

# New York University Bulletin



GRADUATE 2013-2015

## NYUSteinhardt

Steinhardt School of Culture, Education, and Human Development

Applied Psychology

Art

Education

Health

Media

Music

# New York University Bulletin

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GRADUATE 2013-2015

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

### Announcement for the 123rd and 124th Sessions

New York University  
Washington Square  
New York, New York 10003

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

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

# An Introduction to New York University

**T**he 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)

1832 College of Arts and Science  
[cas.nyu.edu](http://cas.nyu.edu)

1835 School of Law  
[www.law.nyu.edu](http://www.law.nyu.edu)

1841 School of Medicine  
[school.med.nyu.edu](http://school.med.nyu.edu)

1865 College of Dentistry  
[www.nyu.edu/dental](http://www.nyu.edu/dental)  
(including the College of Nursing [1947], [www.nyu.edu/nursing](http://www.nyu.edu/nursing))

1886 Graduate School of Arts and Science  
[www.gsas.nyu.edu](http://www.gsas.nyu.edu)

1890 Steinhardt School of Culture, Education, and Human Development  
[steinhardt.nyu.edu](http://steinhardt.nyu.edu)

1900 Leonard N. Stern School of Business  
[www.stern.nyu.edu](http://www.stern.nyu.edu)

1922 Institute of Fine Arts  
[www.nyu.edu/gsas/dept/fineart](http://www.nyu.edu/gsas/dept/fineart)

1934 School of Continuing and Professional Studies  
[www.scps.nyu.edu](http://www.scps.nyu.edu)

1934 Courant Institute of Mathematical Sciences  
[cims.nyu.edu](http://cims.nyu.edu)

1938 Robert F. Wagner Graduate School of Public Service  
[wagner.nyu.edu](http://wagner.nyu.edu)

1960 Silver School of Social Work  
[www.nyu.edu/socialwork](http://www.nyu.edu/socialwork)

1965 Tisch School of the Arts  
[www.tisch.nyu.edu](http://www.tisch.nyu.edu)

1972 Gallatin School of Individualized Study  
[www.nyu.edu/gallatin](http://www.nyu.edu/gallatin)

1972 Liberal Studies Program  
[www.liberalstudies.nyu.edu](http://www.liberalstudies.nyu.edu)

2006 Institute for the Study of the Ancient World  
[www.nyu.edu/isaw](http://www.nyu.edu/isaw)

2010 New York University Abu Dhabi  
[nyuad.nyu.edu](http://nyuad.nyu.edu)

1854 Polytechnic Institute of New York University  
[www.poly.edu](http://www.poly.edu) (affiliated 2008)

# New York University and New York

## 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](http://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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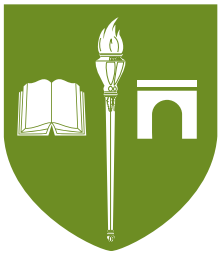
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# Steinhardt School of Culture, Education, and Human Development



**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 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 included 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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# Applied Psychology

**DEGREES**

M.A., Psy.D., Ph.D., Advanced Certificate

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For information about the mission and student learning outcomes for each of our programs, please see the department website.

*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.

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**T**he 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 to become 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 part of an urban university, the Department is 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, faculty and students are actively involved in research and community outreach, with particular emphasis on promoting positive human development.

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, counseling psychology, psychological development, psychology and social intervention. 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 Psychology doctoral program provides the opportunity for graduates to sit for the New York State Psychology Licensing Examination, provided they also meet the experiential requirements, some of which are postdoctoral. The Ph.D. degree in Counseling Psychology is 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

**J. Lawrence Aber**, Distinguished Professor of Applied Psychology and Public Policy. B.A. 1973, Harvard; Ph.D. 1982, Yale.

**Alisha Ali**, Associate Professor of Applied Psychology. B.Sc. 1992, M.Sc. 1996, Ph.D. 1998, Toronto.

**LaRue Allen**, Raymond and Rosalee Weiss Professor of Applied Psychology. Department Chair. B.A. 1972, Radcliffe College; M.S. 1977, Ph.D. 1980, Yale.

**Judith L. Alpert**, Professor of Applied Psychology. B.A. 1966, Tufts; M.A. 1969, Ph.D. 1973, Columbia.

**Joshua Aronson**, Associate Professor of Applied Psychology. B.A. 1986, California (Santa Cruz); Ph.D. 1992, Princeton.

**Jennifer Astuto**, Research Assistant Professor of Applied Psychology. B.A. 1994, M.A. 1998, New York; Ph.D. 2006, City University of New York.

**Clancy Blair**, Professor of Cognitive Psychology. B.A. 1984, McGill; M.A. 1993, M.P.H. 1996, Ph.D. 1996, Alabama (Birmingham).

**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).

**Kesia Constantine**, Clinical Associate Professor of Applied Psychology. B.A. 1996, Swarthmore College; Ed.M. 1997, Harvard; Ph.D. 2006, New York University.

**Iris E. Fodor**, Professor of Applied Psychology. B.A. 1956, City College (CUNY); M.A. 1957, Ph.D. 1964, Boston.

**Carol Gilligan**, University Professor of Applied Psychology and the Humanities. B.A. 1958, Swarthmore College; M.A. 1961, Radcliffe College; Ph.D. 1964, Harvard.

**Erin Brooke Godfrey**, Assistant Professor of Applied Psychology. B.A. 1997, Oberlin College; Ph.D. 2010, New York.

**Arnold H. Grossman**, Professor of Applied Psychology. 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).

**Diane Hughes**, Professor of Applied Psychology. B.A. 1979, Williams College; M.S. 1983, Ph.D. 1988, Michigan.

**Shabnam Javdani**, Assistant Professor of Applied Psychology. B.A. 2004, UC Berkley. M.A. 2008, University of Illinois Urbana-Champaign. Ph.D. 2012, University of Illinois Urbana-Champaign.

**Samuel Juni**, Professor of Applied Psychology. B.S. 1973, Brooklyn College (CUNY); M.A. 1975, Ph.D. 1979, SUNY (Buffalo).

**Robert Landy**, Professor of Educational Theatre and Applied Psychology. B.A. 1966, Lafayette; M.S. 1970, Hofstra; Ph.D. 1975, California (Santa Barbara).

**Jacqueline S. Mattis**, Professor of Applied Psychology. B.A. 1989, New York; Ph.D. 1995, Michigan.

**Sandee McClowry**, Professor of Applied Psychology and Teaching and Learning. B.S. 1980, M.S. 1981, Northern Illinois, Ph.D. 1988, California (San Francisco); 1999 postdoctoral fellow, Yale.

**Mary McRae**, Associate Professor of Applied Psychology. B.A. 1971, City College (CUNY); M.S. 1976, Brooklyn College (CUNY); Ed.D. 1987, Columbia.

**Gigliana Melzi**, Associate Professor of Applied Psychology. B.A. 1989, Clark; M.A. 1992, Ph.D. 1998, Boston.

**Ronald Moglia**, Associate Professor of Applied Psychology. B.S. 1966, Ursinus College; M.S. 1968, Ed.D. 1976, Temple.

**Pamela A. Morris**, Professor of Applied Psychology. B.A. 1990, Columbia; M.A. 1996, Ph.D. 1998, Cornell.

**Randolph L. Mowry**, Clinical Associate Professor of Applied Psychology. B.A. 1975, College of William and Mary; Ph.D. 1985, Tennessee (Knoxville).

**Sumie Okazaki**, Professor of Applied Psychology. B.S. 1988, Michigan; M.A. 1990, Ph.D. 1994, California (Los Angeles).

**C. Cybele Raver**, Professor of Applied Psychology. B.A. 1986, Harvard; Ph.D. 1994, Yale.

**Mary Sue Richardson**, Professor of Applied Psychology. B.A. 1967, Marquette; Ph.D. 1972, Columbia.

**Edward Seidman**, Professor of Applied Psychology. B.S. 1963, Pennsylvania State M.A. 1965, Temple; Ph.D. 1969, Kentucky.

**Julia Shiang**, Clinical Associate Professor of Applied Psychology. B.S. 1971, Wheaton College; M.S. 1977, Bank Street College of Education; Ed.D., 1984, Harvard University; Ph.D. 1992, Pacific Graduate School of Psychology.

**Selçuk R. Şirin**, Associate Professor of Applied Psychology. B.S. 1991, Middle East Technical (Ankara, Turkey); M.S. 1998, SUNY (Albany); Ph.D. 2003, Boston College.

**Lisa Suzuki**, Associate Professor of Applied Psychology. B.A. 1983, Whitman College; M.Ed. 1985, Hawaii (Manoa); Ph.D. 1992, Nebraska (Lincoln).

**Catherine Tamis-LeMonda**, Professor of Applied Psychology. B.A. 1983, Ph.D. 1987, New York.

**Niobe Way**, Professor of Applied Psychology. B.A. 1985, California (Berkeley); Ed.D. 1994, Harvard.

**Willavene Wolf**, Professor of Applied Psychology. B.S. 1954, Rio Grande College; M.A. 1957, Ph.D. 1969, Iowa (Iowa City).

#### **Internship Coordinator**

**Corinne Miller Weinman**, Applied Psychology, Masters Programs in Counseling. B.A. Ed. 1969, City College of New York; M.A. 1977, New York; 1984, Graduate Fellow, American Institute for Psychotherapy and Psychoanalysis (New York). Licensed Mental Health Counselor, Licensed Psychoanalyst, Certified Rehabilitation Counselor.

**Number of Adjunct Faculty:** 41

## 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](http://www.steinhardt.nyu.edu/studyabroad).

### **THE CENTER FOR HEALTH, IDENTITY, BEHAVIOR, AND PREVENTION STUDIES (CHIBPS)**

The Center for Health, Identity, Behavior, and Prevention Studies (CHIBPS) in the Steinhardt School of Culture, Education, and Human Development at New York University is a leading HIV, substance abuse, and mental health, behavioral research center that is focused on the well-being of all people, including sexual, racial, ethnic, and cultural minorities and other marginalized populations.

CHIBPS advances research and knowledge to improve the lives of those affected with or by HIV, substance abuse, and mental health burden through the rigorous application of social science and public health research paradigms. The team at CHIBPS envisions, develops, and enacts research with and for the communities they study. The center is directed by Dr. Perry Halkitis. For more information, visit [www.steinhardt.nyu.edu/appsy/chibps](http://www.steinhardt.nyu.edu/appsy/chibps).

### **THE CENTER FOR RESEARCH ON CULTURE, DEVELOPMENT, AND EDUCATION**

By 2040, people identified as “ethnic minority” will comprise half the U.S. population. New waves of immigrants continue to arrive, ensuring fundamental but unknown changes in the intercultural dynamics of homes and schools. In urban cities, the vast majority of

children entering preschool/elementary school and high school are Latino, Asian or African American, and how well these children and their families adjust to these high-stake transitions will have long-term implications for children’s developmental trajectories as well as the future of the United States.

In the context of growing diversity among the nation’s children, systematic inquiry into the developmental processes and experiences of children from different cultural communities during periods of major transitions is urgently needed. In response, faculty and students at NYU’s Center for Research on Culture, Development, and Education (CRCDE), seek to advance scientific theory and findings on children’s social, emotional, and cognitive development in longitudinal studies of ethnically diverse families with young children (infancy through 1st grade) and adolescents (age 13-17) as children transition to preschool/elementary school, and high school, respectively. This work is being extended to cross-cultural studies, including ongoing collaborations with colleagues in China and Korea.

The scientific innovation of the CRCDE research includes the generation of new, culturally grounded knowledge on the development and experiences of ethnically diverse children across multiple domains (language, cognitive, social, emotional) and in different social settings (home, school, community). Through community partnerships, the CRCDE also works on building capacity of programs in its efforts to support parenting and child development. Its dynamic and culturally sensitive approach highlights individual trajectories, mechanisms of change, and cultural variability, thereby moving beyond static and ethnocentric assessments of development. Center faculty includes Drs. Catherine S. Tamis-LeMonda, Niobe Way, Diane

Hughes, Diane Ruble, Ronit Kahana Kalman, and Hirokazu Yoshikawa.

For more information, visit the Center for Research on Culture, Development, and Education website, [www.steinhardt.nyu.edu/crcde](http://www.steinhardt.nyu.edu/crcde).

### **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 policymakers, 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 currently directs 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 (IHDSC) 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 a range of disciplines. IHDSC has fostered a network of more than 40 faculty affiliates from the social, behavioral, health, and policy sciences in performing cutting edge research to study how complex social forces such as globalization, technology, and immigration affect human development.

The IHDSC is a joint initiative of the Steinhardt School of Culture, Education, and Human Development; the Wagner School of Public Service; the Faculty of Arts and Sciences; and the Office of the Provost. With a total portfolio of over \$40 million in active federally and privately funded research and training grants, IHDSC is the largest

interdisciplinary research center on the NYU Washington Square Campus. The Institute's governing committee includes Professor Lawrence Aber; Professor Christopher Flinn, Department of Economics, FAS; Professor Cathie Tamis-Lemonda, Department of Applied Psychology; Paul Horn, Senior Vice Provost; C. Cybele Raver, Vice Provost for Academic, Faculty, and Research Affairs; Dean Perry Halkitis, Professor of Psychology, Public Health and Medicine and Associate Dean for Research and Doctoral Studies; and Professor Larry Wu, Department of Sociology, FAS, who also serves as the Deputy Director of the Institute. The Institute's director is Dr. Richard Arum, Professor of Sociology and Education.

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# Counseling and Guidance: School Counseling or Bilingual School Counseling

## Counseling and Guidance for Mental Health and Wellness

### CO-DIRECTORS

Alisha Ali  
Randolph Mowry

Kimball Hall  
212-998-5555

### DEGREE

M.A., Advanced  
Certificate

### FACULTY

Ali, Grossman, Halkitis,  
Javdani, Juni, Mattis,  
McClowry, McRae,  
Mowry, Okazaki,  
Richardson, Shiana,  
Suzuki

### AFFILIATED FACULTY

Landy

### DIRECTOR OF INTERNSHIP

Weinman

**The counseling programs** in the Department of Applied Psychology are committed to generating, advancing, and disseminating knowledge related to research and practice in counseling and guidance. The principles informing their work include understanding people across the life span in cultural contexts, promoting equity and social justice, and helping all people craft lives of wellness, health, and meaning.

Students wishing to pursue master's-level graduate study in counseling may choose one of two programs:

- Counseling for Mental Health and Wellness, which prepares graduates as mental health counselors working with both individuals and groups in a broad spectrum of settings, including community agencies, university counseling programs, mental health centers, hospitals, HIV and AIDS outreach programs, and substance abuse treatment centers. Graduates of the program are eligible for New York State Licensure as a Mental

Health Counselor and additionally are eligible to take the National Counselors Exam to become a national certified counselor.

- Counseling and Guidance: School Counseling or Bilingual School Counseling, which trains students interested in working as school counselors in grades K-12. Graduates are eligible for New York State certification as school counselors and additionally eligible to take the National Certified School Counselor Exam to become national certified school counselors.

The Certificate of Advanced Study is available to individuals who possess a master's degree in counseling and provides post-M.A. study in individually selected areas of counseling.

### CAREER OPPORTUNITIES

A degree in counseling can open the door to a range of professional opportunities. Graduates of the school counseling or bilingual school

counseling program move on to positions in elementary, middle, and high schools, working with students on counseling and guidance-related issues. Graduates of the program in Counseling for Mental Health and Wellness will be well-placed to seek careers in both public and private agencies, including community mental health programs, university counseling centers, hospitals, HIV and AIDS outreach programs, and substance abuse treatment centers. Completion of New York State licensure requirements allows one to engage in private psychotherapy practice. Some 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 36 units in the following courses: Professional Orientation and Ethical Issues in School Counsel-

ing *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*, Career Counseling *APSY-GE.2635*, Program Development and Evaluation *APSY-GE.2663*, and Interpretation and Use of Tests in Counseling Children and Adolescents *APSY-GE.2673*.

In addition to the basic curriculum, students in the school counseling program complete a year-long, 6-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* (3 units) and Internship in School Counseling II *APSY-GE.2668* (3 units).

Students must also take one course 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 39 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.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 a 6-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* (3 units) and Internship in Counseling for Mental Health and Wellness II *APSY-GE.2656* (3 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 strict course sequencing and a research requirement that is best completed on a full-time basis. Part-time matriculation will only be considered on an exceptional, case-by-case basis.

#### **CERTIFICATE OF ADVANCED STUDY**

A Certificate of Advanced Study is available to individuals already possessing a master's degree in counseling. This program is designed to meet the specialized and diverse needs for professional education beyond a counseling M.A. Students who have completed their Master's in counseling and are a school or mental health counselor can take four or five courses (12-15 units) from the Master's in Counseling Programs offerings, as well as courses from programs in Drama Therapy, Art Therapy, and Music Therapy. Course selections may also include some doctoral-level courses by advisement. In consultation with a faculty advisor, students will design their course of study to develop areas of interest or need, or to build on existing knowledge. Students design their own program of study in consultation with faculty advisers.

# Counseling Psychology

## DIRECTOR

Sumie Okazaki

Kimball Hall  
212-998-5555

## DEGREE

Ph.D.

## FACULTY

Ali, Constantine,  
Grossman, Halkitis,  
Javdani, Juni, Mattis,  
McClowry, McRae,  
Okazaki, Richardson,  
Suzuki

## The Ph.D. Program in Counseling

**Psychology** is fully accredited by the American Psychological Association (APA). Counseling psychologists are defined as those who enter into professional relationships with individuals and groups and bring to those relationships knowledge of psychology as a science, knowledge of counseling theory and research, a personally integrated theory of counseling, and an ethical responsibility.

The major principles underlying the Program in Counseling Psychology are a focus on a developmental understanding of clients; commitment to a health model of intervention; and appreciation of the gendered, cultural, and institutional contexts of people's lives, as these contexts affect both clients and counselors. The program follows the scientist-practitioner model of training—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, as well as pursue careers in research and teaching.

## DEGREE REQUIREMENTS

For completion of the doctorate, 79 points beyond the bachelor's degree are required. Additionally as part of undergraduate or other graduatework, 18 credits in psychology are prerequisites to the Ph.D. program. In the Counseling Psychology required curriculum (46 credits), students complete work in counseling theory and process, cross-cultural counseling, group counseling, abnormal psychology, program seminar, seminars in vocational development and counseling theory, and practica in individual counseling and counselor training. Students also must take basic psychological competency courses (21) credits and counseling psychology specialty electives (12 credits); Students also must complete departmental and state licensure course requirements covering history and systems, principles of learning, personality, developmental psychology, social psychology, and the biological basis of behavior.

In addition to course requirements, students must pass a comprehensive examination to be admitted to candidacy, complete a full-year internship, have an approved dissertation proposal and dissertation, and pass a final oral examination of the dissertation.

Some courses may be waived, exempted or passed by examination. A minimum of 54 credits must be completed at New York University for

students admitted with a bachelors degree (36 credits for students admitted with a master's degree).

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

## ADMISSION REQUIREMENTS

Applicants to the Program in Counseling Psychology must follow both the Steinhart School's and the program's admission procedures and deadlines. All admissions materials must be received by December 1. The GRE must be taken in time to allow the required five weeks for scores to arrive by December 1. Psychology GRE scores are not required. Applicants must also submit an autobiographical statement, following a program outline, and three letters of recommendation. Contact the program directly for full details on program admission criteria.

## STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 180. ►

# Educational Psychology

## DIRECTOR

LaRue Allen

Kimball Hall  
212-998-5555

## DEGREE

M.A.

## FACULTY

Aber, Allen, Aronson,  
Blair, Halkitis, Jordan,  
Melzi, Tamis-LeMonda,  
Way, Wolf

*The program is currently in accredited, inactive status and is no longer accepting new applicants.*

## 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 consider the ways that basic psychological research might be applied to address the challenges faced by

individuals in our society—particularly those living in the multicultural environment of urban New York City.

In addition to taking foundation courses in applied psychology, students select a series of courses from one of two concentrations that match their specific interests and professional goals. Toward the end of the M.A. degree program, students apply their theoretical knowledge base to a relevant fieldwork or research experience under the supervision of a faculty member who shares a scholarly interest in the student's chosen topic. These independently pursued projects should be related to and emerge out of the

student's studies in his or her selected areas of emphasis. In most instances, the fieldwork/research experience will focus on a timely, applied issue in psychology, situated in contexts such as family, hospital, school, or community.

Students may choose from two concentrations: general educational psychology and psychological measurement and evaluation.

## CAREER OPPORTUNITIES

In addition to being a basic entry into doctoral study in psychology, the M.A. degree program in applied psychology offers the basic training for employment in such areas as research and data col-

lection for hospitals and community agencies, advertising agencies, and private industry as well as for school systems and other learning environments. It also offers educators an appropriate program to satisfy M.A. degree requirements in their school systems.

### DEGREE REQUIREMENTS

Students in the M.A. program complete 36 units of coursework. The curriculum includes the following areas:

**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 Person-

ality *APSY-GE.2039*, Psychological Disturbances in Children *APSY-GE.2181*, Cognitive Development *APSY-GE.2198*, and Learning Theories *APSY-GE.2214*.

**Concentration Requirements** (24 units): Students pursue a series of courses prescribed by one of the two concentrations (general educational psychology and psychological measurement and evaluation). Specific course requirements are described in the following sections, which detail the concentration requirements.

**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.*

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## 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:

**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*.

**Concentration Requirements** (24 units): Measurement: Classical Test Theory *APSY-GE.2140*; two courses in research methods (e.g., Educational Statistics *RESCH-GE.2001*, 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.

*Group A: Psychological Foundations and Development:* Neuropsychology of Behavior *APSY-GE.2001*, Social Psychology *APSY-GE.2003*, Theories of Personality *APSY-GE.2039*, Social Development of Children and Adolescents *APSY-GE.2097*, Psychological Research in Infancy *APSY-GE.2115*, *APSY-GE*, Human Growth and Development *APSY-GE.2138*, Perceptual Development *APSY-GE.2197*, Cognitive Development *APSY-GE.2198*, Adolescent Development/Advanced *APSY-GE.2272*.

*Group B: Educational Psychology and Learning:* Child Development and the Program of Childhood Education *E25.2021*, Curriculum in Early Childhood Education *CHDED-GE.2037*, Education of Infants and Toddlers *CHDED-GE*, Survey of Individual Cognitive Tests *APSY-GE.2019*, Educational Psychology *APSY-GE.2114*, Infant and Toddler Assessment *APSY-GE.2116*, Learning Theories *APSY-GE.2214*, Psychological Foundations of Learning Disabilities *SPCED-GE.2131*.

**Terminal Experience** (3 units): Applied Psychology Integrative Seminar *APSY-GE.2335* serves as the capstone to all students in the M.A. program.

## 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*.

**Concentration Requirements** (24 units): Educational Statistics I and II *RESCH-GE.2001, 2002*, Measurement: Classical Test Theory *APSY-GE.2140*, Measurement: Modern Test Development *APSY-GE.2141*, Evaluation Methodology in the Behavioral Sciences I and II *APSY-GE.2173, 2174*.

**Electives:** Under faculty advisement, students are encouraged to pursue courses (6 units) that complement their program of study, such as advanced methods, health, special education, or personnel selection.

**Terminal Experience** (3 units): Applied Psychology Integrative Seminar *APSY-GE.2335* serves as the capstone to all students in the M.A. program.

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## Human Development and Social Intervention

### INTERIM DIRECTOR

Jennifer Astuto

Kimball Hall  
212-998-5555

### DEGREE

M.A.

### FACULTY

Aber, Allen, Astuto,  
Blair, Halkitis,  
Mattis, McClowry,  
Melzi, Seidman,  
Tamis-LeMonda, Way

**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: Advanced *APSY-GE.2271*; Risk and Resilience *APSY-GE.2279*; Development and



**Human Development and Social Intervention,**  
*continued*

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.2174*, Research Project Seminar I *APSY-GE.2837* (0 units), Research Project Seminar II *APSY-GE.2838*.

**Area of Specialization Electives** (12 units): Under advisement, students choose four courses for specialization in one of three areas of study: Developmental Psychology, Health, or Methodology.

**Research Requirement:** For the internship requirement, students participate on a research team for 10-12 hours a week each semester. During the summer between the first and second year or during the final semester, students complete an externship at a research site off campus in order to strengthen and broaden their skills. Students have an

opportunity each spring to participate in the department's annual research conference for MA students. Second year HDSI students are required to submit an application for this conference.

**Terminal Experience:** Students complete a thesis under the supervision of a faculty member, meeting monthly throughout the second year to discuss their field and research experiences and to provide feedback to one another about the process of psychological research and application. This is the final requirement for completion of Evaluation Methodology in Behavioral Sciences I *APSY-GE.2174*.

*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 Development

**DIRECTOR**  
Clancy Blair

Kimball Hall  
212-998-5555

**DEGREES**  
Ph.D.

**FACULTY**  
Aronson, Blair, Gilligan,  
Melzi, Raver, Sirin,  
Tamis-LeMonda, Way

**AFFILIATED FACULTY**  
Aber, Allen

**The mission of the Ph.D. Program in Psychological Development** is to provide students with a strong foundation in developmental theories and research from a lifespan perspective. Students examine individual and environmental influences on the development of infants, children, adolescents, and adults, especially those situated in urban environments. The Ph.D. program offers the advanced student a program of study that focuses on current issues in the dynamic and complex field of human development, while also emphasizing a basic foundation in psychological theory and research. Research takes place in laboratories at NYU as well as in the homes, hospitals, schools, neighborhoods, and community settings of the multiethnic and richly diverse city of New York.

The Program in Psychological Development educates its students to think creatively about how psychological theory and research can address the social challenges 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 longitudinal, experimental, observational, ethnographic, narrative, and case study methods
- The skills to identify the roles of family members, peers, schools, neighborhoods, and communities in the life of the individual, as well as how the individual shapes his or her own experiences
- An understanding of how 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

### 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 units, depending on prior graduate coursework. Academic offerings and requirements include the following:

- Courses in the foundational areas of psychology (e.g., developmental, social, personality, cognitive, 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 or a related field, 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 167.*

### STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 180. ►

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# Psychology and Social Intervention

## **DIRECTOR**

Pamela A. Morris

Kimball Hall  
212-998-5555

## **DEGREE**

Ph.D.

## **FACULTY**

Aber, Allen, Cappella,  
Godfrey, Hughes,  
Morris, Seidman

**The goal of the Ph.D. Program** in Psychology and Social Intervention is to train 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 lifespan. The program has a strong emphasis on (a) understanding and assessing social settings, systems, and policies; (b) creating, improving, implementing and evaluating prevention and intervention programs; and (c) understanding various forms of diversity and structural inequality among individuals, institutions, communities, and societies.

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, programs) and preventive and policy interventions (psychological, social, education, and health programs) locally, nationally, and internationally. Program faculty members also conduct research on how cultural factors and identities influence and interact with experiences of these ecologies and interventions. The University's New York City location provides an ideal urban setting for studying many kinds of communities, combined with 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 promotive interventions; program and policy formation, implementation, and evaluation; conceptualization and analysis of individual and social change; and research methodology for multilevel and cross-level analysis.

Areas of research focus may include the following:

- The analysis and change of human service and community-based organizations
- Consequences of poverty, social exclusion, and discrimination
- The analysis and restructuring of ecological transitions (e.g., between neighborhoods, between school and work)
- The design and evaluation of prevention and promotion programs
- Analysis and evaluation of public policies relevant to health, education, and well-being
- Experiences of racial, ethnic, sexual, and other minorities, as well as immigrant populations, in organizational, community, and transnational contexts
- 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, 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 students will be positioned to contribute to the design and implementation of such strategies.

### DEGREE REQUIREMENTS

Students take 72 units, depending on prior graduate coursework. Requirements for program completion include:

- Courses in psychology and social intervention (e.g., Theories of Change in Applied Psychology, Psychological Approaches to Conceptualizing and Measuring Human Environments, and Developmental and Prevention Science)
- Design, methodology, and statistics sequence (e.g., Research Design and Methodology in the Behavioral Sciences, Intermediate Quantitative Statistics, and Multivariate Statistics).
- 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 167.

### 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](http://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 one can access the form is January 1.

For more details, contact the Department of Applied Psychology.

See general financial aid section, page 178.

## Courses

The courses listed herein are to be offered in 2013-2015.

### NOTES TO COURSES

\*Registration closed to special students.

†Pass/fail basis.

### 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.

Prerequisites: a course in general psychology or equivalent.

#### Health Psychology 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.

## Courses, continued

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.

### 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.

### The Development of Child 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.

### Gestalt Therapy: An Overview of Theory and Practice

APSY-GE.2093 30 hours: 3 units.

### Developmental and Prevention Science

APSY-GE.2094 30 hours: 3 units.

### Social Development of Children and Adolescents

APSY-GE.2097 30 hours: 3 units.

### Culture, Context, and Psychology

APSY-GE.2105 30 hours: 3 units.

### Psychological Research in Infancy

APSY-GE.2115 30 hours: 3 units.  
Prerequisite: a course in developmental or educational psychology.

### Human Growth and Development

APSY-GE.2138 30 hours: 3 units.

### Measurement: Classical Test Theory

APSY-GE.2140 (formerly APSY-GE.2035) 45 hours: 3 units.

### Measurement: Modern Test Theory

APSY-GE.2141 (formerly APSY-GE.2037) 45 hours: 3 units.  
Prerequisite: APSY-GE.2140 or equivalent, or permission of instructor.

### Evaluation Methodology in the Behavioral Sciences I

APSY-GE.2173 45 hours: 3 units.  
Prerequisites: RESCH-GE .2001, APSY-GE.2041.

### Evaluation Methodology in the Behavioral Sciences II

APSY-GE.2174 45 hours: 3 units.  
Prerequisite: APSY-GE.2173.

### Psychological Disturbances in Children

APSY-GE.2181 30 hours: 3 units.

### Temperament-Based Intervention

APSY-GE.2184 30 hours: 3 units.

### Cognitive Development

APSY-GE.2198 30 hours: 3 units.

### Cross-Cultural Research Methods

APSY-GE.2222 30 hours: 3 units.

### Emotional Development in Childhood: Organization and Neurobiology

APSY-GE.2261 30 hours: 3 units.  
Prerequisite: Introductory graduate-level course in statistics and developmental psychology.

### Early Childhood: The Development of Self-Regulation

APSY-GE.2265 30 hours: 3 units.  
Prerequisite: Introductory graduate-level course in statistics and developmental psychology.

### Intervention/Prevention in Early Childhood Contexts

APSY-GE.2270 30 hours: 3 units.  
Prerequisite: Introductory graduate-level course in developmental psychology or permission of instructor.

### Survey of Developmental Psychology: Advanced

APSY-GE.2271 30 hours: 3 units.  
Prerequisite: an introductory course in psychology or educational psychology.

### Adolescent Development: Theory and Research

APSY-GE.2272 30 hours: 3 units.  
Prerequisites: a course in developmental psychology and a course in sociology, social psychology, or the study of cultures.

### Risk and Resilience

APSY-GE.2279 30 hours: 3 units.  
Prerequisite: a graduate-level course in developmental psychology or work experience in the area of developmental psychology.

### Independent Study

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

### Applied Psychology: Integrative Seminar

APSY-GE.2335 30 hours: 3 units.  
Open only to master's candidates in applied psychology.

### Academic Achievement Gaps: Socio-psychological Dynamics

APSY-GE.2345 45 hours: 3 units.  
Prerequisite: course in educational or developmental psychology, or permission of instructor.

### HIV Prevention and Counseling: Psychoeducational Perspectives

APSY-GE.2450 30 hours: 3 units.

### Trauma: Theoretical and Clinical Perspectives

APSY-GE.2500 30 hours: 3 units.  
Prerequisite: a course in general psychology or equivalent.

### Case Seminar in Trauma Studies: Transdisciplinary Perspectives of Clinical Work

APSY-GE.2505 30 hours: 3 units.  
Prerequisite: APSY-GE.2500 or permission of instructor.

### Social Psychology, Intervention, and Social Change

APSY-GE 2605 30 hours: 3 units

### Group Dynamics: Theory and Practice

APSY-GE.2620\* 45 hours: 3 units.

### Advanced Group Dynamics: Consultation and Facilitation

APSY-GE.2625\*\* 45 hours: 3 units.  
Prerequisite: APSY-GE.2620

### Dynamics of Vocational Development

APSY-GE.2634 30 hours: 3 units.

**Career Counseling**

APSY-GE.2635 30 hours: 3 units.  
Prerequisites: APSY-GE.2634 and APSY-GE.2657.

**Professional Orientation and Ethical Issues in School Counseling**

APSY-GE 2650\* 20 hours: 2 units.

**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.

**Individual 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.

**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.

**Substance Use, Abuse, and Addiction: Treatment Perspectives**

APSY-GE 2692 30 hours: 3 units.

**Special Topics in Crisis Intervention and Management: Disaster Mental Health**

APSY-GE 2701 30 hours: 3 units.

**Understanding and Measuring the Social Contexts for Development**

APSY-GE.2825 (formerly Organizational and Community Processes, G89.2290) 30 hours: 3 units.

**Intervention and Social Change**

APSY-GE.2826 (formerly G89.2269) 30 hours: 3 units.

**Practicum in Intervention Research or Policy Research I and II**

APSY-GE.2827 (formerly Practicum in Community Research, G89.3287) 45 hours: 3 units. APSY-GE.2828 (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.  
Only open to doctoral students in psychology and social intervention, or permission of instructor.

**Families and Schools**

APSY-GE 2831 30 hours: 3 units.

**Child Development and Social Policy**

APSY-GE.2832 (formerly Child Development and Social Policy, G89.2292) 30 hours: 3 units.  
Prerequisite: graduate course in developmental psychology or equivalent.

**Research: Using Mixed Methods**

APSY-GE.2835 30 hours: 3 units.  
Prerequisites: RESCH-GE.2140 and APSY-GE.2073.

**Project Research Seminar I**

APSY-GE.2837 30 hours: 0 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.

**Project Research Seminar: PSI**

APSY-GE 2839 30 hours: 3 units.

**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.

**Dissertation Proposal Seminar in Applied Psychology**

APSY-GE.3001\* 30 hours: 3 units.

Open only to doctoral students in applied psychology, or by permission of instructor.

**Departmental Seminar: Theories of Change in Applied Psychology**

APSY-GE.3009\* 30 hours: 3 units.

Open to doctoral candidates in applied psychology.

**Internship in Counseling Psychology**

APSY-GE.3016 0 units.

Full-time one-year internship required of all doctoral students in counseling psychology. Prerequisites: Doctoral candidacy and approved doctoral dissertation proposal.

**Seminar: Current Issues in Developmental Psychology**

APSY-GE.3021\* 30 hours: 3 units.

Prerequisite: open only to doctoral students in developmental psychology; other doctoral students by permission of instructor.

**Listening Guide Method of Psychological Inquiry**

APSY-GE.3040 30 hours: 3 units.

**Advanced Listening Guide**

APSY-GE.3045 30 hours: 3 units.

**Historical Perspectives of Psychological Theory**

APSY-GE.3103 30 hours: 3 units.

**Supervised Advanced Counseling Practicum: Individual and Group I, II**

APSY-GE.3607, 3608\*\* 225 hours: 2 units each term. Hours arranged.

Registration by permission of program adviser and practicum director. Open to candidates in counseling psychology.

**Counseling Psychology Program Seminar**

APSY-GE.3611, 3612\* 60 hours: 3 units

each term. Prerequisite: doctoral matriculation. Required of all doctoral students in counseling psychology during the first or second year in the program.

**Forum in Counseling Psychology**

APSY-GE 3620 30 hours : 3 units.

Prerequisite: doctoral matriculation. Required of all doctoral students in counseling psychology during the first or second year in the program.

**Practicum in Counselor Training**

APSY-GE.3629\*\* 45 hours: 3 units.

Prerequisite: permission of instructor. Enrollment limited to advanced sixth-year and doctoral students in counseling psychology.

**Seminar in Counseling Theory and Research**

APSY-GE.3633\* 30 hours: 3 units.

Open to advanced sixth-year and doctoral students in counseling psychology.

**Seminar in Vocational Development Theory and Research**

APSY-GE.3657 30 hours: 3 units.

Prerequisite: Open to advanced sixth-year and doctoral students in counseling psychology.

**Clinical Assessment in Counseling Psychology I and II**

APSY-GE.3665, 3666\* 45 hours: 3 units each term.

Prerequisites: graduate courses in test interpretation, abnormal psychology, and personality theory.

**IES-Predoctoral Interdisciplinary Training Seminar on Causal Interference I and II**

APSY-GE 3901, 3902 30 hours: 3 units each term.