

New York University Bulletin



UNDERGRADUATE 2016-2018

NYUSteinhardt

Steinhardt School of Culture, Education, and Human Development

Applied Psychology

Art

Education

Health

Media

Music

New York University Bulletin

UNDERGRADUATE 2016-2018

Steinhardt School of Culture, Education, and Human Development

Announcement for the 126th and 127th Sessions

New York University
Washington Square
New York, New York 10003

NOTICES

About this Bulletin

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.

Fieldwork Placement Advisory

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks.

Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.

Campus Security Report

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, NYU prepares an annual campus security and fire safety report containing information about crimes and policies related to security and safety at the University. All prospective students may view the full text of this report onnyu.edu/life/safety-health-wellness/be-safe/public-safety/crime-reports-statistics.html. The report is also available in hard copy by contacting Rebecca Holland, Vice President for Global Standards and Compliance in the Department of Public Safety, at public.safety@nyu.edu.

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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

- 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.

Course Number Prefixes

DEPARTMENT/PROGRAM	CODE	DEPARTMENT/PROGRAM	CODE
APPLIED PSYCHOLOGY		International Education	
American Sign Language	ASL-UE	International Education	INTE-UE
Applied Psychology		Philosophy of Education	
Applied Psychology	APSY-UE	Philosophy of Education	PHED-UE
Global Public Health, Applied Psychology	UGPH-GU, PUHE-UE	Sociology Education	
		Sociology Education	SOED-UE
ART AND ART PROFESSIONS		MEDIA, CULTURE, AND COMMUNICATION	
Studio Art		Global Public Health, Media, Culture & Communication	
Studio Art	ART-UE	Media, Culture, and Communication	MCC-UE
COMMUNICATIVE SCIENCES AND DISORDERS		MUSIC & PERFORMING ARTS PROFESSIONS	
Communicative Sciences and Disorders	CSCD-UE	Educational Theatre	
		Teaching Dance in Higher Education & the Professions	MPAET-UE
HHUMANITIES AND SOCIAL SCIENCES IN THE PROFESSIONS		Music Business	
History of Education		Music Business	MPAMB-UE
History of Education	HSED-UE		
Interdepartmental Research Studies			
Interdepartmental Research Studies	RESCH-UE		

DEPARTMENT/PROGRAM	CODE	DEPARTMENT/PROGRAM	CODE
Music Education		TEACHING AND LEARNING	
Music Education	MPAME-UE, MPAIA-UE	Childhood and Elementary Education	
Music-Instrumental		Childhood Education	CHDED-UE
Instrumental Performance, Brass	MPABR-UE	Early Childhood and Elementary Education	
Instrumental Performance, Jazz Instrumental Performance	MPAJZ-UE	Early Childhood Education	ECED-UE
Instrumental Performance, Percussion Performance	MPAPS-UE	English Education	
Instrumental Performance, Strings	MPASS-UE	English Education	ENGED-UE
Instrumental Performance, Woodwinds	MPAWW-UE	Foreign Language Education	
Music-Piano		Foreign Language Education	FLGED-UE
Piano Performance	MPAPE-UE	Mathematics Education	
Music Technology		Mathematics Education	MTHED-UE
Music Technology	MPATC-UE, MPATE-UE	Science Education	
Music Theory and Composition		Science Education	SCIED-UE
Music Theory and Composition	MPATC-UE	Social Studies Education	
Vocal Performance/Vocal Pedagogy		Social Studies Education	SOCED-UE
Vocal Performance	MPAVP-UE	Special Education	
NUTRITION, FOOD STUDIES, AND PUBLIC HEALTH		Special Education	SPCED-UE
Food Studies			
Food Studies	FOOD-UE		
Global Public Health, Food Studies	UGPH-UG, PUHE-UE, FOOD-UE		
Nutrition & Dietetics			
Global Public Health, Nutrition	UGPH-UG, PUHE-UE, NUTR-UE		
Nutrition and Dietetics, Clinical Nutrition	NUTR-UE		

An Introduction to New York University

A CENTER OF HIGHER LEARNING OPEN TO ALL

Some 177 years ago, Albert Gallatin, the distinguished statesman who served as secretary of the treasury under President Thomas Jefferson, declared his intention to establish “in this immense and fast-growing city . . . a system of rational and practical education fitting for all and graciously opened to all.” This is how New York University came to be founded. At that time—1831—most students in American colleges and universities were members of the privileged classes. Albert Gallatin and the University’s founding fathers planned NYU as a center of higher learning that would be open to all, regardless of national origin, religious belief, or social background.

Albert Gallatin would scarcely recognize New York University today. From a student body of 158, enrollment has grown to over 50,000 students attending 18 schools, colleges, and institutes at major locations in Manhattan, Brooklyn, and Abu Dhabi (UAE). Students come from every state in the union and from many foreign countries.

CEREMONIES, TRADITIONS, AND SYMBOLS

COMMENCEMENT

The spirit of Commencement has remained the same since the first public Commencement took place in 1834 and a procession of students, faculty, and public dignitaries marched from City Hall, through Broadway and Liberty Street, to the Middle Dutch Church. Through the generations, Commencement has signified that no goal is insurmountable provided people respond with enthusiasm, intelligence, and perseverance.

UNIVERSITY SEAL

The University seal is composed of five emblems that embrace the goals and traditions of New York University. MDCCCXXXI is 1831, the year of incorporation for NYU, then known as the University of the City of New-York. “New York University” became the legal name of the institution in 1896, although this was its popular name long before then. The motto, *perstare et praestare*—to persevere and to excel—underscores the depiction of classic runners. When combined, these symbols represent the continued pursuit of academic excellence. Finally, there is the upheld torch of the Lady of the Harbor, which signifies NYU in service to the “metropolis”—New York City.

UNIVERSITY LOGO

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

UNIVERSITY TORCH

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

UNIVERSITY COLOR: VIOLET

NICKNAME: VIOLETS

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

ALMA MATER

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

The Schools, Colleges, Institutes, and Programs of the University

(in order of their founding)

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

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*, 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, papers, and archives dating from the 1790s; and the Downtown Collection, an extraordinary multimedia archive documenting the avant-garde New York art world since 1975. Bobst Library also houses the Tamiment Library, the country's leading repository of research materials in the history of left politics and labor. Two fellowship programs bring scholars from around the world to Tamiment to explore the history of the Cold War and its wide-ranging impact on American institutions and to research academic freedom and promote public discussion of its history and role in our society. Tamiment's Robert F. Wagner Labor Archives contain, among other resources, the archives of the Jewish Labor Committee and of more than 200 New York City labor organizations.

The Barbara Goldsmith Preservation and Conservation Department in Bobst Library comprises laboratories for book, film, and audio/video conservation. 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 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 Pointed 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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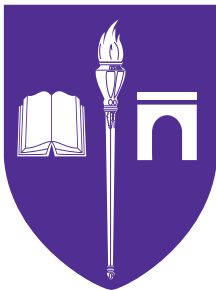
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Steinhardt School of Culture, Education, and Human Development



The Steinhardt School of Culture, Education, and Human Development is a professional school of undergraduate and graduate programs, all designed to advance knowledge, creativity, and innovation at the crossroads of human learning, culture, development, and wellbeing. 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.

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 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.

Welcome to NYU Steinhardt. We are proud to have you be part of our tradition of excellence and our vision for the future.

Administration

Dominic Brewer, BA, MA, PhD, *Gale and Ira Drukier Dean*

Ted Magder, BA, MA, PhD, *Vice Dean for Academic Affairs*

Pamela Morris, BA, MA, PhD, *Vice Dean for Research and Faculty Affairs*

Rebecca Brandriff, BS, MBA, *Associate Dean of Operations*

Patricia M. Carey, BA, MA, PhD, *Associate Dean for Student Affairs*

Erich Dietrich, BA, MA, PhD, *Associate Dean for Global Affairs*

Charlton McIlwain, BA, MHR, PhD, *Associate Dean for Faculty Development and Diversity*

Jeanine Starr, BA, *Assistant Dean for Development*

Lindsay Wright, BS, PhD, *Associate Dean for Planning and Communication*

Jeffrey Lane, BA, MA, *Executive Director, Facilities Planning and Technology*

Jeanne Bannon, BA, MA, *Director, Student Services*

Mary Beth Fenlaw, BMus, MBA, *Director, Marketing*

Heather Herrera, BA, MA, PhD, *Executive Director, Academic Affairs*

Zachary Klim, BA, MA, *Senior Director of Global Affairs and Experiential Education*

Stephanie Landsman, BA, MA, *Director, Alumni /affairs*

Jacqueline McPhillips, BA, MS. Ed., *Director, CCTOP*

John S. Myers, BA, MA, *Director, Enrollment Services*

Debra Weinstein, BA, MA, *Director, Publications and Creative Projects*

Degree Programs

Program Description

BACHELOR OF FINE ARTS (B.F.A.)

Studio Art21

BACHELOR OF SCIENCE (B.S.)

Applied Psychology 14

Teaching Biology, 7-12* 93

Teaching Chemistry, 7-12* 94

Childhood Education and Childhood
Special Education* 86

Communicative Sciences and Disorders 28

Early Childhood Education and Early
Childhood Special Education* 86

Educational Theatre 48

Teaching English, 7-12* 89

Teaching a Foreign Language, 7-12* 90

Chinese

French

Italian

Japanese

Spanish

Global Public Health 80

Combined major with

Applied Psychology

Media, Culture, and Communication

Nutrition and Food Studies: Food Studies

Nutrition and Food Studies: Nutrition and Dietetics

Teaching Mathematics, 7-12* 92

Media, Culture, and Communication 39

Nutrition and Food Studies 77

with areas of concentration in

Nutrition and Dietetics

Food Studies

Teaching Physics, 7-12* 95

Teaching Social Studies, 7-12 97

BACHELOR OF MUSIC (MUS.B.)

Instrumental Performance 50

Piano Performance 53

Theory and Composition 59

Vocal Performance 56

Music Business 62

Teaching Music, All Grades* 64

Music Technology 66

*Leads to provisional
teacher certification.

Applied Psychology

LaRue Allen, *Chair*
Gigliana Melzi, *Director of Undergraduate Study*

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[steinhardt.nyu.edu/appysch/
undergraduate](http://steinhardt.nyu.edu/appysch/undergraduate)

The Bachelor of Science Program in Applied Psychology is an interdisciplinary program designed to teach students to bridge psychological theory, research, and practice in a multicultural world. Applied psychologists work with children, adolescents, families, businesses, and communities and focus on issues such as learning and schooling, race and ethnicity, sexuality, religion, health, and parenting. The program provides students with hands-on learning experiences that help them understand the range of work environments within the human services professions and the many ways that psychology and counseling are applied in both research and real-world settings—invaluable knowledge that helps our students make informed career decisions.

The undergraduate major in applied psychology combines a broad-based liberal arts component with required coursework in research skills and various fields across psychology including developmental, social, community, and counseling. Specialization electives allow a student to focus on a specific field within psychology or to explore an area of interest in a related discipline. A three-semester fieldwork sequence offers students the opportunity for continuous career exploration in clinical and research settings, which helps each student build a portfolio of experience valuable for seeking an entry-level position and/or graduate study.

Students who select a supervised field experience in a clinical setting gain essential professional skills as they perform intake interviews at community centers, mentor children or adolescents in schools or after-school programs, or volunteer in hospital settings.

As an alternative, students may elect to pursue the research option by becoming a member of a faculty research team, with whom they collect, code, and analyze data related to an ongoing research project. Applied psychology students have participated in a number of faculty research projects, including a study with Head Start parents on parent involvement in Latino children's education, a study on the effects of hip-hop music on perceptions of spirituality among African Americans, and a project on how diagnoses of brain disease in young children affect the psychology of their families. This is a unique opportunity for undergraduate students to work side by side with senior faculty members and advanced graduate students.

Students are also permitted to combine the clinical and research options.

All applied psychology majors conclude their studies with a comprehensive research project that links their fieldwork experience to psychological theory and research. Select seniors have an opportunity to present their work to fellow students and faculty in a professional forum, the Applied Psychology Undergraduate Research Conference.

Applied psychology majors with a record of exceptional achievement may apply to our Honors Program. Eligible juniors submit a proposal to conduct an independent research project on a topic of their choice under close mentorship of an applied psychology faculty member.

Applied psychology majors may double major or minor in another subject. Students typically pursue a double major or minor in the social science or humanities discipline they choose for their required sequence. Depending on the choice of second major or minor, students may need additional courses beyond the 128 points required for the bachelor's degree.

Students may also declare a combined major in global public health/applied psychology.

B.S. in Applied Psychology

The B.S. Program in Applied Psychology requires students to complete a total of 128 points—60 points in the liberal arts and 68 points in the major. In addition to 32 points of specified liberal arts courses, students complete a 12-point concentration of courses in a single social science or humanities discipline of their choice. There are 16 points of liberal arts electives that provide students many opportunities to explore a variety of liberal arts subjects or to declare a minor. The applied psychology major consists of 12 points of required courses in psychology, 12 points of core electives in psychology, 12 points of research skills courses, 12 points of field experiences, 8 points of specialization electives, and 12 points of unrestricted electives.

Note: The Steinhardt School requires all freshmen and transfer students to enroll in the 0-point New Student Seminar.

APUG – Applied Psychology (B.S.)

Total Credits Required		128
LIBERAL ARTS REQUIREMENTS		60
College Core Curriculum (CORE)		32
Foreign Language		4
Expository Writing		8
EXPOS-UA.0100	Writing the Essay	4
ACE-UE.110	The Advanced College Essay	4
Foundations of Contemporary Culture		12
CORE-UA.04xx/ SLAC*	Texts and Ideas	4
CORE-UA.05xx/ SLAC*	Cultures and Contexts	4
CORE-UA.07xx/ SLAC*	Expressive Culture	4
Foundations of Scientific Inquiry		8
CORE-UA.0101	Quantitative Reasoning or	4
CORE-UA.1xxx	Any Mathematics course**	
CORE-UA.2xxx	Natural Science or	4
CORE-UA.0306	Brain and Behavior	
Other Liberal Arts Requirements		28
Social Science or Humanities Elective		12
<i>Choose one discipline in the social sciences or humanities and take one introductory course and two advanced courses in the same discipline.</i>		
CORE-UA.xxx/ or SLAC*	Social Science or Humanities: Introduction	4
CORE-UA.xxx/ or SLAC*	Social Science or Humanities: Advanced	8
Liberal Arts Elective		16
** Selected by Advisement		
*Steinhardt Liberal Arts Core		
SPECIALIZATION REQUIREMENTS		68
Psychology		24
Required Psychology Core		12
APSY-UE.2	Introduction to Psychology and Its Principles	4
APSY-UE.10	Developmental Psychology	4
APSY-UE.1050	Cultures of Psychology	4
Restricted Psychology Electives		12
<i>Choose 1 from the each of following 3 content areas</i>		
	Social/Community	4
	Clinical/Counseling	4
	Developmental/Learning	4
<i>Please see the Applied Psych website for a list of courses divided by content area.</i>		
Research Skills		12
RESCH-UE.1085	Basic Statistics I or	
PSYCH-UA.10	Statistics for the Behavioral Sciences	4
APSY-UE.25	Research Methods in Applied Psychology I	4
APSY-UE.1137	Research Methods in Applied Psychology II	4
Field Experiences		12
APSY-UE.1123	Seminar in Applied Psychology I	4
APSY-UE.1124	Seminar in Applied Psychology II	4
APSY-UE.1125	Seminar in Applied Psychology III	4
Specialization Electives**		8
Unrestricted Electives		13
Additional Requirements		0
SAHS-UE.1	New Student Seminar	
	Writing Proficiency Examination	

B.S. in Global Public Health/ Applied Psychology

The NYU Global Institute of Public Health (GIPH) crosses disciplinary boundaries to address the world's most pressing health problems. Drawing from resources across NYU's schools, the Institute delivers truly interdisciplinary public health education at the undergraduate, master's, and doctoral level. The Institute also supports cutting-edge and collaborative research on public health issues around the world. The GIPH builds on the global reach of NYU's unique Global Network University; draws strength from the entrepreneurial spirit of NYU's many talented faculty and students; and serves as a conduit for groundbreaking research and education that advances and promotes equitable health for all.

The highly selective, demanding undergraduate majors in Global Public Health (GIPH) allow students to choose a course of study that is a combination of public health and an academic discipline or a professional subject area housed in one of four NYU schools: the College of Arts and Science, the College of Nursing, the Silver School of Social Work, and the Steinhardt School of Culture, Education, and Human Development. Global Public Health is not a stand-alone major; rather, students in the various combined majors benefit from

instructor, advisers, and courses both in their home school and from across the entire University. The unique structure responds to the ever-increasing demand for interdisciplinary public health practitioners both in the U.S. and abroad. The coursework is combined with experiential learning and study away requirements to ensure that students are broadly trained and uniquely prepared for a variety of careers.

Students in Steinhardt may choose one of the following combinations for a GPH major:

- Global Public Health/Applied Psychology
- Global Public Health/Food Studies
- Global Public Health/Media, Culture, and Communication
- Global Public Health/Nutrition and Dietetics

In all of these majors, students take one required course in each of the six core public health areas:

- Biostatistics
- Epidemiology
- Health policy
- Environmental Health
- Sociobehavioral Health
- Internship

Students also take courses in their chosen field within Steinhardt, with the exact number of courses varying by major. Students fill out their coursework with

electives in global public health and/or the Steinhardt major field (chosen in consultation with an adviser) to complement individual interests and career paths and study of a foreign language. Study away for one semester at an NYU Global site is a requirement of the GPH combined majors.

The Global Public Health/Applied Psychology major provides interdisciplinary training that bridges psychological theory, research, and practice with public health principles with the goal of improving health outcomes among diverse populations. The major links to the mission of the Department of Applied Psychology—to prepare students both to understand and to intervene in human development across contexts and cultures. A hallmark of the major is the extensive fieldwork requirement in both applied psychology and global public health, offering students the opportunity to apply the knowledge gained in lectures and readings to research and other real-world experiences. Students study a wide variety of topics, such as developmental, abnormal, and community psychology, sexuality, epidemiology, health policy, research methods, and group dynamics. The major provides excellent preparation for graduate programs in applied psychology, psychology, public health and related areas, as well as graduate programs in business and law.

GPHP – Global Public Health/Applied Psychology (B.S.)

Total Credits Required		12	
LIBERAL ARTS REQUIREMENTS	60	MAJOR REQUIREMENTS	68
College Core Curriculum (CORE)	32	Required Public Health Core	16
Foreign Language	4	UGPH-GU.10	Health and Society in a Global Context 4
Expository Writing	8	UGPH-GU.30	Epidemiology for Global Health 4
EXPOS-UA.100	Writing the Essay 4	UGPH-GU.50	Environmental Health in a Global World 4
ACE-UE.110	The Advanced College Essay 4	UGPH-GU.40	Health Policy in a Global World 4
Foundations of Contemporary Culture	12	Required Psychology Core	12
CORE-UA.04xx/	Texts and Ideas 4	APSY-UE.2	Intro to Psychology and Its Principles 4
CORE-UA.05xx/	Cultures and Contexts SLAC* 4	APSY-UE.10	Developmental Psychology 4
CORE-UA.07xx/	Expressive Culture SLAC* 4	APSY-UE.1050	The Cultures of Psychology 4
Foundations of Scientific Inquiry	8	Restricted Psychology Electives	12
UGPH-GU.20	Biostatistics for Public Health 4	<i>Choose 1 from each of the following 3 content areas</i>	
CORE-UA.xxx/	Natural Science or SLAC* or Brain and Behavior 4		Social/Community 4
CORE-UA.306			Clinical/Counseling 4
Other Liberal Arts Requirements	28		Developmental/Learning 4
Social Science or Humanities Elective**	12	<i>Please see the Applied Psych website for a list of courses divided by content area.</i>	
<i>Choose one discipline in the social sciences or humanities and take one introductory course and two advanced courses in the same discipline.</i>		Electives	8
CORE-UA.xxx/	Social Science or SLAC* Humanities (Intro) 4	<i>Choose any 2 courses from the list below</i>	
CORE-UA.xxx/	Social Science or SLAC* Humanities (Advanced) 8	<i>Public Health Electives</i>	
Liberal Arts Elective	16	PUHE-UE.1335	Intro to Public Health Research 4
<i>*Steinhardt Liberal Arts Core</i>		PUHE-UE.1325	Risk Behavior and Social Context: Drugs and Violence 4
<i>** Selected by Advisement</i>		PUHE-UE.1321	Princ. of Health Promotion & Educ. 4
		PUHE-UE.1310	Intro to Global Public Health 4
		NUTR-UE.1119	Nutrition and Health 4
		UPADM-GP.102	Intro to Public Service 4
		<i>Psychology Electives</i>	
		APSY-UE.5	Community Psychology 4
		APSY-UE.1270	Social Intervention in Schools 4
		APSY-UE.1278	Families, Schools, & Child Development 4
		APSY-UE.1279	Child Development & Social Policy in Global Society 4
		APSY-UE.1031	Mental Health: Historical, Social, and Political Perspectives 4
		APSY-UE.1041	Women and Mental Health: A Life Cycle Perspective 4
		APSY-UE.1081	Psychosocial Aspects of Sexual Behavior 4
		Research skills	8
		APSY-UE.25	Research Methods in Applied Psychology I 4
		APSY-UE.1137	Research Methods in Applied Psychology II 4
		Field Experiences	12
		APSY-UE.1123	Seminar in Applied Psychology I 4
		APSY-UE.1124	Seminar in Applied Psychology II 4
		UGPH-GU.60	Global Public Health Internship 4
		Additional Requirements	0
		SAHS-UE.1	New Student Seminar Writing Proficiency Examination

MINOR IN AMERICAN SIGN LANGUAGE

The Department of Applied Psychology offers a course sequence in American Sign Language (ASL) by level: ASL I (introductory, requiring no prior knowledge), ASL II, ASL III, and ASL IV. ASL satisfies the foreign language requirement in the Steinhardt School of Culture, Education, and Human Development.

ASL may be declared as a minor if the student takes the full four-course sequence. ASL I and II are offered each fall and spring semester. ASL III is offered only in the fall; ASL IV is offered only in the spring.

REQUIRED COURSES (POINTS)

ASL-UE.0091 *American Sign Language: Level I* • 4 (60 hours)

ASL-UE.0092 *American Sign Language: Level II* • 4 (60 hours)

ASL-UE.0093 *American Sign Language: Level III* • 4 (60 hours)

ASL-UE.0094 *American Sign Language: Level IV* • 4 (60 hours)

TOTAL 16

MINOR IN CHILD DEVELOPMENT AND SOCIAL INTERVENTION

This 16-point minor introduces students to the primary factors that influence the contexts in which children and adolescents develop. The program exposes students to the prevention and intervention efforts addressing psychological, social, educational, and health problems. Students who successfully complete the minor will have gained a solid knowledge base that will help prepare them for graduate studies in psychology.

This minor is open to all undergraduate students at NYU with the exception of students majoring in Applied Psychology through Steinhardt.

Prerequisite: APSY-UE.0002 *Intro to Psychology and Its Principles* or PSYCH-UA.0001 *Intro to Psychology* or any college-level introductory course in Psychology or AP psychology course taken during high school with a test score of 4 or 5 or International Baccalaureate with a score of a 6 or 7 on the Higher Level Exams only.

REQUIRED COURSES (4 POINTS EACH)

APSY-UE.0010 *Developmental Psychology*
APSY-UE.0005 *Community Psychology*

ELECTIVES

APSY-UE.1270 *Social Intervention in Schools and Communities*
APSY-UE.1278 *Families, Schools, and Child Development*
APSY-UE.1279 *Child Development and Social Policy in a Global Society*
CAMHS-UA.0101 *Child and Adolescent Psychopathology*
CAMHS-UA.0134 *Behavior Problems in School Settings: From Impairment to Intervention*
CAMHS-UA.0202 *Global Perspectives in Child and Adolescent Mental Health*

TOTAL 16

FACULTY

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

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

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

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

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

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

Rezarta Bilali, Assistant Professor of Applied Psychology. B.A. 2001, Bogaziçi University; M.A. 2004, Sabanci; Ph.D. 2009, University of Massachusetts Amherst.

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

Mary M. Brabeck, Professor of Applied Psychology. B.A. 1967, University of Minnesota; M.S. 1970, St. Cloud; Ph.D. 1980, University of Minnesota.

Elise Cappella, Associate Professor of Applied Psychology. B.A. 1993, Yale University; M.A. 2000, Ph.D. 2004, University of California, Berkeley.

Kesia Constantine, Clinical Associate Professor of Counseling Psychology. B.A. 1996, Swarthmore College; Ph.D. 2006, New York University.

Anil Chacko, Associate Professor of Counseling Psychology. B.A. 1997, Stony Brook University (SUNY); M.A. 2003; Ph.D. 2006, University at Buffalo (SUNY).

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

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

Arnold H. Grossman, Professor of Applied Psychology. B.S. 1963, City College of New York (CUNY); M.S.W. 1965, Ph.D. 1970, New York University; LMSW, ACSW.

Perry N. Halkitis, Professor of Applied Psychology. B.A. 1984, Columbia University; M.S. 1988, Hunter College (CUNY); M.Phil. 1993, Ph.D. 1995, Graduate Center (CUNY).

Jennifer L. Hill, Associate Professor of Social Sciences and Applied Psychology. B.A. 1991, Swarthmore College; M.S. 1995, Rutgers University; Ph.D. 2000, Harvard University.

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

Shabnam Javdani, Assistant Professor of Applied Psychology. B.A. 2004, University of California, Berkeley; M.A. 2008 University of Illinois at Urbana-Champaign, Ph.D. 2012 University of Illinois at Urbana-Champaign

Samuel Juni, Professor of Applied Psychology. B.S. 1973, Brooklyn College (CUNY); M.A. 1975, Ph.D. 1978, University at Buffalo (SUNY).

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

Sandee McCowry, Professor of Applied Psychology and Teaching and Learning. B.S. 1980, M.S. 1981, Northern Illinois University, Ph.D. 1988, University of California, San Francisco.

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

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

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

Pamela A. Morris, Professor of Applied Psychology and Vice Dean for Research and Faculty Affairs at NYU's Steinhardt School of Culture, Education, and Human Development. B.A. 1990, Columbia University; M.A. 1996, Ph.D. 1998, Cornell University.

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

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

C. Cybele Raver, Professor of Applied Psychology and Vice Provost of Academic, Faculty and Research Affairs. B.A. 1986, Harvard University; Ph.D. 1994, Yale University.

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

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

Adina R. Schick, Visiting Assistant Professor of Applied Psychology, B.A. 1999, Tuoro College; MA 2004; Ph.D. 2012, New York University

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

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

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

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

Niobe Way, Professor of Applied Psychology. B.A., University of California, Berkeley 1985, Ed.D. 1994 Harvard University.

Hirokazu Yoshikawa, Courtney Sale Ross University Professor of Globalization, B.A. 1987, Yale University; M.A. 1992, Ph.D. 1998, New York University.

COURSES

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.

APSY-UE: APPLIED PSYCHOLOGY

Introduction to Psychology and Its Principles

APSY-UE.0002 • 60 hours: 4 points.
Fall, spring, summer.

Community Psychology

APSY-UE.0005 • 60 hours: 4 points.
Spring.

Developmental Psychology

APSY-UE.10 • 60 hours: 4 points. Fall.

Social Psychology

APSY-UE.13 • 60 hours: 4 points. Spring.

Personality Theories

APSY-UE.19 • 60 hours: 4 points. Fall.

Human Development I

APSY-UE.20 • 30 hours plus 10 hours of field experience: 2 points. Fall and spring.
Course meets first half of semester.
Non-majors only.

Human Development I

APSY-UE.20 • 30 hours plus 10 hours of field experience: 2 points. Fall and spring.
Course meets first half of semester.
Non-majors only.

Human Development II: Application for Early Childhood Educators

APSY-UE.21 • 30 hours plus 15 hours of field experience: 2 points. Spring.
Course meets second half of semester.
Prerequisite: APSY-UE.20. Non-majors only.

Human Development II: Application for Childhood Educators

APSY-UE.0022 • 30 hours plus 15 hours of field experience: 2 points. Course meets second half of spring semester.
Prerequisite: APSY-UE.20. Non-majors only.

Human Development II:**Application for Educators of Early Adolescents and Adolescents**

APSY-UE.23 • 30 hours plus 15 hours of field experience: 2 points. Fall and spring. Course meets second half of semester. Prerequisite: APSY-UE.20. Non-majors only.

Research Methods in Applied Psychology I

APSY-UE.0025 • 60 hours: 4 points. Fall, spring. Program/departmental majors only.

Counseling Interview

APSY-UE.1012 • 60 hours: 4 points. Fall, spring. Program/departmental majors only.

Educational Psychology

APSY-UE.1014 • 60 hours: 4 points. Fall. Prerequisite: a course in general psychology.

Mental Health: Historical, Social, and Political Perspectives

APSY-UE.1031 • 60 hours: 4 points. Spring. Prerequisite: a course in general psychology.

Abnormal Psychology

APSY-UE.1038 • 60 hours: 4 points. Fall, spring. Prerequisite: a course in general psychology.

Women and Mental Health: A Life Cycle Perspective

APSY-UE.1041 • 60 hours: 4 points. Fall, odd years. Prerequisite: a course in general psychology.

Cultures of Psychology

APSY-UE.1050 • 60 hours: 4 points. Fall, spring. Prerequisite: a course in general psychology. Not open to freshmen or sophomores.

Psychosocial Aspects of Sexual Behavior

APSY-UE.1081 • 60 hours: 4 points. Fall, spring. Prerequisite: a course in general psychology.

Sexual Identities Across the Life Span

APSY-UE.1110 • 60 hours: 4 points. Spring even. Prerequisite: a course in general psychology.

Seminar in Applied Psychology I: Introduction

APSY-UE.1123 • 60 hours, plus 4 hours of fieldwork: 4 points. Fall, spring. Program/departmental majors only.

Seminar in Applied Psychology II: Principles & Practice

APSY-UE.1124 • 60 hours, plus 104 hours of fieldwork: 4 points. Fall, spring. Program/departmental majors only. Prerequisite: APSY-UE.1123.

Seminar in Applied Psychology III: Theory, Research & Practice

APSY-UE.1125 • 60 hours, plus 104 hours of fieldwork: 4 points. Fall, spring. Program/departmental majors only. Prerequisite: APSY-UE.1124.

Research Methods in Applied Psychology II

APSY-UE.1137 • 60 hours: 4 points. Fall, spring. Program/departmental majors only. Prerequisite: APSY-UE.0025.

Human Learning

APSY-UE.1214 • 60 hours: 4 points. Spring. Prerequisite: a course in general psychology.

Social Intervention in Schools and Communities

APSY-UE.1270 • 60 hours: 4 points. Fall, even years. Prerequisite: an introductory course in developmental psychology.

Developmental Psychology across the Life Span

APSY-UE.1271 • 45 hours: 3 points. Fall, spring. Non-majors only. Prerequisite: a course in general psychology.

Adolescent Development

APSY-UE.1272 • 60 hours: 4 points. Fall. Prerequisite: a course in general psychology.

Families, Schools, and Child Development

APSY-UE.1278 • 60 hours: 4 points. Fall, odd years. Prerequisite: an introductory course in developmental psychology.

Child Development and Social Policy in a Global Society

APSY-UE.1279 • 60 hours: 4 points. Spring, odd years. Prerequisite: an introductory course in developmental psychology.

Parenting and Culture

APSY-UE.1280 • 60 hours: 4 points. Spring, even years. Prerequisite: an introductory course in developmental psychology.

Group Dynamics

APSY-UE.1620 • 60 hours: 4 points. Fall, spring. Prerequisite: a course in general psychology.

Multicultural Counseling and Mental Health

APSY-UE.1682 • 60 hours: 4 points. Spring, odd years. Prerequisite: an introductory course in psychology.

Honors Seminar in Applied Psychology

APSY-UE.1995, 1996 • 60 hours: 2 points each semester. Fall and spring. Select departmental/program seniors only.

PUHE-UE: PUBLIC HEALTH**Health and Society:****An Introduction to Public Health**

PUHE-UE.70 4 points: 60 hours. Fall.

Introduction to Epidemiology

PUHE-UE.1306 4 points: 60 hours. Fall.

Introduction to Global Public Health

PUHE-UE.1310 4 points: 60 hours. Spring.

Introduction to Public Health Nutrition

PUHE-UE.1315 4 points: 60 hours. Spring.

Principles of Health Promotion and Education

PUHE-UE.1321 60 hours: 4 points. Fall. Prerequisite: PUHE-UE.70.

Environmental Health, Social Movements, and Public Policy

PUHE-UE.1323 60 hours: 4 points. Spring. Prerequisite: PUHE-UE.70.

Understanding Risk Behavior and Social Context

PUHE-UE.1325 60 hours: 4 points. Spring.

Introduction to Public Health Research

PUHE-UE.1335 60 hours: 4 points. Fall. Prerequisites: PUHE-UE70, PUHE-UE1306, PUHE-UE1325, PUHE 1315.

Public Health Internship

PUHE-UE.1330 60 hours: 4 points. Spring. Prerequisite: PUHE-UE.1327.

Medical Care and Health

Comparative Perspectives
UPADM-GP.230 60 hours: 4 points. Fall.