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 121st and 122nd Sessions

New York University
Washington Square
New York, New York 10003
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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 18 schools, colleges, and institutes at major centers in Manhattan, Brooklyn, Abu Dhabi (UAE), and Shanghai. 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 the University as a whole is large, its divisions are small- to moderate-sized units—each of which has its own traditions, programs, and faculty.

The Schools, Colleges, Institutes, and Programs of the University
(in order of their founding)

<table>
<thead>
<tr>
<th>Year</th>
<th>School/College/Institute</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>1832</td>
<td>College of Arts and Science</td>
<td>cas.nyu.edu</td>
</tr>
<tr>
<td>1835</td>
<td>School of Law</td>
<td><a href="http://www.law.nyu.edu">www.law.nyu.edu</a></td>
</tr>
<tr>
<td>1841</td>
<td>School of Medicine</td>
<td>school.med.nyu.edu</td>
</tr>
<tr>
<td>1865</td>
<td>College of Dentistry</td>
<td><a href="http://www.nyu.edu/dental">www.nyu.edu/dental</a> (including the College of Nursing [1947], <a href="http://www.nyu.edu/nursing">www.nyu.edu/nursing</a>)</td>
</tr>
<tr>
<td>1886</td>
<td>Graduate School of Arts and Science</td>
<td><a href="http://www.gasas.nyu.edu">www.gasas.nyu.edu</a></td>
</tr>
<tr>
<td>1890</td>
<td>Steinhardt School of Culture, Education, and Human Development</td>
<td>steinhardt.nyu.edu</td>
</tr>
<tr>
<td>1900</td>
<td>Leonard N. Stern School of Business</td>
<td><a href="http://www.stern.nyu.edu">www.stern.nyu.edu</a></td>
</tr>
<tr>
<td>1922</td>
<td>Institute of Fine Arts</td>
<td><a href="http://www.nyu.edu/gasas/dept/fineart">www.nyu.edu/gasas/dept/fineart</a></td>
</tr>
<tr>
<td>1934</td>
<td>School of Continuing and Professional Studies</td>
<td><a href="http://www.scps.nyu.edu">www.scps.nyu.edu</a></td>
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<tr>
<td>1934</td>
<td>Courant Institute of Mathematical Sciences</td>
<td>cims.nyu.edu</td>
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<tr>
<td>1938</td>
<td>Robert F. Wagner Graduate School of Public Service</td>
<td>wagner.nyu.edu</td>
</tr>
<tr>
<td>1960</td>
<td>Silver School of Social Work</td>
<td><a href="http://www.nyu.edu/socialwork">www.nyu.edu/socialwork</a></td>
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<td>1965</td>
<td>Tisch School of the Arts</td>
<td><a href="http://www.tisch.nyu.edu">www.tisch.nyu.edu</a></td>
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<tr>
<td>1972</td>
<td>Gallatin School of Individualized Study</td>
<td><a href="http://www.nyu.edu/gallatin">www.nyu.edu/gallatin</a></td>
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<tr>
<td>1972</td>
<td>Liberal Studies Program</td>
<td><a href="http://www.liberalstudies.nyu.edu">www.liberalstudies.nyu.edu</a></td>
</tr>
<tr>
<td>2006</td>
<td>Institute for the Study of the Ancient World</td>
<td><a href="http://www.nyu.edu/isaw">www.nyu.edu/isaw</a></td>
</tr>
<tr>
<td>2010</td>
<td>New York University Abu Dhabi</td>
<td>nyuad.nyu.edu</td>
</tr>
<tr>
<td>1854</td>
<td>Polytechnic Institute of New York University</td>
<td><a href="http://www.poly.edu">www.poly.edu</a> (affiliated 2008)</td>
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</tbody>
</table>
NEW YORK UNIVERSITY LIBRARIES

The Elmer Holmes Bobst Library, designed by Philip Johnson and Richard Foster, is the flagship of a six-library system that provides access to the world’s scholarship and serves as a center for the NYU community’s intellectual life. With four million print volumes, 68,000 serial subscriptions, 50,000 electronic journals, half a million e-books, 105,000 audio and video recordings, and 25,000 linear feet of archival materials, the collections are uniquely strong in the performing arts, radical and labor history, and the history of New York and its avant-garde culture.

The library’s website, library.nyu.edu, received 2.8 million visits in 2008-2009. Bobst Library offers 28 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 more than 70,000 research requests for audio and video material. The Digital Studio 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 Data Service Studio provides expert staff and access to software, statistical computing, geographical information systems analysis, data collection resources, and data management services in support of quantitative research at NYU.

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, paper, 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. Its preservation projects often provide training for students in many aspects of book, paper, and media preservation. 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.

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 Library of the Institute for the Study of the Ancient World (ISAW) is a resource for advanced research and graduate education in ancient civilizations from the western Mediterranean to China. Complementing the collections of the Division of Libraries are those of the libraries of NYU’s School of Medicine, Dental Center, and 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 library technology.

The Libraries of New York University collections include more than 5.1 million volumes, over 6 million microforms, 480,000 government documents, 142,000 sound and video recordings, and a wide range of electronic resources. Bobst Library is visited by more than 6,800 users per day and circulates about one million books annually.

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

The New York University Art Collection, founded in 1958, consists of more than 5,000 works in a wide range of media. The collection 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 small-scale, European style of living. New York University 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 Mary Signor, Executive Director, Office of Equal Opportunity, New York University, Elmer Holmes Bobst Library, 70 Washington Square South, 12th Floor, New York, NY 10012; 212-998-2352. 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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INTRODUCTION TO THE

Steinhardt School of Culture, Education, and Human Development

The Steinhardt School of Culture, Education, and Human Development 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. Many of our programs are especially committed to activities aimed at improving the urban environment for communities, families, and children.

At the graduate level, the school prepares aspiring and current professionals from a diverse range of backgrounds and experiences to enter or advance their careers in many areas of human development including health, the arts, culture, and media in addition to teacher education, leadership, and applied psychology. We offer specialized professional and scholarly education within the context of one of the country’s premier centers for scholarly and creative inquiry, applied research, and field-based practice. 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, placing the School of Pedagogy at equal rank with other professional schools, such as law and medicine. From its earliest years, NYU Steinhardt recognized the importance of diversity, and includes women among its first doctoral graduates and African Americans in its student body and faculty in the early 20th century.

Today, NYU Steinhardt offers a broad array of programs and classes, including on-campus and study abroad courses during winter and summer sessions; 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.

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### Program and Concentration Codes

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<tr>
<th>Art and Art Professions</th>
<th>CODES</th>
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<td>Art Therapy</td>
<td>ARTT</td>
<td>M.A.¹</td>
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<td>Studio Art</td>
<td>ARST</td>
<td>M.A.</td>
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<tr>
<td>Studio Art</td>
<td>ARSA</td>
<td>M.F.A.</td>
</tr>
<tr>
<td>Visual Culture—Costume Studies</td>
<td>ARCS</td>
<td>M.A.¹</td>
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<tr>
<td>Visual Culture</td>
<td>AVCE:VCL</td>
<td>Ph.D.¹</td>
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### Arts Administration

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<td>ARVA</td>
<td>M.A.</td>
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<tr>
<td>For-Profit Sector</td>
<td>ARVA:FPS</td>
<td>M.A.</td>
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</table>

### Bilingual Education

| Bilingual Education | BILN | Ph.D. |

### Business Education


### Communicative Sciences and Disorders

<table>
<thead>
<tr>
<th>Communicative Sciences and Disorders</th>
<th>CSDP</th>
<th>Ph.D.</th>
</tr>
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<tbody>
<tr>
<td>Communicative Sciences and Disorders</td>
<td>CSDM</td>
<td>M.S.¹</td>
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<tr>
<td>Communicative Sciences and Disorders</td>
<td>CSDC</td>
<td>Adv. Cert.</td>
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### Counselor Education

<table>
<thead>
<tr>
<th>Counselor Education</th>
<th>CNGU</th>
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<tbody>
<tr>
<td>School Counseling K-12</td>
<td>M.A.²</td>
</tr>
<tr>
<td>Bilingual School Counseling K-12</td>
<td>M.A.²</td>
</tr>
<tr>
<td>Counseling and Guidance</td>
<td>CNGU:CGS</td>
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### Dance and Dance Education

<table>
<thead>
<tr>
<th>Dance and Dance Education</th>
<th>DADE</th>
<th>Ph.D, Ed.D</th>
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</thead>
<tbody>
<tr>
<td>Teaching Dance in Higher Education and the Professions</td>
<td>DAHP</td>
<td>M.A.</td>
</tr>
<tr>
<td>ABT Pedagogy</td>
<td>DAHP:ABT</td>
<td>M.A.</td>
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### Digital Media Design for Learning


### Drama Therapy

| Drama Therapy | DRMT | M.A.¹ |

### Early Childhood and Elementary Education

<table>
<thead>
<tr>
<th>Early Childhood and Elementary Education</th>
<th>CODES</th>
<th>DEGREES</th>
</tr>
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<tbody>
<tr>
<td>Positions of Leadership: Early Childhood and Elementary Education</td>
<td>ELLD</td>
<td>Adv. Cert., Ph.D.</td>
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### Education and Jewish Studies

<table>
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<th>CODES</th>
<th>DEGREES</th>
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<td>EDJS</td>
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<tr>
<td>Education and Jewish Studies</td>
<td>EJST</td>
<td>Ph.D.</td>
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</table>

### Education and Social Policy

| Education and Social Policy | EDSP | M.A. |

### Educational Communication and Technology

<table>
<thead>
<tr>
<th>Educational Communication and Technology</th>
<th>CODES</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Ed.D., Ph.D.</td>
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### Educational Leadership

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<tr>
<th>Educational Leadership</th>
<th>CODES</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership, Politics, and Advocacy</td>
<td>ELPA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Educational Leadership: School Building Leader</td>
<td>ELSB</td>
<td>M.A.</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>EDAD</td>
<td>Ed.D., Ph.D.</td>
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### Educational Theatre

<table>
<thead>
<tr>
<th>Educational Theatre</th>
<th>CODES</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Educational Theatre in High Schools</td>
<td>EDTH</td>
<td>Adv. Cert., Ed.D., Ph.D.</td>
</tr>
<tr>
<td>Educational Theatre in Colleges and Communities</td>
<td>EDTC</td>
<td>M.A., Ed.D., Ph.D.</td>
</tr>
</tbody>
</table>

### English Education

<table>
<thead>
<tr>
<th>English Education</th>
<th>CODES</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Education (Secondary and College)</td>
<td>ENGE</td>
<td>Ph.D.</td>
</tr>
</tbody>
</table>

* Leads to New York State certification.
† Professional license qualifying.
‡ Students are no longer admitted into this program.
### English as a Second Language/Teaching English to Speakers of Other Languages (TESOL)

- **Postbaccalaureate Study in TESOL in College**
  - Teachers of English to Speakers of Other Languages: TEPB Adv. Cert.
  - Teachers of English to Speakers of Other Languages: ENTSP Ph.D.

- **Post-Master’s Study in TESOL in College**
  - Teachers of English to Speakers of Other Languages: TSOL M.A.

### Environmental Conservation Education

- **Environmental Conservation Education**
  - ENYC M.A.

### Food Studies

- **Food Studies**
  - Food Studies: FOOD M.A.
  - Food Culture: FOOD:CU M.A.
  - Food Systems: FOOD:SYS M.A.
  - Food Studies and Food Management: FDM M.A., Ph.D.

### Foreign Language Education (noncertification)

- **Foreign Language Education**
  - Foreign Language Education in Colleges: FLED M.A.

### Higher and Postsecondary Education

- **Higher and Postsecondary Education**
  - Higher Education Administration: HAE Ed.D.
  - Higher Education and Student Affairs: HSS M.A.

### History of Education

- **History of Education**
  - HSED M.A., Ph.D.

### International Education

- **International Education**
  - International Education: INTE Ph.D.
  - Cross-Cultural Exchange and Global Education: INTE:CII Ph.D.
  - International Development Education: INTE:EDPh.D.
  - International Education: INTE:COP Ph.D.

### Mathematics Education

- **Mathematics Education**
  - Professors of Mathematics and Mathematics Education in Colleges: MAEC Ph.D.

### Media, Culture, and Communication

- **Media, Culture, and Communication**
  - Media, Culture, and Communication: MCCD Ph.D.

### Music and Music Professions

- **Music Business**
  - MUBG M.A.

- **Music Performance and Composition**
  - Music Performance and Composition: MUPC M.A., Ph.D.
  - Music Performance and Composition: MUPC:PER M.A., Ph.D.

- **Music Theory and Composition**
  - Music Theory and Composition: MTAC M.M.
  - Music Theory and Composition: MTAC:FMS M.M.

- **Music Education**
  - Music Education: MUSE M.A.
  - Music Education: MUSE:MES M.A., M.M., Ph.D.
  - Music Education: MUSE:MCU:ME M.A., Ph.D.

### Nutrition and Dietetics

- **Nutrition and Dietetics**
  - Clinical Nutrition: HOND:CNU M.S., Ph.D.
  - Foods and Nutrition: HOND:FNU M.S., Ph.D.

### Occupational Therapy

- **Occupational Therapy**
  - Occupational Therapy: OTHR M.S.
  - Occupational Therapy: OTNS D.P.T.

### Physical Therapy

- **Physical Therapy**
  - Physical Therapy: PHTP M.A.
  - Pathokinesiology: PTHP:Kin M.A.

### Psychology

- **Psychology**
  - Educational Psychology: PSYED M.A.
  - General Educational Psychology: PSYED:Ped M.A.
  - Psychological Measurement and Evaluation: PSYED:PME M.A.
  - Human Development and Social Intervention: HDSI M.A.
  - Psychological Development: PSDV Ph.D.
  - Psychology and Social Intervention: PSSI Ph.D.

### School Psychology

- **School Psychology**
  - School Psychology: SCPT Ph.D., M.A.

### Sociology of Education

- **Sociology of Education**
  - Sociology of Education: SOED Ph.D.
  - Education Policy: SOED:EdP M.A.
  - Social and Cultural Studies: SOED:SCS M.A.

### Special Education

- **Special Education**

### Teaching and Learning

- **Teaching and Learning**
  - Teaching and Learning: TLED Ed.D.
  - Teaching and Learning: TLPD Ph.D.
## Teacher Certification Programs*

Preservice Leading to Initial Certification

<table>
<thead>
<tr>
<th>Art Education</th>
<th>Codes</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Art, All Grades</td>
<td>AAPEI</td>
<td>M.A.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Bilingual Education for Teachers</th>
<th>Codes</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Education for Teachers</td>
<td>BILM</td>
<td>M.A.</td>
</tr>
<tr>
<td>Post-Master’s Study in Bilingual Education</td>
<td>BILC</td>
<td>Adv. Cert.</td>
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<table>
<thead>
<tr>
<th>Dance Education</th>
<th>Codes</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Dance, All Grades</td>
<td>DATC</td>
<td>M.A.</td>
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<table>
<thead>
<tr>
<th>Early Childhood and Elementary Education</th>
<th>Codes</th>
<th>Degrees</th>
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</thead>
<tbody>
<tr>
<td>Childhood Education</td>
<td>CHED</td>
<td>M.A.</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>ECED</td>
<td>M.A.</td>
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<thead>
<tr>
<th>Educational Theatre</th>
<th>Codes</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Theatre, All Grades</td>
<td>EDTA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Educational Theatre, All Grades and English 7–12</td>
<td>ETED</td>
<td>M.A.</td>
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<table>
<thead>
<tr>
<th>English Education</th>
<th>Codes</th>
<th>Degrees</th>
</tr>
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<tbody>
<tr>
<td>Teaching English 7–12</td>
<td>ENGL</td>
<td>M.A.</td>
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<table>
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<tr>
<th>English as a Second Language (TESOL)</th>
<th>Codes</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of English to Speakers of Other Languages (TESOL), All Grades</td>
<td>TSOG</td>
<td>M.A.</td>
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<table>
<thead>
<tr>
<th>Teaching French as a Foreign Language</th>
<th>Codes</th>
<th>Degrees</th>
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</thead>
<tbody>
<tr>
<td>Teaching a Foreign Language 7–12</td>
<td>FLTF</td>
<td>M.A.</td>
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<table>
<thead>
<tr>
<th>Foreign Language Education</th>
<th>Codes</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching a Foreign Language 7–12 Chinese</td>
<td>FLCE</td>
<td>M.A.</td>
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<tr>
<td>Mandarin</td>
<td>FLCE MAN</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching a Foreign Language 7–12 French</td>
<td>FLFH</td>
<td>M.A.</td>
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<td>German</td>
<td>FLGN</td>
<td>M.A.</td>
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<td>Hebrew</td>
<td>FLHW</td>
<td>M.A.</td>
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<tr>
<td>Italian</td>
<td>FLIN</td>
<td>M.A.</td>
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<tr>
<td>Japanese</td>
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<tr>
<td>Latin</td>
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<td>M.A.</td>
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<td>Russian</td>
<td>FLRN</td>
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<tr>
<td>Spanish</td>
<td>FLSH</td>
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<th>Literacy Education</th>
<th>Codes</th>
<th>Degrees</th>
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<tr>
<td>Literacy 6–8</td>
<td>LITB</td>
<td>M.A.</td>
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<tr>
<td>Literacy 5–12</td>
<td>LITC</td>
<td>M.A.</td>
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<table>
<thead>
<tr>
<th>Mathematics Education</th>
<th>Codes</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Mathematics 7–12</td>
<td>MTHE</td>
<td>M.A.</td>
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<table>
<thead>
<tr>
<th>Music Education</th>
<th>Codes</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Music, All Grades</td>
<td>MUSA</td>
<td>M.A.</td>
</tr>
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<table>
<thead>
<tr>
<th>Science Education</th>
<th>Codes</th>
<th>Degrees</th>
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<tbody>
<tr>
<td>Teaching Biology 7–12</td>
<td>SBLY</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching Chemistry 7–12</td>
<td>SCHY</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching Physics 7–12</td>
<td>SPHY</td>
<td>M.A.</td>
</tr>
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<table>
<thead>
<tr>
<th>Social Studies Education</th>
<th>Codes</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Social Studies 7–12</td>
<td>SSST</td>
<td>M.A.</td>
</tr>
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<table>
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<tr>
<th>Special Education</th>
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<th>Degrees</th>
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<tbody>
<tr>
<td>Special Education: Early Childhood</td>
<td>SEE</td>
<td>M.A.</td>
</tr>
<tr>
<td>Special Education: Childhood</td>
<td>SECH</td>
<td>M.A.</td>
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<thead>
<tr>
<th>DUAL CERTIFICATION PROGRAMS</th>
<th>Codes</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childhood Education/ Special Education: Childhood</td>
<td>CSEC</td>
<td>M.A.</td>
</tr>
<tr>
<td>Early Childhood Education/Special Education: Early Childhood</td>
<td>ESEE</td>
<td>M.A.</td>
</tr>
<tr>
<td>Educational Theatre, All Grades and English 7–12</td>
<td>ETED</td>
<td>M.A.</td>
</tr>
<tr>
<td>Educational Theatre, All Grades and Social Studies 7–12</td>
<td>ETSS</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching a Foreign Language 7–12/ Teaching English to Speakers of Other Languages (TESOL), All Grades</td>
<td>FLTS</td>
<td>M.A.</td>
</tr>
<tr>
<td>Studio Art/TeachingArt, All Grades</td>
<td>ARFA</td>
<td>B.F.A./M.A.</td>
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</tbody>
</table>

* 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

<table>
<thead>
<tr>
<th>Art Education</th>
<th>CODES</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Art, All Grades</td>
<td>AREP</td>
<td>M.A.</td>
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<table>
<thead>
<tr>
<th>Bilingual Education for Teachers</th>
<th>CODES</th>
<th>DEGREES</th>
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<tbody>
<tr>
<td>Bilingual Education for Teachers</td>
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<tr>
<th>Childhood Education</th>
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<th>DEGREES</th>
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</thead>
<tbody>
<tr>
<td>Childhood Education</td>
<td>CHEP</td>
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<table>
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<tr>
<th>Dance Education</th>
<th>CODES</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Dance, All Grades</td>
<td>DATP</td>
<td>M.A.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Education</th>
<th>CODES</th>
<th>DEGREES</th>
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</thead>
<tbody>
<tr>
<td>Teachers of English 7–12</td>
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<td>M.A.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Foreign Language Education</th>
<th>CODES</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Chinese 7–12</td>
<td>FLCF</td>
<td>M.A.</td>
</tr>
<tr>
<td>Mandarin</td>
<td>FLCPMAN</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teachers of French 7–12</td>
<td>FLPF</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teachers of German 7–12</td>
<td>FLGP</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teachers of Italian 7–12</td>
<td>FLP</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teachers of Japanese 7–12</td>
<td>FLJP</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teachers of Latin 7–12</td>
<td>FLLP</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teachers of Russian 7–12</td>
<td>FLRP</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teachers of Spanish 7–12</td>
<td>FLSP</td>
<td>M.A.</td>
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<table>
<thead>
<tr>
<th>Math Education</th>
<th>CODES</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Mathematics</td>
<td>MTHP</td>
<td>M.A.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Music Education</th>
<th>CODES</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Music, All Grades</td>
<td>MUSA</td>
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<tr>
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<tr>
<td>Teachers of Biology 7–12</td>
<td>SBLP</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teachers of Chemistry 7–12</td>
<td>SCHP</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teachers of Physics 7–12</td>
<td>SPHP</td>
<td>M.A.</td>
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<tr>
<th>Social Studies Education</th>
<th>CODES</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Social Studies 7–12</td>
<td>SSSP</td>
<td>M.A.</td>
</tr>
</tbody>
</table>

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
Deadlines vary by program. Specific dates are posted in the online Application Guide located at www.steinhardt.nyu.edu/guide. Candidates may also contact Graduate Admissions at 212-998-5030 or steinhardt.gradadmissions@nyu.edu.

SPRING SEMESTER PROGRAMS
Several master’s and advanced certificate programs and the D.P.S.-OTHs review applications midyear in the spring semester. To determine if a program reviews applications in the spring, please visit the online Graduate Application Guide at www.steinhardt.nyu.edu/guide.
Classification of Courses

The following pages contain descriptions of the courses offered at the Steinhardt School of Culture, Education, and Human Development.

All courses at New York University are assigned a two- to five-letter program code as a prefix, followed by a two-letter level (undergraduate/graduate) school identifier and a one- to four-digit course number. Within a given department/program, courses are listed in numerical order.

For example:

ENGED-UE.1601

ENGED-UE.1601 indicates a course in English Education in the Steinhardt School of Culture, Education, and Human Development for juniors and seniors,

ENGED  indicates the course is in the Program in English Education

UE  indicates the course is given at the undergraduate level in the Steinhardt School of Culture, Education, and Human Development

The four digits after the decimal indicates both eligibility to take the course and the course number within the given department or program:

ELIGIBILITY
1-999  freshman, sophomore
1000-1999  junior, senior
2000-2999  master’s, doctoral
3000-3999  doctoral
4000-4999  cross-school courses restricted to specific majors within approved schools

Course Number Prefixes

<table>
<thead>
<tr>
<th>DEPARTMENT/PROGRAM</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration, Leadership and Technology</td>
<td>AMLT-GE</td>
</tr>
<tr>
<td>Business Education</td>
<td>HPSE-GE</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>EDLED-GE</td>
</tr>
<tr>
<td>Educational Communication and Technology</td>
<td>EDCT-GE</td>
</tr>
<tr>
<td>Higher Education</td>
<td>HPSE-GE</td>
</tr>
<tr>
<td>Applied Psychology</td>
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<td>Art Theory and Critical Studies</td>
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<td>Arts and Humanities Education, Studies in Costume Studies</td>
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<td>Communication Sciences and Disorders</td>
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- A hyphen between the numbers (e.g. ENGED-UE.1601-1602) indicates a two-semester course in which the first course (ENGED-UE.1601) is a prerequisite for the second course (ENGED-UE.1602)
- A comma between the numbers (e.g. ENGED-UE.1601, 1602) indicates a two-semester course in which the first course (ENGED-UE.1601) is not a prerequisite for the second course (ENGED-UE.1602), which may be taken as a stand-alone course.

Undergraduate courses in the Steinhardt School of Culture, Education, and Human Development are required to meet for 15 hours per unit which includes four or nine and one-half hours of outside study per class meeting

Graduate courses in the Steinhardt School of Culture, Education, and Human Development are required to meet for 10 hours per unit, which includes seven hours of outside study per class meeting

Undergraduates within 12 units of the baccalaureate may, upon approval of their advisor and the instructor of the course register for a 2000 level course.

Undergraduates within 32 units of the baccalaureate may, upon approval of their advisor, the instructor, and the chairperson of the department offering the course, register for a 2000 level course.
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<td>Research Methods in Teaching and Learning</td>
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The Department of Administration, Leadership, and Technology prepares leaders, researchers, teaching faculty, multimedia specialists, and trainers for schools, colleges, nonprofit agencies, and business settings. Our programs lead to master’s and doctoral degrees and advanced study. Courses of study address the needs of the increasingly diverse clientele served by urban institutions. Our students acquire knowledge and expertise to be effective leaders in a variety of educational settings. They think critically about how organizations function. They learn to identify the needs of the individuals they will serve. They develop technological competence and appropriate research and evaluation skills to promote equitable, humane, and effective educational practice in their chosen fields.
Faculty


Mary Erina Driscoll, Chair and Associate Professor. B.A. 1978, Connecticut College; M.A. 1980, Sarah Lawrence College; Ph.D. 1989, Chicago.


Christopher Hoadley, Associate Professor. B.S. 1991, Massachusetts Institute of Technology; M.S. 1998, Ph.D. 1999, California (Berkeley).


Teboho Moja, Clinical Professor. B.A. 1977, B.Ed. 1979, North (South Africa); M.Ed. 1982, Witwatersrand (South Africa); Ph.D. 1985, Wisconsin (Madison).


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

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

Number of Adjunct Faculty: 12

Affiliated Faculty

Floyd M. Hammack, B.A., M.A., Ph.D.


The Program in Educational Leadership 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, stimulate intellectual growth, and enhance 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 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, 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.

CAREER OPPORTUNITIES
Our graduates assume key leadership roles in education, nationally and internationally. Among them are superintendents, 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. 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 educational equity through leadership, politics and 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 and 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 learn to employ multiple approaches to inquiry and research. Students 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.

The program of study consists of 36 units 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-unit 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 units represent required courses focusing on content requirements: Advocacy and Education AMLT-GE.2205, Internship in Educational Leadership, Politics, and Advocacy EDLED-GE.2160, Organizational Theory I AMLT-GE.2053, Politics of Education EDLED-GE.2341, Participatory Action Research RESCH-GE.2130, Demographic Analysis and School/Community Planning EDLED-GE.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 coursework throughout the program. The remaining 15 units represent electives. 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 and 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 units of coursework that provide 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 units included in the program are required courses that focus on the content requirements, and three units are linked to the culminating internship. Required courses include Professional Seminar in Educational Leadership EDLED-GE.2005, Excellent School Seminar I—School Design EDLED-GE.2080, Excellent School Seminar II—Teachers and Students EDLED-GE.2085, Leadership for School Improvement EDLED-GE.2305, Politics of Multicultural School Communities EDLED-GE.2342, Data-Driven Decision Making and Leadership EDLED-GE.2343, and Organizational Theory I AMLT-GE.2053.

The additional 12 units 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, and communications.

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 units, including 21 units of coursework; continuous leadership experiences; and a three-unit 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 units beyond the Certificate of Advanced Study. However, the Certificate of Advanced Study is not required for admission.


**ADMISSION REQUIREMENTS**

Applicants 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 both 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.

**STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS**

See page 169.

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**Digital Media Design for Learning: Educational Communication and Technology**

**DIRECTOR**
Ricki Goldman
East Building,
Suite 300
212-998-5520
Fax: 212-995-4041

**DEGREES**
M.A., Ph.D.,
Advanced Certificate

**FACULTY**
Goldman, Hoadley,
Plass, Shuchat Shaw

**ADJUNCT FACULTY**
Majzlin, Migliorelli,
Stewart, Schilling

The Program in Digital Media Design for Learning (DMDL) awards the Master of Arts degree and the Certificate of Advanced Study. The curriculum focuses on the design, use, and evaluation of digital media learning environments.

The Program in Educational Communication and Technology (ECT) awards a Doctor of Philosophy. This Ph.D. program focuses on conducting qualitative and quantitative empirical research and evaluation of the effectiveness and learning outcomes of such resources and environments.

Both the DMDL programs and the ECT doctoral program courses are organized in several categories: foundations of communication and technology learning theory; educational media design foundations; media design electives; advanced media design electives, including games for learning; field internships; and educational media research, including a master’s thesis, doctoral courses, and dissertation seminars.

All three programs prepare individuals for leadership and other professional roles in the diverse field of educational media and technology. Many M.A. and Advanced Certificate graduates design and produce digital technology-based learning environments, for example simulations and games. Some of our students work as interaction designers for exhibitions in museums and other cultural institutions. Others design and produce educational media for network and cable television, radio, handheld and portable devices; their work includes educational videos, multimedia, and software applications. 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. Graduates from the ECT doctoral program 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.

Both DMDL and 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. Design is viewed as pivotal to the nature, quality, and effectiveness of learning with technologies. Students and faculty approach this matter of design by understanding diverse perspectives on learning. Of special interest is the development of design principles informed by theoretical foundations and empirical findings, including student-based learning, cognitive science, the learning sciences, sociocultural theory, constructivism and constructionism, visual and auditory communication, human-computer interaction, and human symbolization.

Of special interest is the intersection of design, cognition, and culture and how their interchange can inform the design of media-based learning environments. Cultural research involves the study of cultural contexts and social dimensions of learning environments, including using digital video-based ethnographic data analysis and interactive software as tools for data analysis. Cognition-based research involves the study of human cognitive architecture and socio-cultural learning theories. Design-based research includes the development, use, and evaluation of emerging media for learning.

CREATE, the Consortium for Research and Evaluation of Advanced Technologies in Education, is housed in the DMDL/ECT Programs. CREATE’s goal is to advance the cognitive science and sociocultural foundations by conducting empirical research on the educational design and use of advanced digital media for learning. Faculty from our programs also play a leadership role in the Games for Learning Institute (G4LI), a multi-institutional, cross-disciplinary initiative to study the design of effective games for learning.

Another lab in DMDL/ECT is dolcelab. The dolcelab for the design of learning, collaboration, and experience houses research designing for human empowerment through learning, with a special focus on design for sustainability and global development. A variety of research projects are ongoing in both labs, providing a range of research opportunities for doctoral, master’s, and advanced undergraduate students at NYU.

**DEGREE REQUIREMENTS**

The DMDL/ECT programs 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 NYU Steinhardt.

**Master of Arts**
The DMDL Master of Arts is a 36-unit program: three courses in the foundations of educational communication and technology category; two courses in the design foundations category; four courses selected from the 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 advisers may recommend...
additional courses for students who lack adequate background in the fields of education or psychology.

Certificate of Advanced Study
The DMDL Advanced Certificate is a 30-unit program: three courses in the foundations of educational communication and technology category; two courses in the design foundations category; three courses selected from the 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 coursework.

Doctor of Philosophy
The ECT doctorate is a 57-unit program. Doctoral students are required to take seven specialization courses (21 units, 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 units, in categories established by NYU Steinhardt, 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 and research proposal 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.

DMDL/ECT SUPPLEMENTARY APPLICATION REQUIREMENTS

Master of Arts
In addition to the standard Steinhardt application form, the DMDL program requires a supplemental application requirement—a set of half-page essay responses to the following units: (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 digital media design, social network services, video game design, or productivity tools; in videography or editing? Applicants may also provide samples of previous academic or professional work in the field and must attend an admissions interview.

Certificate Program
In addition to the standard Steinhardt application form, the DMDL program requires a supplemental application requirement—a set of half-page essay responses to the following units: (1) What are your professional goals in the field of educational communication and technology? (2) What areas of knowledge and skills do you expect to develop while in the certificate program? (3) What professional work experiences in education and technology have you had, and how will this certificate program contribute to your professional development? (4) In your view, what are several of the strengths of media and technology when designed and used for educational purposes? (5) 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 and must attend an admissions interview.

Doctoral Program
In addition to the standard Steinhardt application form, the ECT doctoral program requires a supplemental application requirement—a set of half-page essay responses to the following units: (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 digital media programs for learning? 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 situation(s) 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) What technology skills do you have, e.g., skills in digital media design, social network services, video game design, or productivity tools; in videography or editing? (9) What research skills and experiences do you have? Describe any previous research activities in which you participated, with a focus on the overall goal and your particular contributions toward achieving this goal.

Applicants may also submit samples of previous academic or professional work in the field and must attend an admissions interview.

STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS
See page 169. ▶

SPECIAL OPPORTUNITIES
Our programs offer 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) and the Games for Learning Institute (G4LI). The program hosts guest speakers of faculty and other students. Steinhardt fellows may become Research Assistants when Steinhardt faculty obtain funding for projects that require research assistance. Students are strongly encouraged to contact faculty members they are interested in working with in advance.

All admitted full-time Ph.D. students are awarded a full funding package and are assigned to a faculty mentor. There is no special application for this funding program.
Higher and Postsecondary Education

The Program in Higher and Postsecondary Education prepares individuals for leadership and service in a variety of postsecondary settings. The Master of Arts Program focuses on entry- and mid-level positions in student activities, enrollment management, financial aid, housing and residence life, student life, career services, and similar opportunities in student affairs. Doctoral programs help individuals develop competencies in such areas as urban college leadership, policy analysis, student affairs, institutional research, fiscal management, and international higher education. Students benefit from strong links with two- and four-year institutions in the metropolitan New York area as well as the frequent and close interaction among students, faculty, and NYU administrators.

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

New York University's Program in Higher and Postsecondary Education offers two doctoral programs: the Ph.D. program in higher and postsecondary education and the Ed.D. program in higher and postsecondary education. Both programs emphasize broad knowledge of the field, including an international dimension; issues of access and equity; state and federal policy; student learning and development; workplace learning; and institutional development and assessment. While the programs share some commonalities, the goals and objectives are quite different. The Ph.D. program is a research degree designed for students who aspire to conduct research throughout their careers in roles such as faculty, researchers, government employees, policy scholars, or institutional researchers. The Ed.D. program, on the other hand, is designed for current practitioners who aspire to senior leadership positions in colleges, universities, and other public and private organizations and who may occasionally participate in designing research studies but will more frequently use their knowledge gained in the program to interpret the research of others for their own institution.

CAREER OPPORTUNITIES
Graduates of the M.A. Program in Higher Education and Student Affairs are employed in entry-level and middle-management positions in colleges and universities throughout the country. They hold positions as assistant deans, directors, and assistant directors of offices and programs in a broad spectrum of positions in student affairs and services.

Graduates of the master's degree Program in Teachers of Business in Higher Education, the Advanced Certificate in Workplace Learning, and the post-master's Advanced Certificate in Business Education are employed in both postsecondary education and organizational learning and development environments. Those emphasizing instruction teach business subjects, including accounting, management, marketing, international business, and information systems, at community colleges and private business schools. Graduates with a learning and development focus are employed in human resource development and learning and development departments in both the public and private sectors.

DEGREE REQUIREMENTS

Master of Arts
Master of Arts in Higher Education and Student Affairs
The M.A. Program in Higher Education and Student Affairs 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-unit program includes 18 required units in higher education and 18 units in electives, 15 of which may be taken outside the program. Students also have the option of selecting an unofficial Area of Study in order to design a course plan around one of the following: Student Affairs, Administration and Academic Affairs, International Education, and Workplace Learning Leadership.

Academic coursework 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 learning and development specialists who can develop curriculum, administer instruction, and teach within business, industry, and government. For completion of the master's degree, 36 units are required in the following areas:

Foundations (9 units): Foundations courses can come from higher and postsecondary education as well as educational psychology, educational sociology, and instructional technology.

Content (9 units): 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 consists of 15 units and 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 HPSE-GE.2010, Designing and Managing Organizational Learning Programs HPSE-GE.2081, Research Approaches and Techniques in Postsecondary Education, HPSE-GE.2088, Learning in Higher and Workplace Education HPSE-GE.2122, Evaluation of Current Literature in Business and Business Education HPSE-GE.2004, and Colloquium in Workplace Education HPSE-GE.2070.

The program also offers an Advanced Certificate of Study in Teachers of Business Education in Higher Education that consists of 30 units beyond the master’s degree. This highly flexible program permits students to pursue their individual career goals through focused coursework, 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 plan to study either full-time or part-time. Applicants are evaluated based on a number of factors, including their prior academic history; GRE scores; statements of interest, academic and professional recommendations, writing sample, and an interview with program faculty.

The Ph.D. requires approximately 60 units beyond the master’s degree, including 18-24 units 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.

Course plans are designed according to Ph.D. Program Guidelines: Doctoral Seminar HPSE-GE.3009; Higher Education Specialization (18-24 units), including required courses (6 units): Doctoral Colloquium in Higher Education HPSE-GE.3001 and Theoretical Perspectives for Research on College Students HPSE-GE.3120, Foundations of Education (6 units by advisement). Research (18 units of quantitative and qualitative research courses by advisement and the 3-unit Higher Education Dissertation Proposal Seminar HPSE-GE.3015). Cross-disciplinary preparation/cognate electives (6 units 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. It requires 60 units beyond the M.A. degree. Required courses for Ed.D. study: Doctoral Seminar HPSE-GE.3009, Doctoral Colloquium in Higher Education HPSE-GE.3001, Theoretical Perspectives for Research on College Students HPSE-GE.3120, and two summer workshops (one each taken in consecutive summers). Electives 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 portfolio that includes both a research report and another product that may take the form of a policy brief, article, book chapter, workshop design, professional presentation, or curriculum project.

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 higher education and student affairs 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 higher education and student affairs 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 2011–2013.

### DEPARTMENTAL COURSES/AMLT-GE

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

- **Organizational Theory I**
  - AMLT-GE.2053
  - Astuto. 30 hours: 3 units.
  - Fall.

- **Organizational Theory II**
  - AMLT-GE.2054
  - Astuto. 30 hours: 3 units.
  - Spring.
  - Prerequisite: AMLT-GE.2053 or permission of instructor.

- **Introduction to Management and Information Science**
  - AMLT-GE.2055
  - Staff. 30 hours: 3 units.
  - Fall.

- **International Perspectives on Education Reform**
  - AMLT-GE.2072
  - Moja. 30 hours: 3 units.
  - Fall.

- **Introduction to Information Systems**
  - AMLT-GE.2080
  - O’Connor. 30 hours: 3 units.
  - Spring.

- **Application of Computers to Administration**
  - AMLT-GE.2428
  - Staff. 30 hours: 3 units.
  - Fall, spring.

- **Quantitative Methods in Organizational and Administrative Studies**
  - AMLT-GE.3027
  - Driscoll. 30 hours: 3 units.
  - Spring.

- **Educational Reform and Leadership**
  - AMLT-GE.3301
  - Anderson. 30 hours: 3 units.
  - Spring.

- **Dissertation Proposal Seminar**
  - AMLT-GE.3400
  - Staff. 45 hours: 3 units.
  - Fall, spring.

### BUSINESS EDUCATION/HPSE-GE

**Evaluation of Current Literature in Higher Education and Business**
- HPSE-GE.2004
  - O’Connor. 30 hours: 3 units.
  - Spring.

**Supporting Learning in the Workplace**
- HPSE-GE.2010
  - O’Connor. 30 hours: 3 units.
  - Spring.

**Curriculum Development in Business Education**
- HPSE-GE.2046
  - Staff. 30 hours: 3 units.
  - Fall.

**Colloquium in Workplace Education**
- HPSE-GE.2070
  - O’Connor. 30 hours: 3 units.
  - Spring.

**Designing and Managing Organizational Learning Programs**
- HPSE-GE.2081
  - O’Connor. 30 hours: 3 units.
  - Fall.

**Institutional Assessment in Higher Education**
- HPSE-GE.2090
  - (See HPSE-GE.2087)

**Internship in Business Education**
- HPSE-GE.2105,2106*
  - O’Connor. 300 hours: 3 units.
  - Fall, spring, summer.

**Internship Seminar in School Leadership**
- HPSE-GE.2161
  - Astuto. 300 hours: 3 units.
  - Fall, spring, summer.

**Advocacy in Education**
- HPSE-GE.2205
  - Anderson. 30 hours: 3 units.
  - Fall.

**Education Law**
- HPSE-GE.2207
  - Staff. 30 hours: 3 units.
  - Summer.

**Transforming the Urban High School**
- HPSE-GE.2240
  - Siskin. 30 hours: 3 units.
  - Spring.

**Independent Study**
- HPSE-GE.2300*
  - Staff. 45 hours per unit: 1–6 units.
  - Fall, spring, summer; hours to be arranged.

### EDUCATIONAL LEADERSHIP/EDLED-GE

**Professional Seminar in Educational Leadership**
- EDLED-GE.2005
  - Staff. 30 hours: 3 units.
  - Fall.

**School Finance, Budget, and Facilities**
- EDLED-GE.2012*
  - Staff. 30 hours: 3 units.

**School District Leadership**
- EDLED-GE.2035
  - Staff. 30 hours: 3 units.

**Management Information Systems for Administrators**
- EDLED-GE.2037
  - Staff. 30 hours: 3 units.

**Excellent School Seminar I: School Design**
- EDLED-GE.2080
  - Staff. 30 hours: 3 units.
  - Fall.

**Excellent School Seminar II: Teachers and Students**
- EDLED-GE.2085
  - Astuto. 30 hours: 3 units.
  - Spring.

**Internship in Educational Leadership**
- EDLED-GE.2159
  - Astuto. 300 hours: 3 units.
  - Fall, spring, summer.

**Internship in Educational Leadership, Politics, and Advocacy**
- EDLED-GE.2160
  - Astuto. 300 hours: 3 units.
  - Fall, spring, summer.

**Independent Study**
- EDLED-GE.2300*
  - Staff. 45 hours per unit: 1–6 units.
  - Fall, spring, summer; hours to be arranged.

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**NOTES TO COURSES**

*Registration closed to special students.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Credits</th>
<th>Type</th>
<th>Duration</th>
<th>Instructor(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership for School Improvement</td>
<td>EDLED-GE.2305</td>
<td>3 units</td>
<td>Fall, summer</td>
<td>Staff. 30 hours</td>
<td>3 units. Fall, summer.</td>
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<tr>
<td>Politics of Education</td>
<td>EDLED-GE.2341</td>
<td>3 units</td>
<td>Spring, summer</td>
<td>Staff. 30 hours</td>
<td>3 units. Spring, summer.</td>
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</tr>
<tr>
<td>The Politics of Multicultural School Communities</td>
<td>EDLED-GE.2342</td>
<td>3 units</td>
<td>Spring, summer</td>
<td>Larson. 30 hours</td>
<td>3 units. Spring, summer.</td>
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</tr>
<tr>
<td>Data-Driven Decision Making and Leadership</td>
<td>EDLED-GE.2343</td>
<td>3 units</td>
<td>Spring</td>
<td>Driscoll. 30 hours</td>
<td>3 units. Spring</td>
<td></td>
</tr>
<tr>
<td>Research on School Choice</td>
<td>EDLED-GE.2350</td>
<td>3 units</td>
<td>Spring</td>
<td>Staff. 30 hours</td>
<td>3 units. Spring</td>
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<tr>
<td>Demographic Analysis and School-Community Planning</td>
<td>EDLED-GE.2367</td>
<td>3 units</td>
<td>Spring</td>
<td>Driscoll. 30 hours</td>
<td>3 units. Spring</td>
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<tr>
<td>Individual Learning Systems for Administrators</td>
<td>EDLED-GE.2901*</td>
<td>3-12 units</td>
<td>Fall, spring, summer</td>
<td>Astuto. 30-120 hours</td>
<td>3-12 units. Fall, spring, summer</td>
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<tr>
<td>Research in Educational Leadership</td>
<td>EDLED-GE.3001</td>
<td>3 units</td>
<td>Fall</td>
<td>Staff. 30 hours</td>
<td>3 units. Fall</td>
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<tr>
<td>Educational Policy Analysis</td>
<td>EDLED-GE.3005</td>
<td>3 units</td>
<td>Spring</td>
<td>Staff. 30 hours</td>
<td>3 units. Spring</td>
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<tr>
<td>Information Strategies for Educational Policy and Practices</td>
<td>EDLED-GE.3015</td>
<td>3 units</td>
<td>Spring</td>
<td>Driscoll. 30 hours</td>
<td>3 units. Spring</td>
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<tr>
<td>Professional Seminar in Educational Leadership Studies I and II</td>
<td>EDLED-GE.3097*,3098*</td>
<td>3 units</td>
<td>Fall, spring</td>
<td>Staff. 30 hours</td>
<td>3 units. Fall, spring</td>
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</tbody>
</table>

**EDUCATIONAL COMMUNICATION AND TECHNOLOGY/EDCT-GE**

**FOUNDATIONS OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY**

<table>
<thead>
<tr>
<th>Educational Design for Media Environments</th>
<th>EDCT-GE.2158</th>
<th>3 units</th>
<th>Fall</th>
<th>Shuchat Shaw. 30 hours</th>
<th>3 units. Fall.</th>
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</thead>
<tbody>
<tr>
<td>Cognitive Science and Educational Technology I</td>
<td>EDCT-GE.2174</td>
<td>4.5 units</td>
<td>Spring</td>
<td>Plass. 45 hours</td>
<td>3 units. Spring.</td>
</tr>
<tr>
<td>Cognitive Science and Educational Technology II</td>
<td>EDCT-GE.2175</td>
<td>3 units</td>
<td>Fall</td>
<td>Goldman, Plass. 30 hours</td>
<td>3 units. Fall. Restricted to ECT majors.</td>
</tr>
<tr>
<td>Educational Media Design Foundations</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Architecture of Learning Environments</td>
<td>EDCT-GE.2017</td>
<td>3 units</td>
<td>Spring</td>
<td>Goldman. 30 hours</td>
<td>3 units. Spring.</td>
</tr>
<tr>
<td>Interaction Design for Learning Environments</td>
<td>EDCT-GE.2015</td>
<td>3 units</td>
<td>Fall</td>
<td>Plass. 30 hours</td>
<td>3 units. Fall.</td>
</tr>
<tr>
<td>MEDIA DESIGN ELECTIVES</td>
<td></td>
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<td></td>
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<tr>
<td>Educational Video: Design and Production I</td>
<td>EDCT-GE.2153</td>
<td>3 units</td>
<td>Spring</td>
<td>Shuchat Shaw. 30 hours</td>
<td>3 units. Spring.</td>
</tr>
<tr>
<td>Media for Museums and Public Spaces</td>
<td>EDCT-GE.2200</td>
<td>3 units</td>
<td>Spring</td>
<td>Majzlin. 30 hours</td>
<td>3 units. Spring.</td>
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<tr>
<td>Evaluating Emerging Technologies for Education</td>
<td>EDCT-GE.2250</td>
<td>3 units</td>
<td>Spring</td>
<td>Goldman. 30 hours</td>
<td>3 units. Spring.</td>
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<tr>
<td>Educational Design for the World Wide Web I</td>
<td>EDCT-GE.2251</td>
<td>3 units</td>
<td>Spring</td>
<td>Plass. 30 hours</td>
<td>3 units. Fall, summer.</td>
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<tr>
<td>New Approaches to Digital Learning: Topics in Educational Media</td>
<td>EDCT-GE.2031</td>
<td>3 units</td>
<td>Spring</td>
<td>Staff. 30 hours</td>
<td>3 units. Spring.</td>
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<tr>
<td>ADVANCED MEDIA DESIGN ELECTIVES</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Video: Design and Production II</td>
<td>EDCT-GE.2154</td>
<td>3 units</td>
<td>Fall</td>
<td>Shuchat Shaw. 30 hours</td>
<td>3 units. Fall. Restricted to ECT majors.</td>
</tr>
<tr>
<td>Advanced Video Design Workshop</td>
<td>EDCT-GE.2156</td>
<td>3 units</td>
<td>Fall</td>
<td>Shuchat Shaw. 30 hours</td>
<td>3 units. Fall. Restricted to ECT majors.</td>
</tr>
<tr>
<td>Digital Video Ethnography: Cultural Interpretations with New Media</td>
<td>EDCT-GE.2075</td>
<td>3 units</td>
<td>Spring</td>
<td>Goldman. 30 hours</td>
<td>3 units. Spring.</td>
</tr>
<tr>
<td>Content Seminar in Research in Instructional Technology</td>
<td>EDCT-GE.3311</td>
<td>3 units</td>
<td>Spring</td>
<td>Goldman, Plass, Hoadley. 45 hours</td>
<td>3 units. Spring. Permission of the instructor required.</td>
</tr>
</tbody>
</table>

**Simulations and Games for Education**

<table>
<thead>
<tr>
<th>Code</th>
<th>Credits</th>
<th>Type</th>
<th>Duration</th>
<th>Instructor(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCT-GE.2176</td>
<td>3 units</td>
<td>Fall</td>
<td>1-3 units</td>
<td>Shuchat Shaw. 15 hours per unit</td>
<td>1-3 units. Fall, spring. Restricted to ECT majors.</td>
</tr>
<tr>
<td>EDCT-GE.2095</td>
<td>1-3 units</td>
<td>Fall</td>
<td>15 hours</td>
<td>Shuchat Shaw. 15 hours per unit</td>
<td>1-3 units. Fall, spring. Includes fieldwork and seminar on campus. May be taken a maximum of two times.</td>
</tr>
<tr>
<td>EDCT-GE.2075</td>
<td>1-3 units</td>
<td>Spring</td>
<td>15 hours</td>
<td>Goldman. 30 hours</td>
<td>3 units. Spring. Restricted to ECT majors. Permission of the M.A. program coordinator required.</td>
</tr>
</tbody>
</table>
Advanced Seminar in Research and Practice in Educational Technology
EDCT-GE.3076 Goldman, Plass, Hoadley. 30 hours: 3 units. Fall. Prerequisite: EDCT-GE.3311.

Doctoral Colloquium in Educational Communication and Technology
EDCT-GE.3315 Plass. 15 hours per unit: 1-3 units. Spring. Permission of the instructor required.

INDEPENDENT STUDY

Independent Study
EDCT-GE.2300 Staff. 45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged. For description, see page 162.

HIGHER AND POSTSECONDARY EDUCATION/HPSE-GE

The College Environment
HPSE-GE.2015 30 hours: 3 units.

The College Presidency
HPSE-GE.2025 30 hours: 3 units. Fall.

Comparative Higher Education Studies
HPSE-GE.2041 30 hours: 3 units. Fall.

The Community College
HPSE-GE.2057 30 hours: 3 units. Spring.

The Impact of College on Student Success
HPSE-GE.2068 30 hours: 3 units.

College Student Learning and Development
HPSE-GE.2069 30 hours: 3 units. Spring.

Enrollment Management and Retention Programs in Higher Education
HPSE-GE.2070 30 hours: 3 units. Spring.

Managing Administrative Services in Colleges
HPSE-GE.2085 30 hours: 3 units. Summer.

Institutional Assessment in Higher Education
HPSE-GE.2087 30 hours: 3 units. Fall.

Research Approaches and Techniques in Postsecondary Education
HPSE-GE.2088 30 hours: 3 units. Fall.

Foundations of Higher Education
HPSE-GE.2090 30 hours: 3 units.

Professional Seminar in Higher Education
HPSE-GE.2093 Marcus. 30 hours: 3 units. Spring.

Leadership in Higher Education
HPSE-GE.2097 Marcus. 30 hours: 3 units. Fall.

Higher Education and the Law
HPSE-GE.2115 Nolan. 30 hours: 3 units. Spring.

Financing Higher Education
HPSE-GE.2117 Staff. 30 hours: 3 units. Spring.

Higher Education Studies, Administrative Work, and Field Experiences
HPSE-GE.2121 135 hours: 3 units. Fall, spring. Permission of the instructor required.

Learning in Higher and Workplace Education
HPSE-GE.2122 O’Connor. 30 hours: 3 units. Spring.

Higher Education and Contemporary Society
HPSE-GE.2131 Staff. 30 hours: 3 units. Summer.

The Politics of Higher Education
HPSE-GE.2135 Brown. 30 hours: 3 units. Fall.

Internship in Higher Education
HPSE-GE.2141 Hubbard. 135 hours: 3 units. Fall.

Global Perspectives in Higher Education
HPSE-GE.2151 30 hours: 3 units. May be repeated once.

Diversity in Higher Education
HPSE-GE.2161 Teranishi. 30 hours: 3 units. Spring.

Independent Study
HPSE-GE.2300 Staff. 45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged.

Doctoral Colloquium in Higher Education
HPSE-GE.3001 Marcus. 30 hours: 1-3 units.

Doctoral Seminar in Higher Education
HPSE-GE.3009 Staff. 30 hours: 3 units. Fall; hours to be arranged.

Globalization and Higher Education Reforms
HPSE-GE.3109 Moja. 30 hours: 3 units. Spring.

Economics and Finance of Higher Education
HPSE-GE.3110 Richardson. 30 hours: 3 units. Spring.

Governance of Colleges and Universities
HPSE-GE.3119 Richardson. 30 hours: 3 units. Spring.

Theoretical Perspectives for Research on College Students
HPSE-GE.3120 Stage. 30 hours: 3 units. Fall.
Art and Art Professions

DEPARTMENTS OF

M.A., M.F.A.

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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 website.

The Steinhardt School of Culture, Education, and Human Development Bulletin 2011–2013

DEPARTMENT OF ART AND ART PROFESSIONS

CHAIR: DAVID DARTS

BARNEY BUILDING, SUITE 300 | 34 STUYVESANT STREET | NEW YORK, NY 10003–7599

TELEPHONE: 212-998-5700 | FAX: 212-995-4320 | WEBSITE: steinhardt.nyu.edu/art

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.

The M.A. in Studio Art Summer Program in Europe 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. Contemporary art practice and theory is fused throughout the program with ongoing lectures, seminars, and visits to museums, galleries, artist studios, and cultural sites.

The Advanced Certificate in Studio Art is a 12-credit program of study, that combines intensive contemporary art practice with critical and cultural theory. Private and semi-private studio space is available to certificate students during the summer session only. Students may apply as either post-baccalaureate or post-master’s candidates.

The post-master’s certificate is ideal for those who have completed a master’s degree and wish to continue developing a studio art practice, while also addressing the larger philosophical and cultural implications of contemporary artistic activity. The program of study is centered on a core Interdisciplinary Graduate Projects praxis course and includes individual studio visits and a visitors’ series. All certificate students are required to take 3 credits in graduate projects and 9 credits in studio electives.

The m.a. in Studio Art Summer Program is an intimate and highly competitive full-time program that combines art and cultural theory with ambitious studio practice. Faculty meet regularly with students both individually and in small, intensive group critiques, seminars, and projects classes. Weekly visiting artist and 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 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 in Berlin, Shanghai, or Ghana.

The advanced Certificate in Studio Art is a 12-credit program of study, that combines intensive contemporary art practice with critical and cultural theory. Private and semi-private studio space is available to certificate students during the summer session only. Students may apply as either post-baccalaureate or post-master’s candidates.

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The advanced Certificate in Studio Art is a 12-credit program of study, that combines intensive contemporary art practice with critical and cultural theory. Private and semi-private studio space is available to certificate students during the summer session only. Students may apply as either post-baccalaureate or post-master’s candidates.
**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. Coursework 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 Culture: Costume Studies focuses on the history of costume and textiles in its broadest aesthetic and cultural context and was the first curriculum in the United States to educate specialists in this field. Students work with professionals in legendary New York institutions such as the Metropolitan Museum of Art’s Costume Institute, the Museum of the City of New York, and the Brooklyn Museum.

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 taking coursework in the department, students 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. Global ArtSites enable students to participate directly in the most innovative and challenging art scenes in the world, and have opportunities to study, produce, curate, and exhibit work in these cosmopolitan environments. NYU offers a range of summer and winter session courses abroad. 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. The university is also expanding its new campus in Abu Dhabi in the coming years.

**Faculty**
The close relationship between the department’s faculty and students is at the heart of each of our programs. Studio faculty include 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, Ross Bleckner, Carol Bove, and Maureen Gallace. The Art Professions Programs, led by Dipti Desai in Art Education, Sandra Lang in Art Administration, Ikuko Acosta in Art Therapy, and Nancy Deihl in Costume Studies, are intensely involved in arts policy, education, and community engagement in the visual arts. Issues such as globalization and the display of culture in a large spectrum of cultural institutions and alternative sites are core features across the curriculum.

**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 LaChapelle; 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, computer and digital printing, and video. The M.F.A. studios are spacious and private, with windows on 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 contemporary art. The ARC has computer research stations, career and professional information for artists, and produces a quarterly listing detailing opportunities such as grants, residencies, and exhibitions. There is a small library of non-circulating books and magazines for reference and a video library for faculty.

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 (80WSE) 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 reviewed exhibitions curated by faculty, alumni, students, and guests. Broadway Windows and Washington Square Windows serve as street-side galleries 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 Shirin Neshat, Anthony Appiah, Hélène Cixous, Catherine Lord, Gedi Sibony, Lynne Cooke, Shamim Momin, Kalup Linzy, Ulrike Ottinger, Okui Enwezor, and Emily Jacir.

The Department of Art and Art Professions provides exceptional 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.

Faculty


Carol Bove, Clinical Associate Professor. B.S. 2000, New York.


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


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


Lyle Ashton Harris, Clinical Assistant Professor. B.A. 1988, Wesleyan; M.F.A. 1990, California Institute of the Arts.


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

Sandra Lang, Clinical Associate Professor. B.A. 1972, Middlebury College; M.B.P. 1983, Columbia.


Gerald Pryor, Associate Professor; Artist-in-Residence. B.A. 1968, Trinity College; M.A. 1976, Hunter College (CUNY).


Number of Adjunct Faculty

Studio Art: 43
Art Education: 6
Visual Arts Administration: 14
Costume Studies: 7
Art Therapy: 13
Studio Art

M.A. IN STUDIO ART
PROGRAM CO-DIRECTORS
Sue deBeer
debeer@nyu.edu
John Torreano
t2@nyu.edu

STUDIO ART
SUMMER PROGRAM
PROGRAM DIRECTOR
Lyle Ashton Harris
lah9@nyu.edu

M.A. IN STUDIO ART
SUMMER/NEW YORK
PROGRAM DIRECTOR
John Torreano
jt2@nyu.edu

M.A. IN STUDIO ART
SUMMER/EUROPE
PROGRAM DIRECTOR
David Darts
darts@nyu.edu

DEGREE PROGRAMS

M.A. IN Studio Art
60 units
Each year, the NYU M.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 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.A. program is small in size, with only 20 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 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.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.A. community.

Students may complete the required 60 credits in two years or opt to participate in a third year practicum, during which they may take advantage of study abroad opportunities at NYU Global ArtSites in Ghana or Berlin, or participate in prestigious exchange programs such as the Bruni-Sarkozy/Sorbonne post-studio exchange program.

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

M.A. Degree in Studio Art
Summer/New York
36 units, three summers
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. 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 units in M.A. Graduate Studio Critique, 6 units in art theory or critical studies, 6 units in graduate projects, 9 units in studio art, 3 units in final project/exhibition, and 6 units in electives.

M.A. Degree in Studio Art
Summer/Europe
36 units, three summers
The NYU program in Europe utilizes a contemporary atelier model of studio instruction. Coursework does not strictly follow a segmented course structure, and classes are designed to organically intersect and flow into one another. The instructional approach takes many forms including workshops, lectures, seminars, and critiques. Students are expected to develop and refine an individual artistic voice while they are provided with personal instruction from faculty and visiting artists, curators, and theorists. Contemporary art theory is underscored throughout the program with ongoing lectures, seminars, and visits to museums, galleries, artist studios, and other cultural sites. Students exhibit a final body of work during the summer session at Steinhardt.

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

Advanced Certificate in Studio Art
12 units
The Advanced Certificate in Studio Art is a 12-credit program of study which combines intensive contemporary art practice with critical and cultural theory. Private and semi-private studio space is available to certificate students during the summer session only. Students may apply as either post-baccalaureate or post-master’s candidates.

Post-baccalaureate certificate students are recent B.F.A., B.A., or B.S. graduates in art or related fields who wish to strengthen their artistic and conceptual skills and who may be preparing a portfolio to apply to M.F.A. programs. Courses include advanced studio and critical theory electives, with opportunities for individual mentoring, and artists’ visits. The post-master’s certificate is ideal for those who have completed a graduate degree and wish to continue developing a studio art practice while also addressing the larger philosophical and cultural implications of contemporary artistic activity. The program of study is centered on a core Interdisciplinary Graduate Projects praxis course and includes individual studio visits and a visitors’ series.

DEGREE REQUIREMENTS
All certificate students are required to take 3 credits in Graduate Projects and 9 credits in studio 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 and expose them to the ideas and experiences of professional artists and critics.

Recent visiting artists and curators include:
- Richard Artschwager
- Nicelle Beauchene
- Nayland Blake
- Barbara Bloom
- Greg Bordowitz
- Beth Campbell
- Alejandro Cesario
- Helene Cixous
- Feri Daftari
- Chie Fueki
- Barnarby Furnas
- Kenneth Goldsmith
- Kathleen Hanna
- Chrissie Iles
- Emily Jacir
- Atta Kwami
- Shamim Momin
- Wangetchi Mutu
- Shirin Neshat

Ulrike Ottinger
Laurence Rickels
Gedi Sibony
Genesis Bryer P-Orridge
Lynn Tillman
Tracy Williams
Martha Wilson

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.

Painting and Drawing
Maureen Gallace
mag6@nyu.edu

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 and expand 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
Sue deBeer
sue.debeer@nyu.edu

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 moldmaking studio. Shop technicians are available for information and oversight of the studio. The sculpture facility includes area director Sue deBeer, who recently completed solo exhibitions in Berlin, Los Angeles, and New York, as well as Beverly Semmes, Trisha Donnelly, Carol Bove, Luis Gispert, Corey Mc Corkle, Rico Gatson, Curtis Mitchell, Dave Hardy, Ian Cooper, and other innovative practitioners.

Sculpture: Craft Media
Judith Schwartz
judith.schwartz@nyu.edu

A vibrant cross-disciplinary movement in contemporary art has created a renewed connection between fine arts and craft media. Courses in ceramics, mixed media sculpture, metalsmithing, jewelry, and sewn fabrics allow artists to expand their ideas and practices through a wide range of materials and skills in the art department’s studio facilities. In ceramics, fully equipped, natural lit studios housing numerous electric, down, and updraft gas kilns provide an ideal facility for a dynamic working environment in the heart of Manhattan. Through a unique liaison with Urban Glass, the largest facility in the United States dedicated to glass as an art form, students can expand their creative vocabulary in this medium as well. Area director Judith Schwartz is one of the world’s leading authors and curators in ceramics. Faculty, including Matt Nolen, Beverly Semmes, Klaus Burgel, Shida Kuo, Sayumi Yokouchi, and Kanik Chung, discuss work within a historical, contemporary, and theoretical framework designed to foster technical, literary, and critical skills. Both the artist and the artist/teacher are prepared to meet professional standards for a global career.
Studio Art, continued

Printmaking
Mark Johnson
mark.johnson@nyu.edu

The print area offers a full range of courses exposing students to the breadth of established and emerging methods and approaches. All work is examined in a contemporary, critical framework designed to challenge and extend the student’s creative experience.

Experimentation and 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.

Digital Art
Kevin McCoy
km89@nyu.edu

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, 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 recently completed major installations for the British Film Institute and MoMA in New York.

Photography
Gerald Pryor
gp1@nyu.edu

Photography is an evocative medium central to the development of art in the 21st century. It embraces aesthetics, political and historical issues, and an ongoing dialogue with the “self.”

The darkroom is a state-of-the-art analogue and digital 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 shooting studios, are equipped with iMacs, video and slide projectors, scanners, and digital photo printers. There is a large selection of equipment for loan from 35 mm, digital, 4 x 5 cameras, and tungsten lights to professional strobe lights. Introductory, intermediate, and advanced classes are offered in black-and-white, color, digital, documentary, and photography and performance, as well as studio courses including lighting and medium- and large-format cameras. Artists, critics, and historians share faculty duties in this innovative area, led by performance artist Gerald Pryor. Outstanding photography faculty include Lyle Ashton Harris, whose work was recently included in the Venice Biennale, Hiroshi Sunairi, Adam Putnam, Amy Granat, and Dan Torop.

Several courses in photography offered in cooperation with the International Center of Photography are open to graduate students in the M.A. and M.F.A. programs in studio art. ICP courses focus on the history of photography.

Environmental Art Activism
Natalie Jeremijenko
nj6@nyu.edu

Natalie Jeremijenko, one of the most visible and dynamic artists working at the intersection of art, technology, engineering, and environmental studies, has established the Environmental Health Clinic, a laboratory to diagnose environmental ills and create solutions for a greener tomorrow. Working with designers, gardeners, and computer scientists, Jeremijenko, who is herself an engineer as well as an artist, has established a cross-disciplinary team of artists and researchers who contribute to a slate of poetic and political projects.

Video
Peter Campus
pcl@nyu.edu

Video has been a major force in the art world since the 1970s; with new advances in technology, video will soon become a dominant force in commercial film industries, as well. Artists working in video have been at the forefront of these new developments, exploring both the public impact of mediated imagery and the personal resonance of increasingly convenient technologies. In fall 2008, the department completed a new computer studio for video and new media, housing 16 innovative iMac workstations, a laptop lounge, and viewing areas, projection, and video equipment checkout. An advanced video suite contains two additional editing stations and a 24p camera. The video area is guided by Peter Campus, a pioneer in video art, whose current installation work has recently been shown in Madrid, Paris, and New York City. The video faculty also includes Alex McQuilkin and Aida Ruijova, a finalist for the Hugo Boss Prize.
Art Education

DIRECTOR
Dipti Desai
dd25@nyu.edu

DEGREE
M.A.

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. Coursework 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. 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, and consider its 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-unit M.A. program.

For students who already have an initial teaching art certificate, the 30-unit 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 units);
- Studies in Critical Theory in Art Education (6 units); Advanced Studio in Art (6 units); Student Teaching in Art Education (6 units); The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/Violence Prevention (0 units); and Research in Art Education and Final Project (3 units).

Students with an initial teaching certificate take the following courses:

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

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, applicants must have a minimum GPA of 3.0 and a bachelor’s degree with a minimum of 27 credits in studio art and a minimum of 9 credits in art history, as well as a liberal arts/general education from an accredited four-year college or university. For international applicants, a minimum TOEFL score of 120 internet or 280 computer is required. 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 arranged.

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
sl65@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 arts management segment of the field, the program also offers a for-profit concentration in arts markets. This innovative, first-of-its-kind specialization provides the training necessary to succeed in today’s competitive for-profit marketplace as dealers, galleryists, consultants, and auction-house professionals.

Fifty-one units 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 NYU Leonard N. Stern School of Business and the Robert F. Wagner Graduate School of Public Service and fulfill 3-9 units 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 includes a series of supervised internships. Students have gained placement in museums, alternative spaces, public art agencies, galleries, auction houses, and consultancies and work with program advisers and the department’s internship coordinator in planning this important component of their educational experience. Organizations providing internship and research opportunities locally have included the Museum of Modern Art, Metropolitan Museum of Art, Solomon R. Guggenheim Museum, New York City Department of Cultural Affairs, JPMorgan 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 webpage.

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

I. Core Courses (12 units) Marketing the Visual Arts, ARVA-GE.2005 (3 units); Law and the Visual Arts, ARVA-GE.2028 (3 units); The Environment of the Visual Arts, ARVA-GE.2030 (3 units); Information Systems for the Visual Arts, ARVA-GE.2109 (3 units)

PRIMARY AREAS OF STUDY

(Select either area; 9 units required)

II. Arts Management
Exhibition & Display of Art, ARVA-GE.2027 (3 units); Development for the Visual Arts, ARVA-GE.2032 (3 units); Strategy Planning and Governance, ARVA-GE.2133 (3 units)

II. Arts Market
Art Collecting, ARVA-GE.2016 (3 units); Visual Arts Market, ARVA-GE.2076 (3 units); Appraisal & Valuation of Art, ARVA-GE.2171 (3 units)

III. Business Courses (9 units. required)
Leonard N. Stern School of Business or Robert F. Wagner Graduate School of Public Service
Leadership in Organizations CORI-GB.1302 (3 units); Financial Accounting CORI-GB1306 (3 units); Marketing Concepts and Strategies CORI-GB.2310 (3 units)

IV. Internships (3 units. required)
Internship in Art, ARVA-GE.2302 (variable 1-3 units/semester)

V. Thesis (3 units. required)
Research in Visual Arts Administration, ARVA-GE.2299 (2 units); Final Project, ARVA-GE.2301 (1 pt)

SECONDARY AREAS OF STUDY

(Choose one from the following suggested areas of study, or create your own area of study—9 units required.)

VI. Curatorial Studies
Exhibition Design, ARVA-GE.2019 (3 units); Documentation in the Visual Arts, ARVA-GE.2198 (3 units); Graduate Projects: Curatorial Praxis, ARVA-GE.2911 (3 units)

VI. Arts Advocacy/Art Education
Art Education in Museums, ARVA-GE.2021 (3 units); Arts Advocacy: Concept and Practice, ARVA-GE.2033 (3 units); Urban Development & Visual Arts, ARVA-GE.2112 (3 units)
Visual Arts Administration, continued

**VII. Electives by advisement** are selected from, but not limited to, the following as well as courses offered throughout the university (6 units).

Introduction to Galleries and Museums ARVA-GE.2002 (3 units), Function and Structure of Museums ARVA-GE.2015 (3 units), Exhibition and Display of Art and Material Culture ARVA-GE.2027.095 (London), ARVA-GE.2060 (3 units), Corporate Art Programs: Cultural Branding in the Arts ARVA-GE.2134 (3 units), Cultural Marketing in the Arts: Corporate Sponsorship ARVA-GE.2212 (1.5 units), Issues and Practice in Arts Administration: The European Context, ARVA-GE2215 (3 units) (Netherlands and Berlin), History of Taste 1850-present ARTCR-GE.2141 (3 units), History of Contemporary Art and New Media ARTCR-GE.2235 (3 units), Art and Ideas ARTCR-2450, Art Theory & Criticism I ARTCR-GE.2801 (3 units), Art Theory & Criticism II, ARTCR-GE.2802 (3 units), Current Issues in Art Education, ARTED-GE.2070 (3 units), Art Education in Alternative Settings ARTED-GE.2276 (3 units), Cultural Tourism MPAPA-GE.2225 (1.5 units).

Program Total: 51 units

For program information, please consult the website: 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 280 on the computerized test or 120 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.

**STUDY ABROAD**

An international study abroad seminar provides graduate students, alumni of arts administration programs, and arts management professionals with a unique opportunity to observe exciting changes in the visual and performing arts in a broad range of European venues. Students explore current cultural and social issues affecting international arts practices in both nonprofit and for-profit institutions. 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 teaching curricula; 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 contexts. For further information, visit steinhardt.nyu.edu/commissions/arts_management.

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**Visual Culture: Costume Studies**

**DIRECTOR**

Nancy Deihl
nbd2012@nyu.edu

**DEGREE**

M.A.

**The field of costume studies** is one of the most exciting areas of current visual arts research. Since 1979 the M.A. program Visual Culture: Costume Studies has focused on the history of costume and textiles in its broadest aesthetic and cultural contexts. 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-unit 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, some of whom are 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 galleries; as archivists and historical researchers; and as educators, writers, journalists, and critics.

**DEGREE REQUIREMENTS**


Specialization Courses (12–18 units): Costume Conservation and Display...
Art Therapy

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, and practice clinical applications of art therapy unique to specific cultural contexts, such as in Tanzania, Peru, South Africa and Brazil.

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 the 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 theoretical approaches.

The 49-unit master’s program offers unique opportunities to graduate students in art therapy. The program is staffed by 12 highly qualified and diverse adjunct faculty who provide an excellent education and training for students. Students receive an M.A. degree in art therapy upon the completion of course work that includes an internship practicum and final project thesis.

CAREER OPPORTUNITIES
Art therapy is a rapidly growing field that had its beginnings in the treatment of severely emotionally disturbed children and adults through the use of art. In recent years, it has expanded to reach a broad range of populations, such as substance abusers, AIDS-patients, the homeless, survivors of trauma, and elderly 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 (ARTT-GE.2227). In addition, we offer a lecture series and symposia featuring speakers from the fields of art, art history, psychoanalysis, psychiatry, and sociology. These special programs allow art therapists and related professionals to expand their knowledge and experience.

ADMISSION REQUIREMENTS
Applicants to the program must hold an undergraduate degree in a major field 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.

ADMISSION REQUIREMENTS
Applications are for fall admission only. Matriculation requires a bachelor’s degree from an accredited college or university. Prerequisite courses required include a minimum of 18 units in studio art, 12 units in psychology (in addition to Introduction to Psychology), and 30 units in the behavioral or social sciences and/or liberal arts disciplines. Some of the art credits may be waived upon advisement if evidence of artistic excellence is apparent in the portfolio. Applicants are expected to show proficiency in the basic areas 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 portfolio should be sent directly to the Office of Graduate Admissions, along with three letters of recommendation.
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**

**Art Therapy** (28 units): Art Therapy with Children ARTT-GE.2033, Art for Art Therapists ARTT-GE.2034, Art Therapy with Adults ARTT-GE.2037, Pictorial and Sculptural Analysis ARTT-GE.2040, Art Therapy with Groups ARTT-GE.2042, Art Therapy with Adolescents ARTT-GE.2044, Theory and Practice of Art Therapy ARTT-GE.2145, Diverse Populations in Art Therapy: Trauma ARTT-GE.2222, Cultural Diversity in Art Therapy ARTT-GE.2223, Research in Art Therapy ARTT-GE.2228, Final Project in Art Therapy ARTT-GE.2301, Family Art Therapy ARTT-GE.2765

**Internship** (12 units): Internship in Art Therapy ARTT-GE.2302 (1,000 hours)

**Psychology** (9 units): 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 APSY-GE.2273.

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**Special Departmental Features**

**Doctoral Studies**

The program is currently considering substantial revisions to the curriculum and is, therefore, not accepting students at this time.

**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; P.S. 1 Contemporary Art Center; NYC 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 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.

Additional study abroad opportunities are offered at highly respected programs in 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 2011–2013.

NOTES TO COURSES

*Registration closed to special students.

†Pass/fail basis.

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.

DEPARTMENTAL COURSES

**M.F.A. STUDIO ART CORE COURSES/ART-GE**

M.F.A. Graduate Projects in Studio Art
ART-GE.2910 10 hours per unit: 1–3 units.

M.F.A. Graduate Interdisciplinary Projects
ART-GE.2980 60 hours: 3 units.

M.F.A. Graduate Studio Critique
ART-GE.2990 30 hours: 3 units.

Internship in College Teaching of Art
ART-GE.2991 30 hours: 3 units.

M.F.A. Individual Critique and Review
ART-GE.2993 60 hours: 3 units. Corequisite: ART-GE.2990.

M.F.A. Exhibition
ART-GE.2996 10 hours per unit: 3 units.

M.F.A. Thesis
ART-GE.2997 30 hours: 3 units.

**M.A. STUDIO ART CORE COURSES**

M.A. Graduate Projects in Studio Art
ART-GE.2810 10–20 hours per unit: 1–3 units.

M.A. Graduate Studio Critique
ART-GE.2880 30 hours: 3 units.

M.A. Individual Critique and Review
ART-GE.2883 0 units. Corequisite: ART-GE.2880.

M.A. Thesis and Exhibition
ART-GE.2886 45 hours per unit: 3 units.

INTERNSHIP AND INDEPENDENT STUDY

Internship in the Arts
ART-GE.2010 45 hours per unit: 1–6 units. Hours to be arranged.
ART-GE.2302 45 hours per unit: 1–6 units. Hours to be arranged.

Independent Study
ART-GE.2300 45 hours per unit: 1–6 units. Hours to be arranged.

STUDIO ART

**DRAWING**

Topics in Drawing
ART-GE.2120 60 hours: 3 units.

Projects in Drawing
ART-GE.2180 60 hours: 3 units.

Advanced Projects in Drawing
ART-GE.2190 60 hours: 3 units.

**PAINTING**

Topics in Painting
ART-GE.2140 60 hours: 3 units.

Projects in Painting
ART-GE.2181 60 hours: 3 units.

Advanced Projects in Painting
ART-GE.2191 60 hours: 3 units.

**PRINTMAKING**

Topics in Printmaking: Silkscreen
ART-GE.2161 60 hours: 3 units.

Topics in Printmaking: Etching
ART-GE.2162 60 hours: 3 units.

Topics in Printmaking: Relief
ART-GE.2163 60 hours: 3 units.

Projects in Printmaking
ART-GE.2182 60 hours: 3 units.

Advanced Projects in Printmaking
ART-GE.2192 60 hours: 3 units.

**SCULPTURE**

Topics in Sculpture
ART-GE.2230 60 hours: 3 units.

Projects in Sculpture
ART-GE.2280 60 hours: 3 units.

Advanced Projects in Sculpture
ART-GE.2290 60 hours: 3 units.

**SCULPTURE: CRAFT MEDIA**

Craft Arts I: Glass
ART-GE.2514 60 hours: 3 units.

Craft Arts II: Metalsmithing
ART-GE.2515 60 hours: 3 units.

Ceramics I
ART-GE.2517 60 hours: 3 units.

Ceramics II
ART-GE.2518 60 hours: 3 units.

Topics in Craft Arts
ART-GE.2520 60 hours: 3 units.

Topics in Ceramics
ART-GE.2540 60 hours: 3 units.

Projects in Metalsmithing
ART-GE.2581 60 hours: 3 units.

Projects in Glass
ART-GE.2582 60 hours: 3 units.

Projects in Ceramics
ART-GE.2584 60 hours: 3 units.

Advanced Projects in Craft Arts
ART-GE.2590 60 hours: 3 units.

Advanced Projects in Ceramics
ART-GE.2594 60 hours: 3 units.

ART IN MEDIA

**PHOTOGRAPHY**

Topics in Photography
ART-GE.2320 60 hours: 3 units.

Projects in Photography
ART-GE.2380 60 hours: 3 units.

Advanced Projects in Photography
ART-GE.2390 60 hours: 3 units.

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
ARTCR-GE.2111 30 hours: 3 units.

20th-Century Photography
ARTCR-GE.2112 30 hours: 3 units.

**DIGITAL**

Topics in Digital Art
ART-GE.2340 60 hours: 3 units.

Projects in Digital Art
ART-GE.2652, 2653 60 hours: 3 units.

Advanced Projects in Digital Art
ART-GE.2391 60 hours: 3 units.
ART EDUCATION/ARTEd-GE

Creative Art Activities in the Elementary Classroom
ARTEd-GE.2002 (E25.1057) 30 hours: 2 units.

Aesthetic Inquiry for Children
ARTEd-GE.2010 30 hours: 3 units.

Contemporary Art and Critical Pedagogy: Identity, Representation, and Multiculturalism
ARTEd-GE.2015 45 hours: 3 units.

Philosophy of Art and Art Education
ARTEd-GE.2031 30 hours: 3 units.

Current Issues in Art Education
ARTEd-GE.2070 30 hours: 3 units.

School Art: Issues in Pedagogy and Curriculum I
ARTEd-GE.2271 60 hours (45 hours fieldwork): 3 units.

School Art: Issues in Pedagogy and Curriculum II
ARTEd-GE.2272 60 hours (45 hours fieldwork): 3 units.

Art Education in Alternative Settings: Museums, Community-Based Organizations, and Experimental Spaces
ARTEd-GE.2276 45 hours (30 hours fieldwork): 3 units.

Media Literacy and Art in the Classroom
ARTEd-GE.2277 45 hours: 3 units.

Internship in the College Teaching of Art
ARTEd-GE.2291 45 hours per unit: 3–6 units.

Research in Art Education
ARTEd-GE.2299 30 hours: 2 units.

Independent Study
ARTEd-GE.2300 45 hours per unit: 1-6 units. Hours to be arranged.

Final Project
ARTEd-GE.2301 45 hours per unit: 1 unit.

Supervised Student Teaching of Art in the Elementary School
ARTEd-GE.2901 180 hours fieldwork: 3 units. Fall, spring.

Supervised Student Teaching of Art in the Secondary School
ARTEd-GE.2902 180 hours fieldwork: 3 units.

VISUAL ARTS ADMINISTRATION/ARVA-GE

Introduction to Galleries and Museums of New York
ARVA-GE.2002 45 hours: 3 units.

Marketing the Visual Arts
ARVA-GE.2005 30 hours: 3 units. Prerequisite: GB-CORE.2313 Marketing Concepts and Strategies or PADM-GP.2119 Marketing Non-profit Organizations.

The Function and Structure of Museums
ARVA-GE.2015 30 hours: 3 units.

Art Collecting
ARVA-GE.2016 30 hours: 3 units.

Exhibition Design
ARVA-GE.2019 30 hours: 3 units.

Art Education in Museums
ARVA-GE.2021 30 hours: 3 units.

Exhibition and Display of Art and Material Culture
ARVA-GE.2027 30 hours: 3 units.

The Law and the Visual Arts
ARVA-GE.2028 30 hours: 3 units.

The Environment of Visual Arts Administration
ARVA-GE.2030 30 hours: 3 units.

Development for the Visual Arts
ARVA-GE.2032 30 hours: 3 units.

Principles and Practices of Visual Arts Administration
ARVA-GE.2036 30 hours: 3 units.

The Artist’s Career
ARVA-GE.2060 30 hours: 3 units.

Visual Arts Markets
ARVA-GE.2076 30 hours: 3 units.
Audience Development and the Visual Arts
ARVA-GE.2107 30 hours: 3 units.

Information Systems and the Visual Arts
ARVA-GE.2109 30 hours: 3 units.

Urban Development and the Visual Arts
ARVA-GE.2112 30 hours: 3 units.

Corporate Art Programs
ARVA-GE.2118 45 hours: 3 units.

Strategic Planning and Governance for the Visual Arts
ARVA-GE.2133 30 hours: 3 units.

Cultural Branding in Arts Organizations
ARVA-GE.2134 30 hours: 3 units.
Prerequisite: B01.2310 or P11.2119.

Appraisal and Valuation of Art
ARVA-GE.2171 30 hours: 3 units.

Documentation and Visual Arts for the Artist and the Art Manager
ARVA-GE.2198 30 hours: 3 units.

Cultural Marketing in the Arts: Corporate Sponsorship
ARVA-GE.2212 15 hours: 1.5 units.

Research in Visual Arts Administration
ARVA-GE.2299 20 hours: 2 units. Fall.

Final Project in Visual Arts Administration
ARVA-GE.2301 10 hours per unit: 1-3 units. Spring.

COSTUME STUDIES/ARCS-GE

Literature and Methodology of Costume Studies
ARCS-GE.2012 30 hours: 3 units.

Research in Costume Studies
ARCS-GE.2022 20 hours: 2 units.

History of Costume: 1500-1804
ARCS-GE.2061 30 hours: 3 units.

History of Costume: The 19th Century
ARCS-GE.2062 30 hours: 3 units.

History of Costume: The 20th Century
ARCS-GE.2063 30 hours: 3 units.

History of Costume: Contemporary Dress
ARCS-GE.2064 30 hours: 3 units.

Costume Conservation and Display
ARCS-GE.2069 30 hours: 3 units.

History of Textiles: The Ancient World Through 1700
ARCS-GE.2077 30 hours: 3 units.

History of Textiles: The Modern Era
ARCS-GE.2078 30 hours: 3 units.

Design and Culture: The 18th Century
ARCS-GE.2100 30 hours: 3 units.

Design and Culture: The 19th Century
ARCS-GE.2101 30 hours: 3 units.

Design and Culture: The 20th Century
ARCS-GE.2102 30 hours: 3 units.

Contemporary Design and Society
ARCS-GE.2451 30 hours: 3 units.

History of Fashion Photography
ARCS-GE.2452 30 hours: 3 units.

Final Project in Costume Studies
ARCS-GE.2301 45 hours per unit: 1 unit.

History of Fashion Photography
ARCS-GE.2911 30 hours: 3 units.

ART THERAPY/ARTT-GE

Introduction to Art Therapy
ARTT-GE.2010 45 hours: 3 units.

Art Therapy with Groups
ARTT-GE.2032 45 hours: 3 units.

Art Therapy with Children and Early Adolescents
ARTT-GE.2033 45 hours: 3 units.

Art Therapy with Adolescents
ARTT-GE.2034 45 hours: 3 units.

Art Therapy with Families
ARTT-GE.2036 45 hours: 3 units.

Art Therapy with Adults
ARTT-GE.2037 45 hours: 3 units.

Pictorial and Sculptural Analysis in Art Therapy
ARTT-GE.2040 45 hours: 3 units.

Theory and Practice of Art Therapy
ARTT-GE.2145 37.5 hours: 3 units.

Techniques of Supervision in Art Therapy
ARTT-GE.2150 10 hours: 1 unit.

Art for Art Therapists
ARTT-GE.2160 45 hours: 3 units.
Prerequisite: ARTT-GE.1156.

Diverse Populations in Art Therapy: Substance Abusers
ARTT-GE.2221 10 hours: 1 unit.

Diverse Populations in Art Therapy: Geriatrics
ARTT-GE.2222 12 hours: 1 unit.

Psychology of the Artist
ARTT-GE.2240 45 hours: 3 units.

Research in Art Therapy
ARTT-GE.2280 20 hours: 2 units.

Final Project in Art Therapy
ARTT-GE.2301 10 hours: 1 unit.
New York University was one of the first universities to offer advanced degree programs in communicative sciences and disorders 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 communication swallowing disorders. In-depth coursework and practica are designed to give students expertise in areas in which there is great demand—adult language disorders, 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 licensed and certified speech-language pathologists. 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 in a specific area of communicative sciences and disorders, earn credits toward continuing education for ASHA and state licensure, and/or participate in research. This certificate program is for post-master’s study, and coursework may be used toward doctoral study.

A program leading to the Doctor of Philosophy degree is available to practicing professionals in communicative sciences and disorders. 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, Columbia; Ph.D. 2005, Arizona; CCC-SLP.

Offiong Aqua, Clinical Associate Professor. M.D. 1986, Faculty of Medicine at Friendship University, Moscow, Russia.


Gina Canterucci, Clinical Instructor. B.S. 1994, Ohio; M.A. 1997, Case Western Reserve; CCC-SLP.

Erin Embry, Clinical Instructor. B.S. 1995, Western Kentucky; M.S. 2001, College of Saint Rose; CCC-SLP.

Maria Grigos, Assistant Professor. B.S. 1991, New York; M.S. 1993, Ph.D. 2002, Columbia; CCC-SLP.

Harriet B. Klein, Professor. B.A. 1958, M.A. 1960, Brooklyn College (CUNY); Ph.D. 1978, Columbia; CCC-SLP.


Christina Reuterskiöld-Wagner, Assistant Professor. B.S. 1986, Lund; M.S. 1988, Boston; Dr. Med. Sc. 1999, Lund; CCC-SLP.


Celia F. Stewart, Chair and Associate Professor. B.S. 1973, Colorado State; M.S. 1976, Phillips; Ph.D. 1993, New York; CCC-SLP.

Training Specialists

Anne Marie Skvarla, Clinic Director. B.S., M.A.; CCC-SLP.

Erasmia Ioannou Benakis, Externship Director. B.A., M.A.; CCC-SLP.

Adjunct Faculty 25

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Master of Science

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 communicative sciences and disorders. Coursework and practica are designed to achieve the integration of academic and clinical experiences. Graduates of the program are 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 and as administrators of clinical facilities throughout the world. The current need for well-prepared speech-language pathologists is extensive and is expected to increase in the future.

ACADEMIC PREREQUISITES

An undergraduate degree in any discipline is required. Before enrolling in master’s level coursework, all students must have completed the following coursework at NYU or the equivalent at any other accredited program: 24-unit course sequence (or the equivalent) before being allowed to register for a 2000-level course in communicative sciences and disorders. Prerequisites include Introduction to Audiology CSCD-UE1230, Anatomy and Physiology of the Speech and Hearing Mechanism CSCD-UE0008, Neuroanatomy and Physiology of Communication CSCD-UE0009, Phonetics and Phonemics of American English CSCD-UE0061, Language Development in the Preschool Years CSCD-UE1601, Acoustic Phonetics CSCD-UE0402, Aural Rehabilitation and Lifespan CSD-U1205, and Articulation Disorders in Children and Adults CSCD-UE1101. 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 24 units of prerequisites, students must have transcript credit for each of the following areas: biological sciences, physical sciences, behavioral sciences, social sciences, and mathematics for a total of at least 12 units for ASHA certification and for the M.S. degree. Students must also complete 3 prerequisite units in a language other than English. Prerequisite courses do not carry graduate credit for the M.S. degree.

DEGREE REQUIREMENTS

Students must complete 53 graduate units beyond a recognized bachelor’s degree in speech-language pathology or the equivalent preparation (see previous section). Prerequisite coursework, if needed, does not count toward the degree. Individual needs for ASHA certification or New York State licensure may require additional units. Students require at least five full semesters to complete M.S. requirements. All prerequisites must be completed before registering for graduate-level courses. All coursework must be approved by advisement.

Nondisorder courses (14 units): Principles of Intervention CSCD-GE2075, Critical Evaluation of Research in Speech and Hearing Sciences and Disorders CSCD-GE2109, Speech Science: Instrumentation CSCD-GE2125, Multicultural and Professional Issues CSCD-GE2117, 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
Master of Science, continued

Speech and Hearing Mechanisms CSCD-GE.2041, Perception and Production of Speech CSCD-GE.2130, an advanced linguistics course, or a course in human development or psychology.

Speech disorders courses (27 units 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 CSCD-GE.2021, Fluency Disorders CSCD-GE.2028, Voice Disorders CSCD-GE.2037, Language Disorders in Children CSCD-GE.2039, Language Development and Disorders in School Aged Children CSD-GE.2035, Motor Speech Disorders CSCD-GE.2016, Phonological Analysis of Normal and Disordered Speech CSCD-GE.2108, Dysphagia in Adults and Children CSCD-GE.2060, Augmentative and Alternative Communication CSCD-GE.2015, Dysphagia in Infants and Toddlers CSCD-GE.2062, or Baby Trachs CSCD-GE.2067. A course in aural rehabilitation is required; if this requirement has been satisfied at the undergraduate level, students may substitute three additional elective units in its place. 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 units maximum): A maximum of 6 units 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 evaluations, and contact 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 coursework and/or practicum or complete a research project. A grade below C in any academic course, or below a B in Practicum, 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 units): Students’ clinical experiences include a variety of clinical settings, client populations, backgrounds, and age groups. Graduate students complete a minimum of 5 semesters of clinical practicum. The first 3 semesters of clinical education are completed in the on-campus clinic. The first two semesters focus on the clinical diagnostic processes, 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. If students have not completed the necessary clock hours following the five clinical education placements indicated above, a sixth 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 350 clinic clock hours are completed during the graduate program. Prior to placement in a practicum, all students must be evaluated for speech and language performance in accordance with the policies outlined in the Department of Communicative Sciences and Disorders Master of Science Student Handbook.

All practica require full-time, daytime attendance at practicum sites. Students are required to earn a grade of B or better or they fail the course, are required to retake it, and the clinical hours earned during that semester will not count toward the ASHA certification requirement.

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.

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 selected, students must also successfully complete one semester of the research colloquium course and one semester of independent study, as a 1-unit elective. During the first semester of the colloquium, with the guidance of a faculty member, the student selects a research topic and submits a written proposal. The project is to be completed by the end of the second semester.

ADMISSION REQUIREMENTS
Students in all graduate programs are admitted in the fall only. GRE scores are required.

SPECIAL OPPORTUNITIES
Summer Abroad in Lund, Sweden: The Department of Communicative Sciences and Disorders offers a 6-unit, five-week summer study abroad program in Lund, Sweden, for post-baccalaureate and master’s level students in speech-language pathology and post-master’s speech-language pathologists. Students may also earn 60 New York State continuing education units. Sweden is known for its state-of-the-art approaches to speech science and speech-disorder remediation. Housed in the Department of Logopedics and Phoniatrics of Lund University, the program combines lectures with directed enrichment activities and draws on the expertise of Lund University neurologists, otolaryngologists, radiologists, and speech-language pathologists.
Advanced Certificate

The 15-credit post-master's Advanced Certificate in Communicative Sciences and Disorders is designed for licensed and certified speech-language pathologists who wish to continue their education beyond the master's level. Through selected coursework, advanced certificate students develop and deepen their knowledge of speech-language pathology, advance their skills in a specialty area, earn credits toward continuing education for ASHA and state licensure, and/or participate in research. Faculty advisers work with each student to determine the coursework and experiences that will best develop the advanced knowledge and skills needed for that specialty while also meeting the student's professional goals. Students may use advanced certificate coursework toward doctoral study.

DEGREE REQUIREMENTS
Students complete 15 credits of coursework. Courses are offered throughout the year in the fall and spring. Students can complete the program in as little as two semesters or spread across a longer period. Students may pace their learning according to their own needs and timetables.

ADMISSION REQUIREMENTS
Applicants must have a master’s degree in speech-language pathology from an accredited graduate institution with a minimum GPA of 3.0 to apply. In addition, students must identify a specialty area within the field of speech-language pathology.

Doctoral Program

The Doctoral Program in Communicative Sciences and Disorders provides students with training as academic researchers and scholars. This five-year full-time program includes several academic research milestones and comes with a competitive funding package (described below). In addition to research requirements, doctoral candidates take advanced-level courses in the department, school, and university.

To obtain the Ph.D., candidates who hold a master's degree must take doctoral coursework (43 units total), complete the candidacy research and scholarship requirements, and develop and defend a dissertation consisting of original research that makes a novel contribution to the field. Incoming students without a master’s degree must complete the prerequisite courses for an M.S. degree in this area in addition to the doctoral requirements (minimum 73 units).

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
The program is structured around research milestones. Students are required to produce two research papers utilizing two different methodologies (as part of a lab rotation) during their first few years in the department. These papers may supplement or form the basis for the dissertation work. These papers are followed by the dissertation proposal and ultimately the dissertation. The research experiences, as well as the coursework, are intended to provide both breadth and depth to the doctoral experience. Mentors will help guide their students through conference presentations, article writing, and grant submission in order to prepare them academically and professionally for post-doctoral work.

The precise coursework for the program will be different for each student depending on their interests and background. There are general requirements, highlighted by rigorous training in research methodology and statistics (15 units) providing students with the skills to perform independent research. In addition, students are required to take a course in Seminal Readings in Communicative Sciences and Disorders (3 units) and are expected to attend the department Doctoral Seminar and Research Colloquium each semester. These one-credit classes will be taken for credit half the time (a total of 10 units). The remaining 15 units consist of in-depth coursework to support the students’ knowledge foundation in their areas of interest; students are strongly encouraged to take courses outside of the department as appropriate.

ADMISSION REQUIREMENTS
Preferred areas of previous academic concentration include speech-language pathology 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 within the department. Also required are three letters of recommendation, a personal interview, a supplemental departmental application, and extensive personal essays. The department looks for applicants with strong communication skills, a personal commitment to the profession of speech-language pathology, and a focus on research.

See general admission section, page 156.

FUNDING
The Steinhardt School and the Department of Communicative Sciences and Disorders offers all full-time Ph.D. students a complete funding and mentoring program. The Steinhardt Fellows program is designed to help Ph.D. students undertake full-time study and research, to participate in superior academic and scholarly experiences, and to complete their studies in a timely manner.

Students in the Ph.D. program in Communicative Sciences and Disorders receive two years of fellowship (full tuition and fees, student health insurance, and a living stipend) and three additional years of scholarship. In the last three years, students will have the opportunity to teach courses in the department to gain valuable teaching experience and to supplement their scholarship.

In some circumstances, selected doctoral students may alternatively be appointed to a Research Assistantship. Research Assistants (RAs) are funded by external grants (typically from their
advisor) and work with a principal investigator on a funded research project. Unlike Steinhardt Fellows, RAs agree to work 20 hours per week on an ongoing research project, typically with a team of faculty and other students. Steinhardt Fellows may become Research Assistants when Steinhardt faculty obtain funding for projects that require research assistance. Students are strongly encouraged to contact faculty members they are interested in working with in advance.

All admitted full-time Ph.D. students are assigned to a faculty mentor. There is no special application for this funding program.

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**Speech-Language-Hearing Clinic**

**DIRECTOR**

Anne Marie Skvarla

665 Broadway,
Suite 900
212-998-5230

The Speech-Language-Hearing Clinic is a part of the Department of Communicative Sciences and Disorders and provides services to NYU and the community at large.

The clinic specializes in the diagnosis and treatment of the 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, voice disorders, articulation delays and disorders, and impaired speech and/or language caused by strokes, traumatic brain injury, or other neurological disorders.

Services provided by graduate student clinicians include diagnosis and treatment of speech and language disorders, individual and group sessions, and hearing screenings.

The clinic director, faculty, and professional supervisors provide continuous, ongoing, and 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.

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**Courses**

The courses listed herein are to be offered in 2011-2013.

**NOTES TO COURSES**

*Registration closed to special students.

Please be advised that licensing agencies and 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Units</th>
<th>Term</th>
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</thead>
<tbody>
<tr>
<td>Anatomy and Physiology of the Speech and Hearing Mechanism</td>
<td>45</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>CSCD-UG.0008</td>
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<tr>
<td>Neuroanatomy and Physiology of Communication</td>
<td>45</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>CSCD-UG.0009</td>
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<tr>
<td>Phonetics and Phonemics of American English</td>
<td>45</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>CSCD-UG.0061</td>
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<tr>
<td>Acoustic Phonetics</td>
<td>45</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>CSCD-UG.0402</td>
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<tr>
<td>Articulation Disorders in Children and Adults</td>
<td>30</td>
<td>2</td>
<td>Spring</td>
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<tr>
<td>CSCD-UG.1101</td>
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<tr>
<td>Aural Rehabilitation and Lifespan</td>
<td>30</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>CSD-UE1205</td>
<td></td>
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<tr>
<td>Introduction to Audiology</td>
<td>45</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>CSCD-UG.1230</td>
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<tr>
<td>Language Development in the Preschool Years</td>
<td>45</td>
<td>3</td>
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<td>CSCD-UG.1601</td>
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<td>Masters Student Seminar</td>
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<td>Fall, Spring</td>
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<td>Augmentative and Alternative Communication</td>
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<td>Fall</td>
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<td></td>
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<tr>
<td>Motor Speech Disorders</td>
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<td>3</td>
<td>Spring</td>
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<td>CSD-GE.2016</td>
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<tr>
<td>Therapeutic Approaches to Speech Pathology: Voice Disorders</td>
<td>30</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>CSD-GE.2019</td>
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<tr>
<td>Therapeutic Approaches to Speech Pathology: Aphasia</td>
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<td>Fall</td>
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<tr>
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<td>Adult Language Disorders</td>
<td>30</td>
<td>3</td>
<td>Fall</td>
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<td>CSD-GE.2021</td>
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<tr>
<td>Craniofacial Anomalies</td>
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<td>Fall</td>
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<td>CSD-GE.2022</td>
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<tr>
<td>Neurogenic Speech Disorders in Children</td>
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<td>3</td>
<td>Spring</td>
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<tr>
<td>CSD-GE.2023</td>
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<tr>
<td>Fluency Disorders</td>
<td>30</td>
<td>3</td>
<td>Spring</td>
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<td>CSD-GE.2028</td>
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<tr>
<td>Language and Communication in Children with Autism Spectrum Disorders (ASD)</td>
<td>20</td>
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<td>Spring</td>
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<td>CSD-GE.2030</td>
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</tbody>
</table>
Courses, continued

**Language Development and Disorders in School-Aged Children**
CSCD-GE.2035  30 hours: 3 units. Fall.

**Computerized Analysis of Language Transcripts**
CSCD-GE.2114  10 hours: 1 unit. Spring.

**Voice Disorders**
CSCD-GE.2037*  30 hours: 3 units. Fall.

**Advanced Clinical Practicum in Speech Pathology and Audiology**
CSCD-GE.2115, 2116, 2117, 2118, 2119  45 hours per unit: 1-2 units. Fall, spring.
Registration by permission of adviser.

**Language Disorders in Children**
CSCD-GE.2039*  30 hours: 3 units. Fall.

**Hearing Loss: Rehabilitation**
CSCD-GE.2127*  30 hours: 3 units. Fall.

**Advanced Anatomy, Physiology, and Neurology of the Speech and Hearing Mechanisms**
CSCD-GE.2041*  30 hours: 3 units. Fall.

**Perception and Production of Speech**
CSCD-GE.2130  30 hours: 3 units. Spring.

**Dysphagia in Adults and Children**
CSCD-GE.2060*  30 hours: 3 units. Spring.

**Interdisciplinary Case-Based Management of Dysphagia**
CSCD-GE.2165  10 hours: 1 unit. Intersession.

**Dysphagia in Infants and Toddlers**
CSCD-GE.2062  15 hours: 1 unit. Fall.

**Independent Study**
CSCD-GE.2300*  45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged.

**Principles of Intervention with Speech-Language Disorders**
CSCD-GE.2075*  30 hours: 3 units. Fall, Spring. Prerequisites: CSCD-GE.2039 and CSCD-GE.2111.

**Research in Natural Language: Methods and Procedures**
CSCD-GE.2402  15 hours: 1 unit. Fall.

**Counseling Skills for Communicative Sciences and Disorders (1)**
CSCD-GE.2077  15 hours: 1 unit. Fall.

**Speech-Language Pathology Research Colloquium I**
CSCD-GE.2420  15 hours: 1 unit. Fall, spring.

**Phonological Analysis of Normal and Disordered Speech**
CSCD-GE.2108*  30 hours: 3 units. Spring.

**Honors Research: Speech-Language Pathology**
CSCD-GE.2424 Hours to be arranged: 0 units. Fall, spring.

**Critical Evaluation of Research in Speech and Hearing Sciences and Disorders**
CSCD-GE.2109*  30 hours: 3 units. Fall.

**Speech Science: Instrumentation**
CSCD-GE.2515  20 hours plus 10 hours arranged for lab sessions: 2 units. Fall.

**Multi-Cultural and Professional Issues in Communicative Sciences and Disorders**
CSCD-GE.2110*  30 hours: 3 unit. Fall, spring.

**Seminal Readings in Speech-Language Pathology and Audiology**
CSCD-GE.3001  30 hours: 3 units. Spring.

**Diagnostic Methods in Speech Pathology and Audiology I**
CSCD-GE.2111*  30 hours: 3 units. Fall, spring.

**Advanced Study: Adult Communication Disorders**
CSCD-GE.3021  30 hours: 3 units. Spring.

**Doctoral Seminar in Speech-Language Pathology and Audiology**
CSCD-GE.3400  10 hours: 1 unit. Fall, spring.
Humanities and Social Sciences in the Professions

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 coursework 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 coursework 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.
<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Title</th>
<th>Degree Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>René V. Arcilla</td>
<td>Associate Professor</td>
<td>B.A. 1977, Ph.D. 1990, Chicago.</td>
</tr>
<tr>
<td>Richard Arum</td>
<td>Professor (joint appointment with the Department of Sociology, College of Arts and Sciences)</td>
<td>B.A. 1985, Tufts; M.Ed. 1988, Harvard; Ph.D. 1996, California (Berkeley).</td>
</tr>
<tr>
<td>Sean Corcoran</td>
<td>Assistant Professor</td>
<td>B.B.A. 1996, Wichita State; M.A. 1999, Ph.D. 2003, Maryland.</td>
</tr>
<tr>
<td>James W. Fraser</td>
<td>Professor (joint appointment with the Department of Teaching and Learning)</td>
<td>B.A. 1966, California (Santa Barbara); M.Div. 1970, Union Theological Seminary; Ph.D. 1975, Columbia.</td>
</tr>
<tr>
<td>Benjamin M. Jacobs</td>
<td>Assistant Professor</td>
<td>B.A. 1993, Columbia; Ph.D. 2005, Teachers College, Columbia.</td>
</tr>
<tr>
<td>Robert Chazan</td>
<td>Professor</td>
<td>Skirball Department of Hebrew and Judaic Studies, Faculty of Arts and Science.</td>
</tr>
<tr>
<td>Matthew Wiswell</td>
<td>Assistant Professor</td>
<td>Department of Economics, Faculty of Arts and Science.</td>
</tr>
<tr>
<td>Donald Johnson</td>
<td>Global Education</td>
<td>Global Education</td>
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<tr>
<td>Berenice Fisher</td>
<td>Philosophy of Education</td>
<td>Philosophy of Education</td>
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<tr>
<td>Joy Gould Boyum</td>
<td>Arts and Humanities</td>
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<tr>
<td>Gabriel Moran</td>
<td>Religious Education</td>
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<td>Faculty Emeriti</td>
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</tbody>
</table>

**Affiliated Faculty**

- **Robert Chazan**: Professor, Skirball Department of Hebrew and Judaic Studies, Faculty of Arts and Science.
- **Matthew Wiswell**: Assistant Professor, Department of Economics, Faculty of Arts and Science.
THE COMMISSION ON GENDER, RACE, AND SOCIAL JUSTICE

Wechsler Chazan, Jacobs, Faculty, dual M.A., Ph.D.

DEGREES

212-992-9423

harold wechsler
director

fax: 212-995-4832

212-992-9458

3rd floor

246 Greene Street,

CONTACT

Social Justice

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.

EDUCATION AND JEWISH STUDIES

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 nonprofit organizations, curriculum agencies, museums, foundations, and colleges and universities. Students benefit from the rich resources and course offerings of the Steinhardt School of Culture, Education, and Human Development 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 is also tailored to its students’ individual needs and interests. Close and personalized mentoring is provided by faculty 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, designer of instructional materials, and/or 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 units, including a 12-unit 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 units of electives from three areas of study: curriculum and instruction, leadership and administration, or foundations of education. Students also complete 6 units of electives taken in the Skirball Department of Hebrew and Judaic Studies in the Graduate School of Arts and Science and 3 units in Steinhardt outside the chosen area of study. A yearlong, 5-unit culminating seminar in Jewish education supports the terminal project—a traditional M.A. thesis or a capstone project. Students may enroll in this program for full-time or part-time studies.

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 units: 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, Graduate School of Arts and Science. Six units of Hebrew and Judaic studies electives count toward the requirement for the M.A. in education and Jewish studies, and 6 units of Steinhardt School electives will count toward the requirements for the M.A. in Hebrew Judaic studies, which reduces the length of study and tuition.

Dual M.A. students must complete 38 units for the Steinhardt M.A., as described above, with 6 units 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 units in coursework, with 6 units counting toward the M.A. in education and Jewish studies; and a written examination in Jewish history. Students must demonstrate competence at the second-year level of college Hebrew in one of the following ways: pass a departmental written proficiency examination, provide documentation of successful completion or equivalent of 4th semester college Hebrew (sometimes called Intermediate II), or audit Hebrew at NYU—attending and participating in class, completing all assignments and examinations, and having a memo submitted to the Skirball Department at completion of Intermediate II that indicates the student has earned a B or higher. The Hebrew proficiency requirement must be satisfied before the student graduates from the program. Hebrew proficiency is not a prerequisite for admission to the program. 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 units), 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, previous page). (2) Courses in the Skirball Department of Hebrew and Judaic Studies (24 units), 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 units), 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 units of coursework. 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 coursework. This may reduce the total number of units 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 units. Students entering with an M.A. in Jewish studies may be exempted from up to 21 units of Judaic studies coursework, reducing the total degree to 57 units. 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 units. 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 coursework, reducing the total degree to 72 units. In addition to successful completion of coursework, all students must 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 Jewish 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 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 or applied psychology. 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 Steinhardt Fellowship. This fellowship provides up to four years of full-time tuition support and a living stipend.

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

STEINHARDT FELLOWS
PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 169. ▶
Education and Social Policy

DIRECTOR
Leanna Stiefel

Institute for Education and Social Policy
665 Broadway,
8th Floor

DEGREE
M.A.

FACULTY
Arum, Buckley, Corcoran, Hammack, Schwartz

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 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. Students gain experience in working with large, longitudinal education databases; with using economic and sociological principles to analyze K-12 education; and with principles of policymaking 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 policymaking 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
The 40-unit curriculum includes foundation courses, research methods courses, specialized issues courses by advisement, and a capstone course.


All students must complete Capstone: Applied Research in Education Policy EDPLY-GE.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. Coursework 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.

DEGREE REQUIREMENTS
Doctor of Philosophy
The Ph.D. program requires 76 units beyond the baccalaureate for completion. Students may complete the program in three years of full-time study. In addition to 18 units in history of education courses, students take 16 units in history courses from the Graduate School of Arts and Science, 12 units in philosophy of education, 6 units in cognate studies, 6 units in foundations courses, and 6 units in research courses, as well as 12 units 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 156.

STEINHARDT FELLOWS
PROGRAM AND RESEARCH ASSISTANTSHIPS
See page 169. ▶
Interdepartmental Research Studies

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 interviews or fieldwork, ethnography, or observations, we suggest that students begin by taking Principles of Empirical Research (RESCH-GE.2132), then Approaches to Qualitative Inquiry (RESCH-GE.2140). Students should then pursue one or more of the more specialized qualitative research courses that are described below.

Doctoral students interested in doing quantitative dissertations should take Principles of Empirical Research (RESCH-GE.2132), or its equivalent, and Statistics (RESCH-GE.2001 and RESCH-GE.2002) in their first year. For Survey Research Studies, RESCH-GE.2139 may then be taken. More advanced course work requires RESCH-GE.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, casual inference, categorical data, factor analysis and latent variables, missing data, sampling, spatial data analysis, and survival analysis.


International Education

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 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.

**Careers 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 units: Foundations in International Education (12 units), Area Studies and Specialization in International Education (16 units), Policy Analysis (8 units), Internship (4 units).

**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 units 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 units), 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 units and a dissertation: Departmental Doctoral Seminars (6 units), Foundations in International Education (12 units), Specialization in International Education (8–12 units), Area Studies (8–12 units), Research Courses (6–12 units), International Education Dissertation Seminars (12 units).

**Admission Requirements**
No specific undergraduate major is required to gain admission to the M.A. program, but an applicant should have some coursework 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.
Sociology of Education

Director
Lisa Stulberg
Kimball Hall, 3rd Floor
212-992-9475

Degrees
M.A., Ph.D.

Faculty
Arcilla, Arum,
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 and enhances 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-unit 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 SOED-GE.1002, Principles of Empirical Research RESCH-GE.2132, Classical Social Theory SOED-GE.3030, and Learning of Culture SOED-GE.2325. Methods courses include Basic Statistics I and II RESCH-GE.2086 and Approaches to Qualitative Inquiry RESCH-GE.2140. Specialized courses include such courses as Economic Analysis for Educational Policy RESCH-GE.2155, Financing Schools: Equity and Adequacy in Public Education RESCH-GE.2902, Policy Issues in Primary and Secondary Education PADM-GP.2418, Public Policy POL-GA.2371, and Social Inequality and Education SOED-GE.2163, for the policy strand. Examples of the specialized courses for the social and cultural studies strand include Sociology of Higher Education SOED-GE.2163, Social Inequality and Education SOED-GE.2371, Introduction to Social Movements SOC-GA.2153, and 20th-Century Educational Thought HSED-GE.2235. Finally, all students will take Thesis Seminar SOED-GE.2510.

Doctor of Philosophy
The Ph.D. program trains students to analyze educational problems and issues using the knowledge, concepts, and research methods of sociology. 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. Candidacy, dissertation proposal, and dissertation are required.

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 website, 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 coursework and prior written or published papers. A personal or telephone interview with program faculty is also recommended.

See general admission section, page 156.

Steinhardt Fellows Program and Research Assistantships
See page 169.
Courses

The courses listed herein are to be offered in 2011–2013.

**NOTES TO COURSES**

*Registration closed to special students.
†Pass/fail basis.

**DEPARTMENTAL DOCTORAL SEMINARS**

**Department Seminar I**
HMSS-GE.3011 3 units. Fall.

**Department Seminar II**
HMSS-GE.3012 3 units. Spring.

**Doctoral Seminar I**
HMSS-GE.3002 3 units. May be repeated for a total of 12 units. Arranged with program director. Fall, spring. Required of all students prior to candidacy.

**Doctoral Seminar II**
HMSS-GE.3003 3 units. May be repeated for a total of 12 units. Fall, spring. Required of all students after candidacy, before the dissertation proposal is approved.

**Doctoral Seminar III**
HMSS-GE.3004 1 unit. 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.

**COMMISION ON GENDER, RACE, AND SOCIAL JUSTICE SERIES/SCJST-GE**

**Diversity and Professional Life**
SCJST-GE.1011 60 hours: 4 units. Fall, spring.

**EDUCATION AND JEWISH STUDIES/EJST-GE**

**Seminar in Education and Jewish Studies IV**
EJST-GE.2013 3 units. Spring.

**EDUCATION AND SOCIAL POLICY/EDPLY-GE**

**Economics of Education**
EDPLY-GE.2025 30 hours: 3 units.

**Capstone: Applied Research in Education Policy**
EDPLY-GE.2050 40 hours: 4 units.

**HISTORY OF EDUCATION/HSED-GE**

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**
HSED-GE.2009 Zimmerman. 45 hours: 4 units.

**History of American Higher Education**
HSED-GE.2067 Staff. 30 hours: 3 units. Fall.

**Public Problems: Education and Social Policy**
HSED-GE.2070 Stulberg. 30 hours: 3 units.

**Education and the City: History of the Helping Professions**
HSED-GE.2071 Norman. 30 hours: 3 units.

**The Rise and Fall of Progressive Education (John Dewey and His Contemporaries)**
HSED-GE.2079 Staff. 30 hours: 3 units.

**History of American Education and Society: Education and the Culture Wars**
HSED-GE.2173 Zimmerman. 30 hours: 3 units.

**History of American Education and Society: Race and Ethnicity**
HSED-GE.2174 Wechsler. 30 hours: 3 units.

**What Are Schools For? Historical Perspectives**
HSED-GE.2175 Zimmerman. 30 hours: 3 units.

**What’s Worth Knowing? Historical Perspectives**
HSED-GE.2176 Staff. 30 hours: 3 units.

**What Are Teachers For? Historical Perspectives**
HSED-GE.2177 Gordon. 30 hours: 3 units.

**20th-Century Educational Thought**
HSED-GE.2235 Staff. 30 hours: 3 units.

**Readings in the History of Western Thought**
HSED-GE.2240 Staff. 30 hours: 3 units.

**INDEPENDENT EDUCATION/INTE-GE**

**CORE COURSES**

**Comparative Education I**
INTE-GE.2007 Miller-Idriss. 40 hours: 4 units. Spring.

**Comparative Education II**
INTE-GE.2008 Corcoran/Buckley. 40 hours: 4 units. Fall.

**Cross-Cultural Studies of Socialization**
INTE-GE.2025 Miller-Idriss. 40 hours: 4 units. Spring.

**Comparative Studies of Socialization**
INTE-GE.2028 Hosay. 40 hours: 4 units. Spring.

**Comparative Politics, Education, and Conflict**
INTE-GE.2028 Burde. 30 hours: 3 units. Fall.

**Contemporary International Relations: Peace and Security Education**
INTE-GE.2173 Burde. 30 hours: 3 units. Spring.

The courses listed herein are to be offered in 2011–2013.
International Education
INTE-GE.2803 Hosay. 40 hours: 4 units. Fall.

Specialization Courses

Good Work in the Era of Globalization
INTE-GE.2030 Suárez-Orozco. 30 hours: 3 units. Spring.

Contemporary International Relations: Peace and Security Education
INTE-GE.2173 Burde. 30 hours: 3 units. Fall.

Interdisciplinary Perspectives on the New Immigration
INTE-GE.2545 Suárez-Orozco. 30 hours: 3 units. Spring.

International Educational and Cultural Relations
INTE-GE.2804 Burde. 30 hours: 3 units. Fall.

Globalization and Education
INTE-GE.2805 Suárez-Orozco. 30 hours: 3 units. Spring.

The Practice of International Education
INTE-GE.2806 Austell. 30 hours: 3 units. Fall.

International Studies in Human Rights Education
INTE-GE.2809 30 hours: 3 units. Fall.

Teaching Toward International Understanding: The Global Curriculum
INTE-GE.2811 30 hours: 3 units. Spring.

Cross-Cultural Education for the Global Economy
INTE-GE.2812 Spielman. 30 hours: 3 units. Spring.

International Ethics: Rights, Responsibilities, Obligations
INTE-GE.2819 Moran. 30 hours: 3 units. Fall.

International Development Education
INTE-GE.2862 Burde. 30 hours: 3 units. Spring.

United Nations at Work
INTE-GE.2878 30 hours: 3 units.

INDEPENDENT STUDY AND FIELD STUDY

Independent Study
INTE-GE.2300 45 hours per unit: 1–6 units. Fall, spring. Hours to be arranged.

Field Study and Seminar in International Education
INTE-GE.2802* 20 hours per unit: 1–4 units. Fall, spring. Hours to be arranged.

Doctoral Seminar

Content Seminar in International Education I and II
INTE-GE.3097, 3098 Hosay, Miller-Idriss. 30 hours: 3 units each term.

Research in International Education I and II
INTE-GE.3801, 3802 Hosay, Miller-Idriss. 30 hours: 3 units each term.

PHILOSOPHY OF EDUCATION/PHED-GE

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.

Introduction to Philosophy of Education
PHED-UE.1003 30 hours: 2 units.

Philosophy of Education: Theories and Methods
PHED-GE.2003 30 hours: 3 units.

Philosophy of Education: Social Foundations
PHED-GE.2011 30 hours: 3 units.

Independent Study
PHED-GE.2300 45 hours per unit: 1–6 units. Fall, spring, summer. Hours to be arranged.

SOCIOLoGY OF EDUCATION/SOED-UG

American Social Movements, 1950-Present
SOED-UE.0020/

Education as a Social Institution
SOED-UE.1015 Hammack. Spring.

LGBT Topics in Education
SOED-UE.1050 60 hours 4 units.

An Introduction to the Sociology of Education
SOED-GE.2002 Hammack. 45 hours: 3 units. Fall.

Cultural Psychology
SOED-GE.2055 Suárez-Orozco Spring.

Planned Change in Organizational Settings
SOED-GE.2090 Arum. 30 hours: 3 units. Spring.

Sociology of Education in Developing Countries
SOED-GE.2091 Miller-Idriss. 30 hours: 3 units.

Latinos in Urban Schools
SOED-GE.2097 E. Fergus. 30 hours: 3 units. Fall

Sociology of Higher Education
SOED-GE.2163 Hammack. 30 hours: 3 units. Spring.

The Learning of Culture
SOED-GE.2325 Stulberg. 30 hours: 3 units. Fall.

Social Inequality and Education
SOED-GE.2371 Hammack. 30 hours: 3 units. Summer.

Foundations of Education: Educational Sociology
SOED-GE.2400* Staff. 30 hours: 3 units.

Thesis Seminar I
SOED-GE.2510 Staff. 30 hours: 3 units. Fall.

Thesis Seminar II
SOED-GE.2511 Staff. 30 hours: 3 units. Fall.

Classical Social Theory
SOED-GE.3030 Arcilla. 30 hours: 3 units. Spring.

Sociology of Educational Law
SOED-GE.3035 Arum. 30 hours: 3 units.

Independent Study
SOED-GE.2300 45 hours per unit: 1–6 units. Fall, spring, summer. Hours to be arranged.

INTERDEPARTMENTAL RESEARCH STUDIES/RESCH-GE

RESEARCH DESIGN: METHODS, PRINCIPLES

Principles of Empirical Research
RESCH-GE.2132 Staff. 30 hours: 3 units. Fall.
Courses, continued

Experimental and Quasi-Experimental Design and Analysis Research
RESCH-GE.2134 Staff. 45 hours: 3 units. May be offered alternate years.

Writing Empirical Research: Education, Behavioral, Health, Humanities, and Social Science Professions
RESCH-GE.2138 Norman. 45 hours: 3 units. Fall.

Survey Methods Research
RESCH-GE.2139 Buckley. 45 hours: 3 units. Fall or Spring. May be offered alternate years. Prerequisites RESCH-GE.2132 (or equivalent); one year of statistics.

Participatory Action Research
RESCH-GE.2143 Anderson. 45 hours: 3 units. Fall, spring.

Dissertation Proposal Seminar
RESCH-GE.3001 Norman. 30 hours: 3 units each term. Spring. Prerequisite: a course in general or specialized research methods. Open only to doctoral students.

Historical Research
RESCH-GE.2135 Zimmerman. 30 hours: 3 units. Spring.

Philosophical Inquiry
RESCH-GE.2136 Staff. 30 hours: 3 units. May be offered alternate years.

Aesthetic Inquiry
RESCH-GE.2137 Staff. 30 hours: 3 units. May be offered alternate years.

Approaches to Qualitative Inquiry
RESCH-GE.2140 Staff. 45 hours: 3 units. Fall, spring.

Case Study and Ethnographic Inquiry
RESCH-GE.2141 Larson. 45 hours: 3 units. Spring. Prerequisite: RESCH-GE.2140. Open to fully matriculated doctoral students only.

Interviewing and Observation
RESCH-GE.2142 Way. 30 hours: 3 units. Spring. Prerequisite: E10.2140. Access by permission by instructor only. Also only by access codes.

Advanced Seminar in Qualitative Methods
RESCH-GE.2145 Staff. 45 hours: 3 units. Prerequisite: at least one doctoral-level course in qualitative research methods.

Fieldwork: Data Collection
RESCH-GE.2147 Miller-Idriss or Stulberg. Fall. Prerequisite: RESCH-GE 2140.

Fieldwork: Data Analysis
RESCH-GE.2148 Miller-Idriss or Stulberg. Spring. Access by permission from instructor only.

Advanced Topics in Quantitative Methods: Nested-data Models
RESCH-GE.2042 Scott. 20 hours: 2 units. Spring.

Practicum in Quantitative Methods: Nested-data Models
RESCH-GE.2043 Scott. 10 hours: 1 unit. Fall.

Advanced Topics in Quantitative Methods
RESCH-GE.2010 Staff. 1–6 units. Fall or spring.

Advanced Topics in Quantitative Methods: Classification and Clustering
RESCH-GE.2011 Scott. 30 hours: 2 units. Spring. Not offered every year. Prerequisites: RESCH-GE.2003, 2004 or the equivalent as approved by the instructor.

Advanced Topics in Quantitative Methods: Causal Inference—Methods for Program Evaluation and Policy Research
RESCH-GE.2012 Hill. 30 hours: 3 units. Fall, spring. Prerequisites: RESCH-GE.2003, 2004 or the equivalent as approved by the instructor.

Advanced Topics in Quantitative Methods: Statistical Analysis of Networks
RESCH-GE.2014 Scott. 30 hours: 3 units. Not offered every year.

Advanced Topics in Quantitative Methods: Missing Data
RESCH-GE.2013 Spring. 20 hours: 2 units.

Advanced Topics in Quantitative Methods: Statistical Analysis of Networks
RESCH-GE.2014 Scott. 30 hours: 3 units. Not offered every year.

Applied Statistics: Using Large Databases in Education
RESCH-GE.2110 40 hours: 4 units.

Independent Study
RESCH-GE.2300 15 hours per unit: 1–6 units. Fall, spring, summer. Hours to be arranged. For description, see page 162.
The NYU Department of Media, Culture, and Communication (MCC) is at the forefront of innovative scholarship and teaching in the study of global media and culture, digital media and new technologies, media history, visual culture, sound studies, media institutions and industries, and political communication.

MCC's international faculty include many world-renowned scholars of media and culture. In our rapidly changing world of digital media, mobile screens, global cultural flows, and economic volatility, we see the study of media, culture, and communication as crucial to understanding and navigating an increasingly globally connected world. Faculty research and teaching aim both to inform students and to provide them with a set of analytical and theoretical skills that can help them fully engage with the critical issues of our times.

New York City is our lab, but our horizons extend globally. Coursework is designed so that students can immerse themselves in the vibrant life of the city. Internships help M.A. students gain a foothold in media and communications professions. For both M.A. and Ph.D. students, we offer a range of study abroad and research opportunities at sites around the world.
Faculty


Lily Chumley, Assistant Professor. B.A. 2002, Reed College; Ph.D. 2011, Chicago.

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


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


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


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


Helen Nissenbaum, Professor; Senior Faculty Fellow of the Information Law Institute. B.A. 1975, Witwatersrand (South Africa); M.A. 1978, Ph.D. 1983, Stanford.


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


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


Media, Culture, and Communication

Master of Arts Program in Media, Culture, and Communication

The NYU Steinhardt Master of Arts in Media, Culture, and Communication offers a rigorous engagement with contemporary theory and key debates in communication, media studies, and related fields of study.

Master’s students specialize in at least one of five areas of study: Global and Transcultural Communication, Technology and Society, Visual Culture and Cultural Studies, Persuasion and Politics, Interaction and Social Processes. The curriculum is flexible, allowing electives by advisement within NYU Steinhardt and across the University. Master’s students participate in academic conferences, study abroad, and practical fieldwork such as internships. The department has a robust list of internship partners and an internship manager dedicated to building relationships with professional organizations in New York City and beyond. We offer study abroad programs in Europe, Asia, and Latin America, with courses that examine global media and culture in comparative contexts.

Ph.D. Program in Media, Culture, and Communication

The doctoral program faculty are committed to interdisciplinary, theoretically sophisticated, multi-methodological, historical, and international comparative approaches to the study of media and culture. The program offers five overlapping and interrelated research areas that operate as guiding frameworks for intellectual inquiry and collaborative work across the department. Students are encouraged to take advantage of course offerings across all five areas: Global and Transcultural Studies, Technology and Society, Visual Culture and Sound Studies, Media Institutions and Politics, and Critical Theories of Media and Communication.

Career Opportunities

Trained to think analytically, our M.A. alumni are positioned to adapt and to meet the challenges brought by changing technologies and systems of communication. They work in public policy, research, higher education, nonprofits, museums, branding, marketing, public relations, social media, and other fields throughout traditional and new media professions. Many of our students go on to doctoral study, law school, or business school after graduation. Graduates include Dennis Smith, best-selling author and founder of Firehouse Communications; Alan Wurtzel, president of research and media development, NBC Television; Beverly Hyman, president of Beverly Hyman Associates, an international communication consultant service; Eugene Marlow, professor of English and journalism, Baruch College; Seth Fradkoff, director of national publicity, Sony Pictures Worldwide; Emanuela Pignataro, country manager, CondéNast UK; Cheryl Family, senior vice president and brand strategist, MTV Networks.

Ph.D. graduates have gone to full-time academic positions at Carleton (Canada), CUNY, Drexel, Fordham, Hamilton, Michigan Technological University, NYU, The New School, Princeton, University of Wisconsin-Milwaukee, and Wheaton. Recent Ph.D.’s have also taken post-doctoral fellowships at Harvard’s Berkman Center for Internet and Society, Rutgers’ Center for Cultural Analysis, and Microsoft Research New England.

Degree Requirements

Master’s Degree Program

The M.A. degree program requires a minimum of 36 units. Program Requirements (8 units): Seminar in Media, Culture, and Communication MCC-GE.2001 and one research course. Program Electives (16–20 units, with a minimum of 12 units in a specialization area). Electives (8–12 units): courses outside the department or internship credit. Culminating Experience (0–4 units): M.A. thesis, comprehensive exam, or professional writing course. Students must take a minimum of 18 units 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 research in the third year of study, accompanied by teaching and research opportunities that will help prepare them for academic positions in the fields of media studies, cultural studies, communication, and related disciplines.

FINANCIAL AID OPPORTUNITIES

The Department of Media, Culture, and Communication offers all admitted doctoral students a complete funding and mentoring program. The Steinhardt Fellows program is designed to help Ph.D. students undertake full-time study and research, to participate in superior academic and scholarly experiences, and to complete their studies in a timely manner.

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 statement of purpose essay; a master’s thesis or other writing sample offering evidence of extended background research in the applicant’s field of research interest; official GRE score report, and three letters of recommendation.

For both M.A. and Ph.D. applications, international students whose native language is not English or who did not receive a bachelor’s degree at an English-speaking college or university must also submit TOEFL exam scores.

See general admission section, page 156.
Our package includes funding sufficient to cover tuition and fees, health insurance, and an annual stipend for a five-year period. Students are expected to maintain satisfactory progress toward their degree completion and to achieve a set of benchmarks in their trajectory through the program in order to receive funding.

See general financial aid section, page 167.

**RESEARCH FUNDING**

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

**The LeBoff Fellowship**

The Phyllis and Gerald LeBoff Doctoral Fellowship is designed to train the next generation of communications professorate and funds one new student each year. The faculty designate one student to be the LeBoff Fellow at the time of admission. All full-time Ph.D. applicants to the Media, Culture, and Communication Program (MCCD) who submit a completed application for admission by the December 15 deadline are automatically considered for this funding. No scholarship application is required.

**MCC Doctoral Travel Fund**

The department’s Doctoral Travel Fund supports conference travel. Funds will be distributed at the discretion of the director of graduate studies and the department chair in consultation with the department’s doctoral committee. Students must demonstrate that they are participating in the conference beyond attendance (panel participation, paper presentation, etc.).

**Mitchell Leaska Scholarship for Graduate Students**

This award honors the legacy of Mitchell Leaska, a distinguished professor at NYU Steinhardt for nearly 40 years. Media, Culture, and Communication master’s students are eligible to apply for funds to support the preparation and presentation of original scholarly work at conferences. Preference will be given to work that advances knowledge in the areas of interpersonal and human communication.

Note: Students can only receive this award one time during their academic tenure at NYU Steinhardt.

Additionally, 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 the spring semester. Applications are available at [www.nyu.edu/media.culture](http://www.nyu.edu/media.culture).

**SPECIAL OPPORTUNITIES**

Students attend special events throughout the year and are invited to present their original research at the department’s annual Neil Postman Graduate Conference. Internships in a wide array of media and communication positions are available to master’s students through the department’s online internship database. Students are encouraged to take advantage of the full academic and professional resources of the University and metropolitan area.

We offer graduate summer and January intersession study abroad programs to explore globalization, global visual culture, and media and culture in other countries. Locations have included London, Paris, Amsterdam, Berlin, Dublin, Prague, Buenos Aires, Shanghai, Hong Kong, and Beijing. These courses typically examine the social, economic, political, and cultural implications of global media and culture in relation to the site of study. Courses integrate lectures, seminars, and site visits and deploy a comparative approach. Courses vary year to year. Recent topics have included Transnational Communities and Media Cultures (London), Globalization, Memory, and Visual Culture (Paris), Media and Religion (Paris), and Media and Globalization (Hong Kong and Beijing).
Courses

The courses listed herein are to be offered in 2011–2013.

**NOTES TO COURSES**

*Registration closed to special students.

†Pass/fail basis.

**MEDIA, CULTURE, AND COMMUNICATION/MCC-GE**

**Seminar in Media, Culture, and Communication**
MCC-GE.2001 40 hours: 4 units. Fall.

**Censorship in American Culture**
MCC-GE.2010 40 hours: 4 units.

**Race and Media**
MCC-GE.2025 40 hours: 4 units.

**Architecture as Media**
MCC-GE.2030 40 hours: 4 units.

**Seminar in Media Criticism I and II**
MCC-GE.2100, 2101 40 hours: 4 units each term.

**Advanced Issues in Nonverbal Communication**
MCC-GE.2105 40 hours: 4 units.

**The Politics of the Gaze: Sensory Formations of Modernity**
MCC-GE.2112 40 hours: 4 units.

**Media Policy and Regulation**
MCC-GE.2120 40 hours: 4 units.

**Evolution of Technology**
MCC-GE.2125 40 hours: 4 units.

**New Media Research Studio**
MCC-GE.2129 40 hours: 4 units.

**Topics in Digital Media**
MCC-GE.2130 40 hours: 4 units.

**Game Studies**
MCC-GE.2131 40 hours: 4 units.

**Visions and Revisions of Cyberspace**
MCC-GE.2132 40 hours: 4 units.

**Media Archaeology**
MCC-GE.2134 40 hours: 4 units.

**Media, Memory, and History**
MCC-GE.2135 40 hours: 4 units.

**War and Media Theory**
MCC-GE.2136 40 hours: 4 units.

**Politics of Digital Media**
MCC-GE.2138 40 hours: 4 units.

**Issues in Organizational Communication**
MCC-GE.2140 40 hours: 4 units.

**The Cultural Analysis of Design**
MCC-GE.2143 40 hours: 4 units.

**Methods in Interpreting Popular Culture**
MCC-GE.2145 40 hours: 4 units.

**The Sitcom**
MCC-GE.2146 40 hours: 4 units.

**The Television Business**
MCC-GE.2148 40 hours: 4 units.

**Cultural History of Television**
MCC-GE.2149 40 hours: 4 units.

**Origins of Modern Media: 1880–1950**
MCC-GE.2150 40 hours: 4 units.

**Media Activism**
MCC-GE.2153 40 hours: 4 units.

**The Communications Revolution and Culture in America**
MCC-GE.2157 40 hours: 4 units.

**Transnational Communities and Media Culture**
MCC-GE.2165 40 hours: 4 units.

**The Global City and Media Ethnography: Practice-Led Media Research**
MCC-GE.2166 40 hours: 4 units.

**Transnational Media Flows**
MCC-GE.2167 40 hours: 4 units.

**Globalization, Memory, and Visual Culture**
MCC-GE.2169 40 hours: 4 units.

**Communication and Persuasion: Film Classics of Propaganda**
MCC-GE.2170 40 hours: 4 units.

**Research: Communication Professionals**
MCC-GE.2173 40 hours: 4 units.

**Professional Writing and Research Applications**
MCC-GE.2174 Variable Credit: 1–4 units.

**Political Communication**
MCC-GE.2175 40 hours: 4 units.

**Communication Processes: Gender, Race, and Cultural Identity**
MCC-GE.2182 Borisoff. 40 hours: 4 units.

**Comparative Media Systems**
MCC-GE.2184 40 hours: 4 units.

**Critical Issues in Conflict Resolution**
MCC-GE.2185 40 hours: 4 units.

**The Languages of Communication: From Cave Painting to Print**
MCC-GE.2190 40 hours: 4 units.

**Print, Media, and Modernity**
MCC-GE.2191 40 hours: 4 units.

**Media Events and Spectacle**
MCC-GE.2200 40 hours: 4 units.

**Mediating the Bio-Political Body**
MCC-GE.2201 40 hours: 4 units.

**Public Sphere Formation**
MCC-GE.2202 40 hours: 4 units.

**Global Media and International Law**
MCC-GE.2204 40 hours: 4 units.

**Dis/ability Studies: Art, Media, Philosophy**
MCC-GE.2206 40 hours: 4 units.

**Globalization and Gender**
MCC-GE.2210 40 hours: 4 units.

**Decolonization and Its Aftermath**
MCC-GE.2211 40 hours: 4 units.

**History of Consumer Culture**
MCC-GE.2215 40 hours: 4 units.

**Communication and the Culture Industries**
MCC-GE.2220 40 hours: 4 units.

**World Communication: Principles, Politics, and Law**
MCC-GE.2225 40 hours: 4 units.

**Contemporary Theory and Research in Globalization**
MCC-GE.2229 40 hours: 4 units.

**Language and Culture**
MCC-GE.2232 40 hours: 4 units.

**Internship: Communication Studies**
MCC-GE.2235 40 hours: 1–4 units.

**Communication Environments: Macroanalysis**
MCC-GE.2251 40 hours: 4 units.

**Communication and Persuasion: Sociological Propaganda**
MCC-GE.2265 30 hours: 4 units.
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he 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 Arts Performance Series. Music educators take courses in music technology and improvisation. Music therapists work collaboratively with other creative arts therapists in drama and visual 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 and develop community-engaged theatre in numerous sites. 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.

The department’s 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 cultural institutions and events that no other city provides. The university’s location enables it to draw on the greatest artists in the world and allows its 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 the Department of Music and Performing Arts Professions 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 Advanced Certificate, and the Ph.D. and Ed.D. degrees. The master’s program in music therapy is accredited by the American Music Therapy Association (AMTA). Teacher certification programs in music education and educational theatre are accredited by the Teacher Accreditation Council (TEAC).
Faculty


Juan Bello, Assistant Professor. B.S. 1998, Simón Bolívar; Ph.D. 2003, London.

Joseph Bongiorno, Associate Professor. B.M. 1976, Juilliard.

Meg Bussert, Associate Professor. B.A. 1998, SUNY (Purchase); M.A.T. 1999, Manhattanville.


Jonathan Haas, Associate Professor. B.A. 1976, Washington (St. Louis); M.M. 1979, Juilliard School.

Dianna Heldman, Assistant Professor. B.M. 1982, SUNY (Potsdam); M.M.Ed. 1990, North Texas; Artist Dipl. 1991, Cincinnati.

Barbara Hesser, Associate Professor. B.M. 1970, DePauw; B.S. 1973, M.S. 1974, Combs College of Music; CMT LCAT, FAMI.

Samuel Howard-Spink, Clinical Assistant Professor. B.A. 1993, Bristol (U.K.); M.A. 2002, Hunter College (CUNY).


Robert J. Landy, Professor. B.A. 1966, Lafayette College; M.S. 1970, Hofstra; Ph.D. 1975, California (Santa Barbara).


Catherine Moore, Clinical Associate Professor. B.A. 1976, Bishop's (Canada); B.M. 1978, Montreal Conservatoire (Canada); Ph.D. 1991, Liverpool (U.K.).


Kenneth J. Peacock, Professor. B.A. 1965, California (Los Angeles); M.A. 1970, California (Riverside); Ph.D. 1976, Michigan.


Catherine Radbill, Clinical Assistant Professor. B.M. 1975, East Carolina; M.A. 1980, Cincinnati.

Sean Scot Reed, Assistant Professor. B.M. 1995, Texas (Austin); M.M. 1998, Rice; D.M.A. 2004, Eastman School of Music.


Robert Rowe, Professor and Director B.M. 1976, Wisconsin; M.A. 1978, Iowa; Ph.D. 1991, Massachusetts Institute of Technology.


Joe Salvatore, Clinical Assistant Professor. B.A. 1995, Delaware; M.F.A. 1995, Massachusetts (Amherst).


David Spear, Associate Professor. B.A. 1975, California (Los Angeles).

Matthew Sullivan, Assistant Professor. B.M. 1975, Miami.


William Wesbrooks, Assistant Professor. B.A. 1972, Eastern New Mexico.


Distinguished Performers and Composers-in-Residence
Tania León (2004)
Quintet of the Americas (2004–)
New Hudson Saxophone Quartet (2004–)

Number of Adjunct Faculty
(by specialization)
Music
Bass Clarinet 1
Bass: Jazz 2
Bassoon 3
Cello 2
Choir 6
Clarinet 4
Double Bass 2
Ensembles 8
Flute 7
French Horn 3
Harp 1
Jazz Composition 7
Jazz Guitar 5
Jazz Percussion 6
Jazz Piano 7
Jazz Trombone 3
Jazz Voice 13
Music Composition 16
Music History 4
Music Theatre 10
Music Theory 6
Oboe 4
Percussion 2
Performing Arts Administration 6
Piano 10
Saxophone: Classical 2
Saxophone: Jazz 8

Distinguished Educational Theatre Scholars and Artists-in-Residence
Enda Walsh, 2005
Dorothy Heathcote, 2006, 2007
Rosa Luisa Márquez, 2006–2010
Cecily O’Neill, 2008
Johnny Saldana, 2009
Michael Rohd, 2010
Kumagai Yasuhiro 2010
Julian Boal, 2010–11
Ross Prior 2011
Jana Sanskrit India theatre troupe, 2011

Special Departmental Features

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 156.

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.
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. The goal of the program is to facilitate the development of your creative and critical thinking abilities, thereby increasing your knowledge and expertise in dance and dance education. The program emphasizes the integration of the developing mind and body in the context of cultural practices.

Created in 1932 by the legendary Martha Hill, the Program in Dance Education is 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 the Professions, with a concentration in ABT ballet pedagogy, and Teaching Dance, All Grades. Discipline-based studies and scholarly research increases students’ knowledge and expertise and transforms 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.

The Program in Dance Education offers many opportunities to engage in community outreach, performance, and research in dance. Close partnerships with national, state, and New York City performing arts institutions provide access to a wealth of information about innovative dance education programs for exploration and research. Its student ensemble group, Kaleidoscope Dancers, focuses on community outreach, performs with and for New York City schoolchildren, and conducts workshops on learning in, through, and about dance. Its 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®, which offers 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 researchers in college and university dance and dance education programs and related settings.

DEGREE REQUIREMENTS

Master of Arts: Teaching Dance, All Grades
The need for qualified and certified dance educators in our elementary and secondary schools has never been greater than it is today. For this reason, NYU Steinhardt offers a new teacher certification program, Teaching Dance, All Grades, which can lead to initial teacher certification (40 units) for preservice teachers and professional teacher certification (30 units) 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 units and 100 hours of field experience are required for this master’s program, distributed as follows:

Foundations in Dance Education (9 units: 6 units required plus 3 elective units by advisement): Includes, but is not limited to, Introduction to Laban Movement Analysis MPADE-GE.2044, Advanced Technique and Pedagogy MPADE-GE.2075, Research in Dance Education MPADE-GE.2403.


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 units 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.

ADMISSION REQUIREMENTS

Master of Arts: Teaching Dance in the Professions
A total of 36 units is required for the Master of Arts Degree Program in Teaching Dance in 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). Both tracks prepare
students to gain the academic experience necessary to pursue doctoral study.

**DAHP: Required Core (15 units):**
- **Technique and Pedagogy**

**DAHP: Specialization (12 units):**

**DAHP: Guided Electives (7 units):** May include such courses as Alexander Technique MPASS-GE.2371, Anatomy and Kinesiology MPAD-GE.2810, Dance for the Special Child MPAD-GE.2453, Principles of Dance Movement Therapy MPAD-GE.2502, Artistic Resources for Dance Education MPAD-GE.2266, African Dance MPAD-GE.2022, Advanced Dance Practicum (Improvisation) MPAD-GE.2077.

**DAHP:QT Required Core (14 units):**


**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 videotape may be submitted in lieu of an audition.) Specific requirements for the doctoral programs in dance education include acceptable M.A. thesis or other written work, statement of professional goals, and the interest of at least one faculty member in the applicant’s intended area of research. See general admission section, page 156.

**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.

**DEGREE REQUIREMENTS**
- The Advanced Certificate in Teaching Dance, All Grades is designed for prospective students who have earned an M.A. or M.F.A in Dance, and who wish to be certified in Teaching Dance, All Grades (Pre-K-12). Rather than earn an additional master’s degree, students in this program would take courses (20 unit minimum) that provide the supplementary educational theory, pedagogical development, and instructional practice necessary to fulfill requirements currently in place for New York State Certification in Teaching Dance, All Grades. (Courses that are part of the M.A. Teaching Dance, All Grades program at NYU’s Steinhardt School of Culture, Education, and Human Development). All students must take the following minimum required courses (20 units): Dance for the Special Child, MPAD-GE.2453, 3 units; Language and Literacy, TCHL-GE.2275, 3 units; Inquiries into Teaching and Learning III, TCHL-GE.2010, 4 units; Fieldwork in Schools and Other Educational Settings, TCHL-GE.0005, 0 units; Human Development and Education in the Arts, MPAIA-GE.2010, 3 units; Drug, Alcohol Ed /Child Abuse Id /School Violence Prevention TCHL-GE.2999, 0 units; Student Teaching in Dance: Elementary, MPAD-GE.2607, 2 units; Student Teaching in Dance: Secondary, MPAD-GE.2608, 2 units; Advanced Technique & Pedagogy MPAD-GE.2075, 1 unit; Teaching Creative Movement MPAD-GE.2452, 2 units.

- Upon admissions, additional courses/credits may be required based upon individual MA/MFA transcript review—in which case students may be required to complete additional course/credits such as the following: (variable 21–37 units)Methods and Materials in Teaching Dance, MPAD-GE.2265, 3 units; Laban Movement Analysis, MPAD-GE.2044, 2 units; Teaching Performance of Dance, MPAD-GE.2454, 2 units; Advanced Dance Practicum: Methods of Assessment MPAD-GE.2077, 1 unit; Methods of Accompaniment for Dance, MPAD-GE.2309, 1 unit; Intermediate Dance Technique & Pedagogy, MPAD-GE.2040, 1 unit; Arts Resources in Dance Education, MPAD-GE.2266, 1 unit; Research in Dance Education, MPAD-GE.2402, 3 units; Technology Resources for Performing Arts Education, MPAIA-GE.2029, 3 units.

- Completion of this program leads to eligibility for initial and Professional
Dance Education, continued

New York State Certification in Teaching Dance, All Grades, (Pre-K–12) with reciprocity in numerous states.

ADMISSION REQUIREMENTS

Advanced Certificate (dance)

Specific requirements for the advanced certificate program in dance include:

1. Earned Master of Arts or Master of Fine Arts in Dance or Dance Education
2. Strong record of academic achievement
3. Completed essay expressing interest in K–12 education in dance and detailing career goals
4. Audition

Please Note: Application (online only), Application Fee of $75 (payable by Major Credit card only), Statement of Purpose Resume/Curriculum Vitae (A typewritten, double-spaced, two- to three-page statement explaining your purpose in undertaking graduate study in your particular program. This is your opportunity to introduce yourself and to inform the Admissions Committee about your goals, interests, and career plans as they relate to your intended academic pursuits.), one official copy of transcripts from all institutions attended or attending, and GRE score are also required.

Educational Theatre

DIRECTOR

Philip Taylor

Pless Annex, Room 23
212-998-5868

DEGREES

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

FACULTY

See page 64 for a complete listing.

New York University offers the only academic program in the United States in educational theatre that leads to the M.A., Ed.D., and Ph.D. degrees. The program emphasizes the uses of drama education and applied theatre, with coursework in school-based drama, teaching artistry, theatre for young audiences, play 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 plays 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; Ra- mon Esquivel, featured playwright at the New Plays for Young Audiences Series; Lowell Swortzell, playwright, children’s theatre authority, co-founder of the NYU Educational Theatre Program); educational outreach directors (Kevin Bott, Imagining America: Artists and Scholars in Public Life; Myrna Casas, director of her own prize-winning company in Puerto Rico; Alexander Sarian, MCC Theatre; Jonathan Shmidt, New Victory Theatre); teachers and school administrators (Sandy Faison, assistant principal of drama at LaGuardia High School; Krista Fogle, arts administrator at the Creative Arts Team; David Kilpatrick, manager for Kennedy Center’s Theatre for Young Audiences); college professors (Zachary Moore, Marymount College; Sobha Paredes, City College of New York; Dani Snyder-Young, Illinois Wesleyan University; James Webb, Manhattan Community College); authors and evaluators (Russell Granet, founder Arts Education Resource; the late Dr. Nellie McCaslin, prolific author of widely employed texts on drama for children); and numerous applied theatre professionals and drama educators (including, Javier Cardona, Rehabilitation Through the Arts; James DeVivo, Playwrights Theatre New Jersey; Dana Edell, founder of Vibe Theatrical Experience; Edmund Chow, Singapore Prison Authority). 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-unit curriculum that prepares students for teaching 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 detainment 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 applied theatre; drama education production, performance, and literary foundations; and theatre for young audiences, 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...
DEGREE REQUIREMENTS
Research (3 units): An introduction to research design. Methods and Materials of Research in Educational Theatre MPAET-GE.2077.
Content Core (12 units): 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 units are required to complete this M.A. World Drama I and II MPAET-GE.2102,2104, Advanced Directing MPAET-GE.2097, Styles of Acting and Directing* MPAET-GE.2099,1100, Costume Design MPAET-GE.2175, Creative Play in the Arts MPAET-GE.2059, Development of Theatre and Drama I, II* MPAET-GE.2021,2022, Images of Women in the Theatre MPAET-GE.2023, Dramatic Criticism MPAET-GE.2091,2092, Shakespeare’s Theatre MPAET-GE.2171, 2172, Theatre of Brecht and Beckett MPAET-GE.2177.
Culminating Experience (3 units): After completing Pathways, students create an individualized research project. Seminar in Applied Theatre Research MPAET-GE.2400, Human Development and Education in the Arts MPAIA-GE.2010, or the Practicum MPAET-GE.2031.

Master of Arts: Educational Theatre, All Grades (EDTA)
The goal of this 48-unit 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 units in drama, theatre, dramatic literature, or their equivalent. Students with fewer than 36 units in these areas on admission will be required to take additional coursework in educational theatre.

DEGREE REQUIREMENTS
Content Core Foundation (24 units): Development of Theatre and Drama MPAET-GE.2021,2022, Drama in Education I and II MPAET-GE.2193, 2194; Drama with Special Education Populations I, II, and III MPAET-GE.2960, 2961, 2962; Methods and Materials of Research MPAET-GE.2077; Educational Theatre Electives.

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 Culminating Experience, which consists of a research project informed by the student’s experience in the student teaching practicum (by advisement).

Master of Arts: Educational Theatre, All Grades, with English, 7-12 (ETED)
This 53-unit M.A. teacher certification program in educational theatre with English, 7-12 (ETED), responds to the many opportunities available in the New York City area for English teachers at the middle and high school levels. The need for modes of artistic expression that lead toward literate engagements with texts has never been greater than it is today. The concern that technologies such as film, television, and the Internet are replacing basic reading and writing skills can be addressed by providing opportunities for students to explore ideas and concepts in the novels and plays they read in the English classroom through drama and theatre strategies. To respond to these concerns, we are offering Educational Theatre 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 units in English or dramatic literature or their equivalent and 30 units of theatre or...
EDUCATIONAL THEATRE, continued

Students with fewer than 30 prerequisite units in these areas on admission may be required to take additional coursework as part of their master’s program.

**DEGREE REQUIREMENTS**

A total of 53 units are required for this master’s program, distributed as follows:

- **Foundations in Educational Theatre** (12 units): Development of Theatre and Drama MPAET-GE.2021 or MPAET-GE.2022, Methods of Research in Educational Theatre MPAET-GE.2077, Drama with Special Education Populations MPAET-GE.2960, Drama in Education I MPAET-GE.2193.
- **Theory and Methods of English Education** (14 units): Teaching/Learning English Language Arts in Middle School ENGED-GE.2041, Teaching/Learning English Language Arts in High School ENGED-GE.2042, Negotiating the Curriculum ENGED-GE.2120, Language Development and Reading Literature ENGED-GE.2139 or Literature and the Adolescent Experience ENGED-GE.2521; Foundations of Educational Linguistics (3 units) ENGED-GE.2505 or Teaching Expository Writing ENGED-GE.2511.
- **Professional Education** (16 units): Social Responsibilities of Teachers: Drug and Alcohol Education, Child Abuse Identification, and School Violence Prevention TCHL-GE.2999, Inquiries into Teaching and Learning III TCHL-GE.2010, Supervised Student Teaching; Drama in the Elementary Drama Classroom MPAET-GE.2134, Student Teaching the English Language Arts in the High School ENGED-GE.2643, Adolescent Development APSY-GE.2272.

**ADDITIONAL REQUIREMENTS**

1. Students being recommended for New York State Teaching Certification via the English Teacher Certification sequence must have taken at least one semester of a foreign language at the college level (sign language is allowed).

2. Students must successfully complete the New York State Teacher Certification examinations. Scores must be submitted to the State Education Department before it will consider issuing certificates to teach in the public schools of New York State.

3. All students are required to complete a Culminating Experience, which consists of a research project informed by the student’s experience in the student teaching practicum (by advisement).

**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 units in theatre and 24 units in social studies. For social studies, students must have completed at least 15 semester units in the history and geography of the U.S. and the world; at least 3 units in economics; at least 3 units in government or political science; and at least 3 units in one of the social sciences with the exception of psychology and philosophy. For theatre, students must have earned 24 units in drama, theatre, dramatic literature, or their equivalent. Students with fewer than 24 units 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 units are included in the following program of study.

**DEGREE REQUIREMENTS**

A total of 48 units are required for this master’s program, distributed as follows:

- **Content Core in Educational Theatre and Social Studies** (12 units): World Drama I or II MPAET-GE.2103 or MPAET-GE.2104, Drama in Education I or II MPAET-GE.2193 or MPAET-GE.2194, The Social Studies Curriculum: U.S. History SOCED-GE.2047, The Social Studies Curriculum: World History SOCED-GE.2048.
- **Student Teaching in Theatre and Social Studies** (8 units): Supervised Student Teaching; Social Studies in the Secondary School SOCED-GE.2051, Supervised Student Teaching Theatre in the Elementary Classroom MPAET-GE.2134, Terminal Experience (0 units): Social Studies and History Workshop 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.
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 48 to 60 units 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 units in general degree requirements and a minimum of 18 units 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 units in residence beyond the master’s degree. A candidacy examination is given approximately halfway through the academic work to determine if students have reached competency.

Upon completion of coursework, students must register in a 1-unit collegium in performing arts education research each semester in order to maintain matriculation (Performing Arts Research Collegium MPAET-GE.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 units): Electives closely related to and supportive of the student’s area of specialization. This coursework must be taken outside of the student’s program, i.e., not MPAET-GE courses.

Departmental Study (3 units): Drama in Education MPAET-GE.2193.

Research Electives (15 units): coursework includes Seminar in Applied Theatre Research MPAET-GE.2400, Methods and Materials of Research in Educational Theatre MPAET-GE.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 CHDED-GE.2372.

Specialized Research Methodology (3 units): Qualitative Field Research RESCH-GE.2141, Survey and Correlation Research RESCH-GE.2139, Historical Research RESCH-GE.2135, Dissertation Proposal Seminar (3 units) MPAET-GE.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 156.

STEHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 169.

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 Brazil, England, Ireland, and Puerto Rico, which celebrated its 38th anniversary in 2011, 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 educational theatre, including, in the past, such notable authorities as Judith Ackroyd, Julian Boal, Cecily O’Neill, Rosa Luisa Marquez, Barbara Santos, Dorothy Heathcote, and Gavin Bolton, as well as representatives from the center for the Theatre of the Oppressed in Rio, Samuel Beckett Theatre at Trinity College Dublin, 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 units toward the master’s or doctoral degree in educational theatre.

The program has offered intensive graduate study during January intersession in Puerto Rico, Mexico, and, during August in Brazil and Uganda. 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.

ACREDITATION

The Steinhardt School of Culture, Education, and Human Development’s teacher education program has been accredited by the Teacher Education
Music Business

Founded in 1993 and located in a music business environment unique to New York City, the NYU Music Business Graduate Program (MUBG) prepares its graduates to be savvy idealists, ready to tackle the challenges of art and commerce head on and with confidence.

The Music Business Graduate Program harnesses the strengths of NYU Steinhardt’s Department of Music and Performing Arts Professions and the NYU Stern School of Business by requiring classes in both schools. Digital and international opportunities with internal and external academic partners put our students at the forefront of these rapidly changing frontiers.

Students come to the NYU Music Business Graduate Program because they want to work in a music company, be promoted in the music company where they already work, or start their own business. Some of our students are musicians, producers, or composers who want the tools that enable them to protect and market their creative work. Some students are looking for a career change.

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 51 units of coursework and can be completed in two years of full-time study. A part-time course of study is also available. Courses in music business and music technology 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.


Other Electives (6 units) by advisement: these may be Music Business Electives.

The Music Technology Concentration within the M.A. in Music Business is intended for students with a background (academic and/or professional) in music technology who wish to exploit that experience in the commercial arena. The focus is on understanding interrelations between music businesses and consumer technologies, audio for games and other interactive applications, sound design in the digital music space, and emerging platforms for the generation and exploitation of music.

Students in the Music Technology Concentration take three Music Technology Core Courses (9 units) and Music Technology Electives (6 units) in place of Music Business Electives and Other Electives. Core courses are Digital Audio Processing I and II and Audio for the Web. Electives include Audio for Games, Scoring for Film and Multimedia, and Concert Recording.

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. Applicants for the Music Technology Concentration submit details of their prior academic and/or professional music technology experience. 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.

Prerequisites to study include a course in statistics or quantitative methods prior to coming in to the program. Alternatively, the statistics requirements may be fulfilled while in the program, and the student will graduate with 54 units instead of 51.
Music Education

The Program in Music Education in New York University’s Steinhardt School of Culture, Education, and Human Development 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.

The Program in Music Education offers opportunities for teacher certification, enrichment, and an 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, 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 units of college-level coursework 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 coursework in the first semester.

Master of Arts in Music Education
Please be advised that licensing agencies and 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.

Preservice Program in Teaching Music, All Grades (MUSA) (51 units): The curriculum consists of a pedagogical core (10 units), a music and music education core (18 units), a content/pedagogical core (20 units), and a terminal experience (3 units). To qualify, applicants must have completed a bachelor’s degree or the equivalent in music that includes a minimum of 30 units of college-level coursework in music.

In-Service Program in Music Education (MUSE/MES) (39 units): The curriculum consists of studies in education (6 units), the music education core (9 units), music pedagogy core (6–9 units), music education technology (3–6 units), music specialization (9 units), and colloquy, which includes a thesis requirement (3 units). 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 MPAME-GE.2146, Music for Children: Kodály Level 2 MPAME-GE.2147, and Music for Children: Kodály Level 3 MPAME-GE.2148.

For College and University Faculty (MUSE/MCU) (39 units): The curriculum consists of studies in education (6 units), the music education core (9 units), music education technology (3–6 units), music in higher education (6–9 units), music specialization (9 units), and colloquy, which includes a thesis requirement (3 units).

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 MPAMT-GE.2139, 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 units beyond the master’s degree; full-time students can complete the program in three to four years.

Study consists of the following:

- Specialized Research Methodology (3 units): Courses include Historical Research RESCH-GE.2135, Survey and Correlation Research RESCH-GE.2139, Qualitative Field Research: Design and Analysis I and II RESCH-GE.2140, 2141.
- Cognates (6 units): Courses include Arts Heritage and Criticism EBB.2191 and Aesthetics: Education of the Perceptions EBB.2053.

Guided Electives (9 units)

Departmental Content Seminar (3 units by advisement)

Dissertation Proposal Seminar (3 units): 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 NYU Steinhardt 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 three to five 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.

ADMISSION REQUIREMENTS
Specific requirements for the doctoral programs in music education include:

1. A master’s degree (or equivalent) from an accredited institution in music or a related field
2. An audition that demonstrates musical performance
3. Samples of writing and research.

Please Note: Application (online only), Application Fee of $75 (payable by Major Credit card only), Statement of Purpose Resume/Curriculum Vitae (A typewritten, double-spaced; two- to three-page statement explaining your purpose in undertaking graduate study in your particular program. This is your
Music Performance and Music Composition

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 as is an advanced certificate in vocal pedagogy.

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 coursework 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.

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 coursework 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 offers 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-unit 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 units from Steinhardt’s graduate program in vocal performance, including courses such as Vocal Pedagogy Research MPAVP-GE.2365, Vocal Pedagogy: Practice MPAVP-GE.2366, Voice (Private Lessons) MPAVP-GE.2363, Vocal Repertoire for Teaching: Classical MPAVP-GE.2367, and Vocal Repertoire for Teaching: Musical Theatre MPAVP-GE.2368. Electives (5 units) to be chosen from the following courses offered by Steinhardt’s graduate program in vocal performance and the graduate program in Communicative Sciences and Disorders: Voice Disorders CSCD-GE.34.2037, Therapeutic Approaches in Speech Pathology: Voice Disorders CSCD-GE.2019, Private Vocal Instruction MPAVP-GE.2363, Musical Theatre Workshop MPAVP-GE.2068, and Opera Workshop MPAVP-GE.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 compositional 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, electro-acoustic, 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-unit program can be completed in three semesters of full-time study. Coursework consists of the following:

- Applied Instrument or Voice (6–9 units);
- Research (3 units);
- Ensemble (6 units);
- Literature/Theory (3 units);
- Performance Practice (3 units);
- Recitals (3–6 units), required; Guided Electives (9–12 units). 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-unit curriculum can be completed in three semesters of full-time study. Course work consists of the following:

- Composition Seminar (3 units);
- Composition Private Instruction (6–9 units);
- Ensemble (3 units);
- Literature/Theory (6 units);
- Orchestration (3 units);
- Music Technology (3 units);
- Guided Electives (6–9 units).

Doctoral Programs
Students in the Ph.D. program must complete 49–55 units of coursework beyond the master’s degree and must orally defend a theoretically grounded dissertation related to music performance or music composition.
Music Performance and Music Composition, continued

as appropriate. Course work consists of the following: Foundations of the Arts (5 units); Specialized Research Methodology (3 units); Cognates (6 units); Departmental Content Seminars (6 units); Applied Study (6–12 units); Advised Research (15 units); Dissertation Proposal Seminar (3 units); Recitals (3–4 units).

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 156.

Music Technology

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 the responsibilities of 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 units 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 coursework 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 units): Offerings include guided course work in computers, composition, and performance on the related arts. Cognate elective in arts, humanities, or computer programming.

Electives (12 units): Courses may be chosen from music, music business, or Graduate Internships in Music Technology MPATE-GE.2605. Students complete a major final project that integrates theory and practice, MPATE-GE.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 units beyond the master’s level, including 36 units 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 units (courses in the Program in Music Technology). All degree candidates are required to take at least three courses (12 units) 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 units toward the degree.

SPECIAL FACILITIES

The Program in Music Technology maintains 14 recording and computer
Music Technology, continued

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 coursework 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, double-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 page 64 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 units 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.

Performing Arts Administration Core
(27 units): Environment of Performing Arts Administration MPAPA-GE.2130, Principles and Practices of Performing Arts Administration MPAPA-GE.2131, Marketing the Performing Arts MPAPA-
Performing Arts Administration, continued

GE.2105, Law and the Performing Arts
MPAPA-GE.2008, Development for the Performing Arts
MPAPA-GE.2132, Seminar in Cultural Policy: Issues in Performing Arts Administration
MPAPA-GE.2222, Governance and Trusteeship in Performing Arts Organizations
MPAPA-GE.2133, Planning and Finance in the Performing Arts
MPAPA-GE.2120, Basic Statistics RESCH-GE.1085.

Management Core (15 units):
Marketing Concepts and Strategies
B09.2313, Financial Accounting: A User Perspective
B09.2301, Managing Organizational Behavior
B09.2307, Current Economic and Financial Problems: Analyses, Philosophies, and Forecasts
B30.2342, Consumer Behavior
B70.2347.

Internships (6 units each): Internship in the Administration of Performing Arts Centers I and II

Electives (6 units): 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 156.

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-unit 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 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.

Performing Arts Therapies

Drama Therapy

DIRECTOR
Robert Landy
35 West Fourth Street, Suite 777
212-998-5258

DEGREE
M.A.

FACULTY
See page 64 for a complete listing.

Drama therapy combines the aims and techniques of drama and 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 units for completion, including coursework 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.
Performing Arts Therapies: Drama Therapy, continued

Special Note: Please be advised that licensing agencies and 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**

**Drama Therapy** (28 units): Introduction to Drama Therapy MPADT-GE.2114, Drama Therapy for Clinical Populations, MPADT-GE.2109, Psychodrama and Sociometry, MPADT-GE.2115, Advanced Practices in Drama Therapy, MPADT-GE.2117, Advanced Theory and Research in Drama Therapy (including thesis preparation) MPADT-GE.2119, Internship in Drama Therapy Lab MPADT-GE.2302, Internship in Drama Therapy, Lecture, MPADT-GE.2303.


**Educational Theatre** (3–5 units): May be chosen from the following: Development of Theatre and Drama, MPAET-GE.2045, Drama Therapy: final Project MPAMT-GE.2949, Creative Play in the Arts, MPAET-GE.2059, Drama in Education MPAET-GE.2193 or MPAET-GE.2194, or Theatre-in-Education Practices MPAET-GE.2090.

**Elective Courses** (by advisement): Chosen from such courses as Masks and Puppetry MPAET-GE.2079, Psychodynamic Processes in Art Therapy ART-GE.2038, Cross-Cultural Counseling APSY-GE.2302, Introduction to Music Therapy MPAET-GE.2046.

**ADMISSION REQUIREMENTS**

All students should have a solid, practical background in the art form of drama and 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 coursework 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 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 156.

**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 167.

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**Music Therapy**

**DIRECTOR**

Barbara Hesser

35 West Fourth Street, Room 777

212-998-5452

music.therapy@nyu.edu

**DEGREE**

M.A.

**FACULTY**

See page 64 for a complete listing.

**Music therapy is a rewarding career for musicians who wish to use their skills and artistry to benefit people with a variety of mental, physical, and emotional disabilities. Students are trained to work with people of all ages, including children with special needs, adults with psychiatric illness, children and adults with physical illness including the terminally ill, and elderly clients. The program is accredited by the American Music Therapy Association (AMTA) and provides a unique combination of advanced clinical training and academic coursework to enable students to develop their own individualized approach to music therapy. Graduating students qualify to apply for certification from the Certification Board of Music Therapists (CBMT). 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.**

**CAREER OPPORTUNITIES**

Music therapists work with a wide range of age groups and disability conditions and are employed in a variety of settings, including mental health facilities, special education settings, medical hospitals, nursing homes, hospices, public schools, community clinics, and private practice.

**DEGREE REQUIREMENTS**

**Master of Arts**

The M.A. program in music therapy offers curricula for students who seek certification and New York State licensure. The curriculum consists of coursework in music therapy theory and methods for children and adults, clinical improvisation, group sessions in music therapy, music therapy theory development, and clinical fieldwork and internships.

Advanced students who are already certified or registered music therapists must complete 48 units 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 MPAET-GE.2931,2932 (6 units), Improvisation I: Clinical Improvisation in Music Therapy MPAET-GE.2934 (2 units), Improvisation II: Clinical Vocal Improvisation MPAVP-GE.2062 (2 units), Improvisation III: Advanced Practices of Improvisation in Music Therapy MPAET-GE.2940 (3 units), Improvisation IV: Theory and Application of Improvisation in Music Therapy MPAET-GE.2941 (3 units), Music Therapy for Adults MPAET-GE.2938 (3 units), Key Concepts in Music Therapy MPAET-GE.2942 (3 units), Theory Development in Music Therapy MPAET-GE.2943 (3 units), Music Therapy Practicum: Children and Adolescents MPAMT-GE.2043 (3 units), Music Therapy Practicum: Adults and Elderly MPAET-GE.2053 (3 units), Internship in Music Therapy MPAMT-GE.2947 (4 semesters, 8 units), Colloquium in Music Therapy MPAMT-GE.2949 (2–4 units).

**Other Requirements:** Group Dynamics APSY-GE.2620 (3 units), Identification and Reporting of Suspected Child Abuse/Maltreatment APSY-GE.2273 (O-credit workshop), Electives (6 units): May include courses in music therapy specialization, related arts therapy (drama, art), graduate psychology electives in specialization area, independent studies, and advanced clinical supervision.
Performing Arts Therapies: Music Therapy, continued

Special Note: Please be advised that licensing agencies and 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 REQUIREMENTS
A bachelor’s degree is required for admission into the master’s program, but it need not be in music therapy. Past graduates have come into the program with backgrounds in areas including medicine, music, psychology, and business. There are two prerequisite courses incoming students should take to: (1) Abnormal Psychology and (2) Developmental Psychology. It is our recommendation that these courses be taken prior to starting the program here at NYU. The GRE is not required for application to the MA in music therapy program. International students: Successful candidates typically score 600 on the paper-based exam; 250 on the computer-based exam; or 100 on the internet-based exam. We strongly encourage students in our program to work at incorporating their primary instrument into their clinical work. In addition, piano and guitar competencies are required for national certification as a music therapist and are the primary harmonic instruments used to support clinical work.

SPECIAL OPPORTUNITIES
Off-Campus Clinical Placements: The Program in Music Therapy offers many clinical opportunities for students at all levels of training. Students have worked with talented professionals in prestigious clinical facilities throughout the New York City area, including Bellevue Hospital, Beth Israel Hospital, Beth Abraham Hospital, the NYU Medical Center and Rusk Institute of Rehabilitation Medicine, Memorial Sloan-Kettering Cancer Center, Baltic Street Outpatient Clinic, and the New York City Board of Education.

Nordoff-Robbins Center for Music Therapy: The Nordoff-Robbins Center for Music Therapy, located on campus, offers clinical opportunities for student fieldwork and internship experiences with children with disabilities. The center also offers an advanced training course in clinical techniques and procedures leading to certification in the Nordoff-Robbins Music Therapy Approach.

Guided Imagery and Music: Students may pursue a special sequence of courses in guided imagery and music, offered by the Program in Music Therapy in cooperation with the Creative Therapies Institute. Guided imagery and music is a therapeutic process that combines the inherent structure, movement, and spirit of music with an individual’s own creative process of imagery.

Courses

The courses listed herein are to be offered in 2011-2013.

NOTES TO COURSES
* Registration closed to special students.
* Pass/fail basis.
* See Supervised Student Teaching, page 176. Students must also register with the Student Teaching Office the term before assigned student teaching begins.

MUSIC AND PERFORMING ARTS/MPAIA-GE

Human Development and Education in the Arts
MPAIA-GE.2010  30 hours: 3 units. Prerequisite: 15 hours of field experience.

Technology Resources for Performing Arts Educators
MPAIA-GE.2029  30 hours plus hours arranged: 3 units.

Dissertation Proposal Seminar
MPAIA-GE.3097  30 hours: 3 units. Fall.

Performing Arts Research Colloquium
MPAIA-GE.3400  10 hours plus hours arranged: 1 unit. May be repeated up to 3 units.

DANCE EDUCATION/MPADE-GE

Common Hour Dance
MPADE-GE.2001†  20 hours: 1 unit. Fall, spring.

African Dance
MPADE-GE.22  45 hours: 3 units. Fall.

Tap Dance
MPADE-GE.223  45 hours: 2 units. Fall, spring.

Jazz Dance Techniques
MPADE-GE.229  30 hours: 2 units. Fall, spring.

Introduction to Laban Movement Analysis
MPADE-GE.2044  30 hours: 2 units.

Advanced Technique and Pedagogy: Modern Dance
MPADE-GE.2075  45 hours: 1 unit. Fall, spring.

Advanced Dance Practicum
MPADE-GE.2077  45 hours per unit: 1-6 units. Fall, spring.

Methods and Materials in Teaching Dance
MPADE-GE.2265  30 hours: 3 units. Fall.

Artistic Resources in Dance Education
MPADE-GE.2266  45 hours: 1 unit. Fall.

Theory and Methodology in Ballet Pedagogy
MPADE-GE.2267  60 hours: 3 units.

Teaching Apprenticeship in Ballet Pedagogy
MPADE-GE.2268  60 hours: 3 units.

Advanced Analysis and Teaching Apprenticeship in Ballet Pedagogy
MPADE-GE.2269  60 hours: 3 units.

Fieldwork and Analysis Seminar in Ballet Pedagogy
MPADE-GE.2270  30 hours: 3 units.

Fieldwork in Dance: Elementary/Secondary
MPADE-GE.2276  45 hours per unit: 1-3 units. Fall, spring.

Fieldwork in Dance: Higher Education and the Professions
MPADE-GE.2277  45 hours per unit: 1-3 units. Fall, spring.

Dance in Higher Education
MPADE-GE.2278  30 hours: 3 units. Spring.

Dance Intensive
MPADE-GE.2288  30-45 hours: 2-3 units. Summer.

Choreography for the Musical Theatre
MPADE-GE.2290  45 hours: 3 units. This is offered through Vocal Performance Spring.

Independent Study
MPADE-GE.2300  45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged. Signature of program director required.

Methods of Accompaniment for Dance
MPADE-GE.2309, 45 hours: 1 unit. Fall.

Research in Dance Education
MPADE-GE.2403  30 hours: 3 units. Fall.
Teaching Creative Movement
MPADE-GE.2452 30 hours: 2 units. Spring.

Dance for the Special Child
MPAGE-GE.2453 45 hours: 3 units. Fall.

Teaching Performance of Dance and Related Educational Activities
MPADE-GE.2454 30 hours: 2 units. Fall.

Principles of Dance Movement Therapy
MPADE-GE.2502 30 hours: 3 units. Spring.

Seminar in Dance Education
MPADE-GE.2509 30 hours: 2 units. Fall.

Student Teaching in Dance: Elementary School
MPADE-GE.2607 30 hours plus 20 days:
3 units. Fall, spring.

Student Teaching in Dance: Secondary School
MPADE-GE.2608 30 hours plus 20 days:
3 units. Fall, spring.

Anatomy and Kinesiology
MPADE-GE.2810 30 hours: 3 units.

EDUCATIONAL THEATRE/MPAE-T

Introduction to Theatre for Young Audiences I
MPAE-T.2005 Staff. 30 hours: 2 units. Fall.

Introduction to Theatre for Young Audiences II
MPAE-T.2006 Staff. 15 hours per unit:
2–4 units. Spring.

Design for the Stage
MPAE-T.2017 Fall. 15–45 hours: 1–3 units. Fall.

Development of Theatre and Drama
MPAE-T.2021, 2022 Nadler. 30 hours:
3 units each term. Fall, spring.

Images of Women in the Theatre
MPAE-T.2023 Smithner. 30 hours: 3 units. Spring.

Dramatic Activities in the Elementary Classroom
MPAE-T.2030 30 hours; 15 hours of field experience: 2 units. Fall, spring.

Storytelling
MPAE-T.2042 Ress. 10 hours: 1 unit.
Fall, spring, summer.

Dramatic Activities in the Secondary Classroom
MPAE-T.2031 Montgomery. 30 hours:
3 units. Spring.

Creative Play in the Arts
MPAE-T.2059 Smithher. 30 hours: 3
units. Fall.

Musical Theatre: Background and Analysis
MPAE-T.2062 30 hours, 15 hours of field experience: 3 units. Fall, spring.

Theory of Creative Drama
MPAE-T.2065 30 hours: 2 units. Fall.

Methods of Conducting Creative Drama
MPAE-T.2067 Staff. 45 hours: 3 units.
May be repeated for a total of 6 units.
Spring.

Methods and Materials of Research in Educational Theatre
MPAE-T.2077 Taylor. 30 hours: 3
units. Fall, spring, summer.

Masks and Puppetry
MPAE-T.2079 Lee. 45 hours: 3 units.
Fall.

Theatre-in-Education Practices
MPAE-T.2090 Staff. 30 hours: 3 units.
Spring.

Dramatic Criticism I and II
MPAE-T.2091, 2091 Nadler. 30 hours:
3 units. Fall, spring.

Advanced Directing
MPAE-T.2098 Smithher. 90 hours: 3
units each term. Spring.
Prerequisites: proficient work in MPAET-UOE810,1082 or equivalent and permission of instructor.

Styles of Acting and Directing I and II
MPAE-T.2099, 2100 Smithher/
Salvatore. 45 hours: 3 units each term.
Fall, spring.

Applied Theatre
MPAE-T.2101 Taylor 30 hours: 3 units.
Fall, spring.

World Drama
MPAE-T.2103, 2104 30 hours: 3 units
each term. Fall, spring.

Beginning Playwriting
MPAE-T.2105 DiMenna. 30 hours: 2
units. Fall.

Advanced Playwriting
MPAE-T.2106 DiMenna. 30 hours: 3
units. Spring. Registration by permission of instructor.

Physical Theatre Improvisation
MPAE-T.2113 Smithher. 45 hours: 3
units. Fall, spring.

Supervised Student Teaching in the Elementary Drama Classroom
MPAE-T.2134 45 hours per unit: 4
units. Fall, spring.

Stage Lighting
MPAE-T.2143 45 hours: 3–4 units.
Spring.

Play Production for Artists and Educators
MPAE-T.2152 Staff. 30 hours: 3 units.
Summer.

Shakespeare’s Theatre I and II
MPAE-T.2171, 2172 Salvatore. 30
hours: 3 units. Fall, spring.

Supervised Student Teaching in the Secondary English/Drama Classroom
MPAE-T.2174 4 units: 45 hours per unit. Fall, spring.

Costume Design
MPAE-T.2175 Staff. 45–60 hours: 3–4 units. Spring.

Theatre of Brecht and Beckett
MPAE-T.2177 Taylor. 30 hours: 3 units. Fall.

Drama in Education I and II
MPAE-T.2193, 2194 Montgomery. 30
hours: 3 units each term. Fall, spring.

Acting: Scene Study
MPAE-T.2251 15 hours per unit: 2–3
units. Fall, spring.

Acting: Character Study
MPAE-T.2252 2–3 units: 15 hours per
unit. Fall, spring.

Independent Study
MPAE-T.2300 30 hours per unit: 1–4
units. Fall, spring, summer.

Practicum in Educational Theatre
MPAE-T.2301 45 hours per unit: 1–6
units. Fall, spring; hours to be arranged.
Seminar in Applied Theatre Research
MPAE-T-GE.2400 Taylor 30 hours 3 units. Fall, spring.
Prerequisite: MPAET-GE.2077.

The Teaching Artist
MPAE-GE.2953 30 hours 3 units. Fall, spring.

Drama with Special Education Populations
MPAE-GE.2960 Granet 45 hours 3 units. Fall, spring, summer.

Introduction to Boal’s Theatre of the Oppressed
MPAE-T-GE.2965 30 hours 3 units. Spring.

Advanced Techniques of Theatre of the Oppressed
MPAE-GE.2966 30 hours 3 units. Spring.

Teaching Literacy through Drama
MPAE-GE.2971 10 hours 1 unit. Spring.

Understanding Diversity/Teaching Pluralism
MPAE-GE.2977 30 hours 3 units. Fall.

Coping with Conflict: Drama as a Catalyst for Social Awareness
MPAE-GE.2978 Santiago-Jirau 30 hours 3 units. Fall.

Creating Theatre with Young People I and II
MPAE-GE.2980, 2981 45 hours 3 credits. Fall, spring.

Assessment of Student Work in Drama
MPAE-GE.2988 Taylor 10 hours 1 unit. Spring.

Doctoral Proposal Seminar: Educational Theatre
MPAE-GE.3005 Taylor 30 hours 3 units. Spring.

Music and Music Professions

Theory and Composition/MAPTC-GE

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 in NYU Orchestra
MPATC-GE.2087 15–60 hours 0–2 units. Fall, spring. Open to the University community. Registration by audition only.

Performance Practices
MPATC-GE.2091 30 hours 3 units. Fall, summer.

Principles and Appreciative Aspects of Performance Practice
MPATC-GE.2099 30 hours 3 units. Summer.

Analysis of Contemporary Practices
MPATC-GE.2123 30 hours 3 units. Summer, fall.

Compositional Process in the Symphony
MPATC-GE.2127 Dello Joio 30 hours 3 units. Fall.

Sonata in the 19th Century
MPATC-GE.2151 30 hours 3 units. Spring, summer.

Influential Pianists and Performance Practice
MPATC-GE.2181 30 hours 3 units. Spring.

Composition (Private Lessons)
MPATC-GE.2300 15 hours 3 units. May be repeated until a total of 12 units has been earned. Fall, spring. Open to department graduate students majoring in music.

Film Music: Historical Aesthetics and Perspectives
MPATC-GE.2550 15 hours per unit: 3–4 units. Fall, spring.

Music Editing for Film and Multimedia
MPATC-GE.2555 30–40 hours: 3–4 units. Registration by special permission of the instructor.

Seminar in Music and Music Education
MPATC-GE.3026 15 hours per unit: 2–4 units. Fall, spring, summer. $75 recital fee required.
The Jazz Orchestra
MPAZG-GE.2089 Matthews 30 hours and 15 hours arranged: 3 units. Spring. Prerequisite: MPAZG-GE.UE.1120 or permission of instructor.

Reference and Research in Jazz
MPAZG-GE.2271 30 hours and 15 hours arranged: 3 units. Fall. Open to non-music majors.

Jazz Arranging Techniques I
MPAZG-GE.2273 30 hours and 15 hours arranged: 3 units. Fall.

Jazz Arranging Techniques II
MPAZG-GE.2274 30 hours and 15 hours arranged: 3 units. Spring. An extension of MPAZG-GE.2273 with special emphasis on arrangements for large jazz ensembles.

Chamber Music: Traditional Ensembles for Winds, Piano, Strings, and Brass Instruments
MAWGW-GE.2034.002 Lamneck 15 to 45 hours: 1-3 units. Fall, spring.

Woodwind Practicum for Music Education
MAWGW-GE.2105 15 hours: 1 unit. Fall. There is a fee for renting instruments.

Wind or Percussion Instruments (Private Lessons)
MAWGW-GE.2334 15 hours: 3 units. May be repeated until a total of 12 units has been earned. Fall, spring.

PIANO/MAWAPE-GE

Piano Literature I
MAWAPE-GE.2185 30 hours: 3 units. Spring.

Piano Literature II
MAWAPE-GE.2186 30 hours: 3 units. Fall.

Piano Literature III
MAWAPE-GE.2187 30 hours: 3 units. Fall.

Piano (Private Lessons)
MAWAPE-GE.2356 15 hours: 3 units. May be repeated until a total of 12 units has been earned. Fall, spring. Open to department graduate students majoring in music.

Electronic Piano (Group)
MAWAPE-GE.2359 15 hours: 2 units. Fall, spring.

MUSIC BUSINESS/MPAMB-GE

Stringed Instruments (Private Lessons)
MPAMB-GE.2345 15 hours: 3 units. May be repeated until a total of 12 units has been earned. Fall, spring.

Music Business Graduate Professional Development Sequence
MPAMB-GE.2001 0 units. Fall, spring (students take every semester of their matriculation). Hours arranged.

Principles and Practice in the Music Industry
MPAMB-GE.2101 30 hours: 3 units. Fall.

The Law and the Music Industry
MPAMB-UE.2102 30 hours: 3 units. Fall.

Environment of the Music Industry
MPAMB-UE.2103 30 hours: 3 units. Spring. Prerequisites: MPAMB-GE.2101.

Artist Management and Management Science in the Music Industry
MPAMB-GE.2104 30 hours: 3 units. Fall. Prerequisites: MPAMB-GE.2101

Concert Management
MPAMB-GE.2105 30 hours: 3 units. Spring. Prerequisites: MPAMB-GE.2101

Graduate A&R Seminar
MPAMB-UE.2201 30 hours per unit: 2–3 units. Fall.

Promotions and Publicity in the Music Industry
MPAMB-GE.2202 30 hours: 3 units. Spring. Prerequisites: MPAMB-GE.2101

Emerging Models & Markets for Music
MPAMB-GE.2203 30 hours: 3 units. Fall. Prerequisites: MPAMB-GE.2101, MPAMB-GE.2103.

Ethics of the Entertainment Industry
MPAMB-GE.2204 30 hours: 3 units. Spring. Prerequisites: MPAMB-GE.2101.

Entrepreneurship for the Music Industry
MPAMB-GE.2205 30 hours: 3 units. Fall, spring. Prerequisite: Financial Accounting.
Strategic Marketing in the Music Industry
MPAMB-UE.2206  30 hours: 3 units. Fall.
Prerequisites: MPAMB-UE.2101.

Global Music Management
MPAMB-GE.2207  Spring (taught in January intersession at NYU in London).
30 hours: 3 units
Prerequisites: MPAMB-UE.2101

Music Business Graduate Internship
MPAMB-UE.2301  1-3 units per semester (a total of 3 required for the degree).
Fall, spring, summer. 50-150 hrs.

Colloquy in Music Business
MPAMB-UE.2401  30 hours: 3 units. Fall, spring, summer.
Registration by advisement only.

MUSIC EDUCATION/MPAME-GE

Creative Performance Opportunities in Music Education
MPAME-GE.2031  15 hours per unit: 1-3 units. Spring.

Music Education Technology in the Classroom
MPAME-GE.2055  20 hours plus hours arranged: 2 units. Spring.

Problems in Music Education: Computer-Assisted Instruction
MPAME-GE.2056  30 hours plus hours arranged: 3 units.

Dalcroze Eurythmics
MPAME.2077  30 hours: 3 units.

Choral Materials and Techniques
MPAME-GE.2082  30 hours: 3 units.

Choral Conducting Practicum for Music Education
MPAME-GE.2093  15 hours: 1 unit. Fall.

Advanced Instrumental Conducting
MPAME-GE.2096  30 hours: 3 units. Spring.

Fundamentals of Conducting
MPAME-GE.2102  15 hours: 1 unit.

Guitar Practicum for Music Education
MPAME-GE.2103  15 hours: 1 unit. Fall, Spring.

Brass Practicum for Music Education
MPAME-GE.2104  15 hours: 1 unit.

Woodwind Practicum for Music Education
MPAME-GE.2105  15 hours: 1 unit.

Vocal Practicum for Music Education
MPAME.2108  15 hours: 1 unit.

Strings Practicum for Music Education
MPAME-GE.2106  15 hours: 1 unit. Spring.

Percussion Practicum for Music Education
MPAME-GE.2107  15 hours: 1 unit. Fall, Spring.

Instrumental Conducting Practicum for Music Education
MPAME-GE.2111  15 hours: 1 unit. Fall, Spring.

Music for Children
MPAME-GE.2113  30 hours: 2 units. Spring.

Music for Exceptional Children
MPAME-GE.2114  45 hours: 2 units. Fall.

Instrumental Materials, Techniques, and Technology in Music
MPAME-GE.2115  30 hours plus 15 hours of fieldwork: 2 units. Spring.

Teaching of Music in the Elementary Grades
MPAME-GE.2119  45 hours: 2 units. Fall.

Research in Music and Music Education
MPAME-GE.2130  30 hours: 3 units. Spring.

Basic Concepts in Music Education
MPAME-GE.2139  30 hours: 3 units. Spring.

Supervised Student Teaching of Music in the Elementary School
MPAME-GE.2141*‡  Minimum 180 hours: 3-4 units. Fall, Spring.

Supervised Student Teaching of Music in the Secondary School
MPAME-GE.2145*‡  Minimum 180 hours: 3-4 units. Fall, Spring.

Orff Method
MPAME-GE.2149  30 hours: 3 units. Summer.

Colloquy in Music Education
MPAME-GE.2939 15 hours per unit: 2-4 units. Fall, Spring
For master’s candidates in music education and music therapy.

MUSIC TECHNOLOGY/MPATE-GE

Fundamentals of Music Technology
MPATE-GE.1801  45 hours: 3 units. Fall.

Computer Programming for Music Technology
MPATE-GE.1815  45 hours: 3 units.

Advanced Musical Acoustics
MPATE-GE.2036  30 hours: 3 units.
Spring, Summer.

Software Synthesis
MPATE-GE.2037  30 hours: 3 units. Fall, Spring.

Creating with Interactive Media
MPATE-GE.2038  30 hours: 3 units. Spring.

Advanced Computer Music Composition
MPATE-GE.2047  45 hours: 3 units. Fall, Summer.

Music Technology: Digital Audio Processing I
MPATE-GE.2600  30 hours: 3 units. Fall.

Music Technology: Digital Audio Processing II
MPATE-GE.2601  30 hours: 3 units. Spring.

Music Information Retrieval
MPATE-GE.2602  30 hours: 3 units. Spring.

Audio for Games and Immersive Environments
MPATE-GE.2604  45 hours: 3 units. Fall, Spring.

Graduate Internships in Music Technology
MPATE-GE.2605  50-300 hours: 1-6 units. 50 hours per unit. Fall, Spring, Summer.

Digital Signal Theory
MPATE-GE.2607  45 hours: 3 units. Fall. Corequisite: Digital Signal Theory I Lab.

Java Music Systems
MPATE-GE.2608  30 hours: 3 units. Fall, Spring.

Electronic Music Performance
MPATE-GE.2609  45 hours: 2 units. Spring, Summer.
Advanced Max/MSP
MPATE-GE.2610  30 hours: 3 units. Fall, spring.
Prerequisite: working understanding of Max/MSP or MPATE-UE.1014 MIDI Tech II.

Concert Recording I
MPATE-GE.2611  30 hours: 3 units (fall), 2 units (summer).

Concert Recording II
MPATE-GE.2612  30 hours: 2 units (spring), 3 units (summer).

3-D Audio
MPATE-GE.2613  45 hours: 3 units. Fall, spring.

Max Programming I
MPATE-GE.2614  45 hours: 3 units. Fall, spring.

Music Technology: Master’s Project Preparation
MPATE-GE.2616  Hours to be arranged: 3 units. Fall, spring, summer.

Live Sound Reinforcement
MPATE-GE.2619  45 hours: 3 units. Fall, spring.

Audio for Video I
MPATE-GE.2620  45 hours: 2–3 units. Fall, spring.

Audio for Video II
MPATE-GE.2621  45 hours: 3 units. Spring, summer.
Prerequisite: MPATE-GE.2620.

Sound Design for the Web
MPATE-GE.2622  30 hours: 3 units. Spring.

Computer Music Synthesis: Fundamental Techniques
MPATE-GE.2624  60 hours and hours arranged: 4 units. Fall, spring.
Departmental approval required.

Recording Practicum I
MPATE-GE.2625  60 hours: 4 units. Fall, summer.

Recording Practicum II
MPATE-GE.2626  60 hours: 4 units. Spring, summer.

Aesthetics of Recording
MPATE-GE.2627  30 hours: 3 units. Fall.
Performances.

Audio for the Web
MPATE-GE.2628  30 hours: 3 units. Fall, spring.

Advanced Audio Production
MPATE-GE.2629  45 hours: 3 units. Fall, spring.

PERFORMING ARTS ADMINISTRATION/MPAPA-GE

Internship in the Administration of Performing Arts Centers
MPAPA-GE.2001†  A minimum of 450 hours: 3 units. Fall, spring; hours to be arranged.

Internship in the Administration of Performing Arts Centers
MPAPA-GE.2002†  A minimum of 450 hours: 3 units. Fall, spring; hours to be arranged.

Law and the Performing Arts
MPAPA-GE.2008  McClimon. 30 hours: 3 units. Spring.

Marketing the Performing Arts
MPAPA-GE.2105  Gutman. 30 hours: 3 units. Fall.

Planning and Finance in the Performing Arts
MPAPA-GE.2120  30 hours: 3 units. Spring.

Environment of Performing Arts Administration
MPAPA-GE.2130  (formerly E88.2131)  Wry. 30 hours: 3 units. Fall.
Corequisite: MPAPA-GE.2131.

Principles and Practices of Performing Arts Administration
MPAPA-GE.2131 (formerly E88.2130)  Wry. 30 hours: 3 units. Fall.
Corequisite: MPAPA-GE.2130.

Development for the Performing Arts
MPAPA-GE.2132  Dorfman. 30 hours: 3 units. Spring.

Governance and Trusteeship in Performing Arts Organizations
MPAPA-GE.2133  Wry. 30 hours: 3 units. Spring.

Seminar in Cultural Policy: Issues in Performing Arts Administration
MPAPA-GE.2222  Wry. 30 hours: 3 units. Fall, spring.
Prerequisites: MPAPA-GE.2001,2002, and substantial completion of the Program in Performing Arts.

DRAMA THERAPY/MPADT

Introduction to Drama Therapy
MPADT-GE.2114 (formerly MPADT-GE.2104)  Landy. 30 hours plus hours arranged: 3 units. Fall.
Prerequisite: matriculation in the Program in Drama Therapy or registration by permission of adviser.

Drama Therapy for the Emotionally Disturbed
MPADT-GE.2109 (formerly MPADT-GE.2109)  McMullian. 30 hours plus hours arranged: 3 units. Spring.
Prerequisite: MPADT-GE.2114.

Psychodrama and Sociometry
MPADT-GE.2115 (formerly MPADT-GE.2115)  Garcia. 30 hours: 3 units. Fall.
Prerequisite: MPADT-GE.2114 or permission of instructor.

Advanced Practices in Drama Therapy: Playback, Therapeutic Theatre and Developmental Transformations
MPADT-GE.2116 (formerly MPADT-GE.2116)  Staff. 30 hours: 3 units. May be repeated for a total of 6 units. Fall, spring, summer.
Prerequisite: matriculation in the Program in Drama Therapy.

Projective Techniques in Drama Therapy
MPADT-GE.2117 (formerly MPADT-GE.2117)  Landy. 30 hours: 3 units. Spring.
Prerequisite: MPADT-GE.2114, MPADT-GE.2109, or permission of instructor.

Advanced Theory and Research in Drama Therapy
MPADT-GE.2119 (formerly MPADT-GE.2119)  Dorfman. 30 hours: 3 units. Fall.
Prerequisites: PSY-GE.2038, APSY-GE.2039, MPADT-GE.2109, MPADT-GE.2114, APSY-GE.2271.

Independent Study
MPADT-GE.2300 (formerly MPADT-GE.2300)  45 hours per unit: 1–6 units. Fall, spring, summer; hours to be arranged.
Internship in Drama Therapy: Lab
MPADT-GE.2302 (formerly MPAET-GE.2302) Hodermarska. 6 units. Fall, spring, summer. 50–300 hours

Internship in Drama Therapy: Lecture
MPADT-GE.2303 Hodermarska. 4 units. Fall, spring, summer. 50–200 hours.

MUSIC THERAPY/MPAMT

Music Therapy Practicum: Children and Adolescents
MPAMT-GE.2043 135 hours: 3 units. Fall.

Music Therapy Practicum: Adults and Elderly
MPAMT-GE.2053 135 hours: 3 units. Spring.

Improvisation II: Clinical Vocal Improvisation
MPAVP-GE.2062 30 hours: 2 units. Spring.

Independent Study
MPATC-GE.2300 45 hours per unit: 1–6 units. Fall, spring, summer; hours to be arranged.

Introduction to Music Therapy
MPAMT-GE.2930 45 hours: 3 units. Spring.

Music Therapy: Advanced Theory and Methods I
MPAMT-GE.2931 45 hours: 3 units. Fall.

Music Therapy: Advanced Theory and Methods II
MPAMT-GE.2932 45 hours: 3 units. Spring.

Improvisation I: Clinical Improvisation in Music Therapy
MPAMT-GE.2934 30 hours: 2 units. Fall.

Internship in Music Therapy
MPAMT-GE.2935, 2936 100 hours per unit: 5 units each term. Fall, spring; hours to be arranged.

Music Therapy for Adults
MPAMT-GE.2938 45 hours: 3 units. Spring.

Improvisation III: Advanced Practices of Improvisation in Music Therapy
MPAMT-GE.2940 45 hours: 3 units. Fall.

Improvisation IV: Theory and Application of Improvisation in Music Therapy
MPAMT-GE.2941 45 hours: 3 units. Spring.

Key Concepts in Music Therapy
MPAMT-GE.2942 45 hours: 3 units. Fall.

Theory Development in Music Therapy
MPAMT-GE.2943 45 hours: 3 units. Spring.

Colloquium in Music Therapy
MPAMT-GE.2947* 10 hours per unit: 2–6 units each term. Fall, spring; hours to be arranged.

Colloquy in Music Therapy: Final Project
MPAMT-GE.2949 10 hours per unit: 2–4 units.
Through 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. The department teaches 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 master’s programs in nutrition and dietetics, food studies, and 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 website 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 post-baccalaureate 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 NYU master’s program in public health (M.P.H.), accredited by the Council on Education for Public Health, offers three areas of concentration: community and international health, public health nutrition, and global health leadership. The courses and faculty for the first two concentrations are largely housed with our department. 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.

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 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


Lori Beth Dixon, Associate Professor. B.A. 1987, Duke; Ph.D. 1994, Penn State; M.P.H. 1999, California (Berkeley).


Farzana Kapadia, Assistant Professor. B.S. 1995, SUNY (Binghamton); M.P.H. 1997, New York; Ph.D. 2005, Columbia.

Kristie J. Lancaster, Associate Professor. B.A. 1985, Princeton; M.S. 1995, Ph.D. 2000, Penn State; RD.


Niyati Parekh, Assistant Professor. B.S. 1995, St. Xavier’s College; M.S. 1997, Nirmala Niketan College; Ph.D. 2005, Wisconsin.


Domingo J. Piñero, Clinical Assistant Professor. B.S. 1986, Central de Venezuela; M.S. 1991, Simón Bolívar (Venezuela); Ph.D. 1998, Penn State.


Yumary Ruiz, Clinical Assistant Professor. B.S. 1996, California (Los Angeles); M.P.H. 2000, San Jose State; Ph.D. 2006, Purdue.

Lisa Sasson, Clinical Associate Professor. B.S. 1981, Brooklyn College (CUNY); M.S. 1986, New York; RD.


Master’s Programs

Nutrition and Dietetics

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 credentialled health care 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-unit curriculum for students who would like to obtain the registered dietitian (RD) credential. There is also a 34-unit 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); and (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 40-unit 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 dietetic internship and courses for the master’s degree. All DPD courses must be completed prior to entering a dietetic internship program. For further
information about DPD prerequisites, visit the department’s website for the M.S. Program in Nutrition and Dietetics with a concentration in clinical nutrition (steinhardt.nyu.edu/nutrition/dietetics/ms/40).

Note 1: Introduction to Modern Chemistry and Principles of Organic Chemistry should be taken with laboratory.

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 NUTR-UE.0085, Food Management Theory NUTR-UE.0091, Food Production and Management NUTR-UE.1052, Food Science and Technology NUTR-UE.1184.

Research Methods (earns graduate credit).

DEGREE REQUIREMENTS:
CLINICAL NUTRITION (HOND:CNU)
New Graduate Student Seminar NUTR-GE.2000.002 (0 units)
Research Methods NUTR-GE.2190
Advanced Seminar in Nutrition (6 units) NUTR-GE.2207
Nutrition Science (6 units):
Advanced Nutrition: Proteins, Fats, and Carbohydrates NUTR-GE.2139,
Advanced Clinical Nutrition (6 units):

Terminal Experience (3 units):
Research Applications NUTR-GE.2061 or Research Apprenticeship NUTR.2063.

Electives Courses: Selected from departmental and other related graduate courses by advisement.

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 units in residence at NYU. Students must request and file a formal application.

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 units 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 coursework, followed by six months of supervised practice that also involves registration in two consecutive 3-unit courses.

First semester: Interns must complete four graduate courses (12 units) before entering supervised clinical practice: Medical Nutrition Therapy NUTR-GE.2037, Research Methods NUTR-GE.2190, Nutrition-Focused Physical Assessment NUTR-GE.2196, Nutrition Counseling Theory and Practice NUTR-GE.2198.

Second and third semesters (or second semester and a summer session): Interns complete supervised clinical practice rotations in clinical nutrition therapy (13 weeks and one week of Pediatric Dental Clinical), community nutrition (three weeks), food service management (six weeks), specialties (one week), and staff relief (three weeks)—a total of at least 1200 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 NUTR-GE.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; and (4) apply and be accepted into the NYU Dietetic Internship. 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 and the electronic centralized application process (DICAS), 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 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 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-34). Accreditation by the American Dietetic Association’s Commission on Accreditation of Dietetics Education has been granted through 2016.

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 the dietetic internship director (120) at the James J. Peters Veterans Affairs Medical Center, 130 West Kingsbridge Road, Bronx, NY 10468; telephone: 718-584-9000, ext. 6845; e-mail: jean.curran-leitch@va.gov; website: www.dieteticinternship.va.gov/bronx.asp.

# Food Studies

**In 1996,** New York University launched a 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 cultural and historical contexts. 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.

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, view units, 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 study historical, sociological, and anthropological aspects of food.

**FOODS AND NUTRITION (HOND:FNU)**

This 34-unit 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, DDS, RPh, or MD) 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, calls for a different set of specialization course requirements, and 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: Introduction to Modern Chemistry UA-CHEM.0002, Principles of Organic Chemistry UA-CHEM.0240, Introduction to Foods and Food Science NUTR-UG.0085, Nutrition and Health NUTR-UG.0119, Food Microbiology and Sanitation NUTR-UG.1023, Nutritional Biochemistry NUTR-UG.1064, Introduction to Human Physiology NUTR-UG.1068, Diet Assessment and Planning NUTR-UG.260, Nutrition and the Life Cycle NUTR-UG.1269, and any others that may be required for specific elective courses.

**DEGREE REQUIREMENTS**

New Graduate Student Seminar NUTR-GE.2000.002 (0 units).

Research Methods (3 units): Research Methods NUTR-GE.2190.


Food and Nutrition Specialization (6 units): Food Science and Technology NUTR-GE.2184 and Food and Culture FOOD-GE.2191.

Terminal Experience (3 units): Research Applications NUTR-GE.2061 or Research Apprenticeship NUTR-GE.2063.

**ADMISSION REQUIREMENTS**

See general admission section, page 156. For specific admission requirements please visit steinhardt.nyu.edu/nutrition.

**Elective Courses** (8–13 units): Selected from departmental and other related graduate courses.

**FOOD SYSTEMS (FOODSYS)** explores food systems, tracing commodities and agricultural concerns from production through consumption and post 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 units of core, specialization, practical experience, and research courses, and encompasses the following:

- Focuses studies in one of two areas of concentration—food culture and food systems.

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**DIRECTOR**

Jennifer Schiff Berg

Education Building, 10th Floor
212-998-5580

**DEGREE**

M.A.
Challenges students with core, specialization, and elective courses offered by the department and by other NYU Steinhardt departments and by New York University’s 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. The program helps 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 as well as the ever changing food system. They involve product development; advertising, marketing, and public relations; communications and media, writing and editing, styling, photographing, testing, teaching, consulting, economic development, outreach, and community engagement. Food studies careers can also occur in any place where food is developed, produced, purchased, prepared, distributed, transported or served: corporations and companies; hotels, resorts, spas; convention centers; airlines; educational institutions; health care facilities; community sites; government agencies; production companies; non-profit organizations, 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 examination examinations.

Course: Introduction to Foods and Food Science or related coursework.

Work experience: Students entering the M.A. program are expected to have had at least six months of full-time food-related work experience. This experience may be in any facet of the food world. Students without this experience are expected to complete at least 500 hours of work experience during the first year of the program.

DEGREE REQUIREMENTS

The requirements for the Program in Food Studies include the following:


Electives: The Role of Food in Social Movements FOOD-GE.2013, Beverages NUTR-GE.2025, Food in the Arts FOOD-GE.2204, International Study in Foods and Nutrition (Tuscany, Italy) NUTR-GE.2208, Advanced Topics in Food Studies FOOD-GE.2240, Field Trips in Food FOOD-GE.2242.

SPECIAL OPPORTUNITIES

The department offers experiential courses, such as a 6-unit graduate summer study abroad program on food and nutrition in Tuscany, Italy and the 4-unit Global Food Cultures courses offered during January intercession. These programs immerse participants in full experiences of global food, diet, culture, and history through classroom instruction, field trips, guest speakers, and hands-on workshops.

ADMISSION REQUIREMENTS

See general admission section, page 156.

NYU Master of Public Health

DIRECTOR
Sally Guttmacher
240 Greene Street,
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212-992-6741

DEGREE
M.P.H.

Steinhardt participates in the university-wide NYU Master of Public Health Program, which seeks to improve the health of diverse population groups at the local, national, and global levels. The program’s mission is accomplished by preparing students to become effective public health researchers, practitioners, and leaders and by advancing public health knowledge and practice through research, education, outreach, and community engagement. The NYU MPH program’s unique university-wide configuration allows it to draw upon faculty and other professionals from across the university and from partner organizations worldwide to design and deliver multidisciplinary educational, research, and practice-based training to enhance student experiences and promote continued professional development.

The NYU MPH program offers concentrations in Community and International Health, Global Health Leadership, and Public Health Nutrition. For complete information on the NYU MPH program, including degree requirements, admissions, and program services, please refer to the NYU MPH website and bulletin at www.nyu.edu/mph.
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 administers 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.

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 178-81. In addition to school requirements, the department requires 18 units 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, 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 156.

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 156.

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.

ADMISSION REQUIREMENTS
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 156.

STEINHARDT FELLOWS
PROGRAM AND RESEARCH ASSISTANTSHIPS
See page 169.
The courses listed herein are to be offered in 2011-2013.

NOTES TO COURSES
*Registration closed to special students.

Please be advised that licensing agencies and 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.

**NUTRITION/NUTR-GE**

Medical Nutrition Therapy
NUTR-GE.2037 45 hours: 4 units.

Beverages
NUTR-GE.2025 45 hours: 3 units.

Pediatric Nutrition
NUTR-GE.2041 30 hours: 3 units.

Maternal and Child Nutrition
NUTR-GE.2042 30 hours: 3 units.

Critical Care Nutrition
NUTR-GE.2043 30 hours: 3 units.

Sports Nutrition
NUTR-GE.2045 30 hours: 3 units.

Research Applications
NUTR-GE.2061 30 hours: 3 units.

Field Experience
NUTR-GE.2077 45 hours per unit: 3-4 units.

Advanced Nutrition: Proteins, Fats, and Carbohydrates
NUTR-GE.2139 30 hours: 3 units.

Advanced Nutrition: Vitamins and Minerals
NUTR-GE.2144 30 hours: 3 units.

Clinical Nutrition Services
NUTR-GE.2145 30 hours: 3 units.

Clinical Practice in Dietetics I
NUTR-GE.2146 150 hours per unit: 3 units. Restricted to NYU dietetic interns.

Clinical Practice in Dietetics II
NUTR-GE.2147 150 hours per unit: 3 units.

Nutrition Assessment Methods in Research
NUTR-GE.2178 30 hours: 3 units. Prerequisite: NUTR-UG.0085, UACHEM-0002.

Food Science and Technology
NUTR-GE.2184 45 hours: 3 units.

International Nutrition
NUTR-GE.2187 10 hours per unit: 1-3 units.

Research Methods
NUTR-GE.2190 30 hours: 3 units.

Nutritional Epidemiology
NUTR-GE.2192 30 hours: 3 units.

Weight Management
NUTR-GE.2194 30 hours: 3 units.

Nutrition-Focused Physical Assessment
NUTR-GE.2196 30 hours: 2 units.

Nutrition Counseling Theory and Practice
NUTR-GE.2198 30 hours: 3 units.

Nutrition Education
NUTR-GE.2199 30 hours: 3 units.

Seminar in Advanced Nutrition
NUTR-GE.2207 10 hours per unit: 1-6 units. Departmental permission required.

Complementary and Alternative Nutrition Therapies
NUTR-GE.2210 30 hours: 3 units.

Nutrition in Food Studies
NUTR-GE.2215 30 hours: 3 units.

Nutrition and Aging
NUTR-GE.2220 30 hours: 3 units.

Nutritional Aspects of Eating Disorders
NUTR-GE.2222 30 hours: 3 units.

Seminar in Advanced Nutrition
NUTR-GE.2280 10 hours per unit: 1-6 units.

Seminar in Advanced Nutrition: Landmark Studies
NUTR-GE.2281 30 hours: 3 units.

Seminar in Advanced Nutrition: Genetics and Pediatrics
NUTR-GE.2281 10 hours: 1 unit.

Seminar in Advanced Nutrition: Ethical Issues in Nutrition and Health Care
NUTR-GE.2283 10 hours: 1 unit.

Seminar in Advanced Nutrition: Bariatric Surgery Weight Loss Management
NUTR-GE.2284 10 hours: 1 unit.

Seminar in Advanced Nutrition: Obesity in Clinical Practice
NUTR-GE.2285 30 hours: 3 units.

Seminar in Advanced Nutrition: Diseased Gut
NUTR-GE.2286 30 hours: 3 units.

Seminar in Advanced Nutrition: Nutrigenetics and Nutrigenomics
NUTR-GE.2287 30 hours: 3 units.

Seminar in Advanced Nutrition: Ethical Controversies
NUTR-GE.2288 30 hours: 3 units.

Independent Study
NUTR-GE.2300 30 hours: 3 units. See Departmental Courses section for additional listings.

**FOOD STUDIES/FOOD**

Sensory Evaluation of Foods
FOOD-GE.2010 30 hours: 3 units. Prerequisite: NUTR-UG.1185.

Food History
FOOD-GE.2012 45 hours: 3 units.

Food Policy
FOOD-GE.2015 30 hours: 3 units.

Food Markets: Concepts and Cases
FOOD-GE.2016 30 hours: 3 units.

Contemporary Issues in Food Studies
FOOD-GE.2017 30 hours: 3 units.

Comparative Cuisines
FOOD-GE.2019 30 hours: 3 units.

Food Writing
FOOD-GE.2021 30 hours: 3 units.

Beverages
FOOD-GE.2025 45 hours: 3 units.

Food Systems I: Agriculture
FOOD-GE.2033 30 hours: 3 units.

Food Systems II: Processing and Industrialization
FOOD-GE.2034 30 hours: 3 units. Prerequisite: Food Systems I.

Waste, Water, and the Urban Environment
FOOD-GE.2036 30 hours: 3 units.

Research Apprenticeship in Food and Nutrition
FOOD-GE.2063 30 hours: 3 units.

International Food Regulation
FOOD-GE.2110 30 hours: 3 units.

Food Photography
FOOD-GE.2271 15 hours: 1 unit.
### Techniques of Regional Cuisine  
**FOOD-GE.2183**  30 hours: 2 units.

### Research Methods  
**FOOD-GE.2190**  30 hours: 3 units.

### Food and Culture  
**FOOD-GE.2191**  30 hours: 3 units.

### Food in the Arts  
**FOOD-GE.2204**  30 hours: 2 units.

### Nutrition in Food Studies  
**NUTR-GE.2215**  30 hours: 3 units.

### Advanced Foods  
**FOOD-GE.2216**  15 hours per unit: 1–3 units.  
Prerequisite: NUTR-GE.0085 or equivalent.

### Fieldtrips in Foods  
**FOOD-GE.2230**  10 hours: 1 unit.

### Fieldtrips in Foods: Community Support Agriculture  
**FOOD-GE.2231**  10 hours: 1 unit.

### Fieldtrips in Foods: Urban Agriculture  
**FOOD-GE.2232**  10 hours: 1 unit.

### Fieldtrips in Foods: Ethnic New York City  
**FOOD-GE.2233**  10 hours: 1 unit.

### Fieldtrips in Foods: Food Manufacturing  
**FOOD-GE.2234**  10 hours: 1 unit.

### Advanced Topics in Food Studies  
**FOOD-GE.2240**  30 hours: 3 units.

### Advanced Topics in Food Studies: The Agro-Industrial Complex  
**FOOD-GE.2241**  30 hours: 3 units.

### Advanced Topics in Food Studies: Women and Food  
**FOOD-GE.2242**  30 hours: 3 units.

### Advanced Topics in Food Studies: Food and Popular Culture  
**FOOD-GE.2243**  20 hours: 2 units.

### Advanced Topics in Food Studies: Food Sociology  
**FOOD-GE.2244**  30 hours: 3 units

### Advanced Topics in Food Studies: Food and Fine Arts  
**FOOD-GE.2245**  30 hours: 3 units.

### Advanced Topics in Food Studies: Food in Western Art  
**FOOD-GE.2246**  30 hours: 3 units.

### Global Food Cultures  
**FOOD-GE.2250**  40 hours: 4 units.

### Global Food Cultures: Hong Kong  
**FOOD-GE.2251**  40 hours: 4 units.

### Global Food Cultures: Puebla, Mexico  
**FOOD-GE.2252**  40 hours: 4 units.

### Sustainability of Food Systems  
**FOOD-GE.2260**  20 hours: 2 units.

### Sustainability on the East End of Long Island  
**FOOD-GE.2261**  20 hours: 2 units.

### Food and Culture  
**FOOD-GE.2270**  30 hours: 3 units.

### Food and Culture: New Orleans  
**FOOD-GE.2271**  30 hours: 3 units.

### Food and Culture: Vermont  
**FOOD-GE.2272**  30 hours: 3 units.  
See Departmental Courses section for additional listings.

### PUBLIC HEALTH/PUHE  

#### Epidemiology  
**PUHE-GE.2306**  40 hours: 3 units.

#### Nutrition in Public Health  
**PUHE-GE.2213**  30 hours: 3 units.

#### International Health and Economic Development  
**PUHE-GE.2314**  30 hours: 3 units.

#### Public Health Through Film and Fiction  
**PUHE-GE.2315**  30 hours: 3 units.

#### International Community Health Seminars  
**PUHE-GE.2316**  30–180 hours: 6 units.

#### Global Issues in Public Health (Puebla, Mexico)  
**PUHE-GE.2317**  30 hours: 3 units.

#### Assessing Community Health Needs  
**PUHE-GE.2318**  45 hours: 3 units.

#### Writing Grants and Funding Proposals for Health-Related Programs  
**PUHE-GE.2319**  30 hours: 3 units.

#### History and Principles of Public Health  
**PUHE-GE.2322**  30 hours: 3 units.

#### Advocating for Community Health  
**PUHE-GE.2335**  30 hours: 3 units.

### Program Planning and Evaluation  
**PUHE-GE.2349**  30 hours: 3 units.

### Social and Behavioral Determinants of Health  
**PUHE-GE.2355**  30 hours: 3 units.

### Environmental Health Problems  
**PUHE-GE.2356**  30 hours: 3 units.

### Internship and Seminar in Public Health  
**PUHE-GE.2360**  Minimum of 180 hours: 3 units. Fall, spring, summer.

### Research Methods in Public Health  
**PUHE-GE.2361**  30 hours: 3 units. Fall. Open only to public health students.

### International Population and Family Health  
**PUHE-GE.2383**  30 hours: 3 units.

### Health Communications: Theory and Practice  
**PUHE-GE.2405**  30 hours: 3 units.

### Community-Based Health Interventions  
**PUHE-GE.2410**  30 hours: 3 units.

### DEPARTMENTAL COURSES/  

#### Nutrition, Food Studies, and Public Health: New Graduate Student Seminar  
**FOOD-GE.2000.001** and **NUTR-GE.2000.002**  3 hours: 0 units.

#### Sensory Evaluation of Foods  
**FOOD-GE.2010**  30 hours: 3 units.  
Prerequisite: NUTR-UG.1185.

#### Research Applications  
**NUTR-GE.2061**  30 hours: 3 units.

#### Research Apprenticeship in Food and Nutrition  
**NUTR-GE.2063**  45 hours per unit: 1–6 units.

#### Food Science and Technology  
**NUTR-GE.2184**  45 hours: 3 units.  
Prerequisites: NUTR-UG.0085, V25.0002.

#### Research Methods  
**NUTR-GE.2190**  30 hours: 3 units.

#### Independent Study  
**NUTR-GE.2300**  45 hours per unit: 1–6 units; hours to be arranged through advisement.

#### Doctoral Seminar  
**NUTR-GE.3098**  10 hours: 1 unit.
For over 65 years, New York University’s Department of Occupational Therapy has continued to be preeminent in the extent of its contribution to occupational therapy education, as well as the number and quality of its outstanding graduates. The goal of occupational therapy is to help individuals achieve independence, meaning, and satisfaction in all aspects of their lives. 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.

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 post-professional 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 that are fundamental to practice and the role of activities and human occupation in improving, restoring, and sustaining function. Post-professional 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 among top health and educational facilities in the country. The program also has a highly qualified faculty. The relationships thus developed provides unparalleled learning experiences for students a source of diverse practicum sites that is virtually matchless.
Professional Program

DEGREE: M.S.

FACULTY: Aqua, Bear-Lehman, Buckley, Goverover, Howe, Koenig, Perr, Poole, Voelbel

MASTERC 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 provides student 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 coursework 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.

The program's 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 69 units 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.


Spring, First Year (13 units): Human Anatomy (Lab) (1 unit) OT-GE.2003, Kinesiology (2 units) OT-GE.2710, Research Methods for Occupational Therapy (2 units) OT-GE.2025, Medical and Psychiatric Conditions (3 units) OT-GE.2039, Theoretical Bases for the Scope of Practice (3 units) OT-GE.2030, Analysis of Human Activity and Occupational Performance I (2 units) OT-GE.2035, Professional Issues I (1 unit) OT-GE.2040.

Summer, First Year (5 units): Research Design in Occupational Therapy (2 units) OT-GE.2724, Analysis of Human Activity and Occupational Performance II (2 units) OT-GE.2736, Fieldwork I (1 unit) OT-GE.2720.

Fall, Second Year (13 units): Fieldwork I (1 unit) OT-GE.2721, Research Interpretation of Occupational Therapy (3 units) OT-GE.2725, Orthopedic Evaluation and Intervention (3 units) OT-GE.2741, Neurological Evaluation and Intervention (3 units) OT-GE.2743, Mental Health Evaluation and Intervention (3 units) OT-GE.2745.

Spring, Second Year (15 units): Fieldwork II (1 unit) OT-GE.2722, Rehabilitation Evaluation and Intervention (3 units) OT-GE.2742, Cognitive Evaluation and Intervention (3 units) OT-GE.2744, Community Practice (2 units) OT-GE.2746, Pediatric Evaluation and Intervention (3 units) OT-GE.2748, Health Advocacy and Administration (3 units) OT-GE.2750, Professional Issues II (1 unit) OT-GE.2041.
Professional Program, continued

Summer, Second Year (3 units):
Fieldwork II in Occupational Therapy OT-GE.2703 (12 weeks).

Fall, Third Year (3 units):
Fieldwork II in Occupational Therapy OT-GE.2703 (12 weeks).

Spring, Third Year, Elective (2-3 units):
Fieldwork II in Occupational Therapy (Specialty) OT-GE.2704 (10-12 weeks).

TIME LIMIT
Students must complete 6 units of required fieldwork (OT-GE.2703) 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-AOTA. For ACOTE, the telephone number is 301-652-2682, ext. 2914. Graduates of the program will be able to sit for the national certification examination for occupational therapists 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.

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 156.

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 167.

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 post-professional 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 the 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 post-professional students.

Applicants are encouraged to visit NYU’s Office of Financial Aid website, www.nyu.edu/financial.aid, and the Steinhardt School’s Office of Graduate Admissions website, www.steinhardt.nyu.edu/graduate.admissions, for more information.

Master of Arts: Post-professional Advanced Occupational Therapy (OTTH)

INDIVIDUALLY DESIGNED SEQUENCE OF COURSES
The post-professional 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-unit 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, ergonomics and biomechanics, public administration, and others.

Department Core Courses (12 units):

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-unit average; (4) a personal statement; and (5) interview(s) 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 coursework 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.
DEGREE REQUIREMENTS
Occupational therapists who hold a master’s degree complete (1) 36 units of approved course work with a minimum cumulative grade unit 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 units): Theoretical Foundations for Intervention OT-GE.2762, Ethics and Analytical Reasoning OT-GE.2764.

Program Requirements (6 units): Evidence-Based Practice OT-GE.3301, Advanced Assessments for the Practicing Therapist OT-GE.3306.

Clinical Specialization (12 units).

Electives (9 units): Students are required to complete 9 units of electives from University-wide offerings.

Terminal Project (3 units): Professional Portfolio: Advanced Practice OT-GE.3310.

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) master’s degree or equivalent*; (4) a personal statement; (5) three letters of recommendation; and (6) 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 decision option 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 a 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.

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 post-professional coursework in occupational therapy and courses in other disciplines both in the school and throughout the University.

All full-time Ph.D. students receive a multi-year fellowship, which provides full tuition and an annual stipend.

DEGREE REQUIREMENTS
Occupational therapists who hold a master’s degree (1) complete a total of 52 units, including coursework with a strong grade unit average, and (2) complete a dissertation. Students who hold a master’s degree in post-professional occupational therapy from NYU enter with advanced standing and must take a minimum of 42 units and complete a dissertation. Full-time or part-time study is available.


Cognate Courses (6 units).


Occupational Therapy (3 units): Departmental Seminar: OT-GE.3406.


Dissertation-Related Courses (15 units): Occupational Therapy Doctoral Colloquium (1 unit): OT-GE.3408.

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 unit 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 courses listed herein are to be offered in 2011–2013.

NOTES TO COURSES

*Registration closed to special students.
†Pass/fail basis.

**OCCUPATIONAL THERAPY/OT-GE**

New Student Seminar in Occupational Therapy
OT-GE.2000 Buckley, Poole. 20 hours: 0 units. Fall.

Principles of Human Anatomy
OT-GE.2001 Aqua. 30 hours: 3 units. Spring.

Human Anatomy Lecture
OT-GE.2002 Aqua. 53 hours: 3 units. Fall.
Prerequisites: Human Anatomy & Physiology I and II

Human Anatomy Laboratory
OT-GE.2003 Aqua. 49 lab hours: 1 unit. Spring.
Prerequisite: OT-GE.2002

Neuroscience
OT-GE.2010 Voelbel. 45 hours: 3 units. Fall.
Prerequisites: Human Anatomy & Physiology I and II

Occupational Performance in Context
OT-GE.2020 Buckley, Poole. 20 hours: 2 units. Fall.

Research Methods for Occupational Therapy
OT-GE.2025 Bear-Lehman. 20 hours: 2 units. Spring.
Prerequisite: Statistics.

Research Methods for Occupational Therapy
OT-GE.2025 Howe. 30 hours: 3 units. Fall.
Prerequisite: Statistics.

Theoretical Bases for the Scope of Practice
OT-GE.2030 Buckley. 40 hours: 3 units. Spring.
Prerequisites: OT-GE.2001 and OT-GE.2002.

Analysis of Human Activity and Occupational Therapy Performance I
OT-GE.2035 Buckley, Poole. 20 hours: 2 units. Spring.
Prerequisite: successful completion of all first-semester occupational therapy courses.

Medical and Psychiatric Conditions
OT-GE.2039 Voelbel, Poole. 40 hours: 3 units. Spring.
Prerequisites: General Psychology; Abnormal Psychology; OT-GE.2002; OT-GE.2010; OT-GE.2079.

Professional Issues I
OT-GE.2040 Silver. 10 hours: 1 unit. Spring.
Prerequisite: OT-GE successful completion of all Fall first year courses

Professional Issues II
OT-GE.2041 Silver. 10 hours: 1 unit. 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.

Disability in a Global Context
OT-GE.2170 Perr. 30 hours: 3 units. Spring.

Independent Study
OT-GE.2300 45 hours per unit: 1–6 units. Fall, spring, summer; hours to be arranged.

Treating Children with Sensory Regulatory Dysfunction
OT-GE.2332 Koenig. 30 hours: 3 units. Summer.

Successful Intervention in Schools
OT-GE.2335 Koenig. 30 hours: 3 units. Fall.

Reframing the Meaning of Disability to Families
OT-GE.2338 Grossman. 30 hours: 3 units. Spring.

Orthopedic Evaluation and Intervention
OT-GE.2341 Poole. 45 hours: 3 units. Fall.
Prerequisite: successful completion of all first year courses.

Fieldwork II in Occupational Therapy
OT-GE.2704 Bear-Lehman. Minimum of 480 hours (10-12 weeks): 2-3 units. Fall, spring, summer; hours to be arranged. Registration by permission of instructor.

Activity Group Process
OT-GE.2707 30 hours: 3 units. Fall.

Performance and Development Across the Life Span
OT-GE.2709 Howe. 30 hours: 3 units. Fall.

Kinesiology
OT-GE.2710 Poole. 35 hours: 2 units. Spring.
Prerequisite: OT-GE.2002

Fieldwork I
OT-GE.2720 55.5 hours: 1 unit. Summer.
Prerequisites: OT-GE.2707 and OT-GE.2709

Fieldwork I in Occupational Therapy
OT-GE.2721 Perr. 195 hours: 1 unit. Fall.
Prerequisites: successful completion of all first year courses.

Fieldwork I
OT-GE.2722 Perr. 120 hours: 1 unit. Spring.
Prerequisite: OT-GE.2721

Research Design in Occupational Therapy
OT-GE.2724 Bear-Lehman. 20 hours: 2 units. Summer.
Prerequisite: OT-GE.2025

Research Interpretation for Occupational Therapy
OT-GE.2725 Bear-Lehman. 45 hours: 3 units. Fall.
Prerequisite: OT-GE.2724

Analysis of Human Activity and Occupational Performance II
OT-GE.2736 Perr. 20 hours: 2 units. Summer. Lecture and laboratory.
Prerequisite: OT-GE.2035

Fieldwork II in Occupational Therapy (Specialty)
OT-GE.2704 Bear-Lehman. Minimum of 480 hours (10-12 weeks): 2-3 units. Fall, spring, summer; hours to be arranged. Registration by permission of instructor.
Rehabilitation Evaluation and Intervention  
OT-GE.2742  Perr. 45 hours: 3 units. Spring.  
Prerequisite: successful completion of all first year courses.

Neurological Evaluation and Intervention  
OT-GE.2743  Buckley. 45 hours: 3 units. Fall.  
Prerequisite: successful completion of all first year courses.

Cognitive Evaluation and Intervention  
OT-GE.2744  Goverover. 30 hours: 3 units. Spring.  
Prerequisite: successful completion of all first year courses.

Mental Health Evaluation and Intervention  
OT-GE.2745  Voelbel. 44 hours: 3 units. Fall.

Community Practice  
OT-GE.2746  Buckley. 21 hours: 2 units. Spring.  
Prerequisite: OT-GE.2745.

Pediatric Evaluation and Intervention  
OT-GE.2748  Koenig. 45 hours: 3 units. Spring.  
Prerequisite: successful completion of all first year courses.

Health Advocacy and Administration  
OT-GE.2750  Gentile. 45 hours: 3 units. Spring.  
Prerequisite: OT-GE.2701.

Theoretical Foundations for Intervention  
OT-GE.2762  Hinojosa. 30 hours: 3 units. Fall.

Developing a Guideline for Intervention  
OT-GE.2763  Hinojosa. 30 hours: 3 units. Spring.  
Prerequisite: OT-GE.2762.  
It is a required course for OTHS (DPS) curriculum.

Ethics and Analytical Reasoning  
OT-GE.2764  Hinojosa. 30 hours: 3 units. Summer.

Clinical Anatomy of the Upper Quadrant, Face, Neck, and Selected Cavities  
OT-GE.2801  Aqua. 30 hours: 3 units. Spring.

Directed Project Design in Occupational Therapy  
OT-GE.2805  Goverover. 30 hours: 3 units. Fall.  
Corequisite: Research Methods.

Directed Project in Occupational Therapy  
OT-GE.2806  Howe. 30 hours: 3 units. Spring.  
Prerequisite: OT-GE.2805.

Developing Assistive Technology  
OT-GE.2900  Perr. 30 hours: 3 units. Spring.

Evidence-Based Practice  
OT-GE.3301  Howe. 30 hours: 3 units. Spring.

Advanced Assessment for the Practicing Therapist  
OT-GE.3306  Koenig. 30 hours: 3 units. Fall.

Professional Portfolio: Advanced Practice  
OT-GE.3310  Hinojosa. 30 hours: 0-3 units. Fall, spring.  
Professional Portfolio has a 1-credit option for those OTHS students to use for continuing in the e-portfolio seminar after conclusion of coursework, and a 0-credit option for those continuing in the e-portfolio seminar while enrolled in other courses.

Departmental Seminar: Occupational Therapy  
OT-GE.3406†  Goverover. 30 hours: 0-3 units. Fall, spring.  
Departmental Seminar has a 0-credit option for those Ph.D. students who have been advised to continue in the seminar after passing candidacy.

Occupational Therapy Doctoral Colloquium  
OT-GE.3408  Bear-Lehman. 15 hours: 0-1 unit. Fall, spring.  
Zero-credit option to be used for those Ph.D. candidates who are enrolled in other courses.
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. The University continues 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.
Faculty

Offiong Aqua, Clinical Associate Professor. M.D. 1986, Friendship (Russia).

Mitchell Batavia, Associate Professor. B.S. 1981, Delaware; M.A. 1986, Columbia; Ph.D. 1997, New York; PT.


Ann Goerdt, Clinical Assistant Professor. B.S. 1966, St. Louis; M.A. 1972, Ph.D. 1984, New York; PT


Louis N. Iannuzzi, Clinical Assistant Professor. B.S. 1978, Wisconsin (Milwaukee); B.S. 1980, New York; PT

Wen K. Ling, Chair and Associate Professor. B.S. 1978, National Taiwan; M.A. 1980, Ph.D. 1984, New York; PT.

Tsega A. Mehreteab, Clinical Professor. B.S. 1973, Hunter College (CUNY); M.S. 1977, Rutgers; D.P.T. 2005, Temple; PT.

Marilyn Moffat, Professor. B.S. 1962, Queens College (CUNY); M.A. 1964, Ph.D. 1973, New York; D.P.T. 2006, MGH; PT.

Smita Rao, Assistant Professor. B.S. 1998, M.S. 2000, Mumbai; Ph.D. 2006, Iowa; PT.

Kevin Weaver, Clinical Assistant Professor. B.S. 1990, M.A. 1995, New York; D.P.T. 2005, Temple; PT.

Number of Adjunct Faculty: 65

Advanced Certificate Program in Orthopedic Physical Therapy

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.

DEGREE REQUIREMENTS
This certificate program requires the completion of 16 credits. The program includes a didactic component consisting of six courses and a clinical component consisting of three 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 unit average in a physical therapy professional program, competence in conveying ideas in an organized manner through written communications, and two letters of recommendation.

DIRECTOR
Kevin Weaver
380 Second Avenue, 4th Floor
212-998-9411

DEGREE
Advanced Certificate

FACULTY
Batavia, Rao, Weaver

ADJUNCT FACULTY
Deyle, Gornell, Hegedus, Hicks, Lombardo, Manal, Michlovitz, Puniello, Rowe
Pathokinesiology

**DIRECTOR**
Marilyn Moffat
380 Second Avenue, 4th Floor
212-998-9406

**DEGREE**
M.A.

**FACULTY**
Batavia, Gutierrez, Ling, Moffat, Rao

**ADJUNCT FACULTY**
Magill, McHugh, Raghavan

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-unit 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. Electro-goniometry, electromyography, dynamometry, and cinematography are used to illustrate the most advanced theories and techniques for measurement and evaluation of human motion. Coursework 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 units including a master’s thesis pertaining to the scientific study of pathological human motion or intervention procedures designed to improve motor control. A total of 6 units 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 units): Research in Physical Therapy I PT-GE.2106, Research in Physical Therapy II PT-GE.2108, Analysis and Synthesis of Human Motion I PT-GE.2116, Analysis and Synthesis of Human Motion II PT-GE.2118, Measurement and Evaluation of Human Motion I PT-GE.2187, Measurement and Evaluation of Human Motion II PT-GE.2188, Independent Study PT-GE.2300, Basic Statistics I RESCH-GE.2085 (or an advanced statistics course), Basic Statistics II RESCH-GE.2086 (or an advanced statistics course), master’s thesis.

Elective Courses (6 units): Gross Human Anatomy PT-GE.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 156.

**SPECIAL OPPORTUNITIES**
Opportunities exist 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, Goerd, Gutierrez, Iannuzzi, Ling, Mehreteab, Moffat, Rao, Weaver

**ADJUNCT FACULTY**
Accettola, Ciotoli, Cooper, Edelstein, Friedman, Garritan, Haas, Keller, Keohane, Kharlamb, Levy-Santoro, Lim, Malango, 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 coursework 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 156.

**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 website: www.steinhardt.nyu.edu/pt.
Research in Physical Therapy

The Ph.D. program is currently not accepting applications for admission. The formulation of theory-based studies of human motion in healthy and physically challenged persons that make a contribution to the body of pathokinesiological literature are fundamental to the physical therapy doctoral program. The Ph.D. program emphasizes the study of kinesiology, the measurement of human motion, and issues in motor control. Studies are encouraged that contribute to the alleviation of physical disabilities. Preparation in research design and methodology is emphasized along with pathokinesiology practicum in research settings under the supervision of experienced researchers in metropolitan New York and New Jersey human performance laboratories.

CAREER OPPORTUNITIES

Of the 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 as well as Nigeria, Kuwait, Egypt, Thailand, and Taiwan. For example, Dr. Isaac Owuye is conducting research and teaching at the University of Ibadan, Nigeria; Dr. Chuchuka Enwemeka is the dean of the College of Health Sciences, University of Wisconsin-Milwaukee, and has developed an international reputation in research on the healing of connective tissues; Dr. Prapop Pothongsunun is the chair of the Physical Therapy Program at Chiang Mai University, Thailand; and Dr. Sue Ann Sisto, director of research in the Department of Physical Therapy, Stony Brook University, has received federal and private funding to conduct research addressing movement disorders of individuals with disabilities.

DEGREE REQUIREMENTS

Foundation Courses (6 units): from, for example, Foundations of Education: Educational Sociology SOED-GE.2400, Educational Psychology APSY-GE.1014, Introduction to Philosophy of Education PHED-GE.2003.
Seminar (3 units): Departmental Seminar PT-GE.3006.
Content Preparation in Study of Human Motion (18 units): Practicum in Pathokinesiology Research I and II PT-GE.3001, 3002, Analysis and Synthesis of Human Motion I PT-GE.2116, Analysis and Synthesis of Human Motion II PT-GE.2118, Measurement and Evaluation of Human Motion I PT-GE.2117, Measurement and Evaluation of Human Motion II PT-GE.2118.
Cognate Courses (6 units)
Investigative Skills (3 units): Experimental and Quasi-Experimental Design and Analysis Research RESCH.2134.

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; Motor Recovery Laboratory of the NYU Rusk Institute of Rehabilitation Medicine; and Rehabilitation Engineering Research Center, VA Medical Center, New York City.
Courses

The courses listed herein are to be offered in 2011–2013.

Please be advised that licensing agencies and 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.

<table>
<thead>
<tr>
<th>PHYSICAL THERAPY/PT</th>
<th>Analysis and Synthesis of Human Motion</th>
<th>Fall, First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVANCED CERTIFICATE IN ORTHOPEDIC PHYSICAL THERAPY</td>
<td>Analysis and Synthesis of Human Motion II</td>
<td>The Physical Therapist as an Educator/Communicator</td>
</tr>
<tr>
<td>Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System I</td>
<td>Measurement and Evaluation of Human Motion I</td>
<td>Applied Anatomy/Physiology of the Cardiopulmonary System</td>
</tr>
<tr>
<td>PT-GE.2601</td>
<td>45 hours: 3 units. Fall.</td>
<td>Life Span Development</td>
</tr>
<tr>
<td>Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System II</td>
<td>Measurement and Evaluation of Human Motion II</td>
<td>Physical Agents and Mechanical Modalities (including Aseptic Techniques/Infection and Disease Control)</td>
</tr>
<tr>
<td>PT-GE.2602</td>
<td>45 hours: 3 units. Spring.</td>
<td>PT-GE.2215 60 hours: 4 units.</td>
</tr>
<tr>
<td>Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System III</td>
<td>Measurement and Evaluation of Human Motion III</td>
<td>Exercise Physiology</td>
</tr>
<tr>
<td>PT-GE.2603</td>
<td>45 hours: 3 units. Summer.</td>
<td>Applied Anatomy/Physiology of the Musculoskeletal System</td>
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<tr>
<td>Seminar: Orthopedic Physical Therapy</td>
<td>Independent Study</td>
<td>PT-GE.2250 60 hours: 4 units.</td>
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<tr>
<td>PT-GE.2604</td>
<td>30 hours: 2 units. Summer.</td>
<td>Manual Techniques</td>
</tr>
<tr>
<td>Advanced Evidence-Based Orthopedic Physical Therapy</td>
<td>Practicum in Pathokinesiology</td>
<td>PT-GE.2008 45 hours: 3 units.</td>
</tr>
<tr>
<td>PT-GE.2605</td>
<td>30 hours: 2 units. Spring.</td>
<td>Clinical Sciences/Pathology/Imaging/Pharmacology of the Cardiopulmonary System</td>
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<tr>
<td>Advanced Anatomy, Physiology, and Pathophysiology of the Musculoskeletal System</td>
<td>Practicum in Pathokinesiology</td>
<td>PT-GE.2026 60 hours: 4 units.</td>
</tr>
<tr>
<td>PT-GE.2610</td>
<td>45 hours: 3 units. Fall.</td>
<td>Kinesiology/Biomechanics/Ergonomics</td>
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<tr>
<td>Mentored Orthopedic Physical Therapy Clinical Practice I</td>
<td>Doctoral Colloquium: Physical Therapy</td>
<td>PT-GE.2220 60 hours: 5 units.</td>
</tr>
<tr>
<td>PT-GE.2611</td>
<td>532–537 hours: 0 units. Fall.</td>
<td>Principles of Exercise</td>
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<tr>
<td>Mentored Orthopedic Physical Therapy Clinical Practice II</td>
<td>DOCTOR OF PHYSICAL THERAPY</td>
<td>PT-GE.2227 45 hours: 3 units.</td>
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<tr>
<td>PT-GE.2612</td>
<td>532–537 hours: 0 units. Spring.</td>
<td>Fitness Theory and Practice</td>
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<tr>
<td>Mentored Orthopedic Physical Therapy Clinical Practice III</td>
<td>Summer</td>
<td>PT-GE.2229 30 hours: 2 units.</td>
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<tr>
<td>PT-GE.2613</td>
<td>532–537 hours: 0 units. Summer.</td>
<td>Critical Inquiry and Clinical Decision Making I</td>
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<tr>
<td>M.A./PH.D. PHYSICAL THERAPY</td>
<td>Histology/General Pathology</td>
<td>Clinical Affiliation I</td>
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<tr>
<td>Research in Physical Therapy I</td>
<td>PT-GE.2004 45 hours: 3 units.</td>
<td>PT-GE.2450 40 hours per week for 6 weeks: 2 units.</td>
</tr>
<tr>
<td>PT-GE.2016</td>
<td>30 hours: 3 units. Fall, spring.</td>
<td>Fall, Second Year</td>
</tr>
<tr>
<td>Research in Physical Therapy II</td>
<td>CPR/First Aid Advanced Emergency Techniques</td>
<td>Clinical Sciences/Pathology/Pharmacology/Imaging of the Musculoskeletal System</td>
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<tr>
<td>PT-GE.2018</td>
<td>30 hours: 3 units. Spring, summer.</td>
<td>PT-GE.2231 60 hours: 4 units.</td>
</tr>
<tr>
<td>Analysis and Synthesis of Human Motion I</td>
<td>Gross Human Anatomy</td>
<td>$65 laboratory fee required.</td>
</tr>
<tr>
<td>PT-GE.2116</td>
<td>45 hours: 3 units. Fall.</td>
<td>Professional Behavior</td>
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<tr>
<td>Analysis and Synthesis of Human Motion II</td>
<td>Prerequisites: courses in human anatomy, kinesiology, and physiology.</td>
<td>PT-GE.2281 30 hours: 2 units.</td>
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<tr>
<td>Measurement and Evaluation of Human Motion I</td>
<td>Measurement and Evaluation of Human Motion II</td>
<td>Prerequisites: PT-GE.2187 and PT-GE.2188.</td>
</tr>
<tr>
<td>Measurement and Evaluation of Human Motion III</td>
<td>Prerequisites: courses in human anatomy, kinesiology, and physiology.</td>
<td>Independent Study</td>
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<tr>
<td>PT-GE.2187</td>
<td>45 hours: 3 units. Fall.</td>
<td>PT-GE.2300</td>
</tr>
<tr>
<td>PT-GE.2188</td>
<td>48 hours: 3 units. Spring.</td>
<td>Practicum in Pathokinesiology</td>
</tr>
<tr>
<td>PT-GE.2188</td>
<td>45 hours: 3 units. Spring.</td>
<td>PT-GE.3001</td>
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<tr>
<td>PT-GE.2187</td>
<td>45 hours: 3 units. Fall.</td>
<td>Practicum in Pathokinesiology</td>
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<tr>
<td>PT-GE.2188</td>
<td>45 hours: 3 units. Spring.</td>
<td>PT-GE.3002</td>
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<td>PT-GE.2187</td>
<td>48 hours: 3 units. Summer.</td>
<td>Departmental Seminar</td>
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<td>PT-GE.2188</td>
<td>PT-GE.2187</td>
<td>PT-GE.2230</td>
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<tr>
<td>PT-GE.2187</td>
<td>PT-GE.2187</td>
<td>DOCTOR OF PHYSICAL THERAPY</td>
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<tr>
<td>PT-GE.2281</td>
<td>30 hours: 2 units.</td>
<td>Histology/General Pathology</td>
</tr>
<tr>
<td>PT-GE.2281</td>
<td>30 hours: 2 units.</td>
<td>CPR/First Aid Advanced Emergency Techniques</td>
</tr>
<tr>
<td>PT-GE.2281</td>
<td>30 hours: 2 units.</td>
<td>Gross Human Anatomy</td>
</tr>
<tr>
<td>PT-GE.2281</td>
<td>30 hours: 2 units.</td>
<td>Professional Behavior</td>
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*Laboratory fees vary by course and may include a $65 laboratory fee.*
### Fall, Third Year

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
<th>Hours</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Applied Anatomy/Physiology of the OB/GYN, Integumentary, and Endocrinology Systems</td>
<td>3</td>
<td>45</td>
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<td>Clinical Sciences/Pathology/Pharmacology/Imaging of the OB/GYN, Integumentary, and Endocrinology Systems</td>
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<td>Physical Therapy Examinations of the Neuromuscular System</td>
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<tr>
<td>Physical Therapy Examinations of the OB/GYN, Integumentary, and Endocrinology Systems</td>
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<tr>
<td>Critical Inquiry/Clinical Decision Making II</td>
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<td>Physical Therapy Interventions/Prevention Programs/Wellness Programs for the OB/GYN, Integumentary, and Endocrinology Systems</td>
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<td>Electrotherapeutic Modalities</td>
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<td>45</td>
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<tr>
<td>Prescription, Application, and, as Appropriate, Fabrication of Assistive, Adaptive, Orthotic, Protective, Supportive, and Prosthetic Devices and Equipment</td>
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<tr>
<td>Clinical Sciences/Pathology/Pharmacology/Imaging of the Neuromuscular System</td>
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<tr>
<td>Clinical Observation II</td>
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<td>1</td>
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<tr>
<td>The Physical Therapist as an Administrator/Delegator/Manager</td>
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<td>30</td>
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<tr>
<td>Physical Therapy Interventions/Prevention Programs/Wellness Programs for the OB/GYN, Integumentary, and Endocrinology Systems</td>
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<tr>
<td>Clinical Observation IV</td>
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<td>Business Practices/Reimbursement/Marketing/Technology/Management of Care Delivery System</td>
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<tr>
<td>Clinical Observation IV</td>
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<td>1</td>
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<td>Clinical Affiliation III</td>
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<tr>
<td>Clinical Affiliation III</td>
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<tr>
<td><strong>Total</strong></td>
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<td>187</td>
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</table>
The Department of Applied Psychology includes both theoretical and applied courses in the fields of psychology and counseling, as well as courses in research methods and measurement. At the doctoral level, students study scientific practitioners, researchers, and scholars. 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.

Though emphases and specific core requirements differ somewhat from program to program, each advanced program includes a commitment to a strong foundation in psychological science. Thus, all doctoral students are required to gain proficiency in 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, human development and social intervention, educational psychology, counseling 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.

Departmental faculty have ongoing research projects in many areas, including cognition, language, social and emotional development, health and human development, applied measurement and research methods, working people’s lives, spirituality, multicultural assessment, group and organizational dynamics, psychopathology and personality, sexual and gender identities, trauma and resilience, self-regulation and academic achievement, intervention and social change, schools and communities, and cultural contexts and immigration. The counseling and school psychology doctoral programs provide the credentials required for graduates to sit for the New York State Psychology licensing examination, provided they also meet the experiential requirements, some of which are postdoctoral. The Ph.D. degrees in counseling psychology and school psychology are fully accredited by the American Psychological Association. The M.A. program in Counseling for Mental Health and Wellness provides the credentials required for graduates to sit for the New York State Examination as a Licensed Mental Health Counselor. The M.A. program in School Counseling leads to New York State Certification.
Faculty


LaRue Allen, Raymond and Rosalee Weiss Professor of Applied Psychology. B.A. 1972, Radcliffe College; M.S. 1977, Ph.D. 1980, Yale.


Joshua Aronson, Associate Professor of Applied Psychology. B.A. 1986, California (Santa Cruz); Ph.D. 1992, Princeton.


Mary M. Brabeck, Professor of Applied Psychology and Gail and Ira Drukier Dean of the NYU Steinhardt School of Culture, Education, and Human Development. B.A. 1967, Minnesota; M.S. 1970, St. Cloud; Ph.D. 1980, Minnesota.


Elise Cappella, Assistant Professor of Applied Psychology. B.A. 1993, Yale; M.A. 2000, Ph.D. 2004, California (Berkeley).

Ronald P. Esposito, Associate Professor of Applied Psychology. B.S. 1966, Georgetown; M.S. 1969, Ph.D. 1974, Fordham.

Iris E. Fodor, Professor of Applied Psychology. B.A. 1956, City College (CUNY); M.A. 1957, Ph.D. 1964, Boston.


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.

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.Phil. 1993, Ph.D. 1995, Graduate Center (CUNY).


Samuel Juni, Professor of Applied Psychology. B.S. 1973, Brooklyn College (CUNY); M.A. 1975, Ph.D. 1978, SUNY (Buffalo).


Mary McRae, Associate Professor of Applied Psychology. B.A. 1971, City College (CUNY); M.S. 1976, Brooklyn College (CUNY); Ed.D. 1987, Columbia.


Randolph L. Mowry, Clinical Associate Professor of Applied Psychology. B.A. 1975, College of William and Mary; Ph.D. 1985, Tennessee (Knoxville).

Sumie Okazaki, Associate Professor of Applied Psychology. B.S. 1988, Michigan; M.A. 1990, Ph.D. 1994, California (Los Angeles).


Mary Sue Richardson, Professor of Applied Psychology. B.A. 1967, Marquette; Ph.D. 1972, Columbia.


Selçuk R. Sirin, Associate Professor of Applied Psychology. B.S. 1991, Middle East Technical (Ankara, Turkey); M.S. 1998, SUNY (Albany); Ph.D. 2003, Boston College.

Carola Suárez-Orozco, Professor of Applied Psychology. B.A. 1978, California (Berkeley); Ph.D. 1993, California School of Professional Psychology.

Lisa Suzuki, Associate Professor of Applied Psychology. B.A. 1983, Whitman College; M.Ed. 1985, Hawaii (Manoa); Ph.D. 1992, Nebraska (Lincoln).

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, IDENTIFY, 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. 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. Our approach is multidisciplinary and examines the intersection of biological, contextual, cultural, and psychosocial factors. The center is directed by Dr. Perry Hakitis. For more information, visit www.steinhardt.nyu.edu/appsych.

THE CENTER FOR RESEARCH ON CULTURE, DEVELOPMENT, AND EDUCATION
We have recently experienced unprecedented changes in the lives of children and youth in New York City, the United States, and elsewhere in the world because of globalization, shifting demographics, immigration, 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 City, this is already the case. In light of these changing demographics, it is critical to address questions about the factors that promote school readiness and academic achievement of children and youth across diverse ethnic and cultural groups. 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 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 codirected by Drs. Catherine Tamis-LeMonda, Niobe Way, Diane Hughes, and Hirokazu Yoshikawa.

The Center for Research on Culture, Development, and Education website is www.steinhardt.nyu.edu/crnde.

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 healthy childhood development and school success to the forefront of policymaking 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.

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 a majority in the U.S., bringing linguistic and cultural diversity to the institutions with which they come into contact. Technological developments will proceed at a pace that may outstrip the capacity of school systems to adequately prepare children. Families 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 profes-

Faculty, continued


Internship Coordinator

Number of Adjunct Faculty: 41
Counseling and Guidance for Mental Health and Wellness

CO-DIRECTORS
Alisha Ali
Randolph Mowry
Kimball Hall
212-998-5555

DEGREE
M.A., Advanced Certificate

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 units of coursework. All students are required to take 34 units in the following courses: Professional Orientation and Ethical Issues in School Counseling APSY-GE.2650; Foundations of School Counseling APSY-GE.2662; Counseling: Theory and Process APSY-GE.2657; Research and Evaluation in Behavioral Sciences APSY-GE.2070; Individual Counseling Practice Labs I and II APSY-GE.2658, 2659; Cross-Cultural Counseling APSY-GE.2682; Developmental Psychology APSY-GE.2271 or Human Growth and Development APSY-GE.2138 or Adolescent Development; Theory and Research APSY-GE.2272; Group Dynamics APSY-GE.2620; Dynamics of Vocational Development APSY-GE.2634, Program Development and Evaluation APSY-GE.2663, and Interpretation and Use of Tests in Counseling Children and Adolescents APSY-GE.2673.

Students in the school counseling program complete a year-long, 8-unit (400 hours) internship in a school that is selected by the student in consultation with the director of internships. Coursework for this sequence includes Internship in School Counseling I APSY-GE.2667 (4 units) and Internship in School Counseling II APSY-GE.2668 (4 units).

Students must also take 3 units in applied content area (see below), as well as one course (3 units) that focuses on special populations, including women and mental health; gay, lesbian, bisexual, and transgender people; and substance abusers, among others.

Graduates of the School Counseling, K-12 concentration, are eligible for certification in New York State as school counselors in grades K-12. Students who wish to become certified as bilingual school counselors may pursue this goal within the framework of the school counseling program, with an additional bilingual concentration.

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.

Master of Arts in Counseling for Mental Health and Wellness
Students in Counseling for Mental Health and Wellness must complete 60 units of coursework. All students are required to take 37 units in the following courses: Professional Orientation and Ethical Issues in Counseling for Mental Health and Wellness APSY-GE.2651, Foundations of Counseling for Mental Health and Wellness APSY-GE.2651, Foundations of Counseling for Mental Health and Wellness APSY-GE.2657; Research and Evaluation in Behavioral Sciences APSY-GE.2070; Individual Counseling Practice Labs I and II APSY-GE.2658, 2659; Cross-Cultural Counseling APSY-GE.2682; Developmental Psychology APSY-GE.2271 or Human Growth and Development APSY-GE.2138 or Adolescent Development; Theory and Research APSY-GE.2272; Group Dynamics APSY-GE.2620; Dynamics of Vocational Development APSY-GE.2634; Program Development and Evaluation APSY-GE.2663, and Interpretation and Use of Tests in Counseling Children and Adolescents APSY-GE.2673.

Students in the school counseling program complete a year-long, 8-unit (400 hours) internship in a school that is selected by the student in consultation with the director of internships. Coursework for this sequence includes Internship in School Counseling I APSY-GE.2667 (4 units) and Internship in School Counseling II APSY-GE.2668 (4 units).

Students must also take 3 units in applied content area (see below), as well as one course (3 units) that focuses on special populations, including women and mental health; gay, lesbian, bisexual, and transgender people; and substance abusers, among others.

Graduates of the School Counseling, K-12 concentration, are eligible for certification in New York State as school counselors in grades K-12. Students who wish to become certified as bilingual school counselors may pursue this goal within the framework of the school counseling program, with an additional bilingual concentration.

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.

Students in Counseling for Mental Health and Wellness must complete 60 units of coursework. All students are required to take 37 units in the following courses: Professional Orientation and Ethical Issues in Counseling for Mental Health and Wellness APSY-GE.2651, Foundations of Counseling for Mental Health and Wellness APSY-GE.2651, Foundations of Counseling for Mental Health and Wellness APSY-GE.2657; Research and Evaluation in Behavioral Sciences APSY-GE.2070; Individual Counseling Practice Labs I and II APSY-GE.2658, 2659; Cross-Cultural Counseling APSY-GE.2682; Developmental Psychology APSY-GE.2271 or Human Growth and Development APSY-GE.2138 or Adolescent Development; Theory and Research APSY-GE.2272; Group Dynamics APSY-GE.2620; Dynamics of Vocational Development APSY-GE.2634; Program Development and Evaluation APSY-GE.2663, and Interpretation and Use of Tests in Counseling Children and Adolescents APSY-GE.2673.

Students in the school counseling program complete a year-long, 8-unit (400 hours) internship in a school that is selected by the student in consultation with the director of internships. Coursework for this sequence includes Internship in School Counseling I APSY-GE.2667 (4 units) and Internship in School Counseling II APSY-GE.2668 (4 units).

Students must also take 3 units in applied content area (see below), as well as one course (3 units) that focuses on special populations, including women and mental health; gay, lesbian, bisexual, and transgender people; and substance abusers, among others.

Graduates of the School Counseling, K-12 concentration, are eligible for certification in New York State as school counselors in grades K-12. Students who wish to become certified as bilingual school counselors may pursue this goal within the framework of the school counseling program, with an additional bilingual concentration.

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.

Students in Counseling for Mental Health and Wellness must complete 60 units of coursework. All students are required to take 37 units in the following courses: Professional Orientation and Ethical Issues in Counseling for Mental Health and Wellness APSY-GE.2651, Foundations of Counseling for Mental Health and Wellness APSY-GE.2651, Foundations of Counseling for Mental Health and Wellness APSY-GE.2657; Research and Evaluation in Behavioral Sciences APSY-GE.2070; Individual Counseling Practice Labs I and II APSY-GE.2658, 2659; Cross-Cultural Counseling APSY-GE.2682; Developmental Psychology APSY-GE.2271 or Human Growth and Development APSY-GE.2138 or Adolescent Development; Theory and Research APSY-GE.2272; Group Dynamics APSY-GE.2620; Dynamics of Vocational Development APSY-GE.2634; Program Development and Evaluation APSY-GE.2663, and Interpretation and Use of Tests in Counseling Children and Adolescents APSY-GE.2673.

Students in the school counseling program complete a year-long, 8-unit (400 hours) internship in a school that is selected by the student in consultation with the director of internships. Coursework for this sequence includes Internship in School Counseling I APSY-GE.2667 (4 units) and Internship in School Counseling II APSY-GE.2668 (4 units).

Students must also take 3 units in applied content area (see below), as well as one course (3 units) that focuses on special populations, including women and mental health; gay, lesbian, bisexual, and transgender people; and substance abusers, among others.

Graduates of the School Counseling, K-12 concentration, are eligible for certification in New York State as school counselors in grades K-12. Students who wish to become certified as bilingual school counselors may pursue this goal within the framework of the school counseling program, with an additional bilingual concentration.

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.
Health and Wellness APSY-GE.2661, Counseling: Theory and Process APSY-GE.2657, Individual Counseling Practice: Labs I and II APSY-GE.2658, 2659, Cross-Cultural Counseling APSY-GE.2682, Research and Evaluation in Behavioral Sciences APSY-GE.2070, Human Growth and Development APSY-GE.2138, Abnormal Psychology APSY-GE.2038, Group Dynamics: Theory and Practice APSY-GE.2620, Dynamics of Vocational Development APSY-GE.2634, Program Development and Evaluation APSY-GE.2663, and Interpretation and Use of Tests in Counseling Adults APSY-GE.2672. In addition to the curriculum specified above, students also complete an 8-unit year-long (600 hours) supervised internship. The internship experience is chosen by the student in consultation with the director of internships.

Coursework for this sequence includes Internship in Counseling for Mental Health and Wellness I APSY-GE.2655 (4 units) and Internship in Counseling for Mental Health and Wellness II APSY-GE.2656 (4 units).

In addition, students choose one course (3 units) 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 units in applied content areas. 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.

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 coursework 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 therapy, or music therapy; and marriage and family. Students in the Program in Counseling for Mental Health and Wellness should consult with an adviser to develop this applied content area sequence.

Comprehensive Exams
All students in the M.A. Programs in Counseling 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 two times. If they are unsuccessful in their initial attempt, they must also complete a designated project.

ADMISSION REQUIREMENTS
Applications are reviewed for fall entrance only.

This is a full-time master’s program with a strict course sequencing and research requirement that is best completed on a full-time basis. We will consider part-time matriculation only on an exceptional, case-by-case basis.
Counseling Psychology

DIRECTOR
Samuel Juni
Kimball Hall
212-998-5555

DEGREE
Ph.D.

FACULTY
Ali, Grossman, Haklitis, Juni, Mattis, McClowry, McRae, Okazaki, Richardson, Suarez-Oroco, Suzuki

The Ph.D. Program in Counseling Psychology is fully accredited by the American Psychological Association (APA). Counseling psychologists are defined as those who enter into professional relationships with individuals and groups and bring to those relationships knowledge of psychology as a science, knowledge of counseling theory and research, a personally integrated theory of counseling, and an ethical responsibility.

The major principles underlying the Program in Counseling Psychology are a focus on a developmental understanding of clients, commitment to a health model of intervention, and appreciation of the gendered, cultural, and institutional contexts of people's lives, as these contexts affect both clients and counselors. The program follows a basic pattern in the education of psychologists—the scientist-practitioner model—and is organized in three areas: general psychology, including statistics and research methodology; counseling and vocational psychology; and patterns of learning experiences designed to meet the professional goals of program matriculants.

CAREER OPPORTUNITIES
Graduates of the program are eligible to sit for the New York State psychology licensing examination and are prepared to practice in diverse settings such as colleges, clinics, hospitals, and community agencies.

DEGREE REQUIREMENTS
For the completion of the doctorate, 96 units beyond the bachelor's degree are required. Additionally, as part of undergraduate or other graduate work, 18 units in psychology are prerequisites to the Ph.D. program. In Counseling Psychology (33 units), students complete work in the dynamics of vocational development, counseling theory and process, cross-cultural counseling, group dynamics, clinical assessments, abnormal psychology, program seminars, seminars in vocational development and counseling theory, practica in individual and group counseling, and counselor training.

Students must also take a Counseling Psychology Specialty (9 units), which can include courses in marriage counseling, women's development, gay, lesbian, bisexual, and transgender studies, or other elective courses; Statistics and Research Design (18 units); Educational Sociology (3 units); and Educational Philosophy or History of Education (3 units). Students also must complete courses covering measurement and evaluation, history and systems, learning theory, personality, developmental psychology, and the biological basis of behavior. In addition to units 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 units must be completed at New York University.

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.

STEINHARDT FELLOWS

Program and Research Assistantships
See page 169.

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.

Educational Psychology

DIRECTOR
LaRue Allen
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DEGREE
M.A.

FACULTY
Aber, Allen, Aronson, Blair, Haklitis, Jordan, Melzi, Tamis-LeMonda, Way, Wolf

This program is not accepting applications for admission.

The M.A. Program in Educational Psychology offers students a solid graduate foundation in 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/re-search 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 such areas as research and data collection for hospitals and community agencies, advertising agencies, and private industry as well as
General Educational Psychology Concentration

**DEGREE REQUIREMENTS**

Academic Prerequisites: A minimum of 18 undergraduate semester hours in behavioral sciences, including courses in personality, social psychology, and developmental psychology. These requirements may be met by taking additional courses as part of the program.

This concentration requires 36 units for completion. The curriculum includes the following:


**Concentration Requirements** (24 units): Measurement: Classical Test Theory APSY-GE.2140; two courses in research methods (e.g., Educational Psychology Evaluation Methodology in the Behavioral Sciences I and II APSY-GE.2173, 2174); and a total of four courses completed from Group A and Group B as listed below. Note: Students must complete at least one course from each group; students must select courses not already completed under Core Requirements.

**Electives:** Under faculty advisement, students are encouraged to pursue courses (6 units) that complement their programs of study, such as multiculturalism and diversity, counseling, or women’s studies.

**Terminal Experience** (3 units): Applied Psychology Integrative Seminar APSY-GE.2335 serves as the capstone to all students in the M.A. 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.
Psychological Measurement and Evaluation Concentration

The demand for those with training in psychological measurement and evaluation has increased. This 36-unit 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 units for completion. The curriculum includes the following:

Core Requirements (9 units): Survey of Developmental Psychology/Advanced APSY-GE.2271, plus two courses from the following: Social Psychology APSY-GE.2003, Abnormal Psychology APSY-GE.2038, Theories of Personality APSY-GE.2039, Psychological Disturbances in Children APSY-GE.2181, Cognitive Development APSY-GE.2198, Learning Theories APSY-GE.2214, and Culture, Context, and Psychology APSY-GE.2105.

Grant Preparation and Grant Management (6 units): Grant writing and management, and proctoring and managing, and program development and evaluation.

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.

Human Development and Social Intervention

The M.A. in Human Development and Social Intervention offers a distinct curriculum that emphasizes the practical skills of research design and methods, grant writing and management, and program development and evaluation from a community psychology perspective. The curriculum is firmly rooted in the traditions and lexicon of community, social, personality, and developmental psychology. Students will learn how issues such as poverty, race, gender, and culture influence the daily lives of individuals. Hands-on research and grant writing will aid students in efforts to apply social interventions to these issues.

The program is designed for recent college graduates with backgrounds in the social sciences, including psychology, social work, sociology, anthropology, and race, gender or ethnic studies, as well as those who have work or volunteer experiences in nonprofit organizations, schools, health facilities, and community centers and seek to further or change the direction of their careers. All students in this program will receive training in:

1. Theories of human development;
2. Theories and techniques of preventive and promotive interventions;
3. Theories and concepts of the influence of culture and context in various settings;
4. Conceptualization and analysis of individual and social change;
5. Research methodology including program management and evaluation; and
6. Grant preparation and grant management.

In addition to a core of research methodology and psychology courses, students will also pursue one of the following three areas of study:

- Developmental Psychology: Students will examine classical as well as contemporary literature on developmental changes in emotional, social, and cognitive areas, with specific attention to the roles of culture and context (e.g., family, school, community) in these processes.
- Health: Students will examine the individual level, socioecological, and sociopolitical factors that shape physical and mental health outcomes for individuals, families, and communities.
- Methodology: Students will gain expertise in research design and in the use of various methods of quantitative and qualitative reasoning and analysis of data.

CAREER OPPORTUNITIES
The degree prepares students to pursue careers as research project directors, research coordinators, grant writers, research scientists, and program evaluators in university-based research centers, community agencies, hospitals, school systems, and private industry, including evaluation research firms. In addition, the program prepares students to pursue doctoral study in the social sciences, such as human development, public policy, or social and community psychology.

DEGREE REQUIREMENTS
Academic prerequisites: Prior to matriculation in the graduate program, students must have completed a basic statistics course (with content similar to Basic Statistics I RESCH-GE.2085) within the past three years. Students also must have completed five courses in psychology prior to matriculation in the graduate program.

The HDSI program requires 42 units for completion. The curriculum includes the following:

Required Core Courses (15 units): Grant Writing and Grant Management for the Social Sciences APSY-GE.2077; Culture, Context, and Psychology APSY-GE.2105; Survey of Developmental Psychology;
Human Development and Social Intervention, continued

The mission of the Ph.D. Program in Psychological Development is to provide students with a strong foundation in developmental theories and research from a life span perspective. Students examine individual and environmental influences on the development of infants, children, adolescents, and adults, especially those situated in urban environments. The Ph.D. program offers the advanced student a program of study that focuses on current issues in the dynamic and complex field of human development, while also emphasizing a basic foundation in psychological theory and research. Research takes place in laboratories at NYU as well as in the homes, hospitals, schools, neighborhoods, and community settings of the multicultural and richly diverse city of New York.

The Program in Psychological Development educates its students to think creatively about how psychological theory and research can address the social challenges that individuals face. Through their coursework and research experiences, students in the Ph.D. Program in Psychological Development gain expertise in the following:

- The core areas of developmental psychology with a focus on how current research methodologies are applied to issues in human development
- A wide range of quantitative and qualitative research methodologies, including survey research, experimental, observational, ethnographic, and narrative case studies
- The skills to identify the roles of family members, peers, schools, neighborhoods, and communities on the life of the individual, as well as how the individual shapes his or her own experiences
- An understanding of how medical issues, ethnicity, race, social class, gender, and culture influence human development within and across national boundaries
- The application of assessment tools to address the needs of diverse populations
- A proficiency in implementing and evaluating primary preventive interventions with parents and children from at-risk populations

Areas of research focus for doctoral students may include the following:

- Cognitive, emotional and social development in infants and young children
- Social and emotional development among urban ethnic-minority children and adolescents in the United States and worldwide
- Family, school, and cultural influences on human development
- Etiology of risk behaviors, resiliency, and coping in at-risk populations
- School-, family-, and community-based interventions
- Children's learning, academic achievement, and emotional self-regulation in school settings
- Quantitative modeling of high-risk health behaviors and decisions
- Test and scale development, validity and reliability studies, and the study of individual differences

Students who complete the program and acquire the appropriate work experience are eligible to sit for the New York State examination for the professional practice of psychology.

CAREER OPPORTUNITIES
Graduates are prepared for careers as professors in academic settings; researchers in academic and governmental agencies; human service professionals in hospitals, schools, and community settings; directors and evaluators of mental health and health-promotion programs; as well as primary prevention programs.

DEGREE REQUIREMENTS
Students take between 45 and 72 credits, depending on prior graduate coursework. Academic offerings and requirements include the following:

- Courses in the foundation areas of psychology (e.g., developmental, social, personality, learning, experimental, historical, neuropsychology)
- Courses in developmental psychology (e.g., cognitive, emotional, social, language, perceptual)
- Advanced content seminars in human development
- Sequences in research designs, methods, and statistics
- 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 156.

Psychological Development

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KIMBALL HALL
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DEGREE
Ph.D.

FACULTY
Aber, Aronson, Blair, Gilligan, Jordan, Melzi, Raver, Sirin, Tamis-LeMonda, Way

AFFILIATED FACULTY
Allen

Advanced APSY-GE.2271; Risk and Resilience APSY-GE.2275; Development and Prevention Science APSY-GE.2094. Required Courses in Statistics and Research Methods (15 units): Basic Statistics II RESCH-GE.2086; Measurement: Classical Test Theory APSY-GE.2140; Evaluation Methodology in Behavioral Science I APSY-GE.2173; Evaluation Methodology in Behavioral Science II APSY-GE.2837 (0 units); Research Project Seminar I APSY-GE.2838.
School Psychology

This program is not accepting applications for admission.

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 NYU Steinhardt’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, 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.

CAREER OPPORTUNITIES

Graduates from the certificate and doctoral programs will be certified as school psychologists in New York State and legally qualified to work as school psychologists in most states. They may choose to work in public or private schools or in community mental health and hospital settings. Certificate graduates also find employment in clinical and educational children’s settings such as learning disability centers, child guidance clinics, pediatric services, hospitals, and social service agencies.

Doctoral graduates also work in clinical settings such as hospitals or mental health clinics, for social service agencies as staff psychologists, as mental health consultants to other types of organizations, as researchers and teachers at colleges and universities, or in private practice conducting psychological testing and/or psychotherapy with children, adults, and families. Some doctoral graduates teach in college or university settings.

ACADEMIC PREREQUISITES

Certificate applicants are expected to have completed 12 undergraduate credits in psychology (four courses) including experimental (laboratory course), personality, and two other psychology courses, as well as 6 undergraduate credits in education (two courses) from the following areas: curriculum or educational methods, remedial reading or learning disabilities, special education or exceptional children, or educational administration or supervision.

Doctoral applicants (Ph.D.) are expected to have completed 15 undergraduate credits in psychology (five courses), including experimental (laboratory course), personality, developmental, and two other psychology courses, as well as 6 undergraduate credits in education (two courses) from the following areas: curriculum or educational methods, remedial reading or learning disabilities, special education or exceptional children, or educational administration or supervision.

Certificate as a School Psychologist

This certificate program requires 69 units 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:


Educational Foundations: 6 units from those prerequisite areas not covered by undergraduate courses, including such courses as The Study of Reflective Teaching ECED-GE.2357, Teaching for Multicultural Understandings ECED-GE.2011, Literature for Younger Children ECED-GE.2521, Psychological Foundations of Learning Disabilities SPced-GE.2131, Education of Exceptional Children SPced-GE.2124, Teaching Students with Disabilities in General Education SPced-GE.2165, Education Law EDLED-GE.2207, Leadership in the Adoption of Innovation EDLED-GE.2305.


Other Requirements: During the first three years of the program, students are required to spend at least one day per week in an unpaid externship. Students are also required to complete a workshop, The Social Responsibilities of Teachers TCHL-GE.2999.

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.

Doctor of Philosophy
The Ph.D. Program in School Psychology is based on the scientist-practitioner model. The program emphasizes research, behavioral assessment and intervention, psychoeducational and psychodiagnostic assessment, school consultation, and psychotherapy. The Ph.D. program is fully accredited by the American Psychological Association (APA) and by the National Association of School Psychologists (NASP).

Graduates are eligible for New York State certification as a school psychologist and, on completion of an additional year of supervised practice after completion of the doctorate, qualify for the New York State licensing examination for the professional practice of psychology.

This program calls for 99 units 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:


Educational Foundations: 6 units from those prerequisite areas not covered by undergraduate courses, including such courses as The Study of Reflective Teaching CHDED-GE.2357, Multicultural Perspectives in Social Studies CHDED-GE.2011, Literature for Younger Children CHDED-GE.2521, Psychological Foundations of Learning Disabilities SPCED-GE.2131, Education of Exceptional Children SPCED-GE.2124, Teaching Students with Disabilities in General Education SPCED-GE.2165, Education Law EDLED-GE.2207, Leadership in the Adoption of Innovation EDLED-GE.2305.


Specialty Sequence (9 units): 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 APSY-GE.2089, Practicum in Psychotherapy with Children and Adolescents APSY-GE.2061, 2062.


Integrative Seminars (9 units): See above section for details.

OTHER REQUIREMENTS
During the first three years of the program, students are required to spend at least one day per week in unpaid externships and two of these years in research apprenticeships to complete scholarly requirements, a dissertation proposal, and other dissertation requirements. Subsequently, students are also required to complete a full-year internship. Students typically require more than four years of full-time study to complete all requirements.

The scholarly requirements include a publishable scholarly paper sponsored by a faculty member and a dissertation based on research sponsored by a committee of faculty. A final doctoral oral will constitute a defense of the dissertation. All students are also required to pass a departmental comprehensive examination and the English Essay Examination.

Doctor of Psychology
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, upon completion of an additional year of supervised practice after completion of the doctorate, qualify for the New York State licensing examination for the professional practice of psychology.

Some requirements for completion of the Psy.D. are similar to those indicated for the Ph.D. in school psychology. The program also calls for 99 units beyond the bachelor’s degree in addition to related field experiences, internship requirements, and scholarly requirements. Some students with previous graduate work will earn advanced standing and others lacking appropriate undergraduate work will require additional credits. The basic curriculum in foundations coursework and practica is similar to the Ph.D., with fewer units required in the measurement and research component and more units 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 units), School Psychology Practica (30 units), Educational Foundations (6 units), and Steinhardt School Foundations (6 units). (See descriptions above for specific details.) An 18-unit specialty sequence must be planned by each
School Psychology, continued

student in consultation with an adviser. The following is a sample of a typical sequence divided into two subspecialties, one in psychotherapy, one in infancy: Psychoanalytic Theory of Childhood APSY-GE.2089, Practicum in Psychotherapy with Children and Adolescents APSY-GE.2061, 2062, Psychological Research in Infancy APSY-GE.2115, Infant and Toddler Assessment APSY-GE.2116. The Education of Infants and Toddlers ECED-GE.2701.


Integrative Seminars (9 units): See above section for details.

OTHER REQUIREMENTS

Students spend one and a half days per week on field placement during year one, two and a half days per week on externship in years two and three, and one summer in a variety of assigned settings pertinent to their particular stage of training. Students are also required to complete a full-year internship. Additionally, students are required to complete three publishable, scholarly papers working with various full-time or adjunct faculty sponsors before going on an internship and to compile a professional portfolio that also includes an intensive professional work sample. A final doctoral oral will be an examination of competency for professional practice. All students are also required to pass a departmental comprehensive examination.

ADMISSION REQUIREMENTS

Note: The Psy.D. and Ph.D. programs are not currently admitting students.

Psychology and Social Intervention

**DIRECTOR**
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**DEGREE**
Ph.D.

**FACULTY**
Aber, Ali, Allen, Cappella, Godfrey, Hughes, Morris, Seidman

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.

The program maintains a heavy focus on research in applied settings for the purposes of understanding and changing social settings. Program faculty members 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, 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.

The main objectives of the program 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 promotional 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:

1. The analysis and change of human service and community-based organizations
2. Consequences of poverty, social exclusion, and discrimination
3. The analysis and restructuring of ecological transitions (e.g., between neighborhoods, between school and work)
4. The design and evaluation of prevention and promotion programs
5. Analysis and evaluation of public policies relevant to health, education, and well-being
6. Experiences of racial, ethnic, sexual, and other minorities, as well as immigrant populations, in organizational, community, and transnational contexts
7. Setting level influences on intergroup disparities or relationships

**CAREER OPPORTUNITIES**
The 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.

**DEGREE REQUIREMENTS**

Students take 45 to 72 units, depending on prior graduate coursework. Requirements for program completion include:

1. Courses in psychology and social intervention (e.g., Theories of Change in Applied Psychology, Understanding and Measuring Social Contexts, and Intervention and Social Change)
2. Design, methodology, and statistics sequence (e.g., Research Design and Methods in the Behavioral Sciences,
Psychology and Social Intervention, continued

Methods for the Analysis of Change, Qualitative Field 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

ADMISSION REQUIREMENTS
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 the general admission section, page 156.

FINANCIAL AID OPPORTUNITIES
Tuition remission and stipends are provided to all doctoral students in the first three years. During the fourth year, doctoral students are provided with a stipend to cover living expenses. Doctoral students are also funded via research grants from the faculty in the Department of Applied Psychology. In addition, the Department of Applied Psychology offers Monroe Stein and Raymond and Rosalee Weiss Awards. Information on scholarships is available on the Steinhardt Graduate Admissions website under financial aid. All applicants who are interested in being considered for school-based scholarships must complete the Free Application for Federal Student Aid (FAFSA) by going to www.fafsa.ed.gov and submitting it electronically to NYU. Check the Graduate Admissions Web pages for detailed instructions. The deadline for submitting the FAFSA form to NYU is February 1 for the fall term. Please note that the earliest time you can access the form is January 1.

For more details, contact the Department of Applied Psychology. See general financial aid section, page 167.

Courses

The courses listed herein are to be offered in 2011–2013.

NOTES TO COURSES

*Registration closed to special students.

*Pass/fail basis.

Please be advised that licensing agencies and 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.

APPLIED PSYCHOLOGY/APSY-GE

Neuropsychology of Behavior
APSY-GE.2001 30 hours: 3 units.
Prerequisite: a course in psychology or educational psychology.

Social Psychology
APSY-GE.2003 30 hours: 3 units.
Prerequisite: a course in general or educational psychology.

Experimental Psychology
APSY-GE.2005 45 hours: 3 units.
Prerequisite: one year of statistics or measurement, or permission of instructor.

Sexual Decision Making and Risk Taking in Adolescence
APSY-GE.2008 30 hours: 3 units.

Psychology of Women
APSY-GE.2014 30 hours: 3 units.
Prerequisite: a course in general psychology or equivalent.

Health and Human Development
APSY-GE.2022 30 hours: 3 units.

Cognitive Behavior Therapy: Theory and Applications
APSY-GE.2025 30 hours, 3 units.

Abnormal Psychology
APSY-GE.2038 30 hours: 3 units.
Prerequisite: APSY-GE.2039 or equivalent.

Theories of Personality
APSY-GE.2039 30 hours: 3 units.
Prerequisite: a graduate course in general, developmental, or educational psychology.

Women and Mental Health
APSY-GE.2041 30 hours: 3 units.
Prerequisite: a course in general psychology or equivalent.

Action Approaches to Mental Health Counseling
APSY-GE.2045 30 hours: 3 units.

Research, Reading, and Language
APSY-GE.2055* 45 hours: 3 units.
Prerequisite: a course in developmental psychology or linguistics.

Issues in Counseling People with Disabilities
APSY-GE.2068 30 hours: 3 units.

Research and Evaluation in the Behavioral Sciences
APSY-GE.2070 45 hours: 3 units.

Research Design and Methodology in the Behavioral Sciences I
APSY-GE.2073* 45 hours: 3 units.
Required of doctoral students in the Department of Applied Psychology. Open by permission of instructor.

Research Design and Methodology in the Behavioral Sciences II
APSY-GE.2074* 45 hours: 3 units.
Prerequisite: APSY-GE.2073 or permission of instructor.

Grant Writing and Grant Management for the Social Sciences
APSY-GE.2077 30 hours: 3 units.
Prerequisites: APSY-GE.2271 and APSY-GE.2105.

Family Diagnosis and Therapy
APSY-GE.2091* 30 hours: 3 units.
For students in the school psychology program; others by permission of the school psychology program adviser.

Gestalt Therapy: An Overview of Theory and Practice
APSY-GE.2093 30 hours: 3 units.
Continued

Courses, continued

APSY-GE.2094  30 hours: 3 units.
Developmental and Prevention Science

APSY-GE.2097  30 hours: 3 units.
Social Development of Children and Adolescents

APSY-GE.2105  30 hours: 3 units.
Culture, Context, and Psychology

APSY-GE.2114  30 hours: 3 units.
Educational Psychology

APSY-GE.2115  30 hours: 3 units.
Psychological Research in Infancy

APSY-GE.2138  30 hours: 3 units.
Human Growth and Development

APSY-GE.2140  (formerly APSY-GE.2035) 45 hours: 3 units.
Measurement: Classical Test Theory

APSY-GE.2141  (formerly APSY-GE.2037) 45 hours: 3 units.
Measurement: Modern Test Theory

APSY-GE.2142  (formerly APSY-GE.2036) 45 hours: 3 units.
Psychometric Theory

APSY-GE.2143  (formerly APSY-GE.2042) 45 hours: 3 units.
Construction of Psychological Tests

APSY-GE.2173  45 hours: 3 units.
Evaluation Methodology in the Behavioral Sciences I

APSY-GE.2174  45 hours: 3 units.
Evaluation Methodology in the Behavioral Sciences II

APSY-GE.2181  30 hours: 3 units.
Psychological Disturbances in Children

APSY-GE.2184  30 hours: 3 units.
Temperament-Based Intervention

APSY-GE.2198  30 hours: 3 units.
Cognitive Development

APSY-GE.2199  30 hours: 3 units.
Social Perception and Cognition

APSY-GE.2214  30 hours: 3 units.
Learning Theories

APSY-GE.2218  30 hours: 3 units.
The Psychology of Human Intelligence

Prerequisite: APSY-GE.2173.

APSY-GE.2181  30 hours: 3 units.
Psychological disturbances in Children

Prerequisite: a course in developmental or educational psychology.

APSY-GE.2184  30 hours: 3 units.
Temperament-Based Intervention

APSY-GE.2222  30 hours: 3 units.
Cross-Cultural Research Methods

APSY-GE.2223  30 hours: 3 units.
Consultation & Facilitation

APSY-GE.2240  45 hours: 3 units.
Clinical work

APSY-GE.2241  30 hours: 3 units.
Neuropsychological Assessment

APSY-GE.2245  30 hours: 3 units.
Psychoeducational Perspectives

APSY-GE.2270  30 hours: 3 units.
Intervention/Prevention in Early Childhood Contexts

APSY-GE.2271  30 hours: 3 units.
Survey of Developmental Psychology: Advanced

APSY-GE.2272  30 hours: 3 units.
Adolescent Development: Theory and Research

APSY-GE.2273  2 hours: 0 units.
Identification and Reporting of Suspected Child Abuse/Maltreatment

APSY-GE.2279  30 hours: 3 units.
Risk and Resilience

APSY-GE.2300  45 hours per unit: 1-6 units. Hours to be arranged.
Independent Study

APSY-GE.2335  30 hours: 3 units.
Applied Psychology: Integrative Seminar

APSY-GE.2345  45 hours: 3 units.
Academic Achievement Gaps: Socio-psychological Dynamics

APSY-GE.2401  30 hours: 3 units.
Neuropsychological Assessment

APSY-GE.2450  30 hours: 3 units.
Psychoeducational Perspectives

APSY-GE.2500  30 hours: 3 units.
Trauma: Theoretical and Clinical Perspectives

APSY-GE.2505  30 hours: 3 units.
Case Seminar in Trauma Studies: Transdisciplinary Perspectives of Clinical Work

APSY-GE.2527  30 hours: 3 units.
Development of Immigrant Origin Youth

APSY-GE.2620  45 hours: 3 units.
Advanced Group Dynamics: Consultation & Facilitation

APSY-GE.2625  45 hours: 3 units.
Advanced Group Dynamics

APSY-GE.2634  30 hours: 3 units.
Dynamics of Vocational Development

APSY-GE.2635  30 hours: 3 units.
Career Counseling

APSY-GE.2649  30 hours: 3 units.
College Mental Health Intervention

APSY-GE.2650  20 hours: 2 units.
HIV Prevention and Counseling: Psychoeducational Perspectives

APSY-GE.2657.
Courses, continued

Professional Orientation and Ethical Issues in Counseling for Mental Health and Wellness
APSY-GE.2651* 20 hours: 2 units.

Internship in Counseling for Mental Health and Wellness I and II
APSY-GE.2655*, 2656* 45 hours: 4 units per term. Hours arranged. APSY-GE.2655 is prerequisite for APSY-GE.2656.

Counseling: Theory and Process
APSY-GE.2657 45 hours: 3 units.

Individual Counseling: Practice I
APSY-GE.2658** 50 hours: 3 units; hours to be arranged.

Individual Counseling: Practice II
APSY-GE.2659** 50 hours: 3 units. Prerequisite: APSY-GE.2658.

Foundations of Counseling for Mental Health and Wellness
APSY-GE.2661* 20 hours: 2 units.

Foundations of School Counseling
APSY-GE.2662* 20 hours: 2 units.

Program Development and Evaluation in Counseling
APSY-GE.2663* 30 hours: 3 units. Prerequisite: APSY-GE.2070 or equivalent, or permission of instructor.

Internship in School Counseling I
APSY-GE.2667* 45 hours: 4 units. Hours arranged.

Internship in School Counseling II
APSY-GE.2668* 45 hours: 4 units. Hours arranged. Prerequisite: APSY-GE.2667.

Religiosity and Spirituality: Theory, Research, and Counseling
APSY-GE.2669 30 hours: 3 units.

Interpretation and Use of Tests in Counseling Adults
APSY-GE.2672* 45 hours: 3 units. Prerequisite: APSY-GE.2657 or equivalent.

Interpretation and Use of Tests in Counseling Children and Adolescents
APSY-GE.2673* 45 hours: 3 units. Prerequisite: APSY-GE.2657 or equivalent.

Counseling Issues in Thanatology
APSY-GE.2681 30 hours: 3 units. Prerequisite: APSY-GE.2657 or equivalent.

Cross-Cultural Counseling
APSY-GE.2682 30 hours: 3 units. Prerequisite: APSY-GE.2657 or equivalent.

Grief and Bereavement Counseling
APSY-GE.2683 30 hours: 3 units. Prerequisite: APSY-GE.2681 or related work experience.

Marriage, Couple, and Family Counseling
APSY-GE.2684 30 hours: 3 units. Prerequisite: APSY-GE.2657 or equivalent.

Special Topics in Applied Psychology: Workshop on Research Development
APSY-GE.2686 15 hours per unit: 0–6 units. Prerequisite or co-requisite: Basic graduate-level research design or statistics. Only open to graduate students in applied psychology.

Drug Use, Abuse, and Addiction: Bio-psychosocial Perspectives
APSY-GE.2691 30 hours: 3 units.

Understanding and Measuring the Social Contexts for Development
APSY-GE.2695 (formerly Organizational and Community Processes, G89.2290) 30 hours: 3 units.

Intervention and Social Change
APSY-GE.2696 (formerly G89.2269) 30 hours: 3 units.

Practicum in Intervention Research or Policy Research I and II
APSY-GE.2697 (formerly Practicum in Community Research, G89.3287) 45 hours: 3 units. APSY-GE.2698 (formerly Practicum in Community Research, G89.3288) 45 hours: 3 units.

Advanced Seminar in Psychology and Social Intervention
APSY-GE.2830* (formerly Advanced Seminar in Community Psychology, G89.3290) 30 hours: 3 units. Requires permission of the instructor.

Project Research Seminar I
APSY-GE.2837 30 hours: 3 units. Only open to master’s students in human development and social intervention.

Project Research Seminar II
APSY-GE.2838 30 hours: 3 units. Prerequisite: APSY-GE.2837 Only open to master’s students in human development and social intervention.

Play and Drama Therapy with Children and Adolescents
APSY-GE.2840 (formerly E86.2120) 30 hours: 3 units.

Positive Psychological Development: Innovations in Theory, Research, and Practice
APSY-GE.2870 30 hours: 3 units.

Psychology of Gender Roles and Sex Differences
APSY-GE.2880 30 hours: 3 units.

Gay, Lesbian, Bisexual, and Transgender People: Individual Study
APSY-GE.2892 20 hours per unit: 2–3 units. Requires permission of the instructor.

Counseling Gay, Lesbian, Bisexual, and Transgender Youth
APSY-GE.2895 30 hours: 3 units.

Counseling Gay, Lesbian, Bisexual, and Transgender Adults and Older Adults
APSY-GE.2896 30 hours: 3 units.

Special Issues in the Social Development of African American Children
APSY-GE.2833 (formerly Special Issues in the Social Development of African American Children, G89.3212) 30 hours: 3 units.

Program Evaluation
APSY-GE.2834 (formerly Evaluation Research, G89.2293) 30 hours: 3 units. Prerequisites: Research Design and Methods in the Behavioral Sciences I and II, APSY-GE.2073.

Research: Using Mixed Methods
APSY-GE.2835 30 hours: 3 units. Prerequisites: RESCH-GE.2140 and APSY-GE.2073.

Special Issues in the Social Development of African American Children
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APSY-GE.2896 30 hours: 3 units.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code</th>
<th>Credit Hours</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertations Proposal Seminar in Applied Psychology</td>
<td>APSY-GE.3001*</td>
<td>30 hours</td>
<td>3</td>
<td>Open only to doctoral students in applied psychology, or by permission of instructor.</td>
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<tr>
<td>Departmental Seminar: Theories of Change in Applied Psychology</td>
<td>APSY-GE.3009*</td>
<td>30 hours</td>
<td>3</td>
<td>Open to doctoral candidates in applied psychology.</td>
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<tr>
<td>Internship and Integrative Seminar in School Psychology</td>
<td>APSY-GE.3011, 3012*</td>
<td>30 hours</td>
<td>3</td>
<td>Open to doctoral candidates in the school psychology program.</td>
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<tr>
<td>Internship in Counseling Psychology</td>
<td>APSY-GE.3016</td>
<td>0 units</td>
<td></td>
<td>Full-time one-year internship required of all doctoral students in counseling psychology.</td>
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<td>Prerequisites: Doctoral candidacy and approved doctoral dissertation proposal.</td>
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<tr>
<td>Seminar: Current Issues in Developmental Psychology</td>
<td>APSY-GE.3021*</td>
<td>30 hours</td>
<td>3</td>
<td>Prerequisite: open only to doctoral students in developmental psychology; other doctoral students by permission of instructor.</td>
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<tr>
<td>Listening Guide Method of Psychological Inquiry</td>
<td>APSY-GE.3040</td>
<td>30 hours</td>
<td>3</td>
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<tr>
<td>Advanced Listening Guide</td>
<td>APSY-GE.3045</td>
<td>30 hours</td>
<td>3</td>
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<tr>
<td>Historical Perspectives of Psychological Theory</td>
<td>APSY-GE.3103</td>
<td>30 hours</td>
<td>3</td>
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<tr>
<td>Supervised Advanced Counseling Practicum: Individual and Group I, II</td>
<td>APSY-GE.3607, 3608**</td>
<td>225 hours</td>
<td>2</td>
<td>Hours arranged. Registration by permission of program adviser and practicum director. Open to candidates in counseling psychology.</td>
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<tr>
<td>Counseling Psychology Program Seminar</td>
<td>APSY-GE.3611, 3612*</td>
<td>60 hours</td>
<td>3</td>
<td>Required of all doctoral students in counseling psychology during the first or second year in the program.</td>
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<tr>
<td>Practicum in Counselor Training</td>
<td>APSY-GE.3629**</td>
<td>45 hours</td>
<td>3</td>
<td>Prerequisite: permission of instructor. Enrollment limited to advanced sixth-year and doctoral students in counseling psychology.</td>
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<tr>
<td>Seminar in Counseling Theory and Research</td>
<td>APSY-GE.3633*</td>
<td>30 hours</td>
<td>3</td>
<td>Open to advanced sixth-year and doctoral students in counseling psychology.</td>
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<tr>
<td>Seminar in Vocational Development Theory and Research</td>
<td>APSY-GE.3657</td>
<td>30 hours</td>
<td>3</td>
<td>Open to advanced sixth-year and doctoral students in counseling psychology.</td>
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<tr>
<td>Clinical Assessment in Counseling Psychology I and II</td>
<td>APSY-GE.3665, 3666*</td>
<td>45 hours</td>
<td>3</td>
<td>Each term. Prerequisites: graduate courses in test interpretation, abnormal psychology, and personality theory.</td>
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</table>
Research and scholarship in the Department of Teaching and Learning is concerned with teaching and learning at a variety of levels and in a variety of settings, particularly in urban settings. These include schools from preschool through graduate education, informal education settings, the home, the community, and the workplace. The focus is primarily on academic subject areas and includes the learning and teaching of students, community members, teachers, teacher educators, and researchers. In addition, faculty members study the impact of sociocultural and historical factors on learning and teaching. Investigations range from micro to macro studies and from basic to applied research, and they involve a range of theoretical perspectives.

Research on learning and teaching informs the teaching in the department. Faculty in Teaching and Learning teach NYU undergraduates, prospective teachers at both the undergraduate and master’s level, practicing teachers and other educational professionals, and doctoral students. NY State certification-granting teacher education programs include specializations in TESOL, bilingual education, foreign language education, childhood education, early childhood education, special education, English education, literacy education, mathematics education, science education, and social studies education. The department offers a mix of traditional university-based programs as well as intensive “residency” model teacher education programs tied to urban public schools. The doctoral program in Teaching and Learning also offers a special focus in urban education. Faculty members serve as resources to schools, businesses, communities, and professional organizations involved with teaching and learning.
Teacher Education Programs

The teacher education programs prepare their students to meet the challenges of teaching and leadership in today's demanding educational environment. Program graduates will not only be able to succeed in their first years of teaching but will have a sufficiently thorough foundation in theory and practice to keep improving their educational work throughout their careers. NYU teachers are highly regarded in the metropolitan area and beyond. Many teacher education program graduates are in leadership positions in schools, universities, and other educational institutions.

The Department of Teaching and Learning offers many initial certification 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 curricula, the department has drawn on its faculty's extensive experience as Pre-K-12 teachers, teacher educators, close working relationships with current teachers and principals in the New York City schools, and feedback from 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 them into 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 program 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 future teachers to deepen and enrich their background in the fields they will be teaching. Discipline-based courses integrate content and pedagogical approaches so that students may simultaneously consider an aspect of the subject—history, mathematics, science, literature, and so on—and how it could be most effectively taught.

Many of the program's curricula offer both a normal and an accelerated schedule of completion of the M.A. degree and certification requirements. The accelerated schedule, referred 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 advisers listed for more details and responses to more specific questions about these programs. You can also find more detailed information about the accelerated programs by consulting the department's website 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 professional certification M.A. degree programs, see the appropriate pages later in this bulletin.
Field Experiences

New York State mandates that 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 website 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 typically 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/Early Childhood Special Education*) are required to register for Fieldwork in Schools and Other Educational Settings TCHL-GE.2005. The Office of Clinical Studies 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 will coordinate with their faculty advisors and the Office of Clinical Studies the number of hours of fieldwork to be completed. Students not seeking teacher certification complete the number of hours, at least 15, required by any course that includes a field experience.

The course meets monthly and includes an introduction to New York City educational settings, an information session on student teaching, and an explanation of the requirements for New York State Teacher Certification.

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.

Beyond the field-based assignments of campus-based courses, and the opportunities provided by the field setting, students will engage in activities that may include, but are not limited to, the following:

- Observations of one or more classrooms
- Assisting teachers
- Looking at curriculum and discussing with teachers
- Sitting in on planning sessions or staff development meetings
- Looking at students’ work samples and discussing with them 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

*Note: Students seeking certification in Early Childhood Education and in the dual program Early Childhood Education/Early Childhood Special Education will enroll in Placement in Early Childhood CHDED-GE.2255 and will be supervised by NYU faculty during this portion of their fieldwork. Students are expected to attend the assigned school site no fewer than three mornings a week for the duration of the semester. A faculty supervisor will visit the site each week, and student schedules must take into consideration the days the supervisor will be at the site.

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 further experiences requires a minimum GPA of 2.5 in courses in the area of specialization and a positive faculty review of performance in the field.

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 partner schools with which NYU has established relationships over time. The current list of cooperating schools may be viewed by visiting the website 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 (typically 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.

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 320, Washington, DC 20036; 202-466-7236; www.teac.org.

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

Faculty


Miriam Eisenstein-Ebsworth, Associate Professor. B.A. 1968, Brooklyn College (CUNY); M.A. 1971, Columbia; Ph.D. 1979, Graduate Center (CUNY).

Lisa Fleisher, Associate Professor. B.A. 1972, Brooklyn College (CUNY); M.S. 1977, Ph.D. 1979, Illinois (Urbana-Champaign).

James W. Fraser, Professor. B.A. 1966, California (Santa Barbara); M.Div. 1970, Union Theological Seminary; Ph.D. 1975, Columbia.


Jay Gottlieb, Professor. B.S. 1964, City College (CUNY); M.S. 1966, Ph.D. 1972, Yeshiva.


Glynda Hull, Professor. B.A. 1972, Mississippi University for Women; Ph.D. 1983, Pittsburgh.

Jill V. Jeffery, Visiting Assistant Professor. BA 1994, Michigan State University; PBC 1997, University of Texas; MA 2000 University of Michigan; PhD 2010, New York.


Joanna Labov, Clinical Assistant Professor. B.A. 1985, California State (Dominguez Hills); M.S. 1988, Ph.D. 2000, Pennsylvania; Cert. TESOL 1986, California (Los Angeles).


Catherine Milne, Associate Professor. B.Ed. 1978, B.Sc. 1979, James Cook (Queensland); M.Sc. 1993, Ph.D. 1998, Curtin University of Technology.


Doctoral Programs

**PROGRAM CO-DIRECTORS**

Pedro Noguera, Peter Agnew

Cynthia McCallister
pan6@nyu.edu

Clinical Assistant Professor.


Patricia A. Romandetto, Master Teacher.
B.S. 1965, M.S. 1966, St. John’s; M.S. 1975, Lehman College (CUNY).


Katherine Stahl, Assistant Professor. B.S. 1976, West Chester; M.Ed. 1984, Georgia Southern; Ed.D. 2003, Georgia.


Robert Tobias, Clinical Professor. B.A. 1967, Queens College (CUNY); M.A. 1969, Temple.

Diana B. Turk, Associate Professor. B.A. 1990, Hamilton College; M.A. 1993, Ph.D. 1999, Maryland (College Park).

Rose K. Vukovic, Assistant Professor.


**Number of Adjunct Faculty:** 84

**DEGREES**

Ph.D., Ed.D.

**FACULTY**

Alter, Beck, Cohen, Doucet, Eisenstein-Ebsworth, Fraser, Hull, Kirkland, Liosa, 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 148.
  - Ph.D. Program in English Education, including a concentration in applied linguistics. See page 134.

**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 127.

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:

- Unit requirements of 45 to 60 units beyond the master’s degree, depending on previous coursework. Units are earned through a combination of courses, seminars (see list below), independent study, and mentor 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 coursework), 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 178-180 for a list of school-wide requirements for doctoral study at the Steinhardt School of Culture, Education, and Human Development.

**STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS**

See page 169.
Children are at the center of program curriculum and study. Children are viewed as competent persons actively engaged in meaning making in the multiple contexts in which they find themselves. The program recognizes the singular importance of parents and families in nurturing young children and the need for educators to develop reciprocal relationships with each family. The family’s rich knowledge of their children should help inform caregiving and educational practices, and our advocacy efforts should take that knowledge into consideration.

The central component of teachers’ development as teacher-researchers is continual reflection on their own and others’ educational practices. Careful reflection and examination will help preservice teachers to develop powerful tools as caring, talented, and committed professionals.

CERTIFICATION CURRICULA
Two master’s initial certification programs are available for students who do not hold teaching certification but wish to become teachers: the early childhood program for those desiring to work with children from birth through grade two and the childhood program for those who seek to teach children from grades one through six.

Early Childhood Education
The Early Childhood Education Program reflects three central themes: (1) creating quality care for all children through the development of strong relationships with families and their communities; (2) developing teaching practice as reflective practitioners and teacher researchers; and (3) a commitment to social justice for young children and their families. The program can be completed in an accelerated full-time format in a little more than 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 127.

Master of Arts
Initial Certification M.A. Program in Early Childhood Education, Birth-Grade 2 (41 units)
Culminating Experience (2 units): Culminating Seminar in Childhood Education ECED-GE.2370. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention Tchl-GE.2999 (0 units).

Childhood Education
The Childhood Education Program views the following themes as central to its curriculum: (1) understanding learning, the learner, communities of learners, and the contexts in which learning occurs; (2) understanding the nature, structure, and tools of inquiry of the disciplines taught; and (3) using knowledge of pedagogy to create and adapt supportive learning environments based on formal and informal assessments. The program aims to help prospective teachers who are committed to work in urban schools for educational equity. It has multiple entry units. It may be completed in four academic semesters or on an accelerated full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. Dual certification in childhood/childhood special education is also available. (See Special Education section.)

DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 186.

Master of Arts
Initial Certification M.A. Program in Childhood Education, Grades 1-6 (43 units)
Foundations (9 units): course offerings include Inquiries into Teaching and Learning III Ttrl-GE.2010, Foundations of Curriculum in Childhood Education CHDED-GE.2070.
Fieldwork and Integrating Seminars (6 units): Fieldwork in Schools and Other Educational Settings Tchl-GE.2005, Student Teaching in Childhood I CHDED-GE.2251, Student Teaching in Childhood II CHDED-GE.2252, Integrative Seminar I: Study of Teaching CHDED-GE.2359.
Culminating Experience (3 units): Integrative Seminar II: Study of Teaching CHDED-GE.2010. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention Tchl-GE.2999 (0 units).

Doctoral Program
The doctoral program, which leads to a Ph.D., requires a minimum of 60 units 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.)

Units 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 129 for information on all the doctoral programs in the Department of Teaching and Learning and pages 178-180 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 childcare 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: a three-week, 6-unit graduate summer study abroad program in England, and a three-week, 6-unit 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, response to literature, drama, and poetry; analysis of historical materials; and art. Students visit schools in London as a basis for comparing British and American school 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. Brazil provides 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.

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 and 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 website for the most current study abroad options.

ADMISSION REQUIREMENTS
Applicants for the initial certification M.A. Program in Early Childhood Education and the Preservice M.A. Program in Childhood Education must meet specific liberal arts requirements for New York State certification. Applicants must have completed a major in liberal arts or 30 units in a liberal arts concentration as well as college-level work in English, social science, mathematics, natural or physical science, and a language other than English, or American Sign Language, by the time of M.A. degree completion and recommendation for New York State certification.

See general admission section, page 156.

FINANCIAL AID OPPORTUNITIES
Teaching fellowships may be available for qualified applicants to doctoral study.

See general financial aid section, page 167.
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, coursework focuses on transactional processes between speaker and listener, writer and audience, reader/viewer and work, teacher and student, school and community, and theory and practice.

The distinguishing characteristics of these programs are the faculty’s commitment to a transactional social constructionist view of learning that is embodied in the following principles: (1) learning is most significant when one attends to one’s own and others’ needs, concerns, and enjoyments; (2) individuals learn not by memorizing but by constructing their own version of that knowledge in relation to what they already know, believe, and have experienced; (3) language learning and use proceed most naturally from whole to part, from known to unknown, and from experience to reflection; (4) language learning has no ceiling; and (5) learning is acquired through using language in its various modes.

English education has been designed around five areas of study: curriculum and instruction, educational linguistics, teaching of reading and literature, writing, and research and reflection. The courses offered examine these areas from various foundational, individual, social and cultural, and epistemological and ethical perspectives. Students may choose to focus on a particular area of study or explore the breadth of offerings available. Students are invited to share—both within and outside these courses—in the ongoing development of the curriculum.

CAREER OPPORTUNITIES

Many graduates teach English in intermediate and secondary schools and in two- and four-year colleges; others educate teachers and conduct research in schools and universities, teach writing and administer writing programs, and direct curriculum development and educational programs in schools, colleges, and universities. In nonschool settings, alumni work as editors and consultants in publishing and education and direct curriculum and training programs in industry.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 186.

Master’s Programs

The M.A. Degree Program in Teaching English, Grades 7–12 (ENGEL), 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 units are needed.

Required Courses (6 units): Observation in Special Education ENGED-GE.2501 and The English Teacher as Reflective Practitioner ENGED-GE.2540.

Pedagogical Content Courses in English Education (12 units).

English Teacher Certification Sequence (24 units), which includes Teaching and Learning English Language Arts in the Middle School ENGL-GE.2041, Teaching and Learning English Language Arts in the High School ENGED-GE.2042, Adolescent Development APSY-GE.2272, and Educating Students with Disabilities in Middle Childhood and Adolescent Settings SPCED-GE.2162. Inquiries into Teaching and Learning III TCCH-GE.2010, Student Teaching in English Education ENGED-GE.2642, 2643, and The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/ School Violence Prevention TCCH-GE.2999 (0 units).

The Professional Certification M.A. Degree Program in English Education (ENGP) serves professionals holding initial certification in English in New York State and seeking preparation for professional 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 units. Required Courses (6 units): Master’s Seminar in English Education ENGED-GE.2501 and a concluding seminar, English Teacher as Reflective Practitioner ENGED-GE.2540. Courses Related to the Student’s Professional Goals (6 units).

Specialization (18 units): to be chosen by the student in consultation with the adviser.

The M.A. Degree Program in Teaching English Language and Literature in College (ENGC) serves professionals seeking preparation for two-year college teaching and nonteaching positions in such fields as publishing and educational policy making, as well as certified teaching professionals seeking additional coursework 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, the University offers Educational Theatre K–12 with English, 7–12 to serve professionals seeking preparation for initial New York State certification. The curriculum reflects an integration of coursework 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 units in English or dramatic literature or their equivalent and 30 units of theatre or educational theatre. Students with fewer than 30 prerequisite units in these areas on admission may be required to take additional coursework as part of their master’s program.

A total of 53 units are required for this master’s program, distributed as follows:

Foundations in Educational Theatre (12 units): Development of Theatre and Drama MPAET-GE.2021 or MPAET-GE.2022, Methods of Research in Educational Theatre MPAET-GE.2077,
Drama with Special Education Populations MPAET-GE.2960, Drama in Education I MPAET-GE.2193.


Theory and Methods of English Education (14 units): Teaching/Learning English Language Arts in Middle School ENGED-GE.2041, Teaching/Learning English Language Arts in High School ENGED-GE.2042, Negotiating the Curriculum ENGED-GE.2120.

Language Development and Reading Literature (3 units) ENGED-GE.2139 or Literature and the Adolescent Experience (3 units) ENGED-GE.2521; Foundations of Educational Linguistics (3 units) ENGED-GE.2505 or Teaching Expository Writing (3 units) ENGED-GE.2511.


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 units (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 include literature, reading, media education, composition education, curriculum development, and applied linguistics. The doctorate requires a minimum of 54 unit 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.

ADMISSION REQUIREMENTS
In addition to the general requirements, applicants for the M.A. program must present at least 30 units 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.

See general admission section, page 156.

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 167.

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

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DEGREE
M.A.

FACULTY
Leou, Schiffman

ADJUNCT FACULTY
Chapman, Land, Weiss

For more than 30 years, the 37-unit M.A. Program in Environmental Conservation Education has prepared graduates for environmental careers in the field of education.

The program’s 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 the 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. M.A. students can take electives 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 provides students with numerous opportunities to study and work closely with science education faculty on research, curriculum projects, and other environmental initiatives.

The integration of coursework 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, nonprofit 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 website at steinhardt.nyu.edu/humsocsci/environmental.

DEGREE REQUIREMENTS
Students in the Master of Arts program complete 37 units of coursework.

Core courses (12 units minimum):
- Foundations of Environmental Thought ENYC-GE.2019
- Contemporary Environmental Debates ENYC-GE.2020
- Environmental Politics ENYC-GE.2021
- Internship in Environmental Conservation Education ENYC-GE.2024
- Environmental Education: Theory and Practice ENYC-GE.2022
- and the Final Seminar in Environmental Conservation Education ENYC-GE.2023

Electives (13 units minimum): Electives 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 units): two courses in ecology or a 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 156.
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, and integrate the strategic teaching of reading and writing. In either curriculum, full-time students can finish in an accelerated 12-month format (fall, spring, and summer semesters), and part-time students can finish 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. Professional seminars explore critical issues that inform the role of literacy specialists and classroom teachers in schools. Finally, two practica 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/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 six 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 concentrate 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 127.

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 units)
Courses are offered in two phases. Phase I includes Literacy Education I and II: Early Childhood/Childhood LITC-GE.2012,2013, Language and Literacy Development LITC-GE.2010, Reading and Writing: Foundations LITC-GE.2016, and Texts, Tools, and Culture ECED-GE.2017. Phase II includes Literacy Assessment LITC-GE.2011, Literacy of the Special Learner SPCED-GE.2055, Supervised Practicum in Early Childhood and Childhood LITC-GE.2030 (two placements, at two different instructional levels, for 2 units each), and Organization and Supervision of Literacy Programs LITC-GE.2065. The program requires two electives that can be taken at any point in the program.

Literacy Education, Grades 5–12 (LiTC) (34 units)
The courses are offered in two phases. Phase I includes Literacy Education I and II: Middle Childhood and Adolescence LITC-GE.2014,2015, Language and Literacy Development LITC-GE.2010, Reading and Writing LITC-GE.2016, and Text, Tools, and Culture LITC-GE.2017. Phase II includes Literacy Assessment LITC-GE.2011, Literacy of the Special Learner SPCED-GE.2055, Supervised Practicum in Middle Childhood and Adolescence LITC-GE.2030, and Organization and Supervision of Literacy Programs LITC-GE.2065.
Mathematics Education

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DEGREES
M.A., Ph.D.

FACULTY
Burgunder, Green,
Simon, Zaslavsky

The Department of Teaching and Learning offers master’s- and doctoral-level degrees in mathematics education. At the master’s level, the department offers a program leading to initial secondary certification for aspiring teachers and a program for secondary mathematics teachers leading to professional secondary certification. At the doctoral level, students can pursue a mathematics education doctorate with a focus on any level of schooling (elementary, secondary, post-secondary). Students in these programs may take their 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 in cutting-edge research. They encourage and support students in the programs to become involved in research, funded projects, and professional activities. Current research of the mathematics education faculty include studies of the mechanisms of mathematics concept development, the teaching of rational numbers, the use of examples in mathematics teaching and teacher education, and the interplay between examples, definitions, and proof in developing mathematical thinking and conceptual understanding.

CAREER OPPORTUNITIES
Graduates have many career opportunities open to them both within and outside the academic community here and abroad. These include research in mathematics education, mathematics teacher education, mathematics curriculum development, mathematics education leadership, and the teaching of mathematics and related subjects (including statistics) at all levels from elementary school through college.

DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 127.

Master of Arts in Mathematics Education
The preservice M.A. program in teaching mathematics, grades 7–12, is a 43-unit program that prepares students to teach mathematics in grades 7–12 and culminates in students being eligible for 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. There is an option of extending the certificate to include grades 5–6.

Required Courses: General Pedagogical Core Courses (16 units), including Inquiries into Teaching and Learning III TCHL-GE.2010, Education of Students with Disabilities SPCED-GE.2162, Language and Literacy TCHL-GE.2275, Adolescent Learners in Urban Context TCHL-GE.2515, Pedagogical Content Knowledge Courses (15 units), including Teaching of Secondary School Mathematics MTHED-GE.2033, Curriculum and Assessment in School Mathematics MTHED-GE.2007, and three courses by advisement from the following: The Teaching of Rational Numbers MTHED-GE.2031, The Teaching of Geometry MTHED-GE.2036, The Teaching of Algebra and Trigonometry MTHED-GE.2035, The Teaching of Data Collection and Analysis MTHED-GE.2034, and The Teaching of Pre-calculus MTHED-GE.2037; Mathematics Content Courses (6 units) taken, by advisement, either in the Graduate School of Arts and Science or selected math content courses offered through the Program in Mathematics Education itself; Field Work and Student Teaching (6 units), including Student Teaching in Mathematics Education: Middle and High Schools I & II MTHED-GE.2991, 2992. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention (0 units) TCHL-GE.2999.

Ph.D. Program Teaching and Learning with an emphasis in Mathematics Education
Students interested in a doctoral program in mathematics education apply for admission to the Ph.D. Program in Teaching and Learning with an emphasis in mathematics education.

The program includes coursework in mathematics education, mathematics and related fields (e.g., statistics), and in educational research. The coursework along with involvement in faculty research projects are designed to produce graduates who are capable of high-quality research in mathematics education. In addition, the program prepares students to be strong mathematics teachers and teacher educators, who have a strong understanding of mathematics.

The PhD program in Teaching and Learning with an emphasis in mathematics education requires a minimum of 36 units of graduate coursework beyond the master’s degree. Most students take at least 48 units. Although there are required courses and competencies, there is also significant flexibility in student programs for pursuit of particular interests.

With appropriate background in a combination of mathematics and education, a full-time student can complete the program in approximately four years.
Mathematics Education, continued
years. Students in this program must also take and pass a comprehensive examination following their coursework and complete a doctoral dissertation.

Required courses include Professional Seminar in Math Education I & II MTHED-GE.3021, 3022; Qualitative Research in Math in Education MTHED-GE.3010; Math Curriculum Research and Education MTHED-GE.3015; Qualitative Research in Math in Education II MTHED-GE.3011; Learning Theories in Math Education Research MTHED-GE.3014. Based on the student’s coursework and prior experience, courses in mathematics and statistics are generally required.

ADMISSION REQUIREMENTS
See general admission section, initial certification page 126.

Applicants to the preservice M.A. degree program in teaching mathematics, grades 7–12, must hold a bachelor’s degree with a strong mathematics GPA. They must also have completed a minimum of 30 units of acceptable mathematics content at a Calculus 1 level and above. Two semesters of Calculus should have been taken as part of the 30 units. Applicants who did not take a course in Linear Algebra and a course in Geometry may be required to complete one or both courses, in addition to the program requirements, prior to their graduation from NYU. Applicants must also have taken and passed three semester hours at the college level of a foreign language or sign language. Under special circumstances, applicants with fewer than the required number of units but whose grades indicate the ability to do well in mathematics may be allowed to take the missing coursework as a part of the program, in addition to the regular requirements.

Applicants to the professional certification M.A. degree program in mathematics, grades 7–12, must also have completed a bachelor’s degree and hold initial New York State certification in secondary mathematics.

PhD Program: See department doctoral admissions requirements.

Multilingual Multicultural Studies
Bilingual Education, Foreign Language Education, Teaching English to Speakers of Other Languages (TESOL)

PROGRAM DIRECTOR
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DEGREES
M.A., Ph.D.

CERTIFICATES
Post-baccalaureate Advanced Certificate, Post-Master’s Certificate of Advanced Study

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 globalization increases, more people are seeking to broaden their skills through language learning and cultural awareness. Opportunities are rapidly growing in many nonschool settings as well, such as community 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 units) 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 bicultural 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 units of coursework and 1 unit per semester for advisement while preparing their doctoral dissertations.

Bilingual Extension (Advanced Certificate: Bilingual Education for Teachers). The 15-unit 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-unit 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, Italian, Japanese, and Spanish). Students seeking certification must complete 44 units of coursework. 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 units.

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 units 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 fulfill student teaching requirements at the elementary level for ESL and the secondary level for the target language. Students who complete this 51-unit 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 FLGED-GE.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 units 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.

Post-baccalaureate Advanced Certificate in TESOL. This 15-unit 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. Coursework 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 units of coursework, 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 units of coursework, 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 units beyond the master’s degree and three

Post-Master’s Certificate of Advanced Study. The certificate program in foreign language education consists of 30 units beyond the master’s degree and three
**Multilingual Multicultural Education, continued**

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 units of course work and 1 unit 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 ALI may recommend additional English development.

**Bilingual Extension Post-baccalaureate 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. To be recommended for teacher certification upon completion of this M.A. program, applicants must have completed at least 25 college units in French prior to admission. Applicants who are deficient in units or who do not meet this unit requirement should take the CLEP exam to earn an equivalency of 12 college units or take NYU SCPS’s language proficiency test to earn an equivalency of up to 16 college units. 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 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 units in French prior to admission. Applicants who are deficient in units or who do not meet this unit requirement should take the CLEP exam to earn an equivalency of 12 college units or take NYU SCPS’s language proficiency test to earn an equivalency of up to 16 college units.

**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 (Chinese, French, Italian, Japanese, 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 units 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 units in French prior to admission. Applicants who are deficient in units or who do not meet this unit requirement should take the CLEP exam to earn an equivalency of 12 college units or take NYU SCPS’s language proficiency test to earn an equivalency of up to 16 college units. 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 units or equivalent. In addition, students must have taken as part of their general education courses at least 3 units 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.

**Post-baccalaureate 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 units in mathematics, science, and social studies and 12 units of a language other than English or an equivalent of language proficiency.

**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 (MMS) and in International Education jointly offer a three-week, 6-unit 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

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*Bilingual extension: Applicant must be eligible for New York State certification with 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.*
Science Education

**PROGRAM DIRECTOR**
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**DEGREE**
M.A.

**FACULTY**
Blonstein, Fraser-Abder, Milne

**ADJUNCT FACULTY**
Selby, Wallace

The Program in Science Education offers graduate study designed to meet the needs of several types of students. The University offers 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, computers in science education, or science, technology, and society. Many courses focus on strategies for teaching science to urban at-risk students.

**CAREER OPPORTUNITIES**

This program provides foundation for entering science education during a predicted shortage of science teachers at all levels.

Graduates teach at both private and public schools. However, science communication skills are also 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 127.

The focus of the Program in Science Education is the preparation of science educators who will provide academic and professional leadership in the area of science and technology education in an urban environment. The programs address both preservice and in-service teacher education needs. Because participants in these programs come with a wide range of backgrounds and diverse goals, members of the faculty work with each participant to develop a set of courses best suited for each individual.

In the Preservice M.A. Degree Program in teaching the various sciences—Teaching Biology 7–12, Teaching Chemistry 7–12, or Teaching Physics 7–12—candidates are required to take 44 units in graduate courses, at least 18 of which must be at the 2000 level. Students may complete the program in four or more academic semesters, studying full- or part-time. Preservice students also have the option of completing the program on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. As a part of this requirement for teacher certification in New York State, students are required to complete two student teaching internships. Each student is required to take courses in the areas of educational foundations, teaching methods, and curriculum. Students may qualify for initial certification as teachers of grades 7–12 in the following subject areas: biology, chemistry, and physics.

The in-Service M.A. Degree Program in Science Education serves professionals holding initial certification in a science in New York State and seeking preparation for professional certification in Biology 7–12, Chemistry 7–12, or Physics 7–12.

**Other Required Courses:**

Social Studies Education

**Program Director**
Diana Turk

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**Degree**
M.A.

**Faculty**
Cohen, Fraser, Jacobs, Malczewski, Turk

**Adjunct Faculty**
Falivene, Merin, Silberberg, Stoll

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. With 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 coursework 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 coursework 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.

Preservice Master’s Degree Program in Teaching Social Studies 7-12 (36 units).
Pedagogical Core (10 units): Inquiries into Teaching and Learning TCHL-GE.2010, Integration of Media and Technology in Secondary Curriculum and Learning EDCT-GE.2018, Educating Students with Disabilities in Middle Childhood and Adolescent Settings SPCED-GE.2162, Adolescent Development APSY-GE.2272.
Elective (3 units): In consultation with adviser, students select one course as an elective from offerings in the Steinhardt School of Culture, Education, and Human Development or the Graduate School of Arts and Science.
Culminating Experience (3 units): Culminating Experience: Social Studies and History Workshop SOCED-GE.2140.
Other: The Social Responsibility of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999. (0 units)

In-Service/Professional Certification Program in Social Studies Education (30 units): Applicants must have met all the requirements for New York State initial certification in adolescent social studies. In addition, applicants must have a bachelor’s degree from an accredited college or university with a minimum GPA of 3.0 in social studies content course work.
At least 18 units of the program must be at the 2000 level of study.

In addition, students take a total of 15 units from Course Listings II and III. The specific courses selected are agreed upon by both the student and his or her academic adviser and are based on the student’s previous social studies course work and professional needs and interests. Possible courses include those below. Others are available by advisement.

II. Content specialization: Courses in social studies content taken within the Program in Social Studies Education, in the Department of History or Humanities and Social Sciences in the Professions, or in another department related to social studies within the Graduate School of Arts and Science. The City as Resource in Historical Research SOCED-GE.2304, What Are Schools For? History of American Education and Society: Race and Ethnicity HSED-GE.2174, Historical Perspectives HSED-GE.2175.

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 LITC-GE.2002, Foundations of Curriculum for Diverse Learners SPCED-GE.2051, Educating Students with Special Needs in Middle Childhood and Adolescent Settings SPCED-GE.2162, Adolescent Development: Theory and Research APSY-GE.2272.

IV. Culminating seminar (3 units): Culminating Experience: Social Studies and History Workshop SOCED-GE.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 coursework 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. Coursework 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 unit hours in history will be taken as part of the program. Students must have also completed coursework in economics (3 units), political science/government (3 units), and an additional 3 units 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 coursework, 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 156.

**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 coursework 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 coursework, fieldwork, and student teaching requirements in both programs, as well as all the faculty and institutional requirements.

**ADMISSION REQUIREMENTS**

Students must have earned 24 units in theatre and 24 units in social studies. For social studies, students must have completed at least 15 semester units in the history and geography of the U.S. and the world; at least 3 units in economics; at least 3 units in government or political science; at least 3 units in one of the social sciences with the exception of psychology and philosophy. For theatre, students must have earned 24 units in drama, theatre, dramatic literature, or their equivalent. Students with fewer than 24 units 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 units in each area. Six units are included in the following program of study.

**DEGREE REQUIREMENTS**

A total of 48 units are required for this master’s program, distributed as follows:


**Student Teaching in Theatre and Social Studies** (8 units): Supervised Student Teaching: Social Studies in the Secondary School SOCED-GE.2051, Supervised Student Teaching Theatre in the Elementary Classroom MPAET-GE.2134. Terminal Experience (0 units): Social Studies and History Workshop SOCED-GE.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.
Special Education

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Degree
M.A.

Faculty
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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)

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.

Theory and practice are integrated 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 units)
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.


Specific Admission Requirements
To meet certification requirements, students seeking their initial certificate may need liberal arts units 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-unit 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 156.)

The M.A. Program in Special Education: Early Childhood (SEEC) (34 units)
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 127.


Observation, Fieldwork, and Student Teaching (minimum 4 units): Observations in Early Childhood Special Education Settings SCPED-GE.2502, Student Teaching in Early Childhood Special Education II SCPED-GE.2520. Electives (9 units): Student Teaching in Early Childhood Special Education I SCPED-GE.2519, others by advisement.

Culminating Experience (3 units): Integrating Seminar in Early Childhood Special Education II SCPED-GE.2512. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999 (0 units).

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 units)
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 127.


Observation, Fieldwork, and Student Teaching (8 units): Observations in Special Education SCPED-GE.2501, Student Teaching in Childhood Education CHDED-GE.2251, Student Teaching in Childhood Special Education I SCPED-GE.2521, Student Teaching in Childhood Special Education II SCPED-GE.2522.

Culminating Experience (3 units): Integrating Seminar in Childhood Special Education II SCPED-GE.2508. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999 (0 units).

SPECIFIC ADMISSION REQUIREMENTS
To meet certification requirements, students seeking their initial certificate may need liberal arts units 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-unit 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 156.)
The M.A. Program in Special Education: Early Childhood (SEEC) (34 units)

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 127.


Observation, Fieldwork, and Student Teaching (minimum 4 units): Observations in Early Childhood Special Education Settings SPCED-GE.2502, Student Teaching in Early Childhood Special Education II SPCED-GE.2520, Electives (9 units): Student Teaching in Early Childhood Special Education I SPCED-GE.2519, others by advisement.

Culminating Experience (3 units): Integrating Seminar in Early Childhood Special Education II SPCED-GE.2512. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999 (0 units).

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 units)

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 127.


Specialized Pedagogical Courses—Special Education (14 units): Education of Children with Special Needs in Childhood Settings SPCED-GE.2161, Strategies for Working with Children with Emotional/Behavioral Disabilities SPCED-GE.2108, Assessment and Instructional Design for Students with Mild/Moderate Disabilities SPCED-GE.2133, Education of Students with Severe/Multiple Disabilities SPCED-GE.2052, Integrating Seminar in Special Education I SPCED-GE.2507.

Observation, Fieldwork, and Student Teaching (8 units): Observations in Special Education SPCED-GE.2501, Student Teaching in Childhood Education CHDED-GE.2251, Student Teaching in Childhood Special Education I SPCED-GE.2521, Student Teaching in Childhood Special Education II SPCED-GE.2522.

Culminating Experience (3 units): Integrating Seminar in Childhood Special Education II SPCED-GE.2508. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999 (0 units).

SPECIFIC ADMISSION REQUIREMENTS

To meet certification requirements, students seeking their initial certificate may need liberal arts units in addition to those taken for their undergraduate degree. Applicants for the initial certificate M.A. Program in Childhood Special Education 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-unit 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 156.)

The M.A. Program in Childhood Special Education (SECH) (30 units)

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 127.

General Pedagogical Core (6 units): Foundations of Curriculum for Diverse Learners SPCED-GE.2051, Individuals with Disabilities in Schools...
Teaching and Learning

**PROGRAM CODIRECTORS**
Pedro Noguera  
pan6@nyu.edu

Cynthia McCallister  
cynthia.mccallister@nyu.edu

Pless Building,  
2nd Floor  
212-998-5460  
steinhardt.nyu.edu/teachlearn/doctoral

**DEGREES**
Ed.D., Ph.D.

**FACULTY**
Alter, Beck, Cohen, Doucet, Eisenstein-Ebsworth, Fraser, Hull, Kirkland, Liosa, McCallister, Noguera, O’Connor, Tang, Tobias, Turk, Vukovic

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.
- Observation, Fieldwork, and Student Teaching (minimum 4 units): Observations in Special Education SPED-GE.2501, Student Teaching in Childhood Special Education II SPED-GE.2522.
- Electives (8 units): Student Teaching in Childhood Special Education I SPED-GE.2521, Psychological Foundations of Learning Disabilities SPED-GE.2133, Education of Students with Severe/Multiple Disabilities SPED-GE.2052.

- 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 127.

Following matriculation, students are required to complete between 48 and 60 units of study (depending on prior experience and coursework). These units address three broad requirements: knowledge of content in teaching and learning; skill in applying research methods; and intellectual breadth. Units can be earned in courses, seminars, independent learning experiences, mentored experiences, or study abroad.

In addition to earning units, 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 within 10 years of their initial date of matriculation.

Because the development and completion of a dissertation or major project depend on 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.
### Courses

**DEPARTMENTAL COURSES/ TCHL-GE**

**Field Consultation**
TCHL-GE.2000  Minimum of 30 hours per unit: 1-3 units per term. May be repeated for total of 6 units. Fall, spring. Hours to be arranged.

**Inquiries in Teaching and Learning III**
TCHL-GE.2010  60 hours plus hours arranged: 4 units. Fall, spring.

**Applied Research Design**
TCHL-GE.2013  30 hours: 3 units. Fall, spring. 
Prerequisites: RESCH.UG.1085,1086, or RESCH.GE.2001, 2002, or equivalent.

**Evaluating Educational Programs**
TCHL-GE.2132  30 hours: 3 units. Spring.

**Reading Recovery: Related Theory and Research I**
RDREC-GE.2206  45 hours: 3 units. Fall. Prerequisite: LITC-GE.2001 or permission of the instructor.

**Reading Recovery: Related Theory and Research II**
RDREC-GE.2207  45 hours: 3 units. Spring. Prerequisite: RDREC-GE.2206 or permission of the instructor.

**Research on Urban and Minority Education**
TCHL-GE.2512  30 hours: 3 units. Fall.

**The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention**
TCHL-GE.2999  15 hours: 0 units. Fall, spring.

**Dissertation Proposal Seminar I**
TCHL-GE.3001*  30 hours: 3 units. 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.

**Dissertation Proposal Seminar II**
TCHL-GE.3002*  30 hours: 3 units. Fall, spring. 
Prerequisites: satisfactory completion of TCHL-GE.3001 and a completed application form.

**Doctoral Seminar in Curriculum and Instruction**
TCHL-GE.3013  40 hours: 4 units. Spring.

**Proseminar for Doctoral Students in Teaching and Learning I and II**
TCHL-GE.3037, 3038  20 hours: 1-3 units. Fall.

**Topics in Teaching and Learning: Schooling and Race**
TCHL-GE.3101  30 hours: 3 units.

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**EARLY CHILDHOOD AND CHILDHOOD EDUCATION/ CHDED-GE**

**Integrating Seminar in Early Childhood Education I**
ECED-GE.2002  10 hours per unit: 1-3 units. Summer, fall. Accompanies field or student teaching placement.

**Integrating Seminar in Early Childhood Education II**
ECED-GE.2003  30 hours: 2 units. Fall, spring. Accompanies field or student teaching placement.

**Multicultural Perspectives in Social Studying in Early Childhood**
ECED-GE.2012  30 hours: 3 units. Fall, spring.

**Issues in Early Childhood Education**
ECED-GE.2024  30 hours, 15 hours minimum of field experience: 3 units. Summer, fall.

**Curriculum in Early Childhood Education: Theory and Methods in Integrated Curriculum**
ECED-GE.2037  30 hours: 2 units. Fall, spring.

**Curriculum in Early Childhood Education: Materials and Practice**
ECED-GE.2038  30 hours: 3 units. Fall, spring.

**Integrated Arts in Childhood Education I**
CHDED-GE.2055  30 hours: 2 units. Fall, spring.

**Study of Teaching**
CHDED-GE.2250  30 hours: 3 units. Fall.

**Field Placement in Early Childhood**
ECED-GE.2255  15 hours: 1-2 units. Fall. 
Prerequisite: 55 hours minimum of field placement.

**Working with Parents**
ECED-GE.2297  30 hours: 3 units. Summer.

**Science and Social Studies in the Early Years**
ECED-GE.2314  30 hours, 2 units. Fall, spring.

**The Education of Infants and Toddlers**
ECED-GE.2701  30 hours, 3 units. Fall, spring.

**Student Teaching in Early Childhood I**
ECED-GE.2903  20 full days minimum: 2 units. Fall.

**Student Teaching in Early Childhood II**
ECED-GE.2904  20 full days minimum: 3 units. Spring.

**Integrating Seminar II: Study of Teaching**
CHDED-GE.2010  30 hours: 3 units. Fall, spring.

**Multicultural Perspectives in Social Studying**
CHDED-GE.2011  30 hours: 2 units. Fall, spring.

**Child Development and the Program in Childhood Education**
CHDED-GE.2021  30 hours, 20 hours minimum of field experience: 3 units. Plus 20 hours. Fall, spring.

**Foundations of Curriculum in Childhood Education**
CHDED-GE.2070  45 hours: 3 units.

**Student Teaching in Childhood Education I**
CHDED-GE.2901  10 weeks, half days: 2 units. Fall, spring.

**Student Teaching in Childhood Education II**
CHDED-GE.2902  10 weeks, full days: 2 units. Fall, spring.

**Integrating Seminar in Childhood I**: 
CHDED-GE.2359  20 hours: 2 units. Fall, spring.
Early Childhood and Elementary Education: Theory and Research
ECED-GE.3037, 3038 30 hours: 3 units each. Fall, spring.

Additional Courses

Independent Study
ECED-GE.2300 45 hours per unit: 1–6 units. Fall, spring, summer; hours to be arranged.
For description, see page 162.

CHDED-GE.2300 45 hours per unit: 1–6 units. Fall, spring, summer; hours to be arranged.

ENGLISH EDUCATION/ ENGED-GE

CURRICULUM AND INSTRUCTION
Language and Learning Across the Curriculum
ENGED-GE.2023 30 hours: 3 units. Summer.

The Teaching of Language and Literature
ENGED-GE.2044 30 hours: 3 units. Summer.

Social Contexts and Cultural Studies: Teaching English in the Inner City
ENGED-GE.2049 Kirkland. 30 hours: 3 units.

Negotiating the Curriculum
ENGED-GE.2120 30 hours: 3 units. Spring.

English Curriculum Implications from Contemporary Research
ENGED-GE.2149 30 hours: 3 units. Summer.

Current Problems in Educational Linguistics
ENGED-GE.2233 30 hours: 3 units. Spring.

Developing Curricula in the English Language Arts
ENGED-GE.2575 30 hours: 3 units.

Pluralistic Approaches to Cultural Literacy
ENGED-GE.2577 Kirkland. 30 hours: 3 units. Fall.

LANGUAGE AND LINGUISTICS
Language Development and Reading Literature
ENGED-GE.2397 30 hours: 3 units. Spring (alternating years).

Foundations of Educational Linguistics
ENGED-GE.2505 Kirkland. 30 hours: 3 units. Fall, spring.

Dramatic Activities in the English Classroom
ENGED-GE.2507 30 hours: 3 units. Spring.

Teaching Reading in the English Classroom
ENGED-GE.2509 Beck. 30 hours: 3 units. Fall.

Linguistics, Society, and the Teacher
ENGED-GE.2515 Kirkland. 30 hours: 3 units. Fall.

Literature and the Adolescent Experience
ENGED-GE.2521 30 hours: 3 units. Spring.

Doctoral Seminar in Reading and Teaching Literature
ENGED-GE.3014 30 hours: 3 units. Spring (even years).

Doctoral Seminar in Educational Linguistics
TCHL-GE.3017 30 hours: 3 units. Fall.

WRITING AND RHETORIC
Intermediate Expository Writing
ENGED-UG.1005 45 hours: 3 units. Fall, spring. Enrollment limited to 12 students.

Practicum: Individualizing Writing Instruction
ENGED-GE.2101 30 hours: 3 units. Fall, spring.

Practicum: Teaching Expository Writing
ENGED-GE.2511 Beck. 30 hours: 3 units. Spring.

Doctoral Seminar in Written Discourse
ENGED-GE.3919 Beck. 30 hours: 3 units. Fall (even years).

ENVIRONMENTAL CONSERVATION EDUCATION/ ENYC-GE

Foundations of Environmental Thought
ENYC-GE.2019 30 hours: 3 units. Fall.

Contemporary Debates in Environmental Ethics
ENYC-GE.2020 30 hours: 3 units. Spring.

Environmental Politics
ENYC-GE.2021 30 hours: 3 units. Spring.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Terms</th>
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<tbody>
<tr>
<td>Final Seminar in Environmental Conservation Education</td>
<td>3</td>
<td>Fall, Spring</td>
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<tr>
<td>Internship in Environmental Conservation Education</td>
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<tr>
<td>Environmental Education: Theory and Practice</td>
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<td>Spring</td>
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<tr>
<td>LITERACY EDUCATION/LITC-GE</td>
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<tr>
<td>Language and Literacy in the Early Years</td>
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<tr>
<td>Language and Literacy for Upper Grades (3–6)</td>
<td>3</td>
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<tr>
<td>International Literature for Children</td>
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<tr>
<td>Critical Reading and Response to Literature</td>
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<tr>
<td>Language as a Basis for Teaching Reading and Writing</td>
<td>3</td>
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<td>Literacy Assessment</td>
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<td>Literacy Education I: Reading Practices in Early Childhood and Childhood</td>
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<td>Literacy Education I: Reading Practices in Middle Childhood and Adolescence</td>
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<tr>
<td>Literacy Education II: Writing Practices in Middle Childhood and Adolescence</td>
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<tr>
<td>Reading and Writing: Foundations</td>
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<tr>
<td>Text, Tools, and Culture</td>
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<tr>
<td>Practicum in Literacy Education (Grades 5–12)</td>
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<tr>
<td>Practicum in Literacy Education (Grades B–6)</td>
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<td>Spring, Summer; repeatable for 4 units</td>
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<td>Literacy for the Special Learner</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>Organization and Supervision of Literacy Programs</td>
<td>3</td>
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<td>MATHEMATICS EDUCATION/MTHE-DGE</td>
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<td>Curriculum and Assessment in Secondary Mathematics</td>
<td>3</td>
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<tr>
<td>Research Investigations in Mathematics Education</td>
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<td>Explorations in Mathematics–Geometry</td>
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<td>Explorations in Mathematics–Data and Chance</td>
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<td>Explorations in Mathematics–Fractions, Decimal, and Percents</td>
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<td>The Teaching of Rational Numbers, Grades 5–12</td>
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<td>The Teaching of Secondary School Mathematics</td>
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<tr>
<td>Educational Technology in Secondary School Mathematics</td>
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<tr>
<td>The Teaching of Algebra and Trigonometry, Grades 7–12</td>
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<td>The Teaching of Geometry, Grades 7–12</td>
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<tr>
<td>The Teaching of Pre-calculus in High School</td>
<td>3</td>
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<tr>
<td>Mathematical Content Courses: 3 unit courses: A study of basic concepts of mathematics related to secondary school from an advanced viewpoint.</td>
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<td>Selected Topics in Modern Mathematics I: Geometry</td>
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<td>Selected Topics in Modern Mathematics II: Discrete Mathematics</td>
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<tr>
<td>Mathematical Proof and Proving</td>
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<tr>
<td>Professionalized Subject Matter in Mathematics I: Geometry</td>
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<tr>
<td>Professionalized Subject Matter in Mathematics II: Linear Algebra</td>
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<tr>
<td>Mathematical Modeling</td>
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<tr>
<td>Mathematical Investigations and Problem Posing</td>
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<td>History of Mathematics</td>
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<tr>
<td>Supervision of Mathematics in the Schools</td>
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<td>Fall</td>
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</table>

Courses, continued
Student Teaching in Mathematics Education: Middle and High Schools I
MTHED-GE.2911 A minimum of 20 days: 3 units. Fall, spring.

Student Teaching in Mathematics Education: Middle and High Schools II
MTHED-GE.2922 A minimum of 20 days: 3 units. Fall, spring.

Teaching Elementary School Mathematics: Foundations and Concept Development
MTHED-GE.2115 30 hours: 3 units.

Teaching Elementary School Mathematics: Problem Solving and Procedures
MTHED-GE.2116 20 hours: 2 units.

Independent Study
MTHED-GE.2300 45 hours per unit: 1–6 units. Fall, spring, summer. Hours to be arranged.

Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity
SCMTH-GE.2000 30 hours: 3 units.

Doctoral Courses

Qualitative Research in Mathematics Education I: Research Design
MTHED-GE.3010 30 hours: 3 units.

Qualitative Research in Mathematics Education II: Guided Data Analysis
MTHED-GE.3011 30 hours: 3 units.

Learning Theories in Mathematics Education Research
MTHED-GE.3014 30 hours: 3 units.

Mathematics Curriculum Research and Evaluation
MTHED-GE.3015 30 hours: 3 units.

Professional Seminar in Mathematics Education I
MTHED-GE.3021 30 hours: 3 units.

Professional Seminar in Mathematics Education II
MTHED-GE.3022 30 hours: 3 units.

MULTILINGUAL MULTICULTURAL STUDIES/
BILED-GE, FLGED-GE, LANED-GE, TESOL-GE

MULTILINGUAL MULTICULTURAL STUDIES

BILINGUAL EDUCATION PROGRAMS

FOREIGN LANGUAGE EDUCATION

TEACHERS OF ENGLISH TO SPEAKERS
OF OTHER LANGUAGES (TESOL)

Bilingual Multicultural Education: Theory and Practice
BILED-GE.2001 30 hours: 3 units. Fall, spring, summer.

Teaching Second Languages: Theory and Practice
TESOL-GE.2002 30 hours: 3 units. Fall, spring, summer.

Linguistic Analysis
LANED-GE.2003 30 hours: 3 units. Fall, spring, summer.

Intercultural Perspectives in Multilingual Multicultural Education
LANED-GE.2005 30 hours: 3 units. Fall, spring, summer.

Teaching Foreign Languages to Elementary School Children
FLGED-GE.2018 30 hours: 3 units. Summer.

Applied Linguistics in French
FLGED-GE.2027 30 hours: 3 units. Fall.

Advanced Individual Project in Multilingual Multicultural Studies
FLGED-GE.2039 45 hours per unit: 3–6 units. Fall, spring, summer; hours to be arranged.

Teaching Second Languages in a Technological Society
LANED-GE.2040 30 hours: 3 units. Fall, spring, summer.

Language Evaluation and Assessment
LANED-GE.2060 30 hours: 3 units. Fall, spring.

Student Teaching in Foreign Languages Education (Grades 7–9)
FLGED-GE.2911 100 hours: 4 units. Fall, spring.
Closed to nonmatriculated students. Other restrictions listed in bulletin under “Supervised Student Teaching.”

Student Teaching in Foreign Languages Education (Grades 10–2)
FLGED-GE.2922 20 days minimum for 3 units: 3–6 units. Fall, spring.

The Teaching of Foreign Languages: Theory and Practice
FLGED-GE.2069 60 hours: 4 units. Fall.

Culminating Seminar in Multilingual Multicultural Studies
LANED-GE.2099 30 hours: 3 units. Fall, spring.

Curriculum Adaptation in Bilingual Education
BILED-GE.2101 30 hours: 3 units. Spring.

Bilingual Exceptional Child
BILED-GE.2103 30 hours: 3 units. Fall, spring, summer.

Teaching School Subjects with a Bilingual Approach
BILED-GE.2105 30 hours: 3 units. Fall, spring, summer.

Methods of Teaching Language Arts and Literacy with a Bilingual Approach
BILED-GE.2110 30 hours: 3 units. Fall, spring, summer.

Advanced Chinese for Teachers of Chinese I
FLGED-GE.2124 30 hours: 3 units. Fall.

Advanced Chinese for Teachers of Chinese II
FLGED-GE.2125 30 hours: 3 units. Spring.

Advanced Japanese for Teachers of Japanese
FLGED-GE.2127 30 hours: 3 units. Spring.

Advanced Spanish for Teachers of Spanish
FLGED-GE.2128 30 hours: 3 units. Spring.

Advanced French for Teachers of French
FLGED-GE.2129 30 hours: 3 units. Spring.
Student Teaching in Bilingual Education (Grades K–6)
BILED-GE.2991 20 days minimum: 3 units. Fall, spring.

Student Teaching in Bilingual Education (Grades 7–12)
BILED-GE.2992 20 days minimum: 3 units. Fall, spring.

The Second Language Classroom: Elementary and Secondary Schools
LANED-GE.2201 40 hours: 4 units. Fall, spring.

The Second Language Classroom: Colleges and Adults
LANED-GE.2202 40 hours: 4 units. Fall, spring.

Linguistics, Literacy, and Bilingualism
LANED-GE.2203 30 hours: 3 units. Summer.

Teaching Second Languages Across Content Areas
LANED-GE.2204 30 hours: 3 units. Fall, spring.

Structure of American English
LANED-GE.2205 30 hours: 3 units. Fall, spring, summer.

Second Language Acquisition: Theory and Research
LANED-GE.2206 30 hours: 3 units. Fall, spring.

Student Teaching in TESOL (Grades K–6)
TESOL-GE.2901 20 days minimum: 3 units. Fall, spring, summer.

Student Teaching in TESOL (Grades 7–12)
TESOL-GE.2902 20 days minimum: 3 units. Fall, spring, summer.

Classroom Observation Seminar in Teaching Second Languages
TESOL-GE.2250 30 hours: 3 units. Fall, spring, summer.

Teaching EFL in International Settings
TESOL-GE.2223. 30 hours: 3 units. Fall, spring.

Independent Study
LANED-GE.2300 45 hours per unit. Fall, spring, summer; hours to be arranged.

 Independent Study
TESOL-GE.2300 45 hours per unit. Fall, spring, summer; hours to be arranged.

Independent Study
BILED-GE.2300 45 hours per unit. Fall, spring, summer; hours to be arranged.

Applied Linguistics in Chinese
FLGED-GE.2417 30 hours: 3 units. Fall.

Applied Linguistics in Spanish
FLGED-GE.2419 30 hours: 3 units. Fall.

Applied Linguistics in Japanese
FLGED-GE.2421 30 hours: 3 units. Spring.

Linguistics, Society, and the Teacher
ENGED-GE.2515 30 hours: 3 units. Fall, spring.

Advanced Research Seminar: TESOL/Foreign Language and Bilingual Education
LANED-GE2800 30 hours: 3 units. Spring.

Research and Practice in Academic English Writing for ELLs
TESOL-GE.2810. 30 hours: 3 units. Fall, spring.

Workshop in Foreign Language Education
FLGED-GE.2914 10 hours per unit: 1–6 units. Fall, spring, summer.

Field Experience and Seminar in Foreign Language Teaching
FLGED-GE.2918 30 hours: 3 units. Fall, spring.

Doctoral Seminar: Bilingual Education and TESOL
LANED-GE.3005, 3006, 3007, 3008 30 hours for each session: 3 units. Fall, spring.

SCIENCE EDUCATION/SCIED-GE

Science Experiences in the Elementary School I
SCIED-GE.2009 30 hours: 2 units. Fall.

Science Experiences in the Elementary School II
SCIED-GE.2010 30 hours: 2 units. Spring.
Prerequisite: SCIED-GE.2009.

Recent Advances in Physics
SCIED-GE.2015 30 hours: 3 units. Fall, spring.

Recent Advances in Chemistry
SCIED-GE.2016 30 hours: 3 units. Fall, spring, summer.

Recent Advances in Biology
SCIED-GE.2017 30 hours: 3 units. Fall, spring.

Breakthroughs in Science
SCIED-GE.2018 30 hours: 3 units. Fall.

Science in a Historical Perspective
SCIED-GE.2021 30 hours: 3 units. Fall, summer.

Science and Human Values
SCIED-GE.2022 30 hours: 3 units. Spring.

Measuring Outcomes of Science Teaching
SCIED-GE.2031 30 hours: 3 units. Spring.

Analyzing Science Teaching
SCIED-GE.2032 30 hours: 3 units. Spring.
Prerequisite: prior teaching experience (or SCIED-GE.2039 and student teaching).

Methods I: Teaching of Science in Middle Schools
SCIED-GE.2039 45 hours: 3 units. Fall.

Methods II: Teaching of Science in High School
SCIED-GE.2040 45 hours: 3 units. Spring.

The Scientific Enterprise
SCIED-GE.2042 30 hours: 3 units. Fall.

Courses, continued
Courses, continued

The Public Understanding of Science
SCIED-GE.2043 30 hours: 3 units. Spring.

Using New York City’s Nonformal Science Resources to Teach Science
SCIED-GE.2050 30 hours: 3 units. Spring, summer.

Curriculum in Science: Elementary Schools
SCIED-GE.2091 30 hours: 3 units. Fall.

Science Curriculum: Intermediate and Secondary Schools
SCIED-GE.2092 30 hours: 3 units. Fall.

Culminating Seminar: Teacher as Researcher, Reflective Practitioner, and Curriculum Developer
SCIED-GE.2100 10 hours: 1 unit

Supervision of Science
SCIED-GE.2135 30 hours: 3 units. Spring.

Student Teaching in Science Education: Middle School
SCIED-GE.2911 A minimum of 20 days: 3 units. Fall, repeated spring; hours to be arranged.

Student Teaching in Science Education: High School
SCIED-GE.2922 A minimum of 20 days: 3 units. Fall, repeated spring; hours to be arranged.

Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity
SCMTH-GE.2000 30 hours: 3 units. Fall, summer.

Research Internship in Science/Mathematics for Educators
SCMTH-GE.2002 60 hours: 6 units. Summer.

Independent Study
SCIED-GE.2300* 45 hours per unit: 1–6 units. Fall, spring, summer; hours to be arranged.

SOCIAL STUDIES EDUCATION/ SOCED-GE

Teaching Social Studies in the Middle and Secondary School
SOCED-GE.2042 30 hours: 3 units. Fall, spring, summer.

The Social Studies Curriculum: U.S. History
SOCED-GE.2047 30 hours: 3 units. Fall.

The Social Studies Curriculum: World History
SOCED-GE.2048 30 hours: 3 units. Spring.

Student Teaching in Social Studies Education: Middle School
SOCED-GE.2911 140 hours: 3 units. Fall, spring.

Student Teaching in Social Studies Education: High School
SOCED-GE.2922 140 hours: 3 units. Fall, spring.

Culminating Experience: Social Studies and History Workshop
SOCED-GE.2140 30 hours: 3 units. Summer.

Humanities and Social Studies
SOCED-GE.2145 30 hours: 3 units. Spring.

M.A. Seminar in Social Studies
SOCED-GE.2146 30 hours: 3 units. Fall, summer.

SPECIAL EDUCATION/ SPCED-GE

Developing Strategies That Support Children’s Social Behavior
SPCED-GE.2025 30 hours: 3 units. Fall, spring.

Foundations of Curriculum for Diverse Learners
SPCED-GE.2051 30 hours: 3 units. Summer, fall. Corequisite: SPCED-GE.2124.

Education of Students with Severe and Multiple Disabilities
SPCED-GE.2052 30 hours: 3 units. Fall, spring.

Literacy for the Special Learner
SPCED-GE.2055 30 hours: 3 units. Spring. Prerequisite: ECED-GE.2012 or at least 6 units in literacy and permission of instructor.

Strategies for Teaching Students with Emotional and Behavioral Disabilities
SPCED-GE.2108 30 hours: 3 units. Fall, spring. Prerequisite: SPCED-GE.2124.

Individuals with Disabilities in Schools and Communities
SPCED-GE.2124 30 hours: 3 units. Summer, fall.

The Young Special Needs Child: Child, Family, and Community I
SPCED-GE.2126 30 hours: 3 units. Summer, fall.

The Young Special Needs Child: Child, Family, and Community II
SPCED-GE.2127 30 hours: 3 units. Spring. Prerequisite: SPCED-GE.2126.

Principles and Practices in Early Childhood Special Education
SPCED-GE.2128 30 hours: 3 units. Summer, spring. Prerequisite: SPCED-GE.2160.

Psychological Foundations of Learning Disabilities
SPCED-GE.2131 30 hours: 3 units.

Assessment and Instructional Design for Students with Mild to Moderate Disabilities
SPCED-GE.2133 30 hours: 3 units. Prerequisite: SPCED-GE.2161.

Psychological and Educational Assessment in Special Education
SPCED-GE.2136 30 hours: 3 units. Fall.

Educating Students with Special Needs in Early Childhood Settings
SPCED-GE.2160 30 hours: 3 units. Fall, spring.

Educating Students with Special Needs in Childhood Settings
SPCED-GE.2161 30 hours: 3 units. Fall, spring. Prerequisite: SPCED-GE.2051.
### Courses, continued

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<th>Course</th>
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<td>Transdisciplinary Special Educational Program Development and Implementation</td>
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<td>Observation in Special Education</td>
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<td>Observation in Early Childhood Special Education</td>
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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 Psychology1, Doctor of Arts, Doctor of Physical Therapy, Doctor of Professional Studies, or for the Advanced Certificates. 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 units during their entire status as a special student.

APPLICATION INFORMATION AND DEADLINES
Information regarding the application process, financial aid, and housing for graduate students 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 $75.00 nonrefundable application fee
- 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 website for specific requirements.
- Supplemental materials if required by the desired program. Prospective applicants must check the the online Graduate Admissions Application Guide for information on supplemental materials. The guide is located at www.steinhardt.nyu.edu/guide.
- GRE scores: Required for all doctoral applicants and applicants to the following master’s programs:
  - M.A. in Media, Culture, and Communication (MDCC)
  - M.S. Program in Communicative Sciences and Disorders (CSDM)
  - M.A. in Human Development and Social Intervention (HDSI)
  - M.A. in Education and Jewish Studies (EDJS)
  - M.A. in Education and Jewish Studies and Hebrew and Judaic Studies (Dual Degree: Steinhardt/GSAS) (EJHJ)
  - M.A. 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. 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

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1 Students are currently not being admitted to this doctoral program.
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. 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 online Application Guide at www.steinhardt.nyu.edu/guide 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 units of coursework toward any master’s degree must be completed after matriculation is established for that degree.

Applicants with foreign credentials and/or non-immigrant 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**

Deadlines vary by program. Specific dates are posted in the online Application Guide located at www.steinhardt.nyu.edu/guide. Candidates may also contact Graduate Admissions at 212-998-5030 or steinhardt.gradadmissions@nyu.edu.

**Spring Semester Programs**

Several master’s and advanced certificate programs and the D.P.S.-OTHS review applications midyear in the spring semester. To determine if a program reviews applications in the spring, please visit the online Graduate Application Guide at www.steinhardt.nyu.edu/guide.

**Summer Study Abroad**

For up-to-date information on applying for study abroad, prospective candidates should visit steinhardt.nyu.edu/study_abroad/how_to_apply.

**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 on time! 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. Transcripts and Degree Information. You must have the equivalent of a U.S. bachelor’s degree to be considered for admission. Candidates holding an artist diploma may be considered for the music performance, music theory, or composition programs. For each post-secondary school attended, one transcript in the original language and one English translation are required to be submitted with your application. In determining what items to submit, please understand that the Admissions Committee must be able to review four elements related to your prior studies: (1) the courses taken as part of your studies; (2) the grades received for those courses; (3) the actual degree/title conferred; and (4) the date the degree was conferred/awarded.

   Due to accrediting and internship requirements, applicants to the M.S. in clinical nutrition (HOND) who have non-U.S. credentials must present a course-by-course evaluation of their international credentials along with their completed application. A number of agencies can provide this service. NYU Steinhardt recommends World Education Services (www.wes.org). To locate other independent foreign degree evaluation agencies visit www.edright.org/students/getstarted/international/agencies.aspx.

3. The Test of English as a Foreign Language (TOEFL) is mandatory for all applicants whose native language is not English or who did not receive a bachelor’s degree at an English-speaking college or university. 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 our more years in duration. Other English language proficiency exams such as the IELTS can not be submitted for the TOEFL. With the exception of the above-mentioned conditions, the TOEFL cannot be waived, and conditional admission is not given to applicants who have not taken the TOEFL. Include a copy of your TOEFL score report from Educational Testing Service (ETS) if possible with your application. The official scores must be reported to the Office of Graduate Admissions Office by ETS by the appropriate application deadline. Although we do not have a required TOEFL score, successful applicants typically score 100 or above on the Internet-based test or 600 or above on the paper-based test. Our TOEFL test code the ETS is 2556. A department code is not required. Visit www.toefl.org for registration information.

4. American Language Institute (ALI). Regardless of the TOEFL score, all accepted applicants whose native language is not English may be instructed by NYU Steinhardt’s Office of Student Affairs to take an
English proficiency examination, for an additional fee, at New York University’s American Language Institute (ALI) on arrival. Depending on your performance on this examination, you may be required to take noncredit remedial English coursework before or while you are taking regular academic coursework. 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.

5. Financial Aid. NYU Steinhardt encourages international applicants to investigate scholarship support offered by their home country. Master’s and advanced certificate applicants who are not U.S. citizens or permanent residents are not eligible for federal financial aid and typically do not receive consideration for school-based financial aid. Full-time doctoral applicants, regardless of country of citizenship, will receive consideration for fellowships and assistantships.

6. Visa Information. All admitted international applicants will be sent formal instructions on how to apply for an I-20 to receive an F1 student visa with their acceptance package. No financial documentation or bank statements should be sent with your application materials. All international applicants wishing to obtain an F1 student visa will list “New York University” as the “expected visa sponsor” on the graduate admissions application. When completing your application, 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 processing your I-20 from NYU and your student visa from the U.S. government. Heightened security measures may result in 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/oiss.

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; email: ali@nyu.edu.

New International Student Seminar Participation in the New International Student Seminar (EO3.1003) 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, Piess Hall, 2nd floor; 212-998-5065; steinhardt.nyu.edu/orientation/international for further information.

**CAMPUS VISITS**

All prospective students are invited to visit the New York University campus. Many programs host information sessions throughout the academic year. Please call the Office of Graduate Admissions at 212-998-5030 or visit steinhardt.nyu.edu/graduate_admissions to learn of the dates.

For more information, go to NYU’s Visitor Information page at www.nyu.edu/about/visitor-information.html.
Registration and Advisement

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 or 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. By approval and signature, the adviser attests to the courses selected as meeting degree requirements. 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 conferral 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 form 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 4th Street, before registering for course work.

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 units required. The Department of Veterans Affairs may not authorize allowances for credits that are in excess of scholastic requirements, that are taken for audit purposes only, or for which nonpunitive grades are received.

Veterans may obtain applications or assistance in the office of the University Registrar, 25 West 4th 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 Steinhardt School of Culture, Education, and Human Development (-GE) 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 18 units in a given term; the total number of credit and audit courses for part-time students may not exceed 11 units 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

1Not available to special students.
the Steinhardt Office of Registration Services, Pless Hall, 2nd Floor, and must be filed in the Office of the University Registrar, 25 West 4th Street, prior to the beginning of the second week of the term in question.

**DROP/ADD AND WITHDRAWAL POLICIES**

Courses added or dropped without adviser approval may be considered as not meeting degree requirements. Students and faculty are urged to monitor this procedure carefully. Only an official adviser is authorized to sign a student’s drop/add form.

Students are permitted to add to their program during the first 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 the ALBERT registration system, or a Change of Program Form and must have the approval of the academic adviser.

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 coursework to be a minimum of 12 units each term. It is considered to be equivalent to 40 hours of study per week. Full-time equivalency students are expected to spend no less than 40 hours per week on a combination of coursework 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 per week of required internship. This category may be prorated: e.g., students may receive 3 units of equivalency for 10 hours per 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 per 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 depending on program requirements.)
   b. A student working on a master’s final project and not registered for units of credit for this requirement may receive 3 units of equivalency for one semester only.
   c. A student working 40 hours per 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 depending on program requirements.)

3. **Candidacy Examination:** A matriculated student preparing for the doctoral candidacy examination may receive 3 units 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 units of equivalency for one term only if the adviser certifies that the candidate is doing at least 10 hours of research per week.
   b. A doctoral candidate enrolled in the Dissertation Proposal Seminar is eligible for 3 additional units of equivalency.

5. **Supervised Research on Proposal:**
   A doctoral candidate may receive full-time equivalency for working on the proposal for a maximum of two consecutive years (including the respective summer sessions). The candidate must have an approved chairperson. In all cases, full-time equivalency may be granted only if the dissertation committee chairperson attests that the candidate is doing 40 hours per week of work toward the proposal. If a candidate is doing 20 hours of work per week 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 coursework, has an approved dissertation committee, and whose proposal has been approved may request full-time equivalency if the candidate is working 40 hours per 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 coursework; 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, with the exception of DPT and DPS students, are not eligible for leaves of absence (see page 179).

MAINTENANCE OF MATRICULATION
To maintain matriculation in a master’s degree or advanced certificate program, a candidate is required to complete at least one 3-unit course each academic year at New York University, under the auspices of the Steinhardt School of Culture, Education, and Human Development. In lieu of such completion, student’s must pay a maintenance fee of $300 per academic year plus a nonreturnable 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, Fees, and Expenses, page 165.)

Please note: Doctoral students, with the exception of DPT and DPS students, are not eligible for maintenance of matriculation (see page 179).

PERMITTED COURSE LOADS
A full-time graduate student may register for a minimum of 12 units per term. The maximum number permitted any student is 18 units (16 units in summer). Graduate students registering for fewer than 12 units 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 coursework or maintenance of matriculation during the academic year of graduation. In order to graduate in a specific semester, you must apply for graduation within the application deadline period indicated on the calendar. (Students view the graduation deadlines calendar and general information about graduation on the Office of the Registrar’s webpage at www.nyu.edu/registrar.) It is recommended that the student apply for graduation no later than the beginning of the semester in which he or she plans to complete all program requirements. If the student does not successfully complete all academic requirements by the end of the semester, he or she must reapply for graduation for the following cycle.

OFFICIAL TRANSCRIPTS
Official copies of a student’s University transcript can be requested when a stamped and sealed copy of the student’s 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 email.

A transcript may be requested by either (1) completing the online request form at www.nyu.edu/registrar/ transcript-form.html and mailing or faxing the signature page (recommended method) or (2) writing a request letter (see below) and mailing or 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 charge for academic transcripts.

Writing a Request Letter: A request letter must include all of the following information:

- University ID Number
- Current name and any other name under which you attend/attended NYU
- Current address
- Date of birth
- School of the University you attend/attended and for which you are requesting the transcript
- Dates of attendance
- Date of graduation
- Full name and address of the 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. The student should indicate in his or her request if he or she would like the University to forward the transcripts to the student’s home address, but NYU still requires the name and address of each institution.
- Unofficial transcripts are available on ALBERT.

If the student initiates his or her transcript request through the online request form, the student will receive email confirmation when the Office of the University Registrar has received the student’s signed request form. Contact the office at 212-998-4280.

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. Students must notify the Office of the University Registrar immediately of any change of address.

Students are able to access their grades at the end of each semester via ALBERT, NYU’s Web-based registration and information system. ALBERT can be accessed via NYUHome at home.nyu.edu.

INFORMATION ON HOW TO REQUEST ENROLLMENT VERIFICATION
Students can view and print their own enrollment certification directly from ALBERT using integrated National Student Clearinghouse student portal. This feature can be accessed from the “Enrollment Certification” link on the ALBERT homepage. Eligible students are also able to view and print a Good Student Discount Certificate, which can be mailed to an auto insurer or any other company that requests proof of status as a good student (based on cumulative GPA). This feature is available for students in all schools except the School of Law.

Verification of enrollment or graduation may also be requested by submitting a signed letter with the following information: University ID number, current name and any name under which the student has attended NYU, current address, date of birth, school of the University attended, dates attended, date of graduation, and the full name and address of the person or institution to which the verification is to be sent. Requests should be submitted to the Office of the University Registrar, Transfer and Certification Department, New York University, P.O. Box 910, New York, NY 10276-0910. Or students can fax their signed request to 212-995-4154. Students must allow seven business days from the time the Office of the University Registrar is in receipt of a request. To confirm receipt of a request, students must contact our office at 212-998-4280. Currently we are not accepting requests for certification by email.

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**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 forms with the admissions office of the appropriate graduate division.

**GRADES**
The scale of grades is based on a 4-unit scale as follows:

- **A** = 4.0 units
- **A-** = 3.7 units
- **B+** = 3.3 units
- **B** = 3.0 units
- **B-** = 2.7 units
- **C+** = 2.3 units
- **C** = 2.0 units
- **C-** = 1.7 units
- **D+** = 1.3 units
- **D** = 1.0 units
- **F** = 0 units

*Note: “-GE” 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 degrees.

*Note: Students taking “-GG,” “-GH,” and “-GC” 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 unit. 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; this form will provide a title
to the independent study (it is not a
registration form). When completed, this
form must be submitted to the Office
of the University Registrar, 25 West 4th
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 in-
cluded in the 25 percent pass/fail option
open to students. This pass/fail option
may be applied only to “-GE” and “-GG”
courses. Once this option is utilized,
such a decision cannot be changed nor
will the letter grade be recorded. The
lowest passing graduate grade is D. An
F grade is counted in the average. Pass/
fail grades are not considered “weighted
grades.” Pass/fail option forms may be
obtained from the Office of Registration
Services, Piess Hall, 2nd Floor, and must
be filed in the Office of the University
Registrar prior to the end of the fifth
week of the term for fall and spring term
courses. The fifth meeting of the class is
the final date for filing pass/fail option
forms for courses taken during the sum-
er 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,
visit www.steinhardt.nyu.edu/studyabroad
or call the office at 212-992-9380).

Policies Concerning Plagiarism

The Bylaws of the University define the
educational conduct of students to be
under faculty jurisdiction. 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 reading, writing, and discus-

Students are expected—and often
required—to build their own work upon
that of other people, just as professional
researchers and writers do. Giving credit
to someone whose work has helped
one’s own is courteous and honest.
Plagiarism, on the other hand, is a form
of fraud. Proper acknowledgment marks
the difference.\(^1\)

A hallmark of the educated student
is the ability to recognize and acknowl-
edge when information is derived from
others. The Steinhardt School of Culture,
Education, and Human Development
expects that a student will be scru-
pulous 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 acknowl-
edged; even ideas and organization
derived from another’s work must be
acknowledged. The following defini-
tion of plagiarism has been adopted by
the faculty members of the Steinhardt
School of Culture, Education, and Hu-
man 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.\(^1\)

NYU Steinhardt imposes heavy
penalties for plagiarism in order to
safeguard the degrees that the Uni-
versity grants. Cases of plagiarism are
considered among the most serious
of offenses. (See NYU Steinhardt’s
Statement on Academic Integrity in the
Steinhardt School of Culture, Educa-
tion, 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 of Policy on Patents, a copy of which may be found in the Faculty Handbook or obtained from the dean’s office.

NEW YORK UNIVERSITY WEAPONS POLICY
New York University strictly prohibits the possession of all weapons, as described in local, state, and federal statutes, that includes, but is not limited to, firearms, knives, explosives, etc., in and/or around any and all University facilities—academic, residential, or other. This prohibition extends to all buildings—whether owned, leased, or controlled by the University, regardless of whether the bearer or possessor is licensed to carry that weapon. The possession of any weapon has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are duly authorized law enforcement personnel who are performing official federal, state, or local business and instances in which the bearer of the weapon is licensed by an appropriate licensing authority and has received written permission from the executive vice president of the University.

NEW YORK UNIVERSITY SIMULATED FIREARM POLICY
New York University strictly prohibits simulated firearms in and/or around any and all University facilities—academic, residential, or other. This prohibition extends to all buildings, whether owned, leased, or controlled by the University. The possession of a simulated firearm has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are instances in which (1) the bearer is in possession of written permission from a dean, associate dean, assistant dean, or department head and (2) such possession or use of simulated firearms is directly connected to a University- or school-related event (e.g., play, film production). Whenever an approved simulated firearm is transported from one location to another, it must be placed in a secure container in such a manner that it cannot be observed. Storage of approved simulated firearms shall be the responsibility of the Department of Public Safety in a location designated by the Vice President for Public Safety. Under no circumstances, other than at a public safety storage area, may approved simulated firearms be stored in any University-owned, -leased, or -controlled facilities.

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 website: www.nyu.edu/public.safety/policies.
TUITION, FEES, AND EXPENSES

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.

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2011-2012. 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, emergency and accident coverage, and technology fees.

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 4th Street. Checks and drafts are to be drawn to the order of New York University for the exact amount of the tuition and fees required. In the case of overpayment, the balance is refunded upon request by filing a refund application in the Office of the Bursar.

A fee will be charged if payment is not made by the due date indicated on the student’s statement.

The unpaid balance of a student’s account is subject to an interest charge of 12 percent per annum from the first day of class until payment is received.

Holders of New York State Tuition Assistance Program Awards will be allowed credit toward their tuition fees in the amount of their entitlement, provided they are New York State residents enrolled on a full-time basis and they present with their schedule/bill the Award Certificate for the applicable term.

Students who receive awards after registration will receive a check from the University after the New York State payment has been received by the Office of the Bursar and the Office of the University Registrar has confirmed eligibility.

DIPLOMA ARREARS POLICY

Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

GRADUATION

No candidate may be recommended for a degree until all required fees have been paid. The University cannot be responsible for the inclusion in the current official graduation list of any candidate who makes payment after the first day of May, September, or January for degrees in May, September, or January, respectively. Following the payment of all required fees, and on approval of the faculty, the candidate will be recommended for the degree as of the date of the next regular meeting of the University Board of Trustees at which the awarding of degrees is a part of the order of business.

TUITION

Tuition per unit, per term.................$1,260

Fall term 2010
Nonreturnable registration.........412
and services fee, first unit
Nonreturnable registration.........60
and services fee, per unit, for registration after first unit

Spring term 2011
Nonreturnable registration.........$425
and services fee, first unit
Nonreturnable registration.........60
and services fee, per unit, for registration after first unit

Doctor of Physical Therapy (D.P.T.)
tuition, see page 105.

GENERAL FEES AND EXPENSES

Basic Health Insurance Benefit Plan
(full-time domestic students automatically enrolled; any student can select1)
Annual..................................................$1,360
Fall term..................................................525
Spring term (coverage for the spring and summer terms)..............835
Summer term (only for students who did not register in the preceding term)..............368

Comprehensive Health Insurance Benefit Plan (international students automatically enrolled; all others can select):
Annual..................................................$2,132
Fall term..................................................823
Spring term (coverage for the spring and summer terms)..............1,309
Summer term (only for students who did not register in the preceding term)..............576

Stu-Dent Plan (dental service through NYU’s College of Dentistry):
Initial Enrollment.........................$225
Spouse/Partner.................................225
Dependent...........................................80
Renewal................................................185
Late tuition payment fee
(other than late registration).............25
Penalty fee..........................................10

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).
Application fee for admission:
Graduate degree (nonreturnable, see page 156) ................. $75
Graduate special student status (nonreturnable), payable one time only (see page 156) .................. $75
Deposit upon graduate acceptance, depending on the program, (nonreturnable)........ $200 to 750

Late registration
Additional fee payable by any student permitted to register commencing with the second week of classes ............. $25
commencing with the fifth week of classes ......................... $50

Maintenance of matriculation
(per academic year) .................. $300
Plus
Registration and services fee
Fall 2009 .................................. $344
Spring 2010 .................................. 357
(master's and sixth-year students only; doctoral students should consult page 179.)

Duplicate rating sheet .................. $2
Makeup examination .................. $20

COURSE-RELATED FEES

Music and Music Education
Private instruction fee:
to be paid when registering for
MPATC-GE.2321 .................. $105
MPAWGE.2334 .................. 105
MPASS-GE.2345 .................. 105
MPAPE-GE.2356 .................. 105
MPAVE-GE.2363 .................. 105
MPAPS-GE.2334 .................. 105
Students registering for more than one section of private instruction within a specific course number (e.g., MPATC-GE.2321) need only to pay the private instruction fee for the first section.

Master class fee:
to be paid when registering for
MPATC-GE.2028 .................. $250
MPAME-GE.2096 .................. 250

Recital fee:
to be paid when registering for
MPATC-GE.2026 .................. $100
MPATC-GE.3026 .................. 100

Occupational Therapy
Laboratory fee:
to be paid when registering for
OT-GE.2003 .................. $50

Physical Therapy
Laboratory fee:
to be paid when registering for
PT-GE.2120 .................. $65

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 179.

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 units
- 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, 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 website at www.nyu.edu/bursar/payment.info/plans.html 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 (August for the Fall semester and January for the Spring 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 is required when applying for the fall and spring TuitionPay plan. You must enroll in both the fall and spring plans. Monthly statements will be mailed by TuitionPay, and all payments should be made directly to them. For additional information, contact TuitionPay at 800-635-0120 or visit the NYU Bursar website at www.nyu.edu/bursar/payment.info/plans.html.

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 nonreturnable registration and services fee and a penalty of $20 for a stopped payment must be charged in addition to any tuition not canceled.
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 website, www.nyu.edu/financial.aid.

Many awards are granted purely on the basis of scholastic merit. Others are based on financial need. However, it is frequently possible to receive a combination of awards based on both. Thus, University scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. To ensure that maximum sources of available support will be investigated, students must apply for financial aid by the appropriate deadline.

A student who has received a financial aid 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/financial/aid/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 website at www.nyu.edu/financial.aid.

ELIGIBILITY
To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration. Generally, University-administered aid is awarded to full-time students. Half-time students (fewer than 12 but at least 6 units 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 website 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 unit is determined by the withdrawal date and a calculation based on the federally prescribed formula. Generally, federal assistance is earned on a prorata 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 website at www.nyu.edu/reynolds for more information.

For more information on other scholarship aid, see the Office of Graduate Admissions website: 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 on the Graduate Admissions website at steinhardt.nyu.edu/financial.aid.

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 high schools. This fellowship program trains mathematically talented individuals to become high school math teachers and supports them in the early years of their careers. NYU Steinhardt serves
as one of the partnership schools in New York City. 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 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 website at www.mathforamerica.org.

The Jewish Foundation for Education of Women Fellowship. This organization has provided multyear 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, science education, or special 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 scholarship 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, 239 Greene Street, Suite 300, New York, NY 10003-6674; 212-998-5656.

The Juventud Española de Brooklyn Scholarship. This scholarship was 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 ASSISTANSHIPS

The Catherine B. Reynolds Foundation Program in Social Entrepreneurship. See page 168 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 Office of Residential Life and Housing Services, New York University, 726 Broadway, 7th Floor, New York, NY 10003 212-998-4600; www.nyu.edu/residential.education/staff/rail.

NYU’s America Reads/Counts. NYU’s program is the largest in the nation. This is an excellent opportunity for graduate students to earn money while working in a rewarding job. Under the supervision of classroom teachers, NYU students work to help school children acquire literacy and/or math skills. Tutors need not be enrolled in a teacher preparation program or have prior tutoring experience, but they must be able to make a minimum weekly commitment of six hours in blocks of no less than two hours during the school day (8:30 a.m.–3:00 p.m.). 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 DOCTORAL FELLOWS PROGRAM AND RESEARCH ASSISTANSHIPS

The Steinhardt School offers all full-time Ph.D. students a complete funding and mentoring program. The Steinhardt Fellows program is designed to help Ph.D. students undertake full-time study and research, to participate in superior academic and scholarly experiences, and to complete their studies in a timely manner. Depending on the student’s program of study and degree requirements, financial support includes two or three years of full tuition and fees and a generous living stipend of $23,000 through the completion of the student’s required coursework, and one to three years with a $15,000 scholarship to support the development and completion of their dissertation. In addition, each of the school’s academic departments has developed a set of benchmarks and milestones, such as conference presentations, exhibitions, authored manuscripts, grant submissions, and sample syllabi, that faculty mentors help their students achieve in order to prepare them academically and professionally for postdoctoral work.

Selected doctoral students may alternatively be appointed to a Research Assistantship. Research Assistants are funded by external grants and work with a principal investigator on a funded research project. Unlike Steinhardt Fellows, RAs agree to work 20 hours per week on an ongoing research project, typically with a team of faculty and other students. Steinhardt Fellows may become Research Assistants when Steinhardt faculty win funding for projects that require research assistance.

All admitted full-time Ph.D. students are awarded a full funding package and are assigned to a faculty mentor. There is no special application for this funding program.

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 website: 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 units 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. For more information about TAP, visit www.nyue.edu/bursar/loans.awards/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 800-433-3243 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 scholarships or grants from an outside agencies or organizations. Some sources to explore are employers, unions, professional organizations, and community and special interest groups.

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
A financial aid package at NYU may suggest several types of loans for which a student is eligible, based on certain criteria (such as anticipated units/credits, housing status, financial need, etc.) and, for campus-administered loans, the availability of funds.

Some federal loan programs, such as the Perkins Loan, Health Professions Student Loan, and Nursing Loan, allocate limited funds to New York University for campus-based disbursement and administration of the loans. NYU will require you to complete a promissory note to ensure appropriate loan disbursement and corresponding credit on your Bursar bill. Promissory notes are sent to each student in July/August. Applicants for the spring semester will receive it with their award letter. If, once the semester begins and you were awarded one of these loans, you did not receive a promissory note, you should immediately phone or visit the Office of Financial Aid to request one, after which you should receive credit for the loan on your bill. (Be sure to keep your mailing address current on ALBERT, via NYUHome.)

Other federal loans are secured and disbursed to the student in cooperation with the U.S. Department of Education. Your award package may include information about a “suggested loan.” This means that you are eligible for the type and amount of loan specified, based upon the information we have about you at the time the award is offered. It does not mean you will automatically receive the loan, but rather informs you of your current eligibility and how to apply. The suggested loan amount on your award letter is the maximum you are eligible for and is the amount that NYU has certified for you. If you wish to borrow an amount lower than suggested, please contact the Office of Financial Aid for instructions.

A variety of additional, private (non-federal) alternative loans are also available from individual lending institutions.

Please think carefully about your obligations as a borrower before pursuing any educational loan. Consider your educational investment at NYU as well as your long-term financial commitments when borrowing.

Federal Direct Stafford Loan Program. 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 half-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.


Federal PLUS Loan Program. The Federal Direct PLUS Loan is available to parents of dependent undergraduate students and to qualifying graduate and professional students. PLUS loans help pay for education expenses up to the cost of attendance minus all other financial aid received. Interest is charged during all periods. The U.S. Department of Education will evaluate the borrower’s credit history to determine eligibility.

Private (Non-Federal) Alternative Loan Programs. A private (nonfederal) 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 private alternative loan visit our website: www.nyu.edu/financial.aid/private-loans.php.

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.
Student Activities/ School and University Services

The Office of the Associate Dean for Student Affairs (Pless Hall, 2nd floor, 212-998-5025, steinhardt.nyu.edu/blogs/studentaffairs) 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.

School Services

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, cocurricular 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 in an advisory capacity 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; 212-998-5065). The Office of Counseling and Student Services is responsible for overseeing the New Graduate Student Seminar for International Students (SAHS-GE.2003), a required noncredit 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; 212-998-5351; steinhardt.gso@nyu.edu.
University Services and Student Activities

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 Esbborn 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 and/or 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.

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.
CAREER SERVICES
Wasserman Center for Career Development
133 East 13th Street, 2nd Floor
Telephone: 212-998-4730
Fax: 212-995-3827
Website: 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
Website: www.nyu.edu/its

COUNSELING SERVICES
Counseling and Behavioral Health Services (CBH)
726 Broadway, Suite 471
Telephone: 212-998-4600
Fax: 212-995-4099
Email: university.counseling@nyu.edu
Website: www.nyu.edu/counseling

DINING
NYU Campus Dining Services
Telephone: 212-995-3030
Website: 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
Email: health.insurance@nyu.edu
Website: www.nyu.edu/shc/about/insurance.html

HOUSING
Department of Housing
383 Lafayette Street, 1st Floor
Telephone: 212-998-4600
Fax: 212-995-4099
Email: housing@nyu.edu
Website: www.nyu.edu/housing

INTERNATIONAL STUDENTS AND SCHOLARS
Office for International Students and Scholars (OISS)
561 La Guardia Place
Telephone: 212-998-4720
Email: intl.students.scholars@nyu.edu
Website: 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
Email: lgbt.office@nyu.edu
Website: 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
Website: www.cmep.nyu.edu

RECREATIONAL ACTIVITIES/SCHOOL AND UNIVERSITY SERVICES
The Steinhardt School of Culture, Education, and Human Development Bulletin 2011-2013

RELIGIOUS AND SPIRITUAL RESOURCES
Catholic Center
371 Sixth Avenue/Avenue of the Americas
Telephone: 212-9981065
Website: washingsquarecatholic.org

Edgar M. Bronfman Center for Jewish Student Life–Hillel at NYU
7 East 10th Street
Telephone: 212-998-4114
Website: www.nyu.edu/bronfman

Protestant Campus Ministries
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4711
Website: www.protestantministrynyu.com

Hindu Students Council
Website: www.nyu.edu/clubs/hsc

The Islamic Center
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4712
Website: www.icnyu.org

Spiritual Diversity Network
Telephone: 212-998-4956
Email: 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)
Email: public.safety@nyu.edu
Website: www.nyu.edu/public.safety
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.

NYU Steinhardt 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-unit learning course, Students in the Community: Service, Leadership, and Training, E63.1040.

Among the many community service activities conducted, sponsored, or administered by NYU Steinhardt 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. This rewarding work is available to any NYU student who qualifies for Federal Work-Study. Interested students should email 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. 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 email: lfr@nyu.edu.
**Graduate Study/General Requirements**

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**General Requirements**

**NEW INTERNATIONAL STUDENT SEMINAR**
Participation in the seminar (SAHS-GE.2003) is required of all new graduate international students during their first term in residence. The seminar explores professional issues and provides additional orientation and guidance to the school, University, and city. For further information, consult the Office of the Associate Dean for Student Affairs, Pless Hall, 2nd Floor.

**GRADUATION**
Students may officially graduate in September, January, or May. The Commencement ceremony for all schools is held in May. You must apply for graduation through ALBERT, which can be accessed via your NYUHome account. In order to graduate in a specific semester, you must apply for graduation within the application deadline period indicated on the calendar. (Students may view the graduation deadlines calendar and general information about graduation on the Office of the University Registrar’s webpage at www.nyu.edu/registrar.) It is recommended that students apply for graduation no later than the beginning of the semester in which they plan to complete all program requirements. If students do not successfully complete all academic requirements by the end of the semester, they must reapply for graduation for the following cycle.

A student must be enrolled for either course work or maintenance of matriculation during the academic year of graduation.

**Master’s Degree**

The student must complete satisfactorily a minimum of 30 units in graduate courses (see Note 1, below). At least 24 of these units 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 units of graduate coursework after establishment of matriculation (which occurs at the time of their first registration), even if this involves taking more courses than minimally required. Coursework 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 units, 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 the student’s 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 units 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.

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 units should be taken during the term in which the student registers for 6 units of student teaching. Registration in fewer than 6 units of student teaching allows consideration of an absolute maximum of 18 units. Students must receive a recommendation from their advisers in order to take more than 16 units 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 a grade unit 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 units 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 advisers to register for field experience courses. For each semester, an online Request for Placement Form must be completed following attendance of a Student Teaching Convocation event.

TEACHER CERTIFICATION
On satisfactory completion of teaching programs (including student teaching) and degree conferral, students will have completed academic requirements for teacher certification in New York State.

Notes
1. The New York State Education Department requires that all prospective teachers receive instruction relating to the nature and effects of alcoholic drinks, narcotics, habit-forming drugs, school violence prevention and intervention, and signs of child abuse, including instruction in the best methods of teaching these subjects. This requirement is met by successful completion of TCHE-GE.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

Notice: New York State and Title II of the 1999 National Higher Education Act specify that the institutional pass rates on State Teacher Exams be published for schools offering teacher education programs. Statistics on the New York State Teacher Certification Examinations for the Steinhardt School of Culture, Education, and Human Development at New York University are as follows for 2009–2010: 426 students completed the Assessment of Teaching Skills Written (ATS-W). Of those, 419 passed, and this yielded a pass rate of 98 percent. A total of 402 students completed the LiberalArts and Sciences Test (LAST). Of those, 390 passed and this yielded a pass rate of 97 percent.

NOTE 1: A thesis may be substituted for 4 units of residence courses on the first (1) level, if program requirements allow.
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 coursework, completed at an accredited graduate institution, not applied to another degree, and not more than 10 years old if a grade of B or better was earned for any such coursework. In all cases, the 24-unit 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 units 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. Credit may be granted for graduate course work completed at an accredited graduate institution not applied to another degree and not more than 10 years old. In all cases, the 24-unit residency requirement must be met.
      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 coursework.
   c. The Steinhardt School of Culture, Education, and Human Development graduate credit requirements: A minimum of 24 credits must be taken at the 2000 level. Count the number of credits taken at the 2000 level.
   d. The Steinhardt School of Culture, Education, and Human Development residency requirements: A minimum of 24 credits must be completed in residence. Count the number of credits of graduate (2000-level nonprerequisite) courses taken at NYU.
   e. Total credit requirements: A minimum of 30 credits must be completed. (Program requirements vary and may exceed this number.) Count the number of credits taken in 2000-level nonprerequisite courses at NYU or transferred in. Do not count courses taken as prerequisites.
   f. Grade unit requirements: minimum of 2.5 scholastic average.
Sixth-Year Program

ADVANCED CERTIFICATE 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 units and is open only to students holding a master’s degree from a recognized institution.

- Of these 30 units, a minimum of 15 units 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 units, a minimum of 24 units must be completed in residence.

- Of these 30 units, a maximum of 6 units 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.

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 units on the second (2) level or above at New York University, under the auspices of the Steinhardt School of Culture, Education, and Human Development after the term in which matriculation is approved.

- A maintenance fee of $300 per year, or, in lieu of such completion, must pay a nonreturnable registration and services fees each term. A candidate has a six-year period following the date of matriculation for the completion of all requirements. If continuous matriculation has not been maintained, a reevaluation of credentials is necessary, and only those courses completed within the last 10-year period will be credited.

TRANSFER CREDIT
On recommendation of the adviser, credit for graduate coursework 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 units if a grade of B or better was earned for any such coursework.

Doctoral Programs: 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 units 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 application; official transcripts documenting higher education; official scores from the Graduate Record Examination (GRE) general test, including the verbal, quantitative, and analytical sections; and payment of the required fees, along with any other program-specific requirements as outlined in the Application for Graduate Admissions. The Test of English as a Foreign Language (TOEFL) is mandatory for all applicants whose native language is not English and who did not receive a bachelor’s degree at an English-speaking college or university.

Applicants should arrange to take the GRE through the Educational Testing Service, Princeton, NJ 08541. Scores, to be official, must be reported through the Educational Testing Service to the Office of Graduate Admissions (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 units 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 units 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 prescreening procedures or other conditions unique to the division or program (such as residency requirement, additional prescreening 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 unit 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 coursework, if appropriate, without reference to transfer of units.

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 unit 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 website. 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-unit course, the student must register for RESCH-GE.3400, Doctoral Advisement, or departmentally approved 1-unit 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-unit fee course. These credits will not count toward the student’s total unit 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-unit 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, apoint 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 apointed.

DISSERTATION PROPOSAL
Following appointment of the dissertation committee, the candidate will prepare an original research proposal for approval by the committee and for review by the appropriate proposal review panel. All proposals must be submitted initially to the Office of Graduate Studies. The proposal must be approved before data collection and the dissertation writing are begun. In the proposal, the candidate is expected to indicate clearly and concisely what is proposed, where information is to be obtained, and how the research is to be carried out. Guidelines for submission of the proposal are available in the Office of Graduate Studies, Pless Hall, 2nd Floor.

DISSERTATION
Candidates for the Ph.D. degree must show ability for independent research and scholarly technique by means of a dissertation, the preparation of which will usually represent a substantial amount of research activity. Candidates for the Ed.D. must present a successfully completed dissertation involving applied research in the field of education. Alternate projects to the dissertation for the Ed.D. are provided, subject to approval of faculty. 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 the 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 units 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 units 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 units of foundations work. The foundations courses must be taken during the first 24 units 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-unit course in specialized methods of research.

3. Six units of cognate study (study related to but not in the field of specialization)

4. A 3-unit course in dissertation proposal seminar

5. A departmental or program seminar (3 units)

6. Fifteen units 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.
Doctor of Psychology

The Psy.D. program is currently not admitting students.

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.

All candidates for the Doctor of Psychology degree should see the following sections on pages 178-80: Requirements for Doctoral Matriculation, Transfer Credit, Admission to Candidacy, Termination of Candidacy, Doctoral Advisement Fee System, and Minimum Residence Requirement.

GENERAL DOCTOR OF PSYCHOLOGY DEGREE REQUIREMENTS

Degree requirements include the following:

- Psychological foundations 18 units
- Proseminar 3 units
- Educational foundations 12 units
- Measurement/evaluation 12 units
- Practica 30 units
- Specialization 18 units
- Integrative seminar 6 units

Total 99 units

Additional program requirements, including required courses, field experience and internship, scholarly papers, and final oral examination, are defined in the program brochure.

A scholastic average of 3.0 for both the total record and courses in specialization is required for graduation.
### Programs/Concentrations

#### ART AND ART PROFESSIONS
- Art Therapy: M.A. 1099
- Studio Art: M.F.A. 1002
- Studio Art: M.A. 1002
- Visual Culture: Costume Studies: M.A. 1099
- Visual Culture: Theory: M.A. 1099
- Visual Culture and Education: Ph.D. 0831
- Art Education: Ph.D. 0831
- Visual Culture: Ph.D. 0831

#### ARTS ADMINISTRATION
- Performing Arts Administration: M.A. 1099
- Visual Arts Administration: M.A. 1099

#### BILINGUAL EDUCATION
- Ph.D. 0899

#### BUSINESS EDUCATION
- Workplace Learning: Adv. Cert. 0838

#### COMMUNICATIVE SCIENCES AND DISORDERS
- Communicative Sciences and Disorders: M.S., Adv. Cert. PhD 1220

#### COMMUNITY PUBLIC HEALTH
- Community Health: M.P.H. 0837
- International Community Health: M.P.H. 0837
- Public Health Nutrition: M.P.H. 0837

#### COUNSELOR EDUCATION
- Counseling and Guidance: School Counseling K-12: M.A. 0826.01
- Bilingual School Counseling K-12: M.A. 0826.01
- Counseling and Guidance: Adv. Cert., Ph.D. 0826.01
- Counseling for Mental Health and Wellness: M.A. 0826.01
- Counseling Psychology: Ph.D. 0826.01

#### DANCE AND DANCE EDUCATION
- Teaching Dance in the Professions: A.B. Pedagogy M.A. 1008
- Teaching Dance in the Professions: M.A. 1008

#### DIGITAL MEDIA DESIGN FOR LEARNING
- M.A. 0605

#### DRAMA THERAPY
- M.A. 1099

#### EARLY CHILDHOOD AND ELEMENTARY EDUCATION

#### EDUCATION AND JEWISH STUDIES
- Education and Jewish Studies: M.A. 0899
- Ph.D. 1510

#### EDUCATION AND JEWISH STUDIES AND HEBREW AND JUDAIC STUDIES
- M.A. 1111

#### EDUCATION AND SOCIAL POLICY
- M.A. 2199

#### EDUCATIONAL ADMINISTRATION
- Educational Leadership: School Building Leader: M.A. 0828
- Educational Administration: Ed.D., Ph.D. 0827

#### EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY
- Ph.D. 0605

#### EDUCATIONAL LEADERSHIP, POLITICS, AND ADVOCACY
- M.A. 0899

#### EDUCATIONAL THEATRE
- Educational Theatre in Colleges and Communities: M.A., Ed.D., Ph.D. 1007

#### ENGLISH EDUCATION
- Teachers of English Language and Literature in College: M.A., Adv. Cert. 1501
- English Education (Secondary and College): Ph.D. 1501
- Literature, Reading, Media Education, Composition Education, Curriculum Development: Ph.D. 1501
- Applied Linguistics: Ph.D. 1501

#### ENGLISH AS A SECOND LANGUAGE/TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)
- Post-baccalaureate Study in TESOL: Adv. Cert. 1508
- Teachers of English to Speakers of Other Languages/College: Ph.D. 1508
- Post-Master’s Study in TESOL in College: Adv. Cert. 1508
- Teachers of English to Speakers of Other Languages: M.A. 1508

#### ENVIRONMENTAL CONSERVATION EDUCATION
- M.A. 0899
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<td>College and University Faculty</td>
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<tr>
<td>Music Therapists</td>
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<tr>
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<tr>
<td>Collaborative Piano</td>
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<td>Vocal Performance</td>
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<td>Classical Voice</td>
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<tr>
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<tr>
<td>Vocal Pedagogy</td>
<td>Adv. Cert.</td>
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<table>
<thead>
<tr>
<th>Programs/Concentrations</th>
<th>Degrees Conferred</th>
<th>HEGIS¹ Number</th>
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</thead>
<tbody>
<tr>
<td><strong>NUTRITION AND DIETETICS</strong></td>
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<tr>
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<tr>
<td>Foods and Nutrition</td>
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<tr>
<td>Occupational Therapy</td>
<td>M.S.¹</td>
<td>1208</td>
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<tr>
<td>Advanced Occupational Therapy: Generic</td>
<td>M.A.</td>
<td>1208</td>
</tr>
<tr>
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<td>1208</td>
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<tr>
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<tr>
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<tr>
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<td><strong>SCHOOL PSYCHOLOGY</strong></td>
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<td>School Psychology</td>
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<tr>
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<tr>
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<tr>
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<tr>
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## Teacher Certification Programs

### Preservice Leading to Initial Certification

<table>
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<tr>
<th>Programs/Concentrations</th>
<th>Degrees Conferred</th>
<th>HEGIS¹ Number</th>
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<tbody>
<tr>
<td><strong>ART EDUCATION</strong></td>
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</tr>
<tr>
<td>Teachers of Art, All Grades</td>
<td>M.A.</td>
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<tr>
<td>Studio Art/Teaching Art, All Grades</td>
<td>B.F.A., M.A.</td>
<td>1002</td>
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<tr>
<td><strong>COMMUNICATIVE SCIENCES AND DISORDERS</strong></td>
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<tr>
<td>Communicative Sciences and Disorders</td>
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<tr>
<td><strong>DANCE EDUCATION</strong></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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<td>0802</td>
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<tr>
<td>Early Childhood Education</td>
<td>M.A.</td>
<td>0823</td>
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<tr>
<td><strong>EDUCATIONAL THEATRE</strong></td>
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<tr>
<td>Educational Theatre, All Grades</td>
<td>M.A.</td>
<td>1007</td>
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<tr>
<td>Educational Theatre, All Grades and English 7-12</td>
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<td>1007</td>
</tr>
<tr>
<td><strong>ENGLISH EDUCATION</strong></td>
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</tr>
<tr>
<td>Teaching English 7-12</td>
<td>M.A.</td>
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<tr>
<td><strong>ENGLISH AS A SECOND LANGUAGE (TESOL)</strong></td>
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</tr>
<tr>
<td>Teachers of English to Speakers of Other Languages (TESOL), All Grades</td>
<td>M.A.</td>
<td>1508</td>
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<tr>
<td><strong>TEACHING FRENCH AS A FOREIGN LANGUAGE</strong></td>
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<tr>
<td>M.A.</td>
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<tr>
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<tr>
<td>Chinese</td>
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<tr>
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<tr>
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<tr>
<td><strong>MUSIC EDUCATION</strong></td>
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<tr>
<td>Teaching Music, All Grades</td>
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</tr>
<tr>
<td>Instrumental Performance/</td>
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<td></td>
</tr>
<tr>
<td>Teaching Music, All Grades</td>
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<tr>
<td>Music Composition/</td>
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<tr>
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<td>B.Mus., M.A.</td>
<td>1005</td>
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<tr>
<td>Piano Performance/</td>
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<tr>
<td>Teaching Music, All Grades</td>
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<td>1005</td>
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<tr>
<td>Vocal Performance/</td>
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<tr>
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<td>B.Mus., M.A.</td>
<td>1005</td>
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<tr>
<td><strong>SCIENCE EDUCATION</strong></td>
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<tr>
<td>Teaching Biology 7-12</td>
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<tr>
<td>Teaching Chemistry 7-12</td>
<td>M.A.</td>
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<td>Teaching Physics 7-12</td>
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<tr>
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<td><strong>SPECIAL EDUCATION</strong></td>
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<tr>
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<tr>
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<td>0823</td>
</tr>
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<td>M.A.</td>
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<tr>
<td>Educational Theatre, All Grades and Social Studies 7-12</td>
<td>M.A.</td>
<td>1008</td>
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<tr>
<td>Teaching a Foreign Language 7-12/</td>
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<tr>
<td>Teaching English to Speakers of Other Languages (TESOL),</td>
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<td>1508</td>
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<tr>
<td>All Grades</td>
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</table>
We are no longer admitting students into the older in-service teacher education programs listed below, which were designed for teachers with provisional certification who 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.

### Programs/Concentrations

<table>
<thead>
<tr>
<th>Early Childhood and Elementary Education</th>
<th>Degrees Conferred</th>
<th>HEGIS Number</th>
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<tbody>
<tr>
<td>Early Childhood and Elementary Education N-6</td>
<td>M.A. 0802</td>
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<tr>
<td>Early Childhood and Elementary Education N-6: Infants and Toddlers</td>
<td>M.A. 0802</td>
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<tr>
<td>Early Childhood and Elementary Education N-6: Nursery, Kindergarten, Grades 1-6</td>
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### Early Childhood and Elementary Education

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### English Education

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<tbody>
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<td>English 7-12</td>
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### Teacher Certification Programs

In-Service Leading to Permanent Certification

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<tbody>
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### Mathematics Education

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### Foreign Language Education

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<td>Teachers of Japanese 7-12</td>
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<td>Teachers of Latin 7-12</td>
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### Music Education

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### Math Education

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<tr>
<td>Teachers of Biology 7-12</td>
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<td>Teachers of Chemistry 7-12</td>
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### Social Studies Education

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### Programs Accredited by Professional Associations

<table>
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<th>PROGRAM</th>
<th>ASSOCIATION</th>
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<tr>
<td>Art Therapy</td>
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<tr>
<td>Communicative Sciences and Disorders</td>
<td>American Speech-Language/Hearing Association</td>
</tr>
<tr>
<td>Community Public Health</td>
<td>Council on Education and Public Health</td>
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<tr>
<td>Counseling Psychology, Ph.D.</td>
<td>American Psychological Association</td>
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<tr>
<td>Dietetics (Dietetic Internship)</td>
<td>American Dietetic Association</td>
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<tr>
<td>Drama Therapy</td>
<td>National Association for Drama Therapy</td>
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<tr>
<td>Music Therapy</td>
<td>American Music Therapy Association</td>
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<tr>
<td>Occupational Therapy</td>
<td>American Occupational Therapy Association</td>
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<tr>
<td>Physical Therapy</td>
<td>American Physical Therapy Association</td>
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<tr>
<td>School Psychology</td>
<td>American Psychological Association</td>
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<tr>
<td>Teacher Education</td>
<td>Teaching Education Accreditation Council</td>
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## Calendar

**2011**

ALL DATES INCLUSIVE

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date(s)</th>
<th>Notes</th>
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<tr>
<td>Graduation application deadline for September 2009 degrees</td>
<td>June 5</td>
<td>Friday</td>
</tr>
<tr>
<td>Summer Sessions I</td>
<td>May 18-June 5</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>II</td>
<td>June 8-26</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>III</td>
<td>June 29-July 17</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>IV</td>
<td>July 20-August 7</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>Independence Day: holiday (observed)</td>
<td>July 3</td>
<td>Friday</td>
</tr>
<tr>
<td>Registration for fall term Begins</td>
<td>April 20</td>
<td>Monday</td>
</tr>
<tr>
<td>Labor Day: holiday September 7</td>
<td>September 8</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Fall-term classes begin</td>
<td>September 8</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Last day to register without payment of late fee</td>
<td>September 14</td>
<td>Monday</td>
</tr>
<tr>
<td>Last day for drop/add</td>
<td>September 28</td>
<td>Monday</td>
</tr>
<tr>
<td>Graduation application deadline for January 2009 degrees</td>
<td>October 2</td>
<td>Friday</td>
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<tr>
<td>Thanksgiving recess</td>
<td>November 26-28</td>
<td>Thursday-Saturday</td>
</tr>
<tr>
<td>Legislative Day</td>
<td>December 15</td>
<td>Tuesday (classes meet on a Thursday schedule; therefore, Tuesday classes do not meet)</td>
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<td>December 15</td>
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<td>December 24-January 16</td>
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### Winter Session

- **January 4-16**
- **Monday-Saturday**

### Martin Luther King, Jr.’s Birthday: holiday
- **January 18**
- **Monday**

### Spring classes begin
- **January 19**
- **Tuesday**

### Last day to register without payment of late fee
- **January 28**
- **Thursday**

### Graduation application deadline for May 2010 degrees
- **January 29**
- **Friday**

### Last day for drop/add
- **February 8**
- **Monday**

### Presidents’ Day: holiday
- **February 15**
- **Monday**

### Spring recess
- **March 15-20**
- **Monday-Saturday**

### Last day of classes
- **May 4**
- **Tuesday**

### Reading Day
- **May 5**
- **Wednesday**

### Spring term examinations
- **May 6-12**
- **Thursday-Wednesday**

### Commencement: Conferring of degrees
- **May 13**
- **Thursday**

### Memorial Day: holiday
- **May 31**
- **Monday**

### Graduation application deadline for September 2010 degrees
- **June 11**
- **Friday**

### Summer Sessions I
- **May 17-June 4**
- **Monday-Friday**
- **June 7-25**
- **Monday-Friday**
- **June 28-July 16**
- **Monday-Friday**
- **July 19-August 6**
- **Monday-Friday**

### Independence Day: holiday
- **July 4**
- **Monday**
- **July 5 (observed)**
- **Sunday**

Registration for fall term begins April 12 Monday
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<td>December 14</td>
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<td></td>
<td>December 15</td>
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<td>Last day to register without payment of late fee</td>
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<td>March 14-19</td>
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<td>Commencement: Conferring of degrees</td>
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<tr>
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<td>July 4</td>
<td>Monday</td>
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</table>
WASHINGTON SQUARE CAMPUS

W. 16th Street
W. 15th Street
W. 14th Street
W. 13th Street
W. 12th Street
W. 11th Street
W. 10th Street
W. 9th Street
W. 8th Street
W. 7th Street
W. 6th Street
W. 5th Street
W. 4th Street
W. 3rd Street
W. Houston Street
King Street
St. Mark’s Place
Cooper Square
MacDougal Street
Minetta Lane
Bleecker Street
La Guardia Place
Thompson Street
Sullivan Street
MacD Al
Wash. Mews
Greene Street
Washington Square North
Washington Square South
Washington Place
Waverly Place
Astor Pl.
Lafayette St.
E. 4th Street
E. 5th Street
E. 6th Street
E. 7th Street
E. 8th Street
E. 9th Street
E. 10th Street
St. Marks Place
Broadway
University Place
Fourth Avenue
Union Square
Union Square Park
North
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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<tr>
<td>Bobst Library</td>
<td>212-998-2500</td>
<td>70 Washington Square South</td>
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<tr>
<td>NYU Bookstore</td>
<td>212-998-4667</td>
<td>726 Broadway</td>
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<tr>
<td>Bursar</td>
<td>212-998-2806</td>
<td>25 West 4th Street, 1st floor</td>
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<td>212-998-5065</td>
<td>82 Washington Square East, room 32</td>
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<td>Higher Education Opportunity Program</td>
<td>212-998-5690</td>
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<td>212-998-4600</td>
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<td>212-998-5555</td>
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<td>212-998-5700</td>
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<td>Communicative Sciences and Disorders</td>
<td>212-998-5230</td>
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