institutions, communities, and societies.

Our program maintains a heavy focus on research in applied settings for the purposes of understanding and changing social settings. Our faculty study a wide range of ecologies (e.g., schools, neighborhoods, policy, service systems contexts, programs) and preventive interventions (e.g., pertaining to school readiness, school success, HIV and health behaviors, mental health, housing, and homelessness) locally, nationally, and internationally. Our New York City location provides students and faculty with an ideal urban setting for studying many kinds of communities and settings combined with easy access to gateways to the world at large.

Our core objectives are to provide students with basic grounding in fundamentals of psychology and behavioral science and intensive training in theories of ecological psychology; theories and techniques of preventive and promotive interventions; program and policy formation, implementation, and evaluation; conceptualization and analysis of individual and social change; and research methodology for multilevel and cross-level analysis.

Areas of research focus may include the following:
• The analysis and change of human service and community-based organizations.
• Consequences of poverty, social exclusion, and discrimination.
• The analysis and restructuring of ecological transitions (e.g., between neighborhoods, between school and work).
• The design and evaluation of prevention and promotion programs.
• Analysis and evaluation of public policies relevant to health, education, and well-being.
• Experiences of racial, ethnic, sexual, immigrant, and other minorities in organizational, community, and transnational contexts.
• Setting level influences on intergroup disparities or relationships.

CAREER OPPORTUNITIES
Our program prepares students for diverse roles in academia and social research. In the academic arena, our students are well positioned for jobs in schools of human development, education, public health, and public policy. In the area of social research, students are prepared for positions in research, advocacy, and social service organizations. Indeed, there is increasing demand for evidenced-based strategies in health, education, and social service organizations, and our students will be positioned to contribute to the design and implementation of such strategies.

ADMISSION REQUIREMENTS
Note: The Psy.D. and Ph.D. programs are 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/appsy).

Applicants must meet departmental deadlines and program deadlines. All material must be received by December 15. The GRE must be taken early enough 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.

Students are strongly encouraged to submit their financial aid application by December 15 as well.

You may download the school psychology brochure and application directly from the Web site.

See general admission section, page 222.

ADMISSION REQUIREMENTS
Deose requirements for admission include:
• Core courses in psychology and social intervention (e.g., Theories of Change in Applied Psychology, Understanding and Measuring Social Contexts, and Intervention and Social Change).
• Core design, methodology, and statistical methods sequence (e.g., Research Design and Methods in the Behavioral Sciences, Methods for the Analysis of Change, Qualitative Research, and Research Using Mixed Methods).
• Intervention-research or policy-research practica (two semesters).
• Psychology and social intervention elective courses (at least three).
• Participation in area seminar.
• Completion of a second-year empirical paper.
• Completion of a comprehensive examination requirement.
• Completion of an independent, empirically based dissertation.

DEGREE REQUIREMENTS
Students take 45 to 72 points, depending on prior graduate course work.

Requirements for program completion include:
• Core courses in psychology and social intervention.
• Experience of racial, ethnic, sexual, immigrant, and other minorities in organizational, community, and transnational contexts.
• Setting level influences on intergroup disparities or relationships.

Requirements for admission include:
• Strong academic background as evidenced by standard indicators, such as GPA and GRE scores; evidence of prior research experience; evidence of interest in human ecologies, systems-level interventions, and/or policy interventions and analysis; and three letters of recommendation.

See general admission section, page 222.
Courses

The courses listed herein are scheduled to be offered in 2009-2011.

APPLIED PSYCHOLOGY/E63

Neuropsychology of Behavior
E63.2001 30 hours: 3 points.
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.
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.
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.
An exploration of the relationship between aspects of self and society that affect adolescent decision making and risk taking, especially in regard to sexuality. Adolescents in America’s northeast are the focus of 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.
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, feminism, fashions, and culture ethnicity, race, and class. Different methodological approaches to the study of women over historical time are considered. Changes in the field and critical issues for the future are considered.

Health and Human Development
E63.2022 30 hours: 3 points.
The course provides students with an understanding of the role of psychologists in the biopsychosocial aspects of human development, including prevention/health promotion, illness, and sexuality. This is undertaken through a discourse involving the presentation of principles in health psychology, theories in regard to health and human development, and current research in the field.

Cognitive Behavior Therapy: Theory and Applications
E63.2025 30 hours: 3 points.
Focuses on cognitive behavioral theory (CBT) and practice, emphasizing evidence-based assessment and interventions for emotional disorders. Includes clinical applications of cognitive behavioral interventions for anxiety, depression, PTSD, personality disorders, substance abuse, and eating disorders. Introduces CBT approaches to stress management and mindfulness training.

Abnormal Psychology
E63.2038 30 hours: 3 points.
Prerequisite: E63.2039 or equivalent.
Theories, conceptions, and descriptions of disordered behavior with an emphasis on psychodynamic systems. The relationship of diagnosis and treatment, theories of symptoms formation, criteria of normality.

Theories of Personality
E63.2039 30 hours: 3 points.
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.
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.

Action Approaches to Mental Health Counseling
E63.2045 30 hours: 3 points.
This course, representing an integration of counseling and the creative arts, offers an exploration of action approaches to mental health counseling in terms of theory, research, and clinical applications. Action approaches are examined within a broad context, beginning with such early psychoanalysts as Jung, Reich, and Rank and extending to J. L. Moreno’s use of psychodrama, F. Perls’s use of Gestalt therapy, and into the more recent developments in drama therapy.

Research: Reading and Language
E63.2055 45 hours: 3 points.
Prerequisite: a course in developmental psychology or linguistics.
Focuses on critiquing research studies in reading/language and related areas from both a content and a methodological perspective. Course content includes an understanding of quantitative and qualitative program methodologies in literacy.

Research and Evaluation in the Behavioral Sciences
E63.2070 45 hours: 3 points.
Research and evaluation in the behavioral and social sciences are considered from both a theoretical and a methodological perspective. Students gain

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 Department of Applied Psychology.

See general financial aid section, page 232.
knowledge of basic research principles and explore various research models through critical readings of published studies.

Research Design and Methodology in the Behavioral Sciences I
E63.2073* 45 hours: 3 points. Required of doctoral 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. Prerequisite: 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.

Grant Writing and Grant Management for the Social Sciences
E63.2077 30 hours: 3 points. Prerequisites: E63.2271 and E63.2103.

Provides an overview of the mechanics of grant writing, including writing a letter of intent; developing research questions; preparing a literature review; determining research design and methods; and identifying target sources of funding. Through group projects, students produce and critique a grant application. Objectives, guidelines, and techniques for managing an awarded grant are discussed.

Introduction to Clinical Procedures
E63.2079* 30 hours: 3 points. Prerequisite: E63.2079*.

For students in the school psychology program; others by permission of the school psychology program advisor.

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 Diamond and Therapy
E63.2091* 30 hours: 3 points. Prerequisite: E63.2091*.

For students in the school psychology program; others by permission of the school psychology program advisor.

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.

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
E63.2094 30 hours: 3 points.

Introduces students to the conceptual and practical integration of the developmental and prevention sciences to address social, emotional, and health problems across the life span or during a particular developmental stage, e.g., middle childhood.

Emotional and Social Development
E63.2097 30 hours: 3 points.

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
E63.2103 30 hours: 3 points.

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.

Culture, Context, and Psychology
E63.2105 30 hours: 3 points.

In-depth examination of cultural and contextual factors and how these factors impact every aspect of psychological theory, practice, and research. Major theories, assessment approaches, clinical practice, and research psychology are critiqued by investigating universal principles, behavior, and experience as it occurs in cultures and contexts and is influenced by culture and context, as well as issues such as oppression, racism, prejudice, social class, and value differences.

Educational Psychology
E63.2114 30 hours: 3 points.

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. 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.

Central theories in the area of human growth and development from a “life span” perspective of tracing development from birth to death. Students gain the skills and knowledge they need to critically evaluate and apply theory and central research in this area. The course introduces students to the major theoretical approaches for understanding human growth and development. Multiple factors, including biology and culture, are discussed.

Measurement: Classical Test Theory
E63.2140 (formerly E63.2035) 45 hours: 3 points.

Examines the principles of psychological measurement and testing and the technical interpretation of test scores using the classical test model. Provides a comprehensive review of group and individual measures of aptitude, personality, intelligence, and achievement. Delineates the standards for educational and psychological measurement. Examines and deconstructs principles and techniques used in psychometric studies to establish levels of reliability and validity. Utilizes statistical software to conduct analyses.
Measurement: Modern Test Theory
E63.2141 (formerly E63.2037)
45 hours: 3 points.
Prerequisite: E63.2140 or equivalent or permission of instructor.
Examines the principles of psychological measurement and testing and the technical interpretation of test scores using modern test models, including Item Response Theory, with an emphasis on the Rasch model. Considers matters of reliability and validity as related to modern test theory. Emphasizes the application of test theory to computerized and/or adaptive testing. Utilizes statistical software to conduct analyses.

Psychometric Theory
E63.2142 (formerly E63.2036)
45 hours: 3 points.
Prerequisite: E63.2140 or E63.2141 or equivalent or permission of instructor.
Focuses on the mathematical and philosophical assumptions and underpinnings of both classical and modern test theory. Emphasizes the development of psychometric studies. Considers current literature in relation to psychometric theory.

Construction of Psychological Tests
E63.2143 (formerly E63.2042)
45 hours: 3 points.
Prerequisite: E63.2140 or E63.2141 or permission of instructor.
Examines procedures for the construction of aptitude, achievement, performance, and personality measures. Includes supervised experience in constructing a measure and subsequent item analysis and revision. Students design pilot studies, including validity and reliability studies.

Evaluation Methodology in the Behavioral Sciences I
E63.2173 45 hours: 3 points.
Prerequisites: 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.
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.
Prerequisite: E63.2141 or equivalent or permission of instructor.
Examines the principles of psychological measurement and testing and the technical interpretation of test scores using modern test models, including Item Response Theory, with an emphasis on the Rasch model. Considers matters of reliability and validity as related to modern test theory. Emphasizes the application of test theory to computerized and/or adaptive testing. Utilizes statistical software to conduct analyses.

Temperament-Based Intervention
E63.2184 30 hours: 3 points.
This course explores temperament-based intervention by examining underlying theories and related research of three constructs: child temperament, parent/child and teacher/child interaction, and preventive intervention. Throughout the course, INSIGHTS into Children's Temperament is used as an example of the principles discussed. Students are encouraged to apply the course content to a setting of their choice.

Cognitive Development
E63.2198 30 hours: 3 points.
Examines major theoretical approaches to cognitive development and major research methods in the field. Explores language development, development of mathematical thought, and social-cognitive development.

Social Perception and Cognition
E63.2199 30 hours: 3 points.
Detailed examination of research and theory concerned with perception of people and social events. Analysis of sources of social information, perceiver's 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.
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.

The Psychology of Human Intelligence
E63.2218 30 hours: 3 points.
Prerequisites: a graduate-level course in social or educational psychology and a graduate-level course in statistics or measurement, or permission of the instructor.
Central concepts in the psychological study of human intelligence. Topics covered include nature and nurture debates, measurement of intellectual abilities, unitary versus multiple intelligences, understanding race and gender differences, the modifiability versus stability of intelligence, and contextual influences on the development of intelligence.

Cross-Cultural Research 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.
Prerequisite: a course in psychology or educational psychology.
Developmental psychology is intended for advanced graduate students. The course covers selected theoretical and empirical contributions to the study of human development throughout the life span. The course considers the nature of psychological development in childhood and adolescence and pays attention to developmental implications for adulthood and old age. There is a rigorous analysis of developmental theories, with an emphasis on research findings and methods as reported in current literature. The material is organized according to chronological phases.

Adolescent Development: Theory and Research
E63.2272 30 hours: 3 points.
Prerequisites: a course in developmental psychology and a course in sociology, social psychology, or the study of cultures.
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 are 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.
State-mandated two-hour workshop in child abuse. No fee, no credit.
Risk and Resilience
E63.2279 30 hours: 3 points.
Prerequisite: a graduate-level course in developmental psychology or work experience in the area of developmental psychology.
Examines the concepts and measurement of risk and resilience from the perspective of developmental psychology. Explores mechanisms and processes to disrupt risk and enhance resilience. Models of risk and resilience are analyzed.

Independent Study
E63.2300 45 hours per point: 1-6 points.
Hours to be arranged.
For description, see page 228.

Applied Psychology: Integrative Seminar
E63.2335 30 hours: 3 points.
This integrative seminar brings together students from the two M.A. concentrations (educational psychology and measurement and evaluation) 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 fieldwork/research projects culminate in an individual comprehensive paper.

Academic Achievement Gaps: Sociopsychological Dynamics
E63.2345 45 hours: 3 points.
Prerequisite: course in educational or developmental psychology, or permission of instructor.
A research-based course focusing on understanding the central issues leading to academic achievement gaps between social groups in America. Topics include biological, structural, cultural, and psychological factors in gaps between African Americans, Latinos, Asians, and Caucasians in terms of test and school performance; gender differences in math and science achievement; and policy and educational interventions shown to reduce achievement gaps.

Neuropsychological Assessment
E63.2401 30 hours: 3 points.
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 neuropsychological dysfunction. Supervised instruction in test use for neuropsychological assessment.

HIV Prevention and Counseling: Psychoeducational Perspectives
E63.2450 30 hours: 3 points.
Examines, analyzes, evaluates, and applies 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.
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, posttraumatic 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.

Case Seminar in Trauma Studies: Transdisciplinary Perspectives of Clinical Work
E63.2505 30 hours: 3 points.
Prerequisite: E63.2500 or the permission of the instructor.
The work of mental health clinicians is the focus of this course. The complexity of the clinician's trauma work is considered through clinical presentations by clinicians, readings, and discussions. Topics include the meaning and experience of trauma, interventions in clinical trauma work, transdisciplinary studies in clinical trauma work, working with human-made trauma (such as child abuse, sexual abuse, rape, human trafficking, battering, racism, and war and its aftermath; terrorism and political action); and working with natural disasters. There are academic autopsies of case material.

Group Dynamics: Theory and Practice
E63.2620* 45 hours: 3 points.
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.

Dynamics of Vocational Development
E63.2634 30 hours: 3 points.
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.
Prerequisites: E63.2634 and E63.2637.
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.

College Mental Health Intervention
E63.2649 30 hours: 3 points.
Examines changing college environments, cultural contexts, and college mental health. Focuses on psychological development of college students, including relationships, sexual concerns, diversity issues, and stress at college. Nature of difficulties and their assessment and treatment are explored, including anxiety, depression, substance abuse, eating disorders. Medication, legal, and ethical issues are addressed.

Professional Orientation and Ethical Issues in School Counseling
E63.2650* 20 hours: 2 points.
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.
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 Counseling for Mental Health and Wellness I and II
E63.2655* E63.2656* 45 hours: 4 points per term.
E63.2655 is prerequisite for E63.2656. Each internship semester requires 300 hours of supervised counseling experience in an approved mental health setting and participation in a weekly University seminar. Student placements include community mental health agencies, chemical dependency treatment programs, college counseling centers, hospital settings, hospice programs, and special programs for abused women and victims of violence, among others. Seminar sessions provide intense supervision of students’ counseling cases and discussion of their professional experiences as counselors-in-training.

Counseling: Theory and Process
E63.2657 30 hours: 3 points.
Major theoretical approaches to counseling, from traditional to current orientations, are examined, including psychodynamic, humanistic-existential, cognitive, behavioral, contextual/interactional, and postmodern. Theories are contrasted based on their key assumptions about human development, normal and abnormal functioning, counseling goals, counselor and client roles in the counseling process, multicultural issues, and intervention techniques. Students are guided in developing their personal theoretical orientations to counseling.

Individual Counseling: Practice I
E63.2658† 50 hours: 3 points; hours to be arranged.
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** 50 hours: 3 points.
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.

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 levels.

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.
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.

Clinical Assessment in Counseling Psychology I and II
E63.2665, 2666* 45 hours: 3 points each term.
Prerequisites: 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 interviewing 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.

Internship in School Counseling I
E63.2667* 45 hours: 4 points.
The first semester of 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.

Internship in School Counseling II
E63.2668* 45 hours: 4 points.
Prerequisite: E63.2657.
This second semester of 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 of the seminar, 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.

Religiosity and Spirituality: Theory, Research, and Counseling
E63.2669 30 hours: 3 points.
Students explore the ways that clients’ and practitioner’s faith (and critical attention to faith in the therapy relationship) informs various aspects of the counseling enterprise. Through case studies, students examine concrete strategies for exploring issues of faith in therapy. This course offers an overview of various faith systems, with a particular focus on what these systems reveal about self, mind, suffering, change, health, and ideal states of being.

Interpretation and Use of Tests in Counseling Adults
E63.2670* 45 hours: 3 points.
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.
ies 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.

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.

**Counseling Issues in Thanatology**

E63.2681 30 hours: 3 points.

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 interational processes.

**Cross-Cultural Counseling**

E63.2682 30 hours: 3 points.

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.

**Grief and Bereavement Counseling**

E63.2683 30 hours: 3 points.

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.

**Marriage, Couple, and Family Counseling**

E63.2684 30 hours: 3 points.

Prerequisite: E63.2657 or equivalent.

A theory and practice approach, viewing the couple or the family as a unitary psychosocial system, focusing on general functioning, dysfunction, and intervention. In contrast to viewing individuals as the locus of a problem, the relationship is seen as a unitary system where harmony and difficulty depend on characteristics of the unit as a whole. Major areas covered include history, theory, practice models, and intervention techniques.

**Substance Abuse: Issues, Controversies, and Counseling**

E63.2691 30 hours: 3 points.

Considers constructs and theories related to legalized and illicit drug use, abuse and addiction across the life span. Focuses on biological, psychological, social antecedents of drug use, and biopsychosocial consequences of drug use and dependence within developmental contexts. Examines specific drug addictions and treatment approaches. Health psychology, counseling psychology, developmental psychology, neuropsychology, medicine, health education, and public health perspectives are considered. Emphasizes the interplay of the knowledge and understandings developed from these perspectives, and applies this knowledge to research and counseling practice.

**Understanding and Measuring the Social Contexts for Development**

E63.2823 (formerly Organizational and Community Processes, G89.2290) 30 hours: 3 points.

Examines the interplay between social systems and individual functioning and well-being through the study of theoretical and measurement issues in the study of human environments. Provides an overview of different conceptualizations of the environment proposed by ecological theorists such as Bronfenbrenner, Barker, Lewin, and Moos and covers conceptual/analytic issues such as levels of analysis and utilization of various worldviews and perspectives.

**Intervention and Social Change**

E63.2826 (formerly G89.2269) 30 hours: 3 points.

Examines theoretical frameworks, concepts, pragmatics, and strategies and tactics of intervention and social change at different levels of analysis. Students learn about designing and implementing social interventions and, upon completion, are able to analyze social issues/problems from multiple perspectives and vantage points.

**Practicum in Intervention Research or Policy Research I and II**

E63.2827 (formerly Practicum in Community Research, G89.3287) 45 hours: 3 points.

E63.2828 (formerly Practicum in Community Research, G89.3288) 45 hours: 3 points.

Provides students with experiences in the realities of integrating action and research in real-world settings. Emphasizes engaging in change efforts and helping to develop and evaluate them. The two-semester experience occurs in a setting that is primarily action-oriented, rather than research-oriented, and involves hands-on intervention development, implementation, and evaluation.

**Advanced Seminar in Psychology and Social Intervention**

E63.2830* (formerly Advanced Seminar in Community Psychology, G89.3290) 30 hours: 3 points.

As a core component of the training program, this seminar provides students with experience in professional presentations of their work, exposes them to strong models of such presentations, and explores substantive, methodological, and professional issues not covered in classes. In addition to student presentations, there are outside speakers, faculty presentations, discussions of pertinent journal articles, and discussion of professional issues.

**Child Development and Social Policy**

E63.2832 (formerly Child Development and Social Policy, G89.2292) 30 hours: 3 points.

Provides students with in-depth insight into how developmental psychology may contribute to research on the effects of public policies on child development. The course includes an introduction to theories at the intersection of developmental psychology and policy analysis and exposes students to research on public policy and developmental psychology that applies to various points in the policy development and evaluation process.

**Special Issues in the Social Development of African American Children**

E63.2833 (formerly Special Issues in the Social Development of African American Children, G89.3212) 30 hours: 3 points.

Focuses on the socialization experiences of African American children. Primary purpose is to anchor existing research on African American children in a cultural context and in the nature of children’s encounters with mainstream culture. Topics covered include perspectives on culture and ethnicity, language, peer group and school experiences, racial
socialization, and influences of the media, community violence, poverty, and racism on children’s development.

Program Evaluation
E63.2834 (formerly Evaluation Research, G89.2295) 30 hours: 3 points. 
Prerequisites: Research Design and Methods.
Provides an overview of theories, methods, and practice in evaluation research in the social sciences. Examination of the history and principal theories of evaluation, specific techniques for process and outcome evaluation, and quantitative and qualitative analysis techniques that may be useful in conducting evaluation research.

Research: Using Mixed Methods
E63.2835 30 hours: 3 points.
Prerequisites: E10.2140 and E63.2073,2074.
This course is designed to enable students to conduct and evaluate research that uses multiple methods, especially the combination of quantitative and qualitative methods, to address a particular research problem. Students draw on knowledge gained in prior quantitative and qualitative methods courses to explicitly focus on strategies for combining methods in a single study. Students are introduced to a variety of ways in which mixed methods are used, including sequencing methods such that data obtained via qualitative approaches are used to inform the design and/or interpretation of quantitative data, and concurrent use of multiple methods.

Research Project Seminar
E63.2838* (formerly Research Seminar in Community Psychology, G89.3598) 30 hours: 3 points.
A seminar, with particular emphasis on discussing and clarifying students’ research ideas and in enabling progress toward the second-year project proposal. Emphasis on issues such as selecting and formulating a research problem, generating testable hypotheses, understanding the strengths and limitations of students’ selected methods and measures, and strategies for writing clear, concise, and compelling research proposals.

Play and Drama Therapy with Children and Adolescents
E63.2840 (formerly E6.2120) 30 hours: 3 points.
Focuses on play and drama approaches for the treatment of children and adolescents with a variety of psychological stressors, including physical and sexual abuse, life-threatening illnesses, death of a parent, divorce, and bullying. Examines treatment models and protocols relevant to institutional and community agency settings. Includes case examples, demonstration of play and drama techniques, and interactive class participation.

Positive Psychological Development: Innovations in Theory, Research, and Practice
E63.2870 30 hours: 3 points.
Building on innovations in the emerging field of positive psychology, this course explores research and theory on factors that represent strengths and virtues. Particular emphasis is placed on the interplay between culture, context, and positive psychological outcomes (e.g., hope, creativity, purpose, wisdom) and on the state-of-the-art interventions that facilitate individual, family, and community efforts to achieve these outcomes.

Psychology of Gender Roles and Sex Differences
E63.2880 30 hours: 3 points.
Separating the facts from myths about psychological sex differences. Discussion of their implications for gender roles and bias in therapeutic models and practice. An examination and critique of the validity of claims about sex and gender differences in the areas of personality, cognition, mental health, and morality, including achievement, empathy, and aggression. Investigation of methodological issues in theory and research, including feminist and nonfeminist research methods, and their implications for counseling, psychotherapy, and education.

Dissertation Proposal Seminar in Applied Psychology
E63.3001* 30 hours: 3 points each term.
Open only to majors with permission of instructor. Students should submit brief proposals to instructor before registration.

Departmental Seminar: Theories of Change in Applied Psychology
E63.3009* 30 hours: 3 points.
Examines major theories of psychological development and change; 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.
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 a developmental 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: 3 points each term. May be repeated for a total of 6 points. Hours to be arranged.
Registration by permission of program adviser and practicum director. Restricted to matriculants for doctoral degrees 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.
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 Counselor Training
E63.3629** 45 hours: 3 points.
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.
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 controversy 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.
Prerequisite: permission of instructor.
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.
An advanced practicum for doctoral students; permission of instructor required.
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.
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, dropout 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.

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. This course assists each prospective teacher to reflect on his or her own educational autobiography and philosophy; it creates a dialogue between the learner’s own prior educational experience, the experiences of other learners who are students in the New York City public schools where all Inquiries students are offered substantial opportunities for observation, and the foundational research-based literature of the study of education. Inquiries into Teaching and Learning is designed to allow our students the space and time to raise questions and consider alternatives as they participate in the dialogue and as they refine their core philosophy while engaging deeply with the philosophies and experiences of a wide range of other scholars, teachers, and students.

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 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—and how it could be most effectively taught.

Many 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 Fast-Track, allows full-time students to begin with an intensive summer program and complete all certification requirements in 12-14 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 advisors 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 steinhardt.nyu.edu/teachlearn.

For teachers who already have initial certification, the Department of Teaching and Learning also offers a full range of courses leading to M.A. degrees and professional 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 program is our curriculum for those seeking to become literacy specialists in either elementary or secondary schools. These M.A. degrees allow teachers either 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 eval-
uation 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 preparation, 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 underway 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.
- 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 pupil 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), and environmental science (Wallerstein Collaborative). In addition, center projects address the professional learning needs of beginning teachers (the Early Career Project for department graduates). 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 school districts qualified to educate and supervise other teachers, provide technical support, and implement and evaluate Reading Recovery outcomes. During this full-time, yearlong 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.
New York State mandates all students seeking certification in teacher education satisfy a number of field requirements. All students seeking teacher certification must complete no fewer than 100 hours of fieldwork prior to student teaching and no fewer than two semesters of student teaching. Students seeking certification in more than one area, i.e., enrolled in a dual program, will be required to complete no fewer than 150 hours of fieldwork prior to student teaching. The Office of Clinical Studies coordinates the field assignments for all students in the Department of Teaching and Learning. The office has a network of approved schools that will host students completing all their fieldwork. The current list of cooperating schools may be viewed by visiting the Web site of the Office of Clinical Studies at steinhardt.nyu.edu/teacher.education. The office is located on the 2nd floor of the East Building at 239 Greene Street.

**PRE-STUDENT TEACHING FIELDWORK**

The initial semester of a course of study in the Department of Teaching and Learning aims to provide students with a foundation of understanding of teaching and learning approaches and strategies. To provide some practical application of classroom teaching, many courses either have a specific field component or assign projects requiring observation and participation in school classrooms. To accommodate these requirements, all M.A. students (except students in Early Childhood Education and Early Childhood Education/Early Childhood Special Education*) are required to register for E27.2005, Fieldwork in Schools and Other Educational Settings. Instructors in these courses will distribute a Fieldwork Request Form to be completed by each student and then submitted to the Office of Clinical Studies, which will assign students to one of our cooperating schools. Full-time students are expected to attend the assigned school site no fewer than three mornings a week for the duration of the semester. The students arrange a mutually agreeable weekly schedule with the classroom teacher and/or school liaison and maintain that schedule throughout the semester. The goal is to ensure continuity in students’ presence in the school, allowing them to experience the development of teaching and learning over time, while providing support to the school and community. Part-time students complete at least 15 hours of fieldwork for each course that includes a field experience. Students not seeking teacher certification complete the number of hours required by the course that includes a field experience.

Attendance will be logged on the appropriate Fieldwork Time Sheets available on the 2nd floor of the East Building at 239 Greene Street. Completed time sheets (at least 100 hours) will be submitted at the end of the semester to instructors or directly to the Office of Clinical Studies on the 2nd floor of the East Building at 239 Greene Street.

Depending on the requirements of each course and the opportunities provided by the school, these activities may include, but are not limited to, the following:

- observations of one or more classrooms
- assisting teachers
- looking at curriculum and discussing curriculum with teachers
- sitting in on planning sessions or staff development meetings
- looking at students’ reading samples and discussing them with students and/or teachers
- visiting classrooms outside of your subject area
- discovering what resources and services the schools offer: special education, auxiliary programs, etc.
- shadowing a student in all or most of his or her classes throughout the school day
- attending teacher professional development programs
- visiting local community agencies

While most of the time will be spent in the student’s major area of study, students are also required to familiarize themselves with the school as a whole (e.g., by experiencing other subject areas, special needs services, noncurricular activities).

**STUDENT TEACHING**

All students must complete two semesters of student teaching, each in a different school and in a different grade. Entry into the initial student teaching experience and continuation into the second experience is subject to faculty review.

At least one of the placements must be in a school serving a population of students of whom at least 50 percent are eligible for free or reduced lunch. Each semester, the Office of Clinical Studies arranges student teaching orientation meetings—known as Student Teaching Convocations—during which students have the opportunity to inquire about general requirements and speak to faculty about schools sites. Students will be assigned to schools with which NYU has established relationships over time. The current list of cooperating schools may be viewed by visiting the Web site of the Office of Clinical Studies at steinhardt.nyu.edu/teacher.education.

While the amount of time spent in a school may vary from one semester to the other, students will spend no fewer than 20 hours per week for each week of the semester distributed over multiple days in their assigned school. Students must check with their faculty adviser as to the exact time requirement of student teaching. Students in secondary education must be at the school each day their assigned class meets (as many as five days per week). All programs expect students to assume increasing teaching responsibilities over time until taking over full control of one classroom period per day. All student teaching placements are supervised by NYU faculty.

Any variation from the above guidelines and requirements must be approved by the Office of Clinical Studies and the faculty adviser of the student.

Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.

**ACCREDITATION**

The Steinhardt School of Culture, Education, and Human Development’s teacher education program has been accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years. The accreditation certifies that the Steinhardt School teacher education program has provided evidence that it adheres to TEAC’s quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop and improve its programs that prepare teachers. For more information, contact TEAC, One Dupont Circle, Suite 520, Washington, DC 20036; 202-466-7236; www.teac.org.
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.


Patricia M. Cooper, Assistant Professor. B.A. 1972, SUNY (Potsdam); 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.

Fabienne Doucet, Assistant Professor. B.A. 1995, Messiah College; M.S. 1998, Ph.D. 2000, North Carolina (Greensboro). Research interests include the schooling experiences of immigrant and U.S. ethnic minority children, parenting values and beliefs about education, and family, school, and community partnerships.

Miriam Eisenstein-Ebsworth, Associate Professor. B.A. 1968, Brooklyn College (CUNY); M.A. 1971, Columbia; Ph.D. 1979, Graduate Center (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.

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.

James W. Fraser, Professor. B.A. 1966, California (Santa Barbara); M.Div. 1970, Union Theological Seminary; Ph.D. 1975, Columbia. History and education in the United States, teaching history/teaching democracy in public schools, religion and public education. Author of Preparing America’s Teachers: A History (Teachers College Press) and Between Church and State: Religion and Public Education in a Multicultural America (Palgrave-Macmillan), among others.


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.


Glynda Hull, Professor. B.A. 1972, Mississippi University for Women; Ph.D. 1983, Pittsburgh. Literacy in and out of school; multimedia and multimodality as new literacies; writing; learning at work; adult literacy; sociocultural perspectives on identity formation; university and community collaborations; urban education; globalization and education.


Karen D. King, Associate Professor. B.S. 1991, Spelman College; Ph.D. 1997, Maryland. Research interests in mathematics teacher education and professional development; educational policy; research design.

Susan A. Kirch, Associate Professor. B.A. 1989, Mount Holyoke College; Ph.D. 1996, Harvard. Current scholarship focuses on the teaching and learning of science and the preparation of science educators and childhood teachers. As a former research scientist, she also maintains interest in molecular immunology and neurobiology. Author of articles and book chapters on science fluency among young children, students’ production and use of scientific process strategies, students’ understanding of the nature of evidence, and access and equity in science education.

David E. Kirkland, Assistant Professor. Ph.D. 2006, Michigan State. Research interests: language, literacy, and urban education, specifically among African American males; the use of digital media and new technology to teach literacy in urban contexts; reaching popular culture in the contexts of English education.


Cynthia McCallister, Associate Professor. B.S. 1984, Ball State; M.Ed. 1990, Ed.D. 1995, Maastricht (Orono). Literacy education in urban school contexts; sociocultural perspectives on literacy education; literacy standards and assessment; teacher research and classroom inquiry as pedagogy.


Catherine Milne, Associate Professor. B.Ed. 1978, B.Sc. 1979, James Cook (Queensland); M.S. 1993, Ph.D. 1998, Curtin University of Technology. Experiences: taught in the Northern Territory of Australia for almost 15 years, working as subject teacher, head of department, and assistant principal. Research interests: learning and teaching science in urban schools, professional education of science teachers, the history and philosophy of science and science education, historiocultural analysis of learning environments, learning to teach, and using design experiments.


Pedro A. Noguera, Peter Appen Professor of Education (Teaching and Learning and Humanities and Social Sciences in the Professions). B.A. 1981, M.A. 1982, Brown; Ph.D. 1989, California (Berkeley); Hon.: Ph.D. 2001, San Francisco. Executive director of the Metropolitan Center for Urban Education; codirector of the Institute for the Study of Globalization and Education in Metropolitan Settings (IGEMS). His work focuses on urban school reform, conditions that promote student achievement, youth violence, the potential impact of school choice and vouchers on urban public schools, and race and ethnic relations in American society. Author of, most recently, Unfinished Business: Closing the Achievement Gap in Our Nation’s Schools (Jossey Bass, 2006); City Kids, City Teachers with Bill Ayers and Greg Michele (New Press, 2008); and The Trouble with Black Boys… and Other Reflections on Race, Equity and the Future of Public Education (Wiley, 2008).


Harriet Y. Pitts, Clinical Assistant Professor. B.A. 1972, Hunter College (CUNY); M.S. 1976, Ed.D. 1984, Rutgers. Worked in several capacities at the Department of Education—classroom teacher; funded teacher; staff developer; early childhood coordinator; Success for All facilitator; literacy coach. Currently teaches Language and Literacy in the Early Years at the undergraduate and graduate levels. Supervises student teachers at P.S. 50, Manhattan—Vito Marcantonio School. School liaison.

Patricia A. Romandetto, Master Teacher. B.S. 1965, M.S. 1966, St. John’s, M.S. 1975, Lehman College (CUNY). Thirty-seven years of teaching and supervising with the New York City Department of Education (last six years as community superintendent); practical knowledge and a thorough understanding of how schools work and how to best prepare teachers to serve students better academically, emotionally, and socially.


Martin A. Simon, Professor. B.A. 1972, New York; M.A. 1976, St. Mary’s; Ed.D. 1986, Massachusetts. Research on mathematics teacher development and mechanisms of mathematics conceptual learning. Recipient of the Distinguished Research Award, Association of Teacher Educators; Award for Outstanding Scholarship on Teacher Education, Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities; and Career Achievement Award, Penn State University College of Education.

Katherine Stahl, Assistant Professor. B.S. 1976, West Chester; M.Ed. 1984, Georgia Southern; Ed.D. 2003, Georgia. Struggling readers, reading acquisition, reading comprehension, and classroom practice.


Robert Tobias, Clinical Professor. B.A. 1967, Queens College (CUNY); M.A. 1969, Temple. Director, Center for Research in Teaching and Learning. Research interests include standards-based education, assessment, education of special populations. Former executive director of assessment and accountability, New York City Board of Education; member, New York State Assessment Panel.

Diana B. Turk, Associate Professor. B.A. 1990, Hamilton College; M.A. 1993, Ph.D. 1999, Maryland (College Park). Areas of specialization include social studies curriculum and instruction, teaching for civic engagement, gender history, and innovative historical methodologies.


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Doctoral Programs

Program Director
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Degrees
Ph.D., Ed.D.

Faculty
Alter, Beck, Cohen, Cooper, Doucet, Eisenstein-Ebsworth, Fraser, Hull, King, Kirkland, Llosa, McCallister, Nero, Noguera, O’Connor, Tang, Tobias, Turk, Vukovic

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 Culture, Education, and Human Development; 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 206.
• Ed.D. Program in Teaching and Learning. See page 206.
• Ph.D. Program in English Education, including a concentration in applied linguistics. See page 194.
• Ph.D. Program in Bilingual Education. See pages 198 and 199.
• Ph.D. Program in TESOL/Colleges. See pages 199 and 200.
• Ph.D. Program in Positions of Leadership: Early Childhood and Elementary Education. See page 192.
• Ph.D. Program in Professors of Mathematics and Mathematics Education in College. See page 197.

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 designs, 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

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 186.

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 243–45 for a list of school-wide requirements for doctoral study at the Steinhardt School of Culture, Education, and Human Development.
Early Childhood and Childhood Education

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Degrees
M.A., Ph.D.

Faculty
Cooper, Doucer, Kirch, Krasnow, O’Connor, Rafter, Schwartz

Programs in early childhood and childhood education prepare teachers and other professionals to work with children from birth through later childhood. Graduate preservice programs lead to the Master of Arts degree and fulfill 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 doctoral program is 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 were 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 programs

• involve deep study of how children develop in multiple contexts;
• offer recursive teaching experiences in a variety of settings;
• provide a strong principle-based set of practices regarding learning environments and educational experiences;
• support children and adults in learning to accept and respect each other’s differences;
• foster a critical view of people’s histories;
• consider the needs, lifestyles, languages, and cultural patterns of the communities we serve;
• show respect for and encourage equal status for all people;
• encourage taking immediate action to interrupt our own and other’s discriminatory behavior; and
• advocate 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.

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 practices 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 12 months, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. It can also be completed in a more traditional three- or four-semester program beginning in the fall.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 186.

Master of Arts

Preservice M.A. Program in Early Childhood Education, Birth-Grade 2

(41 points)


Culminating Experience (2 points): Culminating Seminar in Childhood Education E25.2370. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse
Preservice M.A. Program in Childhood Education, Grades 1-6
(45 points)


Culminating Experience (3 points): Integrative Seminar II: Study of Teaching E25.2010. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention E27.2999 (0 points).

Doctoral Program
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 a curriculum specialist. Extensive individual mentoring is available by our skilled faculty representing many dimensions of early childhood and childhood education. (See Doctoral Program section.)

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 190 for information on all the doctoral programs in the Department of Teaching and Learning and pages 243-45 for general degree requirements.

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.

SPECIAL OPPORTUNITIES: SUMMER STUDY ABROAD
The Programs in Early Childhood and Childhood Education, English Education, Literacy Education, and Social Studies Education offer two study abroad options: one, a three-week, 6-point graduate summer study abroad program in England, and the other, a three-week, 6-point graduate summer study abroad program in Brazil.

The program in Oxford and London is aimed at educators in English education, primary education (early childhood and childhood), literacy education, and social studies education. It gives participants the opportunity to deepen their knowledge of language development and literacy learning as well as develop a thorough understanding of the history and contemporary context of immigration and the impact it has on teaching and learning in schools. Multidimensional instructional experiences include writing, research, and poetry; analysis of historical materials; and art. Students visit schools in London as a basis for comparing British and American schools systems and curricula, especially in relation to the education of new immigrant children and young people. The program also includes visits to museums, theatres, and historical sites in both London and Oxford. Critical issues for both teachers and students, such as approaches to collaboration, assessment, and evaluation, are an integral part of this program of study.

Participants in the three-week summer study abroad program in Brazil conduct their explorations in a country with a complex, multiracial culture and a history of social and political activism, providing a rich resource to examine the intricate relationships among education, history, culture, and language. The first week of the program is being offered in southern Brazil in Porto Alegre with the second and third weeks of the program in Rio de Janeiro, Brazil.

Students are exposed to the problem posing method developed by Brazilian educator Paulo Freire in concert with critical pedagogists going back to the 1920s and the Frankfurt School of Critical Theory, best known for its use with adult literacy students in Brazil. The method leads students of any academic discipline, any level or experience, to base new learning on personal experience in a way that encourages rigorous, critical reflection and learning. Focus is on active participation. This method lends itself well to combining theory with practice and using this critical framework for focusing on various content areas of study.

Additional summer study abroad programs, intersession (winter break), and spring break programs are being updated. Please check the Steinhardt Web site for the most current study abroad options.

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
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 it 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**

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 186.

**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 42 points is needed. **Required Courses** (6 points): E11.2501 and E11.2540.

**Pedagogical Content Courses in English Education** (12 points). English Teacher Certification Sequence (24 points), which includes Teaching and Learning English Language Arts in the Middle School E11.2041, Teaching and Learning English Language Arts in the High School E11.2042, Adolescent Development E63.2272, and Educating Students with Disabilities in Middle Childhood and Adolescent Settings E75.2162. Inquiries into Teaching and Learning III E27.2999, Student Teaching in English Education E11.2642,2643, and The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/ School Violence Prevention E27.2999 (0 points).

The In-Service M.A. Degree Program in English Education (ENGP) 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** (6 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 (18 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 (ENGL) serves professionals seeking preparation for two-year college teaching and nonteaching positions in such fields as publishing and educational policy making, as well as certified teaching professionals seeking additional course work in educational theory and research methods in preparation for doctoral-level study. The curriculum is tailored to the professional and personal needs of individual students, with possible concentrations in curriculum and instruction, educational linguistics, reading and literature, writing, and related areas.

The Master of Arts: Educational Theatre, All Grades, 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 K-12 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.

Students must have earned 30 points in English or dramatic literature or their equivalent and 30 points of theatre or educational theatre. Students with fewer than 30 prerequisite points in these areas on admission may be required to take additional course work as part of their master’s program.

Certificate of Advanced Study

The sixth-year Certificate of Advanced Study in teaching English language and literature 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.

Ph.D. Degree Program in English Education

The doctoral program is directed primarily toward students seeking or already holding positions in higher education. Areas of concentration: literature, reading, media education, composition education, curriculum development, and applied linguistics. The doctorate requires a minimum of 54 points beyond the M.A. and successful completion of a candidacy essay and dissertation. Specific requirements for the Ph.D. degree are determined in consultation with the adviser. See page 190 for information on all doctoral programs in the Department of Teaching and Learning and pages 243–45 for general degree requirements.

ADMISSION REQUIREMENTS

In addition to the general requirements, applicants for the M.A. program must present at least 30 points in college-level English. Applicants for the Preservice M.A. Degree Program in Teaching English 7-12 must also have completed a college-level language course other than English or American Sign Language. Applicants for the In-Service M.A. Degree Program in English 7-12 must hold provisional New York State certification in English 7-12. Applicants for the Certificate of Advanced Study must hold an acceptable M.A. degree in English or English education and must have completed three years of successful teaching. Doctoral applicants must present a master’s degree in English education, English, or a related field such as reading, linguistics, or TESOL.

FINANCIAL AID OPPORTUNITIES

The Department of Teaching and Learning offers numerous teaching fellowships and graduate assistantships. The NYU Expository Writing Program offers teaching fellowships (preceptor positions) for graduate students interested in teaching writing. Application must be made by February 1 for the fall semester. An on-campus interview is mandatory. For further information and application materials, contact the director of the Expository Writing Program at 212-998-8860.

See general financial aid section, page 232.

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 Childhood Education offer summer graduate study abroad programs in Oxford and London, England. 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.
Environmental Conservation Education

For more than 30 years, the 37-point M.A. Program in Environmental Conservation Education has prepared graduates for environmental careers in the field of education. Our interdisciplinary approach draws on both theory and practice and integrates the natural and social sciences with education and fieldwork to help students gain an understanding of the profound effects of human activity on the planet and the role of education in solving environmental problems.

The program draws on faculty from a wide variety of disciplines within the University, including education, history, philosophy, law, journalism, science, health, and the arts. Core courses in environmental thought, environmental debates, and environmental politics introduce students to the theories, policies, and ethics that have shaped public discourse and understanding of our environment.

Electives allow students to tailor their program of study to fit their particular conservation education interests in areas such as environmental justice, curriculum design, teacher education, policy studies, sustainable development, ecology, youth education, wildlife education, and sustainability. Electives can be taken within Steinhardt, the Robert F. Wagner Graduate School of Public Service, and the Graduate School of Arts and Science. The program also has a strong affiliation with the Program in Science Education in this department and the Wallerstein Collaborative for Urban Environmental Education, which provide students with numerous opportunities to study and work closely with science education faculty on research, curriculum projects, and other environmental initiatives.

The integration of course work with required fieldwork provides students with a unique urban experience in environmental education. We make ample use of the vast resources available in New York City, through which students study contemporary environmental issues and programs; evaluate, develop, or implement educational initiatives for children, youth, and adults; or undertake applied research in environmental education.

Students complete internships in a wide variety of organizations, including New York City Audubon, Council on the Environment of New York City, Jane Goodall Institute, New York City Soil and Water Conservation District, the United Nations, New York League of Conservation Voters, the Mayor’s Office of Environmental Coordination, Wildlife Conservation Society, High School of Environmental Studies, Harbor School, the American Museum of Natural History, the New York State Department of Environmental Conservation, and Wave Hill. The University’s own Sustainability Initiative provides additional opportunities for involvement and learning.

CAREER OPPORTUNITIES

The program prepares individuals to assume leadership roles in schools, non-profit organizations, cultural institutions, and government agencies. Graduates work as educators, program managers, consultants, advocates, administrators, and community leaders. In addition to careers in education, students may pursue careers in policy, advocacy, the media, and numerous other professions in the public and private sector.

Some graduates go on to law school or doctoral programs in environmental education, environmental studies, environmental science, and related areas. There are many opportunities to explore employment possibilities through the program’s internships and the extensive network of organizations with which the program is associated, including NYU’s Wallerstein Collaborative for Urban Environmental Education. For profiles of graduates, please visit our Web site at steinhardt.nyu.edu/humsossci/environmental.

DEGREE REQUIREMENTS


Electives (13 points minimum): in related areas, are selected by advisement. Students take courses in the department and throughout the University in such areas as environmental policy, ecoleadership, science education, economics, history, ecology, media, and the arts. Other requirements (6 points): two courses in ecology or related area.

ADMISSION REQUIREMENTS

Applicants to the Program in Environmental Conservation Education must follow both the Steinhardt School and the program admission procedures and deadlines. All school and program admissions materials must be received by December 15. Specific admission to the Program in Environmental Conservation Education includes the submission of a statement of purpose and two letters of recommendation. See general admission section, page 222.
Two master's degree 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 professional 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.

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 an initial certificate in early childhood/childhood 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 least an initial certificate in middle or secondary education or an initial certificate in either middle childhood or adolescence education. Candidates holding an out-of-state base certificate must apply for a comparable New York State certificate with the New York State Education Department (see www.highered.nysed.gov/tcert) prior to program completion in order to be recommended for the literacy certification in New York State.

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
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 186.

Master of Arts
Both programs can be taken as full-time or part-time programs. The Steinhardt School of Culture, Education, and Human Development provides a wealth of choices for the two electives: courses from areas such as bilingual education, special education, drama education, educational communication and technology, media ecology, English education, educational administration, or educational psychology.

Literacy Education, Birth-Grade 6 (LITB) (34 points)

Phase II includes Literacy Assessment E26.2011, Literacy of the Special Learner E75.2053, Supervised Practicum in Early Childhood and Childhood E26.2030 (two placements, at two different instructional levels, for 2 points each), and Organization and Supervision of Literacy Programs E26.2065. The program requires two electives that can be taken at any point in the program.

Literacy Education, Grades 5-12 (LITC) (34 points)
The courses are offered in two phases. Phase I includes Literacy Education I and II: Middle Childhood and Adolescence E26.2014,2015, Language and Literacy Development E26.2010, Reading and Writing E26.2016, and Text, Tools, and Culture E26.2017. Phase II includes Literacy Assessment E26.2011, Literacy of the Special Learner E75.2053, Supervised Practicum in Middle Childhood and Adolescence E26.2051 (two placements, one at each level, for 2 points each), and Organization and Supervision of Literacy Programs E26.2065. The program requires two electives that can be taken at any point in the program.

FINANCIAL OPPORTUNITIES
Loans and scholarships may be available for qualified applicants to master’s study. See general financial aid section, page 232.
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

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 186.

Master of Arts

The Preservice M.A. Program in Teaching Mathematics, Grades 7-12, has a prerequisite of at least 27 points of good mathematics courses with grades of B or better. It is a 43-point program that 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 summer.

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 Teaching of Geometry, The Teaching of Algebra and Trigonometry, The Teaching of Data and Chance, and The Teaching of Precalculus); 6 points in mathematics content taken either in the Graduate School of Arts and Science or selected math content courses offered through the Program in Mathematics Education itself. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention E27.2999 (0 points).

The In-Service M.A. Program in Mathematics, Grades 7-12, serves professionals holding initial New York State certification in mathematics in New York State and seeking preparation for professional certification. It is a 30-point program, combining advanced mathematics content courses with pedagogy courses to enhance the student's understanding of both content and teaching.

Ph.D. Program in Mathematics Education

Note: The Ph.D. program is currently not admitting students. Students interested in a doctoral program in mathematics education should apply for admission to the Ph.D. or Ed.D. Programs in Teaching and Learning.

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 advisor and the candidate, based on the candidate's personal and professional goals. The doctoral program in mathematics education requires 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); Cognate Courses (6 points).


ADMISSION REQUIREMENTS

See general admission section, page 222.

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 initial 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 Lixing Tang

East Building, Suite 635
212-998-5498
www.steinhardt.nyu.edu/teachlearn/nns

Degrees
M.A., Ph.D.

Certificates
Postbaccalaureate Advanced Certificate, Post-Master's Certificate of Advanced Study

Faculty
Eisenstein-Ebsworth, Labov, Llosa, Neta, Tang

Adjunct Faculty
Camhi, DeCapua, DeCastro, DeFazio, Fishman, Fujisaki, Geller-Marlowe, Graham, Gure, Kardos, Kim, Kunz, Kurland, Lan, Marsh, McDonell, McSweeney, Montgomery, Naiditch, Nakamura, Niu, Palby, Shanahan, Smith, Vigouort, Wiseman, Yao, Yataco

Multilingual Multicultural Studies is a unit in the Department of Teaching and Learning that includes three distinct but related programs: Bilingual Education, Foreign Language Education, and the Teaching of English to Speakers of Other Languages (TESOL). We are committed to an 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 teacher 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 or internship, study abroad, and research opportunities.

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 non-school settings as well, such as community organizations, immigrant resettlement agencies, publishing houses, training programs for multinational corporations, and international educational agencies both here and abroad.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences.

M.A. Program in Bilingual Education. 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.

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.

Bilingual Extension (Advanced Certificate: Bilingual Education for Teachers). The 15-point bilingual extension program includes courses in linguistics, culture, bilingual and second language pedagogy, and language through content.

Post-M.A. Advanced Certificate in Bilingual Education. The Post-M.A. Advanced Certificate in Bilingual Education is for bilingual teachers, supervisors, teacher trainers, administrators, and materials developers who wish to continue their education beyond the master's level. The 30-point program is appropriate for those who wish to continue their study of bilingual education or add to their teaching and learning experience. The Post-M.A. Advanced Certificate can also serve as a bridge between master's and doctoral study. The bilingual extension can also be earned through this program.

M.A. Program in Teaching a Foreign Language 7-12 (Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, and Spanish). Students seeking certification must complete 44 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 E29.2018 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 summer.

M.A. Program in Teachers of Foreign Languages. 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 French as a Foreign Language 7-12. This unique transatlantic program, offered jointly with NYU in Paris, Department of French, Graduate School of Arts and Science, combines two semesters in Paris and two semesters in New York City. The two full-time semesters (fall and spring) spent in Paris allow students to immerse themselves in French language and culture under the mentorship of faculty from NYU in Paris and from French universities. Field experiences in Paris allow degree candidates to observe French language classes at various levels (50 hours) and interact closely with teachers and students in France. Students complete their remaining course work at NYU's Washington Square campus in New York City on a full- or part-time basis. Curriculum includes core courses covering general pedagogical issues as well as knowledge critical to foreign language teaching and learning. Students complete their required two semesters of student teaching at New York City public schools, with one semester in a middle school and a second semester in a high school. Students seeking initial certification must complete 47 points of course work to teach French, grades 7-12, in New York State. Students also have the option of taking an additional summer course to extend their certification to include teaching foreign languages at the K-6 level.

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 (all grades) and a foreign language (7-12). Students may also take the course Teaching Foreign Languages to Elementary School Children E29.2018 to extend their certification to grades K-6.

Post-Master's Certificate of Advanced Study in Foreign Language Education. 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.

Postbaccalaureate Advanced Certificate in TESOL. 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 internship.

M.A. Program in TESOL (All Grades—Leading to New York State Teacher Certification). Students seeking state certification must complete 44 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 (Not Leading to New York State Teacher Certification). Students wishing to teach at the college level or abroad may earn an M.A. degree without achieving New York State teacher certification. The program requires the completion of 34 points of course work, which includes foundations in linguistics, structure of American English, methods, culture, second language research, and field experiences.

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.

Ph.D. Program in TESOL. The Doctoral Program in TESOL (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.

ADMISSION REQUIREMENTS
Note: All MMS programs require TOEFL scores for international students who have not received bachelor's degrees from institutions in English-speaking countries. Upon arrival, all international students have their English assessed by NYU's American Language Institute. The ALL may recommend additional English development.

Bilingual Extension Postbaccalaureate Advanced Certificate. Applicants must have an undergraduate degree in liberal arts or sciences. There are additional requirements for those desiring the bilingual extension.*

Bilingual Education M.A. Program. Applicants should have completed a bachelor's degree with a major in one of the liberal arts or sciences and must demonstrate advanced proficiency in English and an additional language. To obtain the bilingual extension, the candidate must be eligible for certification in his or her primary area. 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.

Bilingual Education Post-Master's Advanced Certificate Program. Applicants for the Post-Master's Advanced Certificate must have completed a master's degree in a related area.

Ph.D. Program in Bilingual Education. Applicants must present a master's degree, current GRE scores, two letters of recommendation, and a sample of written work in English.

M.A. in Foreign Language Education (Chineese, French, German, Hebrew, Italian, Japanese, Latin, Russian, and Spanish). Students seeking New York State 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 30 points in the target foreign language. These students should apply for the M.A. Program in Teachers of Foreign Languages 7-12.

M.A. Program for Teachers of Foreign Languages. Students not seeking New York State 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 for Teachers of Foreign Language (FLED) only.

M.A. Program in Teaching French as a Foreign Language 7-12. Applicants must hold a baccalaureate degree with a minor or major in French language or literature or an equivalent degree. To be recommended for teacher certification upon completion of this M.A. program, applicants must have completed at least 25 college credits in French prior to admission. Applicants who are deficient in credits or who do not meet this credit requirement should take the CLEP exam to earn an equivalency of 12 college credits or take NYU SCPS's language proficiency test to earn an equivalency of up to 16 college credits. Interested candidates apply through NYU Steinhardt. Applicants must submit GRE scores, three letters of recommendation, and an academic writing sample in French that may not exceed 25 pages. The in-office deadline for all materials is April 15.

M.A. Program in Teaching a Foreign Language (7-12) and Teaching English to Speakers of Other Languages (All Grades) (FLTS). Applicants must have completed a bachelor's degree with a major in the target language or have 30 points or equivalent. In addition, students must have taken as part of their general education courses at least 3 points each in mathematics, science, and social studies.

Post-Master's Certificate of Advanced Study in Foreign Language Education. Applicants must hold a master's degree in a related area with a strong GPA and must demonstrate advanced proficiency in the target language.

Postbaccalaureate Advanced Certificate in TESOL. Applicants must have completed a bachelor's degree in an accredited college or university.

M.A. in TESOL (All Grades) Leading to New York State Teacher Certification. Applicants 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 3 points in mathematics, science, and social studies and 12 points of a language other than English or an equivalent of language proficiency.

* Bilingual extension: Applicants must be eligible for New York State certification in their primary areas such as early childhood education; childhood education; middle childhood education; adolescence education; a specialized subject area, such as math, science, or social studies; literacy education; speech pathology; psychology; and career or technical education.
M.A. in TESOL Not Leading to New York State Teacher Certification. Applicants should have completed a bachelor's degree with a major in English or one of the liberal arts or sciences.

Post-Master’s Advanced Certificate. Students must have completed a master’s degree in a related area.

Ph.D. Program in TESOL. Applicants must present a master's degree in a related area, current GRE scores, two letters of recommendation, and a sample of written work in English.

GLOBAL STUDY
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 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 Normal University. Internship opportunities are also available in Shanghai. In addition to the Shanghai program, foreign language majors may also take advantages of other study abroad programs offered by the Department of Teaching and Learning, such as our summer program in Brazil, winter session in Mexico, etc.

Science Education

Program Director
Pamela Fraser-Abder

East Building, Suite 637
212-998-5208

Degree
M.A.

Faculty
Blonstein, Fraser-Abder, Milne

Adjunct Faculty
Moscona, Selby, Wallace

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 professional 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, computer science in 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
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 186.

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.
The master's program in social studies education leads to New York State certification for grades 7-12, with an extension in middle school education available for grades 5-6. Staffed by professional historians, education scholars, and veteran social studies teachers, the program emphasizes both content mastery and proficiency in pedagogies to provoke critical thought and inquiry-based learning. Of particular concern is the importance of inspiring civic engagement in today's students. In courses rich in historical, educational, and philosophical content, social studies M.A. students learn ways that they as educators can promote democratic citizenship and civic responsibility in a multicultural society.

The Program in Social Studies Education is dedicated to revitalizing the teaching of history, the social sciences, and the humanities in the middle and upper grades with an eye toward inspiring civic engagement and social responsibility among students and teachers. Toward this end, the program begins with course work taught by historians designed to ensure that social studies teachers from NYU have a strong mastery of history and an understanding that history is more than a compilation of names and dates. Using primary source documents, material culture, oral histories, and other nontraditional sources as their evidence, students learn to teach history as a critical discipline involving analysis of divergent interpretations of the complex and often contradictory historical record, with the goal that their own classes will become exciting, inquiry-based workshops that will bring history to life and inspire students to become lifelong learners of history. The program promotes an interdisciplinary approach to social studies, which means that our students strive to transcend textbook-centered schooling by learning how to integrate historical narrative with novels, film, music, photography, and the other visual arts as well as with the tools of social scientists. Our aim is to encourage teaching for social justice and democratic engagement.

To succeed in classroom instruction, social studies teachers must understand their students and the reality of life and work in schools. Since most of our graduates will be teaching teenagers, we focus on helping students understand the ways the young learn and sometimes resist learning. Our social studies methods courses are taught by experienced secondary and middle school teachers, who explore pedagogical theory as well as practical strategies for dealing with the social and behavioral issues relevant to middle- and secondary-level students. Additional course work in adolescent behavior, language and literacy, and special education will help provide students with tools for understanding and addressing broader teaching and learning issues related to this age group.

**Master of Arts**

The Program in Social Studies Education offers two tracks leading to the Master of Arts degree: for students seeking initial certification to teach middle- and secondary-level social studies and for students seeking professional certification who already are certified in middle- and secondary-level social studies.

**PROGRAM DESCRIPTION**

The Initial Certification Master's Degree Program in Teaching Social Studies 7-12 leads to initial New York State certification for grades 7-12. Staffed by professional historians and veteran social studies teachers, the program emphasizes content mastery in U.S. and global history and geography as well as teaching methods that provoke critical thought and inquiry-based learning. Our program requires extensive school-based fieldwork prior to student teaching, both to familiarize students with urban educational environments and to enable them to develop classroom strategies that are innovative and appropriate for teaching today's students. As part of their observation experiences, students complete service learning projects that help them engage in the needs of schools and communities around them. The pivotal experiences of the program are two semester-long placements at the middle and secondary levels, where student teachers—mentored by their cooperating teachers, NYU field supervisors, and methods instructors—take on primary responsibility for teaching in the New York City public schools and have the opportunity to put into practice the philosophies and approaches they have developed.

Students may complete the master's degree program in social studies education in three or more academic semesters, studying full or part time. Preservice (initial certification) 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.

There is also a dual-certification M.A. Program in Educational Theatre, All Grades, and Social Studies Education, 7-12. See page 109 for description.

**DEGREE REQUIREMENTS**

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 186.


Pedagogical Core (10 points): Inquiries
III. Courses addressing theories and strategies for adapting curriculum and instruction: Courses that offer theories and strategies for adapting curriculum to meet the special needs of students. Possible courses include Language and Literacy for Upper Grades E26.2002, Foundations of Curriculum for Diverse Learners E75.2051, Educating Students with Special Needs in Middle Childhood and Adolescent Settings E75.2162, Adolescent Development: Theory and Research E63.2272.

IV. Culminating seminar (3 points): Culminating Experience: Social Studies and History Workshop E23.2140.

Note: Students who complete our professional certification program require three years of teaching to be eligible for New York State professional certification.

CAREER OPPORTUNITIES

The Program in Social Studies Education prepares teachers, teacher educators, and curriculum specialists in social studies for positions in middle and secondary schools. It also provides an introduction for those who seek to work in the school reform movement. Many alumni of the program work as social studies teachers and department chairs in middle and high schools in New York City and across the United States. Some of our graduates work in educational agencies and community colleges and in the statewide and national school reform movements.

Students who earn the M.A. in social studies complete the appropriate course work and field experience necessary for New York State certification in social studies. Once you have completed your M.A. work at NYU, you will be qualified to teach social studies in many other states that have certification requirements similar to New York's. Course work includes courses in history and the social sciences, professional education in social studies, student teaching, and related activities. Certification in secondary social studies entitles the candidate to teach social studies, history, and the humanities at both the middle and high school levels (grades 7 through 12).

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 at NYU all outstanding 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 222.

Master of Arts: Educational Theatre, All Grades, with Social Studies, 7-12

Social studies and theatre have a powerful alliance when learners are provided with the chance to explore a period of history, historical concepts, and historical debates through the use of drama-based frameworks. This innovative dual certification program is built on the school's teacher certification programs in Educational Theatre, All Grades, and Teaching Social Studies, 7-12. Students are provided with opportunities to explore key ideas in primary source documents or historical texts through the use of interactive dramatic strategies. The dual certification program adheres to State Learning Standards for both theatre and social studies, and 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 Social Studies Education. Each of the competencies now necessary for teacher certification programs are met by the course work, fieldwork, and student teaching requirements in both programs, as well as all the faculty and institutional requirements.

ADMISSION REQUIREMENTS

Students must have earned 24 points in theatre and 24 points in social studies. For social studies, students must have completed at least 15 semester points in the history and geography of the U.S. and the world; at least 3 points in economics; at least 3 points in government or political science; at least 3 points in...
one of the social sciences with the exception of psychology and philosophy. For theatre, students must have earned 24 points in drama, theatre, dramatic literature, or their equivalent. Students with fewer than 24 points in these areas on admission will be required to take additional coursework in educational theatre and/or social studies. To be recommended for certification in social studies and theatre, students will have completed a total of 30 content credits in each area. Six points are included in the following program of study.

**DEGREE REQUIREMENTS**

A total of 48 points are required for this master's program, distributed as follows:

- **Content Core in Educational Theatre and Social Studies** (12 points): World Drama I or II (E17.2103 or E17.2104), Drama in Education I or II (E17.2193 or E17.2194), The Social Studies Curriculum: U.S. History (E23.2047), The Social Studies Curriculum: World History (E23.3048), General Pedagogical Core in Educational Theatre and Social Studies (14 points): Drama with Special Education Populations (E17.2960) or Educating Students with Disabilities in Middle School and Adolescent Settings (E17.2102), Human Development and Education in the Arts (E17.2103), The Social Responsibilities of Teachers: Drug and Alcohol Education (Child Abuse Identification/School Violence Prevention) (E81.2999), Literacy and Social Studies (E23.2147), Exploring Social Issues Through Drama (E17.2976), Understanding Diversity: Teaching Pluralism (E17.2977), Inquiries into Teaching and Learning (E27.2010), Specialized Pedagogical Core in Theatre and Social Studies (14 points): Teaching Social Studies in the Middle and Secondary School (E23.2042), Methods and Materials of Research in Educational Theatre (E17.2077), Drama Across the Curriculum and Beyond (E17.2935), Dramatic Activities in the Elementary School (E17.2030), Dramatic Activities in the Secondary School (E17.2031), M.A. Seminar in Social Studies (E23.2146).

- **Student Teaching in Theatre and Social Studies** (8 points): Supervised Student Teaching: Social Studies in the Secondary School (E23.2051), Supervised Student Teaching Theatre in the Elementary Classroom (E17.2134), Terminal Experience (0 points): Social Studies and History Workshop (E23.2140) or culminating research project in educational theatre.

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.

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**Special Education**

**Program Codirectors**

Jay Gottlieb  
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Joan Rosenberg  
E-mail: jerr4@nyu.edu

**Degree**

M.A.

**Faculty**

Alter, Fleisher, Friedlander, Gottlieb, Krasnow, Rosenberg, Schwartz, Vukovic

**Adjunct Faculty**

Duggan, Harris, Heller, Koslov, Maitland, Okuma, Santvoord, Siegel

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) (ESEE)
  - Special Education: Early Childhood (SEEC)

- **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 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)** (47 points)

This program 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**

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 186.


**Specialized Pedagogical Courses**—Special Education (15 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 E75.2032, Observation, Fieldwork, and Student Teaching (7 points): Field Placements in Early Childhood E25.2255, Observations in Early Childhood Special Education Settings E75.2502, Student Teaching in Early Childhood I E25.2360, 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 is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention E27.2999 (0 points).

**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 222.)

**The M.A. Program in Special Education: Early Childhood (SEEC) (34 points)**

This program 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**

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 186.


**Electives** (9 points): Student Teaching in Early Childhood Special Education Settings E75.2052, Teaching in Early Childhood Special Education II E75.2520.

**Culminating Experience** (3 points): 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 E75.2053, others by advisement.

**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 of 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)**

This program 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**

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 186.


**Specialized Pedagogical Courses**—Childhood (12 points): Multicultural Perspectives in Social Studying E25.2011, Integrating Math and Science in Elementary Education E36.2025, Investigations in Math and Science E36.2026, Integrating Arts E78.2005,
Integrative Seminar I: Study of Teaching E25.2359. Specialized Pedagogical Courses—Special Education (14 points): Education of Children with Special Needs in Childhood Settings E75.2161, Strategies for Working with Children with Emotional/Behavioral Disabilities E75.2108, Assessment and Instructional Design for Students with Mild/Moderate Disabilities E75.2133, Education of Students with Severe/ Multiple Disabilities E75.2052, Integrating Seminar in Special Education I E75.2507, Observation, Fieldwork, and Student Teaching (8 points): Observations in Special Education E75.2501, Student Teaching in Childhood Education E25.2251, Student Teaching in Childhood Special Education I E75.2521, Student Teaching in Childhood Special Education II E75.2522. Culminating Experience (3 points): Integrating Seminar in Childhood Special Education II E75.2508.

Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention E27.2999 (0 points).

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 222.)

The M.A. Program in Special Education: Early Childhood (SEEC) (34 points)

This program 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

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 186.

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 in Early Childhood Special Education II E75.2520. Electives (9 points): Student Teaching in Early Childhood Special Education I E75.2519, others by advisement. Culminating Experience (3 points): Integrating Seminar in Early Childhood Special Education II E75.2512.

Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention E27.2999 (0 points).

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 of 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)

This program 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

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 186.


Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/
The M.A. Program in Childhood Special Education (SECH) (30 points)

This program is open to participants who have a bachelor's degree and who hold certification or are eligible for certification in childhood education. Upon successful completion of the program, participants will be eligible for New York State certification in special education at the childhood level (grades 1-6).

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 186.

General Pedagogical Core (6 points): Foundations of Curriculum for Diverse Learners E75.2051, Individuals with Disabilities in Schools and Communities E75.2124. Specialized Pedagogical Courses (12 points): Education of Children with Special Needs in Childhood Settings E75.2161, Strategies for Working with Children with Emotional/Behavioral Disabilities E75.2108, Assessment and Instructional Design for Students with Mild/Moderate Disabilities E75.2133, Education of Students with Severe/Multiple Disabilities E75.2052, Observation, Fieldwork, and Student Teaching (minimum 4 points): Observations in Special Education E75.2501, Student Teaching in Childhood Special Education II E75.2522. Electives (8 points): Student Teaching in Childhood Special Education I E75.2521, Psychological Foundations of Learning Disabilities E75.2131, Literacy of the Special Learner E75.2053, Psychological and Educational Assessment in Special Education, E75.2136, or others by advisement. Culminating Experience (3 points): Integrating Seminar in Childhood Special Education II E75.2508.

Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention E27.2999 (0 points).

SPECIFIC ADMISSION REQUIREMENTS

Candidates must hold or be eligible for provisional or initial certification in childhood education.

The Doctoral Program in Teaching and Learning in the Steinhardt School of Culture, Education, and Human Development 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 prefers applicants who have at least five years of teaching experience and a master's degree.
• 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, and other schools at NYU.
• Mentorship in research, teaching, and program development, including participation in research and development projects that focus on the problems and potential of urban schools, urban teachers, and urban youth.
• An intellectually focused and interpersonally supportive community of professors, researchers, and peers.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 186.

Following matriculation, students are required to complete between 48 and 60 points of study (depending on prior experience and course work). These points address three broad requirements: knowledge of content in teaching and learning; skill in applying research methods; and intellectual breadth. Points can be earned in courses, seminars, independent learning experiences, tutored 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.

ACCREDITATION

The Steinhardt School of Culture, Education, and Human Development's teacher education program has been accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years. The accreditation certifies that the Steinhardt teacher education program has provided evidence that it adheres to TEAC's quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop and improve its programs that prepare teachers. For more information, contact TEAC, One Dupont Circle, Suite 320, Washington, DC 20036; 202-466-7236; www.teac.org.
The courses listed herein are to be offered in 2009-2011.

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.

Prerequisites: 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
E27.2132 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
E22.2206 45 hours: 3 points. Fall.

Prerequisite: E26.2001 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 concepts 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
E22.2207 45 hours: 3 points. Spring.

Prerequisite: E25.2082 or E22.2206 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.

The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention
E27.2999 15 hours: 3 points. Fall, spring.

A course that introduces students to the roles and responsibilities of teachers, school administrators, and pupil personnel staff in the coordinated school health programs. 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 and identification and reporting child abuse.

Dissertation Proposal Seminar I
E27.3001 30 hours: 3 points. Fall, spring.

Prerequisites: limited to doctoral students in the Steinhardt School of Culture, Education, and Human Development 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 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, spring.

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 advisement 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 10 hours per point: 1-3 points. Summer, fall.
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
E25.2005 30 hours: 2 points. Fall, spring.
Accompanies field or student teaching placement.
Part two of the seminar with a focus on curriculum material and methods in student teaching placements and on examination of practices in early childhood settings through the lens of teaching as researcher.

Multicultural Perspectives in Social Studying in Early Childhood
E25.2012 30 hours: 3 points. Fall, spring.
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.

Issues in Early Childhood Education
E25.2024 30 hours, 15 hours minimum of field experience: 3 points. Summer, 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: 2 points. Fall, spring.
Theoretical foundations of early childhood curriculum as the basis for collaborative, integrative classroom settings. Emphasis on child-centered, culturally intrusive approaches, including an overview of approaches to curriculum planning.

Curriculum in Early Childhood Education: Materials and Practice
E25.2038 30 hours: 3 points. Fall, spring.
In-depth exploration of curricula appropriate for diverse early childhood settings through intensive learning experiences in areas such as blocks and manipulatives, physical and temporal environments, music and movement, numeracy, literacy, infant and toddler curricula, early intervention, and antibias curricula. Stressing curriculum planning and design informed by observation and assessment of children in student teaching placements.

Integrated Arts in Childhood Education II
E25.2055 30 hours: 2 points. Fall, spring.
Methods for integrating music, art, dance, and drama into an integrated childhood education curriculum.

Study of Teaching
E25.2250 30 hours: 3 points. Fall.
Students study the process of teaching through real and simulated situations. Emphasis on teacher roles, behavior, alternative teaching models, and decision making in the teaching-learning process. Students are videotaped twice in their placements for purposes of self-analysis. Students are expected to apply principles and skills in their fieldwork.

Field Placement in Early Childhood
E25.2255 15 hours: 2 points. 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
E25.2903 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
E25.2904 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.

Childhood Education
Integrating Seminar II: Study of Teaching
E25.2010 30 hours: 3 points. Fall.
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: 2 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 offers an overview of theory and research in child development focusing on the first 12 years of life. Emphasis is placed on the implications for curriculum planning and support for educational practice in urban settings. This course includes 20 hours of field experience in elementary school settings.

Foundations of Curriculum in Childhood Education
E25.2070 45 hours: 3 points.
Overview of current theory and practice in curriculum development and assessment. Application to pre-K through 6th grade classrooms in urban settings emphasized.

Student Teaching in Childhood Education I
E25.2901 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
E25.2902 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.

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 page 207.

Additional Courses

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 228.

ENGLISH EDUCATION/E11

Curriculum and Instruction

Social Contexts and Cultural Studies: Teaching English in the Inner City
E11.2049 Kirkland. 30 hours: 3 points.
Focuses on social, political, cultural, and sociolinguistic issues related to teaching adolescents in urban schools. Explores how issues of race, class, ethnicity, and privilege affect learning and instruction. Topics include multicultural literature, multiliteracies, linguistic diversity, and issues surrounding high-stakes testing.

Pluralistic Approaches to Cultural Literacy
E11.2577 Kirkland. 30 hours: 3 points. Fall.
Investigates the canon’s stranglehold on the traditional literature curriculum from a critical perspective. Explores pluralistic approaches to cultural literacy by bringing a greater range of voices into the conversation of what counts as literature. Also considers how to integrate a greater range of perspectives into the traditional curriculum, K through college.

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 curriculum, and the relationship between curriculum research and development.

English Curriculum Implications from Contemporary Research
E11.2149 30 hours: 3 points. Summer.
Critically examines selected major research studies with implications for curriculum development and instructional practice in English education. Explores various research approaches (e.g., qualitative, quantitative, large scale, case study) to a range of questions on aspects of English education (e.g., reading, language development, composing processes).

Developing Curricula in the English Language Arts
E11.2575 30 hours: 3 points.
Provides an understanding of emerging directions in curriculum development in the English language arts by extending the repertoire of instructional approaches consistent with these directions. Students are encouraged to plan lessons and units of new curricula or revise old ones that are relevant for students across a range of backgrounds and abilities.
Language and Linguistics

Language and Learning Across the Curriculum
E11.2025 30 hours: 3 points. Summer.
Examines how active talking and writing facilitate learning in all the content areas. Explores how a focus on the learner's use of language can provide an opportunity for curriculum collaboration among teachers of social studies, math, and science as well as English and the language arts.

Current Problems in Educational Linguistics
E11.2235 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 Kirkland. 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.

Linguistics, Society, and the Teacher
E11.2515 Kirkland. 30 hours: 3 points. Fall.
An introduction to the field of sociolinguistics and an exploration of the educational consequences of linguistic and cultural diversity. The course highlights a number of relationships between language and society, including, for example, language and gender, language and social class, and language and geographic origin, and focuses on the ways that these relationships impact the educational experience of all students and of linguistically and culturally diverse populations in particular.

Doctoral Seminar in Educational Linguistics
E27.3017 30 hours: 3 points. Fall.
Investigates 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

The Teaching of Language and Literature
E11.2044 30 hours: 3 points. Summer.
A practical consideration of ideas for implementing learning in an integrated language arts classroom. Focuses on the role of oral interpretation in meaning making with selected literary texts. Students are encouraged to create original lessons and teaching units for their own classrooms.

Language Development and Reading Literature
E11.2397 30 hours: 3 points. Spring (alternating 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 Beck. 30 hours: 3 points. Fall.
Explores the distinctive features of both literary and nonliterary texts and introduces students to strategies useful for teaching these texts. Also explores the role of intertextual connections and non-print texts in the teaching of reading.

Literature and the Adolescent Experience
E11.2521 30 hours: 3 points. Spring.
Explores the ways in which literary works, in whatever media, contribute to the adolescent's sense of self and society. Examines a wide range of literary and subliterary representations of the adolescent experience and the equally wide range of the adolescent's expectations, responses, and attitudes toward the literary experience and its relationship to his or her life.

Dramatic Activities in the English Classroom
E11.2507 30 hours: 3 points. Spring.
The student examines aspects of linguistic behavior central to the oral communication process by analyzing his or her own oral behavior and relating his or her analysis to the observation of that process in others and to the investigation of strategies for the teaching of oral communication suggested by authorities in the field. The relationship of oral communication to the teaching of reading, writing, and literature is also explored.

Writing and Rhetoric

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 30 hours: 3 points. Fall, spring.
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.

Practicum: Teaching Expository Writing
E11.2511 Beck. 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 Beck. 30 hours: 3 points. Fall (even years).
Examines theory and research related to the study of writing as a cultural and social artifact. Introduces students to major methodological and theoretical approaches to the analysis of written discourse. Encourages students to consider implications of research for writing development and the teaching of writing.
Core Experiences in Teaching and Research

Master's Seminar in English Education
E11.2501 Hull. 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?

Teaching, Research, and Reflection

Teaching and Learning English Language Arts in the Middle School
E11.2041 Sutton, Beitzler. 30 hours: 3 points.
Explores the major reasons why people use the four language arts to create both written and oral discourse. Considers how language arts are experienced as a school subject. 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?

Teaching and Learning English Language Arts in the High School
E11.2042 Sutton, Beitzler. 30 hours: 3 points.
Explores multiple materials including technology for involving students in purposeful reading, writing, speaking, and listening. Considers innovative approaches for 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.

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.

Student Teaching in English Education: Middle School
E11.2911 Minimum of 20 days: 4 points.
A critical analysis of one’s student teaching in a 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. 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.

Student Teaching in English Education: High School
E11.2922 Minimum of 20 days: 4 points.
A critical analysis of one’s student teaching in a 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. 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 high school English classroom.

The English Teacher as Reflective Practitioner
E11.2540 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.

Independent Study
E11.2300 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 228.

ENVIRONMENTAL CONSERVATION EDUCATION/E15

Foundations of Environmental Thought
E15.2019 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
E15.2020 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
E15.2021 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
E15.2025 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 research project.

Internship in Environmental Conservation Education
E15.2030 45 hours per point: 1-12 points. Fall, spring; hours to be arranged.
Students spend one semester in a business, nonprofit organization, school, or environmental 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 meet with their adviser biweekly to facilitate their internship work experience.

Environmental Education: Theory and Practice
E15.2070 30 hours: 3 points. Spring.
Introduction to environmental education with particular emphasis on theoretical and practical applications in urban settings. Historical and philosophical perspectives are explored in relation to current topics in environmental education and implications for school reform. An examination of national and local models of environmental education are examined and analyzed in relationship to contemporary issues of environmental literacy. Case studies are drawn from a wide range of educational settings. The course
includes a field study project and one class trip. Students develop competencies in planning environmental education programs.

**LITERACY EDUCATION/E26**

**Language and Literacy in the Early Years**

E26.2001 30 hours, 15 hours minimum of field experience: 3 points. Fall, spring. 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 2. 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.

**Language and Literacy for Upper Grades (3-6)**

E26.2002 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.

**International Literature for Children**

E26.2005 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.

**Critical Reading and Response to Literature**

E26.2005 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.

**Language as a Basis for Teaching Reading and Writing**

E26.2008 30 hours: 3 points. Spring. Prerequisites: a course in child development and early literacy. 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.

**Critical Reading and Response to Literature**

E26.2005 30 hours: 3 points. Fall, spring. 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**


**Literacy Education I: Reading Practices in Early Childhood and Childhood**

E26.2012 30 hours: 3 points. Fall, 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 Early Childhood and Childhood**

E26.2013 30 hours: 3 points. Fall. 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, 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. 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 devel-
opment 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.
Examination of reading and writing education from historical, theoretical, critical, and pedagogical perspectives. 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
Examination of texts, including fiction, nonfiction, and expository, for children and adolescents as primary tools in the teaching of reading for meaning. Nonprint tools such as video and technology are also considered. Emphasis is on intersection of practice and theories of interpretation. Questions include how to teach texts multiculturally, how to select literature for special and struggling learners, and how to foster a critical reader’s stance.

Practicum in Literacy Education (Grades B-6)
E26.2991 48 hours: 2 points (repeatable for 4 points). Spring, 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 curriculum 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.

Practicum in Literacy Education (Grades 5-12)
E26.2992 48 hours: 2 points (repeatable for 4 points). Spring, 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 curriculum 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
E26.2065 30 hours: 3 points. Spring, 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.

Literacy for the Special Learner
E75.2055 30 hours: 3 points. Spring.

MATHEMATICS EDUCATION/E12

Curriculum and Assessment in Secondary Mathematics
E12.2007 30 hours: 3 points. Fall.
An overview of various junior and senior high school mathematics curricula and methods of assessment with a focus on their differences and how they are implemented in an actual classroom environment.

Research Investigations in Mathematics Education
E12.2008 30 hours: 3 points. Spring.
Questions that can be investigated using research techniques and how to use research results to improve classroom practice.

The Teaching of “Parts,” Grades 7-12
E12.2031 45 hours: 3 points. Fall, spring.
This course provides a link between teachers’ mathematical knowledge and understanding of the major skills and concepts of probability and statistics to the effective and appropriate teaching of these topics in grades 7-12.

The Teaching of Data Collection Analysis, Grades 7-12
E12.2032 30 hours: 3 points. Alternate fall.
This course provides a link between teachers’ mathematical knowledge and understanding of the major skills and concepts of probability and statistics to the effective and appropriately teaching of these topics in grades 7-12.

Teaching of Secondary School Mathematics
E12.2033 45 hours: 3 points. Summer, fall.
Developing the skills of classroom planning, management, and implementation for effective instructional practices in grades 7-12. Topics include lesson plan development and implementation, different models of teaching, assessing student understanding, and the use of instructional technology. Students also visit schools, observe teachers in the classroom, and use these observations as the basis for discussions of effective teaching practice. This course requires a field component where students are involved in tutoring and microteaching.

Teaching High School Mathematics
E12.2034 45 hours: 3 points. Fall, spring.
This course provides a link between teachers’ mathematical knowledge and understanding of college level mathematics and the use of handheld and computer instructional technology to effectively and appropriately teach many of the important skills and concepts of mathematics in grades 7 through 12.

The Teaching of Algebra and Trigonometry, Grades 7-12
E12.2035 45 hours: 3 points. Alternate spring.
This course provides a link between teachers’ mathematical knowledge and understanding of the major skills and concepts of algebra and trigonometry to the effective and appropriate teaching of these topics in grades 7 through 12.

The Teaching of Geometry, Grades 7-12
E12.2036 45 hours: 3 points. Alternate spring.
The course provides a link between teachers’ mathematical knowledge and understanding of the majors skills and concepts of geometry to the effective and appropriate teaching of these topics in grades 7 through 12.

The Teaching of Precalculus Mathematics in High School
E12.2037 30 hours: 3 points.
This course provides a link between teachers’ mathematical knowledge and
concepts of precalculus mathematics to understanding of the major skills and appropriate teaching of these topics in grades 7 through 12.

Selected Topics in Modern Mathematics I
30 hours: 3 points. Fall, spring.
A survey of basic concepts of mathematics from an advanced viewpoint related to the secondary school.
Number Theory E12.2043
Discrete Mathematics E12.2044
Geometry E12.2101
Linear Algebra E12.2102
Mathematical Modeling E12.2103

Student Teaching in Mathematics Education: Middle School
E12.2911 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.

Student Teaching in Mathematics Education: High School
E12.2922 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.

Teaching Elementary School Mathematics: Foundations and Concepts
E12.2115 30 hours: 2 points. Fall, spring.
Mathematical foundations and concept development for children in elementary school grades. An examination of what constitutes a rich mathematical environment that fosters exploration, discovery, and understanding for beginning learners of mathematics is the focus.

Teaching Elementary School Mathematics: Problem Solving
E12.2116 20 hours: 2 points. Fall, spring.
Developing mathematics sense through problem solving and procedures while developing skills and intuitions for creating rich learning environments for elementary school children to explore, discover, and understand mathematics. Trends in mathematics education are researched as well as the implications for student learning and accountability.

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 228.

Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity
E36.2000 30 hours: 3 points. Fall.
For description, see page 218.

MULTILINGUAL MULTICULTURAL STUDIES

Multilingual Multicultural Studies

Bilingual Education Programs

Foreign Language Education

Teachers of English to Speakers of Other Languages (TESOL)

Bilingual Multicultural Education: Theory and Practice
E29.2001 30 hours: 3 points. Fall, spring, summer.
Theoretical, 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 methods 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, socio-economic 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.

Intercultural 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.

Teaching Foreign Languages to Elementary School Children
E29.2018 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.
Applied Linguistics in French  
**E29.2027** 30 hours: 3 points. Fall.  
A systematic study of French grammatical, discourse, and pragmatic systems and a practical study on form, function, and usage in French, including phonology, syntax, and sociolinguistics.

Advanced Individual Project in Multilingual Multicultural Studies  
**E29.2059** 45 hours per point: 3-6 points. Fall, spring, summer. Hours to be arranged.  
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.

Student Teaching in Foreign Languages Education (Grades 7-9)  
**E29.2911** 100 hours: 4 points. Fall, spring.  
Closed to nonmatriculated students. Other restrictions listed in bulletin under “Supervised Student Teaching.” University-supervised student teaching experience in foreign language at middle school level for 20 days. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience also includes a 30-hour class observation prior to student teaching and a student teaching seminar, which meets once a week.

Student Teaching in Foreign Languages Education (Grades 10-12)  
**E29.2922** 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.

The Teaching of Foreign Languages: Theory and Practice  
**E29.2069** 60 hours: 4 points. Fall.  
The first methods 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.

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.

Curriculum Adaptation in Bilingual Education  
**E29.2101** 30 hours: 3 points. Spring.  
Approaches and methods in curriculum material development and adaptation for teaching subject areas in two languages. The development of lesson plans and curriculum units.

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.

**Student Teaching in Bilingual Education (Grades K-6)**  
E29.2991  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 one a week.

**Student Teaching in Bilingual Education (Grades 7-12)**  
E29.2992  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 one 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.

**Student Teaching in TESOL (Grades K-6)**  
E29.2901  20 days minimum: 3 points. Fall, spring, summer.  
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.

**Student Teaching in TESOL (Grades 7-12)**  
E29.2902  20 days minimum: 3 points. Fall, spring, summer.  
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 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.  
For description, see page 228.

**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, cross-cultural pragmatics, sociolinguistics, and psycholinguistics. Students pursue individual areas of interest by completing a project under faculty guidance.

Workshop in Foreign Language Education
E29.2914 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 using various innovative approaches to teaching foreign languages.

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 parent and community involvement.

Doctoral Seminar: Bilingual Education and TESOL
E29.3005,3006,3007,3008 30 hours for each session: 3 points. Fall, spring. Integrative experience that includes a consideration and evaluation of periodical literature, research studies, and innovation in the field.

SCIENCE EDUCATION/E14

Science Experiences in the Elementary School I
E14.2009 30 hours: 2 points. Fall. Science experiences for elementary school are developed, and strategies for implementation and evaluation are devised. Issues such as basic attitudes toward science, equity in the science classroom, and learning styles are explored. Students develop a catalog of resources, both in print and online, for expanding understanding of science content, developing science skills, integrating science into the rest of the curriculum, exploring science activities appropriate for children, and assessing science teaching and learning.

Science Experiences in the Elementary School II
E14.2010 30 hours: 2 points. Spring. Prerequisite: E14.2009. This course builds on the explorations started in E14.2009. It emphasizes ways to cover more sophisticated science topics as well as how to effectively integrate these topics into theme-based learning environments typical of the self-contained classroom. Interactive and Web-based technologies are explored.

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.

Recent Advances in Biology
E14.2017 30 hours: 3 points. Fall, spring. Thematically organized course that examines the agricultural revolution, limits to growth, biophysical interactions, and social biology from the perspective of contemporary findings.

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 E14.2039 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.

Methods I: Teaching of Science in Middle Schools
E14.2039 45 hours: 3 points. Fall. Professional methods course for teachers of science in middle schools.

Methods II: Teaching of Science in High School
E14.2040 45 hours: 3 points. Spring. Professional methods course for teachers of science in high schools.
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
E14.2045 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, 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.

Culminating Seminar: Teacher as Researcher, Reflective Practitioner, and Curriculum Developer
E14.2100 30 hours: 1 point.
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.

Student Teaching in Science Education: Middle School
E14.2911 A minimum of 20 days: 3 points. Fall, repeated spring. Hours to be arranged.
This semester-long experience in a middle school science class involves negotiating and enacting appropriate learning experiences, assessing teaching and learning, and revising one’s teaching on the basis of student performance. Students attain the skills for contextualizing science teaching within an urban school culture. This experience promotes teacher self-assessment as a way of enhancing student learning and strengthening professional education.

Student Teaching in Science Education: High School
E14.2922 A minimum of 20 days: 3 points. Fall, repeated spring. Hours to be arranged.
This semester-long experience in a high school science class involves negotiating and enacting appropriate learning experiences, assessing teaching and learning, and revising one’s teaching on the basis of student performance. Students attain the skills for contextualizing science teaching within an urban school culture. This experience promotes teacher self-assessment as a way of enhancing student learning and strengthening professional education.

Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity
E36.2000 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.

Research Internship in Science/Mathematics for Educators
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.

Independent Study
Independent Study
E14.2300* 45 hours per point: 1-6 points. Fall, spring, summer. Hours to be arranged. Independent study in elementary or secondary science education. For description, see page 228.

SOCIAL STUDIES EDUCATION/E23

Teaching Social Studies in the Middle and Secondary School
E23.2042 30 hours: 3 points. Fall, spring, summer.
Explores theory and practice of effective teaching in middle and secondary school settings, with specific attention paid to the sociobehavioral needs of adolescent students. Through observation, practice, and evaluation of models, students consider various strategies to organize a course; conceptualize a unit; prepare lesson plans; implement effective and varied, including technology-based, teaching practices; devise and evaluate assessments; and reach students of varying levels, abilities, and intelligences in an interactive, dynamic, team-oriented environment. Offers integrated instruction in how to teach literacy skills to middle- and secondary-level students.

The Social Studies Curriculum: U.S. History
E23.2047 30 hours: 3 points. Fall.
Explores key themes in American history from the pre-Columbian era to the 21st century. Presents practical models for teaching U.S. history and geography that foster critical thinking about American society, past and present. Prepares teachers to serve as conduits of knowledge between the world of historical scholarship and that of the social studies classroom. Links classroom experience to curriculum requirements in U.S. history and geography set by the national and New York State standards. Offers an exploration of ways in which the American past can be most effectively and meaningfully related to the racially and culturally diverse students of today.

The Social Studies Curriculum: World History
E23.2048 30 hours: 3 points. Spring.
Introduces major models of teaching various aspects of world history and geography consistent with the national and New York State standards for world history. Emphasizes fostering critical thinking and cross-cultural analysis. Prepares students to bridge the world of historical scholarship with that of the social studies classroom. Stresses themes such as worldviews, cross-cultural interactions, empires, technologies, and urbanization.

Student Teaching in Social Studies Education: Middle School
E23.2911 140 hours: 3 points. Fall, spring.
Student teaching accompanied by a practicum that offers a practical exami-
nation 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. Entails a minimum of 20 days of teaching in a middle school classroom.

Student Teaching in Social Studies Education: High School

E23.2922 140 hours: 3 points. Fall, spring.
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. Entails a minimum of 20 days of teaching in a secondary classroom.

Culminating Experience: Social Studies and History Workshop

E23.2140 30 hours: 3 points. Summer.
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 exploration of 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 30 hours: 3 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: 3 points. Summer, fall.
Corequisite: E75.2124.
Overview of current and past theories and practices in educational models and curriculum development, instructional planning, and assessment as they relate to 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: 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. Fall, spring.
Prerequisite: E75.2124 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: 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: 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 services 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
E75.2126 30 hours: 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: 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 Design 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.

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.

Educating Students with Special Needs in Early Childhood Settings
E75.2160 30 hours: 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 Middle Childhood and Adolescent Settings
E75.2162 30 hours: 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 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 Early Childhood Settings
E75.2161 30 hours: 3 points. Fall, spring. Prerequisite: E75.2160.
Assessment, diagnosis, and evaluation 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 collaboration among 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.

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. Fall, spring. 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. Fall, spring. Prerequisite: all program core 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.

Integration 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.

Integration 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. Links theory and practice. Participation in scholarly research and presentation of a classroom-based research project.
Student Teaching in Special Education I: Early Childhood (Grades B-2)  
E75.2903  Minimum 20 days: 3 points.  
Fall, spring.  
University-supervised student teaching in special and inclusive settings for young children (Pre-K, K, or grades 1-2) with disabilities.

Student Teaching in Special Education II: Early Childhood (Grades B-2)  
E75.2904  Minimum 20 days: 3 points.  
Spring, summer.  
University-supervised student teaching in special and inclusive settings for young children (Pre-K, K, or grades 1-2) with disabilities.

Student Teaching in Special Education I: Early Childhood (Grades 1-6)  
E75.2901  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 II: Early Childhood (Grades 1-6)  
E75.2902  Minimum 20 days: variable 2-3 points.  
Fall, spring.  
University-supervised student teaching in special and inclusive settings for children (grades 1-3 or 4-6) with disabilities.
Admission to NYU Steinhardt 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 a variety 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 Culture, Education, and Human Development for the degrees of Master of Arts, Master of Fine Arts, Master of Music, Master of Public Health, Master of Science, Doctor of Philosophy, Doctor of Education, Doctor of Psychology,1 Doctor of Arts,1 Doctor of Physical Therapy, Doctor of Professional Studies, or for the sixth-year Certificate of Advanced Study. See also admission information under individual programs.

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’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 Culture, Education, and Human Development. 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.

Special students are permitted to enroll for up to 18 points during their entire status as a special student.

APPLICATION INFORMATION AND DEADLINES

A graduate application booklet, which includes the Directory of Programs, may be obtained from the Office of Graduate Admissions, Steinhardt School of Culture, Education, and Human Development, New York University, 82 Washington Square East, 3rd Floor, New York, NY 10003-6680; 212-998-5030; steinhardt.nyu.edu/graduate_admissions.

Components of a Degree Application

An application is considered complete and ready for review by the Admissions Committee when all appropriate materials have been received. The following items are necessary before the committee will review an application:

- Completed and signed Application for Graduate Admission.
- Statement of purpose/personal statement.
- Résumé/curriculum vitae.
- Official transcripts in a sealed envelope from each postsecondary school attended.
- A check or money order for the $75.00 nonrefundable application fee made payable to New York University.
- Art/Music Portfolio: Most art and music programs require a portfolio or a performance audiotape, videotape, CD, or DVD for evaluation. Visit the respective program Web site for specific requirements.
- Supplemental materials if required by the desired program. Prospective applicants must check the Directory of Programs section of the Application for Graduate Admission for information on supplemental materials.

- GRE scores: Required for all doctoral applicants and applicants to the Master of Public Health (M.P.H.) Programs in Public Health (HCPH), the M.A. Program in Media, Culture, and Communication (MDCC), the M.A. Program in Communicative Sciences and Disorders (SPLP), applicants to the M.A. Program in Education and Jewish Studies (EDJS), and the M.A. Program in Education and Jewish Studies and Hebrew and Judaic Studies (Dual Degree: Steinhardt/GSAS) (EJHJ), and the M.A. Program in Teaching French as a Foreign Language (Joint Degree: Steinhardt/GSAS) (FLTF). All other master’s and advanced certificate programs do not require GRE scores. M.P.H. applicants may submit MCAT scores in lieu of the GRE. An unofficial copy of your test scores should accompany your graduate application materials, and official scores must be on file by the deadline before a decision will be rendered.

NYU Steinhardt’s ETS institution code is 2556; a departmental code is not required. Visit www.gre.org for more information about the exam.

- TOEFL scores: The TOEFL exam is required for all applicants whose native language is not English and who did not receive the equivalent of a four-year U.S. undergraduate education from an institution where English is the official language of instruction. Applicants holding or completing only a graduate degree from an English-speaking institution are still required to submit a TOEFL score unless the graduate program was four or more years in duration. To clarify: if your graduate education was less than four years in duration at an institution where English was the official language of instruction, the TOEFL would still be required. All doctoral applicants whose native language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). An official score report must be sent to NYU Steinhardt before the appropriate deadline, using institution code 2556.

1 Students are currently not being admitted to this doctoral program.
No department code is necessary. Visit www.toefl.org for more information about the exam.

• Recommendation letters: All doctoral applicants must submit three letters of recommendation. Most master’s and advanced certificate applicants require two letters. Applicants should check the Directory of Programs section of the Application for Graduate Admission for more detailed information relevant to their program of interest.

All programs reserve the right to request additional information and materials if deemed necessary for admission or financial aid consideration.

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.

**Application Deadlines**

It is always advisable to apply early since many programs have very firm deadlines. It is the responsibility of the applicant to ensure that all materials are in the Office of Graduate Admissions by the appropriate deadline. All deadlines are “in-office” deadlines, not postmark deadlines. Applications filed after the deadline will be processed as time and space in the program permit. The Office of Graduate Admissions reserves the right to return any application that arrives after the deadline. Should any deadline fall on an official holiday or weekend, the in-office deadline will be the next business day.

**Doctoral Programs**

Ph.D. and Ed.D. programs (fall only)—December 15
D.P.T. entry-level program PTPS (summer only)—December 1
D.P.S. program OTHS (fall or spring)—March 15 for fall or November 1 for spring

**Master’s and Advanced Certificate Programs**

Summer/fall—February 1
Spring—November 1

Department of Music and Performing Arts Professions

Except for the programs noted below, all summer/fall master’s and advanced certificate applicants should apply no later than January 6. Spring applicants follow the schoolwide deadline of November 1.

Educational Theatre
Programs EDTA, ETED—January 6
Program EDTC—February 1

Jazz Studies
Prescreening video recording due by December 1. Application deadline is January 6.

Music Business
Early decision option—January 6
Final deadline—February 1

Special Deadlines
Early decision option—January 6
(currently available for M.A. in music business)
M.A. in education and Jewish studies—January 4
M.A. in higher education/student personnel administration
• Full-time applicants may apply for the fall only by January 6
• Part-time applicants may apply for the fall or spring by the schoolwide deadlines noted above

Adv. Crt. in physical therapy—
January 15
M.A. in studio art (ARST) (summer only)—March 1
Joint M.A. in teaching French as a foreign language (FLTF) (fall only)—April 15

**Spring Semester Programs**

Several master’s and advanced certificate programs and the D.P.S.-OTH program applications midyear in the spring semester. For the most up-to-date list on the availability of spring-entry programs, please visit steinhardt.nyu.edu/graduate_admissions.

**Summer Study Abroad**

Program deadlines: February 15 and March 1
Deadline dates are posted on line at steinhardt.nyu.edu/graduate_admissions/summer_study_abroad. Applicants may also contact the Office of Graduate Admissions at 212-998-5030 with any questions about deadlines.

**International Students and Applicants with International Credentials**

NYU Steinhardt encourages applications from international students. We offer a diversity of programs that attract master’s and doctoral candidates from all over the world. A few important points for international students:

1. Apply early. Because additional mailing time and processing are required for international credentials, applicants should have all application materials in the Office of Graduate Admissions well before the appropriate deadline.

2. Applicants must have the equivalent of a U.S. bachelor’s degree to be considered. For music composition and music performance, applicants with an artist diploma are also encouraged to apply. One transcript in the original language and one English translation are required to be submitted with the admission application.

3. Applicants to the clinical nutrition master’s program (HOND) who have non-U.S. credentials must present a course-by-course evaluation of their international credentials. A number of agencies can provide this service; however, NYU Steinhardt recommends World Education Services (WES). Greater detail on the evaluation services and costs may be found at www.wes.org.

4. 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. Although there is no minimum score requirement, successful applicants score 100 or above on the Internet-based test, 213-250 or above on the computer-based test, or 550-600 or above on the paper-based test.

5. Regardless of the TOEFL score, all accepted applicants whose native language is not English are required to take a placement examination, for an additional fee, at New York University’s American Language Institute (ALI) on arrival. Based on the performance on this examination, a student may be required to take noncredit remedial English course work before or while taking regular academic course work. Such remedial course work may lengthen the time and expense of graduate study and should therefore be taken into account by students and their funding sources.

6. Master’s and advanced certificate applicants who are U.S. citizens or permanent residents and eligible for federal financial aid may receive consideration for school-
based financial aid. Citizens of Canada and Mexico should review the Financial Aid Support section of the Application for Graduate Admissions Web site or at steinhardt.nyu.edu/financial_aid for special opportunities. More information may be found online at www.nyu.edu/financial.aid/international.php. Full-time doctoral applicants, regardless of country of citizenship, will receive consideration for scholarships, fellowships, and assistantships.

7. Some helpful visa hints: When completing your application for admission, please be sure to use your full, legal name as it appears on your passport. The use of any other names, such as nicknames, will cause serious delays in applying for your U.S. visa. All international applicants must have an international address as their permanent address. All mail from the Office of Graduate Admissions will be sent to your mailing address, but the U.S. government mandates that you also include a permanent, international address to receive your visa. Please be prepared to pay additional fees for requesting your I-20 from NYU and your student visa from the U.S. government. Heightened security measures almost always result in numerous delays in processing your I-20 and your student visa requests. Please apply for these credentials as soon as possible, using overnight and express mail wherever possible.

Students should also refer to the Office for International Students and Scholars, 561 La Guardia Place; 212-998-4720; www.nyu.edu/iss.

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 NYU Steinhardt’s Office of Student Affairs.

Before being advised by an academic adviser, students must be interviewed by an adviser in the Office of Student Affairs for appropriate English courses and course load in their programs. These recommendations are forwarded to the student’s faculty adviser.

Individuals who wish to obtain additional information about the American Language Institute are invited to contact them: 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; www.scps.nyu.edu/ali; 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 Affairs, Pless Hall, 2nd Floor; 212-998-5065; steinhardt.nyu.edu/blogs/studentaffairs 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 212-998-3030 or visit steinhardt.nyu.edu/graduate_admissions.

NYU Hotel Accommodations
Prospective students and their families visiting New York are invited to stay at the Club Quarters, a private hotel convenient to the University. Club Quarters Downtown, a 280-room, private, first-class business hotel, is located in the Wall Street area of Manhattan. By special arrangement with NYU, it offers moderately priced, quality accommodations for University-affiliated guests. Features include a customized NYU floor and lounge decorated to highlight the University’s presence in New York. Rates are well below those for comparable accommodations in Manhattan. On weekends, visitors are welcome to use Club Quarters Midtown. Near Fifth Avenue, it is close to shopping, Broadway theatres, and Rockefeller Center. For information and reservations, call 212-575-0006 or visit www.nyu.edu/about/hotels.html to learn of other nearby hotels.
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

Degree students 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 method 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 indicating degree conferred and an application for admission as a special student. Special students are required to meet with the special student adviser prior to registration. 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 reapplication. The application form may be obtained by contacting the Office of Graduate Admissions, Steinhardt School of Culture, Education, and Human Development, New York University, Pless Hall, 82 Washington Square East, 3rd Floor, New York, NY 10003-6680; 212-998-5030. The application may also be downloaded at steinhardt.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 and in-service personnel, subject to certain restrictions. Under most programs, the student pays tuition and fees at the time of registration but will receive a monthly allowance from Veterans Affairs. Veterans with service-connected disabilities may be qualified for educational benefits under Chapter 31. 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 Culture, Education, and Human Development (E) 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 Steinhardt Office of Registration Services, 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 second week 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.

1Not available to special students.
Students are permitted to add to their program during the first three weeks of regular classes. 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 through a Change of Program Form and must have the approval of the academic adviser and the Steinhardt Office of Registration Services.

No change in schedule is valid unless it is reported to the Office of the University Registrar on the forms provided or by using the Albert registration system. Change of Program forms may be obtained from the program adviser. Courses officially dropped during the first three weeks of the term will not appear on the transcript. Those dropped from the beginning of the fourth week through the ninth week of the term will be recorded with a grade of “W.” After the ninth week, no one may withdraw from a course.

FULL-TIME EQUIVALENCY

The University defines full-time course work to be a minimum of 12 points per 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 3 points of equivalency for 10 hours a week of required internship.

Please note: Student teaching does not fall under the guidelines of an internship and is, therefore, not eligible for equivalency.

2. Master’s Final Experience/Thesis:
   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.
   c. A student working 40 hours a week on a culminating gallery showing or performance with verification from the department may receive full-time equivalency for one semester. (This category may be prorated for a maximum of three semesters.)

3. Candidacy Examination: A matriculated student preparing for the doctoral candidacy examination may receive 3 points of equivalency for one term only.

4. 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.

5. Supervised Research on Proposal:
   a. 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 doing 40 hours a week of work toward the proposal.
   b. If a candidate is doing 20 hours of work toward the proposal, that candidate would be eligible for half-time equivalency.

6. 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 with the Steinhardt Office of Registration Services. Information relating to both full-time and half-time equivalency status may be obtained from the Steinhardt Office of Registration Services, Pless Hall, 2nd Floor.

LEAVE OF ABSENCE

Students who are planning 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 “leave” process.

A leave of absence may not exceed two semesters or one academic year. There is no fee for the leave of absence as there is no access to University facilities during the period of the leave.

Please note: Doctoral students are not eligible for leaves of absence (see page 244).

MAINTENANCE OF MATRICULATION

To maintain matriculation in a master’s degree or advanced certificate program, a candidate is required to complete at New York University, under the auspices of the Steinhardt School of Culture, Education, and Human Development, at least one 3-point course each academic year or, in lieu of such completion, to pay a maintenance fee of $500.00 per academic year plus a nonrefundable registration and services fee. All course requirements must be completed within six years from the date of matriculation. Continuous maintenance of matriculation is required. (See Tuition, Expenses, and Financial Aid, page 231.)

Please note: Doctoral students are not eligible for maintenance of matriculation (see page 244).

PERMITTED COURSE LOADS

A full-time graduate student may register for a minimum of 12 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. Students must apply for graduation via Albert. 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 applica-
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 the appropriate forms available from the Office of Graduate Admissions, Pless Hall, 3rd Floor. Students who are changing from one program or concentration to another within the same department or from one department to another department within the Steinhardt School of Culture, Education, and Human Development must submit an Internal Transfer Form and submit all appropriate documents for the desired program. Students desiring a change of degree must submit a new Application for Graduate Admission and the appropriate documents for the desired degree. Students who are transferring from the Steinhardt School to another school at New York University (GSAS, Stern, etc.) must file an application and appropriate documents with the admissions office of the appropriate graduate division.

OFFICIAL TRANSCRIPTS

Official copies of your University transcript can be requested when a stamped and sealed copy of your University records is required. 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 by either (1) completing the online request form at www.nyu.edu/registrar/transcript-form.html and mailing/faxing the signature page (recommended method) or (2) writing a request letter (see below) and mailing/faxing the completed and signed letter. Our fax number is 212-995-4154; our mailing address is New York University, Office of the University Registrar, Transcripts Department, P.O. Box 910, New York, NY 10276-0910. There is no limit for the number of official transcripts that can be issued to a person or institution to which the transcript is to be sent.

There is no limit for the number of official transcripts that can be issued to a student. 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.

Unofficial transcripts are available on Albert.

If you initiate your transcript request through the online request form, you will receive e-mail confirmation when the Office of the University Registrar has received your signed request form. If you have any questions or concerns, please contact the office at 212-998-4280, and a representative will assist you.

Once a final examination period has begun, no transcript will be forwarded for any student who is currently enrolled in courses until all the student's final grades have been received and recorded. Please notify the Office of the University Registrar immediately of any change of address.

Students are able to access grades in courses until all the student's final grades have been received and recorded. If you initiate your transcript request through the online request form, you will receive e-mail confirmation when the Office of the University Registrar has received your signed request form. If you have any questions or concerns, please contact the office at 212-998-4280, and a representative will assist you.

Filing a Change of Program and/or Degree Objective

Students who are changing their program and/or degree objective must submit an Internal Transfer Form and submit all appropriate documents for the desired program. Students desiring a change of degree must submit a new Application for Graduate Admission and the appropriate documents for the desired degree.

Students who are transferring from the Steinhardt School to another school at New York University (GSAS, Stern, etc.) must file an application and appropriate documents with the admissions office of the appropriate graduate division.

ARREARS POLICY

The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charge (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

DIPLOMA ARREARS POLICY

Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Office of 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.
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
- P = Pass, not counted in average.
- N = 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. If not made up, grade lapses to N.
- IF = Incomplete but not passing; may be made up within time limits. If not made up, grades lapse 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 9 credits or more of IP, IF, or N on their transcripts at any given semester will be considered as not making satisfactory progress in their programs of study and will be subject to probation. Students who have two consecutive probationary terms will be subject to dismissal. (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 in other graduate divisions of NYU 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 Culture, Education, and Human Development.

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" and "G" courses. Once this option is utilized, such a decision cannot be changed nor will the letter grade be recorded. The lowest passing grade used 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 Registration Services, 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 Academic Initiatives and Global Programs (for further information, see pages 16, 45, 54, 56, 71, 106, 117, 137, 138, 140, 167, 192, 194, 200, and 223).

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 240.

POLICIES CONCERNING PLAGIARISM

The Bylaws of the University define as faculty jurisdiction the educational conduct of students. Given this charge, the Steinhardt School of Culture, Education, and Human Development 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.

1Adapted from Expository Writing Program, "Statement on Plagiarism," New York University, undated, mimeographed.
A hallmark of the educated student is the ability to recognize and acknowledge information derived from others. The Steinhardt School of Culture, Education, and Human Development expects that a student will be scrupulous in crediting those sources that have contributed to the development of his or her ideas. In particular, it is the responsibility of the student to learn the proper forms of citation: directly copied material must always be in 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 Culture, Education, and Human Development:

—Plagiarism is presenting someone else’s work as though it were your own. More specifically, plagiarism is to present as your own: a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer’s work; facts or ideas gathered, organized, and reported by someone else, orally and/or in writing.

—Since plagiarism is a matter of fact, not of the student’s intention, it is crucial that acknowledgment of sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.

The Steinhardt School 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’s Statement on Academic Integrity in the Steinhardt School of Culture, Education, and Human Development 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 Culture, Education, and Human Development. 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 on 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, regardless of whether the bearer or possessor is licensed to carry that weapon. The possession of any weapon has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are 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.

**CAMPUS SAFETY**

The Department of Public Safety is located at 14 Washington Place; telephone: 212-998-2222; 212-998-2220 (TTY).

New York University’s annual Campus Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by NYU, and on public property within or immediately adjacent to the campus. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, drugs, and alcohol. You can obtain a copy of the current report by contacting Thomas Grace, Director of Judicial Affairs and Compliance, Office of the Vice President for Student Affairs (601 Kimmel Center: 212-998-4403), or Jay Zwicker, Crime Prevention Manager, Department of Public Safety (7 Washington Place: 212-998-1451), or by visiting the following Web site: www.nyu.edu/public.safety/policies.

1Adapted from Expository Writing Program, “Statement on Plagiarism,” New York University, undated, mimeographed.
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, Expenses

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2009-2010. 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 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

Tuition per point, per term $1,203.00
Fall term 2009
Nonreturnable registration and services fee, first point 403.00
Nonreturnable registration and services fee, per point, for registration after first point 59.00
Spring term 2010
Nonreturnable registration and services fee, first point 416.00
Nonreturnable registration and services fee, per point, for registration after first point $59.00

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

Tuition per point, per term $1,203.00
Fall term 2009
Nonreturnable registration and services fee, first point 403.00
Nonreturnable registration and services fee, per point, for registration after first point 59.00
Spring term 2010
Nonreturnable registration and services fee, first point 416.00
Nonreturnable registration and services fee, per point, for registration after first point $59.00

Doctor of Physical Therapy (D.P.T.) tuition, see page 156.

GENERAL FEES AND EXPENSES

Basic Health Insurance Benefit Plan
(full-time domestic students automatically enrolled; any student can select1,2):

- Annual $ 1,261.00
- Fall term 487.00
- Spring term (coverage for the spring and summer terms) 774.00
- Summer term (only for students who did not register in the preceding term) 341.00

Comprehensive Health Insurance Benefit Plan (international students automatically enrolled;1,2 all others can select):

- Annual $ 1,963.00
- Fall term 758.00
- Spring term (coverage for the spring and summer terms) 1,205.00
- Summer term (only for students who did not register in the preceding term) 530.00

Stu-Dent Plan (dental service through NYU’s College of Dentistry):

- Initial Enrollment $225.00
- Spouse/Partner 225.00
- Dependent 80.00
- Renewal 185.00

1Waiver option available.
2Students automatically enrolled in the Basic Plan or the Comprehensive Plan can change between plans or waive the plan entirely (and show proof of other acceptable health insurance).
Late tuition payment fee (other than late registration) $25.00
Penalty fee $10.00
Application fee for admission:
Graduate degree (nonreturnable, see page 222) $75.00
Graduate special student status (nonreturnable), payable one time only (see page 222) 50.00
Graduate degree (for students submitting major credentials from foreign institutions) (see page 223) 75.00
Deposit upon graduate acceptance (nonreturnable) $200.00
Deposit upon graduate acceptance (early decision) and doctoral program acceptance (nonreturnable) $500.00
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) $500.00
Plus Registration and services fee
Fall 2009 $344.00
Spring 2010 357.00
(master's and sixth-year only; doctoral students should consult page 244)
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
E85.2321  $105.00
E85.2334  105.00
E85.2345  105.00
E85.2356  105.00
E85.2363  105.00
E85.2371  105.00
Students registering for more than one section of private instruction within a specific course number (e.g., E85.2321) need only to pay the private instruction fee for the first section.
Master class fee:
to be paid when registering for
E85.2028 $250.00
E85.2096  250.00
Recital fee:
to be paid when registering for
E85.2026 $100.00
E85.3026  100.00
Occupational Therapy
Laboratory fee:
to be paid when registering for
E40.2003  $50.00
Physical Therapy
Laboratory fee:
to be paid when registering for
E44.2120  $65.00
Art and Art Professions
All active Studio Art (ARSA/ARST) and Studio Art: Art in Media (ARSM) students (registering for courses) will be charged a per-semester fee of $250.
DOCTORAL ADVISEMENT FEE
Doctoral students should consult page 244.
DEFERRED PAYMENT PLAN
The Deferred Payment Plan allows you to pay 50 percent of your net balance due for the current term on the payment due date and defer the remaining 50 percent until later in the semester. This plan is available to students who meet the following eligibility requirements:
- Matriculated and registered for 6 or more points
- Without a previously unsatisfactory University credit record
- Not in arrears (past due) for any University charge or loan
The plan includes a nonrefundable application fee of $50.00, which is to be included with the initial payment on the payment due date.
Interest at a rate of 1 percent per month on the unpaid balance will be assessed if payment is not made in full by the final installment due date.
A late payment fee will be assessed on any late payments.
A separate deferred payment plan application and agreement is required for each semester this plan is used. The Deferred Payment Plan application will be available at www.nyu.edu/bursar/forms in July for the fall semester and in December for the spring semester.
For additional information, please visit the Office of the Bursar Web site at www.nyu.edu/bursar or call 212-998-2806.
TUITIONPAY PLAN
TuitionPay (formerly called AMS) is a payment plan administered by SallieMae. The plan is open to all NYU students with the exception of the SCPS noncredit division. This interest-free plan allows for all or a portion of a student’s educational expenses (including tuition, fees, room, and board) to be paid in monthly installments.
The traditional University billing cycle consists of one large lump sum payment due at the beginning of each semester. TuitionPay is a budget plan that enables a family to spread payments over the course of the academic year. By enrolling in this plan, you spread your fall semester tuition payments over a four-month period (June through September) and your spring semester tuition payment over another four-month period (November through February).
With this plan, you budget the cost of your tuition and/or housing, after deducting any financial aid you will be receiving and/or any payments you have made directly to NYU.
A nonrefundable enrollment fee of $50.00 is required when applying for the fall/spring TuitionPay Plan. You must enroll in both the fall and spring plans.
Monthly statements will be mailed to TuitionPay, and all payments should be made directly to them. For additional information, contact TuitionPay at 800-635-0120 or visit the NYU Bursar Web site at www.nyu.edu/bursar.

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 $20.00 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 calen-
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 available with the admission application and is also available on the Office of Financial Aid Web site, www.nyu.edu/financialaid.

Many awards are granted purely on the basis of scholastic merit. Others are based on financial need. However, it is frequently possible to receive a combination of awards based on both. Thus, University scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. To ensure that maximum sources of available support will be investigated, students must apply for financial aid by the appropriate deadline.

A student who has received a financial award must inform the NYU Office of Financial Aid or the Office of Graduate Admissions if he or she subsequently decides to decline all or part of that award. To neglect to do so may prevent use of the award by another student. If a student has not claimed his or her award (has not enrolled) by the close of regular (not late) registration and has not obtained written permission from the Office of Financial Aid and the Office of Graduate Admissions for an extension, the award will be canceled, and the student may become ineligible to receive scholarship or fellowship aid in future years.

Determination of financial need is also based on the number of 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. (The TAP application is 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) 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 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 NYU Financial Aid Web site.

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 or a federal PLUS Loan.
but they must also maintain satisfactory academic progress.

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 they meet the criteria listed on NYU’s Financial Aid Web site at www.nyu.edu/financial_aid.

Renewal Eligibility

Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the NYU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing.

Withdrawal

Students should follow the official academic withdrawal policy described in this 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 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. The NYU Catherine B. Reynolds Program in Social Entrepreneurship offers up to 20 graduate fellowships each year to students from across the University. The program is a comprehensive initiative designed to equip the next generation of visionary change makers with the skills, resources, and networking opportunities needed to help solve society’s most intractable problems in sustainable and scalable ways. The graduate fellowship provides up to $50,000 over two years and dedicated curricular and cocurricular activities. The program also brings a comprehensive variety of social entrepreneurial resources to the University including an annual speaker series and new courses. Please visit the Reynolds Program Web site at www.nyu.edu/reynolds for more information.

For more information on other scholarship aid, see the Office of Graduate Admissions Web site: steinhardt.nyu.edu/financial_aid.

Part-Time Employment

Wasserman Center for Career Development. Most financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses. It is not necessary to be awarded work-study earnings in order to use the services of the Wasserman Center. All students may use the center as soon as they have paid their tuition deposit and may also wish to use the center as a resource for summer employment. Extensive listings of both on-campus and off-campus jobs are available. The Wasserman Center for Career Development is located at 133 East 13th Street, 2nd Floor; 212-998-4730.

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 Wasserman Center for Career Development.

NYU STEINHARDT SCHOOL-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 steinhardt.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 the following:

Full-Time Study

21st Century Scholarships
Steinhardt Graduate Study Scholarships
NYU Opportunity Scholarships
Deans Opportunity Scholarships
Next Step Scholarships
Peace Corps Returnee Scholarships
Historically Black Colleges and Universities (HBCU) Scholarships
Health Professions Opportunity Scholarships

Part-Time Study

Centennial Scholarships
Jonathan Levin Urban Education Scholarships
Mayor’s Graduate Scholarship Program

The Math for America Fellowship Program. This is a unique academic and financial partnership between Math for America (MfA) and NYU Steinhardt that focuses on the shortage of adequately qualified mathematics teachers in our nation’s public schools. This fellowship program trains mathematically talented individuals to become high school math teachers and supports them in the early years of their careers. The program currently operates in New York City with the Steinhardt School serving as one of the partnership schools. The MfA Fellowship Program is endorsed by the New York City Department of Education. MfA also provides the MfA Master Teacher Fellowship, a four-year award available to outstanding teachers of mathematics in the New York City public high schools. The program’s purpose is to recognize mathematics teachers who demonstrate solid mathematical knowledge and have outstanding performance records. For more information on either fellowship, visit the MfA Web site at www.mathforamerica.org.

The Jewish Foundation for Education of Women Fellowship.

This organization has provided multi-year funding to assist individual women directly while addressing teacher shortages in New York’s public schools. Fellowships may be offered to new full-time master’s applicants who wish to pursue the mathematics education or science education program. Fellowship recipients receive a one-time award of $28,000 in tuition assistance and agree to teach in New York City public schools after graduation. Consideration is automatically given to those who submit their application for admission and their FAFSA by February 1. No scholar-
ship application is required. All women, regardless of ethnicity or religious affiliation, are eligible, with serious consideration given to those women who show a strong interest and commitment to working in the New York City public school system and who have financial need (as evidenced by information submitted on the FAFSA).

**Internship in Student Personnel Administration.** The Program in Higher and Postsecondary Education 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. Internship candidates must be applicants to or current students in the M.A. Program in Higher and Postsecondary Education. For information, contact the Program in Higher and Postsecondary Education, Steinhardt School of Culture, Education, and Human Development, New York University, East Building, 259 Greene Street, Suite 300, New York, NY 10003-6674; 212-998-5656.

**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 Affairs, Steinhardt School of Culture, Education, and Human Development, 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.

**UNIVERSITY FELLOWSHIPS AND ASSISTANTSHIPS**

**The Catherine B. Reynolds Foundation Program in Social Entrepreneurship.** See page 233 for a description.

**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, 411 Lafayette Street, 3rd Floor, New York, NY 10003; 212-998-8860; e-mail ewp@nyu.edu; www.nyu.edu/cas/ewp.

**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’s 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 Program allotment determined on the basis of the FAFSA. For more information, please visit steinhardt.nyu.edu/americareads.

**STEINHARDT SCHOOL FELLOWSHIPS**

Graduate/Teaching/Research Assistantships (GA/TA/RA). Assistantships are awarded on a competitive basis and provide up to full-time tuition support, generous living stipend, and student health insurance. Twenty hours of service related to the academic and professional responsibilities of the appointment are typically expected. No special application is required for new students since all eligible full-time applicants (domestic and international) are automatically considered for such positions, provided they meet all appropriate deadlines. Preference and priority for assistantships are given to Ph.D. and M.F.A. candidates. M.A. candidates are considered for assistantship awards only under very limited circumstances. Candidates meeting the requirements for available positions will be contacted directly by program or department faculty.

**Steinhardt Fellowship for Doctoral Study.** NYU Steinhardt (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 doctoral applicants in all programs are automatically considered during the admission process. Fellows receive full tuition support, a generous yearly stipend, and student health insurance for up to three years.

**Phyllis and Gerald LeBoff 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/culture and communication.

**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. Offered on a competitive basis, it provides full tuition support, a generous yearly stipend, and student health insurance 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 (see earlier “How to Apply” section). Submit these completed applications as instructed. 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 800-433-5423 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.

Scholarships and Grants from Other Organizations
In addition to the sources of gift aid described above, students may also be eligible for a private scholarship or grant from an outside agency or organizations. Some sources to explore are employers, unions, professional organizations, and community and special interest groups. (The NYU Office of Undergraduate Admissions Web site includes some examples of such outside scholarships available to undergraduates that can be used at NYU. Visit admissions.nyu.edu/financial.aid/scholarships.html.)

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
Federal Stafford Loan Program. The Federal Stafford Loan is obtained from a bank or other lender (or from the U.S. Department of Education if a Federal Direct Loan is suggested) and is generally insured by both the state and federal governments. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year. The interest rate is fixed at 6.60 percent. Stafford loan payments are copayable to NYU and the student, and funds are applied first to any outstanding balance on the student’s account. An origination fee of up to 3 percent may be deducted from the loan funds.

Students may qualify for both subsidized and unsubsidized Stafford loans. The interest on the Federal Subsidized Stafford Loan is paid by the U.S. government while the student is in school and remains enrolled at least part-time. The Federal Unsubsidized Stafford Loan terms and conditions are essentially the same as the subsidized loan except the federal government does not pay the interest while the student is in school. Instead, the interest is accrued and added to the principal of the loan.

Subsidized Stafford loans are based strictly on financial need. During the first year of study, a student may borrow up to a total of $5,500 (combined subsidized and unsubsidized), with no more than $3,500 as the subsidized amount. In subsequent years, the total is increased to $6,500 for sophomores (with no more than $4,500 as the subsidized amount), $7,500 for juniors and seniors (with no more than $5,500 as the subsidized amount), and $20,500 for graduate students (with no more than $8,500 as the subsidized amount).

For details about additional unsubsidized amounts available and the maximum aggregate limits for all Stafford loans combined, see our Web site at www.nyu.edu/financial.aid/stafford_unsub.html.

Federal PLUS Loan Program. The PLUS loan enables parents of dependent undergraduate students and qualifying graduate students to borrow up to the full amount of an NYU education minus other aid. There is no aggregate loan limit, and individual lenders will evaluate credit history. The interest rate is fixed at 8.50 percent. An origination fee of up to 3 percent will generally be deducted from the loan funds. PLUS loan disbursements are made copayable to NYU and the parent, and funds are applied first to the current year’s outstanding balance on the student’s account.

Private Loan Programs. A private (non-federal) loan may be a financing option for students who are not eligible for federal aid or who need additional funding beyond the maximum amounts offered by federal loans. For more information on the terms and conditions of the suggested private loan (as well as applications), visit our Web site: www.nyu.edu/financial.aid/private_loans.html.

Employee Education Plans
Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and NYU employees who receive tuition remission from NYU must notify the Office of Financial Aid if they receive this benefit.
The Office of the Associate Dean for Student Affairs (Pless Hall, 2nd Floor, 212-998-5025, studentaffairs@nyu.edu) 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. Our goal is to 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 Student Affairs includes the Office of Counseling and Student Services, the Office of Advisement and Registration Services, the Office of Graduate Studies, Teacher Certification, and Special Student Advisement. 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 progress, student discipline, student awards and honors, and the New Student Seminars.

**Office of Counseling and 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 offers a range of individual and group counseling, as well as skills development workshops and seminars. This staff includes on-site counselors from the Student Health Center and the Wasserman Center for Career Development.

**Student Services**
Student services include recruitment activities for prospective students, orientation programs for new students, preadvisement, co-curricular workshops, school receptions, and student colloquia. The Office of Counseling and Student Services works collaboratively with student services and activities offered throughout the University. The professional staff serves as advisor to the graduate student organization.

**International Student Services**
The Office of Counseling and Student Services provides liaison services and assists in the guidance and advisement of international students (Pless Hall, 2nd Floor; telephone: 212-998-5065).

The Office of Counseling and Student Services is responsible for overseeing the New International Graduate Student Seminar (E02.002), a required non-credit course that meets for eight weeks during the student’s first semester at the school. The seminar assists in orienting new students to the services and requirements of the school, the University, and the New York City community.

For all matters pertaining specifically to student visas, international students are directed to the Office for International Students and Scholars, 561 La Guardia Place, ground floor.

**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 at NYU Steinhardt. 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: steinhardt.gso@nyu.edu.

**SPECIAL AWARDS FOR EXCELLENCE AND SERVICE TO THE SCHOOL**
The Office of Student Affairs administers special awards for scholarship and service to the school. Nominations for these awards are solicited from all members of the NYU Steinhardt 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 given 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. Information regarding applications and a complete listing of awards and deadlines for awards can be found at steinhardt.nyu.edu/honors.

**THE DEAN’S GRANTS FOR STUDENT RESEARCH**
Outstanding undergraduate and graduate students in the Steinhardt School of Culture, Education, and Human Development are invited to apply for the Dean’s Grants for Student Research Competition. Graduate students may be awarded up to $1,000 to explore a faculty-sponsored independent research project or a specific component of thesis or dissertation work, e.g., instrument development/validation or a pilot study.
Proposed research must be conducted within the time specified and must adhere to guidelines established by the University Committee on Activities Involving Human Subjects. Grant recipients are expected to submit a written report once research is completed, including the question under investigation, research methods, results, conclusions, and how the monies from the Dean’s Grant were used. Grant recipients are also expected to present their findings at the Dean’s Grants to Support Student Research Colloquium. For details and to download an application, visit steinhardt.nyu.edu/honors/grants.

**STUDENT ACTIVITIES**

Student Resource Center
Kimmel Center for University Life
60 Washington Square South, Suite 210
Telephone: 212-998-4411
E-mail: student.resource.center@nyu.edu
Web site: www.nyu.edu/src

Office of Student Activities (OSA)
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4700
E-mail: osa@nyu.edu
Web site: www.osa.nyu.edu

Program Board
Kimmel Center for University Life
60 Washington Square South, Suite 707
Telephone: 212-998-4984
E-mail: program.board@nyu.edu

Fraternity and Sorority Life
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4710
E-mail: osa.fsl@nyu.edu

Ticket Central Box Office
Kimmel Center for University Life
60 Washington Square South, Suite 206
Telephone: 212-998-4949
Web site: www.nyu.edu/ticketcentral

**ALUMNI ACTIVITIES**

Office for University Development and Alumni Relations
25 West Fourth Street, 4th Floor
Telephone: 212-998-6912
E-mail: alumni.info@nyu.edu
Web site: alumni.nyu.edu

**ATHLETICS**

Department of Athletics, Intramurals, and Recreation
Jerome S. Coles Sports and Recreation Center
181 Mercer Street
Telephone: 212-998-2020
E-mail: coles.sportscenter@nyu.edu
Web site: www.nyu.edu/athletics

Palladium Athletic Facility
140 East 14th Street
Telephone: 212-992-8500
Web site: www.nyu.edu/palladiumathleticsfacility

**BOOKSTORES**

Main Bookstore
18 Washington Place
Telephone: 212-998-4667
Web site: www.bookstores.nyu.edu

Computer Store
242 Greene Street
Telephone: 212-998-4672
E-mail: computer.store@nyu.edu
Web site: www.bookstores.nyu.edu

Professional Bookstore
530 La Guardia Place
Telephone: 212-998-4680
E-mail: prof.books@nyu.edu
Web site: www.bookstores.nyu.edu

(Serves the Leonard N. Stern School of Business [Graduate Division], the School of Law, and the Robert F. Wagner Graduate School of Public Service.)

**CAREER SERVICES**

Wasserman Center for Career Development
133 East 13th Street, 2nd Floor
Telephone: 212-998-4730
Fax: 212-995-3827
Web site: www.nyu.edu/careerdevelopment

**COMPUTER SERVICES AND INTERNET RESOURCES**

Information Technology Services (ITS)
10 Astor Place, 4th Floor (Client Services Center)
Telephone Help Line: 212-998-3333
Web site: www.nyu.edu/its

**COUNSELING SERVICES**

Counseling and Behavioral Health Services (CBH)
726 Broadway, Suite 471
Telephone: 212-998-4780
E-mail: university.counseling@nyu.edu
Web site: www.nyu.edu/counseling

**DINING**

NYU Campus Dining Services
Telephone: 212-995-3030
Web site: www.nyudining.com

**DISABILITIES, SERVICES FOR STUDENTS WITH**

Henry and Lucy Moses Center for Students with Disabilities
719 Broadway, 2nd Floor
Telephone: 212-998-4980 (voice and TTY)
Web site: www.nyu.edu/csd

**PREDOCTORAL SUMMER RESEARCH GRANT COMPETITION**

Doctoral students with approved doctoral proposals are invited to apply for a Predoctoral Summer Research Grant to support travel, data collection, and/or writing associated with their dissertation research. Grants are up to $1,000 and are faculty sponsored. For details and to download an application, visit steinhardt.nyu.edu/honors/grants.

**DOCTORAL STUDENT TRAVEL GRANTS**

The Doctoral Student Travel Fund assists students with expenses associated with presenting papers at scholarly and professional conferences. The fund will offer reimbursement for a maximum of $500. Reimbursement is limited to expenses for travel, food, lodging, and conference fees. Doctoral students are encouraged to apply by completing the Doctoral Student Travel Fund form, which is available in the Office of Graduate Studies, 82 Washington Square East, 2nd Floor. Requests will be considered, as funds are available. For details and to download an application, visit steinhardt.nyu.edu/honors/grants.
HEALTH
Wellness Exchange
726 Broadway, Suite 402
Telephone: 212-443-9999
Web: www.nyu.edu/health

Student Health Center (SHC)
726 Broadway, 3rd and 4th Floors
Telephone: 212-443-1000
Web site: www.nyu.edu/health

Counseling (see Counseling and Behavioral Health Services, above)

Emergencies and After-Hours Crisis Response
For a life- or limb-threatening emergency, call 911.
For a non-life-threatening emergency, call Urgent Care Services at SHC, 212-443-1111. When the SHC is closed, call the NYU Department of Public Safety, 212-998-2222.

Immunizations
Telephone: 212-443-1199

Insurance
Telephone: 212-443-1020
E-mail: health.insurance@nyu.edu
Web site: www.nyu.edu/shc/about/insurance.html

Pharmacy Services
Telephone: 212-443-1050
Web site: www.nyu.edu/shc/medservices/pharmacy.html

HOUSING
Department of Housing
383 Lafayette Street, 1st Floor
Telephone: 212-998-4600
Fax: 212-995-4099
E-mail: housing@nyu.edu
Web site: www.nyu.edu/housing

Office of Off-Campus Housing
4 Washington Square Village (corner of Mercer and Bleecker)
Telephone: 212-998-4620
Web site: www.nyu.edu/housing/offcampus

Department of Residential Education
75 Third Avenue, Level C2
Telephone: 212-998-4311
Web site: www.nyu.edu/residential_education

Office of Summer Housing
14A Washington Place
Telephone: 212-998-4621
Web site: www.nyu.edu/summer

INTERNATIONAL STUDENTS AND SCHOLARS
Office for International Students and Scholars (OISS)
561 La Guardia Place
Telephone: 212-998-4720
E-mail: intl.students.scholars@nyu.edu
Web site: www.nyu.edu/oiss

LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDENTS
Office of Lesbian, Gay, Bisexual, and Transgender Student Services
Kimmel Center for University Life
60 Washington Square South, Suite 602
Telephone: 212-998-4424
E-mail: lgbt.office@nyu.edu
Web site: www.nyu.edu/lgbt

MULTICULTURAL EDUCATION AND PROGRAMS
Center for Multicultural Education and Programs (CMEP)
Kimmel Center for University Life
60 Washington Square South, Suite 806
Telephone: 212-998-4343
Web site: www.cmep.nyu.edu

RELIGIOUS AND SPIRITUAL RESOURCES
Catholic Center
371 Sixth Avenue/Avenue of the Americas
Telephone: 212-9981065
Web site: washingtonsquarecatholic.org

Edgar M. Bronfman Center for Jewish Student Life–Hillel at NYU
7 East 10th Street
Telephone: 212-998-4114
Web site: www.nyu.edu/bronfman

Protestant Campus Ministries
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4711
Web site: www.protestantministrynyu.com

The Islamic Center
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4712
Web site: www.icnyu.org

Spiritual Diversity Network
Telephone: 212-998-4956
E-mail: spiritual.life@nyu.edu

For a complete list of student religious and spiritual clubs and organizations at NYU, visit www.osa.nyu.edu/clubdocs/website.php.

SAFETY ON CAMPUS
Department of Public Safety
14 Washington Place
Telephone: 212-998-2222; 212-998-2220 (TTY)
E-mail: public.safety@nyu.edu
Web site: www.nyu.edu/public.safety
Community Service

The central mission of the NYU Steinhardt School of Culture, Education, and Human Development 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 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 are the following:

America Reads and America 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 America 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 steinhardt.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.

The school maintains an Office of Field Projects, which 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 Culture, Education, and Human Development, 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.
The student must complete satisfactorily a minimum of 30 points in graduate courses (see Note 1, below). At least 24 of these points must be earned under the auspices of the Steinhardt School of Culture, Education, and Human Development in courses of the second (2) level or above, taken under advisement in the Steinhardt School of Culture, Education, and Human Development. 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 nonmatriculated special students (nondegree) 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, all of which must be in courses on the second (2) level or above. Undergraduate (0-level or 1-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 second (2) level at New York University, under the auspices of the Steinhardt School of Culture, Education, and Human Development 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.

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.

NOTE 1: A thesis may be substituted for 4 points of residence courses on the first (1) level, if program requirements allow.
Students in pre–student teaching fieldwork are assigned to a variety of educational settings to complete a minimum 100 hours of observation and participation prior to student teaching. The Office of Clinical Studies in conjunction with the course instructors will arrange placements. Students should consult their curriculum advisers well in advance regarding prerequisites for clearance to student teaching as well as requirements for successful completion of the student teaching course(s). Full-time employment concurrent with student teaching is prohibited. No more than 16 points should be taken during the term in which the student registers for 6 points of student teaching. Registration in 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 Clinical Studies a completed Student Teaching Health Assessment Form prior to the first student teaching placement. This form requires 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 advisor 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 the best methods of teaching these subjects. This requirement is met by successful completion of E27.2999, The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention.

2. The Education Department also requires 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. All prospective teachers must pass the required New York State Teacher Certification Examinations. Scores are automatically reported to the New York State Education Department. 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.

**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 steinhardt.nyu.edu/blogs/studentaffairs 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 in any such course work. In all cases, the 24-point residency requirement must be met.
**Graduation Requirements:**

**Master's Programs**

**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 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.
      ii. For those already matriculated, transfer credit may be accepted for a maximum of 30 percent of a student’s graduate program (including any advanced standing previously approved upon initial matriculation).
      iii. Transfer credit may be accepted only if a minimum grade of B has been earned for such course work.

   - Of these 30 points, a maximum of 6 points of advanced standing may be applied. Undergraduate (0-level or 1-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.

   - Of these 30 points, a maximum of 6 points of advanced standing may be applied. Undergraduate (0-level or 1-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.

   - Of these 30 points, a maximum of 6 points of advanced standing may be applied. Undergraduate (0-level or 1-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.

**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 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 Culture, Education, and Human Development after the term in which matriculation is approved.
- Of these 30 points, a minimum of 24 points must be completed in residence.

**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 Culture, Education, and Human Development, each academic year (fall and spring) or, in lieu of such completion, must pay a maintenance fee of $500 per year, plus the non-refundable 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.
**General Requirements**

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 Culture, Education, and Human Development 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 baccalaureate 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 (Institution Code 2556), Steinhardt School of Culture, Education, and Human Development, New York University, Pless Hall, 82 Washington Square East, 3rd Floor, New York, NY 10003-6680.

Applications for doctoral study are considered for the fall semester only. All admitted doctoral students are expected to enroll for the semester they are accepted or must reapply for admission for the next academic year (reapplication does not guarantee readmission).

**Advisement and Registration.**

Applicants who are accepted and permitted to register and who wish to begin their programs as full-time students may register during no more than one term for a maximum of 18 points prior to the establishment of official matriculation. Similarly, applicants who wish to begin as part-time students may register during no more than two terms for a maximum of 18 points prior to the establishment of official matriculation.

In all matters relating to the program of specialization, the student works closely with the program adviser. This includes information on any additional pre-screening procedures or other conditions unique to the division or program (such as residency requirement, additional pre-screening procedures, selection and sequence of courses in specialization, etc.).

**Establishment of Formal Matriculation in Doctoral Programs.** Each program has a doctoral admissions committee that evaluates the applicant’s application based on the following:

1. The applicant’s grade point average from previous degree programs.
2. The applicant’s verbal and quantitative scores on the Graduate Record Examination (GRE). All GRE scores must be official as determined by the Office of Graduate Admissions.
3. All supplemental materials required by the program.
4. Personal interview, where appropriate.
5. The applicant’s work and academic background.

Doctoral students are required to complete the degree within 8 years of the date of matriculation. A student is not permitted to be matriculated for more than one degree at a time.

**TRANSFER CREDIT**

There is no provision for advanced standing at the doctoral level. Graduate study completed at an accredited institution, not applied to another graduate degree; completed with a grade of A, B, or Pass; and not more than 10 years old may be presented for consideration of exemption from certain course work, if appropriate, without reference to transfer of points.

**ADMISSION TO CANDIDACY**

Successful completion of the Departmental Candidacy Examination, a comprehensive examination in the program of specialization, provides the basis of acceptance into doctoral candidacy following formal matriculation. Below are the two schoolwide prerequisites to the taking of the candidacy examination as well as regulations concerning the examination itself.

1. **Matriculation.** Only doctoral students who are fully matriculated are eligible for the Departmental Candidacy Examination. Matriculation is established during the first semester of registration in the doctoral program.
2. **Good Academic Standing.** All doctoral students are required to have a cumulative, doctoral grade point average of 3.0 to qualify for the Departmental Candidacy Examination.

At an early stage of doctoral study, doctoral students should confer with their departmental advisers in order to plan the remaining courses necessary as preparation for the candidacy examination. Doctoral students may not sit for the candidacy examination more than twice. Candidacy examination applications are available at the Office of Graduate Studies, Pless Hall, 82 Washington Square East, 2nd Floor.

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 steinhardt.nyu.edu/policies_doctoral/ forms for dates for filing dissertations.) Consult steinhardt.nyu.edu/policies_doctoral/ forms for the final oral examination calendar. Final oral exams may not be scheduled outside of the final oral examination period posted on the Web site. 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 research and doctoral studies, who may grant the privilege of a second oral examination by the same examining commission, 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 dissertation committee may at any time recommend to the associate dean for student affairs the termination of a student’s candidacy for a doctoral 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 Culture, Education, and Human Development 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, or departmentally approved 1-point substitution. 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 Culture, Education, and Human Development regulations.

4. Students must register for Doctoral Advisement each semester exclusive of summers. Students who are away from the area must consult with advisers by telephone or e-mail and may register via ALBERT for Doctoral Advisement during the official registration periods.

5. If a student who is still within his or her eight-year time period for degree completion (or 10-year period for those students matriculated prior to fall 2008) 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

When a student has matriculated and candidacy has been approved, the associate dean 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 two-member 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, 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 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, how the research is to be carried out, and what is the research 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. No dissertation or final document will be read regardless of any other consideration unless the English is technically accurate and the style and appearance satisfactory. (Consult steinhardt.nyu.edu/policies _doctoral/deadlines 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 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 on the second (2) level or above. Undergraduate (0-level or 1-level) courses may not be counted as credit toward a doctoral degree.

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.

Graduate courses qualify for the foundations requirement when they are upper-division courses (Steinhardt 2000-level courses or their equivalent in other schools) and designed to broaden students’ access to knowledge outside of the areas of specialization. To this end, courses are considered foundational
when they (1) provide broad basic content, are not limited to a single profession, are outside the student’s specialization, and do not require prerequisites; (2) are based on current scholarship in the arts, humanities, sciences, and/or social sciences; and (3) have wide applicability to common issues of the student’s specialization and profession.

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 program 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.

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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 243–44:
- Requirements for Doctoral Matriculation
- Transfer Credit
- Admission to Candidacy
- Termination of Candidacy
- Doctoral Advisement Fee System
- Minimum Residence Requirement

GENERAL DOCTOR OF PSYCHOLOGY DEGREE REQUIREMENTS

Degree requirements include the following:

<table>
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<tr>
<th>Requirement</th>
<th>Points</th>
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<tr>
<td>Psychological foundations</td>
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<td>Proseminar</td>
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<td>Educational foundations</td>
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<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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# Degree and Certificate Programs as Registered by the New York State Education Department

(See pages 248–49 for teacher certification programs.)

<table>
<thead>
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<th>Programs/Concentrations</th>
<th>Degrees Conferred</th>
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<td>Art and Art Professions</td>
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### NOTES


² Leads to New York State certification.

³ Not currently accepting applications.

⁴ Professional license qualifying.

⁵ Students will no longer be admitted into this program beginning fall 2005.

⁶ Dual degree. Only M.A. leads to certification.
<table>
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<th>Programs/Concentrations</th>
<th>Degrees Conferred</th>
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DEGREE AND CERTIFICATE PROGRAMS AS REGISTERED BY THE NYS EDUCATION DEPARTMENT
The Steinhardt School of Culture, Education, and Human Development Bulletin 2009-2011
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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 were seeking permanent teacher certification. Given the changes in New York State’s regulations, the school has registered new programs for teachers that will lead to professional certification and be in compliance with the new state regulations.

### Teacher Certification Programs

**In-Service Leading to Permanent Certification**

<table>
<thead>
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<th>Programs/Concentrations</th>
<th>Degrees Conferred</th>
<th>HEGIS¹ Number</th>
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**Foreign Language Education**

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### Teacher Certification Programs

**In-Service—For Students Holding Initial Certification Leading to Professional Certification**

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Lloyd K. Bishop, B.A., M.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 Coron, 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., Ed.D., Postdoctoral Fellow, Art and Art Education
Berenice 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
Marian V. Hamborg, B.S., M.A., Ed.D., Health Education
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
Anne Cronin Moscy, B.S., M.A., Ph.D., Occupational Therapy
Harvey Nadler, B.A., M.A., Ph.D., English Education

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Philip Pirruzzello, 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. Sarpe, B.Comm., Curriculum and Instruction (Business Education)
Jerome D. Schein, B.A., M.A., Ph.D., Deafness Rehabilitation
Jerome Siller, B.S.S., M.A., Ph.D., Educational Psychology
Joshua Smith, B.A., 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.

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.

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.

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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Bookstore, Main  
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Bursar  
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Counseling Services, University  
998-4780  
3 Washington Square Village, Suite 1-M

Students with Disabilities Adviser  
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719 Broadway, 2nd Floor

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133 East 13th Street, 2nd Floor

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10th Floor

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998-5825  
Education Building, 35 West Fourth Street,  
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Physical Therapy  
998-9400  
380 Second Avenue, 4th Floor

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