Applied Psychology

Art

Education

Health

Media

Music
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 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 this paragraph.

Fieldwork Placement Advisory
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 at nyu.edu/life/safety-health-wellness/be-safe/public-safety/crime-reports-statistics.html. The report is also available in hard copy by contacting public.safety@nyu.edu or can be viewed at the NYU Department of Public Safety’s Command Center located at 7 Washington Place.
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The founding of New York University in 1831 by a group of eminent private citizens was a historic event in American education. In the early 19th century, a major emphasis in higher education was on the mastery of Greek and Latin, with little attention given to modern or contemporary subjects. The founders of New York University intended to enlarge the scope of higher education to meet the needs of persons aspiring to careers in business, industry, science, and the arts, as well as in law, medicine, and the ministry. The opening of the University of London in 1828 convinced New Yorkers that New York, too, should have a university.

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

The result of the founders’ foresight is today a university that is recognized both nationally and internationally as a leader in scholarship. Of the more than 3,000 colleges and universities in the United States, 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 more than 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
1835 School of Law
www.law.nyu.edu
1841 School of Medicine
school.med.nyu.edu
1854 Tandon School of Engineering
engineering.nyu.edu
1865 College of Dentistry
dental.nyu.edu
1886 Graduate School of Arts and Science
gsas.nyu.edu
1890 Steinhardt School of Culture, Education, and Human Development
steinhardt.nyu.edu
1900 Leonard N. Stern School of Business
stern.nyu.edu
1922 Institute of Fine Arts
www.nyu.edu/gsas/dept/fineart
1932 Rory Myers College of Nursing
nursing.nyu.edu
1934 School of Continuing and Professional Studies
scps.nyu.edu
1934 Courant Institute of Mathematical Sciences
cims.nyu.edu
1938 Robert F. Wagner Graduate School of Public Service
wagner.nyu.edu
1960 Silver School of Social Work
www.nyu.edu/socialwork
1965 Tisch School of the Arts
tisch.nyu.edu
1972 Gallatin School of Individualized Study
nyu.edu/gallatin
1972 Liberal Studies Program
liberalstudies.nyu.edu
2006 Institute for the Study of the Ancient World
itaw.nyu.edu
2010 New York University Abu Dhabi
nyuad.nyu.edu
2012 Center for Urban Science and Progress
cusp.nyu.edu
2012 College of Global Public Health
publichealth.nyu.edu
2013 Marron Institute of Urban Management
marroninstitute.nyu.edu
2013 New York University Shanghai
shanghai.nyu
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.

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. 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 finest art 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 some 2,100 members of the faculty and administration, and University student residence halls accommodate more than 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, US Department of Labor.

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

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INTRODUCTION TO THE

Steinhardt School of Culture, Education, and Human Development

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

At the graduate level, the school prepares aspiring and current professionals from a diverse range of backgrounds and experiences to enter or advance their careers in 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 several online graduate programs, 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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# Academic Programs

## Program and Concentration Codes

(See page XXXXX for teacher certification programs)

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<tr>
<th>ADMINISTRATION, LEADERSHIP AND TECHNOLOGY</th>
<th>CODES</th>
<th>DEGREES</th>
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<tbody>
<tr>
<td>†Business Education</td>
<td></td>
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<tr>
<td>Business and Workplace Learning</td>
<td>GEBWEMMA</td>
<td>MA</td>
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<tr>
<td>Workplace Learning</td>
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<td>Advanced Certificate</td>
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<tr>
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<td>Educational Administration</td>
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<td>GEEDADPHD</td>
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<tr>
<td>Educational Communication and Technology</td>
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<tr>
<td>Digital Media Design for Learning</td>
<td>GEDMDLADCR</td>
<td>Advanced Certificate</td>
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<td>Digital Media Design for Learning</td>
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<tr>
<td>Educational Communication and Technology</td>
<td>GEECDTPHD</td>
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<tr>
<td>Games for Learning</td>
<td>GEGLETMS</td>
<td>MS</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td></td>
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</tr>
<tr>
<td>†Educational Leadership: School Building</td>
<td>GEELSBMA</td>
<td>MA</td>
</tr>
<tr>
<td>Leader Educational Leadership: School District</td>
<td>GEELSDADCR</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Leader Educational Leadership, Politics, and Advocacy</td>
<td>GEELPAMA</td>
<td>MA</td>
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<tr>
<td>Leadership and Innovation</td>
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<td>Higher Education and Student Affairs</td>
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<th>APPLIED PSYCHOLOGY</th>
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<tr>
<td>†Counseling and Guidance</td>
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<td></td>
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<tr>
<td>Counseling and Guidance with a concentration in Bilingual School Counselor K-12</td>
<td>GECNGU/CGB-MA</td>
<td>MA</td>
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<td>Counseling and Guidance with a concentration in Counselor in Schools K-12</td>
<td>GEYCNMA</td>
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<td>Counseling and Guidance and LGBT Health, Education, and Social Services</td>
<td>GECNGU/CGS-MA</td>
<td>MA/Advanced Certificate</td>
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<tr>
<td>Counseling for Mental Health and Wellness and LGBT Health, Education, and Social Services</td>
<td>GECNGG-MA/ADCRT</td>
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<td>Counseling for Mental Health and Wellness in LGBT Health, Education, and Social Services</td>
<td>GECMHWMA</td>
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<td>†Counseling Psychology</td>
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<tr>
<td>Psychology and Social Intervention</td>
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<td>Developmental Psychology</td>
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Programs and Concentration Codes, continued

**Human Development and Social Intervention**
Human Development and Social Intervention GEHDSIMA MA
Human Development and Social Intervention/ LGBT Health, Education, and Social Services GEHDLGMA/ADCR MA/Advanced Certificate

**Psychology and Social Intervention**
Psychology and Social Intervention GEPSSIPHD PhD

**APPLIED STATISTICS, SOCIAL SCIENCE, AND HUMANITIES**

Applied Statistics in Social Research
Applied Statistics in Social Science Research GEASSRMS MS

<table>
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<th>Degree</th>
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<td>History of Education GEHSEDMA MA</td>
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<tr>
<td>History of Education GEHSEDPHD PhD</td>
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Education and Jewish Studies
Education and Jewish Studies GEEDJSMA MA
Education and Jewish Studies/ Hebrew and Judaic Studies GEEJHJMA MA (dual degree with GSAS)
Education and Jewish Studies GEEJSTPHD PhD

Education & Social Policy
Education and Social Policy GEEDSPMA MA GEEDSPMA M.A.

International Education
International Education GEINTEPHD PhD
International Education: Cross-Cultural Exchange and Training GEINTE/CII-PHD PhD
International Education: Global Education GEINTE/GED-PHD PhD
International Education: International Development Education GEINTE/COP-PHD PhD
International Education GEINTSMA MA
International Education GEINTSADCR Advanced Certificate

Sociology of Education
Sociology of Education GESOEDPHD PhD
Sociology of Education GESOEDMA MA

**ART AND ART PROFESSIONS**

Studio Art
Studio Art GEARSAMFA MFA

Art Education
Art Education and Community Practice GEAECPMA MA
Teaching Art: All Grades GEAREI/AREP MA

Art Therapy
Art Therapy GEARTTMA MA

Costume Studies
Costume Studies GEARCSAMA MA
Costume Studies and Library and Information Science GECISLAMA MA/MSLIS

Visual Arts Administration
Visual Arts Administration GEARVAMA MA

**COMMUNICATIVE SCIENCES AND DISORDERS**

Communicative Sciences and Disorders GECSDCADCR MS
Communicative Sciences and Disorders GECSDMMS MS
Communicative Sciences and Disorders GECSDPPHD PhD

**MEDIA, CULTURE, AND COMMUNICATION**

Media, Culture, and Communication GEMDCCMA MA
Media, Culture, and Communication GEMCCDPHD PhD
Media, Culture, and Communication/ Library and Info Services (dual degree LIU) GEMCLSLMA MA/MSLIS

† Professional license qualifying.
‡ Students are no longer admitted into this program.
### MUSIC AND PERFORMING ARTS PROFESSIONS

#### Dance and Dance Education
- "Teaching Dance: All Grades" GEDATDADCR Advanced Certificate
- Teaching Dance in the Professions GEDAPRMA MA
- Teaching Dance in the Professions: American Ballet Theater Pedagogy GEDAPRMA: GEABT002 MA

#### Drama Therapy
- "Drama Therapy" GEDRMTMA MA

#### Educational Theatre
- Educational Theatre in Colleges and Communities GEEEDTCMA MA
- Educational Theatre in Colleges and Communities GEEEDTCPHD PhD

#### Instrumental Performance
- Instrumental Performance GEMUJIPMM MM
- Jazz Instrumental Performance: GEMUJIPMM/JIPMM MM
- Classical Instrumental Performance — Artist Diploma GECLASADPL AD
- Jazz Instrumental Performance — Artist Diploma GEJAZZADPL AD

#### Music Business
- Music Business GEMUJBGMA MA
- Music Business: Music Technology GEMUJBGMA: TTT MA

#### Music Education
- Music Education: for College and University Faculty GEMU/MCU-MA MA
- Music Education: for College and University Faculty GEMU/MCU-PHD PhD

#### Music Technology
- Music Technology GEMUJMTMM MM
- Music Technology GEMUJUTDPM PhD
- Certificate Tonmeister Studies GEMTDD-MM/ADCR MM/Advanced Certificate
- Music Technology Dual Degree [Bmus/MM] GEMTMDDMM BMus/MM

#### Music Theory and Composition
- Music Theory and Composition GEMATCMM MM
- Music Theory and Composition: Screen Scoring GEMTACMM/FMS-MM MM
- Music Theory and Composition: Screen Scoring GEYSCSMM MM
- Music Theory and Composition: Song Writing GEMTACMM/GW-MM MM

#### Piano Performance
- Piano Performance GEMUJPPMM MM
- Piano Performance: Collaborative Piano GEMUJPPMM: GECPI001 MM
- Piano Performance: Solo Piano GEMUJPPMM/GEPI001 MM
### Programs and Concentration Codes, continued

<table>
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<tr>
<th>Program</th>
<th>Codes</th>
<th>Degrees</th>
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<td><strong>Music Performance and Composition</strong></td>
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<tr>
<td>Music Performance and Composition: For Composers</td>
<td>GEMUCPPHD/CMP-PHD</td>
<td>PhD</td>
</tr>
<tr>
<td>Music Performance and Composition: Performance</td>
<td>GEMUCPPHD/PER-PHD</td>
<td>PhD</td>
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<td><strong>Music Therapy</strong></td>
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<tr>
<td>Music Therapists</td>
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<td>MA</td>
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<tr>
<td><strong>Performing Arts Administration</strong></td>
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<td>Performing Arts Administration</td>
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<td>MA</td>
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<tr>
<td>Performing Arts Administration/BFA in Drama</td>
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<td>Dual Degree with NYU Tisch School of the Arts</td>
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<td><strong>Vocal Pedagogy</strong></td>
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<td>Vocal Pedagogy</td>
<td>GEMVPCADCR</td>
<td>Advanced Certificate</td>
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<tr>
<td>Vocal Performance: Classical Voice</td>
<td>GEMUVP/CLV-MM</td>
<td>MM</td>
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<tr>
<td>Vocal Performance: Musical Theatre Performance</td>
<td>GEMUVP/MTH-MM</td>
<td>MM</td>
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<tr>
<td>Vocal Performance/Vocal Pedagogy</td>
<td>GEMU VR/CLV-MM/ADCR</td>
<td>MM/Advanced Certificate</td>
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<tr>
<td>Classical Voice (dual degree)</td>
<td>GEMUVR/CLV-MM/ADCR</td>
<td>MM/Advanced Certificate</td>
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<tr>
<td>Vocal Performance/Vocal Pedagogy Musical Theatre (dual degree)</td>
<td>GEMUVR/MTH-MR/ADCR</td>
<td>MM/Advanced Certificate</td>
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### NUTRITION, FOOD STUDIES, AND PUBLIC HEALTH

#### Nutrition and Dietetics

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<thead>
<tr>
<th>Program</th>
<th>Codes</th>
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<tbody>
<tr>
<td>†Nutrition and Dietetics, Clinical Nutrition</td>
<td>GEHONDMS: GECNU002</td>
<td>MS</td>
</tr>
<tr>
<td>†Nutrition and Dietetics, Foods and Nutrition</td>
<td>GEHONDMS: GEFNU001</td>
<td>MS</td>
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<tr>
<td>Nutrition and Dietetics</td>
<td>GEHONDPHD</td>
<td>PhD</td>
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#### Food Studies

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<th>Codes</th>
<th>Degrees</th>
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<td>Food Studies</td>
<td>GEFOODMA</td>
<td>MA</td>
</tr>
<tr>
<td>Food Studies and Food Management</td>
<td>GEHOFPHD</td>
<td>PhD</td>
</tr>
<tr>
<td>Food Studies and Library and Information Science (dual degree with Long Island University)</td>
<td>GEFSLSMA</td>
<td>MA</td>
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### OCCUPATIONAL THERAPY

<table>
<thead>
<tr>
<th>Program</th>
<th>Codes</th>
<th>Degrees</th>
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<tbody>
<tr>
<td>†Occupational Therapy (two-tiered degree)</td>
<td>GEOTDD-MS/OTD</td>
<td>MS/OTD</td>
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<tr>
<td>†Occupational Therapy</td>
<td>GEOTHERMS</td>
<td>MS</td>
</tr>
<tr>
<td>†Occupational Therapy</td>
<td>GEYOTHOODT</td>
<td>OTD</td>
</tr>
<tr>
<td>Research in Occupational Therapy</td>
<td>GEOTHXPHD</td>
<td>PhD</td>
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#### Post Professional Occupational Therapy

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<tr>
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<th>Degrees</th>
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<td>Advanced Occupational Therapy</td>
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### PHYSICAL THERAPY

#### Orthopedic Physical Therapy

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<thead>
<tr>
<th>Program</th>
<th>Codes</th>
<th>Degrees</th>
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<tbody>
<tr>
<td>†Physical Therapy</td>
<td>GEPTH DADCR</td>
<td>Advanced Certificate</td>
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<tr>
<td>(for entry-level physical therapists)</td>
<td>GEPTPSDPT</td>
<td>DPT</td>
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<tr>
<td>Physical Therapy</td>
<td>GEPTPPDPT</td>
<td>DPT</td>
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<tr>
<td>(for practicing physical therapists)</td>
<td>GEPTHMMA</td>
<td>MA</td>
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<tr>
<td>Physical Therapists: Kinesiology</td>
<td>GEPTHRPHD</td>
<td>PhD</td>
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<table>
<thead>
<tr>
<th>Program</th>
<th>Codes</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Therapy: Research in Physical Therapy</td>
<td>GEPTHRPHD</td>
<td>PhD</td>
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### TEACHING AND LEARNING

**Early Childhood and Elementary Education**

<table>
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<tr>
<th>Positions of Leadership</th>
<th>Program Code</th>
<th>Degree</th>
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<tr>
<td>Early Childhood and Elementary Education</td>
<td>GEELLADCR</td>
<td>Advanced Certificate</td>
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<td>Early Childhood and Elementary Education</td>
<td>GEELLDPHD</td>
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**English Education**

<table>
<thead>
<tr>
<th>Degrees</th>
<th>Program Code</th>
<th>Degree</th>
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<tbody>
<tr>
<td>English Education Secondary and College</td>
<td>GEENGEPHD</td>
<td>PhD</td>
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<tr>
<td>English Education Secondary and College: Applied Linguistics</td>
<td>GEENGEPHD/APL</td>
<td>PhD</td>
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<tr>
<td>English Education Secondary and College: Literature, Reading, Media Education, Composition, and Curriculum Development</td>
<td>GEENGEPHD/LRM</td>
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**Teachers of English Language and Literature in Colleges**

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<th>Program Code</th>
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**Environmental Conservation Education**

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**Mathematics Education**

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<th>Professors of Mathematics and Mathematics Education in Colleges</th>
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<tr>
<td></td>
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**Bilingual, Foreign Language and Teaching**

**English to Speakers of Other Languages**

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<th>Program Code</th>
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<tbody>
<tr>
<td>GEELNPHD</td>
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<td>GEFLPMADCR</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>GETEPMADCR</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>GETEBADCR</td>
<td>Advanced Certificate</td>
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<td>GETSOLMA</td>
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<td>GETSOL/SHY-MA</td>
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<tr>
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**Teacher of English to Speakers of Other Languages — Shanghai Program**

<table>
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<th>Program Code</th>
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<tbody>
<tr>
<td>GETEPMADCR</td>
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<tr>
<td>GETEBADCR</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>GETSOL/SHY-MA</td>
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**Teacher of English to Speakers of Other Languages — College**

<table>
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**Doctoral Programs**

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<tr>
<td>GETLPDEDD</td>
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**INTERDISCIPLINARY, INTER-PROFESSIONAL PROGRAM**

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<tr>
<td>Rehabilitation Sciences</td>
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<td>PhD</td>
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Teacher Certification Programs*

**ART AND ART PROFESSIONS**
- Teaching Art: All Grades (professional certification) GEAREPMA MA
- Teaching Art: All Grades (initial/professional certification) GEAREIMA MA
- Teaching Art: All Grades/Teaching Social Studies 7–12 (initial/dual) GEARESMA MA

**MUSIC AND PERFORMING ARTS PROFESSIONS**
- Educational Theatre: All Grades (initial/professional certification) GEEDTAMA MA
- Educational Theatre: All Grades and English 7–12 (dual certification, initial/professional certification) GEETEDMA MA
- Educational Theatre: All Grades and Social Studies 7–12 (dual certification, initial/professional certification) GEETSSMA MA
- Instrumental Performance/Teaching Music All Grades, dual degree (initial/professional certification) UEMSNDBMUS MA
- Piano Performance/Teaching Music All Grades (initial/professional certification) UEEDU005/GEMUSDMA BMus/MA
- Vocal Performance/Teaching Music All Grades (initial/professional certification) UEMUSVBMMUS BMus/MA
- Theory and Composition/Teaching Music All Grades (initial/professional certification) GEEDU003/GEMUSDMA BMus/MA
- Teachers of Dance: All Grades (professional certification) UEEDU005/GEMUSDMA BMus/MA
- Teaching Dance: All Grades (initial/professional certification) GEDATPMA MA
- Teaching Dance: All Grades for MAs/MFAs (initial/professional certification) GEDATCMA MA
- Teaching Dance: All Grades/Dance (initial/professional certification) GEDATDADCR Advanced Certificate
- Teaching Dance: All Grades/Dance (MFA) GEDEDAMA MA

**TEACHING AND LEARNING**
- Bilingual Education for Teachers (initial certification) GEBILCADCR Advanced Certificate
- Bilingual Education for Teachers (professional certification) GEBILMMMA MA
- Childhood Education (initial certification) GECHEPMA MA
- Childhood Education (professional certification) GECHEPMA MA
- Childhood Education/Childhood Special Education, Childhood (dual certification, initial/professional certification) GECSECMA MA
- Early Childhood Education (initial/professional certification) GEESEEMA MA
- Early Childhood/Early Childhood Special Education (dual certification, initial/professional certification) GEESEEMA MA
- English Education: Teachers of English 7-12 (professional certification) GEENGPMMA MA
- English Education: Teaching English 7–12 (initial/professional certification) GEENGLMA MA
- English and American Literature/Teaching English 7-12; Dual Degree with CAS (initial certification) GEENGDMMA MA
- Teaching English 7–12/Teaching Students with Disabilities (dual certification, initial/professional certification) GEENGGMA MA
- Post-Masters Study in Bilingual Education (initial/professional certification) GEBEPMADCR Advanced Certificate
- Special Education Childhood, MA (initial/professional certification) GESECHMA MA
- Special Education: Early Childhood, MA (initial/professional certification) GESEECMMA MA
- Secondary Education (initial/professional certification) GEYMGTMAT MAT

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

<table>
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<tr>
<th>Program</th>
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<tr>
<td>(initial/professional certification)</td>
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</tr>
<tr>
<td>Chinese (initial/professional certification)</td>
<td>GEFLCEMA</td>
<td>MA</td>
</tr>
<tr>
<td>Chinese: Mandarin (initial/professional certification)</td>
<td>GEFLCEMA: MAN</td>
<td>MA</td>
</tr>
<tr>
<td>French (initial/professional certification)</td>
<td>GEFLFHMA</td>
<td>MA</td>
</tr>
<tr>
<td>Italian (initial/professional certification)</td>
<td>GEFLINMA</td>
<td>MA</td>
</tr>
<tr>
<td>Japanese (initial/professional certification)</td>
<td>GEFLJEMA</td>
<td>MA</td>
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<tr>
<td>Spanish (initial/professional certification)</td>
<td>GEFLSHMA</td>
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<tr>
<td><strong>(Professional certification)</strong></td>
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<tr>
<td>Teachers of Chinese</td>
<td>GEFLCPMA</td>
<td>MA</td>
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<td>Teachers of Chinese: Mandarin</td>
<td>GEFLCPMA: MAN</td>
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<td>Teachers of French</td>
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<td>Teachers of Italian</td>
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<td>Teachers of Japanese</td>
<td>GEFLJAMA</td>
<td>MA</td>
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<tr>
<td>Teachers of Spanish</td>
<td>GEFLSHMA</td>
<td>MA</td>
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<tr>
<td>Teaching a Foreign Language 7-12 and Teaching English to Speakers of Other Languages (dual certification, initial/professional certification)</td>
<td>GEFLTSMA</td>
<td>MA</td>
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<tr>
<td>Teaching English to Speakers of Other Languages: All Grades (initial/professional certification)</td>
<td>GETSOGMA</td>
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<td><strong>Teaching Science</strong></td>
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<tr>
<td>Teachers of Biology 7-12 (professional certification)</td>
<td>GESBLPMMA</td>
<td>MA</td>
</tr>
<tr>
<td>Teachers of Chemistry 7-12 (professional certification)</td>
<td>GESCHPMMA</td>
<td>MA</td>
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<tr>
<td>Teaching Chemistry 7-12 (initial/professional certification)</td>
<td>GESCHYMA</td>
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<tr>
<td>Teachers of Mathematics 7-12 (initial/professional certification)</td>
<td>GEMTHEMA</td>
<td>MA</td>
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<tr>
<td>Teachers of Mathematics 7-12 (professional certification)</td>
<td>GEMTHPMA</td>
<td>MA</td>
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<td>Mathematics/Teaching Mathematics 7-12 (dual degree, initial certification)</td>
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<td>Teachers of Physics 7-12 (professional certification)</td>
<td>GESPHPMA</td>
<td>MA</td>
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<tr>
<td>Teaching Physics 7-12 (initial/professional certification)</td>
<td>GESPHYMA</td>
<td>MA</td>
</tr>
<tr>
<td>Teaching Social Studies 7-12 (initial/professional certification)</td>
<td>GESSSTMA</td>
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<tr>
<td>Teachers of Social Studies 7-12 (professional certification)</td>
<td>GESSSPMA</td>
<td>MA</td>
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<tr>
<td>Teaching Social Studies 7-12/Teaching Students with Disabilities (initial/professional certification)</td>
<td>GEOSCNCMA</td>
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</tbody>
</table>
Application Deadlines

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

**DOCTORAL PROGRAMS**
- PhD and EdD programs (fall only) — December 15
- DPT entry-level program PTPS (summer only) — December 1
- OTD program OTHS (fall or spring) — March 15 for fall or October 1 for spring

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

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

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-GE 2601**

**ENGED-GE 2601** indicates a course in English Education in the Steinhardt School of Culture, Education, and Human Development for master’s and doctoral students,

- **ENGED** indicates the course is in the Program in English Education
- **GE** indicates the course is given at the graduate level in the Steinhardt School of Culture, Education, and Human Development

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

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

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<td>Media, Culture, and Communication</td>
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<td>Food Studies</td>
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## DEPARTMENT OF
Administration, Leadership, and Technology

### DEGREES
MA, EdD, PhD, 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.

In the Steinhardt School of Culture, Education, and Human Development, full-time study is defined by 12 credits per term unless otherwise defined by a specific academic program.

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.

### DEPARTMENT CHAIR: COLLEEN L. LARSON
JOSEPH AND VIOLET PLESS HALL
82 WASHINGTON SQUARE EAST, SUITE 700 | NEW YORK, NY 10003
TELEPHONE: 212-998-5520 | FAX: 212-995-4041 | WEBSITE: steinhardt.nyu.edu/alt

The Department of Administration, Leadership, and Technology’s vision is to enhance NYU Steinhardt’s position as one of the preeminent research universities, leveraging an innovative, experiential, and technological approach to transform the manner in which university leaders, school leaders, teaching faculty and program practitioners are prepared to successfully lead schools, post-secondary institutions, nonprofit agencies, and organizations supporting the education sector. The department’s programs lead to master’s and doctoral degrees and advanced study. Courses of study address the needs of the increasingly diverse clientele served by urban institutions. Students acquire knowledge and expertise to be effective leaders in a variety of educational settings. They think critically about how organizations function and learn to identify the needs of the individuals they will serve. They develop technological competence and appropriate research and evaluation skills to promote equitable, humane, and effective educational practice in their chosen fields.
Faculty

Gary L. Anderson, Professor. BA 1971, University of Iowa; MA 1981, Columbia University; PhD 1988, Ohio State University.

Noel Scott Anderson, Department Chair, Clinical Professor. BA 1993, Brooklyn College; MSE 1994, University of Pennsylvania; PhD 2002, New York University.

Terry A. Astuto, Professor Emerita of Educational Leadership. BA 1967, Cardinal Stritch College; MS 1974, University of Wisconsin (Milwaukee); EdD 1984, Indiana University.

Yoav Bergner, Assistant Professor. BA 1997, Harvard University; PhD 2003, Massachusetts Institute of Technology.

Maaike Bouwmeester, Clinical Assistant Professor. BA 1992, University of Michigan; MA 1999, PhD 2011, New York University.

Kayla Desportes, Assistant Professor. BS, Cornell University; PhD 2018, Georgia Institute of Technology.

Stella M Flores, Associate Professor. BA 1996, Rice University, Universidad De Chile; MPAff 1998, University of Texas; EdM 2002, EdD 2007, Harvard University.

Michael Sean Funk, Clinical Assistant Professor. BA 1993, Edinboro University; MA 2000, New York University; EdD 2012, University of Massachusetts, Amherst.

Christopher Hoadley, Associate Professor. BS 1991, Massachusetts Institute of Technology; MS 1998, PhD 1999, University of California, Berkeley.

Colleen L. Larson, Associate Professor. BA 1976; MS 1979; PhD 1984, University of Wisconsin.

Ann Marcus, Professor. BA 1965, Brandeis University; MSc 1966, London School of Economics; EdD 1989, Columbia University.

Camilla F. Matuk, Assistant Professor. BSc 2002, University of Windsor; MSc 2004, University of Toronto; PhD 2010, Northwestern University.

Teboho Moja, Clinical Professor. BA 1977, BEd 1979, University of the North (South Africa); MEd 1982, Witwatersrand (South Africa); PhD 1985, University of Wisconsin (Madison).

W. Russell Neuman, Professor. BA 1967, Cornell University; MA 1969, PhD 1975, University of California, Berkeley.


Xavier Ochoa, Assistant Professor, MS 2002, Vrije Universiteit Brussel (VUB), Belgium; PhD 2008, Katholike Universiteit Leuven (KUL), Belgium.

Jan L. Plass, Professor, Paulette Goddard Chair in Digital Media and Learning Science. MA 1990, PhD 1994, University of Erfurt (Germany).

Luis Rodriguez, Assistant Professor. BA 2009, Swarthmore College; PhD 2018, Vanderbilt University, Peabody College.

Frances King Stage, Professor. BS 1972, Miami University; MS 1973, Drexel University; PhD 1986, Arizona State University.

Alyssa Wise, Associate Professor. BS 1999, Yale University; MA 2004 Indiana University; PhD 2007 Indiana University.

Liang Zhang, Associate Professor. PhD in Higher Education 2003, University of Arizona; PhD in Economics 2005, Cornell.

Affiliated Faculty


Ricki Goldman, Professor Emerita of Educational Communication and Technology. BA 1969, University of British Columbia; MA 1984, Hebrew University; PhD 1990, Massachusetts Institute of Technology.

Bridget N. O’Connor, Professor Emeritus of Higher and Postsecondary Education. BA 1973, University of Evansville; MS 1978, PhD 1983, Indiana University.

Number of Adjunct Faculty: 23
Educational Leadership

The Program in Educational Leadership prepares students for leadership positions in education and policy at the community, school, district, state, and national levels. The demands of effective and responsive professional practice in education are increasingly complex. The curriculum addresses those complexities by including a solid grounding in understanding multiple perspectives in a multicultural environment. Students critically examine the conceptual, organizational, political, social, managerial, interpersonal, and technical dimensions of leading schools as well as the social and educational support organizations that are vital to increasing educational opportunity for children and youth living in urban communities. The research agendas of the faculty and students center on the nexus between theory and practice and explore critical issues facing educational leaders and policymakers today. Collaborations between and among faculty and students and linkages with practicing educational leaders are important components of the program.

Educational Leadership program accepts applications for doctoral studies every other year for the on-campus program. Prospective applicants will need to apply during the even academic year (i.e., 2020) for fall odd-year matriculation (i.e., 2021).

OVERVIEW

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

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

CAREER OPPORTUNITIES

Graduates of the Educational Leadership program assume key leadership roles in education, nationally and internationally. Among them are superintendents, principals, directors, and supervisors of various programs, school business administrators, assistant principals, university professors, policy researchers, policy analysts, community organizers, and advocates.

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

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

The curriculum offers students considerable flexibility in creating a program of study that will best serve each student’s purposes and goals. Students can pursue multiple paths toward analyzing and critically assessing issues of leadership and policy at the federal, state, and local levels and learn to employ multiple approaches to inquiry and research. Students choose electives from a wide array of options in education public policy, nonprofit organizations, child and family services, and research.

The program of study consists of 36 credits of coursework and continuous field-based experience. It is designed to accommodate full-time or part-time study; coursework typically starts each September (but students can also start semester or summer session), and full-time students can complete the program in three 12-credit semesters, or two semesters and two summers. Each course examines multiple theoretical perspectives, themes of equity and social justice, a focus on the needs and experiences of low-income children and youth, and implications for leadership within and outside of educational settings. Twenty-four of the 36 credits represent required courses focusing on content requirements: Advocacy and Education EDLED-GE 2205, Internship in Educational Leadership, Politics, and Advocacy EDLED-GE 2360, Organizational Theory I AMLT-GE 2053, Education Policy Analysis EDLED-GE 2355, Participatory Action Research RESCH-GE 2143, Demographic Analysis and School/Community Planning EDLED-GE 2367, Leadership for Educational Change EDLED-GE 2305, and Data-Driven Decision-Making and Leadership EDLED-GE 2343.

All students participate in an internship in community-based advocacy organizations, schools, or research centers. Placements take into consideration each student’s interests. Additional field-based opportunities are also embedded in coursework throughout the program. The remaining 12 credits represent electives. Based on the recommendations of faculty advisers, students pursue each student’s interests. Additional field-based opportunities are also embedded in coursework throughout the program. The remaining 12 credits represent electives. Based on the recommendations of faculty advisers, students pursue additional study relevant to one of the three major foci of the program: policy analysis and evaluation, nonprofit management, or out-of-school youth organizations, or a self-designed concentration. This program is well-suited for individuals who have a sound background in education as well as for those who have little formal experience but want to study and work at the nexus of leadership, politics,
DOCTORAL PROGRAMS

On-Campus Doctor of Education (EdD), and Doctor of Philosophy

The Doctor of Education (EdD) degree program in educational leadership is designed for individuals who intend to pursue leadership positions in the practicing profession. The Doctor of Philosophy (PhD) program is designed for those who wish to pursue careers as professors or researchers. Coursework emphasizes critical analysis of contemporary problems of practice in collaborative study environments with professors, school administrators, and colleague doctoral students. The EdD and PhD programs require 42–60 credits of coursework beyond the master’s degree. The minimum of 42 credits applies to students who have earned two master’s degrees or a master’s degree and a certificate of advanced study; however, these are not required for admission. Credits applies to students who have earned two master’s degrees or a master’s degree and a certificate of advanced study; however, these are not required for admission.


Research in the PhD Program (21 credits): Dissertation Proposal Seminar EDLED-GE 3013, Research in Educational Leadership EDLED-GE 3001, and 15 credits of research electives in qualitative and quantitative studies.

Online EdD in Leadership and Innovation

The EdD in Leadership and Innovation is a rigorous 24-month online doctoral program, with two immersive residencies, that combines the discipline of a top-tier university with an innovative approach to education and leadership. This advanced degree, rooted in a rigorous academic experience and shared passion, is designed for cross-sector leaders who are motivated to create change in education and learning. It’s a cohort of leaders who understand that by working together, they can affect sustainable and scalable change in their organizations.

ADMISSION APPLICATION

Applicants must follow the schoolwide application requirements for NYU Steinhardt degree programs. All applicants must hold a master’s degree in education of a related field. GRE scores are required only for the PhD program. Applicants’ personal essay should specify professional experiences in schools and other organizations that work with children and youth, including volunteer work with nonprofit organizations, service learning projects, community organizing activities, or any other leadership activities in the community and/or other relevant or related experiences; address an interest in and potential for educational leadership in their statement of purpose; and provide two letters of recommendation written by people who have been responsible for evaluating academic or professional work, such as professors and workplace supervisors.

STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 197.
Programs in Educational Technology: Games for Learning; Digital Media Design for Learning; Educational Communication and Technology

DIRECTOR
Maike Bouwmeester
2 MetroTech Center
Brooklyn, NY
8th Floor, Room 866
TELEPHONE: 646-997-0734

DEGREES
Certificate, PhD
MS, MA, Advanced Certificate, PhD

FACULTY
Bergner, Bouwmeester, DesPortes, Hoadley, Matuk, Ochoa, Neuman, Plass, Wise

ADJUNCT FACULTY
Biles, Blinder, Britez, Harber, Maddox, Majzlin, McAlpin, Nagarian, Reardon, Tonks

The Program in Games for Learning (G4L) awards the Master of Science degree. The program focuses on design, evaluation, and application of digital games for learning outcomes and other non-entertainment purposes.

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

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

The Laboratory for Design of Learning, the Laboratory for Design of Learning, Collaboration & Experience. CREATE's goal is to advance the cognitive science and sociocultural foundations by conducting empirical research on the educational design and use of advanced digital media for learning, with projects in areas such as secondary chemistry education, medical education, and learning through videogames. The dolce lab houses primarily design-based research for human empowerment through learning, with a special focus on learning for sustainability and global development, equity, and non-cognitive learning goals. A variety of research projects are ongoing in both labs, providing a range of research opportunities for doctoral, master's, and advanced undergraduate students at NYU. Faculty from our programs also play a leadership role in the Games for Learning Institute (G4LI), a multi-institutional, cross-disciplinary initiative to study the design of effective games for learning.

The Learning Analytics Research Network (LEARN) combines advanced data science methods with the careful design and implementation of novel learning approaches in order to research how new advances in technology can promote equitable and effective education. The primary thrust of initial work focuses on developing analytics that support instructors and students at NYU to maximize the success of their teaching and learning activities. Through research-practice partnerships and capacity-building activities, LEARN works with students, instructors and designers to better understand how technology can support teaching and learning. The ultimate goal is for NYU to become a leader in research on technology-enhanced education, with a culture of cutting-edge pedagogical experimentation as a “living learning lab.”

DEGREE REQUIREMENTS
The master's and advanced certificate educational technology programs are primarily course-based, with a final capstone (thesis) requirement for master's degrees. Internships provide an important optional component of these degrees as well. The doctoral degree is based on both coursework and research milestones, with a continuous research apprenticeship model.

Master of Science
The G4L Master of Science is a 36-credit program. Six credits are in the learning foundations: Foundations of Cognitive Science EDCT-GE 2174 and Foundations of the Learning Sciences EDCT-GE 2175. Twelve credits are in the design foundations: Games and Play in Education EDCT-GE 2500; Designing Simulations and Games for Learning EDCT-GE 2505; Narrative, Digital Media, and Learning EDCT-GE 2510; and Research on Simulations and Games for Learning EDCT-GE 2520. Twelve electives are chosen from either design electives and professional applications or from games-related courses in other NYU graduate programs. The final 6 credits are the Master of Science capstone or thesis project, Research in Educational Communications and Technology EDCT-GE 2095.

Master of Arts
The DMDL Master of Arts is a 36-credit program. Six credits are in the learning foundations: Foundations of Cognitive Science EDCT-GE 2174 and Foundations of the Learning Sciences EDCT-GE 2175. Six credits are in the design foundations category: Design Process for Learning Experiences EDCT-GE 2158 and User Experience Design EDCT-GE 2158. Twelve credits are selected from the design elective category, games foundation category and/or the professional applications category; 6 credits of electives are chosen from other NYU graduate programs; and 6 credits are the Master of Arts capstone or thesis project, Research in Educational Communications and Technology, EDCT-GE 2095. Students who take three of the four foundations of games for learning courses may declare a formal concentration in games for learning to be noted on the transcript.

Advanced Certificate
The DMDL Advanced Certificate is a 30-credit program. Twelve credits are in the foundation courses: Design Process for Learning Experiences EDCT-GE 2158,
The DEPARTMENT OF ADMINISTRATION, LEADERSHIP, AND TECHNOLOGY provides programs in Technology, with the dissertation proposal seminar; 3311 and Foundations of the Learning Sciences. One course is required, in educational foundations; the ECT doctoral program requires a supplemental application requirement — a set of half-page essay responses to the following five questions: 1) What are your professional goals in the field of educational communication and technology? 2) What areas of knowledge and skills do you expect to develop while in the certificate program? 3) What professional work experiences in education and technology have you had, and how will this certificate program contribute to your professional development? 4) In your view, what are several of the strengths of media and technology when designed and used for educational purposes? 5) What technology skills do you have, e.g., skills in computer-based multimedia, website creation, or productivity tools; in videography or editing? Applicants may also submit samples of previous academic or professional work in the field and shortlisted applicants must attend an admissions interview.

**Doctoral Program**

In addition to the standard Steinhardt application form, the ECT doctoral program requires a supplemental application requirement — a set of half-page essay responses to the following five questions: 1) What are your professional goals? 2) What areas of knowledge and skills do you expect to develop while in the doctoral program, and how will these be useful to your professional plans and goals? 3) What academic, personal, or professional experiences have led to your interest in pursuing a doctorate in educational communication and technology? What considerations led to your decision? 4) Summarize the area of knowledge, set of issues or problems, and body of literature in the field of educational communication and technology or related fields with which you are most conversant. What experiences led to these interests? 5) In what content areas for which audiences do you have an interest in designing digital media programs for learning? What experiences led to these interests? 6) Describe your position on what is effective instruction, the relation of media and technology to instruction, and the theoretical or conceptual frame-works you find most powerful and useful to support your position. 7) Describe one or more significant academic or professional situation(s) in which you have encountered the problem of improving learning or instruction. How did you identify and analyze the problem, and how did you or would you have solved it? 8) What technology skills do you have, e.g., skills in digital media design, social network services, video game design, or productivity tools; in videography or editing? 9) What research skills and experiences do you have? Describe any previous research activities in which you participated, with a focus on the overall goal and your particular contributions toward achieving this goal. Applicants may also submit samples of previous academic or professional work in the field and shortlisted applicants must attend an admissions interview.

**SPECIAL OPPORTUNITIES**

Our programs offer an excellent array of educational media field internships in more than 100 institutions in the greater metropolitan area. Students assist faculty in research, design, and production projects in all media with which the program is concerned; these may be externally funded media projects, projects produced for departments within the University, or media programs developed for schools and other community organizations. In addition, students may participate in ongoing research projects. The program hosts guest speakers of faculty and other students. Prospective doctoral students are strongly encouraged to contact faculty members they are interested in working with in advance. Prospective master’s and advanced certificate students are strongly encouraged to attend program information sessions or webinars; one-on-one preadmissions meetings are not routinely scheduled for master’s-level applicants. All admitted full-time PhD students are awarded a full funding package and are assigned to a faculty mentor. There is no special application for this funding program. Part-time doctoral and all master’s or advanced certificate students should not expect to receive teaching or research assistantships; see the Steinhardt financial aid webpage for more information.

**STEINHARDT FELLOWSHIP PROGRAM AND RESEARCH ASSISTANTSHIPS**

See page 197.
Programs in Higher and Postsecondary Education

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

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

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

DEGREE REQUIREMENTS

Master of Arts
The MA Program in Higher Education and Student Affairs blends academic study with practice through intensive internships at NYU and throughout the New York City metropolitan area. Part-time students combine academic study with their practice in current higher education positions.

The MA program allows students to select a program of study from a wide range of interdisciplinary courses. The 36-credit program includes 21 required credits in higher education and 15 credits in electives, some of which may be taken outside the program. Students also have the option of selecting an unofficial area of study in order to design a course plan around one of the following areas: student affairs, administration and academic affairs, international education, and social justice.

Academic coursework is applied to practice through a two-year internship taken in the first years of study unless the individual is currently working in the field. During the final semester of study, students must complete a capstone project that integrates student experiences in the program into a portfolio that communicates their developing areas of interest. Full-time students generally complete the master's degree in two years or fewer.

Required Courses in Higher Education

Doctoral Programs
PhD Program in Higher and Postsecondary Education
The PhD curriculum embraces issues of access and equity, state and federal policy, student development, and institutional development and assessment. The strength of the PhD program stems from the range of interests and expertise of faculty in research, policy development, and institutional leadership. The curriculum includes an extensive and rigorous sequence of research courses that prepare students for the dissertation, which requires combined research in literature and empirical investigation. The curriculum offers significant flexibility to ensure that students can construct an individualized program to support their research interests. To be admitted to PhD candidacy, students prepare and defend a candidacy paper, an analytical synthesis of the research and related scholarly literature on a researchable problem of significant interest to higher and postsecondary education. PhD students submit a dissertation, an empirical study that contributes new knowledge to their fields of study.

To be considered for the PhD program, applicants plan to study either full-time or part-time. Applicants are evaluated based on a number of factors, including their prior academic history, GRE scores, statements of interest, academic and professional recommendations, writing sample, and an interview with program faculty.

The PhD requires approximately 60 credits beyond the master’s degree, including 18–24 credits of higher education specialization, and a dissertation. Full-time students generally complete a doctoral degree in three to five years. The time required for part-time students depends on the time they are able to devote to their studies.

Course plans are designed according to PhD Program Guidelines: Doctoral Seminar in Higher Education HPSE-GE 3009; Higher Education Specialization (18–24 credits), including required courses (6 credits): Doctoral Colloquium in Higher Education HPSE-GE 3001 and Theoretical Research Perspectives on College Students HPSE-GE 3120. Foundations of Education (6 credits by advisement). Research (18 credits of quantitative and qualitative research
courses by advisement. Cross-disciplinary preparation/cognate electives (6 credits by advisement).

The PhD Program in Higher and Postsecondary Education accepts applications every other year. Prospective applicants will need to apply in December 2019 for fall 2020 matriculation.

**EdD Program in Higher and Postsecondary Education**

The EdD program is a part-time cohort program that focuses on issues of how research can be used to inform professional practice and centers on an extensive program of coursework in higher and postsecondary education. It requires 51 credits beyond the MA degree. Required courses for EdD study: Doctoral Seminar HPSE-GE 3009, Doctoral Colloquium in Higher Education HPSE-GE 3001, Theoretical Research Perspectives on College Students HPSE-GE 3120, and two summer workshops (one each taken in consecutive summers). Electives can include the history of higher education, organizational theory, globalization, finance and governance, adult and workplace learning, and organizational studies.

The culminating experience is a portfolio that includes both a research report and another product that may take the form of a policy brief, article, book chapter, workshop design, professional presentation, or curriculum project.

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

**SUPPLEMENTAL APPLICATION REQUIREMENTS**

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

While candidates for part-time study in the master’s degree program in higher education and student affairs may apply for fall or spring admission, candidates for full-time study may apply only for the fall semester. The deadline for applying to the master’s degree program in higher education and student affairs for the fall semester is January 6. This deadline is mandatory due to the extensive time requirements needed in the internship interview process. After preliminary admission, selected students who seek internships visit campus in order to meet with prospective internship supervisors. Applicants for full-time study must have an internship in order to qualify for admission.

Doctoral applicants should arrange for an interview with a program faculty member to determine the congruence of their professional aspirations and the program’s purposes and directions.

**SPECIAL OPPORTUNITIES**

The Department of Administration, Leadership, and Technology also conducts programs in other countries such as Ghana, Abu-Dhabi, and India in conjunction with the University of Pretoria in South Africa, and offers an intensive 6-credit summer study-abroad program that focuses on education reforms that have been implemented following major social reforms in South Africa. The course is relevant for people with broad interests in education reform issues including educational administrators, teachers, researchers, policy analysis, and anyone interested in learning about other cultures and other educational systems.
Courses

NOTES TO COURSES
*Registration closed to students in specific circumstances.

DEPARTMENTAL COURSES/AMLT-GE

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

Organizational Theory I
AMLT-GE 2053 30 hours: 3 credits.

Organizational Theory II
AMLT-GE 2054 30 hours: 3 credits.

International Perspectives on Educational Reforms
AMLT-GE 2072 30 hours: 3 credits.

Educational Reform and Leadership
AMLT-GE 3301 30 hours: 3 credits.

Dissertation Proposal Seminar
AMLT-GE 3400 45 hours: 3 credits.

EDUCATIONAL LEADERSHIP/EDLED-GE

Professional Seminar in Educational Leadership
EDLED-GE 2005 30 hours: 3 credits.

Fundraising for Education Equity and Social Justice
EDLED-GE 2010 30 hours: 3 credits.

School Finance, Budget Management, and Facilities
EDLED-GE 2012 30 hours: 3 credits.

Supporting Teachers and Teaching
EDLED-GE 2085 30 hours: 3 credits.

Internship: Educational Leadership, Politics, and Advocacy
EDLED-GE 2160 3 credits.

Advocacy and Education
EDLED-GE 2205 30 hours: 3 credits.

Youth Organizations and Prevention/Intervention Strategies
EDLED-GE 2206 30 hours: 3 credits.

Transforming Urban High Schools
EDLED-GE 2240 30 hours: 3 credits.

Independent Study
EDLED-GE 2300* 45 hours per credit: 1-3 credits; hours to be arranged.

Leadership for Educational Change
EDLED-GE 2305 30 hours: 3 credits.

Politics of Education
EDLED-GE 2341 30 hours: 3 credits.

The Politics of Multicultural School Communities
EDLED-GE 2342 30 hours: 3 credits.

Data-Driven Decision Making and Leadership
EDLED-GE 2343 30 hours: 3 credits.

Educational Policy Analysis
EDLED-GE 2355 30 hours: 3 credits.

Demographic Analysis/School Planning
EDLED-GE 2367 30 hours: 3 credits.

Research Methods in Educational Administration
EDLED-GE 3001 30 hours: 3 credits.

Introduction to Doctoral Studies
EDLED-GE 3006 20 hours: 2 credits.

Dissertation Proposal Seminar in Administration I
EDLED-GE 3013 30 hours: 3 credits.

How Do We Learn and Why Does It Matter?
EDLED-GE 3016 30 hours: 3 credits.

Leadership I
EDLED-GE 3032 30 hours: 3 credits.

Leadership II
EDLED-GE 3033 30 hours: 3 credits.

Partnerships for Leveraging Impact
EDLED-GE 3096 30 hours: 3 credits.

Capstone I
EDLED-GE 3195 20 hours: 2 credits.

Capstone II
EDLED-GE 3196 20 hours: 2 credits.

Capstone III
EDLED-GE 3197 45 hours: 4 credits.

Management and Ethics of Data
EDLED-GE 3208 30 hours: 3 credits.

Organizational Change and Innovation
EDLED-GE 3216 30 hours: 3 credits.

Quantitative Methods in Educational Leadership
EDLED-GE 3219 20 hours: 2 credits.

Management of Resources
EDLED-GE 3321 30 hours: 3 credits.

Educational Policy Analysis
EDLED-GE 3355 30 hours: 3 credits.

Demographic Analysis School/Community Planning
EDLED-GE 2367 30 hours: 3 credits.

Research Methods in Education Leadership and Policy Studies
EDLED-GE 3001 30 hours: 3 credits.

Educational Policy Analysis
EDLED-GE 3005 30 hours: 3 credits.

Professional Seminar in Educational Leadership Studies I and II
EDLED-GE 3097*, 3098* 30 hours: 3 credits.

EDUCATIONAL COMMUNICATION AND TECHNOLOGY/EDCT-GE

FOUNDATIONS OF DIGITAL MEDIA DESIGN FOR LEARNING (MA)

User Experience Design
EDCT-GE 2015 30 hours: 3 credits.

Design Process for Learning Experiences
EDCT-GE 2158 30 hours: 3 credits.
Foundations of Cognitive Science  
EDCT-GE 2174 30 hours: 3 credits.

Foundations of the Learning Science  
EDCT-GE 2175 30 hours: 3 credits.

FOUNDATIONS OF GAMES FOR LEARNING (MS)  

Foundations of Cognitive Science  
EDCT-GE 2174 30 hours: 3 credits.

Foundations of the Learning Science  
EDCT-GE 2175 30 hours: 3 credits.

Games and Play in Education  
EDCT-GE 2500 30 hours: 3 credits.

Designing Simulations/ Games for Learning  
EDCT-GE 2505 30 hours: 3 credits.

Narrative, Digital Media, and Learning  
EDCT-GE 2510 30 hours: 3 credits.

Research on Simulations and Games for Learning  
EDCT-GE 2520 30 hours: 3 credits.

MEDIA DESIGN ELECTIVES  

Social Media in Learning Environments (SMILES)  
EDCT-GE 2040 30 hours: 3 credits.

Future of Learning  
EDCT-GE 2159 30 hours: 3 credits.

Introduction to Video Editing  
EDCT-GE 2180 10 hours: 1 credit.

Introduction to Graphic Design  
EDCT-GE 2181 10 hours: 1 credit.

Introduction to Interactive Coding  
EDCT-GE 2182 10 hours: 1 credit.

Media for Museums and Public Spaces  
EDCT-GE 2200 30 hours: 3 credits.

Education Design for the World Wide Web  
EDCT-GE 2251 30 hours: 3 credits.

Learning Analytics and Data Science in Education  
EDCT-GE 2252 30–40 hours: 2–4 credits.

Developing Mobile Apps for iOS  
EDCT-GE 2310 30 hours: 3 credits.

Designing On-Line Learning in Higher Education  
EDCT-GE 2350 30 hours: 3 credits.

PROFESSIONAL APPLICATIONS ELECTIVES  

Integrating Media and Technology in the K-12 Curriculum  
EDCT-GE 2018 10 hours: 1 credit.

EdTech Entrepreneurship  
EDCT-GE 2116 30 hours: 3 credits. Includes fieldwork and seminar on campus. Permission of the instructor is required.

Media Practicum: Field Internships  
EDCT-GE 2197 180 hours: 3 credits. Includes fieldwork and seminar on campus. May be taken a maximum of two times.

Professional Applications of Educational Media and Technology  
EDCT-GE 2211 30 hours: 3 credits.

MASTER OF ARTS/MASTER OF SCIENCE CAPSTONE (THESIS) PROJECT  

Research in Educational Communications and Technology  
EDCT-GE 2095 3 credits. Restricted to DMDL and G4L majors. Permission of the program coordinator is required.

RESEARCH AND DOCTORAL SEMINARS  

Advanced Seminar in Research and Practice in Educational Technology  
EDCT-GE 2076 30 hours: 3 credits. Prerequisite: EDCT-GE 3311.

Content Seminar in Research in Instructional Technology  
EDCT-GE 3311 30 hours: 3 credits.

INDEPENDENT STUDY  

Independent Study  
EDCT-GE 2300 45 hours per credit: 1–6 credits; hours to be arranged. See page 193.

HIGHER AND POSTSECONDARY EDUCATION/HPSE-GE  

Undergraduate Advising  
HPSE-GE 2005 10 hours: 1 credit.

Budgeting in Higher Education  
HPSE-GE 2007 10 hours: 1 credit.

Informal Learning in Organizations  
HPSE-GE 2010 30 hours: 3 credits.

How Colleges Work  
HPSE-GE 2011 30 hours: 3 credits.

Social Justice on The College Campus  
HPSE-GE 2016 30 hours: 3 credits.

Inequality in the Pathway to American Higher Education  
HPSE-GE 2017 30 hours: 3 credits.

Colloquium in Workplace Education  
HPSE-GE 2020 30 hours: 3 credits.

Internationalism and Study Abroad  
HPSE-GE 2045 30 hours: 3 credits.

Curriculum Development  
HPSE-GE 2046 30 hours: 3 credits.

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

High School to College Transition  
HPSE-GE 2061 30 hours: 3 credits.

Campus Community and Student Subcultures  
HPSE-GE 2067 30 hours: 3 credits.

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

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

Enrollment Management/Retention Programs in Higher Education  
HPSE-GE 2070 30 hours: 3 credits.

Designing and Managing Organizational Learning Programs  
HPSE-GE 2081 30 hours: 3 credits.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Experiential Learning Practices in Higher Education</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Building and Maintaining Institutional Quality</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Research Approaches and Techniques</td>
<td>30</td>
<td>3</td>
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<tr>
<td>Foundations of Higher Education</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Professional Seminar in Higher Education</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Leadership in Higher Education</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Internship in College Teaching</td>
<td>30–60</td>
<td>3–6</td>
</tr>
<tr>
<td>Higher Education and the Law</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Higher Education Studies, Administrative Work and Field Experiences</td>
<td>135</td>
<td>3</td>
</tr>
<tr>
<td>Theories of Learning in Colleges and the Workplace</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Higher Education and the Engaged Imagination: Representations of College and Universities</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Higher Education and Contemporary Society</td>
<td>30</td>
<td>3</td>
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<tr>
<td>The Politics of Higher Education</td>
<td>30</td>
<td>3</td>
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<tr>
<td>Higher Education Finance and Public Policy</td>
<td>30</td>
<td>3</td>
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<tr>
<td>Professional Competencies in Student Affairs</td>
<td>10</td>
<td>1</td>
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<tr>
<td>Internship in Higher Education</td>
<td>135</td>
<td>3</td>
</tr>
<tr>
<td>Diversity in Higher Education</td>
<td>30</td>
<td>3</td>
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<tr>
<td>Independent Study</td>
<td>45</td>
<td>1–3</td>
</tr>
<tr>
<td>Higher Education and Student Affairs Capstone Workshop</td>
<td>15</td>
<td>not for credit</td>
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<td>Doctoral Colloquium in Higher Education</td>
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<td>Doctoral Seminar in Higher Education</td>
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<tr>
<td>Foundational Readings in Higher Education</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Globalization and Higher Education Reforms</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Economics and Finance of Higher Education</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Theoretical Research Perspectives on College Students</td>
<td>30</td>
<td>3</td>
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<tr>
<td>Field-Based Projects on South Africa's Reforms</td>
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<td>Global Perspectives in Higher Education (Ghana/India)</td>
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**STUDY-ABROAD COURSES**

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<tr>
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**Courses, continued**
The Department of Applied Psychology includes both theoretical and applied courses in the fields of psychology and counseling, as well as courses in research methods and measurement. At the doctoral level, students study 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; lesbian, gay, bisexual, and transgender health, education, and social services; counseling psychology; developmental psychology; and 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 PhD degree in Counseling Psychology is fully accredited by the American Psychological Association.

The MA 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 MA program in School Counseling leads to New York State Certification.
Faculty

J. Lawrence Aber, Willner Family Professor in Psychology and Public Policy at the Steinhardt School of Culture, Education, and Human Development; University Professor, New York University. BA 1973, Harvard University; PhD 1982, Yale University.

Alisha Ali, Associate Professor of Applied Psychology. BSc 1992, MSc 1996, PhD 1998, University of Toronto.

LaRue Allen, Raymond and Rosalee Weiss Professor of Applied Psychology; Department Chair. BA 1972, Radcliffe College; MS 1977, PhD 1980, Yale University.

Joshua Aronson, Associate Professor of Applied Psychology. BA 1986, University of California (Santa Cruz); PhD 1992, Princeton University.

Jennifer Astuto, Clinical Assistant Professor of Applied Psychology. BA 1994, MA 1998, New York University; PhD 2006, City University of New York.

Rezarta Bilali, Assistant Professor of Applied Psychology. BA 2001, Bogazici University; MA 2004, Sabanci University; PhD 2009, University of Massachusetts at Amherst.


Mary M. Brabeck, Professor of Applied Psychology; Dean Emerita. BA 1967, Minnesota; MS 1970, St. Cloud; PhD 1980, University of Minnesota.

Natalie Brito, Assistant Professor of Applied Psychology. BA 2005, University of Virginia; PhD 2013, Georgetown University.

Elise Cappella, Associate Professor of Applied Psychology. BA 1993, Yale University; MA 2000, PhD 2004, University of California (Berkeley).

Anil Chacko, Associate Professor of Counseling Psychology. BA 1997, Stony Brook University, State University of New York; MA 2003, PhD 2006, University at Buffalo, State University of New York.

Kesia Constantine, Associate Director of Clinical Training; Clinical Associate Professor of Applied Psychology. BA 1996, Swarthmore College; EdM 1997, Harvard; PhD 2006, New York University.

Carol Gilligan, University Professor of Applied Psychology and the Humanities. BA 1958, Swarthmore College; MA 1961, Radcliffe College; PhD 1964, Harvard University.

Erin Brooke Godfrey, Assistant Professor of Applied Psychology. BA 1997, Oberlin College; PhD 2010, New York.


Arnold H. Grossman, Professor of Applied Psychology. BS 1963, City College (CUNY); MSW 1965, PhD 1970, New York University; LMSW, ACSW.

Diane Hughes, Professor of Applied Psychology. BA 1979, Williams College; MS 1983, PhD 1988, University of Michigan.


Robert Landy, Professor of Educational Theatre and Applied Psychology. BA 1966, Lafayette; MS 1970, Hofstra University; PhD 1975, University of California (Santa Barbara).

Sandee McClowry, Professor of Applied Psychology and Teaching and Learning. BS 1980, MS 1981, Northern Illinois University; PhD 1988, University of California (San Francisco); 1999 postdoctoral fellow, Yale University.

Gigliana Melzi, Associate Professor of Applied Psychology. BA 1989, Clark University; MA 1992, PhD 1998, Boston University.


Sumie Okazaki, Professor of Applied Psychology. BS 1988, University of Michigan; MA 1990, PhD 1994, University of California (Los Angeles).

C. Cybele Raver, Professor of Applied Psychology. BA 1986, Harvard University; PhD 1994, Yale University.

Mary Sue Richardson, Professor of Applied Psychology. BA 1967, Marquette University; PhD 1972, Columbia University.

Edward Seidman, Professor of Applied Psychology. BS 1963, Pennsylvania State MA 1965, Temple University; PhD 1969, University of Kentucky.

Selçuk R. Sirin, Professor of Applied Psychology. BS 1991, Middle East Technical (Ankara, Turkey); MS 1998, State University of New York (Albany); PhD 2003, Boston College.

Lisa Suzuki, Associate Professor of Applied Psychology. BA 1983, Whitman College; MED 1985, University of Hawaii (Manoa); PhD 1992, University of Nebraska (Lincoln).

Catherine Tamis-LeMonda, Professor of Applied Psychology. BA 1983, PhD 1987, New York University.

William Tsai, Assistant Professor of Applied Psychology. BA 2010 University of Michigan; MA 2011, University of California Los Angeles.
The Department of Applied Psychology

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 Global Affairs, www.steinhardt.nyu.edu/global/.

The Center for Research on Culture, Development, and Education (CRCDE) advances research on the learning and development of infants, children, and adolescents from culturally diverse backgrounds. Its work focuses on the intersection between culture and cognitive, social, and emotional domains. CRCDE is a research and training site for faculty, staff, students, and postdoctoral fellows, as well as a venue for hosting colloquia and workshops on culture and development. Its aim is to examine the development and learning of children from diverse cultural communities in the contexts of home and school.

The Center’s activities are organized around two large, complementary sets of projects: studies on early childhood from infancy through age 6 years and studies on middle childhood and adolescence from middle school through high school. Grants from the National Science Foundation, WT Grant Foundation, Administration for Children and Families, National Institute of Child Health and Human Development, the Robin Hood Foundation, and others have supported numerous studies and projects on such topics as:

- The language experiences and development of infants and toddlers from diverse cultural and linguistic backgrounds, including dual-language learners
- Infant, pre-schoolers, and adolescents’ cognitive and social-emotional development
- Children and adolescents’ academic performance, family relations, peer relations, and concepts of self and ethnic and gender identities
- The influences of micro-level (parents, family, peers, schools) and macro-level (social and economic policies, stereotypes) contexts on the development of children and adolescents.

Research teams conduct their studies and outreach efforts in partnerships with hospitals, school systems, and community agencies throughout New York City and New York State. The Center is seeking grants to advance research in such areas as infants’ and toddlers’ learning through play, the early development of math cognition, the language experiences and development of dual-language learners, adolescents’ ethnic and gender identity, mothers’ socialization of gender and race, and the influences of gender and racial socialization on social, emotional, and cognitive development. Research findings lay the groundwork for promoting children’s school readiness, successful academic engagement and performance, and positive social and emotional development. Findings are shared with parents, children, educators, practitioners and other key stakeholders in local communities, nationally, and internationally with global partners.

The Child and Family Policy Center

The Child and Family Policy Center is to bring state-of-the-field knowledge about how to promote healthy childhood development and school success to the forefront of policymaking and program implementation. The center conducts applied research that can inform efforts to develop effective programs and policies for young children and families. Through conferences, technical assistance activities, partnership projects, and publications, the center also communicates important knowledge about children and families to policy-makers, leaders in the nonprofit sector, practitioners, the media, and other stakeholders.

The Child and Family Policy Center is uniquely positioned to stimulate and support new initiatives that will benefit children in New York City and New York State. The center’s director, Department Chair 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.

GLOBAL TIES FOR CHILDREN
With funding from NYU Abu Dhabi and NYU New York, University Professors Larry Aber and Hiro Yoshikawa have recently established a new international research center, Global TIES for Children: Transforming Intervention Effectiveness and Scale. This center aims to generate high-quality research in order to contribute to the design, implementation, evaluation, and scale-up of effective programs and policies to promote children’s holistic development in low-income and conflict-affected countries around the world. To do so, an interdisciplinary team of scientists from across the Global Network University will leverage the interdisciplinary sciences of social settings and human development to generate evidence as to how programs and policies to promote children’s development work, for whom, and in what contexts. Specifically, TIES for Children proposes to work with internationally recognized strategic partner organizations to:

- Generate actionable evidence by using state-of-the-art advanced research methodologies to conduct and evaluate powerful settings-based strategies to promote child and youth development, particularly in the Middle East/ North Africa and sub-Saharan Africa
- Communicate actionable evidence by engaging diverse stakeholders across sectors and regions and disseminating a rigorous evidence base upon which to base program and policy decisions for children and youth in low- and middle-income and conflict-affected countries
- Build institutional and organizational capacity for a robust global science through the provision of communication, professional development, and training activities

THE INFANT STUDIES OF LANGUAGE AND NEUROCOGNITIVE DEVELOPMENT (ISLAND) LAB, directed by Dr. Natalie Brito, examines the role of early life experiences and children’s language, memory, and brain development (with a focus on the first three years of life). We are particularly interested in the ways in which the home environment and parent-child interactions impact early-development with the goal of understanding how to create better learning environments for families and their young children. Our lab uses behavioral assessments, eye-tracking and measures of brain activity to investigate these questions. Our current studies explore how individual differences within the home-language environment, stress, and the microbiome-influence brain-behavior associations.

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 United States, 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 (IHSDC) 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. IHSDC 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 IHSDC 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 more than $40 million in active federally and privately funded research and training grants, IHSDC 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; and Professor Larry Wu, Department of Sociology, FAS, who also serves as the Deputy Director of the Institute.
Counseling and Guidance: School Counseling or Bilingual School Counseling

Counseling for Mental Health and Wellness

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 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.

- **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.

### 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 requires knowledge of social work practice and substance abuse treatment programs. New York State licensure requirements allow 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**


In addition to the basic curriculum, students in the school counseling program complete a year-long, 6-credit (600 hours) internship (APSY-GE 2667 and 2668) in a school that is selected by the student in consultation with the Director of Internships. Students can elect to take the on-campus option or the online option.

- 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.

**Master of Arts in Counseling for Mental Health and Wellness**

Students in Counseling for Mental Health and Wellness must complete 60 credits of coursework. All students are required to take 39 credits 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: Lab I APSY-GE 2658, Practicum in Counseling for Mental Health and Wellness APSY-GE 2661, Bilingual Exceptional Child and APSY-GE 2527 Bilingual Multicultural Education: Theory/Practice.

In addition to the basic curriculum, students in the Counseling for Mental Health and Wellness program complete a year-long, 6-credit (600 hours) internship (APSY-GE 2667 and 2668) in a school that is selected by the student in consultation with the Director of Internships. Students can elect to take the on-campus option or the online option.
Counseling and Guidance and Counseling for Mental Health and Wellness, continued

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 year-long (600 hours) supervised internship. The internship experience is chosen by the student in consultation with the director of internships. Students have the option of completing this degree on campus or online.

Coursework for this sequence includes Internship in Counseling for Mental Health and Wellness I APSY-GE 2655 (3 credits) and Internship in Counseling for Mental Health and Wellness II APSY-GE 2656 (3 credits).

Students must also take 15 credits in applied content areas.

Students can elect to take the on campus option or the online option.

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.

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 MA 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 (CCE), an affiliate of the National Board for Certified Counselors (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.

ACREDITATION

The MA in School Counseling and the MA in Mental Health and Wellness Programs are accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) for the period of January 2015 through January 2025.
The PhD 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 credits beyond the bachelor's degree are required. Additionally as part of undergraduate or other graduate work, 18 credits in psychology are prerequisites to the PhD 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, clinical assessment, statistics and research design, and practica in individual counseling and counselor training and supervision. Students also must take a counseling psychology specialty elective (3 credits); and statistics and research design electives (9 credits).

Students also must complete departmental and state licensure course requirements covering measurement, history and systems, cognitive and affective bases of behavior, personality, developmental psychology, social psychology, and the biological basis of behavior (21 credits). In addition to course requirements, students must pass a comprehensive examination to be admitted to candidacy, complete a full-year full-time 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 bachelor's degree (36 credits for students admitted with a master's degree).


ADMISSION REQUIREMENTS
Applicants to the Program in Counseling Psychology must follow both the Steinhardt School’s and the program’s admission procedures and deadlines. All 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 199. ▶
Human Development and Social Intervention

PROGRAM DIRECTOR
Jennifer Astuto

Kimball Hall
TELEPHONE: 212-998-5555

DEGREE
MA, Dual MA/Advanced Certificate

FACULTY
Aber, Allen, Astuto, Blair, Cappella, Ganimian, Hughes, Melzi, Morris, Seidman, Sirin, Tamis-LeMonda, Yoshikawa

Note: This program expects to admit its next class for Fall 2021.

The MA in Human Development and Social Intervention (HDSI) 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 the following:

- Theories of human development
- Theories and techniques of preventive and promotive interventions
- Theories and concepts of the influence of culture and context in various settings
- Conceptualization and analysis of individual and social change
- Research methodology including program management and evaluation
- 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.

Dual degree option in LGBT Health, Education, and Social Services
See page 140.

CAREER OPPORTUNITIES
The program prepares students to pursue careers as research project directors, research coordinators, grant writers, research scientists, and program evaluators in university-based research centers, nonprofit 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 | APSTA-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 credits for completion. The curriculum includes the following:

Required Core Courses (15 credits):
- Grant Writing and Grant Management for the Social Sciences APSY-GE 2077: Development and Prevention Science APSY-GE 2094; Culture, Context, and Psychology APSY-GE 2105; Survey of Developmental Psychology APSY-GE 2271; Risk and Resilience APSY-GE 2279; HDSI Integrative Seminar APSY-GE 2235 (0 units);

Required Courses in Statistics and Research Methods (15 credits):

Electives (12 credits): Under advisement, students choose four courses for specialization in one of three areas of study: developmental psychology, health, or methodology.

Research Requirement: For the research requirement, students participate on a research team for 10–12 hours a week each semester. During the summer between the first and second year; if full-time, or during the final semester if studying part-time, students complete an externship for a minimum of 120 hours 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: All students complete a thesis or capstone project as their culminating experience. The capstone project allows students to apply the knowledge and research skills acquired in the HDSI program to resolve an agency problem or to develop a new agency initiative. Students must declare their selection of the thesis or capstone project each spring to participate in the spring semester of their first year. Students enroll in APSY-GE 2335 HDSI Integrative Seminar for 0 credits during the spring semester of their second or final year. This course follows a workshop format and is designed to support students at an advanced stage of their thesis or capstone project. Although they do not register for this course until the second/ final year, students are expected to have made significant progress with their thesis or capstone project prior to taking this course.

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 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.
Lesbian, Gay, Bisexual, and Transgender Health, Education, and Social Services

The LGBT Health, Education, and Social Services advanced certificate program is for individuals who want to work with lesbian, gay, bisexual, and transgender individuals and/or to work on LGBT issues in educational, health, research, counseling, and community-based settings. Through required and elective coursework students will gain greater knowledge about this specific population and develop skills to provide more effective services to LGBT people and organizations serving this population.

This 12-credit advanced certificate is designed for professionals who already hold a master’s degree in:
- social work
- counseling
- psychology
- public health
- public policy and management
- health policy and management
- teacher education
- educational leadership or a related field of study

The time to completion of the degree program will vary based on the students’ status (full-time versus part-time) and the number of credits registered for each semester. Students have up to 6 years to complete the degree program.

This is an ideal additional credential for anyone who is providing direct services to or would like to work with a variety of individuals, including LGBT individuals, to conduct research on LGBT issues, to engage in policy analysis and reform, or to more effectively manage or direct organizations and agencies that serve the LGBT community.

The Advanced Certificate is a joint initiative of three NYU schools that have long studied and served LGBT populations and individuals:
- NYU Steinhardt School of Culture, Education, and Human Development Department of Applied Psychology
- Silver School of Social Work
- Robert F. Wagner Graduate School of Public Service

Advanced Certificate in LGBT Health, Education, and Social Services
Total Credits Required: 12

Required Core Courses (6 credits)
- LGBT Health Issues (3 credits)
  GPH-GU 2357
- Counseling Gay, Lesbian, Bisexual, and Transgender Youth (3 credits) or Counseling Gay, Lesbian, Bisexual, and Transgender Adults and Older Adults (3 credits)

Electives (6 credits)
Students may take two courses to be selected from the following:
- Contemporary Gay, Lesbian, Bisexual and Transgender Issues (3 credits) or HIV/AIDS Public Health Promotion (3 credits)
- Developing Targeted Community Level HIV/AIDS Prevention Interventions: Domestic & Global Perspectives (3 credits)

Students may take the course they did not take to satisfy the core above

Electives (3 credits)
- Contemporary Gay, Lesbian, Bisexual and Transgender Issues (3 credits) or HIV/AIDS Public Health Promotion (3 credits)

Dual Degree Program with Human Development and Social Intervention

Note: This dual degree program expects to admit its next class for Fall 2021.

Students who pursue the Advanced Certificate in LGBT Health, Education, and Social Sciences may count 6 credits from the curriculum towards the elective component of their HDSI curriculum.

The total amount of credits required for the HDSI MA degree with the certificate is 48. New applicants to the HDSI program will be able to designate their interest in enrolling in the certificate program when they apply to the MA program.

Matriculated HDSI students are eligible to apply to the advanced certificate as internal transfers (spring deadline: November 1; fall deadline: March 1).

To apply as an internal transfer, a student must have a cumulative GPA of at least 3.0 in HDSI coursework and submit a statement of interest no longer than 1,200 words.

Applications shall be reviewed by program faculty. Decisions shall be made no later than December 15th and April 15th in order to allow students ample time to plan for and register for courses. After each admissions cycle, the names of those admitted to the certificate will be communicated to the appropriate staff at NYU Steinhardt.
Dual Degree Program with Counseling for Mental Health and Wellness

Students who pursue the Advanced Certificate in LGBT Health, Education, and Social Sciences may count 6 credits from the curriculum towards the elective component of their Counseling with Mental Health and Wellness (CMHW) curriculum. The total amount of credits required for the CMHW MA degree with the certificate is 66 credits.

Admissions Information and Requirements:
New applicants to the CMHW program will be able to designate their interest in enrolling in the certificate program when they apply to the MA program.

Matriculated CMHW students are eligible to apply to the advanced certificate as internal transfers (spring deadline: November 1; fall deadline: March 1). To apply as an internal transfer, a student must have a cumulative GPA of at least 3.0 in MPH coursework and submit a statement of interest no longer than 1200 words.

Decisions shall be made no later than December 15th and April 15th in order to allow students ample time to plan for and register for courses. After each admissions cycle, the names of those admitted to the certificate will be communicated to the appropriate staff at NYU Steinhardt.

Dual Degree Program with School Counseling

Students who pursue the Advanced Certificate in LGBT Health, Education, and Social Sciences may count 6 credits from the curriculum towards the elective component of their School Counseling curriculum. The total amount of credits required for the School Counseling MA degree with the certificate is 54 credits; 60 credits for students who pursue the bilingual school counseling concentration.

Admissions Information and Requirements:
New applicants to the School Counseling program will be able to designate their interest in enrolling in the certificate program when they apply to the MA program.

Matriculated School Counseling students are eligible to apply to the advanced certificate as internal transfers (spring deadline: November 1; fall deadline: March 1). To apply as an internal transfer, a student must have a cumulative GPA of at least 3.0 in Counseling and Guidance: School Counseling coursework and submit a statement of interest no longer than 1,200 words.

Decisions shall be made no later than December 15 and April 15 in order to allow students ample time to plan for and register for courses. After each admissions cycle, the names of those admitted to the certificate will be communicated to the appropriate staff at NYU Steinhardt.
Developmental Psychology

DIRECTOR
Catherine Tamis-LeMonda
Kimball Hall
TELEPHONE: 212-998-5555

DEGREES
PhD

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

AFFILIATED FACULTY
Aber, Allen

The mission of the PhD Program in Developmental Psychology
Developmental Psychology is to provide students with a strong foundation in developmental theories and cutting edge research tools and methods for studying development in context.

The Developmental Psychology program emphasizes intersections among biology, culture and context in developmental processes across areas of social, cognitive, language and emotional development. Students apply a variety of methods (e.g., experimental, quasi-experimental, survey, observational, semi-structured interviews) to the study of individual and environmental influences on the development of infants, preschoolers, children, and adolescents at multiple, nested levels.

Students are required to take classes in developmental content areas and analytic methods and research, and advanced seminars on theories of change and theories of culture. Students engage in community and/or laboratory-based research for the entire length of their studies under the supervision of primary and secondary faculty mentors. Our research is conducted in laboratories at New York University and the homes, daycares, schools, hospitals, neighborhoods, and community settings of the multi-ethnic and richly diverse city of New York. Additionally, international research is a cornerstone of the program, with faculty and students engaged in studying developmental processes and contextual influences across countries such as China, India, South Africa, Korea and Peru. We work closely with our affiliated global faculty at NYU Shanghai and NYU Abu Dhabi campuses.

Through their coursework and research experiences, students in the PhD Program in Developmental Psychology gain expertise in the following:

- A strong foundation in the core areas of developmental psychology with a focus on how research methods and theories can be applied to current issues in human development
- The ability to think critically and creatively about how basic research can advance knowledge of human development
- The ability to use mixed methods, including longitudinal, survey research, experimental, quasi-experimental, observational, ethnographic, narrative, and case study methods
- The skills to identify the influences of family members, peers, schools, neighborhoods and communities on the development of individuals, as well as how individuals shape their own experiences
- An understanding of how aspects of ethnicity, race, sexuality, social class, and gender influence human development within and across national boundaries
- The ability to generate and disseminate scientific knowledge to scholarly and community audiences and to be a productive member of a community of scholars
- The development of professional values, knowledge and commitment to professional and research ethics, and habits of mind of a developmental psychology scholar
- The intersections of biology, culture, context, and human development in individual, family, school and community influences on development
- Cognitive, language, emotional and social development in infants, young children, and adolescents, including research on at-risk and international populations
- The cascading influences of developmental skills across domains and time
- Children’s learning, academic achievement, and attitudes toward school
- Identity development among children and adolescents from diverse cultural communities

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 72 credits. 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 187.

STEINHARDT FELLOWS
PROGRAM AND RESEARCH ASSISTANTSHIPS
See page 197. ▶
Psychology and Social Intervention

**DIRECTOR**
Edward Seidman
Kimball Hall
TELEPHONE: 212-998-5555

**DEGREE**
PhD

**FACULTY**
Aber, Allen, Bilali, Cappella, Ganimian, Godfrey, Hughes, Morris, Seidman, Yoshikawa

The mission of the Doctoral Training Program in Psychology and Social Intervention at the Steinhardt School of Culture, Education, and Human Development (Department of Applied Psychology) at New York University is to train action scientists prepared to work in a variety of settings in order to understand, transform and improve the contexts and systems in which humans develop across the life span. The program places a strong emphasis on 1) understanding and assessing social settings, systems, and policies; 2) creating/improving, implementing and evaluating prevention and intervention programs; and 3) understanding various forms of diversity and structural inequality among individuals, institutions, communities, and societies. Ours is a research-intensive program with a strong quantitative training component.

Program faculty studies a wide range of ecologies (e.g., families, schools, neighborhoods, policy contexts, programs) and preventive and policy interventions (e.g., psychological, social, educational and health programs), locally, nationally, and internationally.

Our faculty also conducts research on how cultural factors and identities influence and interact with experiences of these ecologies and interventions. Our New York City location provides an ideal urban setting for studying many kinds of communities, combined with gateways to the world at large.

Students work collaboratively with faculty mentors on a range of activities in these research areas, including study design, data collection and analysis, manuscript preparations, conference presentations, policy briefs, and evaluation activities. Program faculty collaborate closely with one another, as well as with other social, behavioral, health and policy scientists at NYU, other universities, and service, community, and policy organizations.

Program faculty also direct or co-direct affiliated institutes and centers at NYU, including the Institute for Human Development and Social Change; Global TIES for Children; the Center for Health, Identity, Behavior, and Prevention Studies; the Child and Family Policy Center; and the Center for Research on Culture, Development, and Education.
The courses listed herein are to be offered in 2019–2021.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Psychology</td>
<td>APSY-GE 2003 30 hours: 3 credits.</td>
<td></td>
<td>Prerequisite: a course in general or educational psychology.</td>
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<tr>
<td>Experimental Psychology</td>
<td>APSY-GE 2005 45 hours: 3 credits.</td>
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<td>Prerequisite: one year of statistics or measurement, or permission of instructor.</td>
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<tr>
<td>Sexual Decision Making and Risk Taking in Adolescence</td>
<td>APSY-GE 2008 30 hours: 3 credits.</td>
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<tr>
<td>Psychology of Women</td>
<td>APSY-GE 2014 30 hours: 3 credits.</td>
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<td>Prerequisites: a course in general psychology or equivalent.</td>
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<tr>
<td>Cognitive Behavior Therapy: Theory and Applications</td>
<td>APSY-GE 2025 30 hours: 3 credits.</td>
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<tr>
<td>Abnormal Psychology</td>
<td>APSY-GE 2038 30 hours: 3 credits.</td>
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<td>Prerequisite: APSY-GE 2039 or equivalent.</td>
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<tr>
<td>Theories of Personality</td>
<td>APSY-GE 2039 30 hours: 3 credits.</td>
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<td>Prerequisite: a graduate course in general, developmental, or educational psychology.</td>
</tr>
<tr>
<td>Women and Mental Health</td>
<td>APSY-GE 2041 30 hours: 3 credits.</td>
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<td>Prerequisite: a course in general psychology or equivalent.</td>
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<tr>
<td>Child Language Development</td>
<td>APSY-GE 2055 45 hours: 3 credits.</td>
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<td>Prerequisite: a course in developmental psychology or linguistic.</td>
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<tr>
<td>Legal Psychology</td>
<td>APSY-GE 2056 30 hours: 3 credits.</td>
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<tr>
<td>Issues in Counseling People with Disabilities</td>
<td>APSY-GE 2068 30 hours: 3 credits.</td>
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<tr>
<td>Research and Evaluation in the Behavioral Sciences</td>
<td>APSY-GE 2070 45 hours: 3 credits.</td>
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<tr>
<td>Research Design and Methodology in the Behavioral Sciences</td>
<td>APSY-GE 2073 45 hours: 3 credits.</td>
<td></td>
<td>Required of doctoral students in the Department of Applied Psychology. Open by permission of instructor.</td>
</tr>
<tr>
<td>Grant Writing and Grant Management for the Social Sciences</td>
<td>APSY-GE 2077 30 hours: 3 credits.</td>
<td></td>
<td>Prerequisites: APSY-GE 2271 and APSY-GE 2105.</td>
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<tr>
<td>Development and Prevention Science</td>
<td>APSY-GE 2094 30 hours: 3 credits.</td>
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<tr>
<td>Social Development of Children and Adolescents</td>
<td>APSY-GE 2097 30 hours: 3 credits.</td>
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<tr>
<td>Culture, Context, and Psychology</td>
<td>APSY-GE 2105 30 hours: 3 credits.</td>
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<tr>
<td>Psychological Research in Infancy</td>
<td>APSY-GE 2115 30 hours: 3 credits.</td>
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<td>Prerequisite: a course in developmental or educational psychology.</td>
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<tr>
<td>Human Growth and Development</td>
<td>APSY-GE 2138 30 hours: 3 credits.</td>
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<tr>
<td>Evaluation Methodology in the Behavioral Sciences</td>
<td>APSY-GE 2173 45 hours: 3 credits.</td>
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<tr>
<td>Child and Adolescent Psychopathology</td>
<td>APSY-GE 2181 30 hours: 3 credits.</td>
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<td>Cognitive Development</td>
<td>APSY-GE 2198 30 hours: 3 credits.</td>
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<tr>
<td>Conflict Analysis and Resolution</td>
<td>APSY-GE 2205 30 hours: 3 credits.</td>
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<tr>
<td>Cross-Cultural Research Methods</td>
<td>APSY-GE 2222 30 hours: 3 credits.</td>
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<tr>
<td>Emotional Development: A Cognitive Perspective</td>
<td>APSY-GE 2261 30 hours: 3 credits.</td>
<td></td>
<td>Prerequisite: Introductory graduate-level course in statistics and developmental psychology.</td>
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<tr>
<td>Early Childhood: The Development of Self-Regulation</td>
<td>APSY-GE 2265 30 hours: 3 credits.</td>
<td></td>
<td>Prerequisite: Introductory graduate-level course in statistics and developmental psychology.</td>
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<tr>
<td>Intervention/Prevention in Early Childhood Contexts</td>
<td>APSY-GE 2270 30 hours: 3 credits.</td>
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<td>Prerequisite: Introductory graduate-level course in developmental psychology or permission of instructor.</td>
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<tr>
<td>Survey of Developmental Psychology: Advanced</td>
<td>APSY-GE 2272 30 hours: 3 credits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adolescent Development: Theory and Research</td>
<td>APSY-GE 2279 30 hours: 3 credits.</td>
<td></td>
<td>Prerequisites: a course in developmental psychology and a course in sociology, social psychology, or the study of cultures.</td>
</tr>
<tr>
<td>Risk and Resilience</td>
<td>APSY-GE 2273 30 hours: 3 credits.</td>
<td></td>
<td>Prerequisite: a graduate-level course in developmental psychology or work experience in the area of developmental psychology.</td>
</tr>
<tr>
<td>Independent Study</td>
<td>APSY-GE 2300 45 hours per: 1-6 credits.</td>
<td></td>
<td>Hours to be arranged.</td>
</tr>
<tr>
<td>HDSI: Integrative Seminar</td>
<td>APSY-GE 2335 30 hours: 3 credits.</td>
<td></td>
<td>Open only to master’s candidates in applied psychology.</td>
</tr>
<tr>
<td>Academic Achievement Gaps: Socio-psychological Dynamics</td>
<td>APSY-GE 2345 45 hours: 3 credits.</td>
<td></td>
<td>Prerequisite: a course in educational or developmental psychology, or permission of instructor.</td>
</tr>
<tr>
<td>Externship in Human Development and Social Intervention</td>
<td>APSY-GE 2354: 0 credits.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTES TO COURSES**
- Registration closed to special students.
- Pass/fail basis.
- 30 hours: 3 credits
- Prerequisite: a course in psychology or educational psychology.
### Courses, continued

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSY-GE 2500</td>
<td>Foundations of Counseling for Mental Health and Wellness</td>
<td>3</td>
<td>Prerequisite: a course in general psychology or equivalent.</td>
</tr>
<tr>
<td>APSY-GE 2661</td>
<td>Foundations of School Counseling</td>
<td>3</td>
<td>Prerequisite: a course in general psychology or equivalent.</td>
</tr>
<tr>
<td>APSY-GE 2662</td>
<td>Program Development and Evaluation in Counseling</td>
<td>3</td>
<td>Hours arranged.</td>
</tr>
<tr>
<td>APSY-GE 2663</td>
<td>Internship in School Counseling I and II</td>
<td>3</td>
<td>Prerequisite: graduate course in developmental psychology or equivalent.</td>
</tr>
<tr>
<td>APSY-GE 2668</td>
<td>Interpretation and Use of Tests in Counseling Adults</td>
<td>3</td>
<td>Prerequisite: APSY-GE.2657 or equivalent.</td>
</tr>
<tr>
<td>APSY-GE 2672</td>
<td>Brief Psychodynamic Therapy</td>
<td>3</td>
<td>Prerequisite: APSY-GE.2657 or equivalent.</td>
</tr>
<tr>
<td>APSY-GE 2673</td>
<td>Assessment of Children and Adolescents</td>
<td>3</td>
<td>Prerequisite: APSY-GE.2657 or equivalent.</td>
</tr>
<tr>
<td>APSY-GE 2682</td>
<td>Cross-Cultural Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>APSY-GE 2683</td>
<td>Grief and Bereavement Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>APSY-GE 2684</td>
<td>Marriage, Couple, and Family Counseling</td>
<td>3</td>
<td>Prerequisite: APSY-GE.2657 or equivalent.</td>
</tr>
<tr>
<td>APSY-GE 2685</td>
<td>Professional Orientation and Ethics for School Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>APSY-GE 2686</td>
<td>Professional Orientation and Ethics in Counseling for Mental Health and Wellness</td>
<td>3</td>
<td>Prerequisite: APSY-GE.2657 or equivalent.</td>
</tr>
<tr>
<td>APSY-GE 2691</td>
<td>Substance-related &amp; Addictive Disorders</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>APSY-GE 2826</td>
<td>Intervention and Social Change</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>APSY-GE 2827</td>
<td>Practicum in Intervention Research or Policy Research I and II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>APSY-GE 2830</td>
<td>Advanced Seminar in Psychology and Social Intervention</td>
<td>3</td>
<td>Only open to doctoral students in psychology and social intervention, or permission of instructor.</td>
</tr>
<tr>
<td>APSY-GE 2831</td>
<td>Families and Schools</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>APSY-GE 2832</td>
<td>Child Development and Social Policy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>APSY-GE 2835</td>
<td>Research: Using Mixed Methods</td>
<td>3</td>
<td>Only open to master’s students in human development and social intervention.</td>
</tr>
<tr>
<td>APSY-GE 2838</td>
<td>Project Research Seminar I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>APSY-GE 2839</td>
<td>Project Research Seminar II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>APSY-GE 2840</td>
<td>Play and Drama Therapy with Children and Adolescents</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>APSY-GE 2870</td>
<td>Positive Psychological Development: Innovations in Theory, Research, and Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>APSY-GE 2895</td>
<td>Counseling Lesbian, Gay, Bisexual, and Transgender Youth</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>APSY-GE 2896</td>
<td>Counseling Lesbian, Gay, Bisexual, and Transgender and Older Adults</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>APSY-GE 3009</td>
<td>Departmental Seminar: Theories of Change in Applied Psychology</td>
<td>3</td>
<td>Only open to doctoral candidates in applied psychology.</td>
</tr>
</tbody>
</table>

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**NOTES TO COURSES**

- Registration closed to special students.
- Pass/fail basis.
- 30 hours: 3 credits
- Prerequisite: a course in psychology or educational psychology

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**DEPARTMENT OF APPLIED PSYCHOLOGY**

Running Field Experiments in Education

* Registration closed.

Practicum in Intervention Research or Policy Research I and II

Program Development and Evaluation in Counseling

Internship in School Counseling I and II

Interpretation and Use of Tests in Counseling Adults

Assessment of Children and Adolescents

Cross-Cultural Counseling

Grief and Bereavement Counseling

Marriage, Couple, and Family Counseling

Professional Orientation and Ethics for School Counseling

Professional Orientation and Ethics in Counseling for Mental Health and Wellness

Individual Counseling: Theory and Process

Individual Counseling: Practice I

Psychological Measurement

Social Psychology, Intervention, and Social Change

Career Counseling

Practicum in School Counseling

Child Development and Social Policy

Research: Using Mixed Methods

Project Research Seminar I

Project Research Seminar II

Project Research Seminar: PSI

Play and Drama Therapy with Children and Adolescents

Positive Psychological Development: Innovations in Theory, Research, and Practice

Counseling Lesbian, Gay, Bisexual, and Transgender Youth

Counseling Lesbian, Gay, Bisexual, and Transgender and Older Adults

Departmental Seminar: Theories of Change in Applied Psychology

Open to doctoral candidates in applied psychology.
Internship in Counseling Psychology
APSY-GE 3016 Prerequisites: Doctoral candidacy and approved doctoral dissertation proposal.

Practicum in Clinical Intake Diagnosis
APSY-GE 3031* 20 hours: 2 credits. Open to doctoral students in counseling psychology.

Research Practicum in Developmental Psychology
APSY-GE 3020 30 hours: 1-3 credits.

Seminar: Current Issues in Developmental Psychology
APSY-GE 3021* 30 hours: 3 credits. Prerequisite: open only to doctoral students in developmental psychology; other doctoral students by permission of instructor.

The Developmental Psychology Seminar: Current Topics in Developmental Science
APSY-GE 3023 30 hours: 3 credits.

Historical Perspectives of Psychological Theory
APSY-GE 3103 30 hours: 3 credits.

Supervised Advanced Counseling Practicum: Individual and Group I, II
APSY-GE 3607, 3608*† 2 credits 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:

Practicum in Counselor Training
APSY-GE 3629*† 45 hours: 3 credits. Prerequisite: permission of instructor.

Seminar in Counseling Theory and Research
APSY-GE 3633* 30 hours: 3 credits. Open to advanced doctoral students in counseling psychology.

Clinical Assessment in Counseling Psychology I and II
APSY-GE 3665, 3666* 45 hours: 3 credits 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: 0-1 credits each term.

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

30 hours: 3 credits
Prerequisite: a course in psychology or educational psychology
DEPARTMENT OF APPLIED STATISTICS, SOCIAL SCIENCE, AND HUMANITIES

DEPARTMENT CHAIR: JAMES W. FRASER
KIMBALL HALL | 246 GREENE STREET, 3RD FLOOR | NEW YORK, NY 10003-6677
TELEPHONE: 212-998-9457 | FAX: 212-995-4832
WEBSITE: steinhardt.nyu.edu/humsossci

The Department of Applied Statistics, Social Science, and Humanities is primarily devoted to the discipline-based study of education and other institutions, processes, and policies.

The bulk of the faculty — including economists, historians, philosophers, political scientists, and sociologists — investigate urgent social trends and questions in the United States and throughout the world. The department’s dual academic purpose is to provide disciplinary and research coursework for students in other parts of the school while also preparing students within the department for positions leading to research and teaching in colleges and universities, in government, and in other service organizations, both nationally and internationally.

The following identifies the department’s programs, grouped according to three broad areas.

- **Interdisciplinary Studies** — The department’s specialized interdisciplinary programs — education and social policy, international education, and education and Jewish studies — prepare majors to assume professional positions both nationally and internationally as well as provide courses for nonmajors with specialized interests.

- **Social-Cultural Disciplinary Studies of Education** — Programs in two disciplines, the sociology of education and the history of education, offer cognate and foundational course work for students across the school as well as prepare educational researchers within each program.

- **Interdepartmental Research Studies and Applied Statistics** — The department program offers a wide array of qualitative and quantitative research courses for graduate students in all programs across the school and also offers a masters in applied statistics for social science research.
Mike Amezcua, Assistant Professor. BA 2004, University of California, Los Angeles; MA 2005, PhD 2011 Yale University.

René V. Arcilla, Professor. BA 1977, PhD 1990, Yale University.

Yoav Bergner, Assistant Professor. BA, PhD 2003, Massachusetts Institute of Technology.

Dana Burde, Associate Professor. BA 1988, Oberlin College; EdM 1993, Harvard University; PhD 2001, Columbia University.

Hua-Yu Sebastian Cherng, Assistant Professor. BA 2005, Massachusetts Institute of Technology; MA 2011, PhD 2014, University of Pennsylvania.

Joseph Robinson Cimpian, Associate Professor. BS 2000, Cornell University; MA 2005, MA 2009, PhD 2009, Stanford University.


Sean Drake, Provost’s Postdoctoral Fellow. BA 2000, Cornell University; MA 2009, PhD 2009, Stanford University.

James W. Fraser, Professor (joint appointment with the Department of Teaching and Learning) and Department Chair. BA 1966, University of California, Santa Barbara; MDiv 1970, Union Theological Seminary; PhD 1975, Columbia University.

Daphna Harel, Assistant Professor. BSc 2010, PhD 2014, McGill University.


Bethamie Horowitz, Research Assistant Professor. AB 1977, Harvard College; PhD 1987, Graduate Center of the City University of New York.

Elizabeth King, Associate Professor. BA 2001, University of Western Ontario; MA 2002, PhD 2008, University of Toronto.

R. L’Heureux Lewis-McCoy, Associate Professor. BA 2000, Morehouse College; MA 2003, PhD 2008, University of Michigan, Ann Arbor.

Ying Lu, Assistant Professor. BS 1994, PhD in Public Policy and Demography 2005, Princeton University; PhD in Statistics 2009, University of North Carolina at Chapel Hill.

Todor Mijanovich, Research Associate Professor. BA 1977, Reed College; PhD 2008, New York University.

Elizabeth M. Norman, Professor. BS 1973, Rutgers University; MA 1977, PhD 1986, New York University.

Marc Scott, Professor. BA 1986, Cornell; MA 1993, Hunter College; PhD 1998, New York University.

Carol Anne M. Spreen, Associate Professor. BA 1989, American University; MEd 1992, University of Illinois; MPhil 1998, PhD 2001, Teachers College, Columbia University.


Lisa M. Stulberg, Associate Professor. BA 1992, Harvard University; MSocSci 1994, University of Birmingham (UK); MA 1996, PhD 2001, University of California, Berkeley.

Anne Washington, Assistant Professor. BA 1987, Brown University; MLIS 2001, Rutgers University; PhD 2011 George Washington University.

Sharon Weinberg, Professor. BA 1968, PhD 1971, Cornell University.

Meryle Weinstein, Research Assistant Professor. BA 1983, State University of New York at Binghamton; MA 1992, San Francisco State University; MPhil 2004, PhD 2008, Robert F. Wagner Graduate School of Public Service, New York University.

Kathleen M. Ziolkowksi, Research Associate Professor. BA 1996, MPA 1998, Indiana University-Bloomington; PhD 2005, University of Chicago.

Number of Adjunct Faculty: 36

Affiliated Faculty

Robert Chazan, Professor, Skirball Department of Hebrew and Judaic Studies, Faculty of Arts and Science.

Faculty Emeriti

Floyd Hammack, Sociology of Education
Donald Johnson, Global Education
Berene Fisher, Philosophy of Education
Joy Gould Boyum, Arts and Humanities
Gabriel Moran, Religious Education
Jonathan Zimmerman, History of Education
Applied Statistics for Social Science Research (A3SR)

CODIRECTORS
Jennifer Hill
Kimball Hall, 2nd Floor
TELEPHONE: 212-992-7677

Marc Scott
Kimball Hall, 2nd Floor
TELEPHONE: 212-992-9407

DEGREES
MS

FACULTY
Harel, Hill, Lu, Mijanovich, Scott, Shroff, Washington, Weinberg

AFFILIATED FACULTY
Berger, Benners, Cimpián, Simonoff (FAS/Soc.), Wu

The Master of Science in Applied Statistics for Social Science Research (A3SR) provides students with rigorous training in applied statistics research techniques and strategies that can be applied to contemporary social, behavioral, and health science research. This MS program is a good choice for students who want to gain greater knowledge of statistics and its application to everyday problems and policies, and to sharpen their data-analysis and problem-solving skills.

The A3SR curriculum provides students with a firm foundation in statistical modeling tools and theoretical perspectives common within the social, behavioral, and health sciences, while allowing the opportunity to pursue their own interests and develop specialized skills. It prepares students to become applied statisticians and data scientists in the public or private sector, as well as for further academic study in fields that rely on quantitative research. The concentrations and electives can be tailored to students' substantive and methodological interests. A3SR faculty have particular strengths in causal inference, demography, missing data, model selection, multivariate analysis, multi-level modeling, networks, and surveys and sampling. They also have expertise on methods at the intersection between machine learning and statistics. Students are encouraged to work closely with faculty on research that ranges from applied statistical analysis to the development of customized statistical models.

The program is an initiative of the Center for Practice and Research at the Intersection of Information, Society, and Methodology (PRIISM) and is an integral part of the larger university-wide initiative in data science, in which several master's degrees are offered. See datascience.nyu.edu/academics/ for some discussion of each program's focus.

DEGREE REQUIREMENTS
This variable-credit program (34–44 credits) offers an accelerated option for students entering with prior statistical training. The program consists of theoretical foundations, statistical inference and generalized linear models, causal inference, survey research methods, multilevel modeling, applied statistics electives, and unrestricted electives. A statistical consulting research seminar and internship provide practical learning experiences.


Students learn theoretical and practical issues in survey methodology are covered in Survey Research I APSTA-GE 2139 or Experimental and Quasi-Experimental Design APSTA-GE 2134. All students must complete the statistical consulting research seminar and internship, APSTA-GE 2401 and APSTA-GE 2310.

All students must select one of three concentrations: General Applied Statistics, Computational Methods, or Data Science for Social Impact. The concentrations allow students to tailor their studies and focus more specifically on training and preparation for their career or future research. Data Science for Social Impact prepares students to build research-practice partnerships, become knowledgeable of ethical concerns surrounding data, and communicate effectively research findings and their implications. Computational Methods provides more rigorous training in methodological theory and development, and is particularly appropriate for students who wish to progress to PhD programs. General Applied Statistics offers maximal flexibility, allowing students to customize their programs of study by selecting from a broad set of statistics and related courses. Two applied statistics electives must be taken, selected from among the topics offered in the program or from a curated, approved list. Finally, a small number of unrestricted electives may be taken from departments across the entire university.

ADMISSION REQUIREMENTS
- Two letters of recommendation
- Prior math (see NOTES)
- GRE test scores
- Personal Statement that describes all prior coursework (and any practical experience) in math, programming, statistics, and data analysis.

NOTES
Admission to the program requires a strong undergraduate academic record and demonstration of math proficiency through linear algebra and calculus. Previous experience with statistics or programming, or work experience using these skills is considered during the admissions process. The personal statement should describe all prior coursework (and any practical experience) in math, programming, statistics, and data analysis. GRE scores will be used to assess both mathematical reasoning and written communication skills.
Education and Jewish Studies

Applications are suspended for Fall 2019. Please check the program website steinhardt.nyu.edu/ash/jewish/doctoral for information on Fall 2020 admissions at a later date.

DIRECTOR
Robert Chazan

53 Washington Square South, 2nd Floor
TELEPHONE: 212-998-8976

DEGREES
PhD

FACULTY
Chazan, Horowitz

EDUCATION AND JEWISH STUDIES
This program prepares teachers, practitioners, researchers, and aspiring administrators for leadership positions in a wide range of Jewish educational settings, such as schools, informal education programs, community organizations, and other nonprofit organizations. Faculty in the Steinhardt School of Culture, Education, and Human Development and the Skirball Department of Hebrew and Judaic Studies in the Graduate School of Arts and Science provide rich resources and course offerings. Students benefit from close and personalized mentoring, as do expert practitioners in the field of Jewish education working in the New York City area.

CAREER OPPORTUNITIES
The graduate program prepares students for leadership in Jewish educational settings. Job prospects include administrator or teacher at a Jewish day or supplementary school; official at a bureau of Jewish education or a national or local Jewish educational organization; professor of Jewish education at a seminary, college of Jewish studies, or university; researcher in Jewish education at a foundation or communal service organization; director of a Jewish adult education program; administrator of a Hillel or other organization that reaches out to college students; museum educator; curriculum developer; designer of instructional materials; and/or author of textbooks for Jewish educational settings; staff developer; and educational consultant.

DEGREE REQUIREMENTS

Doctor of Philosophy
The PhD program is conceptualized in terms of three sets of academic experiences: 1) courses at the Steinhardt School of Culture, Education, and Human Development (42 credits), which include a combination of foundational courses, research courses, specialization courses, and cognate courses appropriate to the student’s particular career interests and needs (see Career Opportunities, above); 2) courses in the Skirball Department of Hebrew and Judaic Studies (24 credits), including core courses in Judaic studies and specialization electives covering a wide range of Jewish history and tradition; and 3) the education and Jewish studies component of the program (12 credits), which involves a two-year doctoral seminar focused on issues in Jewish education: EJST-GE 2010, 2011, 2012, and 2013. Students entering with a bachelor’s degree must complete the entire 78 credits of coursework. Graduate study in education, Judaic studies, Jewish education, or allied subjects, completed at an accredited institution, may be presented for consideration of exemption from certain coursework. This may reduce the total number of credits required for the degree, as follows: Students entering with an MA in education may be exempted from up to two courses in education, reducing the total degree to 72 credits. Students entering with an MA in Jewish studies may be exempted from up to 21 credits of Judaic studies coursework, reducing the total degree to 57 credits. Students entering with an MA in Jewish education may be exempted from up to two courses in education and four courses in Judaic studies, reducing the total degree to 60 credits. Students entering with an MA in a field other than education, Jewish studies, or Jewish education may be exempted from up to two courses of equivalent and relevant coursework, reducing the total degree to 72 credits.

ADMISSION REQUIREMENTS

PhD applicants should exhibit outstanding personal qualities and excellent academic training. A minimum of two years’ employment experience in education, Jewish education, or Jewish communal service is required. Students specializing in administration or teaching must have a minimum of two years of full-time classroom teaching experience in addition to or as part of this employment experience. An MA degree in either education or Jewish studies is useful, but not required.

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

FINANCIAL AID

Steinhardt provides a variety of ways to help master’s students finance their graduate education, including scholarships, fellowships, work-study, and loans.

All applicants for full-time doctoral study are considered for the Steinhardt Fellowship. This fellowship provides up to four years of full-time tuition support and a living stipend. All fellowships support the preparation of the next generation of leaders and scholars in education and Jewish studies.
The MA Program in Education and Social Policy aims to prepare students to use theories and concepts from the fields of economics and sociology in conjunction with quantitative statistical skills to analyze and evaluate the effectiveness of education programs and policies. Students obtain specific knowledge of education issues, guided by advisement, including pre-K/childhood education, K-12 education, or higher/comparative education. The degree is distinguished from other master’s degrees in education policy by its strong emphasis on using quantitative methods to ascertain causal effects of programs and policies. Building on a first course in statistics, students progress through more rigorous analytical courses, including regression and econometrics, to a final directed team research project in which they produce a professional study of an educational intervention or policy. Students gain experience in working with large, longitudinal education databases; with using economic and sociological principles to analyze K-16 education; and with principles of policymaking in the public and nonprofit sectors, which draw on the expertise of faculty in NYU’s Robert F. Wagner Graduate School of Public Service. The program places strong emphasis on understanding the context, purpose, unintended effects, and, finally, the actual impact of alternative education policies and programs. Students, through close advisement, use elective choices to gain knowledge of policy issues.

ADMISSION REQUIREMENTS
Admission to the program requires a strong undergraduate academic record and demonstration of math proficiency through Algebra II. Math Proficiency may be demonstrated through GRE or GMAT scores as thorough recent college-level math coursework with grades B+ or better. GRE or GMAT scores are not required but may be submitted to demonstrate math proficiency. Two letters of recommendation and a personal statement describing why the applicant wants to be an education policy analyst are also required.

Research Opportunities and Fellowships
All incoming students receive consideration for the Education and Social Policy Fellows program, which offers five promising students a $5,000 stipend to participate in faculty-led research teams at the Institute for Education and Social Policy.

An alternate Capstone-Practicum experience is offered in conjunction with the Center for Public Research and Leadership (CPRL), which brings together upper-level graduate students in education, policy, business, and law from NYU, Columbia, Dartmouth, Harvard, Michigan, Stanford, and other universities. Education and social policy students may apply for this interdisciplinary fellowship in the fall of their second year. James Liebman, Columbia law professor and former senior official at the New York City Department of Education, leads the course and conducts its intensive academic seminar in the institutional and programmatic design. Experienced education researchers, former K-12 educators and leaders, or consultants help guide the projects. Special scholarships available. For more information and how to apply, visit steinhardt.nyu.edu/ash/policy.

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

Graduates are prepared to work in a wide variety of organizations that have a role in policymaking and implementation in the education area, including local, state, and federal education departments, foundations, think tanks, and consulting, grant-giving, and public relations departments in selected private organizations. The culminating experience is an applied research project.

DEGREE REQUIREMENTS
The 38-credit curriculum includes foundation courses, research methods courses, specialized issues courses by advisement, and a capstone-practicum course. Core courses include An Introduction to Sociology of Education SOED-GE 2002, Microeconomics for Public Management Planning and Policy Analysis CORE-GP 1018, Education and Social Policy, EDPLY-GE 2030, and Economics of Education EDPLY-GE 2025. Research methods courses include Statistics for Behavioral and Social Sciences I APSTA-GE 2001, Regression and Introduction to Econometrics PADM-GP 2902, Approaches to Qualitative Inquiry RESCH-GE 2140 or Survey Research Methods APSTA-GE 2139, and Applied Statistics: Using Large Databases in Education APSTA-GE 2110. Specialized issues consist of Elementary and Secondary Education Issues; Higher Education Issues; Early Childhood and Preschool Issues; Special Education Issues; Race, Class, and Education Issues; and International Education Issues. Issues courses, of which students must complete 9 credits, include such courses as History of Higher Education HSED-GE 2067, Social Inequity and Education SOED-GE 2371, and Transforming Urban High Schools EDLED-GE 2240.

All students must complete Capstone: Applied Research in Education Policy EDPLY-GE 2050.
History of Education

DIRECTOR
James Fraser
Kimball Hall, 3rd Floor
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FAX: 212-995-4832

DEGREES
MA, PhD

FACULTY
Amezcuca, Cohen, Fraser

AFFILIATED FACULTY
Norman, Stimpson, Stulberg, Turk

EMERITUS FACULTY
Zimmerman

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

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

DEGREE REQUIREMENTS

Master of Arts

Doctor of Philosophy
The PhD program requires 76 credits beyond the baccalaureate for completion. Students may complete the program in three years of full-time study. In addition to 18 credits in history of education courses, students take 16 credits in history courses from the Graduate School of Arts and Science, 12 credits in philosophy of education, 6 credits in cognate studies, 6 credits in foundations courses, and 6 credits in research courses, as well as 12 credits in content and dissertation proposal seminars, including Department Seminar I HMSS-GE 3011

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

See general admission section, page 189.
International Education

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

CAREER OPPORTUNITIES
The program develops educational experts who can design, implement, manage, and evaluate international education programs in schools, colleges, foundations, multinational corporations, and public and private educational and cultural agencies. As part of the MA and PhD programs, students participate in a job-related internship that provides professional work experience and reinforces academic skills. Internships may be arranged in the United States or abroad through such organizations as the United Nations, the Institute for International Education, Metro International, the US Department of State, the Hudson Institute, and the Asia Society.

DEGREE REQUIREMENTS

Master of Arts

Advanced Certificate
The International Education Program offers a one-year advanced certificate for teachers and practitioners in the field of international education who already have the MA degree. The advanced certificate is designed for experienced teachers in schools and educational agencies committed to global education, as well as for mid-career consultants and international education specialists in corporate, public, and nonprofit sectors, including field coordinators, planners, evaluators, administrators, and program managers. The advanced certificate requires a minimum of 30 credits. Required courses include: Foundations of International Education INTE-GE 2803, Socio-Anthropological Approaches to International Education INTE-GE 2023, and Political Issues in International Education INTE-GE 2025.

Doctor of Philosophy
The PhD degree requires the completion of a minimum of 54 credits and a dissertation: departmental doctoral seminar (3 credits: Department Seminar I ASH-GE 3098), core courses in international education (12 credits: Foundations of International Education INTE-GE 2803, Socio-Anthropological Approaches to International Education INTE-GE 2023, Political Issues in International Education INTE-GE 2025), specialization in international education (8-12 credits), area studies (8-12 credits), research courses (12 credits), international education doctoral seminars (12 credits: Content Seminar in International Education I INTE-GE 3097 or 3098, Research in International Education I INTE-GE 3801 or 3802), readings and dissertation proposal seminars (0-12 credits: Doctoral Seminar I and II ASH-GE 3002 and 3003).

ADMISSION REQUIREMENTS
No specific undergraduate major is required to gain admission to the MA program, but an applicant should have some course work in the social sciences and be able to demonstrate aptitude for analytical work on a range of issues in education.
Applicants to the PhD program should have an MA degree in an area of the humanities, social sciences, or education related to international education, and they must take the Graduate Record Examination.

STEINHARDT FELLOWS

PROGRAM AND RESEARCH ASSISTANTSHIPS
See page 197. ▶

SPECIAL OPPORTUNITIES
The International Education Program supports a number of research and training projects through the Multinational Institute of American Studies, a center for public diplomacy that offers noncredit programs in American culture, politics, and society to foreign scholars, diplomats, and journalists. A student-led organization, the International Education Student Board sponsors lectures and meetings on topics of current interest. The program also cosponsors several summer study-abroad programs in cooperation with other programs across the University.
Taught by faculty from across the school, Interdepartmental Research Studies (IDRS) offers a wide array of courses that provide training in research methodology.

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

For doctoral students interested in doing qualitative dissertations involving interviews or fieldwork, ethnography, or observations, IDRS suggests that students begin by taking Principles of Empirical Research RESCH-GE 2132, then Approaches to Qualitative Inquiry RESCH-GE 2140. Students should then pursue one or more of the more specialized qualitative research courses that are described below.


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


For updates to the applied statistics offerings, visit the website of the Center for the Promotion of Research Involving Innovative Statistical Methodology (PRIISM) at steinhardt.nyu.edu/priism.
Sociology of Education

Founded in the 1920s, the Program in Sociology of Education at New York University is one of the nation’s oldest professional programs applying sociology to the study of education. It remains focused on helping educators and others to better understand the social aspects of educational problems.

The program provides students with a solid foundation in sociology as it applies to education and related fields and enhances their ability to address the challenges that education faces. Course opportunities draw on the resources of the Steinhardt School of Culture, Education, and Human Development as well as the Department of Sociology in the Graduate School of Arts and Science and the Robert F. Wagner Graduate School of Public Service. Students interested in the development and analysis of educational policy and its effects will find this program particularly useful.

CAREER OPPORTUNITIES
Graduates of the master’s program are well-equipped to pursue careers in research and evaluation, education policy, government agencies, and youth and community service organizations. Many are also well-equipped to pursue and succeed in doctoral-level work in the sociology of education or a related field.

Graduates of the doctoral program are prepared to work in schools and colleges of education or for universities with specializations in the area of sociology as it applies to education. They might also conduct basic and applied research in various public and private institutions in order to advance both the practice of education and the study of sociology.

DEGREE REQUIREMENTS

Master of Arts
This 36-credit program consists of core courses, research methods courses, specialized courses according to the strand the student selects, and a thesis seminar. Core courses include Sociology of Education SOED-GE 2002, Principles of Empirical Research RESCH-GE 2132, Classical Social Theory SOED-GE 3030 or Education and Social Policy EDPLY-GE 2030, and Learning of Culture SOED-GE 2325. Methods courses include Statistics for Behavioral and Social Sciences I APSTA-GE 2001 and a second course of their choosing, usually Approaches to Qualitative Inquiry RESCH-GE 2140 or Statistics for Behavioral and Social Sciences II APSTA-GE 2002.

Students select elective courses to create an area of specialization. Students may select from the following suggested areas, or build their own in consultation with their academic adviser: Education and Social Inequality, Education and Social Organization, Education and Social Change, Qualitative Research Methods, Statistics and Quantitative Methods, Policy Analysis, and Program Evaluation.

Students have considerable flexibility in designing and carrying out their own research; all students complete a semester-long, fully supervised research thesis that provides an invaluable experience of working closely with a faculty mentor and of developing research skills essential to both professional practice and advanced scholarship. Thesis Seminar I SOED-GE 2510 is required.

The program offers a global sequence for those who want to experience study abroad in their graduate studies.

Doctor of Philosophy
The PhD program trains students to analyze educational problems and issues using the theoretical tools and research methods of sociology. Students are expected to become thoroughly familiar with the primary sociological perspectives and question theories, and then they are required to develop substantial awareness of the problems investigated by sociologists and the major empirical findings in these problem areas. Candidacy, dissertation proposal, and dissertation are required. The Sociology of Education PhD program is 48 credits for students who matriculate with an MA and 65 credits for students who matriculate with a BA only. Required courses include: The Learning of Culture SOED-GE 2325, Classical Social Theory SOED-GE 3030, Sociology of Education SOED-GE 2002, Principles of Empirical Research RESCH-GE 2132, and Department Research Seminar ASH-GE 3011.

ADMISSION REQUIREMENTS
Admission to the Master of Arts program requires two letters of recommendation and a writing sample. Applicants to the doctoral program must submit two academic letters of recommendation, along with evidence of potential, including other graduate course work and prior written or published papers. A personal or telephone interview is also recommended.

STEHARDT FELLOWS
PROGRAM AND RESEARCH ASSISTANTSHIPS
See page 197.

See general admission section, page 187.

54 DEPARTMENT OF APPLIED STATISTICS, SOCIAL SCIENCE, AND HUMANITIES THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT BULLETIN 2019-2021
Courses

The courses listed herein are to be offered in 2019–2021.

NOTES TO COURSES

†Pass/fail basis.

APPLIED STATISTICS/APSTA-GE

Note: Most classes in MS in Applied Statistics for Social Science Research, listed in the next section can be taken by qualified masters and doctoral students in other quantitative programs.

Statistics for Behavioral and Social Science I and II
APSTA-GE 2001, 2002 45 hours: 3 credits; fall. APSTA-GE 2002 20 hours: 3 credits; spring. APSTA-GE 2001 is prerequisite to GE 2002.

Intermediate Quantitative Methods: The General Linear Model
APSTA-GE 2003 45 hours: 3 credits; fall. Prerequisites: APSTA-GE 2001, 2002 or equivalent.

Topics in Multivariate Analysis
APSTA-GE 2004 30 hours: 2 credits; spring. Usually runs for half-term, sharing a time slot with a complementary APSTA-GE “Advanced Topics.”

Supervised and Unsupervised Machine Learning
APSTA-GE 2110 20 hours: 2 credits; fall. APSTA-GE 2110 15 hours per credit: 1–3 credits. APSTA-GE 2110 10 hours: 1 credit; spring.

Practicum in Multilevel Models
APSTA-GE 2040 20 hours: 2 credits; spring.

Advanced Practicum in Multilevel Models
APSTA-GE 2043 10 hours: 1 credit; fall. (Formerly APSTA-GE 2997.)

Generalized Linear Models and Extensions
APSTA-GE 2044 20 hours: 2 credits; spring.

Messy Data and Machine Learning
APSTA-GE 2047 45 hours: 3 credits, fall.

ETHICS OF DATA SCIENCE

Psychometric Theory and Applications
APSTA-GE 2067 45 hours: 3 credits, fall. APSTA-GE 2067 10 hours: 1 credit; fall. APSTA-GE 2067 5 hours: 1 credit; spring.

Survey Research Methods
APSTA-GE 2139 45 hours: 3 credits, fall.

Independent Study
APSTA-GE 2300 15 hours per credit: 1–6 credits; fall, spring, summer; hours to be arranged. See page 193

APPLIED STATISTICS/APSTA-GE

APPLIED STATISTICS/APSTA-GE

Basic Statistics I
APSTA-GE 2085 45 hours: 3 credits; fall, spring. May not be taken concurrently with APSTA-GE 2086. Does not serve as prerequisite for more advanced statistics courses.

Basic Statistics II
APSTA-GE 2086 45 hours: 3 credits; fall, spring. Prerequisites: a course in algebra and APSTA-GE 2085. May not be taken concurrently with APSTA-GE 2085. Does not serve as prerequisite for more advanced statistics courses.

Confirmatory Factor Analysis and Structural Equation Modeling
APSTA-GE 2094 30 hours: 3 credits. May be offered alternate years.

APPLIED STATISTICS/APSTA-GE

APPLIED STATISTICS/APSTA-GE

Applied Data Analytics for Public Policy
APSTA-GE 2354 40 hours: 3 credits; spring. Cross-listed with PADM-GP 2505.

Data Science Translation
APSTA-GE 2355 45 hours: 3 credits; spring.

Statistical Consulting Research Seminar
APSTA-GE 2401 15 hours per credit: 1–3 credits.
DEPARTMENTAL SEMINARS

Comparative Perspectives: Belonging and Estrangement
ASH-GE 2701 3 credits; fall.

Doctoral Seminar I
ASH-GE 3002 3 credits. May be repeated for a total of 12 credits; fall, spring. Arranged with program director. Required of all students prior to candidacy.

Doctoral Seminar II
ASH-GE 3003 3 credits. May be repeated for a total of 12 credits; fall, spring. Required of all students after candidacy before the dissertation proposal is approved.

Doctoral Seminar III
ASH-GE 3004 1 credit; fall, spring. May be repeated by advisement in lieu of doctoral advisement fee. Does not count toward the degree. Required every semester of all students whose dissertation proposal has been approved.

Department Seminar I
ASH-GE 3011 3 credits; fall.

Department Seminar II
ASH-GE 3012 3 credits; spring.

EDUCATION AND SOCIAL POLICY/EDPLY-GE

Financing Schools
EDPLY-GE 2020 3 credits.

Economics of Education
EDPLY-GE 2025 30 hours: 3 credits; spring. Not offered every year.

Education and Social Policy
EDPLY-GE 2030 3 credits; fall.

Capstone: Applied Research in Education Policy
EDPLY-GE 2050 40 hours: 4 credits; fall.

Internship
EDPLY-GE 2055* 45 hours per credit: 1-6 credits; fall, spring.

Independent Study
EDPLY-GE 2300 1-6 credits; fall, spring.

HISTORY OF EDUCATION/ HSED-GE

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

History of American Education
HSED-GE 2009 45 hours: 4 credits.

History of American Higher Education
HSED-GE 2067 Staff. 30 hours: 3 credits; fall.

Public Problems: Education and Social Policy
HSED-GE 2070 30 hours: 3 credits.

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

The Rise and fall of Progressive Education (John Dewey and His Contemporaries)
HSED-GE 2079 30 hours: 3 credits.

20th-Century Educational Thought
HSED-GE 2235 30 hours: 3 credits.

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

Independent Study
HSED-GE 2300 45 hours per credit: 1-6 credits.

The American School: A History
HSED-GE 2400 30 hours: 3 credits.

Intellectual Roots of American Education
HSED-GE 2902 30 hours: 3 credits.

Doctoral Seminar: History of Education I
HSED-GE 3006 30 hours: 3 credits.

Doctoral Seminar: History of Education II
HSED-GE 3007 30 hours: 3 credits.
INTERDEPARTMENTAL RESEARCH STUDIES/RESCH-GE

RESEARCH DESIGN: METHODS AND PRINCIPLES

Principles of Empirical Research
RESCH-GE 2132 30 hours: 3 credits; fall.

Writing Empirical Research: Education, Behavioral, Health, Humanities, and Social Science Professions
RESCH-GE 2138 45 hours: 3 credits; fall.

Participatory Action Research
RESCH-GE 2143 45 hours: 3 credits; fall, spring.

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

Approaches to Qualitative Inquiry
RESCH-GE 2140 45 hours: 3 credits; fall, spring.

Case Study and Ethnographic Inquiry
RESCH-GE 2141 45 hours: 3 credits; spring. Prerequisite: RESCH-GE 2140. Open to fully matriculated doctoral students only.

Interview and Observation
RESCH-GE 2142 30 hours: 3 credits; fall, spring. Prerequisite: RESCH-GE 2140.

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

Fieldwork: Data Collection
RESCH-GE 2147 30 hours: 3 credits; fall. Prerequisite: RESCH-GE 2140.

Fieldwork: Data Analysis
RESCH-GE 2148 30 hours: 3 credits; spring. Access by permission from instructor only.

Dissertation Proposal Seminar
RESCH-GE 3001 30 hours: 3 credits each term; spring. Prerequisite: a course in general or historical research RESCH-GE 2135 30 hours: 3 credits; spring.

INTERNATIONAL EDUCATION/INTE-GE

CORE COURSES

Qualitative Analysis in International Education
INTE-GE 2007 40 hours: 4 credits; fall.

Qualitative Analysis in International Education
INTE-GE 2008 40 hours: 4 credits; fall, spring.

The Practice of Study Abroad and International Student Services
INTE-GE 2009 30 hours: 3 credits.

Socio-Anthropological Approaches to International Education
INTE-GE 2023 40 hours: 4 credits; fall.

Political Issues in International Education
INTE-GE 2025 40 hours: 4 credits; spring.

International Perspectives on Gender and Education
INTE-GE 2027 30 hours: 3 credits.

Comparative Politics, Education, and Conflict
INTE-GE 2028 30 hours: 3 credits; spring.

Foundations of International Education
INTE-GE 2803 40 hours: 4 credits; fall.

International Educational and Cultural Relations
INTE-GE 2804 30 hours: 3 credits; fall.

Globalization and Education
INTE-GE 2805 30 hours: 3 credits; spring.

The Practice of International Education
INTE-GE 2806 30 hours: 3 credits; fall.

International Studies in Human Rights Education
INTE-GE 2809 30 hours: 3 credits; fall.

Teaching Toward International Understanding: The Global Curriculum
INTE-GE 2811 30 hours: 3 credits; spring.

Cross-Cultural Education for the Global Economy
INTE-GE 2812 30 hours: 3 credits; spring.

International Ethics: Rights, Responsibilities, Obligations
INTE-GE 2819 30 hours: 3 credits; fall.

International Development Education
INTE-GE 2862 30 hours: 3 credits; spring.

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

Immigration and Education in the World
INTE-GE 2545 30 hours: 3 credits, spring.

Contemporary International Relations: Peace and Security Education
INTE-GE 2173 30 hours: 3 credits; spring.

INDEPENDENT STUDY AND FIELD STUDY

Independent Study
INTE-GE 2300 45 hours per credit: 1–6 credits; fall, spring; hours to be arranged.

Professional Development in International Education
INTE-GE 2802† 3 hours per credit: 4 credits; fall, spring; hours to be arranged.

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

International Ethics: Rights, Responsibilities, Obligations
INTE-GE 2819 30 hours: 3 credits; fall.

International Development Education
INTE-GE 2862 30 hours: 3 credits; spring.

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

Immigration and Education in the World
INTE-GE 2545 30 hours: 3 credits, spring.

Contemporary International Relations: Peace and Security Education
INTE-GE 2173 30 hours: 3 credits; spring.
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<td>Philosophy of Education: Social Foundations</td>
<td>PHED-GE 2011 30 hours: 3 credits.</td>
<td>Planned Change in Organizational Settings</td>
</tr>
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<td>Professional Ethics</td>
<td>PHED-GE 2015 30 hours: 3 credits.</td>
<td>Sociology of Higher Education</td>
</tr>
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<td>Philosophy of Progressivism</td>
<td>PHED-GE 2055 30 hours: 3 credits.</td>
<td>Independent Study</td>
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<tr>
<td>Frontiers of Knowledge: Integrating Concepts in Science, Religion, Art, Education and Philosophy</td>
<td>PHED-GE 2083 30 hours: 3 credits.</td>
<td>The Learning of Culture</td>
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<td>Philosophy Perspectives-20th Century</td>
<td>PHED-GE 2155 30 hours: 3 credits.</td>
<td>Social Inequality and Education</td>
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<tr>
<td>Independent Study</td>
<td>PHED-GE 2300 45 hours per credit: 1–6 credits; fall, spring, summer; hours to be arranged.</td>
<td>Gender and Inequality: The Role of Schools</td>
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<td>Foundations of Education: Philosophy of Education</td>
<td>PHED-GE 2400 30 hour: 3 credits.</td>
<td>Thesis Seminar I and II</td>
</tr>
<tr>
<td>Classical Social Theory</td>
<td>SOED-GE 3030 30 hours: 3 credits; fall.</td>
<td>Offered every other year.</td>
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DEPARTMENT OF ART AND ART PROFESSIONS

DEPARTMENT CHAIR: JESSE BRANSFORD
BARNEY BUILDING, SUITE 300 | 34 STUYVESANT STREET | NEW YORK, NY 10003–7599
TELEPHONE: 212-998-5700 | FAX: 212-995-4320 | WEBSITE: steinhardt.nyu.edu/art

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

In the Steinhardt School of Culture, Education, and Human Development, full-time graduate study is defined as 12 credits per term unless otherwise defined by a specific academic program.

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.

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

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

Degree Programs in Studio Art

The MFA Program in Studio Art is an intimate full-time program that combines art and critical theory with a focused studio practice. The admissions process is highly competitive. Faculty members meet regularly with students individually and in intensive group critiques and seminars. Weekly visiting artist lectures enhance the program’s connection to the greater art world. Facilities and faculty expertise include painting, drawing, installation, sculpture, photography, digital art, video, printmaking, performance, ceramics, and metals.

Degree Programs in the Arts Professions

The MA Programs in Art + Education aspire to transform the landscape of the field through a radical approach to visual arts education. With a special focus on contemporary art and its social context, the programs position the artist-teacher as cultural producer, intellectual, and activist, able to work in schools, museums, community-based programs, alternative educational sites, and in the public realm. Our programs also prepare students to be innovative researchers and persuasive advocates for the arts in schools and society.

The MA Program in Art Therapy offers an in-depth psychological and yet strongly art-based curriculum, including rigorous academic coursework and an extensive internship practicum (1,000 hours) at a wide range of placements and populations in the metropolitan area.

The program also offers a unique cross-cultural internship experience in non-Western countries such as Tanzania, Peru, South Africa, and Morocco. The program, established by Edith Kramer, a pioneer and prominent figure in the field, is one of the first training programs accredited by the American Art Therapy Association.

The MA Program in Costume Studies focuses on the history of costume and textiles in its broadest aesthetic and cultural context and was the first program in the United States to offer a specialized curriculum on the history and role of dress in culture. Students work with faculty who are specialists in the field as well as professionals from important New York institutions such as the Metropolitan Museum of Art, the Museum of the City of New York, and the Brooklyn Museum. A dual-degree option in library science is also available.

The MA Program in Visual Arts Administration promotes a thorough understanding of the cultural forces affecting the visual arts for professionals managing arts organizations. Students develop keen management, marketing, and financial skills, and work with both for-profit and nonprofit organizations. In addition to taking coursework in the department, students enroll in classes at the Stern School of Business and the Robert F. Wagner Graduate School of Public Service. Through consideration of conceptual and practical issues, students are prepared for the increasingly specialized opportunities in this important and exciting field. The program also offers study abroad in the Netherlands, Berlin, and London. In these international seminars, students explore current cultural and social issues affecting international arts practices. Working professionals gain fresh insights into managing...
Global Study NYU offers a range of summer and winter session courses abroad. Classes and workshops taught by NYU faculty and local artists, scholars, and professionals introduce students to the local art scene and explore the differences in global cultures that are influencing contemporary art. The University is also expanding its new campus in Abu Dhabi in the coming years.

Faculty The close relationship between the faculty and students is at the heart of each of the department’s programs. The studio faculty include some of the highest profile figures in the contemporary art world and represent broadly diverse approaches to media, content, and critical theory. The Art Professions Programs — led by Dipti Desai in Art Education, Sandra Lang in Art Administration, Ikuko Acosta in Art Therapy, and Nancy Deihl in Costume Studies — are intensely involved in arts policy, education, and community engagement in the visual arts. Issues such as globalization and the display of culture in a large spectrum of cultural institutions and alternative sites are core features across the curriculum.

Internships in Art New York City provides a wide range of internship settings that help students make essential connections and acquire professional experience in fields related to their studies that will serve them well into the future. An internship coordinator works closely with students to ensure successful experiences. Recent internships include the Metropolitan Museum of Art; MoMA/PS I; NYC Department of Cultural Affairs; Artists Space; Creative Time; Christie’s; prominent commercial galleries such as Lehmann Maupin and Gagosian; artists such as Matthew Barney and Diana Al-Hadid; and creative companies, including Viacom, Condé Nast Publications, Anthropology, and Armani.

Facilities All of the art department’s studios, shops, labs, classrooms, exhibition spaces, and faculty offices are housed in the six-story Beaux Arts building. Facilities include studio classrooms and workshops for sculpture, printmaking, painting, drawing, ceramics, metalsmithing, sewing, photography, computer and digital printing, 3D fabrication, and video. The MFA studios are spacious and private, with windows on New York City’s East Village. Students have many exhibition opportunities throughout the department and can participate as curators and exhibitors in the Rosenberg Gallery and the Commons, which also serve as venues for interdisciplinary collaborations, performances, receptions, workshops, meetings, and public events. The department’s 2,800-square-foot 80 Washington Square East Galleries (80WSE) provide exceptional exhibition space in the heart of the campus. The galleries are a vital interface with the larger community and host exhibitions of graduating MFA students, as well as reviewed exhibitions curated by faculty, alumni, students, and guests. Broadway Windows and Washington Square Windows serve as street-side galleries for exhibitions of student work and curated projects.

Special Departmental Features The Visiting Artist Lecture Series is a vibrant public program that includes lectures, performances, panels and screenings. Visiting artists include Ellen Berkenblit, Cecily Brown, Keith Edmier, Roe Ethridge, Lia Gangitano, Kurt Kauper, Wayne Koestenbaum, Matthew Day Jackson, Leigh Ledare, Nick Mauss, Rick Moody, Rebecca Morris, Laurel Nakadate, Jack Pierson, John Pilson, Andrea Scott, Richard Tuttle, Erin Shirreff, Sue Williams, B Wurtz, R.H. Quaytman, and Martha Schwendener. The Department of Art and Art Professions provides exceptional opportunities for cross-disciplinary discourse and experimentation. New York City’s galleries, museums, schools, studios, and performance spaces from Chelsea to Brooklyn and the Lower East Side are an integral part of NYU’s extended campus, as are the University’s vast intellectual and academic resources.

New York University is one of the nation’s leading research universities, with 51,000 students enrolled in 14 schools and colleges. With students from all over the world, the multicultural, multiethnic makeup of the student body presents myriad perspectives, energetic exchanges, and fresh insights.
Ikuko Acosta, Clinical Associate Professor. BA 1966, Rutgers University; MA 1981, PhD 2002, New York University. ATR-BC, LCAT.

Noel W. Anderson, Clinical Assistant Professor. BFA 2003 Ohio Wesleyan University; MFA 2007 Indiana University; MFA 2010 Yale University.

Nancy Barton, Clinical Associate Professor. BFA 1982, MFA 1984, California Institute of the Arts.


Ross Bleckner, Clinical Associate Professor. BS 1971, New York University; MFA 1973, California Institute of the Arts.

Jesse Bransford, Department Chair, Clinical Associate Professor. BA 1996, New School for Social Research; BFA 1996, Parsons School of Design; MFA 2000, Columbia University.

Melissa Rachleff Butt, Clinical Associate Professor. BS 1985, Drexel University; MA 1993, New York University.


Sue deBeer, Associate Professor. BFA 1995, Parsons School of Design; MFA 1998, Columbia University.

Nancy Deihl, Clinical Assistant Professor. BA 1981, Douglass College, Rutgers University; MA 2002, New York University.

Dipti Desai, Associate Professor. Diploma (Textile Design) 1981, National Institute of Design (India); MA 1984, University of Wisconsin (Madison); EdM 1986, Columbia University; PhD 1995, University of Wisconsin (Madison).

Trisha Donnelly, Clinical Associate Professor. BFA 1995, University of California. (Los Angeles); MFA 2000, Yale University.

Maureen Gallace, Clinical Associate Professor. BFA 1981, University of Hartford; MFA 1983, Rutgers University.

Rose Lee Goldberg, Clinical Associate Professor. 1970 Courant Institute, London.

Jessica Hamlin, Clinical Assistant Professor of Arts Education. BA 1995, Pitzer College; MA 2001, New York University.

Lyle Ashton Harris, Associate Professor. BA 1988, Wesleyan University; MFA 1990, California Institute of the Arts.

Natalie Jeremijenko, Associate Professor. BS 1993, Griffith University; BFA (hon.) 1992, Royal Melbourne Institute of Technology; PhD 2007, Queensland University.

Sandra Lang, Clinical Associate Professor. BA 1972, Middlebury College; MBP 1983, Columbia University.

Marlene McCarty, Clinical Associate Professor; Honorary Doctorate, Massachusetts College of Art.

Kevin McCoy, Associate Professor. BA 1989, Whitman College; MFA 1994, Rensselaer Polytechnic Institute.

Gerald Pryor, Associate Professor; Artist-in-Residence. BA 1968, Trinity College; MA 1976, Hunter College.

Andrew Weiner, Assistant Professor. BA 1997, Wesleyan University; MA 2004, PhD 201, University of California, Berkeley.

Amy Whitaker, Assistant Professor. BA 1996, Williams College; MBA 2001, Yale University; MFA 2004, Slade School of Fine Art.

Number of Adjunct Faculty

Studio Art: 45
Art Education: 6
Visual Arts Administration: 14
Costume Studies: 7
Art Therapy: 13
DEPARTMENT OF ART AND ART PROFESSIONS
THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT
BULLETIN 2019–2021

DEGREE PROGRAMS

MFA in Studio Art

60 credits

The NYU Steinhardt MFA Program in Studio Art offers students the opportunity to work with accomplished artists and scholars in a truly interdisciplinary setting. The two-year program provides private studios and access to facilities in painting, printmaking, ceramics, photography, digital media, and sculpture. During the course of study, students engage in team-taught critique classes, as well as one full afternoon a week of individual studio meetings with visiting artists.

VISITING ARTIST LECTURE SERIES AND STUDIO VISITS

The weekly visiting artist lecture series is an important part of the MFA Studio Art Program. Each week, students meet individually with selected visiting artists, followed by a lecture. With the University’s location in the center of New York, these lectures regularly bring innovative artists, writers, and critics into the department.

CAREER OPPORTUNITIES

Alumni of the program in studio art are represented by galleries, featured in contemporary museums and biennials, and recipients of prestigious fellowships and artist residencies. Many hold positions as teachers, designers, and curators.

DEGREE REQUIREMENTS

Students must complete 60 credits and are required to take four semesters of ART-GE 2990 Graduate Studio and ART-GE 2993 Visiting Artist Critiques. In the last and final semester students also must take the Thesis Project course ART-GE 2997 as well as participate in the MFA Exhibition at 80WSE Galleries. Additional course requirements include art theory/criticism, MFA seminars, and studio electives.

ADMISSION REQUIREMENTS

Applicants must have a solid GPA and a strong studio art and art history background. International students must have a minimum TOEFL score of 100 IBT to apply to the program. The application, transcripts, artist statement, and curriculum vitae must be submitted directly to the Office of Graduate Admissions along with three letters of recommendation, preferably from both academic and professional sources (steinhardt.nyu.edu/graduate_admissions).

The portfolio, along with a copy of the artist statement, curriculum vitae, and the names of the three recommenders must be submitted directly to SlideRoom (http://steinhardt.nyu.edu/graduate_admissions/guide/arsa/mfa). Once applications have been reviewed, a select number of applicants will be contacted for an interview.

Painting and Drawing

Area Director:

The making of shapes, marks, colors, and textures on a two-dimensional plane, that can express three- and four-dimensional ideas, requires a particularly complex level of abstract thinking. Our program confronts the challenges of painting with a community of faculty, students, and other experienced practitioners. Peer-to-peer discourse and camaraderie is our most important educational component. These artists represent a rich diversity of points of view reflecting the complexity of our contemporary global culture. Of course we support skill development, but most emphatically encourage experimentation and expansion of ideas toward an inspired, expressive, and personalized life-affirming process.

The painting and drawing faculty includes Ross Bleckner, Jesse Bransford, Maureen Gallace, and Marlene McCarty as well as many acclaimed adjunct and visiting faculty, including Ellen Berkenblit, Cecily Brown, Erika Ranee, David Salle, Jason Tomme, and Sue Williams.
Sculpture

Area Director: Sue deBeer
sue.debeer@nyu.edu

Sculpture courses allow artists and students to explore their ideas in media as varied as video, ceramics, architecture, 3-D printing, fabric, drawing, text, and performance, as well as classic skills such as woodworking, welding, and moldmaking.

The sculpture facility covers a full floor of the Barney Building and is divided into a wood and metal shop, a critique room, a plaster and moldmaking studio with a walk-in spray booth, and a studio housing a state-of-the-art CNC router. Shop technicians are available for information and oversight of the studio. The sculpture faculty includes Sue deBeer, who recently received the Guggenheim Fellowship, Trisha Donnelly, Keither Edmier, Lea Cetera, Chris Bogia, Luis Gispert, Rico Gatson, Curtis Mitchell, and Dave Hardy, along with other innovative practitioners. Courses range from theory-driven to technical classes.

Sculpture: Craft Media

A vibrant cross-disciplinary movement in contemporary art has created renewed connections between fine arts, design, and craft media. Courses in ceramics, moldmaking, mixed-media sculpture, metalsmithing, jewelry, and sewn fabrics allow artists to expand their ideas and practices through a wide range of materials and skills in the art department’s studio facilities. In ceramics, the fully equipped, naturally lit studio housing electric, down, and updraft gas kilns, wheels and hand building areas provide an ideal facility for a dynamic working environment in the heart of Manhattan. Students can expand their creative vocabulary in glass as well, through a unique liaison with Urban Glass, the largest facility in the United States dedicated to glass as an art form. The mixed media studio supports a variety of experimentation in soft sculpture, metal craft. As well, critical theory classes focus on the intersection of new and old media. As a space that crosses artistic and aesthetic borders, these studios are an important reflection of the interdisciplinary use of materials that is vital to craft scholarship and contemporary art engaging artists, designers, artisans, and historians. Faculty, including Matt Nolen, Beverly Semmes, Claudia Alvarez, Kathy Butterly, Klaus Burgei, Shida Kuo, Sayumi Yokouchi, and Ann Mulford, discuss work within an historical, contemporary, and theoretical framework designed to foster technical, literary, and critical skills. Both the artist and the artist/teacher are prepared to meet professional standards for a global career.

Printmaking

Area Director: Noel W. Anderson
nwal@nyu.edu

Print provides contemporary artists with an extensive array of possibilities and working methods, from photocopy to etching to digital 3-D printing, from unique to multiple to installation. The NYU Print Studio is dedicated to creating an environment where this range is encouraged in conjunction with experimentation and personal exploration.

The print studio, with 14-foot high ceilings and northern light, is equipped to realize ideas in multiple techniques, including silkscreen, etching, relief print, book arts and letterpress, digital imaging/printing, as well as departmental facilities for laser cutting, 3-D printing and CNC machining. New York City at large provides a unique context for the study of print, which includes numerous special print exhibitions, vast museum collections, the annual New York City Print Week, and a vibrant DIY, zine, and street art scene. The print area faculty include Noel Anderson, Kiki Smith, Valerie Hammond, Mark Johnson, and Martha Tuttle.
Digital Art
Area Director: Kevin McCoy
km89@nyu.edu

As we look toward the future of technology, the role of artists in realizing the potential, as well as the potential difficulties, inherent in rapid cultural change is more central now than at any time since the Bauhaus. The vision of artists in humanizing technology, allowing individuals to respond to mass media, is a unique form of resistance as well as a source of creative energy. The computer studio, which includes a laptop lounge; an iMac classroom with a full range of software for Photoshop, drawing, design, video, 3-D, sound, web, and open-source projects; and equipment for video projection, scanning, small-scale prints, and drawing tables, has enabled the art department to explore new media on a vastly expanded scale.

New courses have been developed in design, free-ware, web-based art, laser cutting, and 3-D printing, as well as seminar courses in post-postmodern theory. The Digital Printing Studio, with its large-scale Epson printers, has brought all of the department’s programs together for workshops and exhibitions. Faculty include Kevin McCoy, Sheiva Rezvani, and Karsten Karjcarek.

Photography
Area Director: Gerald Pryor
gp1@nyu.edu

Photography stills life and reveals the artist’s self. An active exchange between the photographer and outside world occurs when an image is made. Present time is considered through past memory and future desire. Photography extends into other art forms such as video, digital art, performance, and installation. Images are central to art in the 21st century as the aesthetic truth and political place of photography predominates.

The Art Department maintains state-of-the-art photo analogue and digital facilities. The analogue studio includes a 24-inch color processor, separate group black-and-white and color labs, and eight individual darkrooms. The digital facilities housed in three separate areas include computer video editing, LED and projected viewing, and digital printing with two large digital Epson printers, including the Epson 9900. The classrooms, which can be converted into shooting studios, are equipped with iMacs, all computer programs, video and slide projectors, scanners, and digital photo printers. There is a large selection of equipment for loan including 35mm, digital, 4 x 5, and video cameras, light meters, tripods, and professional strobe lights. Introductory, intermediate, and advanced classes are offered in black-and-white, color, digital, video, performance, installation, and photographic theory along with the techniques of lighting and use of large-format cameras.

Photographic artists and thinkers share faculty duties in this innovative area, led by Gerald Pryor. Outstanding faculty members include Lyle Ashton Harris, Nancy Barton, Hiroshi Sunairi, Tommy Hartung, Rita Barros, Kim Hoeckele, and Farah al-Qasimi.

Video
Area Director: Gerald Pryor
gp1@nyu.edu

Video has been a major force in the art world since the 1970s; with new advances in technology, video will soon become a dominant force in commercial film industries as well. Artists working in video have been at the forefront of these new developments, exploring both the public impact of mediated imagery and the personal resonance of increasingly convenient technologies. The department computer studio for video and new media houses 16 innovative iMac workstations, a laptop lounge, viewing areas, projection, cutting, and 3-D printing, as well as and video equipment checkout. An advanced video suite contains two additional editing stations and a 24p camera. The video faculty include Trisha Donnelly, Alex McQuilkin, and Priyanka Dasgupta.

Environmental Art Activism
Area Director: Natalie Jeremijenko
nj6@nyu.edu

Natalie Jeremijenko, one of the most visible and dynamic artists working at the intersection of art, technology, engineering, and environmental studies, has established the Environmental Health Clinic, a laboratory to diagnose environmental ills and create solutions for a greener future. Working with designers, farmers, and computer scientists aka “doctors without disciplinary borders” Jeremijenko, who is herself an engineer as well as an artist, has established a cross-disciplinary team of artists and researchers who contribute to a slate of poetic, political, and spectacular projects that engage diverse participants in measurably improving shared environmental health.
The MA Programs in Art and Education aspire to transform the landscape of the field through a radical approach to visual arts education and artistic practice. With a special focus on contemporary art and its social context, the programs position the artist-teacher as cultural producer, intellectual, and activist able to work in schools, museums, community-based programs, alternative educational sites, and in the public realm. Our programs also prepare students to be innovative researchers and persuasive advocates for the arts in schools and society. There are three master’s degrees offered:

- MA Teaching Art, All Grades, leading to initial certification
- MA Teaching Art, All Grades, leading to professional certification
- MA in Art, Education, and Community Practice

**MA Teaching Art, All Grades (Initial — 33 credits)**

Coursework in the initial certification program is designed for students who wish to pursue graduate-level professional training leading to an initial (and provisional) certification as artist-teachers in primarily public and private schools both nationally and internationally. The program combines a strong foundation in critical pedagogy with a solid grounding in practice, including experience teaching in NYU Visionary Studio classes for high school students and two student teaching placements in elementary and secondary schools. Through a sequence of core courses grounded in a progressive social justice approach, students examine the making and teaching of art as a social act, and consider its philosophical, historical, political, and sociological contexts. Students develop a pedagogical foundation through courses in education, art education, and research methodologies while continuing their work as artists in graduate-level studio courses.

For students who have an undergraduate BA or BFA degree in studio art and wish to acquire teacher certification, the MA Program in Teaching Art, All Grades, offers a curriculum that satisfies the academic requirements for New York State teacher certification. To fulfill New York State teacher certification requirements for initial certification, the candidate must enroll in the 33-credit MA program.

Required courses include: Inquiries into Teaching and Learning, ARTED-GE 2015; School Arts I: Issues in Pedagogy and Curriculum, Elementary, ARTED-GE 2271; School Arts II: Issues in Pedagogy and Curriculum, Secondary, ARTED-GE 2272; Race, Education, and the Politics of Visual Representation, ARTED-GE 2015; Drug and Alcohol Ed/Child Abuse Identification/Violence Prevention, TCHL-GE 2999; Colloquium in Art Education, ARTED-GE 2000; Student Teaching: Elementary School, ARTED-GE 2901; Special Education: Disabilities Studies and Contemporary Art, ARTED-GE 2081; Student Teaching in Art Education: Secondary, ARTED-GE 2902; Teaching Art in a Digital Age: Visual Culture and Media Literacy, ARTED-GE 2277; Interdisciplinary Grad Projects — Art in Dialogue, ART-GE 2972; Research in Art Education, ARTED-GE 2299; and Final Project, ARTED-GE 2301.

**MA Teaching Art, All Grades (Professional — 30 credits)**

The coursework in the professional certification program is designed for students who already have an initial teaching art certificate and wish to pursue graduate training that positions the artist-teacher as cultural producer, intellectual, and activist. Grounded in contemporary art and critical pedagogy that fosters social transformation, students explore the making and teaching of art as a social act, and consider its philosophical, historical, political, economic, and sociological contexts. The 30-credit program is tailored to student interests, allowing them to take courses in the various schools and programs at New York University. Special partnerships with museums, nonprofit art organizations, and educational initiatives provide students with a wide range of opportunities to gain practical and professional experience in the field.

The 30-credit MA program meets the academic requirements for New York State professional certification. To fulfill the total requirements for professional certification, a candidate must additionally complete two years of school experience as a full-time paid teacher. This requirement can be fulfilled while taking courses toward the master’s degree.

Required courses include: Race, Education, and the Politics of Visual Representation, ARTED-GE 2015; Critical Pedagogy, Artists, and the Public Sphere, ARTED-GE 2070; Colloquium in Art Education, ARTED-GE 2000 and 2301; Art Education in Alternative Settings, ARTED-GE 2276; Teaching Art in a Digital Age: Visual Culture and Media Literacy, ARTED-GE 2277; Interdisciplinary Grad Projects — Art in Dialogue, ART-GE 2972; Research in Art Education, ARTED-GE 2299; and Final Project, ARTED-GE 2301.

**MA in Art, Education, and Community Practice**

This interdisciplinary program combines coursework in contemporary artistic practice, educational theory, and social activism to prepare artists, educators, designers, community organizers, and other publicly situated activists to work within community-based settings, museums, nongovernmental organizations (NGOs), or broader public and civic contexts to initiate social change through the arts.

Grounded in the work of critical educational theorists including Paulo Freire and bell hooks, this program supports artists and other publicly situated activists to connect visual strategies with the needs of a community. Students learn from artists who do socially engaged work, Art Education, examining how art and design can open dialogue about a community’s history, culture, and social needs. Drawing on community organizing strategies and artistic activism, students are directly involved in putting ideas generated with the community into practice. This hands-on approach leads to student’s capstone project, which provides an opportunity to design and implement a community-based art project that allows for social transformation. In this program students assume major roles in changing the social, cultural, political, and economic landscape through their artistic practice.

This program does not lead to certification for teaching.

Students take foundational courses in the three core program modules: Contemporary Artistic Practice, Educational Theory, and Social Activism, as well as complete a final project. In addition, students can choose elective courses from across the university to customize their degree focus and experiences.

Required courses include: Graduate Studio Critique, ART-GE 2880; Art and
Art Education, continued

Ideas: Redefinition of Art ARTCR-GE 2451; Critical Pedagogy, Artists, and the Public Sphere ARTED-GE 2070; Praxis in Contemporary Art and Community Museum Partnerships, ARVA-GE 2121; Research in Art Education ARTED-GE 2299; Internship in Studio Art ART-GE 2010; and Final Project ARTED-GE 2301.

CAREER OPPORTUNITIES
The three programs in art education that lead to initial and professional certification prepare teachers and curriculum specialists in visual art for positions in elementary, middle, and high schools nationally and internationally. Our graduates also work as educators in museums, community-based programs, and arts organizations, and some pursue doctoral study in art education, curriculum, and instruction.

The Art, Education, and Community Practice program serves individuals interested in socially engaged art and who want to work outside or in collaboration with traditional avenues (museum, gallery area, and classrooms). Graduates may also serve as artists and organizers working as educators, curators, and artists in museums, community-based organizations, and NGOs.

DEGREE REQUIREMENTS
MA candidates in initial Certification (33 credits) take the following courses: Pedagogical Foundations (12 credits); Studies in Critical Theory in Art Education (6 credits); Advanced Studio in Art (6 credits); Student Teaching in Art Education (6 credits); The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/Violence Prevention (0 credits); and Research in Art Education and Final Project (3 credits).

MA candidates in Professional Certification (30 credits) take the following courses: Studies in Critical Theory in Art and Art Education (15 credits); Guided Elective (3 credits); Advanced Studio in Art (9 credits); and Research in Art Education and Final Project (3 credits).

MA candidates in Art, Education and Community Practices (30–34 credits) take courses in the following areas: Contemporary Artistic Practice (4 credits); Educational Theory (3 credits); Social Activism (3 credits); Guided Electives (12–16 credits); Terminal Capstone Project (9 credits).

ADMISSION REQUIREMENTS
In order to be considered for admission to this program, you must have a bachelor’s degree from an accredited four-year college or university.

As regulated by the New York State Education Department, you must have the following credits prior to enrollment:

- 36 semester hours in studio art and art history (a maximum of 12 hours can be in art history)
- 3 semester hours of a language other than English (American Sign Language is acceptable)
- For international applicants, a minimum TOEFL score of 100 IBT is required. Applicants to these programs must submit official scores from the GRE or Miller Analogies Test (MAT) by the application deadline.

In order to be considered for admission to the MA in Art, Education, and Community Practice (30–34 credits), applicants must have a minimum GPA of 3.0 and a bachelor’s degree in studio art, art history, design, architecture, or other related visual field of study or can demonstrate significant experience and background as a practicing artist/designer. For international applicants, a minimum TOEFL score of 100 IBT is required.

Formal interviews, as part of the admissions process, are by invitation only. For those who live outside the metropolitan area, a Skype or phone interview will be arranged.

In order to be considered for admission to the MA Teaching Art and Social Studies dual-certification applicants must have a minimum GPA of 3.0 and completed at least 30 credits in studio art and art history courses, in addition to at least 15 credits in history and/or geography, 3 credits in politics, 3 credits in economics, 3 additional credits in another area of social studies, and a semester of study of language other than English. For international applicants, a minimum TOEFL score of 100 IBT is required. Applicants to these programs must submit official scores from the GRE or Miller Analogies Test (MAT) by the application deadline.

In addition to the general requirements, applicants must submit 20 examples (in digital form) that reflect the strongest selections of their artistic practice and a 500-word statement describing their interests, experience and the direction they wish to pursue in the field. We encourage applicants to address the following in their statement:

- Describe your previous experiences teaching art or in other related fields.
- Why is it important to teach art in schools?
- What is the role of art and the artist in society today?
- Why are you applying to the NYU program in Art Education and how will the program support your personal and professional goals?

ACCREDITATION
The New York University Teacher Education Program, which is designed to prepare students to meet the challenges of teaching and leadership in today’s demanding educational environment, is granted accreditation by the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from October 2015 to December 2022. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to CAEP’s quality principles.

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.
Established in 1971, the MA Program in Visual Arts Administration was the first in the nation to focus specifically on management careers in the visual arts, in both traditional and alternative contexts. Taking into account the cultural and economic impact of the visual arts, nationally and internationally, as well as the challenges facing the arts today, the program prepares students to become leaders in a broad range of arts organizations.

The Visual Arts Administration MA Program addresses the whole art ecology, including the cultural environment in which art and arts organizations operate, the role of the artist in society; how artwork is documented, presented and interpreted, the structure and management of organizations that display artwork — both nonprofit and for-profit — and the role of art theorists, critics, curators, and collectors. The program curriculum also considers how education in arts organizations expands knowledge and builds audiences, the increasing role of art in urban development and public spaces, and new approaches and tools for encouraging access and participation. Students acquire the theoretical and practical tools for fundraising, financial management, marketing, and knowledge of new media and technology in the visual arts. The program offers primary areas of study in nonprofit (arts management) and for-profit (arts markets); students are required to choose one track or the other in their first semester. Secondary areas of study include a wide range of electives pertaining to a variety of issues in the visual arts arena.

Since its beginnings, the program has had an extensive international outlook. The curriculum fosters a global perspective within course syllabi, readings and discussions, and through several study-abroad options. In London, students analyze the exhibition and display of art in material culture through a dynamic curriculum that blends classroom sessions and site visits. In the Netherlands and Berlin, Performing Arts Administration and Visual Arts Administration students compare and contrast the management of cultural institutions in the United States and Europe, with an emphasis on cultural policy, cultural diplomacy, funding mechanisms, globalism and mobility, cultural identity, and diversity, among other issues.

Faculty expertise, internships in the field, alumni experience and success, and a strong international applicant pool ensure that students are provided with the optimal resources of an advanced professional program set in the context of a major urban cultural center.

**CAREER OPPORTUNITIES**

Both the internship program and the master's thesis provide critical opportunities for graduate students to develop relationships with art organizations in New York, nationally, and internationally. The program includes a series of supervised internships. Students have gained placement in museums, alternative spaces, public art agencies, galleries, auction houses, and consultancies, and work with program advisers and the department's internship coordinator in planning this important component of their educational experience. Organizations providing internship and research opportunities locally have included the Museum of Modern Art, Metropolitan Museum of Art, Solomon R. Guggenheim Museum, New York City Department of Cultural Affairs, JPMorgan Chase Bank Collection, Jewish Museum, Asia Society, Sotheby's, Christie's, Whitney Museum of American Art, Cooper-Hewitt National Design Museum, and Pace-Wildenstein Gallery. A more complete listing of the organizations where graduate students have secured national and international internships may be found on the program’s webpage, steinhardt.nyu.edu/art/admin

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

**DEGREE REQUIREMENTS**

**I. Core Courses** (9 credits)

- Law and the Visual Arts ARVA-GE 2028 (3 credits)
- The Environment of the Visual Arts ARVA-GE 2030 (3 credits)
- Digital Technologies and the Art Organization ARVA-GE 2109 (3 credits)

**II. Primary Areas of Study** (Select either area; 9 credits required)

- Arts Management
  - Show and Tell: Interpreting Exhibitions ARVA-GE 2027 (3 credits)
  - Development for the Visual Arts ARVA-GE 2032 (3 credits)
  - Strategy, Planning, and Governance ARVA-GE 2133 (3 credits)

- Arts Market
  - Art Collecting ARVA-GE 2016 (3 credits)
  - Visual Arts Markets ARVA-GE 2076 (3 credits)
  - Appraisal and Valuation of Art ARVA-GE 2171 (3 credits)

**III. Business Courses** (9 credits required)

- Leonard N. Stern School of Business or Robert F. Wagner Graduate School of Public Service: Leadership in Organizations CORI-GB 1302 (3 credits)
- Financial Accounting CORI-GB 1306 (3 credits)
- Marketing Concepts and Strategies CORI-GB 2310 (3 credits)

**IV. Internships** (3 credits required)

- Internship in Art ARVA-GE 2302 (variable 0-3 credits/semester)

**V. Thesis** (3 credits required)

- Research in Visual Arts Administration ARVA-GE 2299 (2 credits)
- Final Project ARVA-GE 2301 (1 credit)

**SECONDARY AREAS OF STUDY**

Students may choose one from the following suggested areas of study, or create their own area of study — 9 credits required.

**VI. Curatorial Studies**

- Exhibition Design ARVA-GE 2019 (3 credits)
- Collections and Exhibition Management ARVA-GE 2198 (3 credits)
- Graduate Projects: Curatorial Practice ARVA-GE 2911 (3 credits)
VII. Arts Advocacy/Art Education
Education in Art Museums ARVA-GE 2021 (3 credits), Arts Advocacy ARVA-GE 2035 (3 credits), Urban Development and Visual Arts ARVA-GE 2112 (3 credits)

VIII. Electives by advisement
are selected from, but not limited to, the following as well as courses offered throughout the University (9 credits): Function and Structure of Museums ARVA-GE 2015 (3 credits); Show and Tell: Interpreting Exhibitions ARVA-GE 2027.095 (London), The Artist's Career ARVA-GE 2060 (3 credits); Business and the Visual Arts ARVA-GE 2118 (3 credits); Cultural Branding in Arts Organizations ARVA-GE 2134 (3 credits); Corporate Sponsorship in the Arts ARVA-GE 2212 (1.5 credits); Introduction to Galleries and Museums ARVA-GE 2002 (3 credits); Issues and Practice in Arts Administration: The European Context ARVA-GE 2215 (3 credits) (Netherlands and Berlin); History of Taste 1850–present ARTCR-GE 2141 (3 credits) (Netherlands and Berlin); History of Contemporary Art and New Media ARTCR-GE 2235 (3 credits); Art and Ideas ARTCR-GE 2450; Art Theory and Criticism I ARTCR-GE 2801 (3 credits); Art Theory and Criticism II ARTCR-GE 2802 (3 credits); Critical Pedagogy, Artists, and the Public Sphere ARTED-GE 2070 (3 credits); Cultural Tourism MPAPA-GE 2225 (1.5 credits); Graduate Projects: Art Market Analysis and Investment ARVA-GE 2915 (1.5 credits); Graduate Projects: High-Impact Media ARVA-GE 2919 (1.5 credits); Economics of the Visual Arts ARVA-GE 2024 (3 credits); Graduate Projects in Visual Arts Administration: Globalism: Contemporary Art Without Borders ARVA-GE 2917 (3 credits); Contemporary Art and Community Partnerships ARVA-GE 2120 (3 credits); Aspects of the Art World ARVA-GE 2912 (2 credits)

Program Total: 51 credits

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

ADMISSION REQUIREMENTS
steinhardt.nyu.edu/graduate_admissions

In order to be considered for admission to the program, applicants must have a solid GPA and a strong art history background, as well as appropriate internship and/or work experience. Application, transcripts, a personal statement, and other necessary material should be sent directly to the Steinhardt Office of Graduate Admissions, along with three letters of recommendation, preferably from both academic and professional sources, and a current résumé. Once applications have been reviewed, qualified applicants under consideration will be contacted for a personal interview, or, if this is not possible, a telephone interview will be arranged.

International students must have a minimum TOEFL score of 100 IBT to apply to the program.

STUDY ABROAD
An international study-abroad seminar provides graduate students, alumni of arts administration programs, and arts management professionals with a unique opportunity to observe exciting changes in the visual and performing arts in a broad range of European venues. Students explore current cultural and social issues affecting international arts practices in both nonprofit and for-profit institutions. For further information, please consult the website for the Global Affairs office at http://steinhardt.nyu.edu/global/.

The Visual Arts Administration program sponsors several student-run clubs which hold events and seminars throughout the year: ACE – Advocates for Cultural Engagement, The Curatorial Collective, and The Art and Finance Society.

COUNCIL ON ARTS MANAGEMENT PROGRAMS
The Council on Arts Management Programs is a faculty group in NYU Steinhardt that represents the fields of music business, performing arts administration, and visual arts administration. The council’s mission is to ensure a vital future for the arts by educating highly qualified professionals to shape, influence, and lead arts organizations, institutions, and businesses and to serve the present and future needs of artists. The goals of the council are to lead public events highlighting important developments in the fields of art and business and incorporate results into learning outcomes; to generate innovations in curricula through active interchange among programs and dissemination of new knowledge and research; and to examine and integrate national and international developments affecting the arts in their cultural, social, economic, and political contexts. For further information, visit steinhardt.nyu.edu/commissions/arts_management
The field of costume studies is studies is one of the most exciting areas of current visual arts research. Since 1979 the MA program in Costume Studies has focused on the history of costume and textiles in its broadest aesthetic and cultural contexts. It was the first curriculum in the United States to educate specialists in this field. An additional dual-degree option between the Department of Art and Art Professions and Long Island University Post’s Palmer School of Library and Information Science bridges theory and practice, so that students benefit from the programs’ complementary strengths in teaching information science and costume studies.

The programs offer courses that emphasize the relation of costume studies to material culture and the fine and decorative arts. The 36-credit MA curriculum includes core courses as well as electives in exhibition and museum topics, art theory and criticism, and the decorative arts. The 61-credit dual MA and MS offers many of the same core course with the additional unique combination of courses that address costume studies, and library and information science.

Faculty in the programs, some of whom are associated with museums and galleries in New York, teach courses in costume and textile history, decorative arts, and conservation. Students are exposed to collections of costumes, accessories, and related objects at leading institutions, including the Costume Institute at the Metropolitan Museum of Art, Cooper-Hewitt National Design Museum, the Museum of the City of New York, and the New York Historical Society. The internship component of the program enables students to gain firsthand work experience and make valuable professional contacts. Students in the dual-degree program are mentored and advised by subject specialists from local New York City libraries. A 160-hour mentoring arrangement provides students the opportunity for hands-on experiences.

Dual Degree Program MA in Costume Studies and MS in Library and Information Science

The Department of Art and Art Professions has partnered with Long Island University’s Palmer School of Library and Information Science to offer a dual-degree program in Costume Studies and Library Science. In addition to an MA in Costume Studies (ARCS), students can earn an MS in Library and Information Science (MSLIS), which is accredited by the American Library Association. The program combines the rigorous study of costume studies with professional qualification to give graduates a competitive edge in the evolving fields of information science, digital humanities, curatorial studies, and data archiving.

The 61-credit MA/MS program prepares students for highly sought-after positions as subject specialists/scholar-librarians in academic and research institutions or as archivists in libraries, museums, publishing houses, fashion companies, and other institutions. Dual degree students take 17 fewer credits than would be required if they pursued each master’s degree separately.

Courses and Location
All Costume Studies and Library Science courses are taught at the NYU Washington Square campus. All MSLIS courses meet at NYU’s Bobst Library. All MSLIS weekday courses are offered after 4:30 p.m. ARCS courses are offered during the day as well as after 4:30 p.m.

Students can access Palmer’s online course system to view MSLIS courses. Simply select the term, the department (Library and Information Science), and course level (graduate) to view a list of current course offerings.

Program of Study
Students transfer 9 NYU credits to Palmer LIU and 8 Palmer credits to NYU to complete the required credits for the two degrees. See curriculum details.

The dual-degree program provides unique opportunities for orientation, mentorship, and professional training. The program structure includes:

- **Boot Camp**: Four half-days of introduction to research library functions and discussions with librarians or information professionals in various special libraries including museums, archives, and media
- **Internships**: A minimum of two (maximum of four) internships of 35 hours per semester in relevant institutions
- **Assessment Meetings**: Meetings One group meeting each semester to collectively discuss students’ current internship experiences and one individual meeting each semester with the Dual Degree Program Coordinator

• Professional Development A module to prepare students in the areas of job search, cover letter and resume writing, and interviewing

Program Tracks
The Dual Degree Mentorship Track
The mentorship track includes a 160-hour mentoring arrangement in which subject specialists from NYU libraries work with candidates to introduce them to the requirements of the field, offering the opportunity for hands-on experience within a theoretical framework. The program’s core is a series of required modules, which include reference/instruction, collection development, digital scholarship, and professional development.

The Dual Degree Internship Track
The internship track is designed for those students who are not focused on careers as subject librarians in research libraries. Their interests may lie in activities connected to archives, media entities, museums, or similar institutions. This track includes a series of internships totaling 160 hours in which students work with trained library professionals in libraries or institutions in the New York metropolitan area that reflect their future career goals.

How to Apply
Prospective students interested in the dual-degree program at NYU and LIU must apply separately for admission to each school.

CAREER OPPORTUNITIES
The costume studies program is suitable for those seeking careers as curators, museum administrators, collection managers, and exhibition consultants; as specialists at auction houses and galleries; as archivists and historical researchers; and as educators, writers, journalists, and critics. The dual degree combines subject expertise and training in library and information science. In addition to positions in costume studies-related fields, students are prepared for positions as subject specialist or scholar-librarian in academic and research institutions.
Art Therapy

New York University has been identified with the training of art therapists since the 1950s, when Margaret Naumburg, an eminent pioneer in the field, began to teach here. This tradition was continued when Edith Kramer came to the University in 1973. By 1976, the Master of Arts in Art Therapy Program had obtained approval from the New York State Education Department, and in 1979 New York University’s Graduate Art Therapy Program was one of five programs to receive approval and accreditation from the American Art Therapy Association (AATA). Over the years, the program has gained a reputation for excellence and soundness in clinical training that is borne out by the number of international applicants as well as the success of its graduates. Every summer, the program offers students a unique opportunity to experience internships abroad and practice clinical applications of art therapy unique to specific cultural contexts, such as in Tanzania, Peru, South Africa, Brazil, India, Ghana, and Bolivia.

The program strives to create a balance between the therapeutic potential of the creative process itself and the informed use of psychological understanding in the treatment of patients. Students learn to modify and adapt the two disciplines of visual arts and psychotherapy in order to affect the synthesis of art therapy. Students learn to use art materials and the creative process according to the physical and psychological needs of clients.

In the diagnosis, planning, and treatment of individuals and groups, the art therapist functions typically as a member of a multidisciplinary team. Professional skills include a working knowledge of the concepts and methods of art therapy, as well as the ability to communicate its approach and methods to the team. Students are required and encouraged to study a wide range of psychological frameworks. In the course of a variety of classes, students become familiar with a range of theoretical approaches.

The 60-credit master's program offers unique opportunities to graduate students in art therapy. The program is staffed by 12 highly qualified and diverse adjunct faculty who provide an excellent education and training for students. Students receive an MA degree in art therapy upon the completion of coursework that includes an internship practicum and final project thesis.

CAREER OPPORTUNITIES
Art therapy is a rapidly growing field that had its beginnings in the treatment of severely emotionally disturbed children and adults through the use of art. In recent years, it has expanded to
reach a broad range of populations, such as substance abusers, the homeless, survivors of trauma, and elderly with Alzheimer’s disease and dementia. Art therapists frequently work in such settings as hospitals, community mental health centers, Child Life programs, shelters, prisons, nursing homes, and schools.

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

PROFESSIONAL REGISTRATION AND DEVELOPMENT

New York University’s MA degree in art therapy meets the educational requirements for registration (ATR) by the American Art Therapy Association and for New York State Creative Art Therapy License (LCAT). New York University is also concerned with the continued growth and development of art therapists. The art therapy program has instituted post-master’s courses of interest to working professionals, such as Supervision Techniques in Art Therapy ARTT-GE 2221. In addition, it offers a lecture series and symposia featuring speakers from the fields of art, art history, psychoanalysis, psychiatry, and psychology. These special programs allow art therapists and related professionals to expand their knowledge and experience.

ADMISSION REQUIREMENTS

Applications are for fall admission only. Matriculation requires a bachelor’s degree from an accredited college or university. Prerequisite courses required include a minimum of 18 credits in studio art, 12 credits in psychology (in addition to Introduction to Psychology), and 30 credits in the behavioral or social sciences and/or liberal arts disciplines. Applicants are expected to show proficiency in the basic areas of visual arts: drawing, painting, and clay modeling.

Prerequisite psychology courses include Abnormal Psychology, Theories of Personality, and Developmental Psychology. Deficiencies in course credits may be fulfilled prior to admission or during the first year that courses are available.

Follow the instructions outlined by the Steinhardt School of Culture, Education, and Human Development Office of Graduate Admissions for filing an application. Completed applications, transcripts, and portfolio should be sent directly to the Office of Graduate Admissions, along with three letters of recommendation (academic and professional), a current résumé, and a 500-word statement of purpose.

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

- TOEFL – Scores are valid for two years from the date taken. Candidates are recommended to have a score of 100 on the Internet based exam or 600 on the paper-based exam.
- IELTS – Scores are valid for three years from the date taken. Candidates are recommended to have a band score of 7 or 7.5 depending on the program.
- PTE Academic (Pearson Test of Academic English)—Official scores are valid for two years from the date taken. Candidates are recommended to have a score of 68 to 70.

DEGREE REQUIREMENTS (60 CREDITS)


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

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

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.

Doctoral Studies

NYU Steinhardt offers a PhD in Rehabilitation Sciences for students with a background in art therapy. See more information on this PhD and find out how to apply at: http://steinhardt.nyu.edu/rehabilitation_sciences/
**Courses**

The courses listed herein are to be offered in 2019–2021

**NOTES TO COURSES**

*Registration closed to special students.

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.

### DEPARTMENTAL COURSES

**MFA STUDIO ART CORE COURSES/ART-GE**

Graduate Studio  
ART-GE 2990 60 hours: 4 credits.

Visiting Artist, Curator, and Faculty Critiques  
ART-GE 2993 60 hours: 4 credits. Corequisite: ART-GE 2990.

### STUDIO ART

**DRAWING**

Drawing Methods and Materials  
ART-GE 2120 60 hours: 4 credits.

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

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

**PAINTING**

Painting Methods and Materials  
ART-GE 2140 60 hours: 4 credits.

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

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

**PRINTMAKING**

Printmaking Methods and Materials  
ART-GE 2162 60 hours: 4 credits.

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

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

**SCULPTURE**

Sculpture Methods and Materials  
ART-GE 2230 60 hours: 4 credits.

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

### DEPARTMENTAL COURSES

**ADVANCED PROJECTS IN SCULPTURE**

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

**SCULPTURE: CRAFT MEDIA**

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

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

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

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

Craft Arts Methods and Materials  
ART-GE 2520 60 hours: 4 credits.

Ceramics Methods and Materials  
ART-GE 2540 60 hours: 4 credits.

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

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

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

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

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

**PHOTOGRAPHY**

Photography Methods and Materials  
ART-GE 2320 60 hours: 4 credits.

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

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

### DEPARTMENTAL COURSES

**VIDEO**

Video Methods and Materials  
ART-GE 2360 60 hours: 4 credits.

Projects in Video Art  
ART-GE 2382 60 hours: 3 credits.

Advanced Projects in Video Art  
ART-GE 2392 60 hours: 3 credits.

Projects in Art and Media  
ART-GE 2393 60 hours: 3 credits.

### DEPARTMENTAL COURSES

**ENVIRONMENTAL ART ACTIVISM**

Interdisciplinary Graduate Projects in Studio Art: Environmental Art Activism  
ART-GE 2983 10–20 hours per credit: 1–3 credits.

**ART THEORY AND CRITICAL STUDIES/ARTCR-GE**

Modern Art Seminar: Andy Warhol  
ARTCR-GE 2050 30 hours: 3 credits.

Introduction to Critical Theory  
ARTCR-GE 2060 30 hours: 3 credits.

The History of Taste: 1850 to the Present  
ARTCR-GE 2141 30 hours: 3 credits.

History of Contemporary Art and New Media  
ARTCR-GE 2235 30 hours: 3 credits.

Dynamics of 20th-Century Art Theories  
ARTCR-GE 2252 30 hours: 3 credits.

Art and Ideas  
ARTCR-GE 2450 45 hours: 3 credits.

Art Theory and Criticism I  
ARTCR-GE 2801 30 hours: 3 credits.

Art Theory and Criticism II  
ARTCR-GE 2802 30 hours: 3 credits.

Art Criticism I  
ARTCR-GE 2803 30 hours: 3 credits.
Advanced Critical Theory
ARTCR-GE 2869 30 hours: 3 credits.

ART EDUCATION/ARTED-GE

Race, Education and the Politics of Visual Representation
ARTED-GE 2015 45 hours: 3 credits.

Critical Pedagogy, Artists, and the Public Sphere
ARTED-GE 2070 30 hours: 3 credits.

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

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

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

Teaching Art in a Digital Age: Visual Culture and Media Literacy
ARTED-GE 2277 45 hours: 3 credits.

Research in Art Education
ARTED-GE 2299 30 hours: 2 credits.

Final Project
ARTED-GE 2301 45 hours per credit: 1 credit.

Student Teaching in Art Education: Elementary School
ARTED-GE 2901 150 hours fieldwork: 3 credits fall, spring.

Student Teaching in Art Education: Secondary School
ARTED-GE 2902 150 hours fieldwork: 3 credits.

VISUAL ARTS ADMINISTRATION/ARVA-GE

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

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

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

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

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

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

Show and Tell: Interpreting Exhibitions
ARVA-GE 2027 30 hours: 3 credits.

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

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

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

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

Visual Arts Markets
ARVA-GE 2076 30 hours: 3 credits.

Digital Technologies and the Art Organization
ARVA-GE 2109 30 hours: 3 credits.

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

Business and the Visual Arts
ARVA-GE 2118 45 hours: 3 credits.

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

Contemporary Art and Community Partnerships
ARVA-GE 2120 30 hours: 3 credits.

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

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

Collections and Exhibition Management
ARVA-GE 2198 30 hours: 3 credits.

Corporate Sponsorship in the Arts
ARVA-GE 2212 15 hours: 1.5 credits.

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

Final Project in Visual Arts Administration
ARVA-GE 2301 10 hours: 1 credit.

Graduate Projects in Visual Arts Administration: Curatorial Practice
ARVA-GE 2911 10 hours per credit: 1–4 credits.

Graduate Projects in Visual Arts Administration: Performa Intensive: Contemporary Art in the Era of the Biennial
ARVA-GE 2913 10 hours per credit: 1–4 credits.

Graduate Projects in Visual Arts Administration: Art Market Analysis and Investment
ARVA-GE 2915 1.5 credits.

Graduate Projects in Visual Arts Administration: Video and Beyond
ARVA-GE 2918 10 hours per credit: 1–4 credits.

Graduate Projects in Visual Arts Administration: Market Histories
ARVA-GE 2925 1.5 credits.

Graduate Projects in Visual Arts Administration: Strategic Communications: Introduction
ARVA-GE 2921 1.5 credits.

Graduate Projects in Visual Arts Administration: Creative Placemaking
ARVA-GE 2923 1.5 credits.

Graduate Projects in Visual Arts Administration: Entrepreneurial Projects in the Arts
ARVA-GE 2924 1.5 credits.

Graduate Projects in Visual Arts Administration: Art World Ethics
ARVA-GE 2922 1.5 credits.

Graduate Projects in Visual Arts Administration: High Impact Media
ARVA-GE 2919 1.5 credits.

Graduate Projects in Visual Arts Administration: Strategic Communications: Introduction
ARVA-GE 2921 1.5 credits.

Graduate Projects in Visual Arts Administration: Art World Ethics
ARVA-GE 2922 1.5 credits.

Graduate Projects in Visual Arts Administration: Creative Placemaking
ARVA-GE 2923 1.5 credits.

Graduate Projects in Visual Arts Administration: Entrepreneurial Projects in the Arts
ARVA-GE 2924 1.5 credits.

Graduate Projects in Visual Arts Administration: Market Histories
ARVA-GE 2925 1.5 credits.
COSTUME STUDIES/ARCS-GE

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

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

History of Costume: Prehistory-1800
ARCS-GE 2061 30 hours: 3 credits.

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

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

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

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

History of Textiles: Ancient World to 1800
ARCS-GE 2077 30 hours: 3 credits.

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

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

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

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

Contemporary Design Culture
ARCS-GE 2912 30 hours: 3 credits.

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

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

Graduate Projects in Costume Studies: Contemporary Design Culture
ARCS-GE 2912 30 hours: 3 credits.

ART THERAPY/ARTT-GE

Theory and Practice of Art Therapy
ARTT-GE 2145 45 hours: 3 credits.

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

Pictorial Analysis for Assessment and Diagnosis
ARTT-GE 2040 45 hours: 3 credits.

Art Therapy with Children
ARTT-GE 2033 45 hours: 3 credits.

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

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

Research in Art Therapy
ARTT-GE 2280 30 hours: 3 credits.

Diverse Populations in Art Therapy: Trauma
ARTT-GE 2222 10 hours: 2 credits.

Art Therapy with Adults
ARTT-GE 2037 45 hours: 3 credits.
New York University was one of the first universities to offer advanced degree programs in communicative sciences and disorders. The program leading to the Master of Science degree is available for college graduates seeking the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA) and New York State licensure as speech-language pathologists. The master’s program prepares students to remediate communication and swallowing disorders. In-depth coursework and practicums are designed to give students expertise in a range of areas, such as adult language disorders, voice disorders, craniofacial anomalies, motor speech disorders, stuttering, phonology, audiology, and geriatric and child language disorders, as well as dysphagia. The many nationally renowned hospitals, clinics, and schools in the New York City area provide students with exceptional opportunities for clinical experience under the supervision of licensed and certified speech-language pathologists. The program meets New York State Education Department’s requirements leading to certification in teaching students with speech and language disabilities.

The program leading to the Doctor of Philosophy degree in Communicative Sciences and Disorders has as its goal the development of outstanding scholars, trained as strong independent researchers and effective teachers. As such, this program is designed for students seeking advanced knowledge and research skills in speech and language for both typical and atypical populations. Students have the opportunity to develop research experience with members of the faculty of the department and university as appropriate to the student’s program of study. It is expected that students will engage in scholarly, publishable research endeavors throughout their course of study at New York University. Each doctoral student goes through a rigorous mentoring process involving the primary adviser and other faculty members.
Faculty

Jenna Battipaglia, Clinical Assistant Professor. BA 2007, MS 2010, New York University; CCC-SLP/TSSLD.

Kelly A. Bridges, Clinical Assistant Professor. BA 2006, Loyola University; MS 2008, Florida Atlantic University; PhD 2014, New York University; CCC-SLP.

Adam Buchwald, Associate Professor. BA 1997, Reed College; MA 2003, PhD 2005, Johns Hopkins University.

George Castle, Clinical Assistant Professor, Undergraduate Program Adviser. BS 2003, State University of New York, Oneonta; MS 2006, Columbia Teachers College; PhD Candidate, anticipated 2017, Vanderbilt University; CCC-SLP.

Zara DeLuca, Visiting Assistant Professor. BS 2009, Emerson College; MS 2011, MGH Institute of Health Professions; PhD 2015, Graduate Center of the City of New York; CCC-SLP.

Erin Embry, Director, Online Program. BS 1995, Western Kentucky University; MS 2001, College of Saint Rose; MPA 2016, New York University; CCC-SLP.

Maria Grigos, Associate Professor. Director, Master’s Program. BS 1991, New York University; MS 1993, PhD 2002, Columbia University; CCC-SLP.

Susannah Levi, Associate Professor. BA 1996, Washington University (St. Louis); MA 2000, PhD 2004, Washington University.

Tara McAllister Byun, Assistant Professor. AB/AM 2003 Harvard University; MS 2007, Boston University; PhD 2009, Massachusetts Institute of Technology; CCC-SLP.

Sonja Molfenter, Assistant Professor. Hon BA 2005, MHSc 2007, PhD 2013, University of Toronto; CCC-SLP.

Christina Reuterskiöld, Department Chair and Associate Professor. BS 1986, Lund University (Sweden); MS 1988, Boston University; DrMedSc (PhD) 1999, Lund University; CCC-SLP.

Diana Sildis, Professor. BA 1962, University of Wisconsin; MA 1965, University of Chicago; PhD 1975, Brown University; NIH postdoctoral fellowship, 1977-80, Northwestern University; CCC-SLP.

Celia F. Stewart, Associate Professor. BS 1973, Colorado State; MS 1976, Phillips University; PhD 1993, New York University; CCC-SLP.

Clinical Staff

Olivia Blake, Enrollment and Field Placement Administrator. BS 2011, MS 2013, Northeastern University; CCC-SLP.

Erasmia Ioannou Benakis, Director of Field Placements, Associate Director, Master’s Program. BA 1995, Queens College; MA 1997, New York University; CCC-SLP.

Iris Fishman, Director, Speech-Language-Hearing Disorders Clinic. BS 1973, New York University; MA 1978, MPhil 2014, Graduate Center, City University of New York; CCC-SLP.

Jacqueline Mezzacappa, Clinic Manager.

Darlene Monda, Master Clinician. BA 1976, State University of New York; MS 1983, William Paterson University; CCC-SLP.

Alicia M. Morrison, Master Clinician. BS 1996, State University of New York Plattsburgh; MA 1999 New York University; CCC-SLP.

Adjunct Faculty 25
Master of Science

ASSOCIATE DIRECTOR
Maria Grigos
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8th Floor
TELEPHONE:
212-998-5228

DEGREE
MS

Accredited by the American Speech-Language-Hearing Association, this program is a component leading to the Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASHA) and licensure as a speech-language pathologist in New York State. The program provides a broad-based and comprehensive education in both the theoretical and practical aspects of communicative sciences and disorders. Coursework and practicums are designed to achieve the integration of academic and clinical experiences. Graduates of the program are capable of making informed diagnostic judgments as well as planning and executing a program of therapeutic management for persons with communication impairments.

CAREER OPPORTUNITIES
Graduates of the program have found employment opportunities as speech-language pathologists in hospitals, clinics, schools, rehabilitation centers, and private practice and as administrators of clinical facilities. The current need for well-prepared speech-language pathologists is extensive and is expected to increase in the future.

ACADEMIC PREREQUISITES
Students who enter the MS program must have completed a bachelor’s degree, with a major in communicative sciences and disorders or another subject area. Students are required to master introductory knowledge and to complete specific foundation courses prior to beginning graduate-level courses. Additional core courses are also required to fulfill requirements for ASHA certification and New York State licensure. These courses do not carry graduate credit for the MS degree.

There are two ways to meet the foundational requirements for courses specific to the MS degree:
1. The foundational courses may be taken at another university before the student begins the program at NYU Steinhardt. All courses must be completed within five years prior to the first day of the fall term.
2. The foundational courses may be taken at Speech@NYU (distance education program) once the student begins the MS program. Once students begin the CSD program, they may not take courses at another university for transfer credit into the program at NYU Steinhardt.

NYU Steinhardt’s graduate program will certify to ASHA that the requirements for clinical certification have been met. Thus, the faculty must be convinced that the courses taken elsewhere are equivalent in breadth, depth, and rigor to courses at NYU Steinhardt. In addition, students must demonstrate that they have mastered the information in the required prerequisite courses by earning a grade of B or higher in all foundational courses taken at another university or they will be required to take the course again at NYU Steinhardt. Students must earn a C or better in each foundational course taken at NYU Steinhardt or they will be required to take the course again.

Students are required to submit the appropriate documentation to their academic adviser to ensure that the content of their completed course work is sufficient in terms of breadth and depth. This includes a thorough review of the course syllabus. Students may also be asked to provide information pertaining to the course texts, exams, notes, and at times to have a one-on-one discussion with either the academic adviser or course instructor(s) to demonstrate working knowledge of the information in a foundation course in order to determine course equivalency. Courses for which equivalence cannot be established must be taken as part of the graduate program.

Students must complete all foundational course work prior to entering the practicum sequence. Student may take foundational courses concurrently with approved graduate-level courses. These will be determined by your adviser and indicated on your course plan.

CSCD-GE 2002 Anatomy & Physiology of the Speech and Swallow Mechanisms — 2 units
CSCD-GE 2003 Neurological Bases of Cognition, Behavior, and Communication — 2 units
CSCD-GE 2004 Introduction to Audiology and Aural Rehabilitation — 2 units
CSCD-GE 2006 Phonetics — 2 units
CSCD-GE 2007 Science of Language — 2 units

CSCD-GE 2008 Language Development and Disorders in Children — 2 units
CSCD-GE 2009 Speech Development and Disorders — 2 units

Total required foundational/prerequisite units: 14

Unless otherwise indicated, all of the above prerequisite courses are necessary for ASHA certification and state licensure. In addition to the 35 credits of prerequisites, students must have transcript credit for each of the following areas: biological sciences, physics/chemistry, behavioral sciences, social sciences, and statistics for a total of at least 12 credits for ASHA certification and for the MS degree. Students must also complete 3 prerequisite credits in a language other than English. Prerequisite courses do not carry graduate credit for the MS degree.

DEGREE REQUIREMENTS
Students must complete 48 graduate credits beyond a recognized bachelor’s degree in speech-language pathology or the equivalent preparation (see previous section). Individual needs for ASHA certification or New York State licensure may require additional credits. Students require a minimum of five full semesters to complete MS requirements. All coursework must be approved by the graduate adviser.


Disorders courses (27 credits minimum): The disorder areas of language, voice, articulation, fluency, dysphagia, and hearing must be covered with a complete course in each area. Samples of disorders courses include Adult Language Disorders CSCD-GE 2021, Fluency Disorders CSCD-GE 2028, Voice Disorders CSCD-GE 2037, Language Disorders in Children CSCD-GE 2039, Language Development and Disorders in School-Aged Children CSCD-GE 2035, Motor Speech Disorders CSCD-GE 2016,
Speech an Swallowing Management in the Medically Complex Child CSCD-GE 2067, Dysphagia in Adults and Children CSCD-GE 2060. Additional elective coursework is offered in Augmentative and Alternative Communication CSCD-GE 2015, Speech Sound Disorders in Children CSCD-GE 2108. A course in aural rehabilitation is required; if this requirement has been satisfied at the undergraduate level, students may substitute two additional elective credits in its place. Students who demonstrate completion of equivalent graduate-level courses within a previous five-year period and have earned at least a B may make substitutions for advanced-level courses by adviser approval.

Practicum courses (8 credits maximum): A maximum of 8 credits is permitted in practicum courses. The clinical practicums provide the clinical experiences necessary to integrate theory and practice. In addition to acquiring the clinical hours needed for ASHA certification and New York State licensure, students are exposed to various aspects of the field such as in-service and interdisciplinary conferences, report writing, therapeutic intervention, diagnostic evaluations, and contact with experienced clinicians.

Academic standards: All master’s candidates must maintain an average grade point average of 3.0 or higher throughout the program. Students must also pass a written comprehensive examination during the final semester of practicum or complete a research project as the terminal experience. A grade below C in any academic course, below a B in practicum, or a mean GPA of less than 3.0 in any given semester places the student at risk of dismissal from the program in Communicative Sciences and Disorders.

Practicum requirements: Students’ clinical experiences include a variety of clinical settings, client populations, backgrounds, and age groups. Graduate students complete a minimum of five semesters of clinical practicum. The first three semesters of clinical education are completed in the on-campus clinic. The first two semesters focus on the clinical diagnostic processes, and the third semester focuses on treatment. Following the successful completion of the on-campus practicum, students are placed off campus for two semesters. Typically, the first clinical field placement is in a pediatric setting, and the second is in an adult care setting. If students have not completed the necessary clock hours following the five clinical education placements indicated above, a sixth placement is required. All students are required to complete a minimum of 400 supervised clinical hours. Twenty-five hours are spent in clinical observation, and at least 350 clinic clock hours are completed during the graduate program. Prior to placement in a practicum, all students must be evaluated for speech and language performance in accordance with the policies outlined in the Department of Communicative Sciences and Disorders Master of Science Student Handbook.

All practicums require full-time, daytime attendance at practicum sites. Students are required to earn a grade of B or better or they fail the course, are required to retake it, and the clinical hours earned during that semester will not count toward the ASHA certification requirement. Practicum students are assigned by the off-campus externship coordinator to at least two of the program’s affiliated clinical facilities, which include a variety of healthcare organizations, schools, and private practices.

Terminal experience: Students may choose from two options to meet the comprehensive examination requirement for the Master of Science degree. The first option is to earn a passing score of 162 or greater on the PRAxis Examination in Speech-Language Pathology (0331) offered by ETS and recognized by ASHA. The second way to meet the terminal experience is for master’s students to conduct a research project in place of the comprehensive examination. If a student selects the research option, he or she must also successfully complete one semester of the research colloquium course and one semester of independent study, as a 1-credit elective. During the first semester of the colloquium, with the guidance of a faculty member, the student selects a research topic and submits a written proposal. The project is to be completed by the end of the second semester.

ADMISSION PREREQUISITES
Students in all graduate programs are admitted in the summer and the fall. GRE scores are required.

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

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; some 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.
The Doctoral Program in Communicative Sciences and Disorders provides students with training as academic researchers and scholars. This five-year full-time program includes several academic research milestones and comes with a competitive funding package (described below).

CAREER OPPORTUNITIES
Alumni from NYU’s doctoral program have become prominent professors and researchers at many leading universities in the metropolitan area and across the country.

DEGREE REQUIREMENTS
In addition to research requirements, doctoral candidates take advanced-level courses in the department, school, and University. To obtain the PhD, candidates who hold a master’s degree must take doctoral coursework (43 credits total), complete the candidacy research and scholarship requirements, and develop and defend a dissertation consisting of original research that makes a novel contribution to the field. Incoming students without a master’s degree must minimally complete the prerequisite courses for an MS degree in this area in addition to the doctoral requirements (minimum 73 credits).

The program is structured around research milestones. Students are required to produce two research papers using two different methodologies during their first few years in the department. These papers may supplement or form the basis for the dissertation work. These papers are followed by the dissertation proposal and ultimately the dissertation. The program requires students to work 20 hours per week on an ongoing research project, typically with a team of faculty and other students. Steinhardt Fellows may become research assistants when Steinhardt faculty win funding for projects that require research assistance.

ADMISSION REQUIREMENTS
Given the goals of the program, we admit students whose backgrounds can demonstrate a commitment and aptitude to perform academic research in communicative sciences disorders. This is evaluated on the basis of three letters of recommendation, a personal interview, academic history, and GRE scores. Applicants are also encouraged to specify a general area of study to identify professors in the program with whom they would like to work.

STEINHARDT DOCTORAL FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS
The Steinhardt School offers all full-time PhD students a complete funding and mentoring program. The Steinhardt Fellows program is designed to help PhD students undertake full-time study and research, to participate in superior academic and scholarly experiences, and to complete their studies in a timely manner. Depending on the student’s program of study and degree requirements, financial support includes four years of full tuition and fees and a living stipend of approximately $25,000 through the completion of the student’s required coursework. Selected doctoral students may alternatively be appointed to a research assistantship. Research assistants are funded by external grants and work with a principal investigator on a funded research project. Unlike Steinhardt Fellows, research assistants agree to work 20 hours per week on an ongoing research project, typically with a team of faculty and other students. Steinhardt Fellows may become research assistants when Steinhardt faculty win funding for projects that require research assistance.

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

The Speech-Language-Hearing Clinic is a part of the Department of Communicative Sciences and Disorders and provides services to NYU and the community at large. The clinic specializes in the diagnosis and treatment of disorders of speech, language, and hearing in infants, toddlers, children, adolescents, adults and seniors. Types of communication disorders that can be treated at the clinic include developmental language disorders, stuttering, voice disorders, articulation delays and disorders, and impaired speech and/or language caused by strokes, traumatic brain injury or other neurological disorders. Services provided by graduate student clinicians include diagnosis and treatment of speech and language disorders and group sessions and hearing screenings. The clinic directory, and faculty and professional supervisors provide continuous, ongoing, and direct supervision of the assessment and intervention activities of the clinic. The physical facilities of the clinic and the audiometric suite are located within and adjacent to the department offices.
The courses listed herein are to be offered in 2017–19.

**NOTES TO COURSES**

*Registration closed to special students.

**Anatomy and Physiology of the Speech and Hearing Mechanism**
CSCD-UE 231 45 hours: 4 credits; spring.

**Neuroanatomy and Physiology of Communication**
CSCD-UE 241 45 hours: 4 credits; fall.

**Phonetics and Phonemics**
CSCD-UE 201 45 hours: 4 credits; fall.

**Acoustic Phonetics**
CSCD-UE 1202 45 hours: 4 credits; spring.
Prerequisite: CSCD-UE 201.

**Audiology: Intervention Strategies Across the Lifespan**
CSD-UE 1222 45 hours: 4 credits; fall.

**Introduction to Audiology**
CSCD-UE 221* 45 hours: 4 credits; fall.

**Language Development in the Preschool Years**
CSCD-UE 1601* 45 hours: 4 credits; fall.

**Science of Language**
CSCD-UE 110 45 hours: 4 credits; spring.

**Masters Student Seminar**
CSD-GE 2000 30 hours: 0 credits; fall, spring.

**Augmentative and Alternative Communication**
CSCD-GE 2015 10 hours: 1 credit; fall.

**Motor Speech Disorders**
CSCD-GE 2016* 30 hours: 3 credits; spring.

**Therapeutic Approaches to Speech Pathology: Voice Disorders**
CSCD-GE 2019 30 hours: 3 credits; fall.

**Therapeutic Approaches to Speech Pathology: Aphasia**
CSCD-GE 2020 30 hours: 2 credits; spring.

**Adult Language Disorders**
CSCD-GE 2021* 30 hours: 3 credits; fall, spring.

**Craniofacial Anomalies**
CSCD-GE 2022* 30 hours: 3 credits; summer, fall.

**Neurogenic Speech Disorders in Children**
CSCD-GE 2023* 30 hours: 2 credits; spring.

**Fluency Disorders**
CSCD-GE 2028* 30 hours: 3 credits; spring.

**Language and Communication in Children with Autism Spectrum Disorders (ASD)**
CSCD-GE 2030 20 hours: 2 credits; spring.

**Language Development and Disorders in School-Aged Children**
CSCD-GE 2035 30 hours: 3 credits; fall, spring.

**Voice Disorders**
CSCD-GE 2037* 30 hours: 3 credits; fall.

**Language Disorders in Children**
CSCD-GE 2039* 30 hours: 3 credits; fall.

**Dysphagia in Adults and Children**
CSCD-GE 2060* 30 hours: 3 credits; fall, spring.

**Dysphagia in Infants and Toddlers**
CSCD-GE 2062 15 hours: 1 credit; fall.

**Speech and Swallowing Management for the Medically Complex Child**
CSCD-GE 2067 20 hours: 2 credits; spring, fall.

**Principles of Intervention with Speech-Language Disorders**
CSCD-GE 2075* 30 hours: 2 credits; fall, spring, summer.
Prerequisites: CSCD-GE 2039 and CSCD-GE 2111.

**Counseling Skills for Communicative Sciences and Disorders (1)**
CSCD-GE 2077 10 hours: 1 credit; fall, spring.

**Speech Sound Disorders in Children**
CSCD-GE 2108* 30 hours: 3 credits; spring, fall.

**Critical Evaluation of Research in Speech and Hearing Sciences and Disorders**
CSCD-GE 2109* 30 hours: 2 credits; fall.

**Multi-Cultural and Professional Issues in Communicative Sciences and Disorders**
CSCD-GE 2110* 30 hours: 3 credits; summer, fall.

**Multicultural Issues in Communicative Sciences and Disorders**
CSCD-GE 2141 20 hours: 2 credits; summer, fall.

**Professional Issues in Communicative Sciences and Disorders**
CSCD-GE 2142 10 hours: 1 credit; summer, spring, fall.

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

**Computerized Analysis of Language Transcripts**
CSCD-GE 2114 10 hours: 1 credit; spring.

**Advanced Clinical Practicum in CSD**
CSCD-GE 2111, 2115, 2116, 2117, 2118, 2119 45 hours per credit: 1–2 credits; summer, fall, spring.
Registration by permission of adviser.

**Hearing Loss: Rehabilitation**
CSCD-GE 2127* 30 hours: 2 credits; fall.

**Perception and Production of Speech**
CSCD-GE 2130 30 hours: 3 credits; spring.

**Interdisciplinary Case-Based Management of Dysphagia**
CSCD-GE 2165 10 hours: 1 credit; intersession.

**Interdisciplinary Habilitation of Speaking Voice and Vocal Performance: Synergistic Remediation Effect**
CSCD-GE 2136 20 hours: 2 credits; intersession.
Independent Study
CSCD-GE 2300* 45 hours per credit: 1-6 credits; fall, spring, summer; hours to be arranged.

Research in Natural Language: Methods and Procedures
CSCD-GE 2402 15 hours: 1 credit; fall.

CSD Colloquium I
CSCD-GE 2420 15 hours: 1 credit; fall, spring.

Honors Research: CSD
CSCD-GE 2424 0 credits; fall, spring. Hours to be arranged.

Speech Science: Instrumentation
CSCD-GE 2125 20 hours plus 10 hours arranged for lab sessions: 2 credits; fall.

Seminal Readings in Speech-Language Pathology and Audiology
CSCD-GE 3001 30 hours: 3 credits; spring.

Advanced Studies in Speech and Language
CSCD-GE 3021 30 hours: 3 credits; spring.

Doctoral Seminar in Speech-Language Pathology and Audiology
CSCD-GE 3400 10 hours: 1 credit; fall, spring.
The NYU Department of Media, Culture, and Communication (MCC) is at the forefront of innovative scholarship and teaching in the study of global media and culture, digital media and new technologies, media history, visual culture, sound studies, media activism, and political communication.

In the rapidly changing landscape of digital media and global cultural flows, the study of media, culture, and communication is crucial to understanding and navigating an increasingly connected world. MCC’s faculty aim to equip students with a set of analytical and theoretical tools by which they can engage with ideas in their full complexity. New York City is the University’s lab, and its horizons extend globally.

MCC coursework is designed so that students can immerse themselves in the vibrant life of the city with opportunities to study abroad, if they so choose. Internships also help master’s students gain a foothold in a diverse range of media industries.
Faculty

Isra Ali, Clinical Assistant Professor. BA 2000, University of Kansas; MA 2004, New School University; PhD 2014, Rutgers University.

Arjun Appadurai, Goddard Professor. BA 1970, Brandeis University; PhD 1976, University of Chicago.

Rodney Benson, Department Chair and Professor. BA 1983, Iowa State University; MIA 1994, Columbia University; MA 1994, PhD 2000, University of California, Berkeley.

Jamie Skye Bianco, Clinical Associate Professor. BA 1992, Sarah Lawrence College; MA 2000, Queens College; PhD 2005, City University of New York.


Finn Brunton, Assistant Professor. BA 2002, University of California, Berkeley; MA 2006, Saas-Fee (Switzerland); PhD 2009, University of Aberdeen (UK).


Radha S. Hegde, Professor. BA 1973, University of Madras (India); MA 1975, University of Delhi (India); MA 1977, PhD 1991, Ohio State University

Ben Kafka, Associate Professor. BA 1998, Brown University; PhD 2004, Stanford University.

Ted Magder, Associate Professor. BA 1982, University of Toronto; MA 1983, Carleton University; PhD 1988, York University.

Charlton McIlwain, Associate Professor. BA 1994, Oklahoma Baptist University; MHR 1996, PhD 2001, University of Oklahoma.

Mark Crispin Miller, Professor. BA 1971, Northwestern University; MA 1973, PhD 1978, Johns Hopkins University.

Mara Mills, Associate Professor. BA 1996, University of California, Santa Cruz; MA 2006, PhD 2008, Harvard University.

Nicholas Mirzoeff, Professor. BA 1983, Oxford University; PhD 1990, University of Warwick (UK).

Kelli Moore, Assistant Professor. BA 1998, Wellesley College; MA 2009, PhD 2013, University of California, San Diego.

Susan Murray, Director of Graduate Studies and Associate Professor. BA 1989, University of Wisconsin, Madison; MA 1994, New School for Social Research; PhD 1999, University of Texas, Austin.

Juan Piñon, Associate Professor. BA 1986, MA 1996, Universidad Iberoamericana (Mexico); PhD 2007, University of Texas, Austin.

Arvind Rajagopal, Professor. B.E. 1981, University of Madras (India); MA 1984, University of Kentucky; PhD 1992, University of California, Berkeley.

Erica Robles-Anderson, Associate Professor. BS 2001, PhD 2009, Stanford University.

Martin Scherzinger, Associate Professor. BMus 1992, PhD 2001, Columbia University.

Natasha Schüll, Director of Undergraduate Studies, and Associate Professor. BA 1993, MA 1995, PhD 2003, University of California, Berkeley.

Nicole Starosielski, Associate Professor. BA 2005, University of Southern California; MA 2008, PhD 2010, University of California, Santa Barbara.

Marita Sturken, Professor. BA 1979, Visual Studies Workshop/Empire State College; PhD 1992, University of California, Santa Cruz.

Helga Tawil-Souri, Associate Professor. BA 1992, McGill University; MA 1994, University of Southern California; PhD 2005, University of Colorado, Boulder.

James Wahutu, Assistant Professor. BA 2010, MA 2014, PhD 2018, University of Minnesota.

Aurora Wallace, European Director for Media, Culture, and Communication and Clinical Professor. BA 1992, Carleton University; MA 1994, PhD 2000, McGill University.

Angela Xiao Wu, Assistant Professor. BA 2006, Tsinghua University; MPhil 2008, Chinese University of Hong Kong; PhD 2014, Northwestern University.

Number of Adjunct Faculty: 36
Media, Culture, and Communication

**Master of Arts Program in Media, Culture, and Communication**

The MA in Media, Culture, and Communication is an interdisciplinary program designed to expose students to media and cultural studies. The program is a rigorous engagement with contemporary theory and key debates, with particular emphasis in the areas of Global and Transcultural Studies, Technology and Society, Visual Culture and Cultural Studies, Media Institutions and Politics, and Interaction and Social Processes. The curriculum is flexible, allowing electives by advisement from across the University. Master’s students are encouraged to participate in academic conferences, enroll in graduate courses abroad, and intern at leading media and cultural institutions. The department has a robust list of internship partners and is dedicated to building relationships with professional organizations in New York City and beyond.

**Dual-Degree Program in Media and Library Science**

The department has partnered with Long Island University’s Palmer School to offer a dual-degree program in media and library science. In addition to an MA in Media, Culture, and Communication, students can earn an ALA-accredited Master of Science in Library and Information Science (MSLIS). The program combines the rigorous study of critical theory with professional qualification to give graduates a competitive edge in the evolving fields of information science, digital humanities, curatorial studies, and data archiving.

This 55–63 credit MA/MSLIS prepares students for highly sought-after positions as subject specialists/ scholar-librarians in academic and research institutions or as archivists in libraries, media companies, museums, and other cultural institutions. Dual-degree students take 17 fewer credits than would be required if they pursued each master’s separately.

**PhD Program in Media, Culture, and Communication**

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

**CAREER OPPORTUNITIES**

Trained to think analytically, Media, Culture, and Communication MA alumni are well positioned for careers in both the public and private sectors, working in traditional and new media, research and policy, at cultural institutions and media start-ups. Many go on to doctoral study.

PhD graduates have assumed full-time academic positions at American University of Paris, Carleton University (Canada), City University of New York, Drexel University, Fordham University, University of London (UK), Manhattan Marymount, Michigan Technological University, NYU, The New School, Northeastern University, Princeton University, Rutgers University, Stanford University, University of California-Los Angeles, University of Wisconsin-Milwaukee, and the University of Washington, among other academic institutions. Recent graduates have also taken postdoctoral fellowships at Harvard’s Berkman Center for Internet and Society, Rutgers’ Center for Cultural Analysis, Microsoft Research New England, and Princeton’s Center for Information Technology Policy.

**DEGREE REQUIREMENTS**

**MA Degree Program**

The MA degree program requires a minimum of 36 credits.

- **Program Requirements** (7–8 credits): Core Seminar in Media, Culture, and Communication MCC-GE 2001 and one research course.

- **Program Electives** (12–28 credits, with a minimum of 12 credits in a specialization area).

- **Electives** (0–12 credits): courses outside the department and internship credit.

- **Culminating Experience** (0–4 credits): MA thesis, comprehensive exam, or professional writing course. Students must take a minimum of 18 credits at the 2000 level in residence.

**Dual-Degree Program**

Students in the dual-degree program transfer 9 NYU credits to Palmer LIU and 8 Palmer credits to NYU in order to complete the required credits for the two degrees.

In addition, there are two tracks for dual-degree students: Mentorship and Internship.

- **The Mentorship Track** includes a 160-hour mentoring arrangement in which subject specialists from NYU Libraries work with candidates to introduce them to the requirements of the field, offering the opportunity for hands-on experience within a theoretical framework. The program’s core is a series of required modules, which include Reference/Instruction, Collection Development, Digital Scholarship and Professional Development.

- **The Internship Track** is designed for those students who are not focused on careers as subject librarians in research libraries. Their interests may lie in activities connected to archives, media entities, museums, or similar institutions. This track includes a series of internships totaling 160 hours in which students work with trained library professionals in libraries or institutions in the New York Metropolitan area that reflect their future career goals.
PhD Program
The PhD program requires 48 credits of coursework for students with a master’s degree; 54 credits are required for those admitted only with a bachelor’s degree. Core courses must be taken in sequence: Doctoral Core Seminar I MCC-GE 3100 (4 credits, first year); Doctoral Core Seminar II MCC-GE 3200 (4 credits, first year); Introduction to Communication Research MCC-GE 3101 (3 credits, first or second year); Dissertation Proposal Seminar MCC-GE 3201 (1 credit, third year).

Remaining courses are scheduled by advisement, including specialized elective courses inside the department (8–10 credits); research and methods electives inside or outside the department (14–16 credits); and theoretical or disciplinary foundational study outside the department (12 credits). A minimum of 12 credits from these remaining courses must be taken inside the department.

Students move quickly toward pursuing their dissertation research in the third year of study, accompanied by teaching and research opportunities that will help prepare them for academic positions in the fields of media studies, cultural studies, communication, and related disciplines.

ADMISSION REQUIREMENTS

MA Degree Program
Prospective MA students must submit two letters of recommendation, a statement of purpose, and scores from the Graduate Record Examination (GRE) in addition to meeting the Steinhardt School general admissions requirements for master’s-level study.

Dual-Degree Program
Prospective students interested in the dual-degree program at NYU and LIU must apply separately for admission to each school. Students already enrolled in the Media, Culture, and Communication MA program must declare their intention to enroll in the dual-degree program before completing 12 credits. Students already enrolled in the MSLIS program at Palmer may apply for the MCC dual-degree program as long as they have completed no more than 6 credits by the time they enter the program. Students already enrolled in either the Palmer School or NYU should consult with their adviser before submitting an application.

PhD Program
Requirements for the doctoral program include submission of a curriculum vitae; a statement of purpose essay; a master’s thesis or other writing sample offering evidence of sustained intellectual inquiry and research; transcripts, GRE scores; and three letters of recommendation. Final candidates will be interviewed by the faculty committee before an admissions offer is made.

International Graduate Applicants
For both MA and PhD applications, international students whose native language is not English or who did not receive a bachelor’s degree at an English-speaking college or university must also submit one of the following English language exams to the Office of Graduate Admissions by the application deadline: Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Pearson Test of English (PTE Academic).

See general admission section, page 187.

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

Funding is classified as fellowship and is independent of teaching or research assistantships; students are paid additional income for serving as teaching and research assistants. For further details, please visit steinhardt.nyu.edu/mcc/doctoral/funding.

Students are expected to maintain satisfactory progress toward their degree completion and to achieve a set of benchmarks in their trajectory through the program in order to receive funding.

See general financial aid section, page 199.

MCC Media Diversity Scholarship
The NYU at Weber Shandwick Masters in Residence program is designed for select MA students in the NYU Steinhardt Department of Media, Culture, and Communication. This unique-to-the-field diversity scholarship combines academic rigor and professional application to redefine the media and communications industry for the 21st century. It helps eliminate barriers to graduate education for historically underrepresented applicants, while offering students professional pathways to succeed in a dynamically changing media landscape.

The NYU at Weber Shandwick Residency program offers funded tuition in the NYU MCC MA degree program, personalized academic mentoring, and a part-time paid position at Weber-Shandwick.

Students interested in the program must apply for the MCC MA program and complete a supplementary application form.

RESEARCH FUNDING
Graduate students may apply for department funding to participate in academic conferences. Below are select opportunities for funding:

LeBoff Research Fund
The Phyllis and Gerald LeBoff Research Fund provides support to doctoral students for dissertation research. Students who have successfully defended their dissertation proposals and have met all department benchmarks; funding is available for travel, supplies, or services.

Mitchell Leaska Scholarship for Master’s Students
This award honors the legacy of Mitchell Leaska, a distinguished professor at NYU Steinhardt for nearly 40 years. Media, Culture, and Communication master’s students are eligible to apply for funds to support the preparation and presentation of original scholarly work at conferences. Additionally, there are a variety of councils and working groups around the University that hold funding competitions.

Michael Rosenberg Scholarship
Funding awarded each year to exceptional MA candidates. All applicants to the MA program in Media, Culture, and Communication who submit an application for admission are automatically considered for this funding. No scholarship application is required.
Media, Culture, and Communication, continued

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

The University and department offer graduate summer and January intersession study-abroad programs to explore globalization, global visual culture, and media and culture in other countries. Locations have included Amsterdam, Beijing, Berlin, Buenos Aires, Hong Kong, London, Paris, Prague, and Shanghai. These courses typically examine the social, economic, political, and cultural implications of global media and culture in relation to the site of study. Courses integrate lectures, seminars, and site visits and deploy a comparative approach. Courses vary year to year. Recent topics have included Race and Media (London); Migration, Media, and the Global City (Berlin); Producing Visual Culture and the French Culture (Paris); Visual Culture of Memory (Buenos Aires).
Courses

The courses listed herein are offered in rotation and may be subject to change.

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
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<tr>
<td><strong>MEDIA, CULTURE, AND COMMUNICATION/MCC-GE</strong></td>
<td>Seminar in Media, Culture, and Communication</td>
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<td>The Psychic Life of Media</td>
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<td>Censorship in American Culture</td>
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<td>Amateur Media</td>
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<td>Race and Media</td>
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<td>Media and the Environment</td>
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<td>Architecture as Media</td>
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<td>Seminar in Media Criticism</td>
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<td>Politics of the Gaze</td>
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<td>Fame: Social Theories of Charisma, Recognition, and Renown</td>
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<td>New Media Research Studio</td>
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<td>Topics in Digital Media</td>
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<td>Topics in Digital Media: Games Studies</td>
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<td>Topics in Digital Media: Digital Media and Materiality</td>
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<td>Media Archaeology</td>
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<td>Media, Memory, and History</td>
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<td><strong>War and Media Theory</strong></td>
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<td><strong>Politics of Digital Media</strong></td>
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<td><strong>Video Game Theory</strong></td>
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<td><strong>Studies in Organizational Communication</strong></td>
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<td><strong>Topics in Digital Media: Hacking in Technology, Politics and Society</strong></td>
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<td><strong>The Cultural Analysis of Design</strong></td>
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<td><strong>Digital Humanities</strong></td>
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<td><strong>Methods in Interpreting Popular Culture</strong></td>
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<td><strong>Reality and Documentary TV</strong></td>
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<td><strong>The Television Business</strong></td>
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<td><strong>A Cultural History of Television</strong></td>
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<td><strong>Media Activism</strong></td>
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<td><strong>Activist Art and Creative Activism</strong></td>
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<td><strong>Migration, Media, and The Global South</strong></td>
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<td><strong>The Global City and Media Ethnography</strong></td>
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<td><strong>Transnational Media Flows</strong></td>
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<td><strong>Globalization, Memory, and Visual Culture</strong></td>
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<td><strong>Communication and Persuasion</strong></td>
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<td><strong>Professional Writing and Research Applications</strong></td>
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<td><strong>Political Communication</strong></td>
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<td><strong>Communication Processes: Gender, Production of Culture in the Digital Age</strong></td>
<td>Communication Processes: Gender, Production of Culture in the Digital Age</td>
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<td><strong>Media Events and Spectacle</strong></td>
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87 DEPARTMENT OF MEDIA, CULTURE, AND COMMUNICATION THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT BULLETIN 2019-2021
Courses, continued

**Interpersonal Communication in a Digital World**
MCC-GE 2290 40 hours: 4 credits.

**Independent Study**
MCC-GE 2300 variable credit: 1-4 credits.

**Law, Media, and The New World Order**
MCC-GE 2304 40 hours: 4 credits.

**Mapping Internet Governance**
MCC-GE 2305 40 hours: 4 credits.

**The Racial Web**
MCC-GE 2308 40 hours: 4 credits.

**Sound Studies**
MCC-GE 2310 40 hours: 4 credits.

**Social Life of Paper**
MCC-GE 2344 40 hours: 4 credits.

**Topics in Globalization**
MCC-GE 2380 40 hours: 4 credits.

**Global Consumer Culture**
MCC-GE 2381 40 hours: 4 credits.

**Media and Cultural Globalization in France**
MCC-GE 2384 40 hours: 4 credits.

**Topics in Globalization: Cultural Dimensions**
MCC-GE 2385 40 hours: 4 credits

**Topics in Visual Culture and Cultural Studies**
MCC-GE 2400 40 hours: 4 credits.

**Visuality and Modernity**
MCC-GE 2401 40 hours: 4 credits.

**Visuality and Globalization**
MCC-GE 2403 40 hours: 4 credits.

**Topics in Modernity and Climate Change**
MCC-GE 2404 40 hours: 4 credits.

**Semiotics of Media, Art, and Performance**
MCC-GE 2406 40 hours: 4 credits.

**Visual Cultures of the Modern and Global City**
MCC-GE 2407 40 hours: 4 credits.

**Visual Culture Methods**
MCC-GE 2420 40 hours: 4 credits.

**Research in Visual Culture**
MCC-GE 2422 40 hours: 4 credits.

**Mediating the Real**
MCC-GE 2501 40 hours: 4 credits.

**Culture and Media in Urban China**
MCC-GE 2836 40 hours: 4 credits.

**Thesis in Media, Culture, and Communication**
MCC-GE 2900 variable credit: 0-4 credits.

**Theoretical Synthesis for Research, Writing, and Teaching**
MCC-GE 2901, 40 hours, 0-4 credits.

**DOCTORAL COURSES**

These courses are available to MA students by application and to all doctoral students.

**Special Topics in Critical Theory**
MCC-GE 3010 40 hours: 4 credits.

**Special Topics in Media History**
MCC-GE 3030 40 hours: 4 credits.

**Doctoral Seminar in Culture and Communication I, II**
MCC-GE 3100, 3200 47 hours: 4 credits each term.

**Introduction to Communication Research**
MCC-GE 3101 40 hours: 4 credits each term.

**Semiotics**
MCC-GE 3103 40 hours: 4 credits.

**Special Topics in Cultural and Visual Studies**
MCC-GE 3110 40 hours: 4 credits.

**Special Topics in Globalization**
MCC-GE 3130 40 hours: 4 credits.

**Transcultural Media**
MCC-GE 3131 40 hours: 4 credits.
DEPARTMENT OF
Music and Performing Arts Professions

DEPARTMENT CHAIR: DAVID SCHROEOER; VICE CHAIR: AGNIESZKA ROGINSKA
35 WEST FOURTH STREET, SUITE 1077 | NEW YORK, NY 10012–1172
TELEPHONE: 212-998-5424 | FAX: 212-995-4043 | WEBSITE: steinhardt.nyu.edu/music

The Department of Music and Performing Arts Professions offers the finest professional training within a preeminent and internationally acclaimed university. The graduate programs are united by a spirit of openness and innovation that encourages students to pursue their specializations in the performing arts in the context of the larger world of ideas. With an outstanding faculty of performers, theorists, and educators supported by superb research and studio facilities, the department offers an unparalleled environment for artistic challenge and growth.

This unique vision takes many forms. At NYU, music performers, composers, and technology majors collaborate on special projects and performances through the New Music Ensemble and the Interactive Arts Performance Series. Music educators take courses in music technology and improvisation. Music therapists work collaboratively with other creative arts therapists in drama and visual art to promote a deeper understanding of the interdisciplinary use of the arts in therapy. Performing arts administrators and music business professionals explore the commonalities of the nonprofit and commercial sectors. Educational theatre students mount productions for city schoolchildren and develop community-engaged theatre in numerous sites. Instrumentalists combine traditional study of solo and chamber literature along with the investigation of extended techniques, improvisation, new works by NYU composition majors, and interactions with electronics. Composers have the opportunity to work with choreographers, librettists, and filmmakers.

The school's location in New York City is a strong advantage. Students immerse themselves in the excitement and opportunities of the world's musical and artistic capital. The University's location enables it to draw on the greatest artists in the world and allows its students to build networks and take advantage of abundant professional opportunities. The Department of Music and Performing Arts presents over 300 performances, frequently reviewed by the New York media, each year — from solo recitals to ensemble concerts and full opera and music theatre productions. Throughout the academic year, the department presents master classes several times each week.

Graduate offerings include programs leading to the Master of Arts and Master of Music degrees, the Advanced Certificate, the Advanced Diploma, and the PhD and EdD degrees. The master's program in music therapy is accredited by the American Music Therapy Association (AMTA). Teacher certification programs in music education, dance education, and educational theatre are accredited by the Council for the Accreditation of Educator Preparation (CAEP).
Faculty

Leila Adu-Gilmore, Assistant Professor. BM 2003, Victoria University of Wellington; MFA 2016, PhD 2018, Princeton University.

Kenneth Aigen, Associate Professor. BA 1979, University of Wisconsin University; MA 1984, New York; DA 1991, New York.

Stephanie Baer, Music Assistant Professor. BM 1998, MM 2000, Mannes College of Music.

Garth Bardsley, Visiting Music Associate Professor. BA Hons 1987, Cambridge University; MA 1990, Cambridge University; Fellow Higher Education Academy 2016, HEA UK.

Juan Bello, Associate Professor. BS 1998, Simón Bolívar University (Venezuela); PhD 2003, University of London (UK).


Michael Breaux, Clinical Assistant Professor. BME 1981, Louisiana State University; MM 1984, Yale University.

Meg Bussert, Music Associate Professor. BA 1998, State University of New York at Purchase; MAT 1999, Manhattanville College.

Carlos Chirinos, Clinical Assistant Professor. BA/MA 1996 Universidad Central de Venezuela (Venezuela); MM 2005, SOAS, University of London (UK).


David J. Elliott, Professor. BM 1971, BEd 1972, MM 1973, University of Toronto; PhD 1983, Case Western Reserve University.

Morwread Farbod, Assistant Professor. BA 1997, Harvard University; MS 2001, PhD 2006, Massachusetts Institute of Technology.

Lawrence Ferrara, Professor. BA 1971, Montclair State University; MM 1973, Manhattan School of Music; PhD 1978, New York University.

Irwin Fisch, Music Associate Professor. BS 1979, Syracuse University.

Phil Galdston, Master Teacher in Songwriting; Faculty Songwriter-in-Residence. BA 1972, Union College (Schenectady, NY).

Paul Geluso, Master Teacher. BS 1988, New Jersey Institute of Technology; MM 2000, New York University.

Jonathan Haas, Professor. BA 1976, Washington University (St. Louis); MM 1979, Juilliard School.

Eduardus Halim, Sascha Gorodnitzki Chair in Piano Studies, Music Professor. BM 1984, MM 1986, Juilliard School.

Dianna Heidman, Music Assistant Professor. BM 1982, State University of New York at Potsdam; MME 1990, North Texas University; Artist Dipl. 1991, University of Cincinnati.

Barbara Hesser, Associate Professor. BM 1970, DePauw University; BS 1973, MS 1974, Combs College of Music; CMT LCAT, FAMI.

Maria Hodermarska, Clinical Assistant Professor. BFA, MA, 1983, New York University.

Samuel Howard-Spink, Clinical Assistant Professor. BA 1993, University of Bristol (UK); MA 2002, Hunter College; PhD 2012, New York University.


Robert J. Landy, Professor. BA 1966, Lafayette College; MS 1970, Hofstra University; PhD 1975, University of California, Santa Barbara.

Richard G. Maloney, Clinical Associate Professor. BA 1985, Bates College; BM 1989, Berklee College of Music; GradD 1998, Longy School of Music of Bard College; MS 2000, Boston University; PhD 2010, Northeastern University.

Sarah Marlowe, Assistant Professor. BM 2002, MM 2006, University of Massachusetts (Amherst); PhD 2013, Eastman School of Music.

Panayotis Mavromatis, Associate Professor. BA 1987, Dipl. Advanced Study in Mathematics 1988, MA 1991, Cambridge University (UK); MA 1995, Boston University; PhD 2005, Eastman School of Music.

Brian McFee, Assistant Professor. BS 2003, University of California, Santa Cruz; MS 2008, PhD 2012, University of California, San Diego.

Lawrence Miller, Clinical Associate Professor. BA 1979, Brandeis University; MBA 1994, Columbia Business School.

David Montgomery, Clinical Assistant Professor. BA 1999, Marymount Manhattan College; MA 2001, PhD 2007, New York University.


David Pietro, Music Assistant Professor. BM 1987, North Texas State University; MM 2001, New York University.

Agnieszka Roginska, Department Vice Chair and Music Associate Professor. BM 1996, McGill University; MM 1998, New York University; PhD 2004, Northwestern University.

Robert Rowe, Professor. BM 1976, University of Wisconsin; MA 1978, University of Iowa; PhD 1991, Massachusetts Institute of Technology.

S. Alex Ruthmann, Associate Professor. BM 2000, University of Michigan–Ann Arbor; MM 2002, PhD 2006, Oakland University.
Ronald Sadoff, Associate Professor. BM 1976, North Carolina School of the Arts; MM 1978, Juilliard School; PhD 1986, New York University.

Nisha Sajnani, Associate Professor. BA 1999, Concordia University (Alberta); MA 2002, PhD 2010, Concordia University (Montreal).

Joe Salvatore, Clinical Associate Professor. BA 1995, University of Delaware; MFA 1998, University of Massachusetts (Amherst).

David Schroeder, Department Chair and Music Associate Professor. BEd 1983, Northern Iowa University; MM 1986, New England Conservatory of Music; DA 1993, New York University.

Nancy Smithner, Clinical Associate Professor. BA 1976, Antioch College; PhD 2002, New York University.

Elise S. Sobol, Visiting Associate Professor. Program Director, Music Education: BA, 1985, New School for Social Research; MA, 1987, Teachers College Columbia University; EdD 2014, St. John’s University.

Matthew Sullivan, Music Assistant Professor. BM 1975, University of Miami.

Mark Suozzo, Visiting Associate Professor. BA 1975, Columbia College; MM 1995, Manhattan School of Music.

Philip Taylor, Associate Professor. BEd 1980, Rusden State College (Australia); MA 1988, PhD 1992, New York University.

Judy Tint, Clinical Assistant Professor. BA 1976, Rutgers University; JD 1979, Columbia Law School.

Julia Wolfe, Assistant Professor. BA 1980, University of Michigan; MM 1986, Yale University; PhD 2012, Princeton University.

Ana Flavia Zuim, Music Assistant Professor. BM 2003, State University of Londrina; MM 2006, Lynn University; PhD 2012, Florida Atlantic University; Vocology Certification 2015, University of Utah.

Distinguished Performers and Composers-in-Residence
Leo Kraft (1989-1991)
George Perle (1993-1994)
Robert Craft (1996-1997)
Morton Subotnick (1996-1997)
Leo Kraft (1997-1998)
George Crumb (1997-1998)
Steven Schick (1997-1998)
Maya Beyser (1997-1998)
Lumina String Quartet (2003-2005)
“Prizm” Brass Quintet (2003-2005)
Tania León (2004)
JACK Quartet (2011-present)
New Hudson Saxophone Quartet (2004-present)
JACK Quartet (2011-present)
Justin Dello Joio (present)
Lars Graugaard (2011-present)
Ted Sperling (2018-present)
John Miller (2018-present)

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

Jana Sanskrit India theatre troupe, 2011
Tony Graham, 2012

Number of Adjunct Faculty (by specialization)
Music
Bass Clarinet 1
Bass: Jazz 3
Bassoon 3
Cello 4
Choir 6
Clarinet 4
Double Bass 3
Ensembles 8
Flute 7
French Horn 3
Harp 1
Jazz Composition 7
Jazz Guitar 5
Jazz Percussion 5
Jazz Piano 3
Jazz Trombone 2
Music Composition 16
Music History 4
Music Theatre 10
Music Theory 6
Oboe 4
Percussion 6
Piano 10
Saxophone: Classical 2
Saxophone: Jazz 8
Trumpet 3
Trumpet: Classical 3
Trumpet: Jazz 2
Tuba 1
Viola 4
Violin 14
Performing Arts Professions
Dance Education 17
Drama Therapy 6
Educational Theatre 25
Music Business 12
Music Education 27
Music Technology 18
Music Therapy 18
Performing Arts Administration 5

Special Departmental Features

ADMISSION REQUIREMENTS FOR MUSIC PROGRAMS
An interview and, in programs where applicable, an audition and/or composition portfolio review are required. See also individual programs.

See general admission section, page 187.

SPECIAL DEGREE REQUIREMENTS FOR MUSIC PROGRAMS
All incoming master’s degree students, excluding those in the Music Business Program, must take Theory, Ear Training, and Music History placement examinations prior to their first semester (consult the department for specific dates and locations). All master’s programs in music require a final project (Colloquy). See also under individual programs.
Dance Education

**DIRECTOR**
Deborah Damast
35 West Fourth Street
10th Floor
TELEPHONE: 212-998-5400

**DEGREES**
MA, Advanced Certificate, MFA/MA

**FACULTY**
See pages 90-91 for a complete listing.

### The mission of the Dance Education Program

The mission of the Dance Education Program is to provide high-quality professional development in the theory and practice of dance education for teachers, administrators, performing artists, and research scholars in the fields of dance and education. Our “thinking-centered” approach emphasizes the integration of the developing mind and body in the context of cultural practices through research, pedagogic, and discipline-based inquiries. Our goal is to facilitate the growth of your creative and critical thinking abilities, thereby increasing your knowledge and expertise in dance and dance education.

Created in 1932 by the legendary Martha Hill, the Program in Dance Education is guided by a belief in movement as central to human development and education. From this perspective, dance and education are viewed as complementary domains of knowledge. Dance represents an intelligent expression of human experience and is an important source of understanding that contributes to cognitive, emotional, and physical growth in multicultural settings.

Traditionally, dance is not taught as a domain of understanding; rather, it is taught as received knowledge.

Our approach is to move away from a knowledge-centered curriculum — the passive mind, active body ideal — wherein submissive learners “acquire” dance content through a dominant pedagogy. Instead, we provide a curriculum that requires critical and creative thinking about, and deliberate practice with, key concepts in dance, human development, and sociocultural educational settings.

Dance Education’s three master’s (MA) programs are in Teaching Dance in the Professions, Teaching Dance in the Professions with a concentration in American Ballet Theatre ballet pedagogy, and Teaching Dance, All Grades. Discipline-based studies and scholarly research increases students’ knowledge and expertise and transforms the way educators understand and teach dance. For this reason, the programs’ distinguished faculty members focus on creative, pedagogical, and research-based inquiries. A creative-based inquiry allows the dancer to master his or her craft with coursework that includes choreography, technique, and improvisation. Pedagogical-based inquiry enables deep understanding of learning and teaching processes with courses in teaching methods, curriculum development, and multicultural practices.

The research-based inquiry provides theory and methods courses for creating new knowledge in the field of dance education.

The Program in Dance Education offers many opportunities to engage in community outreach, performance, and research in dance. Close partnerships with national, state, and New York City performing arts institutions provide access to a wealth of information about innovative dance education programs for exploration and research. Its student ensemble group, Kaleidoscope Dancers, focuses on community outreach, performs with and for New York City schoolchildren, and conducts workshops on learning in, through, and about dance. It also provides opportunities to learn new repertory from distinguished faculty. Its concerts provide an opportunity for students to develop their choreographic voice.

### CAREER OPPORTUNITIES

Graduates of the Program in Dance Education hold teaching and leadership positions in public and private elementary and secondary schools, in outreach dance education programs, and as professors and researchers in college and university programs.

### DEGREE REQUIREMENTS

**Master of Arts: Teaching Dance, All Grades**

The need for qualified and certified dance educators in elementary and secondary schools has never been greater than it is today. The master of arts program in Teaching Dance, All Grades leads to initial NYS teacher certification (40 credits) for preservice teachers and professional teacher certification (34 credits) for certified teachers who already hold an initial NYS teaching certificate in dance.

**Initial Teacher Certification**

The pre-service curriculum is designed to prepare dance educators to teach all grades (pre-K through 12). A total of 40 credits and 100 hours of field experience are required for this master’s program, distributed as follows:

- **Core Courses:** Includes, but is not limited to, Laban Movement Analysis MPADE-GE 2044; Applied Methods and Techniques of Teaching Dance MPADE-GE 2075; Research in Dance Education MPADE-GE 2403; Inquiries into Teaching and Learning I TCHL-GE 210; Language and Literacy Acquisition, and Development TCHL-GE 2275; Human Development and Education in the Arts MPAIA-GE 2010; The Social Responsibility of Teachers: Drug and Alcohol Education, Child Abuse Identification, School Violence Prevention and DASA TCHL-GE 2999; Theory and Philosophy of Teaching Dance MPADE-GE 2265; Dance for Children with Special Needs MPADE-GE 2453; Professional Development MPADE-GE 2001; Teaching Creative Movement MPADE-GE 2452; Open Structure and Guided Discovery in Dance Composition MPADE-GE 2454; History, Culture, and Pedagogy of Jazz Dance MPADE-GE 2272; Supervised Student Teaching (Elementary and Secondary) MPADE-GE 2607, 2608; Seminar in Dance Education MPADE-GE 2509; Kaleidoscope Dancers I & II MPADE-GE 2610 & 2611.

**Guided Electives:** Concert Preparation I & II MPADE-GE 2801 & 2802; West African Dance MPADE-GE 2022; Hip Hop Dance Culture MPADE-GE 2025; Study Abroad—Dance Education in Uganda MPADE-GE 2520; Afro-Caribbean Dance MPADE-GE 2202; Jazz Dance Technique MPADE-GE 2029.

**Professional Teacher Certification**

The in-service curriculum is designed to provide professional development for educators holding initial NYS certification in dance to gain professional-level certification. A total of 34 credits and 50 hours of field experience are required for this master’s program, distributed across, but not limited to, the Core Courses described above.

**Master of Arts: Teaching Dance in the Professions**

A minimum of 30 credits is required for the Master of Arts Degree Program in Teaching Dance in the Professions. Students may take up to 36 credits if they wish to pursue additional study beyond the minimum 30 credits required.

A culminating project is required. The traditional track (DAPR) is intended for those who wish to teach in institutions of higher education or work as educational consultants and directors of...
Dance Education, continued

Education. Students intending to teach in private studios, in conservatories, as teaching-artists, and in community settings may select a concentration in ballet pedagogy, offered in partnership with the American Ballet Theatre (DAPR:ABT). Both tracks prepare students to gain the academic experience necessary to pursue doctoral study.

DAPR: Core Courses: Laban Movement Analysis MPADE-GE 2044; Research in Dance Education MPADE-GE 2403; Theory and Philosophy of Dance Education MPADE-GE 2265; History, Culture, and Pedagogy of Jazz Dance MPADE-GE 2272; Open Structure and Guided Discovery in Dance Composition MPADE-GE 2454; Teaching Creative Movement MPADE-GE 2452; Professional Development I MPADE-GE 2805; Kaleidoscope Dancers I & II MPADE-GE 2610 & 2611.

DAPR: Specialization (12 credits): Early American Modern Dance MPADE-GE 2040; Applied Methods and Techniques of Teaching Dance MPADE-GE 2075.

DAPR: Guided Electives: May include such courses as Alexander Technique MPASS-GE 2371; Dance for Students with Special Needs MPADE-GE 2453; Principles of Dance Movement Therapy MPADE-GE 2502; West African Dance MPADE-GE 2201; College Student Learning and Development HPSE-J2 2069; Fieldwork in Dance: Higher Education MPADE-GE 2277; Concert Preparation I & II MPADE-GE 2801 & 2802; Hip Hop Dance Culture MPADE-GE 2025; Study Abroad—Dance Education in Uganda MPADE-GE 2520; Afro-Caribbean Dance MPADE-GE 2202; Jazz Dance Technique MPADE-GE 2029.

DAPR: ABT Core Courses: Laban Movement Analysis MPADE-GE 2044; Research in Dance Education MPADE-GE 2403; Theory and Philosophy of Dance Education MPADE-GE 2265; History, Culture, and Pedagogy of Jazz Dance MPADE-GE 2272; Teaching Creative Movement MPADE-GE 2452; Professional Development MPADE-GE 2805.


DAPR: ABT Guided Electives (8 credits): May include such courses as Dance for Students with Special Needs MPADE-GE 2453; Principles of Dance Movement Therapy MPADE-GE 2502; Concert Preparation I and II MPADE-GE 2801 and 2802; West African Dance MPADE-GE 2022; Hip Hop Dance Culture MPADE-GE 2025; Study Abroad—Dance Education in Uganda MPADE-GE 2520; Afro-Caribbean Dance MPADE-GE 2202; Jazz Dance Technique MPADE-GE 2029.

ADMISSION REQUIREMENTS

Admission to the dance education master’s degree program is offered to applicants who hold a bachelor’s degree or equivalent international credentials and who show promise as dance educators. Applicants are judged on the basis of criteria that include academic record and performance experience, quality of personal written statement, individual audition, and interview. (Note: A video audition may be required for certain tracks of study.)

See general admission section, page 187.

ACCREDITION

The New York University Teacher Education Program, which is designed to prepare students to meet the challenges of teaching and leadership in today’s demanding educational environment, is granted accreditation by the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from October 2015 to December 2022. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to CAEP’s quality principles.

The Advanced Certificate in Teaching Dance, All Grades

The Advanced Certificate in Teaching Dance, All Grades is designed for prospective students who have earned an MA or MFA in Dance, and who wish to attain initial NYS certification in Teaching Dance, Grades Pre-K-12. Rather than earn an additional master’s degree, students in this program would take courses (20 credit minimum) that provide the supplementary educational theory, pedagogical development, and instructional practice necessary to fulfill requirements currently in place for New York State Certification in Teaching Dance, All Grades. (Courses that are part of the MA Teaching Dance, All Grades program at NYU’s Steinhardt School of Culture, Education, and Human Development.)

DEGREE REQUIREMENTS

All students must take the following minimum required courses (20 credits): Dance for Students with Special Needs MPADE-GE 2453; Language and Literacy TCHL-GE 2275; Inquiries into Teaching and Learning III TCHL-GE 2010 Fieldwork in Schools and Other Educational Settings TCHL-GE 0005; Human Development and Education in the Arts MPAIA-GE 2010; Drug, Alcohol Ed /Child Abuse Id /School Violence Prevention TCHL-GE 2999; Student Teaching in Dance: Elementary MPADE-GE 2607; Student Teaching in Dance: Secondary MPADE-GE 2608; Teaching Creative Movement MPADE-GE 2452. Upon admission, additional courses/credits may be required based upon individual MA/MFA transcript review in which case students may be required to complete additional courses/credits such as the following: Theory and Philosophy of Dance Education MPADE-GE 2265; Laban Movement Analysis MPADE-GE 2044; Open Structure and Guided Discovery in Dance Composition MPADE-GE 2454, Early American Modern Dance MPADE-GE 2040; Research in Dance Education MPADE-GE 2402. Completion of this program leads to eligibility for initial and Professional New York State Certification in Teaching Dance, All Grades, (Pre-K-12) with reciprocity in numerous states.

ADMISSION REQUIREMENTS

Specific requirements for the advanced certificate program in dance include:

• Earned Master of Arts or Master of Fine Arts in Dance or Dance Education
• Strong record of academic achievement
• Completed essay expressing interest in Pre-K-12 education in dance and detailing career goals
• Audition

See general admission section, page 186.

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.

**Dual Degree: Master of Arts in Teaching Dance, All Grades (Steinhardt) and Master of Fine Arts in Dance (Tisch School of the Arts)**

The dual degree allows those admitted into the MFA Degree in Dance (through Tisch) to also pursue the MA in Teaching Dance, All Grades (through Steinhardt). The graduates of the dual degree MFA/MA will be prepared to teach in the Pre-K-12 setting as a certified dance educator with the addition of a terminal degree in dance artistry. The duration of this program is two full-time academic years and one part-time year in which students will take courses from both programs simultaneously. The culminating project, Seminar in Dance Education, synthesizes prior course work into a curriculum design in Dance Education. Additionally, the terminating experience gives students the opportunity to use their dance and choreographical skills in the Tisch performing ensemble, the Second Avenue Dance Company. Students take 76 credits of courses, 29 of which are towards the MA and 47 of which are for the MFA.

**ADMISSION REQUIREMENTS**

Applicants must hold a baccalaureate degree in any area and must be prepared to demonstrate expertise in ballet and modern dance through audition. The candidate must meet the application requirements of both the Tisch School of the Arts (TSOA) Dance Department and the Steinhardt Dance Education Program including two letters of recommendation, interview, and personal statement. The Tisch audition includes both ballet and contemporary technique and a prepared 2-3 minute solo. Up to five students will be admitted annually to this dual-degree program. Students must apply separately to and be accepted by both the TSOA Dance Department and Steinhardt School of Education, Culture, and Human Development of NYU. Admission to both programs is required for enrollment as a dual-degree student. Applicants to the Steinhardt School are evaluated based on the relevance and quality of prior professional work, prior academic achievement, letters of reference, and a personal statement. The personal statement must demonstrate a commitment to a career in this field, and an understanding of the aims and content of the program.

**DEGREE REQUIREMENTS**

**MFA/MA Dual Degree (76 credits)**

**MFA (47 credits)**

**Required Core**

- Dance Technique IM DANC-GT 2001;
- Dance Technique IIM DANC-GT 2003;
- Dance Theory and Composition IM DANC-GT 2009;
- Dance Theory and Composition IM DANC-GT 2010;
- Dance Theory and Composition IIIM DANC-GT 2014;
- Dance Theory and Composition IIIM DANC-GT 2015;
- Graduate History of Dance DANC-GT 2102;
- Graduate History of Dance DANC-GT 2103 (2nd semester);
- Music Resources DANC-GT 2042;
- Music Resources DANC-GT 2043 Graduate Kinesthetics of Anatomy DANC-GT 2026;
- Graduate Kinesthetics of Anatomy DANC-GT 2027;
- Graduate Seminar in Dance DANC-GT 2024;
- Graduate Seminar in Dance DANC-GT 2025;
- Graduate Production Crew in Dance DANC-GT 2018;
- Graduate Production Crew in Dance DANC-GT 2018.

**MA (29 credits)**

**Core Research Courses**

- Laban Movement Analysis MAPE-GE 2044, 2 credits; Research in Dance Education MAPE-GE 2403, 3 credits.

**Core Pedagogical Courses**

- Theory and Philosophy of Dance Education MAPE-GE 2265; Kaleidoscope Dancers MAPE-GE 2610; Inquiries into Teaching and Learning III TCHL-GE 2010; Human Growth and Development APSY-GE 2138; Literacy and Language Acquisition and Development TCHL-GE 2275; Dance for Students with Special Needs MAPE-GE 2453; The Social Responsibilities of Teachers TCHL-GE 2999.

**Content Core Courses**

- Applied Methods and Techniques of Teaching Dance MAPE-GE 2075; Teaching Creative Movement MAPE-GE 2452; Student Teaching in Dance: Elementary MAPE-GE 2607; Student Teaching in Dance: Secondary MAPE-GE 2608.

**Culminating Experience**

- Culminating Seminar in Dance Education MAPE-GE 2509. Program seminar addresses issues confronting dance educators. Emphasis on integrating theory and practice and on the generation of new ideas, approaches and perspectives in dance education.

**TSCH Terminal Experience.** The final year of study culminates in a modeled professional experience in the resident performing ensemble, the Second Avenue Dance Company (SADC). In addition to performing work by guest choreographers, students develop their own choreography, all of which is showcased in four concerts throughout their SADC year.
Educational Theatre

**DIRECTOR**
David Montgomery
Pless Annex
Room 23
TELEPHONE: 212-998-5868

**DEGREES**
MA, EdD, PhD

**FACULTY**
See pages 92-93 for a complete listing.

New York University offers the only academic program in the United States in educational theatre that leads to the MA, EdD, and PhD degrees. The program emphasizes explorations in theatre as an art form, drama education, and applied theatre, with coursework in school-based drama, teaching artistry, theatre for young audiences, play production, innovative research, new play development, performance, design, and community arts. It also provides concentrations in art-based research, dramatic literature, and aesthetic education. The program has a strong social justice agenda and produces plays year-round for audiences in an experimental studio space (the Black Box Theatre) and in the venerable Provincetown Playhouse.

New York City offers opportunities for internships and extensive experience in a variety of professional settings that include private and public schools, nationally prominent theatres, including theatres for young and family audiences, hospitals, media networks, recreational and community centers, and social service agencies. Qualified students may apply for internships with educational theatre companies across New York City.

**CAREER OPPORTUNITIES**
Graduates are employed in a variety of educational settings for all ages, in communications, community theatres, New York-based and regional theatres, children’s and youth theatre companies, and as consultants and specialists. Institutions from the preschool to the university level seek trained specialists to inaugurate and conduct drama programs; specialists are also needed for programs in social service agencies, recreation centers, and guidance or wellness facilities.

Notable alumni of the program include playwrights and filmmakers (John Patrick Shanley, winner of the 1988 Academy Award for his script for the film Moonstruck and the 2005 Pulitzer Prize for his Broadway play Doubt; Ramon Esquivel, featured playwright at the New Plays for Young Audiences Series; Lowell Swortzell, playwright, children’s theatre authority, co-founder of the NYU Educational Theatre program; Drew Peterson, Artistic Director of Trusty Sidekick Theatre Company); education, outreach, and financial directors (Russell Granet, Acting President, Lincoln Center for the Performing Arts; Jonathan Schmidt Chapman, Producer of Family Programming at Lincoln Center; Alexander Sarian, Director of Finance and New Business at Lincoln Center Education; Sharon Counts, Director of Education and Community Outreach at New York City Center; Jennifer DiBella, Associate Education Director at Roundabout Theatre; Alex Santiago-Jirau, Director of Education at New York Theatre Workshop; Courtney Boddie, Director of Education at New Victory Theatre; teachers and school administrators (Jamie Caccio-Price, Tony Award Honorable Mention for Excellence in Theatre) Education and the Empire State Excellence in Teaching Award at Frank Sinatra High School; Krista Fogle, arts administrator at the Creative Arts Team; David Kilpatrick, manager for Kennedy Center’s Theatre for Young Audiences); college professors (Jennifer Katona and Sobha Kavanakudiyil, City College of New York; Dani Snyder-Young, Illinois Wesleyan University; Kevin Bott, Dean for Civic Engagement, Wagner College; Daphnie Sicre, Borough of Manhattan Community College; Jay W. Pecora, Chair/Associate Professor, Department of Theatre and Dance at SUNY Potsdam); authors and evaluators (Russell Granet, founder Arts Education Resource; the late Dr. Nellie McCaslin, prolific author of widely employed texts on drama for children); and numerous applied theatre professionals and drama educators (including James DeVivo, Playwrights Theatre New Jersey; Annie Meek, Director of Professional Development, Creative Aging; Dana Edell, founder of Vibe Theatrical Experience; Edmund Chow, Singapore Prison Authority). The program now offers master’s degrees in four areas of specialization: teaching in colleges and communities, New York State teacher certification in Theatre K-12, New York State teacher certification in both English 7-12 and Theatre K-12, and New York State teacher certification in both Social Studies 7-12 and Theatre K-12.

Master of Arts: Educational Theatre for Teachers in Colleges and Communities (EDTC)
The MA Program in Educational Theatre for Teachers in Colleges and Communities (EDTC) is a 36–42 credit curriculum that prepares students to explore theatre with diverse communities in unique settings and at the higher education/college level. Graduates of this program hold teaching and administrative positions in contexts where teacher certification is not required, such as private colleges, arts organizations, galleries and museums, educational outreach centers, health education facilities, housing programs, youth and adult detainment centers, and more.

This particular track is designed to empower graduates to design, implement, and evaluate theatrical work in a wide range of community contexts, and prepare students who elect to pursue college teaching for innovative research and scholarship in the field.

Students take courses in the foundation areas of applied theatre; drama education production, performance, direction and design, literary foundations; and theatre for young audiences, as well as in the applications of these content areas to a variety of community settings. The New York State Learning Standards for Theatre inform these curriculum pathways. Substitutions, such as study abroad options, can be made through one-to-one advisement. Additional courses not listed below are offered each semester. Students discuss their course selections with the appointed academic adviser each semester.

Students have the option of completing the 36-credit EDTC MA program over three summers. The curriculum and degree requirements for the three-summer option and the regular academic year program are identical. Courses are offered in New York City, London, and Dublin. Summer courses in New York City rotate each year to ensure a variety of course choices.

**ADMISSION REQUIREMENTS**
Students are expected to have completed the equivalent of two semesters of acting or directing and two semesters of theatre history and/or dramatic criticism prior to admission. Students who have not taken these prerequisite courses or their equivalent at the undergraduate level must register for them before completing the degree. This may increase the number of credits required to complete the program of study.
DEGREE REQUIREMENTS
Foundations and Research (12 credits):
Key principles in the teaching and learning of educational theatre. Drama in Education I MPAET-GE 2193; Drama in Education II MPAET-GE 2194; Theatre Practices: Leaders in Educational Theatre MPAET-GE 2151.


Discipline Content Study (12 credits): Discipline courses in production, performance, criticism, and aesthetics all of which are informed by the New York State Learning Standards for the Arts. Students who have not taken the asterisked courses (*) or their equivalent at the undergraduate level must take them before fulfilling the Content Core requirement, which may result in a program of study greater than 36 credits. World Drama I and II MPAET-GE 2102,2104; Advanced Directing MPAET-GE 2097; Styles of Acting and Directing* MPAET-GE 2099, 1100; Costume Design MPAET-GE 2175; Creative Play in the Arts MPAET-GE 2059; Development of Theatre and Drama I, II* MPAET-GE 2021, 2022; Images of Women in the Theatre MPAET-GE 2023, Dramatic Criticism MPAET-GE 2091, 2092; Shakespeare’s Theatre MPAET-GE 2171, 2172; Theatre of Brecht and Beckett MPAET-GE 2177.

Pathways (9 credits): Students develop an area of specialization in line with their career goals. By advisement, they select a pathway or create their own. Choices include Applied Theatre, Drama Education, and Theatre for Young Audiences. Applied Theatre I and II MPAET-GE 2101,2102; Theatre-in-Education Practices MPAET-GE 2090; Augusto Boal’s Theatre of the Oppressed MPAET-GE 2965; Creating Meaning Through Community Drama MPAET-GE 2979; Drama and the Curriculum: Dramatic Activities in the Elementary Classroom MPAET-GE 2030; Dramatic Activities in the High School MPAET-GE 2031; Teaching Through Drama: Classroom Strategies MPAET-GE 2951; Drama Across the Curriculum and Beyond MPAET-GE 2955; Theatre for Young Audiences: Introduction to Theatre for Young Audiences MPAET-GE 2005, 2006; Youth Theatre in Education MPAET-GE 2075, 2076; Advanced Playwriting MPAET-GE 2106; Creating Theatre with Young People MPAET-GE 2980, 2981.

Culminating Experience (3 credits): After completing Pathways, students collabo-rate with advisers to identify a course or create an individualized research project representative of the culmination of their studies while in the program and indicative of their future work. Seminar in Applied Theatre Research MPAET-GE 2400; Human Development and Education in the Arts MPAIA-GE 2010; or the Practicum MPAET-GE 2031.

Master of Arts: Educational Theatre, All Grades (EDTA)
The goal of this 39-42-credit MA teacher certification program in educational theatre, all grades (EDTA), is to educate teachers to provide opportunities for students to explore theatre forms and drama strategies on stage and in the classroom. The curriculum provides integrated course offerings in drama, dramatic literature, and theatre, which are tied to the New York State Learning Standards for the Arts. This course of study enables graduates to be educated as teaching artists and professionally certified in New York State as teachers of theatre, all grades.

ADMISSION REQUIREMENTS
Students must have earned 30 credits in drama, theatre, dramatic literature, or their equivalent. Students with fewer than 30 credits in these areas on admission will be required to take additional coursework in educational theatre.

DEGREE REQUIREMENTS
Content Core Foundation (15-18 credits):
- Drama in Education I MPAET-GE 2193; Educational Theatre Art Form Specialization Electives (12-15 credits). Through advisement, students complete electives in dramatic literature, acting, directing, playwriting, design, and community engagement.
- Pedagogical Core (6 credits, includes 100 hours of field experience): Inquiries into Teaching and Learning III TCHL-GE 2190; Human Development and Education in the Arts MPAIA-GE 2010; The Social Responsibilities of Teachers: Drug and Alcohol Education, Child Abuse Identification, School Violence Prevention, and DASA TCHL-GE 2999.
- Specialized Pedagogical Core (12 credits): Dramatic Activities in the Elementary School MPAET-GE 2030; Dramatic Activities in the High School MPAET-GE 2031; Drama with Special Education Populations MPAET-GE 2960; Understanding Diversity / Teaching Pluralism Through Theatre MPAET-GE 2977; Assessment of Student Work in Drama MPAET-GE 2988; Supervised Student Teaching in the Elementary Drama Classroom MPAET-GE 2134; Student Teaching in the Secondary English/Drama Classroom MPAET-GE 2174.

ADDITIONAL REQUIREMENTS
1. Students being recommended for New York State Teaching Certification via the theatre teacher certification sequence must have taken at least one semester of a foreign language at the college level (sign language is allowed).
2. Students must successfully complete the New York State Teacher Certification examinations. Scores must be submitted to the State Education Department before it will consider issuing certificates to teach in the public schools of New York State.
3. All students are required to complete a Culminating Experience, which consists of a curriculum development project informed by the student’s experience in the student teaching practicum and the coursework (by advisement).

Master of Arts: Educational Theatre, All Grades, with English, 7-12 (ETED)
This 45-credit MA teacher certification program in educational theatre with English, 7-12 (ETED), responds to the many opportunities available in the New York City area for English teachers at the middle and high school levels. The need for modes of artistic expression that lead toward literate engagements with texts has never been greater than it is today. The concern that technologies such as film, television, and the Internet are replacing basic reading and writing skills can be addressed by providing opportunities for students to explore ideas and concepts in the novels and plays they read in the English classroom through drama and theatre strategies. To respond to these concerns, the department offers certification in Educational Theatre K-12 with English, 7-12. The curriculum reflects a collaborative integration of coursework offered by current faculty in the Program in Educational Theatre and the Program in English Education in the Department of Teaching and Learning.
ADMISSION REQUIREMENTS
Students must have earned 30 credits in English or dramatic literature or their equivalent and 30 credits of theatre or educational theatre. Students with fewer than 30 prerequisite credits in these areas on admission may be required to take additional coursework as part of their master’s program.

DEGREE REQUIREMENTS
Content Core (18 credits): Drama in Education I and II MPAET-GE 2193, 2194; ENGED-GE XXXX Reading Content Elective; ENGED-GE XXXX Language Content Elective; ENGED-GE XXXX Writing Content Elective; MPAET-GE XXXX Educational Theatre Content Elective by advisement.

General Pedagogical Core (12 credits): Curriculum and Research in Literacy and Language Arts ENGED-GE 2120 or Methods and Research in Educational Theatre MPAET-GE 2077; Drama with Special Education Populations MPAET-GE 2960; Inquiries into Teaching and Learning III TCHL-GE 2010; Adolescent Development APSY-GE 2272; and The Social Responsibilities of Teachers: Drug and Alcohol Education, Child Abuse Identification, School Violence Prevention and DASA TCHL-GE 2999.

Specialized Pedagogical Core (9 credits): Teaching and Learning English Language Arts in Middle or High School ENG-GE.2041; Dramatic Activities in the Elementary Classroom MPAET-GE 2030; Dramatic Activities in the High School MPAET-GE 2031; Storytelling MPAET-GE 2042.

Student Teaching (6 credits): Student Teaching in the Elementary Drama Classroom MPAET-GE 2134; Student Teaching English Education: Middle or High School Placement ENGED-GE 2911; Seminar and Field Experience in Teaching Elementary Drama and Theatre Classrooms MPAET-GE 2134.

ADDITIONAL REQUIREMENTS
1. Students being recommended for New York State Teaching Certification via the English Teacher Certification sequence must have taken at least one semester of a foreign language at the college level (sign language is allowed).
2. Students must successfully complete the New York State Teacher Certification examinations. Scores must be submitted to the State Education Department before it will consider issuing certificates to teach in the public schools of New York State.
3. All students are required to complete a Culminating Experience, which consists of a research project or essay reflecting on the duality of the degree, informed by the student’s experience in the student teaching placement (by advisement).

Master of Arts: Educational Theatre, All Grades, with Social Studies, 7-12
Social studies and theatre have a powerful alliance when learners are provided with the chance to explore a period of history, historical concepts, and historical debates through the use of drama-based frameworks. This innovative dual-certification program is built on the school’s teacher certification programs in Educational Theatre, All Grades, and Teaching Social Studies, 7–12. Students are provided with opportunities to explore key ideas in primary source documents or historical texts through the use of interactive dramatic strategies. The dual-certification program adheres to State Learning Standards for both theatre and social studies, and the curriculum reflects an integration of coursework offered by the current faculty in the Program in Educational Theatre, in collaboration with the faculty in the Program in Social Studies Education. Each of the competencies now necessary for teacher certification programs are met by the coursework, fieldwork, and student teaching requirements in both programs, as well as all the faculty and institutional requirements.

ADMISSION REQUIREMENTS
Students must have earned 24 credits in theatre and 24 credits in social studies. For social studies, students must have completed at least 15 semester credits in the history and geography of the United States and the world; at least 3 credits in economics; at least 3 credits in government or political science; and at least 3 credits in one of the social sciences with the exception of psychology and philosophy. For theatre, students must have earned 24 credits in drama, theatre, dramatic literature, or their equivalent. Students with fewer than 24 credits in these areas on admission will be required to take additional coursework in educational theatre and/or social studies. To be recommended for certification in social studies and theatre, students will have completed a total of 30 content credits in each area. Six credits are included in the following program of study.

See general admission section, page 189.

DEGREE REQUIREMENTS
A total of 47 credits are required for this master’s program, distributed as follows:

Content Core in Educational Theatre and Social Studies (12 credits): World Drama I or II MPAET-GE 2103 or MPAET-GE 2104; Drama in Education I or II MPAET-GE 2193 or MPAET-GE 2194; The Social Studies Curriculum: US History SOCED-GE 2047; The Social Studies Curriculum: World History SOCED-GE 2048.

General Pedagogical Core in Educational Theatre and Social Studies (13 credits): Drama with Special Education Populations MPAET-GE 2960 or Educating Students with Disabilities in Middle School and Adolescent Settings SPCED-GE 2162; Human Development and Education in the Arts MPAIA-GE 2010 or Adolescent Learners in Urban Contexts TCHL-GE 2515; The Social Responsibilities of Teachers: Drug and Alcohol Education, Child Abuse Identification, School Violence Prevention, and DASA TCHL-GE 2999 or DASA Training in Harassment, Bullying and Discrimination in Schools TCH-GE 2998; Literacy Acquisition and Development TCHL-GE 2275; Exploring Social Issues Through Drama MPAET-GE 2976; Inquiries into Teaching and Learning III TCHL-GE 2010; Integration of Media and Technology EDCT-GE 2018.

Specialized Pedagogical Core in Theatre and Social Studies (16 credits): Teaching Social Studies in the Middle and Secondary School SOCED-GE 2042; Methods and Materials of Research in Educational Theatre MPAET-GE 2077; Drama Across the Curriculum and Beyond MPAET-GE 2955; Dramatic Activities in the Elementary Classroom MPAET-GE 2030; Dramatic Activities in the High School MPAET-GE 2031; MA Seminar in Social Studies SOCED-GE 2146.

Student Teaching in Theatre and Social Studies (6 credits): Supervised Student Teaching I: Social Studies in the Secondary School SOCED-GE 2922; Student Teaching Practicum SOCED-GE 2053; Supervised Student Teaching Theatre in the Elementary Classroom MPAET-GE 2134.

Terminal Experience (0 credits): Social Studies and History Workshop or culminating research project in educational theatre. Students must successfully complete the New York State Teacher Certification examinations. Scores must be submitted to the State Education Department before it will consider issuing certificates to teach in the public schools of New York State.
Educational Theatre in Colleges and Communities (EDTC)

The EdD in Educational Theatre is designed for individuals who intend to pursue leadership positions in the practicing professions, preparing candidates for senior positions as principals, superintendents, arts administrators, researchers, curriculum developers, policy analysts, educational consultants, and theatre practitioners. Through a broadly designed and individualized curriculum, students in the EdD in Educational Theatre will develop their artistic praxis and the leadership skills needed to transform today’s learning communities in a variety of educational, cultural, and vocational contexts.

In particular, students will develop authority in one of three areas of specialization:

- Drama in Education (i.e., studies in drama/theatre curriculum, special education, integrated arts, assessment and evaluation)
- Applied Theatre (i.e., studies in community-based theatre, theatre of the oppressed, the teaching artist, diversity and inclusion)
- Theatre for Young Audiences and Play Production (i.e., studies in acting, directing, dramaturgy, playwriting, dramatic literature, arts-based research methodologies)

Students are encouraged to complete their program in five years. A satisfactorily completed master’s degree is expected prior to application. A total of 42 credits beyond the master’s degree (depending on the student’s previous academic background) is required for the EdD degree. Doctoral students must complete a minimum of 36 credits in residence beyond the master’s degree. A candidacy examination is given to determine if students have reached competency.

Upon completion of coursework, students must register in a 1-credit collegium in performing arts education research each semester in order to maintain matriculation (Performing Arts Research Collegium MPAIA-GE.3400).

As a culminating study, students design and conduct a practitioner-based study under the direction of doctoral program faculty, developing a project drawn from one or more of the program’s specializations (as listed above). This might include dramatic work or other arts-based project, action research project, internship, and/or other applied theatre residency in lieu of a research-based dissertation. The culminating study will require a formal proposal and approval by doctoral faculty. Three full-time faculty members are required to serve on doctoral students’ culminating study committee.

Students should consult the handbook for doctoral study published by the Steinhardt School for the specific requirements of this degree. Course substitutions for any of the general degree requirements must be approved by the academic adviser, the program director, and the associate dean for academic affairs.

DEGREE REQUIREMENTS

A minimum of 42 credits beyond the master’s degree (depending on the student’s previous academic background) is required for the EdD.

Common Core (9 credits): Methods and Materials of Research in Educational Theatre MPAET-GE.2077; Approaches to Qualitative Inquiry RESCH-GE.2140; and The Teaching Artist MPAET-GE.2953.

Content Knowledge (Selected by Advisement) (6 credits): Coursework includes Drama and Youth: Theoretical Perspectives MPAET-GE.2075; Drama and Youth: Practical Implications MPAET-GE.2076; Advanced Playwriting MPAET-GE.2106; Applied Theatre Praxis MPAET-GE.2978; Directing Youth Theatre Productions MPAET-GE.2982 Organizational Theory II AMLT-GE 2054; Educational Reform and Leadership in the New Economy AMLT-GE 3303; Special Topics: Trauma and Creativity ASPP-GE.2006; Imagination and Social Change ASPG-GE.2048; Educational Policy Analysis EDLED-GE 3004; Information Strategies for Education Policy and Practice EDLED-GE 3015; Culture of Social Performance: Performance of Everyday Life PERF-GE.2313; Topics in Latin American Performance: Memory, Trauma, and Performance PERF-GE.2407; Improvisation PERF-GE.2560; Performance and the Law: Constituting the “Good Life” PERF-GE.2602; Tokenism, Performance, and Idolatry: Fetish in Performance PERF-GE.2647, Drama, Theatre, and Performance: Embodiment and Performance PERF-GE.2746; or Performance Composition: Performance and Revolution PERF-GE.4206.

Methods of Inquiry (Selected by Advisement) (3 credits): Coursework includes Historical Research RESCH-GE.2135; Case Study and Ethnographic Inquiry RESCH-GE.2141 Interview and Observation RESCH-GE.2142 Participatory Action Research RESCH-GE.2143; Fieldwork: Data Collection RESCH-GE.2147; Statistics for the Behavioral and Social Sciences I APSTA-GE.2001; Statistics for the Behavioral and Social Sciences II APSTA-GE.2002.

Practical Knowledge (Selected by Advisement) (12 credits): The practical knowledge requirement includes graduate-level courses that are designed to broaden students’ access to practical applications of educational theatre methodology. To this end, courses are considered practical when they: 1) provide workshop experiences; 2) strongly rely on current scholarship from theatre education; and 3) have wide applicability to common practices in the students’ specialization and profession.

Specialization Course Electives (Selected by Advisement) (6 credits): Electives closely related to and supportive of the student’s area of specialization: drama in education, applied theatre, or theatre for young audiences and play production. Drama in Education: Dramatic Activities in the Elementary Classroom MPAET-GE.2030; Dramatic Activities in the High School MPAET-GE.2031; Theory of Creative Drama MPAET-GE.2065; Methods of Conducting Creative Drama MPAET-GE.2069; Drama across the Curriculum MPAET-GE.2955; Drama with Special Populations MPAET-GE.2960; Exploring Shakespeare in the Classroom MPAET-GE.2970; Teaching Literacy through Drama MPAET-GE.2971; Assessment of Student Work in Drama MPAET-GE.2988; or The English Teacher as Reflective Practitioner ENGSED-GE.2540; Applied Theatre: Applied Theatre I MPAET-GE.2101; Applied Theatre II MPAET-GE.2102; Seminar in Applied Theatre Research MPAET-GE.2400; Introduction to Boal’s Theatre of the Oppressed MPAET-GE.2965; Advanced Techniques of Theatre of the Oppressed MPAET-GE.2966; Exploring Social Issues through Drama MPAET-GE.2976; Understanding Diversity: Teaching Pluralism MPAET-GE.2977; or Creating Meaning through Community Drama MPAET-GE.2979; Theatre for Young Audiences and Play Production: Development of Theatre MPAET-GE.2021; Drama and Youth: Theoretical Perspectives MPAET-GE.2075; Drama and Youth: Practical Implications MPAET-GE.2076; Studies in Dramatic Theory and Criticism I MPAET-GE.2091; Advanced Playwriting MPAET-GE.2106; Learning through Youth Theatre I MPAET-GE.2107; Learning through Youth Theatre II MPAET-GE.2108; Theatre Practices: Problems in Play Production MPAET-GE.2152; Creating Theatre with Young People I MPAET-GE.2980; Creating Theatre with Young People II MPAET-GE.2981; or Directing Youth Theatre Productions MPAET-GE.2982.
Educational Theatre, continued

PREREQUISITES
Prerequisites in theatreform competence are required, especially in theatre history, dramatic literature, acting and directing, and drama criticism. Applicants who have not taken courses in these areas at the undergraduate or master’s level must take them before fulfilling the Specialization Course Electives requirement, even if it means that more than 42 credits are required to complete this EdD program. Additional courses in theatreform in excess of those required for this degree may be selected by advisement.

Prerequisite courses include:
- Development of Theatre I/II MPAET-GE 2021/2022; Studies in Dramatic Theory and Criticism I MPAET-GE 2091; Advanced Directing MPAET-GE 2097; Styles of Acting and Directing I/I MPAET-GE 2099/2100; Acting: Scene Study MPAET-GE 2251; and Acting: Character Study MPAET-GE 2252.

ADMISSION REQUIREMENTS
Specific requirements for the EdD in educational theatre include 1) demonstration of arts-based research credentials, 2) professional arts experience, 3) practitioner’s portfolio, 4) leadership in the field of educational theatre, 5) the statement of professional goals, and 6) the interest of at least one faculty member in the applicant’s stated area of specialization.

Doctor of Philosophy: Educational Theatre in Colleges and Communities (EDTC)
A strong research focus exists in the Program in Educational Theatre. Applications for PhD study are accepted from candidates with clearly demonstrated interest in research and scholarship.

Acceptance into doctoral study is competitive. Students are encouraged to complete their program in five years. A satisfactorily completed master’s degree with a research component is expected prior to application. A total of 54 to 60 credits beyond the master’s degree (depending on the student’s previous academic background) is required for the PhD degree. This includes 36 credits in general degree requirements and a minimum of 18 credits in educational theatre to be selected in consultation with a doctoral adviser, according to the student’s area of interest and professional goals. PhD students must complete a minimum of 36 credits in residence beyond the master’s degree. A candidacy examination is given approximately halfway through the academic work to determine if students have reached competency.

Upon completion of coursework, students must register in a 1-credit collegium in performing arts education research each semester in order to maintain matriculation (Performing Arts Research Collegium MPAIA-GE 3400).

Both a proposal and a dissertation are required of all PhD students. PhD students must defend their dissertation during an oral examination. Three full-time faculty members are required to serve on doctoral students’ dissertation committee.

Student should consult the handbook for doctoral study published by the Steinhardt School for the specific requirements of this degree. Course substitutions for any of the general degree requirements must be approved by the academic adviser, the program director, and the associate dean for academic affairs.

DEGREE REQUIREMENTS


Specialized Research Methodology Electives (Selected by Advisement; (18 credits): Coursework includes Seminar in Applied Theatre Research MPAET-GE 2400 and Methods and Materials of Research in Educational Theatre MPAET-GE 2077. Advanced specialized research courses should be taken after candidacy has been received and, preferably, as the dissertation proposal has been shaped to ensure that selections are relevant to the dissertation. For instance, a student doing qualitative inquiry, which demands extensive interviewing of participants, would register for Research Practicum in Field Settings CHDED-GE 2372.

Specialization Course Electives (Selected by Advisement); (18-24 credits): Drama in Education II MPAET-GE 2194; Development of Theatre and Drama MPAET-GE 2101, 2022; Dramatic Criticism MPAET-GE 2091, 2092; Seminar in Applied Theatre Research MPAET-GE 2400; Advanced Directing MPAET-GE 2097, 2098; Advanced Playwriting MPAET-GE 2106; Creative Play in the Arts MPAET-GE 2059; Theatre in Education Practices MPAET-GE 2090; Theatre Practices: Leaders in Educational Theatre MPAET-GE 2157; Images of Women in the Theatre MPAET-GE 2023; American Theatre MPAET-GE 2087, 2088; Theatre of Brecht and Beckett MPAET-GE 2177; World Drama MPAET-GE 2103, 2104. Cognate Study (6 credits): Electives closely related to and supportive of the student’s area of specialization. This coursework must be taken outside of the student’s program, i.e., not MPAET-GE courses. Departmental Content Seminar (3 credits): Drama in Education MPAET-GE 2193. Doctoral Proposal Seminar (3 credits): Doctoral Proposal Seminar MPAET-GE 3005.

ADMISSION REQUIREMENTS
Specific requirements for the PhD in educational theatre include 1) an acceptable MA thesis and/or other writing samples, 2) the statement of professional goals, and 3) the interest of at least one faculty member in the applicant’s stated area of research and dissertation concept.

ACCREDITATION
The New York University Teacher Education Program, which is designed to prepare students to meet the challenges of teaching and leadership in today’s demanding educational environment, is granted accreditation by the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from October 2015 to December 2022. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to CAEP’s quality principles.

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.
Music Business

New York University is one of the few universities in the country to offer a graduate degree in the music business field. Founded in 1993, the Music Business Graduate Program addresses the music industry as a unique business operating within corporate and entrepreneurial structures. The skills students develop in the program will serve them well in a fast-paced industry that needs thoroughly trained personnel who can apply business and administration theory to problems that have a strong aesthetic and artistic dimension.

The Music Business Graduate Program harnesses the strengths of NYU Steinhardt’s Department of Music and Performing Arts Professions and the NYU Stern School of Business by requiring classes in both schools. In addition to providing structured courses, the curriculum promotes student autonomy through an interactive classroom atmosphere, internships, international opportunities, and research requirements. Students are encouraged to participate in extracurricular activities such as the MUBG Student Ambassador Board, the NYU Concert Program Board, and radio station WNYU.

CAREER OPPORTUNITIES

The program prepares highly skilled, disciplined, and thoroughly trained management professionals for the commercial (for profit) music business sector. Graduates serve as managers, new product developers, promoters, record administrators, digital strategists, music publishers, marketers, distributors, entrepreneurs, data analysts, producers, and in many other capacities.

DEGREE REQUIREMENTS

Master of Arts in Music Business

The program requires 42 credits of coursework and can be completed in two years of full-time study. A part-time course of study is also available. Courses in music business and music technology are offered through the Steinhardt School of Culture, Education, and Human Development; courses in business administration are offered through the Leonard N. Stern School of Business. A supervised final project, in which students are encouraged to do innovative research and analysis, is completed through the required Colloquy course.


Business Courses (9 credits): Financial Accounting and Reporting CORI-GB 1306; Leadership in Organizations CORI-GB 1302; Entertainment Media and Technology Electives.

Music Business Elective Courses (by advisement, 9 credits): Graduate A&R Seminar MPAMB-GE 2201; Promotions and Publicity MPAMB-GE 2202; Strategic Marketing in the Music Industry MPAMB-GE 2206; Concert Management MPAMB-GE 2105; The Music Technology Concentration within the MA in Music Business is intended for students with a background (academic and/or professional) in music technology who wish to exploit that experience in the commercial arena. The focus is on understanding interrelations between music businesses and consumer technologies, audio for games and other interactive applications, sound design in the digital music space, and emerging platforms for the generation and exploitation of music.

Students in the Music Technology Concentration take three Music Technology Core Courses (9 credits). Courses include Graduate Seminar in Music Technology (by placement exam), Audio for Games, Scoring for Film and Multimedia, and Concert Recording.

Accelerated Global Master of Arts in Music Business Option

Three Semesters with Global Study Requirements

Our accelerated global master of arts program in Music Business offers students the opportunity to complete the program’s full degree requirements in a year and a half while enhancing their New York-based studies with internships and courses taught abroad.

These opportunities abroad draw upon our professors’ international connections and allow NYU students to network with music business professionals in other parts of the world, learning how their practices might be the same or different.

ADMISSION REQUIREMENTS

Students currently in the program in Music Business hold a variety of undergraduate degrees; business, music, and humanities are the most common. Applicants must submit at least two letters of recommendation attesting to their strengths, weaknesses, potential to succeed in a rigorous academic program, and potential for management. Applicants for the Music Technology Concentration submit details of their prior academic and/or professional technology experience. Some work experience is preferred (relevant internships can qualify). Students are admitted only in the fall semester of each year. The music business MA program also participates in the Early Decision option. See admission instructions for details.

Prerequisites to study include a course in statistics or quantitative methods prior to coming into the program. Alternatively, the statistics requirements may be fulfilled while in the program, and the student will graduate with 45 credits instead of 42.
**COUNCIL ON ARTS MANAGEMENT PROGRAMS**

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

For further information, visit steinhardt.nyu.edu/commissions/arts_management.
Music Education

The Program in Music Education in New York University’s Steinhardt School of Culture, Education, and Human Development seeks to develop students’ awareness of the value of the arts and music and the importance of sharing these values with others. Located in one of the most diverse urban centers in the world, the program offers students a unique opportunity to experience a broad spectrum of musical practices and pedagogy.

The Program in Music Education offers opportunities for teacher certification, music education in our communities, enrichment, and an exploration of vital issues confronting the field. A wide range of courses in applied music, theory, and pedagogy is enhanced by a curriculum that includes specialized approaches to teaching music through technology, accessibility and special needs, culturally relevant practices, community music, and a full certification program in Kodály available in summers. Faculty members work closely with teachers, schools, and the community to spearhead new initiatives.

As an integral part of the Department of Music and Performing Arts Professions, students have opportunities for extensive collaboration with other arts professionals. Course offerings within the department enable students to develop expanded contexts for music and music education. Students can explore music technology, songwriting, audio production, film scoring, performance and composition, music therapy, music business, drama therapy, jazz studies, educational theatre, music theatre, and dance education, among others. Performing ensembles, chamber groups, and solo recitals further enhance a solid academic program.

Housed within the department are state-of-the-art recording, computer music, and learning studios. The James L. Dolan Recording Studios and research lab provides access to cutting-edge facilities for audio production and research. The Music Experience Design Lab offers opportunities to research and design new technologies and experiences for music making, learning, and engagement. The Avery Fisher Center for Music and Media, located in Bobst Library, features advanced technology for audio and video reproduction and one of the finest music collections available anywhere.

With such unique faculty, facilities, technologies, and interdisciplinary areas of study, NYU prepares music educators for the challenges facing us now and in the future.

CAREER OPPORTUNITIES
The program’s alumni rank among leaders throughout the world in public school teaching, community music, college and university teaching, performance, and research. The program meets academic requirements for New York State teacher certification with reciprocity in many other states in the country. International students find career opportunities enhanced in their countries through the professional recognition of graduate degrees from New York University. The need for teachers in schools, communities, and arts organizations is at an all-time high, and salary scales have been substantially increased. Doctoral graduates compete successfully for positions in teaching, research, and administration at major universities, and increasingly in industry. Career opportunities are readily available for education officers and administrators at cultural institutions—museums, community arts centers, conservatories, and musical societies.

PROGRAM OF STUDY
The Department of Music and Performing Arts Professions offers graduate-level study in music education for college and school settings. Each concentration of study exists as a template of specific components in which requirements are established through the process of working with a program advisor. In addition to holding the equivalent of a bachelor’s degree in music, applicants are required to audition for entry into all music education programs.

The Master of Arts in Music Education, program is highly flexible and emphasizes the preparation of educators and teaching artists for community arts organizations, education companies, colleges, and universities. It is also available to international students who are currently teaching, who have opportunities to teach at the college level, or who may wish to focus on specific aspects and issues of music education and pedagogy in the United States.

Teaching Music, All Grades. The Master of Arts in Music Education, All Grades, program is designed for applicants with a music background who wish to teach music at all levels from preschool through high school and are seeking initial teacher certification in New York State. Applicants must have completed a bachelor’s degree or the equivalent in music, which includes a minimum of 36 credits of college-level coursework in music. International students may now also complete this program, including student teaching, and be eligible for initial teacher certification in New York State.

The All-Grades Master of Arts Program in Music Education is designed so that applicants already holding provisional or initial certification and who wish to complete the academic requirements for Professional New York State Certification may do so.

DEGREE REQUIREMENTS
Auditions are required. English Proficiency is assessed prior to audition invitation. Placement exams for music theory and music history are given prior to registration and first semester of study.

Master of Arts in Music Education (MUSE)(36 credits): The curriculum consists of core studies in music education (15 credits), music and music education electives (19 credits), ensemble participation (2 semesters), and colloquy, which includes a capstone project or thesis requirement (2 credits). Required courses include: Music Reference and Research Materials MPAME-GE 2021 and Colloquy in Music Education MPAME-GE 2939

To qualify, students must have a bachelor’s degree or the equivalent in music. Open also to international students.

Teaching Music, All Grades (MUSA) (41 credits): The curriculum consists of a pedagogical core (9 credits), a music education core (6 credits), music and music education electives (6 credits), a content/ pedagogical core (18 credits), ensemble participation (2 semesters). Degree completion includes a capstone professional portfolio for licensure preparation reflective of elementary and secondary student teaching placements. To qualify, applicants must have completed a bachelor’s degree or the equivalent in music that includes a minimum of 30 credits of college-level coursework in music. Required courses include: practicum on teaching in instrumental and choral settings including Music Reference and Research Materials MPAME-GE 2021, Colloquy in Music Education MPAME-GE 2939, Music for Exceptional Children MPAME-GE 2114.

Dual Degree (BM plus MA in Music Education): Dual-degree students take courses in music education in their junior and senior years, which enables them to complete the MA in Music Education in one additional year of study. Upon successful completion of the 5-year degree program continued from their undergraduate program, students will hold both an undergraduate degree in composition or performance and a master’s degree in music education. Students graduating with the MA will have met all academic requirements for NYS initial Certification and Professional Certification. Initial Certification requires the appropriate NYS Teacher Certification Exams. Professional Certification requires three-years full-time teaching in certificate area and grade range of certificate.

The dual-degree program requires Concentration in Music Education courses (16 credits) during student’s junior and senior year and graduate courses (30 credits) in their fifth year.

Colloquy in Music Education (Capstone Requirement): The culminating experience for all students in all concentrations of the Master of Arts Music Education Program is the Colloquy in Music Education MPAME-GE 2939, which requires an applied project or written thesis on a topic related to the program concentration and the student’s background and professional goals. The thesis can include creative components such as the creation of a curriculum or compositions and arrangements for specific educational settings, or it can address educational policy, practices, standards, teaching methods, and strategies, issues, and problems. The document is developed in a research context in consultation with a thesis sponsor and is discussed at a public presentation.

Special Opportunity
The Kodály Summer Institute offers an intensive program of study for music educators each summer. Students matriculated in the department’s in-service master’s degree program in music education may take a three-course sequence as part of their program of study: Music for Children: Kodály Level 1 MPAME-GE 2146; Music for Children: Kodály Level 2 MPAME-GE 2147; and Music for Children: Kodály Level 3 MPAME-GE 2148.

Doctoral Programs
Doctor of Philosophy program requires a minimum of 45 credits beyond the master’s degree; full-time students can complete the program in three to four years. Study consists of the following: Specialized Research Methodology (3 credits), Advised Research (15 credits); Courses include Music Reference and Research Materials MPAME-GE 2021; Research in Music and Music Education MPAME-GE 2130; Psychology of Music MPATC-GE 2042; and other specialized research courses offered at NYU Steinhardt.

Guided Electives (24 credits). Selected in consultation with advisor. Dissertation Proposal Seminar (3 credits): EdD students must complete and orally defend an applied field research dissertation related to music education; PhD students must complete and orally defend a theoretically grounded dissertation also related to music education.

Advanced Certificate
The Professional Studies in Music Education Advanced Certificate requires 18–24 credits music performance, music education, and a terminal experience colloquy class.

ADMISSION REQUIREMENTS
All applicants for the music education MA programs are required to audition in person or submit a video or internet link (consisting of two contrasting styles; acceptable only if students live a considerable distance from New York City) prior to acceptance to their degree program. Call the department office at 212-998-5424 for in-person audition dates.

Specific requirements for the doctoral programs in music education include:
1. A master’s degree (or equivalent) from an accredited institution in music or related field.
2. Portfolio showcasing musical depth and breadth of experience (performances, compositions, songs, etc.)
3. Examples of Writing: Submit at least three examples of written work that would best represent your ability to conduct scholarly research and writing.

See general admission section, page 189.

STEINHARDT FELLOWS
PROGRAM AND RESEARCH ASSISTANTSHIPS
See page 180.

ACCREDITATION
The New York University Teacher Education Program, which is designed to prepare students to meet the challenges of teaching and leadership in today’s demanding educational environment, is granted accreditation by the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from October 2015 to December 2022. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to CAEP’s quality principles.

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.
New York University is one of the few institutions in the United States that offers a PhD degree in music performance and composition. A program of study leading to the Master of Music is also available as an advanced certificate in vocal pedagogy.

Faculty members are leaders in research and are internationally acclaimed artists and composers; many are members of renowned music organizations, such as the New York Philharmonic and the Metropolitan Opera Company, while others are drawn from the Broadway community and prominent jazz ensembles, including the Village Vanguard Orchestra.

CAREER OPPORTUNITIES

Most students enter the graduate programs in music performance and composition with the intention of pursuing a career in performance and/or composition coupled with teaching at the college or university level. Graduates of the master’s program have found that being in New York City during their graduate study was an important aspect of their musical education and a significant factor in building a network of contacts that launched their professional careers as composers, arrangers, conductors, or instrumentalists and vocalists working as freelance artists, studio musicians, or performers in Broadway productions.

Alumni from the program have gone on to significant careers in opera and Broadway, with debuts at New York City Opera, Metropolitan Opera, and numerous Broadway shows. Instrumental, classical, and jazz performers have solo careers and play with major ensembles. Composers write for film and music theatre as well as traditional venues.

Graduates of the doctoral programs are professors of music in leading institutions in the United States and abroad.

AREAS OF STUDY

Music Performance. Within Music Performance, students may specialize in one of three areas:

Applied Instrumental Studies (Strings, Woodwinds, Brass, Percussion, and Piano). In addition to numerous string, brass, percussion, and wind ensembles as well as chamber ensembles and the NYU Orchestras, students can participate in the NYU Broadway Orchestra and NYU Contemporary Music Ensemble, which have numerous New York City appearances during the season. In addition, students who focus on new music performance are participants in the Interactive Computer Music Series and the NYU New Music Ensemble.

Students are invited to perform for the Composers’ Forum and to work with student composers as well as to record solo and ensemble CDs by music technology majors. Students have excellent opportunities to gain experience in as many diversified areas of performance as possible. Depending on the level of study, each student must present one or two formal public recitals.

Within Piano Studies, students may choose to concentrate on either solo or collaborative performance. Both concentrations offer a comprehensive sequence involving private lessons, chamber music, and literature courses covering four centuries of music and performance practice. Performance opportunities include solo and chamber recitals, master classes, showcase concerts, festivals such as “Tutte le Corde: Piano Music After 1950,” and series focusing on NYU Steinhardt pianists, as well as performances with the baroque collegium, NYU Symphony Orchestra, New Music Ensemble, and Contemporary Music Ensemble. Students then choose music electives to enhance their areas of specialization, reflecting research and performance interests and professional aspirations.

Jazz Studies emphasizes performance studies covering the full range of today’s jazz music scene. Private instruction for performers and coursework in composition and theory provide a solid foundation.

NYU’s Greenwich Village location brings students to the center of jazz activities. Landmark jazz venues such as the Village Vanguard and the Blue Note are within walking distance. At these clubs, students experience jazz luminaries in performance on a regular basis.

Students also sit in at the numerous open jam sessions around the community. The NYU Jazz Orchestra appears at the famous Blue Note Jazz Club, located one block from campus, Dizzy’s Club Coca-Cola, and Birdland in midtown.

Many of our other NYU jazz ensembles appear in various jazz clubs and concert halls throughout New York City. All students in Jazz Studies also study composition. Each student must present a completed CD project adjudicated by a jazz artist within the field.

Performance experience in ensemble and improvisation is designed to prepare students for the highly competitive demands of a professional career in jazz. The department houses over 40 diverse ensembles providing opportunities to explore a wide variety of genres and offering composers opportunities to have their music rehearsed and evaluated.

The ongoing NYU Steinhardt Jazz Interview Series, available online at the NYU Steinhardt Jazz YouTube Channel defines the jazz program as an important center for jazz research and connect to the leading jazz artists of our time.

Vocal Performance offers concentrations in two areas: Classical Voice Studies includes a comprehensive sequence of courses in vocal technique and repertoire for recitals, chamber music, opera, and music theatre. Courses in opera studies are supported by Opera Workshop, studio performance opportunities, and one mainstage opera production each year. Students have the opportunity to study with prominent artists/teachers from the professional music community, including New York City Opera and the Metropolitan Opera.

Music Theatre Studies offers a comprehensive sequence of courses that provides training in voice, acting, dance, repertoire, and analysis. Five fully staged musicals — two mainstage and three studio — are produced each year in addition to operas, workshops, and new work development projects. Music theatre workshop classes focus on both preparation of material and its presentation in audition and performance settings. Students are taught and directed by working professionals from the Broadway community, who provide practical insight and guidance for the student who is about to enter the professional arena.

Vocal Pedagogy. The Advanced Certificate in Vocal Pedagogy is designed to meet the needs of students who have
Music Composition. Students may take a comprehensive sequence of courses in the following areas:

Concert Music Composition involves lessons, courses, and seminars aimed toward providing composers a well-rounded education in contemporary practice as well as opportunities to hear their compositions performed.

Composers choose music electives and composition courses to enhance areas of particular interests. Opportunities for performance include projects with the percussion, strings, and vocal performance programs, residencies/ readings with the NYU Contemporary Ensemble and NYU Orchestra, and collaborations with visiting guest ensembles.

Composers also have the opportunity to study electroacoustic and computer music composition through the department’s multiple on-site music production labs (including the James Dolan recording studio with 10.2 surround sound and SSL Duality), as well as through University-wide computing facilities, offering students multimedia workstations.

Screen Scoring and Songwriting offers intensive professional training in composing for film, television, video games, and media. Students examine music for moving images and popular song through its rich histories and aesthetics. Students engage in collaborative projects that result in screenings at major film festivals and performances in national and international venues.

Songwriting offers intensive professional training in the art and craft of songwriting. Students examine popular song through its rich history and aesthetics.

**DEGREE REQUIREMENTS**

**Master of Music/Performance**

This 36-credit program can be completed in three semesters of full-time study. Coursework consists of the following:

- Composition Electives (9 credits); Research (3 credits); Ensemble (6 credits); Literature/Theory (3 credits); Performance Practice (3 credits); Recitals (3–6 credits), required; Guided Electives (9–12 credits). During the semester of the final recital, performers write a comprehensive paper that pulls together and demonstrates their command of musical repertoire and styles. The terminal experience is Colloquy in Music MPAVC-GE 2026.

**Master of Music/Composition**

This 38-credit curriculum can be completed in three semesters of full-time study. Coursework consists of the following: core courses in theory, and literature/history (6 credits); Composition Electives (9 credits); Composition Seminar (6 credits); Composers Forum (2 credits); Orchestration (3 credits); Guided Electives (9 credits). The terminal experience is Colloquy in Music MPAVC-GE 2026.

**Master of Music/Composition: Screen Scoring**

This 39-credit curriculum can be completed in four semesters of full-time study. Coursework consists of the following:

- Composition Electives (9 credits); Screen Scoring Specialization (9 credits); Composition Seminar (3 points); Ensemble (1 point); Guided Electives (14 credits). The terminal experience is Colloquy in Music MPAVC-GE 2026.

**Artist Diploma: Classical Instrumental Performance**

This 18-credit curriculum can be completed in two semesters of full-time study.

**PhD in Music Performance and Composition**

A doctoral degree in music represents highly personalized study working closely with doctoral advisers. Students must declare a concentration in Performance or Composition and may focus their studies in consultation with their adviser.

This degree program requires 49–55 credits for graduation covering foundations and departmental seminars, specialized research and research methods courses (as appropriate for their dissertation research), cognates (course outside your specialization), applied study, recitals, guided electives, and dissertation proposal seminars.

Additional credits may be required as the result of placement and candidacy exams. Placement exams are administered for all incoming graduate students. These placement examinations assess achievement in music theory and music history and are mandatory and must be completed by the end of the first semester of study. Additional course requirements over and above the minimal degree requirements may be required as a result of this assessment of individual performance. No transfer credits from other institutions are allowed for doctoral students.

**ADMISSION REQUIREMENTS**

Music performance majors must present an audition. Specific repertoire requirements for music performance are available by contacting the respective program director. Students interested in music composition must hold a baccalaureate degree, preferably in music or a related program and must submit a digital composition portfolio consisting of three or four scores of varying instrumentation, accompanied by an audio recording of at least two of the works, and a curriculum vitae.

See general admission section, page 189.
Music Technology

**DIRECTOR**
Robert Rowe
35 West Fourth Street, 6th Floor
TELEPHONE: 212-998-5435

**ASSOCIATE DIRECTOR**
Paul Geluso
TELEPHONE: 212-992-6708

**DEGREES**
MM, Advanced Certificate, PhD

**FACULTY**
See pages 90–91 for a complete listing.

**PROGRAM OFFICE**
TELEPHONE: 212-998-5422

The Music Technology program provides students with a foundation in all facets of the music and audio technology field as well as skills in a focused area of study. Our mission is to prepare students both for doctoral study and for successful careers in audio engineering, production and post-production, audio/video mastering, multimedia and software development, audio signal processing, acoustics, music perception and cognition research, music informatics, and video game audio production. Students develop expertise within an academic setting where learning by creative experimentation is encouraged. In the MM Music Technology program, students:

- Integrate musical and technical skills
- Demonstrate expertise by learning through creative experimentation
- Demonstrate both a solid foundation in all areas of music technology and specialized expertise in a focus area of music technology
- Demonstrate competence in public oral presentation of their artistic and scholarly work

Located in New York City, the capital of the music industry, NYU’s Washington Square campus borders the city’s Greenwich Village and SoHo districts, which have long been considered the center of New York’s artistic community.

**DEGREE REQUIREMENTS**

**Master of Music**

The MM program requires 40–45 credits for completion. Students may attend full or part-time. Music technology courses address the technical aspects of computer music synthesis, digital recording, and editing. Supportive courses add to the student’s critical and aesthetic understanding of the structure of artwork, the quality and components of sound, and the combination of computer music with other media. Electives include an internship, participation in the composers’ forum, guided coursework in computers and computer programming, music business, composition, performance, video technology, video art, and additional research in the student’s area of interest.

Core Courses (21 credits): Offerings include Musical Technology: Digital Audio Processing I, MPATE-GE 2600 3 credits; Advanced Musical Acoustics MPATE-GE 2036 3 credits; Advanced Computer Music Composition MPATE-GE 2047 3 credits; Thesis in Music Technology I MPATE-GE 2602 1.5 credits; and Thesis in Music Technology II MPATE-GE 2603 1.5 credits

Elective Courses (27 credits): Offerings include guided coursework in music technology, internship, composition, computer science, and performance on the related arts. Cognate elective in arts, humanities, or computer programming. The Master’s Program culminates with the submission and defense of an individual thesis document, to be completed under the supervision of one of the full-time Music Technology faculty members. The thesis should reflect an original contribution to the field of music technology, bringing the student’s class work experiences and interests together with their potential career paths. Possible research areas include, but are not limited to, technology-based performance and composition techniques, interactive music systems, spatial audio, tools for computer music, music information retrieval, music perception and cognition, digital audio effects, new recording, mixing, mastering or production techniques, and software development for music applications.

Students benefit from the breadth and depth of academic and professional expertise. Music Technology faculty members include experts in computer music, sound recording and production, 3D audio, musicology, music cognition, music information retrieval, and conceptual art and sound. Our adjunct faculty features leading practitioners such as legendary composer Morton Subotnick, a pioneer of electronic music; award-winning mastering engineer Alan Silverman; Joel Chadabe, founder and president of the Electronic Music Foundation; and Leszek Wójcik, recording studio manager at Carnegie Hall.

The MM program requires 40–45 credits for completion. Students may attend full or part-time. Music technology courses address the technical aspects of computer music synthesis, digital recording, and editing. Supportive courses add to the student’s critical and aesthetic understanding of the structure of artwork, the quality and components of sound, and the combination of computer music with other media. Electives include an internship, participation in the composers’ forum, guided coursework in computers and computer programming, music business, composition, performance, video technology, video art, and additional research in the student’s area of interest.

Core Courses (21 credits): Offerings include Musical Technology: Digital Audio Processing I, MPATE-GE 2600 3 credits; Audio Processing I, MPATE-GE 2601 3 credits; Fundamentals of Digital Signal Theory MPATE-GE 2599 3 credits, and Fundamentals of Digital Signal Theory Lab MPATE-GE 2598 3 credits; Advanced Musical Acoustics MPATE-GE 2036 3 credits; Advanced Computer Music Composition MPATE-GE 2047 3 credits; Thesis in Music Technology I MPATE-GE 2602 1.5 credits; and Thesis in Music Technology II MPATE-GE 2603 1.5 credits

Elective Courses (27 credits): Offerings include guided coursework in music technology, internship, composition, computer science, and performance on the related arts. Cognate elective in arts, humanities, or computer programming. The Master’s Program culminates with the submission and defense of an individual thesis document, to be completed under the supervision of one of the full-time Music Technology faculty members. The thesis should reflect an original contribution to the field of music technology, bringing the student’s class work experiences and interests together with their potential career paths. Possible research areas include, but are not limited to, technology-based performance and composition techniques, interactive music systems, spatial audio, tools for computer music, music information retrieval, music perception and cognition, digital audio effects, new recording, mixing, mastering or production techniques, and software development for music applications.
COURSE SEQUENCES
In addition to the general Music Technology course of study, other suggested sequences include Audio Engineering and Music Production, Immersive and Game Audio, Music Informatics and Signal Processing, Music Perception and Cognition, Sound Design for Multimedia, Music Technology in Education, Computer Music with Digital Signal Processing, and the 3-Summer Sequence.

General Sequence
The general Music Technology sequence is intended for students who seek solid general knowledge in the field of music technology, without a specialization in any one particular area.

Audio Engineering and Music Production
The audio engineering and music production sequence is intended for students who wish to specialize in producing recordings and live broadcasts of music.

Immersive and Game Audio Sequence
The Immersive and Game Audio sequence is intended for students with a focus in understanding the process and techniques used in immersive, 3D, and audio for games.

Music Informatics and Signal Processing
This sequence is intended for students who wish to focus on the study of computational and engineering methods for the analysis and manipulation of musical audio signals.

Music Perception and Cognition
This sequence is intended for students who wish to focus on the scientific study of music perception and cognition and focuses on the methodological techniques involved in the empirical exploration of music.

Sound Design for Multimedia
The Sound Design for Multimedia sequence allows students to gain knowledge and experience in all matters pertaining to sound design, interactive installations, technology for film, television and other media.

Music Technology in Education
The Music Technology in Education sequence focuses on the design, development, applications, and uses of music technology in the field of education.

Computer Music with Digital Signal Processing
This sequence prepares students to use emerging techniques in machine learning, artificial intelligence, and digital signal processing to create original works for the concert hall, installations, web content, film, and interactive media.

DOCTOR OF PHILOSOPHY
The PhD program focuses on research in the fields of computer science, music theory, music cognition, machine learning, mathematics, and artificial intelligence as related to problems in the recording, performance, analysis, perception, and composition of music. Doctoral students are required to complete a minimum total of 48 credits beyond the master’s level, including 36 credits in general degree requirements established for all doctoral students in NYU Steinhardt (educational foundations, research, cognate studies, content and dissertation proposal seminar, electives) and 12 specialization electives credits (courses in the Program in Music Technology). All degree candidates are required to take at least three courses (12 credits) in mathematics and computer science, to be selected from the list of available courses at the Courant Institute. These courses may be either research or specialization electives, by advisement.

Doctoral candidates are expected to complete at least one semester as a teaching assistant working with a full-time faculty member in preparing and teaching a class, as well as providing assistance to the students in that class. The student will further be expected to fulfill at least one semester of independent teaching after completing their experience as a teaching assistant. This experience is intended both to prepare students for teaching careers in higher education, as well as to further foster the mentoring relationship between the candidate and the faculty with whom they will be working on curricular development and teaching.

Doctoral degree candidacy in music technology is based on an oral examination and a written examination. The student will be required to take the doctoral candidacy exam after completing no more than 30 credits toward the degree.

FACILITIES
The Program in Music Technology maintains 12 recording and computer music studios. The James Dolan Music Recording Studio is a 7,500 square foot multifunctional teaching, recording, and research space designed by Gensler and the Walters-Storyk Design Group. It is one of the most technologically advanced audio teaching facilities in the United States. The control room is distinguished by a 25-seat control/classroom which features a fully automated 48 channel SSL console and the first Dangerous Music 10.2 surround installation in New York City. In addition to a live room large enough to accommodate a small orchestra, the floor includes several research laboratories, offices, a conference/seminar room and a large iso/drum booth.

A unique research lab dedicated to 3D audio experimentation is equipped with an innovative, reconfigurable grid outfitted with twenty Genelec speakers, two Genelec subs and multi-channel sound capture, tracking and playback options. The lab also boasts extremely low (.2 second) reverb time.

Music Technology maintains ten additional recording and computer music studios. Two multiple-format recording suites allow students to gain experience with the latest industry-standard equipment, including dozens of professional-level microphones and a fully automated 32-channel SSL mixing console.

Music technology students have access to the arts technology facilities maintained by NYU’s Information Technology Services, where they can gain exposure to advanced hardware platforms for computer music, graphics, animation, and multimedia. Collaborative projects can be realized by students from the Program in Music Technology and other NYU programs that combine the arts and technology, such as the Tisch School’s Kanbar Institute of Film and Television and Interactive Telecommunications Program.
**INTERNSHIP PROGRAM**

Students are encouraged to participate in internships at leading recording studios, new-media web-related companies, music-scoring houses, and other music industry enterprises. These valuable opportunities often lead to permanent employment. Music Technology students may also study with some of the best professionals in the field through classes, independent study, and guest lectures.

Students may also participate in internships with faculty members to work on cutting edge research while gaining practical skills applicable to careers in both industry and academia.

**OPEN HOUSE**

The annual Spring Music Technology Open House showcases our students’ work in a public forum. Events include demonstrations and posters of technological projects and a computer music concert featuring student performances and compositions. We encourage students to participate with class and thesis work during both years of their degree.

**RESEARCH GROUP**

The Music Technology program is a creative and lively community of music technologists conducting research in a variety of exciting fields such as music information retrieval, digital signal processing, music cognition, interactive music systems, and 3D audio. Students and faculty work together to source ideas and develop new technologies, often culminating in academic publications and presentations at professional conferences. Weekly activities include seminars, workshops, and discussion groups featuring the work of guest speakers, faculty, and students.

Our Music and Audio Research Lab (MARL) brings together scholars from the fields of music theory, technology and composition, computer and information science, interactive media, and media studies to explore the intersection between music, computation, and science. Our goal is to combine techniques and methodologies from the arts, the humanities, and the sciences to understand and model human cognitive abilities in music, and innovate the analysis, organization, and creation of music.

**ADMISSION REQUIREMENTS**

**Master of Music**

Applicants must hold a baccalaureate degree, preferably in music or a related program. In addition, all students entering this program must have the experience or coursework equivalent to graduates of the music technology track in the undergraduate program in music technology at NYU.

**Advanced Certificate in Tonmeister Studies**

Candidates entering the Advanced Certificate in Tonmeister Studies program must hold a master’s degree and demonstrate a substantial background in music theory, recording technology, electronics, and acoustics. If their primary instrument is not piano, they must demonstrate basic piano skills and be able to read and transpose directly from a concert score. An entrance portfolio of recorded works and an interview will be required to demonstrate technical know-how, prior music production experience, and commitment to the recording arts.

**Doctor of Philosophy**

Applicants are required to have a master's degree, complete the standard NYU Steinhardt application and submit Graduate Record Examination (GRE) scores to the Office of Graduate Admissions. Applicants must also submit directly to the program three letters of recommendation that address the applicant’s ability to pursue and complete doctoral studies successfully and are written by former professors, faculty advisers, academic administrators, or employers knowledgeable about the applicant’s academic work or professional accomplishments. Candidates must also submit a statement of objectives (2-3 pages, double-spaced) discussing their ideas for doctoral research, their context and potential impact, and an argument as to how the candidate’s expertise and interests qualify him or her as the best person to pursue this research. Additional required supplemental application materials include samples of previous scholarly work on music technology or related fields; submission of at least three papers that best represent the candidate’s ability to conduct research and write effectively about their area of specialization (applicants are encouraged to submit published work as evidence); and, if relevant to the application, a portfolio of the candidate’s work in one or more of the following formats: audiovisual materials (e.g., CD, CD-R, DVD), printed materials (maximum of 8 pages, letter or A4-sized), and a URL.
Performing Arts Administration

DIRECTOR
Richard G. Maloney

35 West Fourth Street
10th Floor
TELEPHONE: 212-998-5505

DEGREES
MA, BFA/MA

FACULTY
See pages 90-91 for a complete listing.

The master’s degree program in performing arts administration was founded in 1971 and is one of the oldest arts management programs in the country. The program educates prospective and practicing administrators for positions with outstanding arts organizations in this country and abroad. It does this with a combination of courses, specifically designed for arts administrators, in the areas of the environment of arts administration, development for the arts, marketing the performing arts, law and the arts, statistics, and business courses in economics, accounting, behavioral science, and marketing, which are offered through NYU’s Leonard N. Stern School of Business.

In addition, the program emphasizes the acquisition of executive skills in the areas of organizational assessment, career planning, and executive presentation through periodic workshops offered only to students enrolled in the master’s degree program.

Internships with leading arts managers are a required part of the program of study and enhance coursework. In recent years, interns, who usually receive a small weekly stipend, have trained with managers of organizations as varied as Carnegie Hall, American Ballet Theatre, Brooklyn Academy of Music, Manhattan Theatre Club, and National Endowment for the Arts. In addition, guest lecturers and adjunct faculty from the field regularly speak at special forums.

CAREER OPPORTUNITIES
Graduates hold positions as executive directors and presidents; directors of development, operations, and planning; and marketing, production, and general managers of such arts organizations as Lincoln Center for the Performing Arts, Metropolitan Opera Association, New York City Ballet, Paper Mill Playhouse, the Philadelphia Orchestra, Newark Symphony Hall, and the Brevard Music School.

MA in Performing Arts Administration

DEGREE REQUIREMENTS
The master’s program requires 48 credits and can be completed in three to four semesters of full-time study; a part-time sequence of courses is also available. Courses in arts administration are offered through the Steinhardt School of Culture, Education, and Human Development; those in business administration are offered through the Leonard N. Stern School of Business.

Performing Arts Administration Core (24 credits): Environment of Performing Arts Administration MPAPA-GE 2130; Principles and Practices of Performing Arts Administration MPAPA-GE 2131; Marketing the Performing Arts MPAPA-GE 2105; Law and the Performing Arts MPAPA-GE 2008; Development for the Performing Arts MPAPA-GE 2132; Seminar in Cultural Policy; Issues in Performing Arts Administration MPAPA-GE 2222; Governance and Trusteeship in Performing Arts Organizations MPAPA-GE 2133; Planning and Finance in the Performing Arts MPAPA-GE 2120.

Management Core (12 credits): Marketing Concepts and Strategies CORI-GB 2313; Financial Accounting CORI-GB 1308; Leadership in Organizations CORI GB 1302; management elective.


Electives (9 credits): Selected from a pre-approved list of University-wide courses by advisement.

ADMISSION REQUIREMENTS
Applicants must possess an in-depth background in one or more areas of the performing arts as well as prior experience with a cultural organization, which may include paid or voluntary forms of activity.

See general admission section, page 189.

SPECIAL OPPORTUNITY
Summer Study Abroad in Arts Administration takes degree and visiting students to the Netherlands, Germany, and France to study alternative ways of managing arts organizations through intensive examination of current practices in Europe. The 6-credit graduate course examines the effects of economics, politics, and management on arts policy and practice. Traveling to Utrecht, Amsterdam, Berlin, and Paris, students meet with curators, performing arts managers, and national policymakers and tour a variety of theatres, museums, and cultural institutions. The course is designed for both graduate students and alumni of both visual and performing arts administration programs as well as arts administrators with professional experience in the field.

COUNCIL ON ARTS MANAGEMENT PROGRAMS
The Council on Arts Management Programs is a faculty group in NYU Steinhardt that represents the fields of music business, performing arts administration, and visual arts administration. The council’s mission is to ensure a vital future for the arts by educating highly qualified professionals to shape, influence, and lead arts organizations, institutions, and businesses and to serve the present and future needs of artists. The goals of the council are to lead public events highlighting important developments in the fields of art and business and incorporate results into learning outcomes; to generate innovations in curricula through active interchange among programs and dissemination of new knowledge and research; and to examine and integrate national and international developments affecting the arts in their cultural, social, economic, and political contexts.
NYU Steinhardt’s Department of Music and Performing Arts Professions is collaborating with the Tisch School of the Arts to offer a dual-degree program that allows students to earn a BFA in Theatre and an MA in Performing Arts Administration in five years of study.

This unique program combines the benefits of a liberal arts education at the undergraduate level with a professional education at the graduate level. Courses develop awareness of the changing dynamics of the arts administration field and build skill sets that are in demand, preparing students for leadership roles in national and international performing arts organizations. Graduates may also go on to pursue careers in the arts, business, and law.

The undergraduate curriculum balances theory with practice and skills, giving the student the theatre content and knowledge base needed by a performing arts administrator.

The graduate curriculum incorporates coursework in arts management and related disciplines with internships at leading New York City organizations.

Students also hone business skills through classes at the NYU Stern School of Business and/or the NYU Wagner Graduate School of Public Service.

### DEGREE REQUIREMENTS

The BFA requires 128 credits, or credits, of courses in professional training (in a primary studio category of the student’s choice), theatre studies, and the liberal arts. During senior year, students take 18 credits of graduate courses that count simultaneously toward the BFA and the MA.

The MA program of study requires 30 credits of industry-specific courses, management courses taken at NYU Stern and/or Wagner, internships, and a culminating experience.

### ADMISSIONS PROCESS FOR FIVE-YEAR BFA/MA PROGRAM:

1. During the freshman and sophomore years in the TSOA Drama Department, students would self-identify as interested in the combined program.
2. During March/April registration of the sophomore year, interested candidates would enroll in “Micro-economics” and the Drama Theatre Studies course “Leading and Managing Theatres in a Global Context.” This drama course is the gateway to the program.
3. With approval of the Production and Design faculty, in consultation with the Chair, and following the successful completion of “Leading and Managing Theatres in a Global Context” in the fall of the junior year, students who continue to be interested in the program would meet with Richard Mloney, Director of the Performing Arts Administration Program in the Department of Music and Performing Arts Professions at Steinhardt. The result of this meeting would allow a student to move forward in the program during their senior year. Students will be advised to enroll in Statistics in the spring of the junior year.
4. Following the successful completion of the senior fall courses in Performing Arts Administration Program, students would be invited to complete their application for admission into the Steinhardt School to complete the master’s degree.
5. Following the successful completion of the senior spring courses students will receive their BFA in Theatre from the Drama Department of the Tisch School of the Arts. Students will then matriculate in the Steinhardt School.

### CURRICULUM

#### I. Undergraduate Curriculum (128 credits)

**A. Professional Training (48 credits)**

**Required Courses (32 credits)**

Primary Studio requires a sequence of four consecutive courses in one of the following:
- Adler Conservatory THEA-UT 20X; Atlantic Theatre School THEA-UT 21X; Experimental Theatre Wing THEA-UT 23X; Meisner Extension THEA-UT 24X; Playwrights Horizons Theater THEA-UT 25X; Strasberg THEA-UT 26X; Tech Production Track THEA-UT 27X; New Studio on Broadway THEA-UT 28X

Additional Professional Training may include:
- Adler Conservatory THEA-UT 20X; Atlantic Theatre School THEA-UT 21X; Experimental Theatre Wing I THEA-UT 23X; Meisner Extension THEA-UT 24X; Playwrights Horizons Theater THEA-UT 25X; Strasberg I THEA-UT 26X; Tech Production Track THEA-UT 27X; New Studio on Broadway I (THEA-UT 28X) or Classical Studio (THEA-UT 41X); Stonestreet Film/TV THEA-UT 42X; Style and Character THEA-UT 43X Ensemble THEA-UT 43X; Internship THEA-UT 490.

**B. Theatre Studies (28 Credits)**

Required Theatre Studies courses (8 credits)

Introduction to Theatre Studies THEA-UT 500; Introduction to Theatre Production THEA-UT 510

Restricted Electives (Theatre Studies)

B. Studies in Drama and Performance (focus primarily on Western drama post-WWII) (8 credits) Students may choose from the following possible courses, as well as others per advisement:
- Modern Drama THEA-UT 601; Modern Drama: Contemporary Europe THEA-UT 602; African American Drama THEA-UT 605; Modern US Drama THEA-UT 606; Major Playwrights THEA-UT 618; Leading and Managing Theatres in a Global Context THEA-UE 685.

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1. The student must pick one category of Primary Studio, and then take four sequential courses within the same category. For example, a student may choose Adler Conservatory, and then take Adler Conservatory I, Adler Conservatory II, Adler Conservatory III, and Adler Conservatory IV (one course per semester throughout their first two years). Each course is 8 credits for a total of 32 credits.

2. THEA-UE 685 is required to enroll in the BFA / MA dual degree.
Performing Arts Administration, continued

Restricted Electives (Theatre Studies — C Theatre History or World Drama) (date from before WWII or examine non-North American/non-European theatre traditions) (8 credits). Students may choose from the following possible courses, as well as others per advise-ment: Studies in Shakespeare THEA-UT 700; Realism and Naturalism European Origins THEA-UT 705; Theatre in Ancient Greece THEA-UT 711; Renaissance Theatre THEA-UT 713; Theatre in Asia THEA-UT 744

Restricted Electives (4 credits)
Students may select 4 credits from Theatre Studies B or C.

C. Liberal Arts (32 credits)
Expository Writing, Humanities, Introduction to Macroeconomics (fulfills social science requirement), ECON-UA 2, Basic Statistics I (fulfills social science requirement), APSTA-UE 1085, Liberal Arts Elective

D. Electives (8 credits)
Unrestricted Undergraduate-Level Electives (2 credits) Graduate-Level Electives (6 credits) chosen in consultation with adviser Possible courses include the following: Cultural Tourism MPAPA-GE 2225; Corporate Sponsorship in the Arts ARVA-GE 2212; Cultural Branding in Arts Organizations ARVA-GE 2134; Global Music Management – NYU London MPAMB-GE 2207; Artist Management and Management Science in the Music Industry MPAMB-GE 2104; Concert Management MPAMB-GE 2105; History of Taste 1850-present ARTCR-GE 2141; Contemporary Art ARTCR-GE 2120; History of Contemporary Art and New Media ARTCR-GE 2235.

E. Graduate Courses (12 credits) taken senior year counting towards both BFA and MA; Principles and Practices of Performing Arts Administration MPAPA-GE 2130; Environment of Performing Arts Administration MPAPA-GE 2131; Law and the Performing Arts MPAPA-GE 2008; Development for the Performing Arts MPAPA-GE 2132.

II. Graduate Curriculum (30 credits)
18 credits taken during BFA count simultaneously towards the MA. See above.

A. Required Courses, Industry Specific (9 credits)
Marketing the Performing Arts MPAPA-GE 2105; Governance and Trusteeship in the Performing Arts MPAPA-GE 2133; Planning and Finance in the Performing Arts MPAPA-GE 2120.

B. Management Core (at Stern School and/or Wagner School) (12 credits)
Leadership in Organizations CORI-GB 1302; Financial Accounting and Reporting CORI-GB 1306; Marketing CORI-GB 2310; Consumer Behavior MKTG-GB 2374.

C. Practica (6 credits)
Internship of 20 hours per week for 13 weeks MPAPA-GE 2001; Internship of 20 hours per week for 13 weeks MPAPA-GE 2002.

D. Culminating Experience (3 credits)
Seminar: Issues in Cultural Policy (presentation and research paper required to achieve the MA from NYU Steinhardt) MPAPA-GE 2222.

3 6 pts of graduate-level electives also count towards MA.

4 Course Description: Study and preparation of papers on selected issues and cases in arts administration. Selected readings. Research papers required.
Performing Arts Therapies — Drama

Drama Therapy

DIRECTOR
Nisha Sajnani

35 West Fourth Street
10th Floor
TELEPHONE: 212-998-5258

DEGREE
MA

FACULTY
See pages 90-91 for a complete listing.

Drama therapy is the intentional use of theatre techniques to facilitate personal growth and promote health, thus treating individuals with a range of mental health, and cognitive and developmental disorders. New York University was the first in the country to develop an academic program leading to a master of arts degree in drama therapy.

The program attracts theatre professionals and educators, therapists, and those working in the fields of medicine, healthcare, and special education. Students come from diverse cultural and academic backgrounds to study and do field work and internships with leading professionals in the creative arts therapies. Classes are small and instruction individualized. The Drama Therapy Program has been accredited by the North American Drama Therapy Association and the New York State Department of Education. (See also Music Therapy in this department and Art Therapy in the Department of Art and Art Professions.)

In addition, the program is approved by the New York State Department of Education and qualifies students for licensure in Creative Arts Therapy (LCAT) after graduation and 1,500 hours of postgraduate supervised practice.

We host an internationally recognized therapeutic theater series “As Performance.” This series investigates the nexus of therapeutic theater and arts-based research. Clinical drama therapists participate as artists, and artists explore a therapeutic process. Therapeutic theater is presented as a primary process where need transforms into action. Productions are made possible by an ongoing grant from the Billy Rose Foundation. As Performance seeks to explore the aesthetic, therapeutic, and ethical issues embedded in the process of making theatre.

The New York metropolitan area offers rich opportunities for clinical internships in hospitals and shelters, drug rehabilitation centers, prisons, and special facilities for the elderly, those with developmental disabilities, and the terminally ill, among others.

CAREER OPPORTUNITIES

Graduates are employed in a variety of therapeutic settings throughout the world, including public and private hospitals and mental health clinics, centers for adults with developmental disabilities, nursing homes, and drug rehabilitation centers. Drama therapists work in medical facilities as well as artistic ones, in social services as well as private practice. Although drama therapy is a relatively new profession, it is practiced widely with a number of special populations: war veterans and those afflicted with post-traumatic stress disorder, substance abusers, mentally ill individuals, the elderly, and children who have experienced physical and/or sexual abuse. Drama therapists also treat dysfunctional families and, more generally, healthy individuals in need of exploring significant life problems.

Master of Arts

The NYU Program in Drama Therapy now offers two degree tracks. Incoming students will be required to select their degree track when they apply for admission.

The current 50-credit track (DRMT), which meets all requirements for licensure in New York State as a Creative Arts Therapist (LCAT), will continue to be available. This includes the required coursework in drama therapy and applied psychology with no electives.

We have added a 60-credit alternative (DRRL), which allows students to do advanced training in Role Theory and Method, Psychodrama, Arts-Based Research, or pursue other electives in Applied Theater (e.g., Theater of the Oppressed) or in Applied Psychology (e.g., Marriage and Family Counseling). This track meets the degree credit requirements for licensure in most states outside of New York.

Those who intend to practice in New York only, and international students who will not require a license to practice, might continue to prefer the 50-credit alternative. Students intending to practice in states other than New York should consider the 60-credit option.

Because requirements and educational course work required for licensure vary state by state, all students are strongly encouraged to determine the licensing requirements of the state(s) in which they hope to practice.

Additionally, all students are required to complete fieldwork and 800 hours of internship with two different populations in selected clinical facilities. A master’s thesis is required.

All drama therapy coursework requires ability to apply theories across disciplines and in practice, strong research skills, and the ability to participate in experiential activities in the classroom.

DEGREE REQUIREMENTS

Drama Therapy (28–35 credits)

- Introduction to Drama Therapy MPADT-GE 2114
- Psychodrama and Sociometry MPADT-GE 2115
- Drama Therapy for Clinical Populations MPADT-GE 2109
- Advanced Practices in Drama Therapy MPADT-GE 2121
- Projective Techniques in Drama Therapy MPADT-GE 2117
- Advanced Theories and Research in Drama Therapy MPADT-GE 2119
- Ethics in Drama Therapy MPADT-GE 2130
- Cross Cultural Understanding for Creative Arts Therapies MPADT-GE 2105
- Internship in Drama Therapy: Lecture MPADT-GE 2303; Internship in Drama Therapy: Lab MPADT-GE 2302

Counseling and Psychology (15–18 credits)

- Abnormal Psychology ASPY-GE 2038
- Group Dynamics—Theory and Practice ASPY-GE 2620
- Theories of Personality ASPY-GE 2039
- Human Growth and Development ASPY-GE 2138
- Individual Counseling: Practice 1 ASPY-GE 2658

Recommended Electives (10 credits)

- Introduction to Arts-Based Research MPADT-GE 2100; Advanced Role Theory and Method MPADT-GE 2134; Advanced Psychodrama MPADT-GE 2125; Theater Aesthetics: DvT MPADT-GE 2110

Other Electives by Advisement (3 credits)

- Creative Play and the Arts MPAET-GE 2059
- Physical Theater MPAET-GE 2113; Theater of the Oppressed MPAET-GE 2965; Marriage and Family Therapy ASPY-GE 2684
ADMISSION REQUIREMENTS
All students should have a solid, practical background in the art form of drama and theatre, including experience in improvisational drama and theatre performance. Candidates should also demonstrate a strong academic background in psychology or a related social science, including coursework in developmental and/or abnormal psychology. In certain exceptional cases, alternative experience relevant to drama therapy will be considered. All students are required to submit three letters of recommendation attesting to their strengths, weaknesses, and potential as future drama therapists. Applicants are also required to submit an autobiographical statement of four to six pages which should address all of the following:
1. A significant turning point in your life and how that event contributes to your curiosity and excitement about a career in drama therapy.
2. A brief statement of purpose about what you intend to do with your degree in drama therapy. This should include areas of research interest.
3. At least three references to drama therapy literature. Discuss how those readings influence your thoughts about the significant turning point and/or the field of drama therapy and/or your areas of research interest.

See general admission section, page 189.

FINANCIAL AID
The Program in Drama Therapy offers two work-study positions each year for students to assist the program director. See general financial aid section, page 199.

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.
Music Therapy is a rewarding career for musicians who wish to use their skills and artistry to benefit people facing a variety of mental, physical, and emotional challenges. Students learn how to work with people of all ages, including children with special needs, adults with psychiatric illness, children and adults with physical illness including the terminally ill, and elderly clients. The program is approved by the American Music Therapy Association (AMTA) and provides a unique combination of advanced clinical training and academic coursework to enable students to develop their own individualized approach to music therapy. Graduating students qualify to apply for certification from the Certification Board of Music Therapists (CBMT). In addition, the program is approved by the New York State Department of Education and qualifies students for licensure in Creative Arts Therapy (LCAT) after graduation and 1,500 hours of postgraduate supervised practice.

CAREER OPPORTUNITIES

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

DEGREE REQUIREMENTS

Master of Arts

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

The Master of Arts program (48-60 credits) leading to certification includes the following courses:

Music Therapy Courses: Music Therapy: Advanced Theory and Methods I and II MPAMT-GE 2931, 2932 (6 credits); Improvisation I: Clinical Improvisation in Music Therapy MPAMT-GE 2934 (2 credits); Improvisation II: Clinical Vocal Improvisation MPAMT-GE 2062 (2 credits); Music Therapy Research MPAMT-GE 2933 (3 credits); Advanced Practices of Improvisation in Music Therapy MPAMT-GE 2941 (3 credits); Theory and Application of Improvisation in Music Therapy MPAMT-GE 2940 (3 credits); Key Concepts in Music Therapy I MPAMT-GE 2938 (3 credits); Key Concepts in Music Therapy II MPAMT-GE 2942 (3 credits); Theory Development in Music Therapy MPAMT-GE 2943 (3 credits); Music Therapy Practicum: Children and Adolescents MPAME-GE 2043 (3 credits); Music Therapy Practicum: Adults and Elderly MPAMT-GE 2053 (3 credits); Internship in Music Therapy MPAMT-GE 2935, 2936 (2 semesters, 10 credits); Group Music Therapy I & II MPAMT-GE 2947 & 2948 (4 semesters, 8 credits); Music Therapy Thesis MPAMT-GE 2949 (2 credits).

Electives (6 credits): Contemporary Music Therapy Theory MPAMT-GE 2944 (3 credits); Developing Presentations and Publications in Music Therapy MPAMT-GE 2945 (3 credits). May also include courses in music therapy specialization, related arts therapy (drama, art), graduate psychology electives in specialization area, independent studies, and advanced clinical supervision.

ADMISSIONS REQUIREMENTS

A bachelor’s degree is required for admission into the master’s program, but it need not be in music therapy. Past graduates have come into the program with backgrounds in areas as diverse as medicine, music, psychology, and business. Students are only admitted in the fall semester of each year. Incoming students should take two prerequisite courses: 1) Abnormal Psychology and 2) Developmental Psychology. It is our recommendation that these courses be taken prior to starting the program at NYU. The GRE is not required for application to the MA in music therapy program. International students: Successful candidates typically score 600 on the TOEFL paper-based exam; 250 on the computer-based exam; or 100 on the internet-based exam. Students in the program are strongly encouraged to work at incorporating their primary instrument into their clinical work. In addition, piano and guitar competencies are required for national certification as a music therapist and are the primary harmonic instruments used to support clinical work.

SPECIAL OPPORTUNITIES

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

Nordoff-Robbins Center for Music Therapy: The center, located on campus, offers clinical opportunities for student fieldwork and internship experiences with a variety of child, adolescent, and adult clients. The center also offers an advanced training course in clinical techniques and procedures leading to certification in the Nordoff-Robbins Music Therapy approach.

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

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.
**MUSIC AND PERFORMING ARTS/MPAIA-GE**

Human Development and Education in the Arts  
MPAIA-GE 2010 30 hours: 3 credits. Prerequisite: 15 hours of field experience.  
Technology Resources for Performing Arts Educators  
MPAIA-GE 2029 30 hours plus hours arranged: 3 credits.  
Collaborative Projects in the Performing Arts  
MPAIA-GE 2031 30 hours plus hours arranged: 3 credits.  
Dissertation Proposal Seminar  
MPAIA-GE 3097 30 hours: 3 credits; fall.  
Performing Arts Research Collegium  
MPAIA-GE 3400 10 hours plus hours arranged: 1 credit. May be repeated up to 3 credits.

**DANCE EDUCATION/MPADE-GE**

Common Hour Dance  
MPADE-GE 2001** * 20 hours: 1 credit; fall, spring.  
Intercultural Dance  
MPADE-GE 2021 45 hours: 3 credits; fall, spring.  
African Dance  
MPADE-GE 2022 45 hours: 3 credits; fall.  
Tap Dance  
MPADE-GE 2023 45 hours: 2 credits; fall, spring.  
Hip-Hop Dance Technique and Pedagogy  
MPADE-GE 2025 45 hours: 1-3 credits; fall, spring.  
Jazz Dance Techniques  
MPADE-GE 2029 30 hours: 2 credits; fall, spring.  
Intermediate Technique and Pedagogy  
MPADE-GE. 040 45 hours: 2 credits; fall.  
Laban Movement Analysis  
MPADE-GE 2044 30 hours: 2 credits.  
Advanced Technique and Pedagogy  
MPADE-GE 2075 45 hours: 3 credits; spring.  
Methods and Materials in Teaching Dance  
MPADE-GE 2265 30 hours: 3 credits; fall.  
Theory and Methodology in Ballet Pedagogy  
MPADE-GE 2267 60 hours: 4 credits; fall.  
Teaching Apprenticeship in Ballet Pedagogy  
MPADE-GE 2268 60 hours: 4 credits; spring.  
Advanced Analysis and Teaching Apprenticeship in Ballet Pedagogy  
MPADE-GE 2269 60 hours: 4 credits; fall.  
Jazz Dance Culture and Pedagogy  
MPADE-GE 2272 45 hours: 2–3 credits; fall, spring.  
Fieldwork in Dance: Elementary/Secondary  
MPADE-GE 2276 45 hours per credit: 1-3 credits; fall, spring.  
Fieldwork in Dance: Higher Education and the Professions  
MPADE-GE 2277 45 hours per credit: 1-3 credits; fall, spring.  
Dance in Higher Education  
MPADE-GE 2278 30 hours: 3 credits; spring.  
Independent Study  
MPADE-GE 2300 45 hours per credit: 1-6 credits; fall, spring, summer; hours to be arranged. Signature of program director required.  
Research in Dance  
MPADE-GE 2403 45 hours: 3 credits; spring.  
Teaching Creative Movement  
MPADE-GE 2452 45 hours: 3 credits; fall, spring.  
Dance for Children with Special Needs  
MPADE-GE 2453 45 hours: 3 credits; fall.  
Teaching Performance of Dance  
MPADE-GE 2454 45 hours: 2 credits; fall.  
Principles of Dance Movement Therapy  
MPADE-GE 2502 45 hours: 3 credits; spring.  
Seminar in Dance Education  
MPADE-GE 2509 45 hours: 0-2 credits; fall.  
Dance Education in Uganda  
MPADE-GE 2520 45 hours: 3 credits; January intersession.  
Student Teaching (Elementary)  
MPADE-GE 2607 45 hours: 2-3 credits; fall, spring.  
Student Teaching (Secondary)  
MPADE-GE 2608 45 hours: 2-3 credits; fall, spring.

**EDUCATIONAL THEATRE/MPAET-GE**

Introduction to Theatre for Young Audiences I  
MPAET-GE 2005 30 hours: 2 credits; fall.  
Introduction to Theatre for Young Audiences II  
MPAET-GE 2006 15 hours per credit: 2–4 credits; spring.  
Design for the Stage  
MPAET-GE 2017 15–45 hours: 1–3 credits; fall.  
Development of Theatre and Drama  
MPAET-GE 2021, 2022 30 hours: 3 credits each term; fall, spring.  
Images of Women in the Theatre  
MPAET-GE 2023 30 hours: 3 credits; spring.  
Dramatic Activities in the Elementary Classroom  
MPAET-GE 2030 30 hours, 15 hours of field experience: 2 credits; fall.  
Storytelling  
MPAET-GE 2042 10 hours: 1 credit; fall, spring, summer.  
Dramatic Activities in the High School  
MPAET-GE 2031 30 hours, 15 hours of field experience: 3 credits; spring.
Courses, continued

Creative Play in the Arts
MPAET-GE 2059 30 hours: 3 credits; fall.

Musical Theatre: Background and Analysis
MPAET-GE 2062 30 hours, 15 hours of field experience: 3 credits; fall, spring.

Theory of Creative Drama
MPAET-GE 2065 30 hours: 2 credits; fall.

Methods of Conducting Creative Drama
MPAET-GE 2067 Staff. 45 hours: 3 credits; spring.

Methods and Materials of Research in Educational Theatre
MPAET-GE 2077 30 hours: 3 credits; fall, spring, summer.

Masks and Puppetry
MPAET-GE 2079 45 hours: 3 credits; fall.

Theatre-in-Education Practices
MPAET-GE 2090 30 hours: 3 credits; spring.

Dramatic Criticism I and II
MPAET-GE 2091 30 hours: 3 credits; fall, spring.

Advanced Directing
MPAET-GE 2098 90 hours: 3 credits each term; spring. Prerequisites: proficient work in Directing MPAET-UE081, 1082 or equivalent and permission of instructor.

Styles of Acting and Directing I and II
MPAET-GE 2099, 2100 45 hours: 3 credits each term; fall, spring.

Applied Theatre
MPAET-GE 2101 30 hours: 3 credits; fall, spring.

World Drama
MPAET-GE 2103, 2104 30 hours: 3 credits each term; fall, summer.

Beginning Playwriting
MPAET-GE 2105 30 hours: 2 credits; fall.

Advanced Playwriting
MPAET-GE 2106 30 hours: 3 credits; spring. Registration by permission of instructor.

Physical Theatre Improvisation
MPAET-GE 2113 45 hours: 3 credits; fall, spring.

Creating Ethnodrama:
Theory and Practice
MPAET-GE 2114 45 hours: 3 credits; spring.

The Ethnoactor & Verbatim Performance
MPAET-GE 2115 45 hours: 3 credits; fall, spring, summer.

Supervised Student Teaching in the Elementary Drama Classroom
MPAET-GE 2134 45 hours per credit: 3-4 credits; fall, spring.

Stage Lighting
MPAET-GE 2143 45 hours: 3-4 credits; spring.

Play Production for Artists and Educators
MPAET-GE 2152 30 hours: 3 credits. summer.

Shakespeare’s Theatre I and II
MPAET-GE 2171, 2172 30 hours: 3 credits; fall, spring.

Supervised Student Teaching in the Secondary English/Drama Classroom
MPAET-GE 2174 45 hours per credit: 4 credits; fall, spring.

Costume Design
MPAET-GE 2175 45-60 hours: 3-4 credits; spring.

Theatre of Brecht and Beckett
MPAET-GE 2177 30 hours: 3 credits; spring.

Drama in Education I and II
MPAET-GE 2193, 2194 30 hours: 3 credits each term; fall, spring.

Understanding Diversity/Teaching Pluralism
MPAET-GE 2977 30 hours: 3 credits; fall.

Introduction to Boal’s Theatre of the Oppressed
MPAET-GE 2979 30 hours: 3 credits; spring.

Advanced Techniques of Theatre of the Oppressed
MPAET-GE 2980, 2981 45 hours: 3 credits; fall, spring.

Drama with Special Education Populations
MPAET-GE 2982 30 hours: 3 credits; fall, spring, summer.

Understanding Diversity/Teaching Pluralism
MPAET-GE 2977 30 hours: 3 credits; fall.

Coping with Conflict: Drama as a Catalyst for Social Awareness
MPAET-GE 2978 30 hours: 3 credits; fall.

Creating Theatre with Young People I and II
MPAET-GE 2980, 2981 45 hours: 3 credits; fall, spring.

Assessment of Student Work in Drama
MPAET-GE 2988 10 hours: 1 credit; fall.
Doctoral Proposal Seminar: Educational Theatre
MPAT-GE 3005 30 hours: 3 credits; spring.

THEORY AND COMPOSITION/MPAT-GE

Advanced Orchestration: Screen Scoring
MPATC 2081 45 hours: 3 credits; fall, spring. Prerequisites: Orchestration: Strings MPATC-UE 1020, Orchestration: Strings Percussion MPATC-UE 1025.

Advanced Orchestration: Concert Music
MPATC-GE 2082 30 hours: 3 credits; spring. Prerequisites: Orchestration: Strings MPATC-UE 1020, Orchestration: Strings Percussion MPATC-UE 1025.

Seminar in Theory
MPATC-GE 2208. 30 hours: 3 credits; spring.

Colloquy in Music
MPATC-GE 2026* 30 hours: 3 credits; fall, spring, summer. $75 recital fee required.

Seminar in Composition
MPATC 2028 30 hours: 3 credits; fall, spring. (2 semesters required)

Composers Forum
MPATC-GE 2424 30 hours: 0–3 credits; fall, spring. (2 semesters required with 1 credit each)

Contemporary Music
MPATC-GE 2039 30 hours: 3 credits; fall.

Psychology of Music
MPATC-GE 2042 30 hours: 3 credits; spring, summer.

Music Criticism
MPATC-GE 2046 30 hours: 3 credits; fall.

Scoring Techniques
MPATC-GE 2048 30 hours: 3 credits; fall, spring.

Contemporary Scoring Techniques
MPATC-GE 2049 45 hours: 3 credits; fall, spring.

Opera in the 20th Century
MPATC-GE 2069 30 hours: 3 credits; spring.

Narrative Writing for Musical Analysis
MPATC-GE 2109 30 hours: 3 credits, spring.

Compositional Process in the Symphony
MPATC-GE 2127 30 hours: 3 credits; fall.

Independent Study
MPATC-GE 2300 45 hours per credit: 1–3 credits; fall, spring; hours to be arranged. Graduate-level projects to be arranged.

Private Composition Lessons
MPATC-GE 2321 15 hours: 3 credits; fall, spring. May be repeated until a total of 12 credits has been earned. Open to department graduate students majoring in music.

Music Notation
MPATC-GE 2429: 10 hours; 1 credit; fall, spring; summer.

Screen Music: History, Analysis, and Aesthetics
MPATC-GE 2550 15 hours per credit: 3–4 credits; fall, spring.

Music Editing for the Screen
MPATC-GE 2555 30–40 hours: 3–4 credits. Registration by special permission of the instructor.

Seminar in Music and Music Education
MPATC-GE 3026* 15 hours per credit: 2–4 credits; fall, spring, summer.

VOICE/MPAVP-GE

Script Analysis and Dramaturgical Process
MPAVP-GE 2151 45 hours: 3 credits; fall.

Opera Workshop
MPAVP-GE 2221 15–45 hours and hours arranged: 1–3 credits; fall, spring. May be repeated up to 12 credits.

Song Repertoire: Italian/Spanish
MPAVP-GE 2263 37.5 hours: 2 credits; fall.

Song Repertoire: French
MPAVP-GE 2264 37.5 hours: 2 credits; spring.

Music Theatre Workshop: Song Analysis I
MPAVP-GE 2311 15–45 hours and hours arranged: 1 credit; fall.

Music Theatre Workshop: Song Analysis II
MPAVP-GE 2312 15–45 hours and hours arranged: 1 credit; spring.

Music Theatre Workshop: Audition Skills
MPAVP-GE 2313 15–45 hours and hours arranged: 1 credit; fall.

Music Theatre Workshop: Business Skills/Showcase
MPAVP-GE 2314 15–45 hours and hours arranged: 1 credit; spring.

Music Theatre Workshop: Theatre Dance I
MPAVP-GE 2321 45 hours and hours arranged: 1 credit; fall.

Music Theatre Workshop: Theatre Dance II
MPAVP-GE 2322 15–45 hours and hours arranged: 1 credit; spring.

Music Theatre History I
MPAVP-GE 2351 37.5 hours: 2 credits; fall.

Music Theatre History II
MPAVP-GE 2352 37.5 hours: 2 credits; spring.

Vocal Repertoire for Teaching: Classical
MPAVP-GE 2173 4 hours: 3 credits; fall.

Vocal Repertoire for Teaching: Musical Theatre
MPAVP-GE 2174 4 hours: 3 credits; spring.

Vocal Pedagogy: Research
MPAVP-GE 2171.001/2 24 hours: 3 credits; fall.
Vocal Pedagogy: Practice  
MPAVP-GE 2172.001/2 24 hours; 3 credits, spring.

Graduate Acting for Singers I  
MPAVP-GE 2141.001/002 30.5 hours: 2 credits, fall.

Graduate Acting for Singers II  
MPAVP-GE 2142.001/002 30.5 hours: 2 credits, spring.

Contemporary and Jazz Vocal Ensemble  
MPAVP-GE 2181.001 30 hours: 0-1 credits, fall and spring.

Contemporary Vocal Ensemble  
MPAVP-GE 2181.010 30.5 hours: 0-1 credits, fall and spring.

Background Recording Techniques Ensemble  
MPAVP-GE 2181.011 30.5 hours: 0-1 credits, fall and spring.

Intensive Lyric Diction Italian and English  
MPAVP-GE 2131.001 and 2132.001; 30 hours: 3 credits, fall.

Intensive Lyric Diction German and French  
MPAVP-GE 2133.001 and 2134.001; 30 hours: 3 credits, spring.

JAZZ/MPAJZ-GE

Jazz Improvisation Techniques I  
MPAJZ-GE 2075 30 hours: 3 credits; fall.  
Prerequisite: Jazz Theory and Ear Training I MPAJZ-UE. 1039.

Jazz Improvisation Techniques II  
MPAJZ-GE 2076 30 hours: 3 credits; spring.  
Prerequisite: Jazz Improvisation Techniques I MPAJZ-GE 2075.  
An extension of MPAJZ-GE 2075 with emphasis on style characteristics of selected jazz artists.

New York University Jazz Ensembles  
MPAJZ-GE 2088 60 hours: 0-1 credit; fall, spring. Registration by audition only.

Jazz Arranging Process and Analysis  
MPAJZ-GE 2089 Shemaria. 30 hours and 15 hours arranged: 3 credits; spring.  
Prerequisite: Jazz Arranging and Composition II, MPAJZ-UE 1120 or permission of instructor.

Reference and Research in Jazz  
MPAJZ-GE 2271 30 hours and 15 hours arranged: 3 credits; fall.  
Open to non-music majors.

Jazz Arranging Techniques I  
MPAJZ-GE 2273 30 hours and 15 hours arranged: 3 credits; fall.

Jazz Arranging Techniques II  
MPAJZ-GE 2274 30 hours and 15 hours arranged: 3 credits; spring.  
An extension of MPAJZ-GE 2273 with special emphasis on arrangements for large jazz ensembles.

Chamber Music: Traditional Ensembles for Winds, Piano, Strings, and Brass Instruments  
MPAWW-GE 2034.002 15 to 45 hours: 1-3 credits; fall, spring.

New Music Ensemble  
MPAWW-GE 2121 0-3 credits; fall, spring.

Saxophone Orchestra  
MPAWW-GE 2132 0-3 credits; fall, spring.

Orchestral Flutes  
MPAWW-GE 2132 0-3 credits; fall, spring.

Flute and Piano Repertoire  
MPAWW-GE 2141 0-3 credits; fall, spring.

Clarinet and Piano Repertoire  
MPAWW-GE 2142 0-3 credits; fall, spring.

Double Reed Repertoire  
MPAWW-GE 2143 0-3 credits; fall, spring.

Saxophone and Piano Repertoire  
MPAWW-GE 2144 0-3 credits; fall, spring.

Bassoon & Oboe Reed Making  
MPAWW-GE 2145 0-3 credits; fall, spring.

Wind or Percussion Instruments (Private Lessons)  
MPAWW-GE 2334 15 hours: 3 credits; fall, spring.  
May be repeated until a total of 12 credits has been earned.  
Open to department graduate students majoring in music.

PIANO/MPAPE-GE

Colloquy in Music  
MPAPE-GE 2026 2-3 credits; fall, spring.

Instrumental Techniques and Materials: Chamber Music  
MPAPE-GE 2034 0-3 credits; fall, spring.

The Art of Piano I  
MPAPE-GE 2041 30 hours: 3 credits; fall.

The Art of Piano II  
MPAPE-GE 2042 30 hours: 3 credits; spring.

Collaborative Piano: Techniques and Practice  
MPAPE-GE 2170 30 hours: 3 credits; spring.

Influential Pianists and Performance Practice  
MPAPE-GE 2181 30 hours: 3 credits; spring.

Piano Literature II: 18th-20th century  
MPAPE-GE 2186 30 hours: 3 credits; fall.

Piano Literature III: 20th-21st century  
MPAPE-GE 2187 30 hours: 3 credits; fall.

Performance Practices & Entrepreneurship in 20th & 21st Century Piano Music  
MPAPE-GE 2189 30 hours: 3 credits, spring.

Piano (Private Lessons)  
MPAPE-GE 2356 15 hours: 3 credits; fall, spring.  
May be repeated until a total of 12 credits has been earned.

Alexander Technique (Private Lessons)  
MPAPE-GE 2112 2 credits; fall, spring.

Colloquy in Music  
MPAPE-GE 2121 2-4 credits; fall, spring.

Instrumental Techniques and Materials: Chamber Music  
MPAPE-GE 2131 0-3 credits; fall, spring.

Baroque Ensemble  
MPAPE-GE 2132 0-3 credits; fall, spring.

Masterclass  
MPAPE-GE 2133 0-3 credits; fall, spring.

Improvisation Class  
MPAPE-GE 2135 0-3 credits; fall, spring.
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<th>Code</th>
<th>Credits</th>
<th>Semester(s)</th>
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<td>Viola Class</td>
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<td>Cello Class</td>
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<td>Bass Class</td>
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<td>Principles and Practice in the Music Industry</td>
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<td>The Law and the Music Industry</td>
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<td>Environment of the Music Industry</td>
<td>MPAMB-GE 2103</td>
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<td>Graduate A&amp;R Seminar</td>
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<td>Promotions and Publicity in the Music Industry</td>
<td>MPAMB-GE 2202</td>
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<tr>
<td>Emerging Models &amp; Markets for Music</td>
<td>MPAMB-GE 2203</td>
<td>30 hours</td>
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<tr>
<td>Music Publishing: Background Practice</td>
<td>MPAMB-GE 2225</td>
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</table>

Courses, continued
Courses, continued

Strategic Marketing in the Music Industry
MPAMB-GE 2206 30 hours: 3 credits; fall.  
Prerequisite: Principles and Practice in the Music Industry MPAMB-UE 2101.

Global Music Management
MPAMB-GE 2207 30 hours: 3 credits; spring (taught in alternate years in January intersession at NYU in London).  
Prerequisite: Principles and Practice in the Music Industry MPAMB-UE 2101.

Data Analysis in the Music Industry
MPAMB-GE 2211 30 hours: 3 credits; fall, spring.  

Music Business Graduate Internship
MPAMB-GE 2301 1 credit per semester (a total of 3 required for the degree); fall, spring, summer. 200 hrs.

Colloquy in Music Business
MPAMB-GE 2401 30 hours: 3 credits; fall, spring, summer.  
Registration by advisement only

MUSIC EDUCATION/MPAME-GE

Creative Performance Opportunities in Music Education
MPAME-GE 2031 15 hours per credit: 1-3 credits; fall.

Technological Trends in Music Education
MPAME-GE 2035 20 hours plus hours arranged: 3 credits; spring.

Choral Materials and Techniques
MPAME-GE 2082 30 hours: 2 credits.

Choral Conducting Practicum for Music Education
MPAME-GE 2093 15 hours: 1 credit; fall.

Advanced Instrumental Conducting
MPAME-GE 2096 30 hours: 3 credits; spring.

Fundamentals of Conducting
MPAME-GE 2102 15 hours: 1 credit.

Guitar Practicum for Music Education
MPAME-GE 2103 15 hours: 1 credit; fall, spring.

Brass Practicum for Music Education
MPAME-GE 2104 15 hours: 1 credit; fall, spring.

Woodwind Practicum for Music Education
MPAME-GE 2105 15 hours: 1 credit; fall, spring.

Strings Practicum for Music Education
MPAME-GE 2106 15 hours: 1 credit; fall, spring.

Percussion Practicum for Music Education
MPAME-GE 2107 15 hours: 1 credit; fall, spring.

Vocal Practicum for Music Education
MPAME-GE 2108 15 hours: 1 credit; fall, spring.

Instrumental Conducting Practicum for Music Education
MPAME-GE 2111 15 hours: 1 credit; fall, spring.

Music for Exceptional Children
MPAME-GE 2114 45 hours: 3 credits; fall, spring.

Instrumental Materials, Techniques, and Technology in Music
MPAME-GE 2115 15 hours plus hours arranged of fieldwork: 2 credits; spring.

Teaching of Music in the Elementary Grades
MPAME-GE 2119 45 hours: 2 credits; fall, spring.

Research in Music and Music Education
MPAME-GE 2130 30 hours: 3 credits; spring.

Music Education Philosophy
MPAME-GE 2139 30 hours: 3 credits; spring.

Supervised Student Teaching of Music in the Elementary School
MPAME-GE 2141*‡ Minimum 180 hours: 3 credits; fall, spring.

Supervised Student Teaching of Music in the Secondary School
MPAME-GE 2145*‡ minimum 180 hours: 3 credits; fall, spring.

Colloquy in Music Education
MPAME-GE 2939 15 hours per credit: 1-4 credits; fall, spring.  
For master’s candidates in music education.

MUSIC TECHNOLOGY/MPATE-GE

Audio Mastering
MPATE-GE 2013 30 hours: 3 credits; fall, spring.

Advanced Musical Acoustics
MPATE-GE 2036 30 hours: 3 credits; spring, summer.

Software Synthesis
MPATE-GE 2037 30 hours: 3 credits; fall, spring.

Creating with Interactive Media: KYMA
MPATE-GE 2038 30 hours: 3 credits; spring.

Advanced Computer Music Composition
MPATE-GE 2047 30 hours: 3 credits; fall, summer.

Independent Study in Music Technology
MPATE-GE 2300 1-4 credits; fall, spring, summer.

Fundamentals of Digital Signal Theory LAB
MPATE-GE 2598 30 hours: 3 credits; fall, spring, summer.  

Fundamentals of Digital Signal Theory
MPATE-GE 2599 30 hours: 3 credits; fall, spring, summer.  

Music Technology: Digital Audio Processing I
MPATE-GE 2600 30 hours: 3 credits; fall.

Music Technology: Digital Audio Processing II
MPATE-GE 2601 30 hours: 3 credits; spring.
Audio for Games and Immersive Environments
MPATE-GE 2604 30 hours: 3 credits; spring.

Graduate Internships in Music Technology
MPATE-GE 2605 50–300 hours: 1–6 credits. 50 hours per credit; fall, spring, summer.

Advanced Digital Signal Theory
MPATE-GE 2607 30 hours: 3 credits; spring.

Audio for the Web
MPATE-GE 2628 30 hours: 3 credits.

Advanced Audio Production
MPATE-GE 2629 45 hours: 3 credits; fall, spring.

The Art of Sound Reinforcement
MPATE-GE 2631 45 hours: 3 credits; spring.

Advanced Audio for Games
MPATE-GE 2635 45 hours: 3 credits.

PERFORMING ARTS ADMINISTRATION/MPAPA-GE

Internship in the Administration of Performing Arts Centers
MPAPA-GE 2001† A minimum of 260 hours: 3 credits; fall, hours to be arranged.

Law and the Performing Arts
MPAPA-GE 2108 McClimon. 30 hours: 3 credits; spring.

Marketing the Performing Arts
MPAPA-GE 2105 Persons. 30 hours: 3 credits; fall.

Planning and Finance in the Performing Arts
MPAPA-GE 2120 Robinson. 30 hours: 3 credits; spring.

Environment of Performing Arts Administration
MPAPA-GE 2130 Maloney. 30 hours: 3 credits; fall. Corequisite: Principles and Practices of Performing Arts Administration MPAPA-GE 2131.

Principles and Practices of Performing Arts Administration
MPAPA-GE 2131 Maloney. 30 hours: 3 credits; fall. Corequisite: Environment of Performing Arts Administration MPAPA-GE 2130.

Development for the Performing Arts
MPAPA-GE 2132 Himes. 30 hours: 3 credits; spring.

Governance and Trusteeship in Performing Arts Organizations
MPAPA-GE 2133 Shelton. 30 hours: 3 credits; spring.

Seminar in Cultural Policy: Issues in Performing Arts Administration
MPAPA-GE 2222 Maloney. 30 hours: 3 credits; fall, spring, and substantial completion of the Program in Performing Arts.

DRAMA THERAPY/MPADT

Drama Therapy for Clinical Populations
MPADT-GE 2109 (formerly MPAET-GE.2109) 30 hours plus hours arranged: 3 credits; spring. Prerequisite: Introduction to Drama Therapy MPADT-GE 2114.

Introduction to Drama Therapy
MPADT-GE 2114 (formerly MPAETGE 2114) 30 hours plus hours arranged: 3 credits; fall. Prerequisite: matriculation in the Program in Drama Therapy or registration by permission of adviser.

Psychodrama and Sociometry
MPADT-GE 2115 (formerly MPAET-GE 2115) 30 hours: 3 credits; fall. Prerequisite: Introduction to Drama Therapy MPADT-GE 2114 or permission of instructor.

Advanced Practices in Drama Therapy: Playback, Therapeutic Theatre and Developmental Transformations
MPADT-GE 2116 (formerly MPAET-GE 2116) 30 hours: 3 credits; spring. Prerequisite: matriculation in the Program in Drama Therapy.
Courses, continued

**Projective Techniques in Drama Therapy**
MPADT-GE 2117 (formerly MPAET-GE 2117) 30 hours: 3 credits; fall.  
*Prerequisite: Introduction to Drama Therapy MPADT-GE 2114, Drama Therapy for Clinical Populations MPADT-GE 2109, or permission of instructor.*

**Advanced Theory and Research in Drama Therapy**
MPADT-GE 2119 (formerly MPAET-GE 2119) 30 hours: 3 credits; spring.  
*Prerequisites: PSY-GE 2038, APSY-GE 2039, MPADT-GE 2109, MPADT-GE 2114, APSY-GE 2271.*

**Independent Study**
MPADT-GE 2300 (formerly MPAET-GE 2300) 45 hours per credit: 1-6 credits; fall, spring, summer; hours to be arranged.

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**MUSIC THERAPY/MPAMT**

**Music Therapy Colloquium & Program Seminar**
MPAMT-GE.2000 0 credits; fall and spring.

**Music Therapy Practicum: Children and Adolescents**
MPAMT-GE 2043 135 hours: 3 credits; fall.

**Music Therapy Practicum: Adults and Elderly**
MPAMT-GE 2053 135 hours: 3 credits; spring.

**Clinical Vocal Improvisation**
MPAMT-GE 2062 30 hours: 2 credits; spring.

**Independent Study**
MPAMT-GE 2300 45 hours per credit: 1-6 credits, summer; hours to be arranged.

**Introduction to Music Therapy**
MPAMT-GE 2930 45 hours: 3 credits; fall and spring.

**Music Therapy: Advanced Theory and Methods I**
MPAMT-GE 2931 45 hours: 3 credits; fall.

**Music Therapy: Advanced Theory and Methods II**
MPAMT-GE 2932 45 hours: 3 credits; spring.

**Music Therapy Research**
MPAMT-GE 2933 30 hours: 3 credits; spring.

**Clinical Improvisation in Music Therapy**
MPAMT-GE 2934 30 hours: 2 credits; fall.

**Internship in Music Therapy**
MPAMT-GE 2935, 2936 100 hours per credit: 5 credits each term; fall, spring; hours to be arranged.

**Key Concepts in Music Therapy I**
MPAMT-GE 2938 45 hours: 3 credits; spring.

**Advanced Practices of Improvisation in Music Therapy**
MPAMT-GE 2941 45 hours: 3 credits; spring.

**Theory and Application of Improvisation in Music Therapy**
MPAMT-GE 2940 45 hours: 3 credits; fall.

**Key Concepts in Music Therapy II**
MPAMT-GE 2942 45 hours: 3 credits; fall.

**Theory Development in Music Therapy**
MPAMT-GE 2943 45 hours: 3 credits; spring.

**Contemporary Music Therapy Theory**
MPAMT-GE 2944 45 hours: 3 credits.

**Developing Presentations and Publications in Music Therapy**
MPAMT-GE 2945 45 hours: 3 credits.

**Music Improvisation for Artistic Growth**
MPAMT-GE 2946 30 hours: 3 credits; fall, spring.

**Group Music Therapy I**
MPAMT-GE 2947* 10 hours per credit: 2-6 credits each term; fall, spring; hours to be arranged.

**Group Music Therapy II**
MPAMT-GE 2948* 10 hours per credit: 2-6 credits each term; fall, spring; hours to be arranged.

**Music Therapy Thesis**
MPAMT-GE 2949 10 hours per credit: 2-4 credits.

*Registration closed to special students.
The department's mission is to generate and disseminate knowledge to effect sustainable change in the health and well-being of local, urban, and global communities. The department teaches undergraduate and graduate students to be critical thinkers and creative contributors while acquiring expertise in their chosen domain of knowledge. Students partner with alumni, professionals, and the larger community to provide education, research, and services that focus on the role of food and nutrition in all aspects of life.

The master’s programs in nutrition, dietetics, and food studies educate students through carefully developed curricula containing core, specialization, and elective courses. These programs share an interdependence that provides the next generation of students with a strong foundation for collaborative research and innovative opportunities. For further information, please visit steinhardt.nyu.edu/nutrition. The master’s programs lead to MS and MA degrees.

The MS program in nutrition and dietetics offers specialized training in either clinical nutrition or foods and nutrition, and graduate-level dietetic internships fully accredited by the Academy of Nutrition and Dietetics (AND). The clinical nutrition specialization provides the undergraduate courses and post-baccalaureate experience needed to meet the AND’s requirements for obtaining a dietetic internship and credentialing as a registered dietitian (RD).

The department's innovative MA program in food studies prepares students for leadership positions in numerous food professions. Courses examine the sociocultural, economic, and historical factors that have influenced food production and consumption in local settings under global pressures.

The department’s PhD programs train students to become researchers, educators, and advanced practitioners in nutrition and food studies.

Together, these programs focus on the role of food, nutrition, and health as separate but integrated aspects of society. They emphasize the scientific, behavioral, socioeconomic, cultural, and environmental factors that affect health and the ways in which trained professionals can apply this information to help individuals and the public make dietary and other behavioral choices that will promote health and prevent disease. Changes in society and disease risk have increased the need and demand for trained professionals who can employ nutritional, behavioral, sociocultural, and population-based strategies to improve personal, public, and environmental health around the globe.
Faculty

**Amy Bentley**, Professor. BA 1984, Brigham Young University; MA 1985, PhD 1992, University of Pennsylvania.


**Jessica Bihuniak**, Assistant Professor. BS 2007, MS 2010, PhD 2013, University of Connecticut; RD.

**Carolyn Dimitri**, Associate Professor. BA 1983, State University of New York at Buffalo; PhD 1998, University of Maryland (College Park).

**Judith A. Gilbride**, Professor. BS 1966, Framingham State University; MA 1970, PhD 1981, New York University; RD.

**Kristie J. Lancaster**, Associate Professor. AB 1985, Princeton University; MS 1995, PhD 2000, Penn State University; RD.

**Mireya Loza**, Assistant Professor. BA 2001, University of Illinois, Urbana–Champaign; MA 2003, University of Texas, Austin; MA, 2006, PhD 2010, Brown University.

**Charles Mueller**, Clinical Associate Professor. BA 1975, Colgate University; MS 1987, PhD 2002, New York University; RD.

**Marion Nestle**, Professor. BA 1959, PhD 1968, MPH 1986, University of California, Berkeley.

**Fabio Parasecoli**, Professor. BA 1986, MA 1991, Istituto Universitario Orientale, Naples Italy; PhD 2009, Universität Hohenheim, Stuttgart, Germany.

**Domingo J. Piñero**, Clinical Associate Professor. BS 1986, Central de Venezuela; MS 1991, Simón Bolívar (Venezuela); PhD 1998, Penn State University.

**Krishnendu Ray**, Associate Professor and Department Chair. BA 1984, MA 1986, University of Delhi; MA 1996, PhD 2001, State University of New York at Binghamton.

**Lisa Sasson**, Clinical Associate Professor. BS 1981, Brooklyn College; MS 1986, New York University; RD.

**Gustavo Setrini**, Assistant Professor. BA 1981, Lawrence University; PhD 2011, Massachusetts Institute of Technology.

**Beth C. Weitzman**, Professor. BA 1978, Vassar College; MPA, 1980, New York University; PhD 1987, NYU Wagner.

**Kathleen Woolf**, Associate Professor. BS 1986, University of Iowa; MS 1991, University of California, Los Angeles; PhD 2002, Arizona State University; RD.
**Master’s Programs**

**Nutrition and Dietetics**

The Master of Science program in nutrition and dietetics prepares students for a wide range of careers as dietitians and nutritionists. It provides training for registered dietitians and other students who seek to become registered dietitians or to obtain advanced academic training in clinical nutrition, which meets all academic and internship requirements of the Academy of Nutrition and Dietetics (AND) registration eligibility.

**CAREER OPPORTUNITIES**
The program is designed to train students to help individuals and the public choose foods that promote health and prevent disease; manage human, financial, and physical resources to improve the nutritional status of individuals and population groups; monitor trends and issues in the field of nutrition and translate this information into education and training programs; and apply research principles and processes to the examination of nutrition problems.

**CLINICAL NUTRITION**
The program is a 40-credit curriculum for students who would like to obtain the registered dietitian (RD) credential. There is also a 34-credit curriculum for students who already have an RD or who would like to obtain a master’s degree that provides advanced academic training in clinical dietetics. The internship prepares students for a wide range of careers as dietitians and nutritionists, which meets all academic and internship requirements of the Academy of Nutrition and Dietetics (AND) registration eligibility.

**ACADEMIC PREREQUISITES**
The following courses comprise the Didactic Program in Dietetics (DPD) accredited by the Accreditation Council for Education in Nutrition and Dietetics. They may be taken while matriculated as a graduate student in clinical nutrition and must be completed prior to enrolling in graduate-level courses. As prerequisites, however, with the exception of two courses, they do not earn graduate credit.

**Basic Science:** Introduction to Modern Chemistry CHEM-UA 120, and Principles of Organic and Biological Chemistry CHEM-UA 210, should be taken with laboratory. Food Microbiology and Sanitation NUTR-GE 1023, Nutritional Biochemistry NUTR-UE 1064, Introduction to Human Physiology NUTR-UE 1068.


**Food Science:** Introduction to Foods and Food Science NUTR-UE 85, Food Management Theory NUTR-UE 91, Food Production and Management NUTR-UE 1052, Food Science and Technology NUTR-UE 1184.

**Other:** Research Methods: NUTR-GE 2190 and Nutrition Education NUTR-GE 2199 (earns graduate credit).

**DEGREE REQUIREMENTS:**

**CLINICAL NUTRITION (GE HONDMS: CNU)**
New Graduate Student Seminar NUTR-GE 2000.002 (0 credits)

**Research Methods (3 credits):** Research Methods NUTR-GE 2190

**Advanced Seminar in Nutrition**


**Terminal Experience (3 credits):** Research Applications NUTR-GE 2061 or Research Apprenticeship NUTR 2063. Electives Courses: Selected from departmental and other related graduate courses by advisement.

**Didactic Program in Dietetics (DPD) Verification**
The NYU DPD is currently accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (200 South Riverside Plaza, Suite 2000 Chicago, IL 60606-6995, 800-877-1600) until 2021. Evaluation and verification of the AND’s DPD requirements for dietetic registration eligibility may be obtained by students who have completed at least 29 credits in residence at NYU. Students must request and file a formal application.

**DIETETIC INTERNSHIPS**
The mission of New York University’s Dietetic Internship is to provide graduates with the knowledge and skills needed for practice as entry-level registered Dietitians. The internship prepares graduates to integrate theory with practice and apply critical thinking and analytical skills in order to help improve the dietary intake, nutritional status, and overall health of individuals and groups.

The NYU Dietetic Internship is housed in the Clinical Nutrition MS program that requires enrollment for 13 months total. The full-time program, which offers fall and spring matches, includes one full semester of coursework followed by 27 weeks of on-site supervised practice.
Food Studies

**Food studies at New York University** is one of the first master’s degree programs in the United States devoted to food scholarship. In doing so, in 1996, our department formalized an emerging field as a state-accredited academic entity.

Employing approaches from the humanities and social sciences, the program prepares students to analyze the current American food system, its global connections, and local alternatives. The program examines cultural, political, economic, environmental, and geographic approaches to food within local, urban, and global contexts. Our mission is to examine the ways in which individuals, communities, and societies produce, distribute, and consume food. Cities at the center of flows of people, produce, and media products, are the prime locus of our investigations.

The program:
- Focuses on policy and advocacy, business and social entrepreneurship, and media and cultural analysis.
- Challenges students with core, specialization, and elective courses offered by the department and by New York University’s Steinhardt School of Culture, Education, and Human Development; Stern School of Business; Wagner School of Public Service; Graduate School of Arts and Sciences; and Tisch School of the Arts.
- Broadens work experience. The program is accredited by the Academy of Nutrition and Dietetics Accreditation Council for Education in Nutrition and Dietetics. The program accepts seven students annually and is open only to US citizens.

**ADMISSION REQUIREMENTS**

See general admission section, page 187. For specific admission requirements please visit steinhardt.nyu.edu/nutrition.

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, may require you to undergo general, medical, and criminal 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.
program helps students locate internships in a vast array of potential employment sites, and places them in positions where they can develop new skills and gain access to potential employers.

- Gives access to food production companies, nonprofit food organizations, policy organizations and advocacy groups, publishers, public relations and marketing firms, magazines, food distributors, food producers and educational institutions, as well as to the food professionals who work in them and enrich the program by serving as adjunct faculty and guest lecturers.

- Emphasizes development of critical thinking and research skills that help students analyze and solve problems that may be encountered in professional work.

- Offers experiential learning courses in global, domestic, and urban venues.

CAREER OPPORTUNITIES

Food studies careers focus on the analytical, conceptual and creative aspects related to the role of food in culture and society. They involve product development; advertising, marketing, and public relations; communications and media; writing and editing; styling, photographing, and testing; teaching; policy advocacy; consulting; economic development; and research. Food studies careers can also occur in any place where food products are developed, produced, purchased, prepared, distributed, transported, or served, including corporations and companies, hotels, resorts, spas, convention centers, airlines, educational institutions, health care facilities, community sites, government agencies, production companies, nonprofit organizations, and consulting firms.

DEGREE REQUIREMENTS

The requirements for the MA program in food studies include a core curriculum of 19 credits and an additional 21 credits of specialization in policy and advocacy, business and entrepreneurship or media and cultural analysis:

Core Food Studies (19 credits):

Other courses and credits by advisement may include (21 credits):
- Food Legislation, Regulations, and Enforcement FOOD-GE 2100; Food Advocacy FOOD-GE 2040; Economics of Food I: Consumer Behavior FOOD-GE 2007; Economics of Food II: Firm Strategic Behavior FOOD-GE 2008; Water, Waste, and the Urban Environment FOOD-GE 2036; Sustainability on the East End FOOD-GE 2261; International Food Regulations FOOD-GE 2110; Global Food Culture: Puebla, Mexico; Puerto Rico FOOD-GE 2250; Writing Grants and Fund Proposals PUHE-GE 2319; Basic Statistics RESCH-GE 2085; Food Entrepreneurship FOOD-GE 2016; Foundations of Social Entrepreneurship MGM-GB 3336; Financial Accounting and Reporting CORI-GB 1306; Business Management Start-Up Practicum MGM-GB 3333; New Product Development MGM-GR 2370; Marketing CORI-GB 2310; Theoretical Perspectives FOOD-GE 2205; Comparative Cuisine FOOD-GE 2019; Food Writing FOOD-GE 2021; Food History FOOD-GE 2012; Global Food Cultures FOOD-GE 2250; Fieldtrips in Food FOOD-GE 2230; Food Photography FOOD-GE 2171; Food in the Arts FOOD-GE 2204; Food and Culture: Puerto Rico FOOD-GE 2271; Anthropology of Food ANTH-GB.

Students may choose electives from alternative areas of study or other courses of interest within NYU: other departments in Steinhardt (such as Media, Culture, and Communication; Environmental Conservation Education, etc.), Stern School of Business, Wagner School of Public Service; Tisch School of the Arts; and the Graduate School of Arts and Science.

The MA/MSLIS program in Food Studies and Library and Information Science is a partnership between NYU Steinhardt’s Department of Nutrition and Food Studies and Long Island University’s (LIU) Palmer School. Combining rigorous coursework in food scholarship with the professional qualification you need to work in fields like information science, digital humanities, and data archiving, this 59-credit program will prepare you for such sought-after positions as food studies specialist, archivist, and scholar-librarian.

Food Studies (19 credits):
- Current Research in Food Studies FOOD-GE 2000; Contemporary Issues in Food Studies FOOD-GE 2017; Food Systems I FOOD-GE 2033; Research Applications FOOD-GE 2061; Food and Culture FOOD-GE 2191; Nutrition in Food Studies FOOD-GE 2215; Food Policy and Politics FOOD-GE 2039 OR Food Policy FOOD-GE 2015.

Library Science (12 credits):
- Introduction to Library and Information Science LIS 510, Information Sources and Services LIS 511, Introduction to Knowledge Organization LIS 512, Introduction to Research in Library and Information Science LIS 514, Internship LIS 785.

Food Studies Electives Library Science Electives (12 credits of Palmer elective courses): Students transfer 9 NYU credits to Palmer LIU and 8 Palmer credits to NYU to complete the required credits for the two degrees.

SPECIAL OPPORTUNITIES

The department offers experiential courses, such as 4-credit graduate summer study abroad programs on food and nutrition, in Tuscany, Hong Kong, Puebla, Paris, Florence, and Puerto Rico. These programs immerse participants in full experiences of global food, diet, culture, and history through classroom instruction, fieldtrips, guest speakers, and hands-on workshops.

ADMISSION REQUIREMENTS

Prospective students interested in the dual-degree program at NYU and LIU must apply separately for admission to each school. For NYU requirements, see general admission section, page 187.

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.
The department offers doctoral education in 1) nutrition and dietetics and 2) food studies. Because the nutrition and dietetics and food studies programs are small and highly selective, the department administers them jointly. Within each program’s overall structure, students are encouraged to select specific courses, course sequences, and dissertation proposal and research topics that meet their individual interests and goals. Each program is also developed individually by students in consultation with advisers who are specialists in the course of study.

Application procedures, general admission requirements, examination and research requirements, and overall course requirements are the same for all doctoral programs. Program admission requirements and prerequisites differ for each doctoral area and are described under that area.

GENERAL ENTRANCE REQUIREMENTS FOR ADMISSIONS ARE:
Master’s degree from an accredited institution and GRE scores for the verbal and quantitative sections (Please note the Food Studies PhD program does not require a Master’s degree); TOEFL scores or scores from IELTS or PTE Academic (if applicable); demonstrated leadership potential as shown by honors, awards, publications, active participation in professional organizations or agencies, or independent research; a statement of goals (500 words) explaining why the applicant is seeking a doctoral degree and how doctoral training will help achieve career goals and contribute to the profession; and three letters of recommendation from employers, former professors, or professional colleagues who have observed the applicant’s work. Applicants whose credentials pass an initial screening may be interviewed in person or by telephone.

DEGREE REQUIREMENTS
For doctoral requirements of the Steinhardt School of Culture, Education, and Human Development, see pages 209–211. In addition to school requirements, the department requires 18 credits of specialization courses.

Nutrition and Dietetics
The interdisciplinary PhD program of advanced study in nutrition and dietetics provides broad training in education, specialization, and research theory and applications. The program is designed specifically to meet the needs of employed professionals who desire further education to advance in their careers or to develop a career in academics. The program prepares graduates for teaching, research, administrative, and leadership positions in academic, public health, government, industry, and other institutions. The program requires 54 credits.


ADMISSION REQUIREMENTS
In addition to the general requirements listed above, applicants should submit a current résumé or curriculum vitae. Food studies doctoral applicants must also submit a writing sample, which can include a publication or a book review of the applicant’s choice. See general admission section, page 189.

STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS
See page 197.

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.
Courses

The courses listed herein are to be offered in 2019-2021.

<table>
<thead>
<tr>
<th>NUTRITION</th>
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<tbody>
<tr>
<td>Medical Nutrition Therapy</td>
<td>NUTR-GE 2037 45 hours: 4 credits.</td>
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<tr>
<td>Pediatric Nutrition</td>
<td>NUTR-GE 2041 30 hours: 3 credits.</td>
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<tr>
<td>Maternal and Child Nutrition</td>
<td>NUTR-GE 2042 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Critical Care Nutrition</td>
<td>NUTR-GE 2043 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Sports Nutrition</td>
<td>NUTR-GE 2045 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Research Applications in Nutrition</td>
<td>NUTR-GE 2061 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Field Experience</td>
<td>NUTR-GE 2077 45 hours per credit: 3-4 credits.</td>
</tr>
<tr>
<td>Advanced Nutrition: Proteins, Fats, and Carbohydrates</td>
<td>NUTR-GE 2139 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Advanced Nutrition: Vitamins and Minerals</td>
<td>NUTR-GE 2144 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Clinical Practice in Dietetics I</td>
<td>NUTR-GE 2146 150 hours per credit: 3 credits. Restricted to NYU dietetic interns.</td>
</tr>
<tr>
<td>Clinical Practice in Dietetics II</td>
<td>NUTR-GE 2147 150 hours per credit: 3 credits.</td>
</tr>
<tr>
<td>Nutrition Assessment Methods in Research</td>
<td>NUTR-GE 2178 30 hours: 3 credits. Prerequisite: NUTR-UG.0085, UACHEM-0002.</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>NUTR-GE 2184 45 hours: 3 credits.</td>
</tr>
<tr>
<td>International Nutrition</td>
<td>NUTR-GE 2187 10 hours per credit: 1-3 credits.</td>
</tr>
<tr>
<td>Research Methods</td>
<td>NUTR-GE 2190 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Nutritional Epidemiology</td>
<td>NUTR-GE 2192 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Weight Management</td>
<td>NUTR-GE 2194 30 hours: 3 credits.</td>
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<tr>
<td>Nutrition-Focused Physical Assessment</td>
<td>NUTR-GE 2196 30 hours: 2 credits.</td>
</tr>
<tr>
<td>Nutrition Counseling Theory and Practice</td>
<td>NUTR-GE 2198 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Nutrition Education</td>
<td>NUTR-GE 2199 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Seminar in Advanced Nutrition</td>
<td>NUTR-GE 2207 10 hours per credit: 1-6 credits. Departmental permission required.</td>
</tr>
<tr>
<td>Complementary and Alternative Nutrition Therapies</td>
<td>NUTR-GE 2210 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Nutrition and Aging</td>
<td>NUTR-GE 2220 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Nutritional Aspects of Eating Disorders</td>
<td>NUTR-GE 2222 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Seminar in Advanced Nutrition</td>
<td>NUTR-GE 2280 10 hours: 1-6 credits.</td>
</tr>
<tr>
<td>Seminar in Advanced Nutrition: Landmark Studies</td>
<td>NUTR-GE 2281 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Seminar in Advanced Nutrition: Genetics and Pediatrics</td>
<td>NUTR-GE 2282 10 hours: 1 credit.</td>
</tr>
<tr>
<td>Seminar in Advanced Nutrition: Ethical Issues in Nutrition and Health Care</td>
<td>NUTR-GE 2283 10 hours: 1 credit.</td>
</tr>
<tr>
<td>Seminar in Advanced Nutrition: Bariatric Surgery Weight Loss Management</td>
<td>NUTR-GE 2284 10 hours: 1 credit.</td>
</tr>
<tr>
<td>Seminar in Advanced Nutrition: Obesity in Clinical Practice</td>
<td>NUTR-GE 2285 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Seminar in Advanced Nutrition: Diseased Gut</td>
<td>NUTR-GE 2286 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Seminar in Advanced Nutrition: Nutrigenetics and Nutrigenomics</td>
<td>NUTR-GE 2287 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Independent Study</td>
<td>NUTR-GE 2300 30 hours: 3 credits.</td>
</tr>
</tbody>
</table>

See Departmental Courses section for additional listings.

<table>
<thead>
<tr>
<th>FOOD STUDIES</th>
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<tbody>
<tr>
<td>Current Research in Food Studies</td>
<td>FOOD-GE 2000 10 hours: 1 credit.</td>
</tr>
<tr>
<td>Entrepreneurship in Food Management</td>
<td>FOOD-GE 2006 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Economics of Food I: Consumer Behavior</td>
<td>FOOD-GE 2007 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Economics of Food II: Strategic Firm Behavior</td>
<td>FOOD-GE 2008 30 hours: 3 credits.</td>
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<tr>
<td>Food History</td>
<td>FOOD-GE 2012 45 hours: 3 credits.</td>
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<tr>
<td>Agricultural Policy</td>
<td>FOOD-GE 2015 30 hours: 3 credits.</td>
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<tr>
<td>Contemporary Issues in Food Studies</td>
<td>FOOD-GE 2017 30 hours: 3 credits.</td>
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<tr>
<td>Comparative Cuisines</td>
<td>FOOD-GE 2019 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Food Writing</td>
<td>FOOD-GE 2021 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Beverages</td>
<td>NUTR-GE 2025 45 hours: 3 credits.</td>
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<tr>
<td>Urban Agriculture Planning and Implementation</td>
<td>NUTR-GE 2030 20 hours: 2 credits.</td>
</tr>
<tr>
<td>Food Systems I</td>
<td>FOOD-GE 2033 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Food Policy and Politics</td>
<td>FOOD-GE 2039 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Food Advocacy</td>
<td>FOOD-GE 2040 30 hours: 3 credits.</td>
</tr>
<tr>
<td>Food Legislation, Regulations and Enforcement</td>
<td>FOOD-GE 2100 30 hours: 3 credits.</td>
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<td>Course Title</td>
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<tr>
<td>International Food Regulation</td>
<td>FOOD-GE 2110</td>
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<tr>
<td>Techniques of Regional Cuisine</td>
<td>FOOD-GE 2183</td>
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<tr>
<td>Food and Culture</td>
<td>FOOD-GE 2191</td>
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<tr>
<td>Food in the Arts</td>
<td>FOOD-GE 2204</td>
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<tr>
<td>Theoretical Perspectives in Food Culture</td>
<td>FOOD-GE 2205</td>
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<tr>
<td>Nutrition in Food Studies</td>
<td>NUTR-GE 2215</td>
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<tr>
<td>Advanced Foods</td>
<td>FOOD-GE 2216</td>
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<tr>
<td>Global Food Cultures</td>
<td>FOOD-GE 2250</td>
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<tr>
<td>Global Food Cultures: Hong Kong</td>
<td>FOOD-GE 2251</td>
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<tr>
<td>Global Food Cultures: Puebla, Mexico</td>
<td>FOOD-GE 2252</td>
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<tr>
<td>Sustainability on the East End of Long Island</td>
<td>FOOD-GE 2261</td>
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<tr>
<td>Food and Culture</td>
<td>FOOD-GE 2270</td>
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<tr>
<td>Food and Culture: Puerto Rico</td>
<td>FOOD-GE 2271</td>
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<tr>
<td>Fieldtrips in Foods: Immigrant New York City</td>
<td>FOOD-GE 2233</td>
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<tr>
<td>Fieldtrips in Foods: Food Manufacturing</td>
<td>FOOD-GE 2234</td>
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<tr>
<td>Advanced Topics in Studies: Gender and Sexuality</td>
<td>FOOD-GE 2242</td>
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<tr>
<td>Advanced Topics in Food Studies: Food and Popular Culture</td>
<td>FOOD-GE 2243</td>
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<tr>
<td>Advanced Topics in Food Studies: Food Sociology</td>
<td>FOOD-GE 2244</td>
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<tr>
<td>Advanced Topics in Food Studies: Food and Fine Arts</td>
<td>FOOD-GE 2245</td>
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<td>Advanced Topics in Food Studies: Urban Food Waste and Compost Management</td>
<td>FOOD-GE 2246</td>
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<tr>
<td>Research Applications in Food Studies</td>
<td>FOOD-GE 2061</td>
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<tr>
<td>Research Applications in Nutrition</td>
<td>NUTR-GE 2061</td>
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<td>Advanced Topics in Food Studies: Food and Fine Arts</td>
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<tr>
<td>DEPARTMENTAL COURSES</td>
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<tr>
<td>Sensory Evaluation of Foods</td>
<td>FOOD-GE 2010</td>
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<tr>
<td>Research Applications in Food Studies</td>
<td>FOOD-GE 2061</td>
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<td>Food Studies Doctoral Seminar</td>
<td>FOOD-GE 3400, 001</td>
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<tr>
<td>Research Applications in Nutrition</td>
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<td>Research Apprenticeship in Food and Nutrition</td>
<td>NUTR-GE 2063</td>
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<tr>
<td>Food Science and Technology</td>
<td>NUTR-GE 2184</td>
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<td>Research Methods</td>
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<td>Independent Study</td>
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For over 70 years, New York University’s Department of Occupational Therapy has continued to be preeminent in the extent of its contribution to occupational therapy education, as well as the number and quality of its outstanding graduates. The goal of occupational therapy is to help individuals achieve independence, meaning, and satisfaction in all aspects of their lives.

Occupational therapists develop, improve, sustain, or restore independence to any person who has an injury, illness, disability, or psychological dysfunction. The occupational therapist consults with individuals, families and/or caregivers and, through evaluation and treatment, facilitates the client’s capacity to participate in satisfying daily activities. Intervention may address the person’s capacity to perform the activity in which he or she wants to engage, or it may address the environment in which the activity is performed. The occupational therapist’s goal is to promote the client’s occupation — those necessary to function in the community or in the client’s chosen environment.

The Department of Occupational Therapy is a leading academic center committed to the development of ethical therapists and scholars who are prepared to respond to the challenges of society’s ever-changing needs. The department offers professional-level graduate education for entry into occupational therapy practice and post-professional master’s and doctoral degrees for graduates of approved occupational therapy programs. The professional education of occupational therapists involves the study of the biological and social sciences that are fundamental to practice and the role of activities and human occupation in improving, restoring, and sustaining function. Post-professional education emphasizes scientific inquiry and advanced clinical skills to prepare master clinicians, administrators, educators, scientists, and professional leaders. The Department of Occupational Therapy’s educational efforts are enhanced by its location among top health and educational facilities in the country. The programs also have highly qualified faculty. The relationships between community and programs help provide unparalleled learning experiences for students and virtually matchless source of diverse practicum sites.
Faculty

Offong Aqua, Clinical Associate Professor. MD 1986, University of Moscow.

Kristie Patten Koenig, Department Chair and Associate Professor. BS 1987, Elizabethtown University; MS 1994, PhD 2003, Temple University; OT/L, Fellow of the American Occupational Therapy Association (FAOTA).

Tracy Chippendale, Assistant Professor. BS 1995, Queen’s University (Ontario); MA 2002, PhD, 2011, New York University; OTRL.


Tsu-Hsin Howe, Associate Professor. BSc 1982, National Taiwan University; MA 1987, PhD 2004, New York University; OTR, FAOTA.

Amy Hurst, Associate Professor, BS 2003, Georgia Institute of Technology; MS 2007, PhD 2010, Carnegie Mellon University.

Grace Kim, Assistant Professor. BS 1996, University of California, Davis; MS 2002, Columbia University, PhD 2016, New York University; OTR/L.

Janet Njelesani, Assistant Professor. BSc 2000, Dalhousie University; MClSc 2002, University of Western Ontario; PhD 2012, University of Toronto; OTR/L.

Anita Perr, Clinical Associate Professor. BS 1983, Virginia Commonwealth University; MA 1995, New York University; PhD 2014, City University of New York; OT/L, Certified Assistive Technology Practitioner (ATP), FAOTA.

Sally E. Poole, Clinical Assistant Professor. BA 1968, MA 1975, New York University; OTD, 2013, University of St. Augustine for Health Sciences; OT/L, Certified Hand Therapist (CHT).

Gerald Voelbel, Associate Professor. BA 1997, MS 2001, PhD 2004, Rutgers University.

Number of Adjunct Faculty: 36

Professional Program

**DEGREE**
MS, MS/OTD

**FACULTY**
Aqua, Chippendale, Gentile, Goverover, Howe, Hurst, Kim, Koenig, Njelesani, Perr, Poole, Voelbel

**CAREER OPPORTUNITIES**
Occupational therapy is a fast-growing profession, and graduates are sought by employers nationwide.

**MASTER OF SCIENCE (OTHR)**
The Master of Science Program in Occupational Therapy provides the professional education necessary for initial certification as an occupational therapist. Affiliated with 450 sites, the program provides student intervention experiences in challenging settings, which are integrated into the curriculum through connection with courses or as full-time fieldwork.

**MS DEGREE REQUIREMENTS**
**Academic Prerequisites:** Undergraduate coursework in abnormal psychology; developmental psychology; behavioral sciences; one additional course in either psychology, anthropology, or sociology; human anatomy and physiology I and II; and basic statistics.

The program’s full-time course of study is usually 27 months. Students are required to participate in two full-time, three-month fieldwork experiences, which generally take place during the summer and fall at the completion of the academic coursework. The program requires successful completion of 69 credits in anatomy; kinesiology; human growth and development; activity group process; psychiatric, medical, surgical, orthopedic, and neuromuscular conditions; theoretical foundations of occupational therapy; and research, analysis, and synthesis of activities as they relate to human occupation through emphasizing evaluation and intervention in the occupational therapy process.
MS/OTD DEGREE REQUIREMENTS
Academic Prerequisites: Undergraduate coursework in abnormal psychology; developmental psychology; behavioral sciences; one additional course in either psychology, anthropology, or sociology; human anatomy and physiology I and II; and basic statistics.

In addition to the above described MS requirements, the MS/OTD requires additional coursework which will add a year or more to the completion of the OTD degree. All students are required to participate in two full-time, three-month fieldwork experiences. The program requires successful completion of 90 credits of coursework as described below.

MS AND MS/OTD FIELDWORK INFORMATION
Student preferences are used to understand student’s interests in a practice area and geographical preference. However, the academic fieldwork coordinator and the faculty make the final decision on student placements. While the academic fieldwork coordinator will make every effort to schedule fieldwork during specific time frames, fieldwork site availability may alter this sequence. As a result, students may have extended breaks before or between fieldwork placements.

Be advised that you may be required to undergo general and criminal background checks. Fieldwork placement facilities that provide training required for the degree and agencies that issue licenses may each require these background checks. The results of the general/criminal background check may determine whether or not the facility/agency accepts you for fieldwork or issues a license. NYU Steinhardt will not be responsible if you are unable to complete the program requirements or cannot obtain a license to practice because of the results of the background checks. Some fieldwork placements may not be available to you in some states due to local legal prohibitions.
The Department of Occupational Therapy offers three post-professional programs in occupational therapy leading to the MA, OTD (on-campus and online), or PhD degree for occupational therapists. These programs integrate the theoretical foundation of occupational therapy and the knowledge, skills, and attitudes necessary for engaging in scholarly activities. Students develop analytical skills necessary for assuming leadership roles while cultivating a network of professional contacts through their studies, clinical experiences, and collaborative research. One of the most outstanding features is the strong peer-support network provided by an active cadre of post-professional students.

Applicants are encouraged to visit NYU’s Office of Financial Aid website, www.nyu.edu/financialaid, and the Steinhardt School’s Office of Graduate Admissions website, www.steinhardt.nyu.edu/graduate.admissions, for more information.

Master of Arts: Post-Professional Advanced Occupational Therapy (OTTH)

INDIVIDUALLY DESIGNED SEQUENCE OF COURSES

The post-professional master’s degree program is designed for occupational therapists who want master’s-level study that involves examining the theoretical rationale underlying practice and acquiring research skills. Each student takes a core of graduate-level courses in occupational therapy theory, research, and professional skills. Domestic students may begin their studies in the fall, spring, or summer term. International students may begin their studies in the fall. This 30-credit program may be completed as full-time or part-time study.

Students select an area of specialization such as pediatrics, mental health, assistive technology, physical disabilities, upper quadrant, or school-based practice. Selection of courses is made by advisement. Electives may be taken in other New York University schools, divisions, and programs, including psychology, education, special education, ergonomics and biomechanics, public administration, and others.

Department Core Courses (18 credits):
- OT-GE 2000 New Student Seminar
- OT-GE 2025 Research Methods in Occupational Therapy
- OT-GE 2601 Extended New Graduate Student Seminar for International Students
- OT-GE 2725 Research Interpretation of Occupational Therapy
- OT-GE 2750 Health Advocacy and Administration
- OT-GE 2762 Theoretical Foundations for Intervention
- OT-GE 2763 Developing a Guideline for Intervention
- OT-GE 2764 Ethics and Analytical Reasoning
- OT Electives/University electives (12 credits): By advisement.

ADMISSION REQUIREMENTS

In addition to the admission criteria of the School, the following specific requirements apply: 1) certification as an occupational therapist or eligibility for certification; 2) baccalaureate degree in occupational therapy; 3) a personal statement; 4) two letters of reference; and 5) interview(s) as requested by the department.

MA/OTD Single-Decision Option

This is a special option that allows occupational therapists with a bachelor’s degree in occupational therapy to apply directly to the clinical doctoral degree program and to earn a master’s degree during the educational process. Applicants for the single option select the MA degree, program code OTTH, and document a desire to progress to the OTD program in the personal statement. The application deadline is February 1 for the single option MA/OTD. The GRE and three letters of recommendation are required to apply for the single-decision option.

ADMISSION REQUIREMENTS

In addition to the admission criteria of the School, the following specific requirements apply: 1) certification as an occupational therapist or eligibility for certification; 2) baccalaureate degree in occupational therapy; 3) a personal statement; 4) three letters of reference; 5) GRE scores; and 6) interview(s) as requested by the department.

Doctor of Occupational Therapy (On-Campus OTTH) (Online YOTH)

Through the Doctor of Occupational Therapy (OTD) Program, students have the opportunity to advance their knowledge and critical thinking via coursework that builds a foundation of critical analysis, evidence-based practice, ethics, and theory. The OTD prepares advanced, skilled occupational therapists to deliver, present, and collaborate with interdisciplinary professionals to provide high-quality care. In collaboration with their advisers, students select courses that support their clinical specialization. The program is offered in online and on-campus formats. Students can complete the online program entirely as distance learning. Both formats allow students to take a limited number of courses in either format and can be completed in two years on a full-time basis. Part-time study is also available.

For the online OTD, full-time is defined as 9 credits.

DEGREE REQUIREMENTS

Occupational therapists who hold a master’s degree complete the following: 1) 36 credits of approved coursework with a minimum cumulative grade credit average of 3.0; 2) a presentation and successful defense of evidence-based professional portfolio; and 3) completion of all requirements for the OTD within six years. Full-time or part-time study is available.

Department Core Courses (9 credits):
- OT-GE 2762 Theoretical Foundations for Intervention
- OT-GE 2763 Developing a Guideline for Intervention
- OT-GE 2764 Ethics and Analytical Reasoning

Program Requirements (6 credits):
- OT-GE 3301 Evidence-Based Practice
- OT-GE 3306 Advanced Assessments for the Practicing Therapist

Clinical Specialization/Electives (18 credits). In collaboration with their advisers, students select courses that support their clinical specialization.

ADMISSION REQUIREMENTS
In addition to the admission criteria of the school, the following specific requirements apply: 1) GRE score; 2) graduation from an approved professional occupational therapy program; 3) master’s degree; 4) a personal statement; 5) three letters of recommendation; and 6) interviews as requested by the department. GRE Exemption: Applicants who have a graduate school GPA of at least 3.0 and at least five years of experience as an occupational therapist do not have to submit GRE scores.

The application deadlines are October 1 for spring admissions and March 15 for fall admissions, for the on-campus program.

Doctor of Philosophy (OTHX)
Our PhD program, Research in Occupational Therapy, established in 1973, was the first occupational therapy doctorate in the world. The program provides students with the knowledge and skills to work in the profession as researchers, scholars, and educators. Doctoral students take post-professional coursework in occupational therapy and courses in other disciplines both in the school and throughout the University.

All full-time PhD students receive a multi-year fellowship, which provides full tuition and an annual stipend.

DEGREE REQUIREMENTS
Occupational therapists who hold a master’s degree complete a total of 52 credits, including coursework with a strong grade credit average, and complete a dissertation. Students who hold a master’s degree in post-professional occupational therapy from NYU enter with advanced standing and must take a minimum of 42 credits and complete a dissertation. Full-time or part-time study is available.

Check ot.steinhardt.nyu.edu for application deadlines for the online program.

Occupational Therapy Specialization (15 credits): OT-GE 2762 Theoretical Foundations for Intervention; OT-GE 2763 Developing a Guideline for Intervention; OT-GE 2764 Ethics and Analytical Reasoning.

Cognate Courses (6 credits)
Foundations (6 credits):
OT-GE 3406 Departmental Seminar in Occupational Therapy (3 credits).
RESCH-GE 3001 Dissertation Proposal Seminar (3 credits):
Research Course (3 credits): Research design specific to the dissertation.

Dissertation-Related Courses (15 credits):
By advisement Occupational Therapy, OT-GE 3408 Doctoral Colloquium (1 credit).
Courses

The courses listed herein are to be offered in 2019–2021.

NOTES TO COURSES

* Registration closed to special students.

† Pass/fail basis.

OCCUPATIONAL THERAPY/OT-GE

OT-GE 2000† New Student Seminar in Occupational Therapy
0 credits; 20 hours, fall.

OT-GE 2002 Human Anatomy Lecture
3 credits; 53 hours, lecture and recitation, fall.
Prerequisites: Human Anatomy and Physiology I and II.

OT-GE 2003 Human Anatomy Laboratory
1 credit; 49 hours, spring.
Prerequisite: OT-GE 2002.

OT-GE 2010 Neuroscience
3 credits; 45 hours, fall, lecture and recitation.
Prerequisites: Human Anatomy and Physiology I and II.

OT-GE 2025 Research Methods for Occupational Therapy
3 credits; 30 hours, fall.
Prerequisite/Corequisite: Statistics.

OT-GE 2030 Theoretical Bases for the Scope of Practice
3 credits; 40 hours, spring.
Prerequisites: OT-GE 2701 and OT-GE .2709.

OT-GE 2035 Analysis of Human Activity and Occupational Therapy Performance I
2 credits; 20 hours, spring, lecture and laboratory.
Prerequisite: successful completion of all first-semester occupational therapy courses.

OT-GE 2038 Leadership in Occupational Therapy
3 credits; 30 hours, fall, spring, and summer (online)
Prerequisite: must contact instructor for permission.

OT-GE 2039 Medical and Psychiatric Conditions
3 credits; 40 hours, spring.
Prerequisites: General Psychology; Abnormal Psychology; OT-GE 2002; OT-GE 2010; OT-GE 2709.

OT-GE 2041† Professional Issues II
0 credits; 10 hours, spring.
Prerequisites: satisfactory completion of all level I fieldwork in the first year.
Students must be in good standing in academic courses for the second year.

OT-GE 2170 Disability in a Global Context
3 credits; 30 hours, elective may be during spring (January intersession), and/or summer.

OT-GE 2194 Application of Assistive Technology Used by People with Disabilities
3 credits; 30 hours, spring elective.

OT-GE 2300 Independent Study
1–6 credits; 45 hours, fall, spring, summer; hours to be arranged.

OT-GE 2332 Shifting to a Strength Based Paradigm: A Focus on Autism
3 credits; elective may be taken during spring (January intersession) on-campus, online, or study abroad.

OT-GE 2335 Successful Intervention in Early Intervention and in Schools
3 credits; 30 hours, Spring online elective.

OT-GE 2338 Promoting Family Resilience and Family-Centered Services
3 credits; 30 hours, elective maybe taken during fall (online), spring (January intersession, on-campus).

OT-GE 2341 Clinical Management I: Bone/Joint Disorders of the Upper Quadrant
3 credits; 30 hours, fall (online elective). OT-GE 2701 Foundations of Occupational Therapy
3 credits; 20 hours, fall.

OT-GE 2703† Fieldwork II in Occupational Therapy
(12 weeks): 3 credits; minimum of 480 hours per credit, (6 credits required); summer, spring, fall; hours to be arranged.
Registration by permission of instructor.

OT-GE 2704† Fieldwork II in Occupational Therapy (Specialty)
(8–10 weeks): 2–3 credits; minimum of 480 hours per credit, summer, spring, fall; hours to be arranged.
Registration by permission of instructor.
OT-GE 2709 Performance and Development Across the Life Span
3 credits; 30 hours, fall.

OT-GE 2710 Kinesiology
2 credits; 35 hours, spring, lecture and laboratory.
Prerequisite: OT-GE 2002.

OT-GE 2721† Fieldwork I in Occupational Therapy
1 credit; 195 hours, fall.
Prerequisites: successful completion of all first-year courses.

OT-GE 2725 Research Interpretation for Occupational Therapy
3 credits; 45 hours, spring, lecture and recitation.
Prerequisite: OT-GE 2025.

OT-GE 2735 Analysis of Human Activity and Occupational Performance II
2 credits; 20 hours, spring, lecture and laboratory.
Prerequisite: OT-GE 2035.

OT-GE 2741 Orthopedic Evaluation and Intervention
3 credits; 45 hours, fall, lecture and laboratory.
Prerequisite: successful completion of all first-year courses.

OT-GE 2742 Rehabilitation Evaluation and Intervention
3 credits; 45 hours, spring, lecture and laboratory.
Prerequisite: successful completion of all first-year courses.

OT-GE 2743 Neurological Evaluation and Intervention
3 credits; 45 hours, fall, lecture and laboratory.
Prerequisite: successful completion of all first-year courses.
OT-GE 2744 Cognitive Evaluation and Intervention
3 credits; 30 hours, spring.
Prerequisite: successful completion of all first-year courses.

OT-GE 2745 Mental Health Evaluation and Intervention
3 credits; 44 hours, fall, lecture and laboratory.

OT-GE 2748 Pediatric Evaluation and Intervention
3 credits; 45 hours, fall, lecture and laboratory.
Prerequisite: successful completion of all first-year courses.

OT-GE 2749 Geriatric Evaluation and Intervention
3 credits; 30 hours, spring, lecture and laboratory.
Prerequisite: successful completion of all first-year courses

OT-GE 2750 Health Advocacy and Administration
3 credits; 45 hours, spring.
Prerequisite: OT-GE 2701.

OT-GE 2762 Theoretical Foundations for Intervention
3 credits; 30 hours, fall (offered on-campus and online).

OT-GE 2763 Developing a Guideline for Intervention
3 credits; 30 hours, spring (offered on-campus and online).
Prerequisite: OT-GE 2762. It is a required course for OTHS (OTD) curriculum.

OT-GE 2764 Ethics and Analytical Reasoning
3 credits; 30 hours, spring, summer (on-campus and online).

OT-GE 2801 Clinical Anatomy of the Upper Quadrant, Face, Neck, and Selected Cavities
3 credits; 30 hours, spring (on-campus), summer (online). Elective course.
OT-GE 2802 Advanced Hand and Upper Quadrant Evaluation and Intervention
3 credits; 30 hours, spring (January intersession elective).

OT-GE 2815 Teaching for the Health Professions
3 credits; 30 hours, fall, spring, and summer (online elective course).

OT-GE 2900 Developing Assistive Technology
3 credits; 30 hours, fall elective.

OT-GE 2913 Assistive Technology: Learning and Participations in Schools
3 credits; 30 hours, summer (online elective).

OT-GE 3301 Evidence-Based Practice
3 credits; 30 hours, fall (online) spring (on-campus).

OT-GE 3306 Advanced Assessment for the Practicing Therapist
3 credits; 30 hours, fall, summer (online).

OT-GE 3310 Introduction to Professional Portfolio
1 credit; 30 hours, fall, spring, and summer (offered on-campus and online).

OT-GE 3311 Professional Portfolio II
1 credit; 30 hours, fall, spring, and summer (offered on-campus and online).

OT-GE 3312 Professional Portfolio III
1 credit; 30 hours, fall, spring, and summer (offered on-campus and online).

OT-GE 3313 Professional Portfolio Defense
0-1 credit; 30 hours, fall, spring, and summer (offered on-campus and online).
Professional Portfolio defense has a 1-credit option for those OTD students to use for continuing in the e-portfolio seminar after conclusion of coursework, and a 0-credit option for those continuing in the e-portfolio seminar while enrolled in other courses.

OT-GE 3406 Departmental Seminar: Occupational Therapy
0–3 credits; 30 hours, spring. Departmental Seminar has a 0-credit option for those PhD students who have been advised to continue in the seminar after passing candidacy.

OT-GE 3408 Occupational Therapy Doctoral Colloquium
0-1 credit; 15, hours, fall, spring. Zero-credit option to be used for those PhD candidates who are enrolled in other courses.
The Department of Physical Therapy at New York University has been a leader in physical therapy education since 1927. The professional entry-level doctoral program began in 1998.

New York University offered the first MA program and the first PhD program in physical therapy in the United States. The University continues to lead in physical therapy graduate education. Graduate programs in physical therapy leading to the MA or PhD degree are open to physical therapists who are graduates of accredited physical therapy programs. Students have the opportunity to work with our experienced faculty in state-of-the-art research laboratories.
Faculty

**Offong Aqua**, Clinical Associate Professor. MD 1986, Friendship University of Russia.

**Mitchell Batavia**, Associate Professor. BS 1981, University of Delaware; MA 1986, Columbia University; PhD 1997, New York University; PG Dip 2008, University of London; PT.

**Elaine Becker**, Clinical Professor. BS 1968, MA 1983, New York University; DPT 2008, Temple University; PT.

**Greg Gao**, Clinical Assistant Professor. MD 1984, Chengdu, Sichuan, PR of China; BS PT 1993, Hunter College; Diplomat in Acupuncture 2002, American International Acupuncture Institute; DPT 2005, Institute of Physical Therapy Education; PT.

**Louis N. Iannuzzi**, Clinical Assistant Professor. BS 1978, University of Wisconsin (Milwaukee); BS 1980, New York University; DPT 2011, Boston University; PT.

**Wen K. Ling**, Associate Professor. BS 1978, National Taiwan University; MA 1980, PhD 1984, New York University; PT.

**Anat Lubetzky**, Assistant Professor. BPT 2003, MS 2006, Tel Aviv University; PhD 2014, University of Washington; PT.

**Ericka Merriwether**, Assistant Professor. BS 1999, University of Illinois at Urbana-Champaign; DPT 2008, Mayo Clinic School of Health Sciences; PhD 2014, Washington University in St. Louis; PT.

**Marilyn Moffat**, Professor. BS 1962, Certificate in PT 1963, Queens College (CUNY); MA 1964, PhD 1973, New York University; DPT 2006, MGH; PT.

**Smita Rao**, Associate Professor. BS 1998, MS 2000, Mumbai University; PhD 2006, University of Iowa; PT.

**John Sutera**, Clinical Assistant Professor. BA 1989, State University of New York at Binghamton; BS 1997 Health Sciences; MS 1997, College of Staten Island; DPT 2013 State University of New York at Stony Brook; PT.

**Kevin Weaver**, Clinical Assistant Professor. BS 1990, MA 1995, New York University; DPT 2005, Temple University; PT.

Number of Adjunct Faculty (with primary teaching role): 12; other: 42
Advanced Certificate Program in Orthopedic Physical Therapy

The Advanced Certificate Program in Orthopedic Physical Therapy is designed for licensed physical therapists to obtain advanced knowledge and clinical skills in orthopedic physical therapy.

DEGREE REQUIREMENTS
This certificate program requires the completion of 16 credits. The program includes a didactic component consisting of six courses and a clinical component consisting of three internship experiences requiring 1,632 hours (34 clinical hours per week for 48 weeks). Courses are offered throughout the year in summer, fall, and spring on weekends as well as on weekdays. Students complete this program in 12 months.

ADMISSION REQUIREMENTS
Only licensed physical therapists with at least a baccalaureate degree in physical therapy will be considered as candidates for matriculation in the Advanced Certificate Program in Orthopedic Physical Therapy. Applicants must have a strong grade point average in a physical therapy professional program, competence in conveying ideas in an organized manner through written communications, and two letters of recommendation.

MA Concentration for Physical Therapists in Pathokinesiology

The Master of Arts degree concentration in the kinesiology of persons with disabilities prepares physical therapists for advanced practice, clinical research, and teaching. Students develop competent clinical research skills to examine motor control problems in individuals with physical disabilities. This 34-credit concentration gives students expertise in the analysis and synthesis of human motion, measurement and evaluation of human motion, and research design and implementation. Students study both normal and abnormal human motion. Electro-goniometry, electromyography, dynamometry, and cinematography are used to illustrate the most advanced theories and techniques for measurement and evaluation of human motion. Coursework and independent study enhance capacities for scientific thought and develop skills in research methodology and data analysis.

DEGREE REQUIREMENTS
This concentration requires a minimum of 34 credits including a master’s thesis pertaining to the scientific study of pathological human motion or intervention procedures designed to improve motor control. A total of 6 credits may be taken outside of New York University and may be transferred for credit to the degree as long as prior permission and approval have been obtained from the adviser and the Graduate Studies Office.

Requirements (28 credits): Requirements (28 credits): Research in Physical Therapy I PT-GE 2016; Research in Physical Therapy II PT-GE 2018; Analysis and Synthesis of Human Motion I PT-GE 2116; Analysis and Synthesis of Human Motion II PT-GE 2118; Measurement and Evaluation of Human Motion I PT-GE 2187; Measurement and Evaluation of Human Motion II PT-GE 2188; Independent Study PT-GE 2300; Basic Statistics I RESCH-GE 2085 (or an advanced statistics course); Basic Statistics II RESCH-GE 2086 (or an advanced statistics course); master’s thesis; Elective Courses (6 credits): such as Gross Human Anatomy PT-GE 2120.

ADMISSION REQUIREMENTS
Only graduate physical therapists with a minimum of a baccalaureate degree in physical therapy will be considered as candidates for matriculation in the Pathokinesiology master’s concentration. Candidates should have one year of clinical experience prior to undertaking this MA concentration. Foreign-trained physical therapists should first request review of their credentials from the World Education Services, www.wes.org. See general admission section, page 187.

SPECIAL OPPORTUNITIES
Opportunities exist for graduate students to perform instruction in portions of the basic professional courses under the supervision of full-time faculty. These teaching experiences may be formulated on an individual basis by the student’s adviser.
The Doctor of Physical Therapy degree program is the professional physical therapist educational program at New York University that prepares students for entry into the practice of physical therapy. Since physical therapy is a dynamic profession with an established theoretical base and widespread clinical applications, particularly in the preservation, development, and restoration of maximal physical functions, this program is designed to develop competent practitioners for contemporary practice.

The program enables students to become physical therapists who seek to prevent injury, impairments, and disabilities; to maintain and promote fitness, health, and quality of life; and to ensure availability, accessibility, and excellence in the delivery of physical therapy services to the patient. Since physical therapists are essential participants in the health delivery system, graduates are prepared to assume leadership roles in prevention and health maintenance programs and rehabilitation services and to assist in the development of health policy standards tied to physical therapy practice.

In order to meet the changing needs of the health delivery system, the Doctor of Physical Therapy program seeks to graduate an autonomous practitioner with the expertise and skills to examine, evaluate, and diagnose physical impairments as a result of injury, disease, or disability. After the examination, the physical therapist practitioner will apply appropriate interventions and treatments and reassess patient progress. This autonomous practitioner will also evaluate patients as to their prognosis and work with other professionals to develop a comprehensive treatment plan.

**CAREER OPPORTUNITIES**

Graduates from this program will practice as physical therapist clinicians in a variety of settings.

**DEGREE REQUIREMENTS**

This program requires the completion of 133 credits including three major papers: a review of the literature, a case report, and the development of a research plan. See courses by semester starting on page 146.

**ADMISSION REQUIREMENTS**

Applicants must have a bachelor’s degree; complete the Graduate Record Examination; have an academic record that demonstrates a balance of course work in the humanities, social sciences, and natural sciences, including at least two laboratory courses in biology, chemistry, and physics; provide evidence of clinical observations in three distinct physical therapy practice settings (total of 24 hours); have a strong GPA in the prerequisite natural science courses; demonstrate competence in conveying ideas in an organized manner through written communication that demonstrates critical and logical thinking; have strong interpersonal communications skills; provide evidence of community service and leadership; and submit two letters of reference, one of which must be from a licensed physical therapist. Candidates apply through PTCAS (the Physical Therapy Centralized Application Service) only.

See general admission section, page 189.

**ACCREDITATION**

The Doctor of Physical Therapy Program at New York University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; telephone: 703-706-3245; accreditation@apta.org; capteonline.org.

**DOCTOR OF PHYSICAL THERAPY TUITION**

Under the DPT Secured Tuition Plan, students pay a flat rate of tuition each term based on a total tuition amount that is secured for the duration of their studies. Students must maintain consecutive registrations (excluding maintenance of matriculation and/or leave of absence) in order to be eligible for the fat tuition rate guaranteed at the time of their matriculation.

New tuition rates for the DPT Secured Tuition Plan are posted on our website: www.steinhardt.nyu.edu/pt.

Be advised that Clinical Affiliation and Clinical Observation sites in the Doctor of Physical Therapy (DPT) program each year may require you to undergo general and/or criminal background checks. The results of these checks must be acceptable to the site before you will be allowed to participate in that Affiliation of Observation. Upon graduation, licensure requirements may also necessitate background checks. You should be thoroughly familiar with any background offenses that might preclude you from Affiliations or Observations or from eligibility for licensure.

NYU Steinhardt will not be responsible if you are unable to complete the DPT program requirements or cannot obtain a license to practice physical therapy because of the results of such background checks.
Doctor of Physical Therapy for Practicing Physical Therapists Program

The Doctor of Physical Therapy (DPT) for Practicing Physical Therapist Program is designed to educate professional physical therapists who are knowledgeable, self-assured, adaptable, reflective, humanistic, and service-oriented and who, by virtue of critical thinking, lifelong learning, and ethical values, render independent judgments concerning patient/client needs.

The DPT for Practicing Physical Therapists Program enables currently practicing, licensed physical therapists to upgrade their clinical knowledge and skills to today’s entry-level professional doctoral degree. Practicing physical therapists who were educated at the certificate, baccalaureate, or master’s level have the opportunity to increase their knowledge and skills in the areas of anatomy, exercise science, physical therapist examinations and interventions, business practices, and critical inquiry. Upgrading the knowledge and skill of practicing physical therapists to the doctoral level (DPT) enables them to better serve their patients and clients.

DEGREE REQUIREMENTS
This part-time or full-time program requires a total of 36 credits beyond the baccalaureate degree for physical therapists licensed to practice in the United States and 60 credits for physical therapists licensed to practice outside the United States.

ADMISSION REQUIREMENTS
Only physical therapists with a minimum of a baccalaureate degree will be considered as candidates for matriculation in the Doctor of Physical Therapy for Practicing Physical Therapists Program. Applicants must have a strong grade credit average; competence in conveying ideas in an organized manner through written communication; two letters of reference; and scores from the Graduate Record Examination (GRE), in addition to other school-wide admissions requirements.

See general admission section, page 186

Be aware that any felony, misdemeanor, or violation conviction may prohibit you from obtaining a Physical Therapy license.

DIRECTOR
Wen K. Ling
380 Second Avenue
4th Floor
TELEPHONE: 212-998-9415

DEGREE
DPT

FACULTY
Aqua, Batavia, Becker, Iannuzzi, Gao, Ling, Lubetzky, Merriwether, Moffat, Rao, Sutera, Weaver

ADJUNCT FACULTY
Burdowski, Ciotoli, Cooper, DeMarco, Edelstein, Fukunaga, Keller, Kharlamb, Len, McCarthy, Niv, Soliman
Research in Physical Therapy

The formulation of theory-based studies of human motion in healthy and physically challenged persons that make a contribution to the body of pathokinesiological literature are fundamental to the physical therapy doctoral program. The PhD program emphasizes the study of kinesiology, the measurement of human motion, and issues in motor control. Studies are encouraged that contribute to the alleviation of physical disabilities. The program emphasizes preparation in research design and methodology along with pathokinesiology practicum in research settings under the supervision of experienced researchers in metropolitan New York and New Jersey human performance laboratories.

CAREER OPPORTUNITIES
Of the 61 graduates of this doctoral program, all are actively engaged in teaching and research in physical therapy in institutions of higher learning in the United States as well as Nigeria, Kuwait, Egypt, Thailand, and Taiwan. For example, Dr. Isaac Owoye is conducting research and teaching at the University of Ibadan, Nigeria; Dr. Chuchuka Enwemeka is the dean of the College of Health Sciences, University of Wisconsin-Milwaukee, and has developed an international reputation in research on the healing of connective tissues; Dr. Prapos Pothongsunun is the chair of the Physical Therapy Program at Chiang Mai University, Thailand; and Dr. Sue Ann Sisto, director of research in the Department of Physical Therapy, Stony Brook University, has received federal and private funding to conduct research addressing movement disorders of individuals with disabilities.

DEGREE REQUIREMENTS
The program requires 54 credits:

Foundation Courses (6 credits): from:

- Educational Sociology SOED-GE 2400;
- Educational Psychology APSY-GE 1014;

Seminar (3 credits): Departmental Seminar PT-GE 3006.

Specialized Research Methodology (3 credits)

Content Preparation in Study of Human Motion (18 credits): Practicum in Pathokinesiology Research I and II PT-GE 3001, 3002; Analysis and Synthesis of Human Motion I PT-GE 2116; Analysis and Synthesis of Human Motion II PT-GE 2118; Measurement and Evaluation of Human Motion I PT-GE 2187; Measurement and Evaluation of Human Motion II PT-GE 2188.

Cognate Courses (6 credits): Experimental and Quasi-Experimental Design and Analysis Research RESCH-GE 2134.


SPECIAL OPPORTUNITIES
Several clinical research laboratories are available to doctoral candidates to work under the supervision of an experienced researcher in physical therapy: Arthur Nelson Jr. Human Performance Laboratory, NYU Department of Physical Therapy; Motor Recovery Laboratory of the NYU Rusk Institute of Rehabilitation Medicine; and Rehabilitation Engineering Research Center, VA Medical Center, New York City.

ADMISSION REQUIREMENTS
In addition to the general requirements for admission to PhD programs, candidates for admission must be graduates of an accredited physical therapy program, possess a master’s degree, and submit positive recommendations from two graduate faculty members.

See general admission section, page 187.

RESEARCH FACILITIES
TheArthur J. Nelson Jr. Human Performance Laboratory houses state-of-the-art equipment for research in the neuromuscular, musculoskeletal, and cardiopulmonary areas, including a computerized 3-D motion analysis system with three force plates and an eight-channel, tethered electromyographic unit; an isokinetic dynamometer; a four-channel, hard-wired kinesiological electromyographic unit; a computerized pressure mat for gait analysis; a planter pressure shoe insert system; and an oxygen analyzer with electrocardiogram and ergometer.

School-funded fellowships are available for full-time PhD students.
## Courses

### PHYSICAL THERAPY/PT

#### ADVANCED CERTIFICATE IN ORTHOPEDIC PHYSICAL THERAPY

- Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System I  
  **PT-GE 2601**  45 hours: 3 credits; fall.
- Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System II  
  **PT-GE 2602**  45 hours: 3 credits; spring.
- Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System III  
  **PT-GE 2603**  45 hours: 3 credits; summer.
- Seminar: Orthopedic Physical Therapy  
  **PT-GE 2604**  30 hours: 2 credits; summer.
- Advanced Evidence-Based Orthopedic Physical Therapy  
  **PT-GE 2605**  30 hours: 2 credits; spring.
- Advanced Anatomy, Physiology, and Pathophysiology of the Musculoskeletal System  
  **PT-GE 2610**  45 hours: 3 credits; fall.
- Mentored Orthopedic Physical Therapy Clinical Practice I  
  **PT-GE 2611**  532–537 hours: 0 credits; fall.
- Mentored Orthopedic Physical Therapy Clinical Practice II  
  **PT-GE 2612**  532–537 hours: 0 credits; spring.
- Mentored Orthopedic Physical Therapy Clinical Practice III  
  **PT-GE 2613**  532–537 hours: 0 credits; summer.

### MA/PHD PHYSICAL THERAPY

#### Research in Physical Therapy I  
**PT-GE 2016**  30 hours: 3 credits; fall, spring.

#### Research in Physical Therapy II  
**PT-GE 2018**  30 hours: 3 credits; spring, summer.

#### Analysis and Synthesis of Human Motion I  
**PT-GE 2116**  45 hours: 3 credits; fall. Prerequisites: courses in human anatomy, kinesiology, and physiology.

#### Analysis and Synthesis of Human Motion II  
**PT-GE 2118**  45 hours: 3 credits; spring. Prerequisites: courses in human anatomy, kinesiology, and physiology.

#### Measurement and Evaluation of Human Motion I  
**PT-GE 2187**  45 hours: 3 credits; fall.

#### Measurement and Evaluation of Human Motion II  
**PT-GE 2188**  45 hours: 3 credits; spring. Prerequisite: **PT-GE 2187**.

#### Measurement and Evaluation of Human Motion III  
**PT-GE 2189**  48 hours: 3 credits; summer. Prerequisites: **PT-GE 2187** and **PT-GE 2188**.

#### Independent Study  
**PT-GE 2300**  Variable credit.

#### Practicum in Pathokinesiology Research I  
**PT-GE 3001**  90 hours: 3 credits; fall.

#### Practicum in Pathokinesiology Research II  
**PT-GE 3002**  90 hours: 3 credits; spring.

#### Departmental Seminar  
**PT-GE 3006**  30 hours: 3 credits; spring.

#### Doctoral Colloquium: Physical Therapy  
**PT-GE 3010**  15 hours: 1 credit; fall, spring; pass/fail.

### DOCTOR OF PHYSICAL THERAPY

#### FIRST SUMMER

- Histology/General Pathology  
  **PT-GE 2004**  45 hours: 3 credits.

- Gross Human Anatomy  
  **PT-GE 2120**  60 hours: 4 credits. $65 laboratory fee required.

- Professional Behavior  
  **PT-GE 2281**  30 hours: 2 credits.

- CPR/First Aid/Advanced Emergency Techniques  
  **PT-GE 2030**  30 hours: 2 credits. pass/fail.

#### FALL, FIRST YEAR

- Manual Techniques I  
  **PT-GE 2008**  30 hours: 2 credits

- The Physical Therapist as an Educator/Communicator  
  **PT-GE 2020**  30 hours: 2 credits.

- Applied Anatomy/Physiology of the Cardiopulmonary System  
  **PT-GE 2024**  45 hours: 3 credits.

- Life Span Development  
  **PT-GE 2209**  45 hours: 3 credits.

- Biophysical agents I (including Aseptic Techniques/Infection and Disease Control)  
  **PT-GE 2215**  30 hours: 2 credits.

- Exercise Physiology  
  **PT-GE 2225**  60 hours: 4 credits.

- Applied Anatomy/Physiology of the Musculoskeletal System  
  **PT-GE 2230**  45 hours: 3 credits.
SPRING, FIRST YEAR

Manual Techniques II  
PT-GE 2009 45 hours: 3 credits.
Clinical Sciences/Pathology/ Imaging/ Pharmacology of the Cardiopulmonary System  
PT-GE 2026 60 hours: 4 credits.
Kinesiology/Biomechanics/Ergonomics  
PT-GE 2220 60 hours: 5 credits.
 Principles of Exercise  
PT-GE 2227 45 hours: 3 credits.
Fitness Theory and Practice  
PT-GE 2229 30 hours: 2 credits.
Critical Inquiry and Clinical Decision Making I  
PT-GE 2286 30 hours: 2 credits.

SECOND SUMMER, FIRST YEAR

Clinical Affiliation I  
PT-GE 2450 40 hours per week for 6 weeks: 2 credits.

FALL, SECOND YEAR

Clinical Sciences/Pathology/ Pharmacology/Imaging of the Musculoskeletal System  
PT-GE 2231 60 hours: 4 credits.
Applied Anatomy/Physiology of the Neuromuscular System  
PT-GE 2232 45 hours: 3 credits.
Physical Therapy Examinations of the Cardiopulmonary System  
PT-GE 2250 60 hours: 4 credits.
Physical Therapy Examinations of the Musculoskeletal System  
PT-GE 2251 60 hours: 4 credits.
Critical Inquiry and Clinical Decision Making II  
PT-GE 2287 30 hours: 2 credits.
Clinical Observation I  
PT-GE 2455 1 day per week for 12 weeks: 1 credit.

SPRING, SECOND YEAR

Physical Therapy Interventions/ Prevention Programs/Wellness Programs for the Cardiopulmonary System  
PT-GE 2260 60 hours: 4 credits.
Physical Therapy Interventions/ Prevention Programs/Wellness Programs for the Musculoskeletal System  
PT-GE 2261 60 hours: 4 credits.
Biophysical Agents II  
PT-GE 2218 45 hours: 3 credits.
Assistive Technologies  
PT-GE 2219 45 hours: 3 credits.
Critical Inquiry/Clinical Decision Making II  
PT-GE 2287 30 hours: 2 credits.
Clinical Observation II  
PT-GE 2456 1 day per week for 12 weeks: 1 credit.

SECOND SUMMER, SECOND YEAR

Clinical Affiliation II  
PT-GE 2451 40 hours per week for 8 weeks: 3 credits.

FALL, THIRD YEAR

Applied Anatomy/Physiology of the OB/GYN, Integumentary, and Endocrinology Systems  
PT-GE 2233 45 hours: 3 credits.
Physical Therapy Examinations of the Cardiopulmonary System  
PT-GE 2250 60 hours: 4 credits.
Physical Therapy Examinations of the Musculoskeletal System  
PT-GE 2251 60 hours: 4 credits.
Critical Inquiry and Clinical Decision Making III  
IPT-GE 2287 30 hours: 2 credits.
Clinical Observation I  
PT-GE 2455 1 day per week for 12 weeks: 1 credit.

SPRING, THIRD YEAR

Clinical Observation III  
PT-GE 2457 1 day per week for 12 weeks: 1 credit.
The Physical Therapist as an Administrator/Delegator/Manager  
PT-GE 2019 45 hours: 3 credits.
Physical Therapy Interventions/ Prevention Programs/Wellness Programs for the Neuromuscular System  
PT-GE 2262 90 hours: 6 credits.
Physical Therapy Interventions/ Prevention Programs/Wellness Programs for the OB/GYN, Integumentary, and Endocrinology Systems  
PT-GE 2263 60 hours: 4 credits.
Business Practices/Reimbursement/ Marketing/Technology/Management of Care Delivery System  
PT-GE 2295 60 hours: 4 credits.

FOURTH SUMMER, THIRD YEAR

Clinical Affiliation III  
PT-GE 2452 40 hours per week for 16 weeks: 6 credits.
This innovative PhD program in rehabilitation sciences unites traditional rehabilitation health professions in physical and occupational therapy with art, drama, and music therapies; applied psychology; communicative sciences and disorders; and nutrition. The program prepares scientist-practitioners from these and related disciplines to develop theory and practice that enhances human performance and quality of life for people with disabilities or individuals who may benefit from social, physical, or cognitive adaptations.

The PhD Program in Rehabilitation Sciences is designed to prepare students, with and without professional degrees, for outstanding and fulfilling academic careers in research and teaching. Collaborative mentorship is a core component of the program. Students are expected to commit to involvement in ongoing research in collaboration with one or more faculty members.
**The Program in Rehabilitation Sciences**

uses a biopsychosocial paradigm to prepare students to become a scientist-practitioner who studies physical, cognitive, and psychological conditions across the developmental continuum in diverse contexts, both nationally and globally, and promotes those studies for better human development and functioning.

The curriculum is designed around a rigorous scientific training model that includes advanced courses in quantitative and qualitative research design.

The core research methodology component offers cutting-edge applied statistical courses and workshops in methods and measurement with options for advanced modeling and statistical analysis relevant to your research interests and goals.

Collaborative mentorship is a core component of the program. Students are expected to commit to involvement in ongoing research in collaboration with one or more faculty members, who will also help them plan coursework, identify sites and resources throughout the city for their research, and focus their specialization toward a dissertation topic.

The PhD Program in Rehabilitation Sciences is designed to prepare students, with and without professional degrees, for outstanding and fulfilling academic careers in research and teaching. The program consists of 48 credits beyond the master's degree, two publishable papers, and a dissertation. With our full-tuition scholarship and stipend assistance, a student can complete this degree program in five years or less of full-time study.

**Start Date:** Fall semester only

**Application Deadline:** December 1

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**DEGREE REQUIREMENTS**

The PhD Program in Rehabilitation Sciences comprises a total of 48 credits.

**Core Research Methods Courses (18 credits), including:**
- APSY-GE 2073 Research Design and Methodology in the Behavioral Sciences I (3 credits);
- APSY-GE 2140 Measurement: Classical Test Theory (3 credits);
- APSTA-GE 2001/2002 Statistics for the Behavioral and Social Sciences I and II (6 credits);
- Quantitative/Qualitative Research Methods Electives (6 credits). Student selection by interest and advisement but may include:
  - APSTA-GE 2004 Advanced Modeling I: Topics of Multivariate Analysis;
  - RESCH-GE 2016 Factor Analysis;
  - RESCH-GE 2140 Approaches to Qualitative Inquiry;

**Content Area (6 credits), including:**
- REHAB-GE 3005 Transdisciplinary Patient-Based Management (3 credits);
- and OT-GE 2300 Bioethics Elective (3 credits).

**Electives (18 credits):** Students must select 18 credits from the following programs by interest and advisement: Applied Psychology, Occupational Therapy, Physical Therapy, Music and Performing Arts Professions, Art and Art Professions, Communicative Sciences and Disorders, Nutrition, Food Studies.

- PT-GE 3010 Research Colloquium (3 credits).

**RESCH-GE 3001 Dissertation Proposal Seminar** (3 credits).

**Additional Degree Requirements**

Students in this program must:

1. Complete all related credits as determined by the program and mentor with a minimum grade-point average of 3.0 prior to candidacy and in compliance with Steinhardt doctoral policies.
2. Meet specialized program standards in English competency and scholarly writing.
3. Advance to Doctoral Candidacy through completion of two publishable papers, each mentored by a different faculty member at the Rusk Institute of Rehabilitation Medicine at NYU Langone Medical Center or the Steinhardt School of Culture, Education, and Human Development.
4. Identify a doctoral dissertation committee.
5. Fulfill all conditions for filing a proposal.
6. Register for DCADV-GE 3400 Doctoral Advisement and appoint a dissertation committee before submitting a formal proposal for review.
7. Complete and successfully defend orally a doctoral dissertation.

Steinhardt School policy requires all doctoral students to complete their degree requirements within eight years of the date of matriculation.
Research and scholarship in the Department of Teaching and Learning is concerned with teaching and learning at a variety of levels, in a variety of settings, particularly in urban settings. The department focuses primarily on academic subject areas and includes the learning and teaching of students, community members, teachers, teacher educators, and researchers. In addition, faculty members study the impact of sociocultural and historical factors on learning and teaching. Investigations range from micro to macro studies and applied research within a broad range of theoretical perspectives.

Faculty in Teaching and Learning teach NYU undergraduates, prospective teachers at both the undergraduate and master’s level, practicing teachers and other educational professionals, and doctoral students. NY State certification-granting teacher education programs include specializations in TESOL, bilingual education, foreign language education, childhood education, early childhood education, special education, English education, literacy education, mathematics education, science education, and social studies education, as well as several programs that do not lead to certification including environmental education. The department offers teacher preparation programs tied to urban public schools, including traditional university-based programs, an intensive “residency” model social studies education program, and a highly innovative teacher residency program in secondary education that integrates in-school teacher preparation in districts around the country with online coursework. The doctoral program in Teaching and Learning also offers a special focus in urban education. Faculty members serve as resources to schools, businesses, communities, and professional organizations involved with teaching and learning.
The Teacher Education programs prepare students to meet the challenges of teaching and leadership in today’s demanding educational environment. Program graduates will not only be able to succeed in their first years of teaching but will have a sufficiently thorough foundation in theory and practice to keep improving their educational work throughout their careers. NYU teachers are highly regarded in the metropolitan area, in the cities in which we place our teacher residents, and beyond. Many teacher education program graduates are in leadership positions in schools, universities, and other educational institutions.

The Department of Teaching and Learning offers many initial certification teaching programs of study. These certification programs fully comply with the latest regulations of the New York State Education Department.

In designing and implementing these programs, the department has drawn on its faculty’s extensive experience as Pre-K–12 teachers as well as teacher educators, current teachers and principals in the New York City schools, and graduates’ work and feedback. Each program integrates practical experience and hands-on knowledge with a rich theoretical understanding of how children learn and how they can best be taught.

The introductory course for all of the programs, Inquiries into Teaching and Learning, sets a conceptual foundation for the department’s approach to teacher education. This course creates a dialogue between the learner’s own prior educational experience, the experiences of students in the New York City public schools — where all Inquiries students are offered substantial opportunities for observation — and the foundational research-based literature of the study of education. Inquiries into Teaching and Learning is designed to allow students to raise questions and consider alternatives as they participate in the dialogue and refine their core philosophy while engaging deeply with the philosophies and experiences of a wide range of other scholars, teachers, and students.

Most of the courses that students take prior to the student teaching experience have a participant/observation requirement that sends them into schools, which allows students to test their emerging conceptions of teaching in actual practice and makes the transition to their own student teaching classroom easier and more productive.

The on-campus courses also focus on issues of curriculum development, classroom management, assessment, and the use of technology so that all program graduates are prepared to step into the high-pressure world of standards and high-stakes tests.

In addition to the pedagogical core requirements for all programs, which include multicultural education, language and literacy, and special education, each curriculum also enables future teachers to deepen and enrich their background in the fields they will be teaching.

Discipline-based courses integrate content and pedagogical approaches so that students may simultaneously consider an aspect of the subject — history, mathematics, science, literature, for example — and how it could be most effectively taught.

The early childhood and childhood curricula offer both a normal and an accelerated schedule of completion of the MA degree and certification requirements. Part-time students may need more time to complete the program. The particulars of the requirements of each specific curriculum are detailed below. Students should contact their advisers listed for more details and responses to more specific questions about these programs.

For teachers who already have initial certification, the Department of Teaching and Learning also offers a full range of courses leading to MA degrees and professional certification in areas such as English, foreign languages, mathematics education, social studies, and special education. The department has developed other programs that lead to an initial/professional certification by the state. For those seeking to become literacy specialists in either elementary or secondary schools, these MA degrees allow teachers either to deepen and enrich their professional knowledge in the field they are already certified in or to add a second certification in such areas as literacy, special education, teaching English to speakers of other languages, or bilingual education. For details on these professional certification MA degree programs, see the appropriate pages later in this bulletin.
New York State mandates that all students seeking certification in teacher education satisfy a number of field requirements. All students seeking teacher certification must complete no fewer than 100 hours of fieldwork prior to student teaching and no fewer than two semesters of student teaching. Students seeking certification in more than one area, i.e., enrolled in a dual program, will be required to complete no fewer than 150 hours of fieldwork prior to student teaching. The Office of Field Studies coordinates the field assignments for all students in the Department of Teaching and Learning and other teacher education disciplines in Steinhardt. The Office has a network of approved schools that will host students completing all their fieldwork. The current list of cooperating schools may be viewed by visiting the website of the Office of Field Studies at steinhardt.nyu.edu/about/teacher-education/field-initiatives-and-partnership-schools. The office is located on the 3rd floor of the East Building at 239 Greene Street.

PRE-STUDENT TEACHING FIELDWORK
The initial semester of a course of study in the Department of Teaching and Learning typically aims to provide students with a foundation of understanding of teaching and learning approaches and strategies. To provide some practical application of classroom teaching, many courses either have a specific field component or assign projects requiring observation and participation in school classrooms. The Office of Field Studies will arrange the assignments to NYC schools, and will provide an introduction to New York City educational settings, student teaching information sessions, and will also facilitate targeted meetings on the requirements for New York State Teacher Certification.

Full-time students are expected to attend an assigned school site no fewer than three mornings a week for the duration of the semester. The students arrange a mutually agreeable weekly schedule with the classroom teacher and/or school liaison and maintain that schedule throughout the semester. The goal is to ensure continuity in students’ presence in the school, allowing them to experience the development of teaching and learning over time, while providing support to the school and community. Part-time students will coordinate with their faculty advisers and the Office of Field Studies the number of hours of fieldwork to be completed. Students not seeking teacher certification complete the number of hours, at least 15, required by any course that includes a field experience.

All courses with a field component meet monthly and include an introduction to New York City educational settings, an information session on student teaching, and an explanation of the requirements for New York State Teacher Certification. All students engaged in field experiences are required to log their hours using fieldwork time sheets available electronically.

Students participating in field studies as observer or student teacher or resident can expect to engage in activities that may include, but are not limited to, the following:
- Observing one or more classrooms
- Assisting teachers
- Looking at curriculum and discussing curriculum with teachers
- Sitting in on planning sessions or staff development meetings
- Looking at students’ work samples and discussing them with students and/or teachers
- Visiting classrooms outside of one’s own subject area
- Discovering what resources and services the schools offer (special education, auxiliary programs, etc.)
- Shadowing a student in all or most of his or her classes throughout the school day
- Attending teacher professional development programs
- Visiting local community agencies

STUDENT TEACHING
All students must complete two semesters of supervised student teaching, which may be in a different grade, discipline, or school depending on the requirements of their program of study. Entry into the initial student teaching experience and continuation into further experiences requires a minimum GPA of 3.0 in courses in the area of specialization and a positive faculty review of performance in the field. At least one of the placements must be in a school serving a population of students of whom at least 50 percent are eligible for free or reduced lunch. Each semester, the Office of Field Studies arranges student teaching information sessions during which students have the opportunity to inquire about general requirements and speak to faculty about school sites. Students will be assigned to partner schools with which NYU has established relationships over time.

While the amount of time spent in a school may vary from one semester to the other, students will spend no fewer than 20 hours per week for each week of the semester distributed over multiple days in their assigned school. Students in secondary education must be at the school each day their assigned class meets (typically five days per week).

All programs expect students to assume increasing teaching responsibilities over time until taking over full control of one classroom period per day. All student teaching experiences are supervised and mentored by NYU faculty.

Any variation from the above guidelines and requirements must be approved by the Office of Field Studies and the faculty adviser of the student.

ACCREDITATION
The New York University Teacher Education Program, which is designed to prepare students to meet the challenges of teaching and leadership in today’s demanding educational environment, is granted accreditation by the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from October 2015 to December 2022. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to CAEP’s quality principles.
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 such checks, the results of such background checks, 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.

Faculty

Nada Ahmed, Visiting Assistant Professor. BA 2000, Pennsylvania State University; MSc 2003, Bank Street College; PhD 2011, Kings College, University of London.

Mark Alter, Professor. BS 1969, Unity College; MS 1973, PhD 1980, Yeshiva University.

Sarah W. Beck, Associate Professor. BA 1991, Harvard University; MFA 1993, Washington University (St. Louis); EdD 2002, Harvard University.

Anne Burgunder, Clinical Assistant Professor. BS 1987, Duquesne University; MS 1994, Bank Street College.


Ido Davidesco, Research Assistant Professor. BA 2000, Open University of Israel; MS 2009, PhD 2013, Hebrew University of Jerusalem.

Miriam Eisenstein-Ebsworth, Associate Professor. BA 1968, Brooklyn College; MA 1971, Columbia University; PhD 1979, Graduate Center of City University of New York.

Rachel Fish, Assistant Professor. AB 2003, Bryn Mawr College; MAT 2007, University of Western New Mexico; PhD 2015, University of Wisconsin.

Christine Gentry, Visiting Assistant Professor. BS 2003, Baylor University; MEd 2005, Harvard University; PhD 2014, Columbia University.

Jay Gottlieb, Professor. BS 1964, City College; MS 1966, PhD 1972, Yeshiva University.

Robin Harvey, Clinical Assistant Professor. BS 1990, Georgetown University; MA 2003, New York University.

Patrick Keegan, Visiting Assistant Professor. BA 1999, Wesleyan University; ME 2003, Antioch New England University; EdM 2012, Harvard University; PhD 2017, Columbia University.


Susan A. Kirch, Associate Professor. BA 1989, Mount Holyoke College; PhD 1996, Harvard University.

David E. Kirkland, Associate Professor. PhD 2006, Michigan State University.

Okhee Lee, Professor. BA 1981, MA 1983, Kyungpook National University; PhD 1989, Michigan State University.

Raul Lejano, Associate Professor of Environmental Conservation Education. BS 1984, University of Philippines; MS 1986, University of California, Berkeley; PhD 1998, University of California, Los Angeles.


Lorena Llosa, Associate Professor. BA 1994, Santa Clara University; MA 1996, PhD 2005, University of California, Los Angeles.

Jasmine Ma, Assistant Professor. BS 2000, Yale University; EdM 2005, Harvard University; PhD 2012, Vanderbilt University.

Cynthia McCallister, Associate Professor. BS 1984, Ball State University; EdD 1990, EdD 1995, University of Maine (Orono).

Elizabeth McDonald, Clinical Assistant Professor. BA 1974, Rutgers University; EdM 1977, Lesley University; CAS 1991, Harvard University.

Catherine Milne, Professor and Chair. BA 1978, BSc 1979, James Cook University (Queensland); MSc 1993, PhD 1998, Curtin University of Technology.


Susan Neuman, Professor. BA 1968, American University; MA 1974, California State University, Hayward; EdD 1977, University of the Pacific.

Erin O’Connor, Associate Professor. BA 1996, Georgetown University; EdM 2000, Columbia University; EdD 2005, Harvard University.

Frank Pignatosi, Visiting Assistant Professor. MA 1992, Università di Bologna (Italy); PhD 2005, New York University.

Kongji Qin, Assistant Professor. BA 2000, MA 2003, Central China Normal University; PhD 2016, Michigan State University.
Faculty, continued

Martin A. Simon, Professor. BA 1972, New York University; MA 1976, St. Mary’s College; EdD 1986, University of Massachusetts.

Shane Anthony Smith, Visiting Assistant Professor. BS 2004, MS 2006, University of Wisconsin, Whitewater; PhD 2012, University of Wisconsin, Madison.

Katherine Stahl, Clinical Professor. BS 1976, West Chester University; MEd 1984, Georgia Southern University; EdD 2003, University of Georgia.

Natasha M. Strassfeld, Assistant Professor. BA 2003, Centenary College of Louisiana; JD 2006, University of Wisconsin; PhD 2013, Pennsylvania State University.

Carolyn H. Strom, Visiting Assistant Professor and Ed Tech Fellow. BA 1999, University of Pennsylvania; EdM 2006, University of Southern California; PhD 2013, New York University.

Ayanna Taylor, Clinical Assistant Professor. BA 1994, University of Pennsylvania; MA 2002, Rutgers University.

Audrey Trainor, Associate Professor. BA 1989, MEd 1996, University of North Carolina, Greensboro; PhD 2003, University of Texas, Austin.

Diana B. Turk, Associate Professor. BA 1990, Hamilton College; MA 1993, PhD 1999, University of Maryland (College Park).

Robert Wallace, Visiting Assistant Professor. BScEd 1964, MS 1970, Northern Illinois University; MA, PhD 1975, Princeton University.

Orit Zaslavsky, Professor. BSc 1972, Hebrew University in Jerusalem; MSc 1980, PhD 1987, Technion (Haifa, Israel).

Number of Adjunct Faculty: 79
Doctoral Programs

**PROGRAM CO-DIRECTORS**
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**DEGREES**
PhD

**FACULTY**
Fish, Fleisher, Fraser, Gottlieb, Jacobs, Kirch, Kirkland, Lejano, Llosa, Ma, McCallister, McDonald, Milne, Nero, Neuman, O’Connor, Qin, Simon, Strassfeld, Trainor, Turk, Zaslavsky

**Doctoral Programs in the Department of Teaching and Learning** aim to prepare students to assume a variety of leading roles in education, research, and policy across the United States and throughout the world. Built on the traditions and achievements of the oldest graduate school of pedagogy in the United States — founded in 1890 — the department’s programs are designed to draw on four sources of learning:

- The first is the experience of professional practice that students bring to their studies. Students are encouraged to reflect on this practice and to use it to ground their study of theory and research.
- The second is a rich set of courses, seminars, and independent learning experiences available to doctoral students within the Department of Teaching and Learning; other departments in the Steinhardt School of Culture, Education, and Human Development; and other schools at New York University. The school is one of the most distinguished and diverse schools of education in the nation. The University is internationally renowned and the nation’s largest independent university, located in one of its most intellectually vibrant communities, Greenwich Village.
- The third is the mentorship available to doctoral students in teaching, research, and program development. The department is home to distinguished teacher preparation programs, to numerous projects serving the continuing professional education of teachers, and to an array of research projects.
- The fourth is an intellectually focused and interpersonally supportive community of professors, researchers, and peers. It is a community that is small, diverse, and focused enough to provide an incomparable degree of guidance and support to doctoral students. Under the direction of a faculty adviser, each student fashions a unique program of studies.

**PROGRAMS OF STUDY**

The department offers a number of different degree programs leading to the PhD degree. Each degree program has specific requirements, yet they have more in common than not, as outlined below. The degree programs are as follows:

- PhD Program in Teaching and Learning. See page 175.
- PhD Program in English Education, including a concentration in applied linguistics. See page 160.
- PhD Program in Bilingual Education. See page 166.
- PhD Program in Teaching English to Speakers of Other Languages (TESOL). See page 168.
- PhD Program in Early Childhood and Childhood Education. See page 158.

**THEMES OF STUDY**

Doctoral study in the Department of Teaching and Learning focuses on several areas of scholarship and practice. These reflect the strengths and interests of the department’s faculty and the opportunities available among the department’s programs for doctoral students to have mentored learning experiences. The themes are as follows:

- Teaching and teacher education across all levels from early childhood to university, including preparatory teacher education and continuing teacher education, and across a variety of teaching fields. The department particularly invites interests in teaching within urban settings, teaching diverse students, the role of content knowledge in teaching, and changing conceptions of teaching and teacher education.

**DEGREE REQUIREMENTS**

Degree requirements that are common across all doctoral programs in the Department of Teaching and Learning are described below. Please note that additional degree requirements may vary according to the specific program or focus area. Prospective applicants should also consult the specific program descriptions or contact particular program faculty to learn about program-specific requirements.
Coursework Requirements
Minimum credit requirements and some specific coursework requirements range from 48 to 60 credits, depending on program, focus area, and prior coursework completed. Nonetheless, all doctoral students in Teaching and Learning must complete the following common, core minimum requirements (which count toward those credit totals). Please note that these fulfill the Steinhardt-wide coursework requirements.

1. Pro-Seminar for Department of Teaching and Learning, to be taken in student's first year of enrollment. This course will introduce students to doctoral-level study and will assist in acclimating students to the department, to scholarship, and to the professional world of research studies. (This requirement may be waived by the student's program advisor to accommodate extenuating circumstances.)

1. Two (2) Cognate Courses, to be selected by student with approval of adviser. Cognate courses constitute those taken in an area outside of the program/focus area that are supportive to the student’s research.

1. Foundations Requirements. All students are required to complete 6 credits (two courses) of coursework in the foundations of education during the first 24 credits of doctoral study. Graduate courses qualify for the foundations requirement when they are upper-division courses (Steinhardt 2000-level courses or their equivalent in other schools) and designed to broaden students' access to knowledge beyond the areas of specialization. To this end, courses are considered foundational when they: 1) provide broad basic content, not limited to a single profession, and are outside the student’s specialization, and do not require prerequisites; 2) are based on current scholarship in the arts, humanities, sciences and/or social sciences; and 3) have wide applicability to common issues of the student’s specialization and profession.

1. Fifteen (15) credits of research methodology courses, of which one must be a qualitative methods course and one must be a quantitative methods course. Per Department of Teaching and Learning requirements, students should complete one qualitative and one quantitative course in their first year of enrollment.

1. Three (3) credits of specialized methodology. This advanced, specialized methodology course should directly support the student’s area of research and be linked to his or her planned dissertation work.

1. Dissertation Proposal Seminar for Department of Teaching and Learning. (In some cases, this requirement can be fulfilled through an independent study, with approval of the adviser.)

Additional Requirements
1. Doctoral Research Experience Requirement
Overview: In each of the fall and spring semesters of Years 1, 2, and 3 of PhD study, all full-time students are required to enroll in a 0-credit research experience course.

Purpose: The purpose of this pass/fail course is for students to gain research skills that prepare them for independent scholarship. This course plays a central role in providing students with the foundational skills of various aspects of the research process, so that they are well prepared to meet the subsequent benchmarks for the PhD including the written and oral candidacy requirements (which may be undertaken concurrently with this course), the dissertation proposal, and the dissertation study. Providing students with this research experience in each of the first six semesters of PhD study prepares students to complete candidacy requirements in a timely manner.

Scope: To fulfill the purpose above, students should expect this to be a substantial investment of time. Completing the course will typically involve on average 20 hours per week of research experiences. When applicable, a research assistantship can be an appropriate context for the scholarly activities to fulfill the requirements of this course, when the purposes of the research assistantship and this course align, with approval from the adviser, research assistant supervisor (if different from the adviser), and the department chair. Instructor: The instructor for the course will serve as a mentor for the student’s research experience. In most cases, the instructor will be the student’s adviser or (with adviser approval) another faculty member with appropriate expertise and opportunities.

2. The written candidacy requirement consists of either a qualifying paper or a written exam. If a paper, it should be an original, article-length paper, of one of the following types, as negotiated with the faculty adviser.

- Empirical study (e.g., pilot study, paper based on analysis of faculty mentor’s data)
- Conceptual paper (paper based on theory)
- Review of literature on a specific topic

Individual programs or focus areas may set specific requirements within this range of possibilities (e.g., by requiring a certain type of paper). The qualifying paper should be in addition to work completed for courses. It may be based on a project that a student begins in a course, but if so, it should be substantially revised and expanded upon. If the written candidacy requirement is a written exam, it will consist of several questions that assess different areas of competence and will be administered in a take-home format, with students having 2-3 months to complete the questions.

Whether a qualifying paper or a written exam, the students’ work on the written candidacy requirement must be approved by two readers; the first reader will typically be the student’s adviser. The paper or exam will be submitted to the two readers preferably no later than the end of spring semester of their second year. Once the student submits the qualifying paper or exam, the readers will respond in one of three ways: acceptance, rejection, or request for revision. In the event of a request for revision, the paper must be resubmitted according to a schedule agreed on by the student and the two readers. Revisions must be approved by the end of the fall of the student’s third year. If the qualifying paper is ultimately rejected, either at first or after revision, the student is not permitted to continue in the PhD program.

3. The oral candidacy requirement will consist of a comprehensive exam scheduled after coursework has been completed and preferably no later than the fall semester of the third year. Ordinarily two hours in length, the oral is a comprehensive exam covering between 25-30 readings (books or articles). Depending on the program, this reading list will be either a standard list for all students in the program, or a list that is drawn up by the candidate in consultation with an examining committee of two faculty members. Some, but not all, of the readings on this list may have been covered in coursework they
take. Readings will cover subfields that reflect program/departmental expertise. The exam is conducted by an examining committee of two faculty members, and is graded pass, fail, or pass with distinction using a rubric common across all programs. On passing the oral examination, the student is admitted to candidacy.

4. A failed oral exam may be retaken once, at a time agreed on by the student and the examining committee but within the time constraints described above. If the student fails the oral again, he or she is not permitted to continue in the PhD program.

5. After successful completion of the written and oral candidacy requirements, the student will complete and file the Application to Doctoral Candidacy.

6. Once advanced to candidacy, the student forms the dissertation committee and proceeds to develop a dissertation proposal. The committee will consist of at least three members: a chair from Teaching and Learning and two additional members from within or outside of Teaching and Learning. At least one member should be in the student’s program area. The dissertation proposal should not exceed 40 pages, and should include:
   - Statement of problem and research question(s)
   - Review of research literature/theory related to the question(s)/topic
   - Research methodology
   - Statement of significance/expected contributions of the study
   - Timeline of stages of research and expected completion date

7. Upon the completion of the proposal, the dissertation committee must meet as a group to discuss and formally approve or recommend revisions to the proposal. Once the proposal has been approved, the committee must sign the appropriate forms and submit them to the appropriate Steinhardt offices.

8. Upon the completion of the proposal, the dissertation committee must meet as a group to discuss and formally approve or recommend revisions to the proposal. Once the proposal has been approved, the committee must sign the appropriate forms and submit them to the appropriate Steinhardt offices.

9. Upon completion of the dissertation and its approval by the dissertation committee members, a defense will be held with the student, chair, committee members, and at least two additional faculty members who did not serve on the dissertation committee, one of whom must come from outside the program. The defense, which will last for approximately two hours, will serve as the final stage of the doctoral process. See the Steinhardt doctoral webpage for schoolwide policies regarding matriculation, advisement, minimum residency requirements, candidacy, dissertation committees, and other policies and procedures.

STEINHARDT FELLOWS
PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 197.

## Computer Science Education

**Computer Science Education courses** in the department of Teaching and Learning prepare teachers and other education professionals to work with students of all ages and levels learning computer science and computational thinking. The sequence of courses, informed by cutting age international research in computer science pedagogy, learning, and curricula, provide graduate students with deep knowledge of the global terrain of computer science education, and the tools to provide equitable, culturally and personally relevant computer science learning for all students.

School teachers, administrators, and out-of-school time educators will be prepared to make informed curricular choices, develop effective instructional design choices, and engage in rigorous pedagogical practices. Students in graduate programs across the university are eligible to enroll in these courses.

### COURSES

Four courses are offered in Computer Science Education: Teaching of Computer Science **MTHED-GE 2080**, Introduction to Computer Science Education **MTHED-GE 2110**, Principles and Practices of Computer Science Education, **MTHED-GE 2079**, and Advanced Topics in Computer Science Education **MTHED-GE 2185**.

**CAREER OPPORTUNITIES**

Students who take the Computer Science Education courses have many career opportunities open to them, in a variety of capacities. They may teach computer science in formal K-12 school classrooms or informal museum and out-of-school-time programming. Additionally, in school administration and policy work has an increasing need for individuals with computer science education expertise.
Early Childhood and Childhood Education

Programs in Early Childhood and Childhood Education prepare prepare teachers and other professionals to work with children birth through 5th grade. Graduate preservice programs lead to the master of arts degree and fulfill academic requirements for initial/professional or permanent teacher certification in New York State depending on the student's background. To meet certification requirements, preservice students may need liberal arts credits in addition to those taken for their undergraduate degree (see Admission Requirements.) For those seeking graduate studies beyond the master's level, a doctoral program is also offered.

The NYU graduate students in the Programs in Early Childhood and Childhood Education are not a homogeneous group. They vary widely in age and background. Many were liberal arts or business majors as undergraduates. Some are making a career change. All have chosen teaching because they are interested in children and are seeking a career that is personally rewarding.

The early childhood and childhood teacher certification programs aim to help prospective teachers develop as decisionmakers and reflective practitioners who are committed to working in urban schools and to using the city as a core resource for their learning. Prospective teachers are immersed in thoughtful discussions and interactions around the critical contemporary issues in education, especially those of developmental, linguistic, cultural, and racial diversity and educational equity. Each course in the program is tied to either fieldwork or student teaching, generating rich and authentic reflections upon theory and practice. The program:

- Involves strategies for supporting their learning
- Fosters an understanding of the relationships between and among schools, families, and community-based organizations as they interact to impact student learning
- Develops both content knowledge and pedagogical knowledge with an understanding that both are needed at high levels by teachers
- Supports the growth of teachers as social advocates for educational equity in a pluralistic culture

The foremost concern of the programs is to create quality care and education for all children. The belief in social justice is inherent in the multiple strands of the graduate early childhood and childhood teacher certification programs at New York University. The programs:

- Involve deep study of how children develop in multiple contexts
- Offer recursive teaching experiences in a variety of settings
- Provide a strong principle-based set of practices regarding learning environments and educational experiences
- Support children and adults in learning to accept and respect each other's differences
- Foster a critical view of people's histories
- Consider the needs, lifestyles, languages, and cultural patterns of the communities we serve
- Show respect for and encourage equal status for all people
- Encourage taking immediate action to interrupt our own and other's discriminatory behavior
- Advocate institutional changes that value early childhood and childhood education as a vital part of a child's educational experiences

Children are viewed as competent persons actively engaged in meaning-making in the multiple contexts in which they find themselves. The programs recognize the singular importance of parents and families in nurturing young children and the need for educators to develop reciprocal relationships with each family. The family's rich knowledge of their children should help inform caregiving and educational practices, and our advocacy efforts should take that knowledge into consideration.

The central component of teachers' development as teacher-researchers is continual reflection on their own and others' educational practices. Careful reflection and examination will help prepare teachers to develop powerful tools as caring, talented, and committed professionals.

CERTIFICATION CURRICULA

Three master's initial certification programs are available for students who do not hold teaching certification but wish to become teachers: the early childhood education/early childhood special education program for those desiring to work with all children from birth through grade 2 and leads to dual certification; the childhood education program for those who seek to teach children from grades 1 through 6; and the childhood education/childhood special education program for those who wish to work with children of all abilities from grades 1 through 6 and leads to dual certification.

Master of Arts Early Childhood Education/Early Childhood Special Certification

The Early Childhood Education/Early Childhood Special Education Program reflects three central themes:

- Creating quality care for all children through the development of strong relationships with families and their communities;
- Developing teaching practice as reflective practitioners and teacher researchers;
- A commitment to social justice for young children and their families.

Dual-Certification Master's Program in Early Childhood Education and Special Education: Early Childhood (ESEE) (45 credits):

This program is open to participants who have a bachelor's degree but who are not yet certified to teach. Upon successful completion of the program, participants will be eligible for New York State certification in both general and special education at the early childhood level (birth-grade 2). Students may complete this program on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences.

General Pedagogical Core (9 credits):
Inquiries in Teaching and Learning III TCHL-GE 2101 (or other course approved by faculty), Language and Literacy in the Early Years LITC-GE 2001 and Bilingual Exceptional Child BILED-GE 2103.
Specialized Pedagogical Courses — Early Childhood (12 credits):
Specialized Pedagogical Courses — Special Education (18 credits):
Diversity and Equality for Students with Disabilities in Families, Schools, and Communities SPCED-GE 217; Methods of Instructions for Children with High-Incidence Disabilities SPCED-GE 2160; Methods of Instructions for Children with Low-Incidence Disabilities SPCED-GE 2052; Learning Environments, Behavior, and Students with Disabilities SPCED-2108; Assessment for Students with Disabilities SPCED-GE 2136; and Historical and Contemporary Issues in Special Education Policy, Research and Practice SPCED-GE 2124.

Observation, Fieldwork, and Student Teaching (6 credits): Student Teaching in Early Childhood Settings ECED-GE 2901, and Student Teaching in Early Childhood Special Education Setting SPCED-GE 2902.

Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE 2999 (0 credits).

Initial Certification MA Program in Early Childhood Education, Birth-Grade 2 (41 credits): We have suspended enrollment for the standalone Early Childhood Education master’s program. Please see the dual-certification Early Childhood Education and Special Education master’s program on page 156 above.

Foundations (6 credits): Course offerings include Issues in Early Childhood Education ECED-GE 2024 or Inquiries in Teaching and Learning III TCHL-GE 2010 (or other course approved by faculty) and Language and Literacy in the Early Years LITC-GE 2001.


Childhood Education
The Childhood Education Program views the following themes as central to its curriculum: 1) understanding learning, the learner, communities of learners, and the contexts in which learning occurs; 2) understanding the nature, structure, and tools of inquiry of the disciplines taught; and 3) using knowledge of pedagogy to create and adapt supportive learning environments for all children based on formal and informal assessments. The program aims to help prospective teachers who are committed to work in urban schools for educational equity.

DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences.

Master of Arts
Initial Certification MA Program in Childhood Education, Grades 1-6 (43 credits)
Foundations (9 credits): course offerings include Inquiries Into Teaching and Learning III TCHL-GE 2010; Individuals With Disabilities in School/Community SPCED-GE 2124; and Foundations of Curriculum for Diverse Learners, SPCED-GE 2051.


Fieldwork and Integrating Seminars (2-12 credits): Fieldwork in Schools and Other Educational Settings TCHL-GE 2005; Student Teaching in Childhood I CHDED-GE 2901; Student Teaching in Childhood II CHDED-GE 2902; and Integrative Seminar I: Study of Teaching CHDED-GE 2359.

Culminating Experience (3 credits): Integrative Seminar II: Study of Teaching CHDED-GE 2010. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE 2999 (0 credits).

Electives (as needed to meet the 43-point requirement): Multicultural Issues in Social Studying CHDED-GE 2011; Literacy Assessment LITC-GE 2011, BILED-GE 2010; Literacy of the Special Learner, SPCED-GE 2055; and Strategies for Teaching Students with Emotional and Behavioral Disabilities, SPCED-GE 2108.

The Dual-Certification Master’s Degree Program in Childhood Education and Special Education: Childhood (CSEC) (46 credits)
This program is open to participants who have a bachelor’s degree but who are not yet certified to teach. Upon successful completion of the program, participants will be eligible for New York State certification in both general and special education at the childhood level (grades 1–6). Please see page 173.

DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 150.

Foundations (9 credits): Course offerings include Inquiries Into Teaching and Learning III TCHL-GE 2010; Individuals with Disabilities in School/Community SPCED-GE 2124; and Foundations of Curriculum for Diverse Learners, SPCED-GE 2051.

Childhood Education CHDED-GE 2055.

Specialized Pedagogical Courses — Special Education (12 credits):
Education of Children with Special Needs in Childhood Settings SPCED-GE 2161; Strategies for Working with Children with Emotional/Behavioral Disabilities SPCED-GE 2108; Assessment and Instructional Design for Students with Mild/Moderate Disabilities SPCED-GE 2133; and Education of Students with Severe/Multiple Disabilities SPCED-GE 2052.

Observation, Fieldwork, and Student Teaching (6 credits): Fieldwork in Schools and Other Educational Settings, TCHL-GE 2005; Observations in Special Education SPCED-GE 2501; Student Teaching in Childhood Education CHDED-GE 2901; and Student Teaching in Childhood Special Education II SPCED-GE 2902.

Culminating Experience (3 credits): Integrating Seminar in Childhood Special Education II SPCED-GE 2508. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE 2999 (0 credits).

DOCTORAL PROGRAM
The doctoral program, which leads to a PhD, requires a minimum of 60 credits beyond the master's degree. The program is designed for people seeking research-oriented positions in universities, leadership roles such as serving on a college or university faculty, as an educational researcher, or as a curriculum specialist. Extensive individual mentoring is available by our skilled faculty representing many dimensions of early childhood and childhood education (see Doctoral Program section). Credits are distributed among courses in the foundations, cognate areas, research, specialization, and dissertation research and preparation. The program is flexible and highly individualized, providing specialties in such related areas as teacher education, curriculum development, child development, innovations in schooling, and specific content areas such as literacy, numeracy, and social studies. Extensive faculty mentoring is a distinctive feature of the doctoral program. See page 153 for information on all the doctoral programs in the Department of Teaching and Learning and pages 207–209 for general degree requirements.

CAREER OPPORTUNITIES
Graduates of the Early Childhood and Childhood Education Programs have a number of career opportunities: teaching children in public or private childcare centers, early childhood centers, and elementary schools; educating teachers and conducting research in schools and universities; and directing curriculum development and educational programs in schools, colleges, and universities. In non-school settings, graduates write, edit, and publish educational materials for children and work in children’s television.
English Education

PROGRAM LEADER
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DEGREES
MA, MAT, Advanced Certificate, PhD

FACULTY
Beck, Kieffer, Kirkland, McCallister, Taylor

ADJUNCT FACULTY
Packer

The programs in English education, widely recognized as among the finest in the country, are founded on the uncommon belief that content, theory, and method are inseparable. To support this through practice, coursework focuses on transactional processes between speaker and listener, writer and audience, reader/viewer and work, teacher and student, school and community, and theory and practice.

The distinguishing characteristics of these programs are the faculty’s commitment to a transactional social constructionist view of learning that is embodied in the following principles: 1) learning is most significant when one attends to one’s own and others’ needs, concerns, and enjoyments; 2) individuals learn not by memorizing but by constructing their own version of that knowledge in relation to what they already know, believe, and have experienced; 3) language learning and use proceed most naturally from whole to part, from known to unknown, and from experience to reflection; 4) language learning has no ceiling; and 5) learning is acquired through using language in its various modes.

English education has been designed around five areas of study: curriculum and instruction, educational linguistics, teaching of reading and literature, writing, and research. The courses offered examine these areas from various foundational, individual, social and cultural, and epistemological and ethical perspectives. Students may choose to focus on a particular area of study or explore the breadth of offerings available.

SPECIAL OPPORTUNITIES: SUMMER STUDY ABROAD
The Programs in Early Childhood and Childhood Education, English Education, Literacy Education, and Social Studies Education offer a study-abroad option: a three-week, 6-credit graduate summer study-abroad program in England.

The program in Oxford and London is aimed at educators in English education, primary education (early childhood and childhood), literacy education, and social studies education. It gives participants the opportunity to deepen their knowledge of language development and literacy learning as well as develop a thorough understanding of the history and contemporary context of immigration and the impact it has on teaching and learning in schools. Multidimensional instructional experiences include writing; response to literature, drama, and poetry; analysis of historical materials; and art. Students visit schools in London as a basis for comparing British and American school systems and curricula, especially in relation to the education of new immigrant children and young people. The program also includes visits to museums, theatres, and historical sites in both London and Oxford. Critical issues for both teachers and students, such as approaches to collaboration, assessment, and evaluation, are an integral part of this program of study.

Please check the Steinhardt website for the most current study-abroad options.

CAREER OPPORTUNITIES
Many graduates teach English in intermediate and secondary schools and in two- and four-year colleges; others educate teachers and conduct research in schools and universities, teach writing and administer writing programs, and direct curriculum development and educational programs in schools, colleges, and universities. In nonschool settings, alumni work as editors and consultants in publishing and education and direct curriculum and training programs in industry.

DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 150.

Master’s Programs
The MA Degree Program in Teaching English, Grades 7–12 (ENGL), serves students seeking preparation for initial New York State certification. It may be completed in three academic semesters or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. A minimum of 36 credits is required.

Pedagogical Content Courses in English Education (12 credits).
Courses selected from among the following: Language and Literacy Acquisition and Development (2 credits), Foundation of Educational Linguistics (2 credits), Teaching Reading in the English Classroom (2 credits), Teaching Expository Writing (2 credits), Literature and the Adolescent Experience (2 credits), Dramatic Activities in the English Classroom (2 credits), Hip Hop and Teaching (2 credits), Critical Media Literacy (2 credits), and Linguistics, Society and the Teacher (2 credits).

English Teacher Certification Sequence (24 credits), which includes Teaching and Learning English Language Arts in the Middle and High School (ENGL-GE 2041), Adolescent Learners in Urban Contexts (ENGL-GE 2515), and Educating Students with Disabilities in Middle Childhood and Adolescent Settings (SPCED-GE 2162), Inquiries into Teaching and Learning in Urban Contexts (ENGL-GE 2041), Student Teaching in English Education (ENGL-GE 2911 and 2922), and The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention (ENGL-GE 2999) (0 credits).

The Professional Certification MA Degree Program in English Education (ENGP) serves professionals holding initial certification in English in New York State and seeking preparation for professional certification. The curriculum is tailored to the professional and personal needs of individual students, with an emphasis on courses in curriculum and instruction, educational linguistics, reading and literature, writing, and related areas. This degree requires a minimum of 30 credits.

Required Courses (6 credits): Master’s Seminar in English Education (ENGED-GE 2507) and a concluding seminar, Curriculum and Research in English Language Arts (ENGED-GE 2120).

Courses Related to the Student’s Professional Goals (6 credits). Specialization (18 credits): to be chosen by the student in consultation with the adviser.
The MA Degree Program in Teaching English Language and Literature in College (ENG) serves professionals seeking preparation for two-year college teaching and nonteaching positions in such fields as publishing and educational policymaking, as well as certified teaching professionals seeking additional coursework in educational theory and research methods in preparation for doctoral-level study. The curriculum is tailored to the professional and personal needs of individual students, with possible concentrations in curriculum and instruction, educational linguistics, reading and literature, writing, and related areas. This degree requires a minimum of 36 credits.

Required Courses (6 credits): Master’s Seminar in English Education ENGED-GE 2501 and a concluding seminar, Curriculum and Research in English Language Arts ENGED-GE 2120.

Specialization Electives (30 credits): to be chosen by the student in consultation with the adviser.

The Master of Arts: Educational Theatre, All Grades, with English, 7–12 (ETED) See Page XXX.

Dual Certification MA in Teaching English, Grades 7–12 and Teaching Students with Disabilities, Grades 7–12
This innovative, dual-certification master of arts program prepares you to teach English and Special Education for grades 7–12. Learn pedagogical strategies that address the needs of students with disabilities; build solid foundations in English, literacy, and the language arts; and acquire valuable classroom experience through student teaching placements in New York City schools. This program leads to eligibility for New York State initial teaching certification. This dual-certification MA program combines content courses and general and specialized core pedagogy classes with fieldwork and supervised student teaching. Students complete two semesters of student teaching in New York City schools, in special and inclusive settings for students with disabilities, as well as in middle and high school English language arts classrooms. Cooperating teachers and NYU faculty will offer feedback and guidance so you can develop and refine your teaching techniques.

A total of 42 credits are required for this master’s program, as follows: Inquiries into Teaching and Learning III TCHL-GE 2010 3 credits; The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention TCHL-GE 2999 0 credits; Adolescent Learners in Urban Contexts TCHL-GE 2515 2 credits; Integrating Education Technology in Teaching and Learning EDTCT-GE 2018 1 credit; Educating Students with Disabilities in Middle Childhood and Adolescent Settings SPCED-GE 2162 3 credits; Psychological and Educational Assessments in Special Education SPCED-GE 2136 3 credits; Individuals With Disabilities in School and Community SPCED-GE 2124 3 credits; Strategies for Teaching Students With Emotional/Behavioral Disorders SPCED-GE 2108 3 credits; Education of Students With Severe and Multiple Disabilities SPCED-GE 2052 3 credits; Integration Seminar in Special Education II SPCED-GE 2508 2 credits; Introduction to Assistive Technology for People with Disabilities OT-GE 2194 1 credit; Fieldwork in Schools and Other Educational Settings TCHL-GE 2005 0 credits; Student Teaching in Secondary Special Education SPCED-GE 2524 3 credits; Content Elective ENGED-GE 2xxx 3 credits Content Elective ENGED-GE 2xxx 3 credits; MA Seminar in English Education ENGED-GE 2501 3 credits; Student Teaching in English Language Arts: Middle or High School ENGED-GE 2911 3 credits; Teaching and Learning English Language Arts in Middle or High School ENGED-GE 2041 OR 2042 3 credits; Curriculum and Research in Literacy and the English Language Arts ENGED-GE 2120 3 credits.

Steinhardt Teacher Residency: MASTER OF ARTS IN TEACHING IN SECONDARY EDUCATION, See page 176.

Certificate of Advanced Study
The sixth-year Certificate of Advanced Study in teaching English language and literature is intended primarily for those secondary school English teachers seeking further study in preparation for leadership roles at the secondary or school district (K–12) levels. The primary areas of study are curriculum and instruction, educational linguistics, reading and literature, and writing. This certificate is granted only to students who have completed 30 credits (with grades better than B) of graduate study beyond the MA.

PhD Degree Program in English Education
The doctoral program is directed primarily toward students seeking or already holding positions in higher education. Areas of concentration include literature, reading, media education, composition education, curriculum development, and applied linguistics.

The doctorate requires a minimum of 54 credits beyond the MA and successful completion of a candidacy essay and dissertation. See page 153 for information on all the doctoral programs in the Department of Teaching and Learning and pages 209–211 for general degree requirements. Specific requirements for the PhD degree are determined in consultation with the adviser.

ADMISSION REQUIREMENTS
In addition to the general requirements, applicants for the MA program must present at least 30 credits in college-level English. Applicants for the MA Degree Program in Teaching English 7–12 leading to eligibility for initial certification must also have completed a college-level language course other than English or American Sign Language.

Applicants for the MA Degree Program in English 7–12 that leads to eligibility for professional certification must hold initial New York State certification in English 7–12. Applicants for the Certificate of Advanced Study must hold an acceptable MA degree in English or English education and must have completed three years of successful teaching. Doctoral applicants must present a master’s degree in English education, English, or a related field such as reading, linguistics, or TESOL.

See general admission section, page 184.

FINANCIAL AID OPPORTUNITIES
The Department of Teaching and Learning offers doctoral fellowships for full-time study. The NYU Expository Writing Program offers preceptor positions for graduate students interested in teaching writing. For further information and application materials, contact the director of the Expository Writing Program at 212-998-8860.

See general financial aid section, page 196.

SPECIAL OPPORTUNITIES
Conferences, institutes, and seminars at NYU Washington Square campus feature distinguished visiting faculty and topics of professional concern.
Environmental Conservation Education

The 37-credit MA Program in Environmental Conservation Education prepares graduates for environmental careers in the broad field of environmental education.

The program’s interdisciplinary approach draws on both theory and practice and integrates the natural and social sciences with education and fieldwork to help students gain an understanding of the profound effects of human activity on the planet and the role of education in solving environmental problems. The program draws on faculty from a wide variety of disciplines within the University, including education, history, philosophy, law, journalism, science, health, and the arts.

Core courses in environmental thought, social ecology, environmental politics, and environmental education introduce students to the theories, policies, and ethics that have shaped public discourse and understanding of the environment.

Electives allow students to tailor their program of study to fit their particular conservation education interests in areas such as environmental justice, curriculum design, teacher education, policy studies, sustainable development, ecology, youth education, wildlife education, and sustainability. MA students can take electives within Steinhardt, the Robert F. Wagner Graduate School of Public Service, and the Graduate School of Arts and Science. The program also has a strong affiliation with the Program in Science Education in this department, and the Wallerstein Collaborative for Urban Environmental Education at NYU provides students with numerous opportunities to study and work closely with science education faculty on research, curriculum projects, and other environmental initiatives.

The integration of coursework with required fieldwork provides students with a unique urban experience in environmental education. The program makes ample use of the vast resources available in New York City, through which students study contemporary environmental issues and programs; evaluate, develop, or implement educational initiatives for children, youth, and adults; or undertake applied research in environmental education. Students complete internships in a wide variety of organizations, including New York City Audubon, NYC Department of Environmental Protection, Jane Goodall Institute, New York City Soil and Water Conservation District, the United Nations, Rainforest Alliance, the Mayor’s Office of Environmental Coordination, Wildlife Conservation Society, High School of Environmental Studies, Harbor School, the American Museum of Natural History, the New York State Department of Environmental Conservation, and Wave Hill. The University’s own Sustainability Initiative provides additional opportunities for involvement and learning.

CAREER OPPORTUNITIES

The program prepares individuals to assume leadership roles in schools, non-profit organizations, cultural institutions, and government agencies. Graduates work as educators, program managers, consultants, advocates, administrators, and community leaders. In addition to careers in education, students may pursue careers in policy, advocacy, the media, and numerous other professions in the public and private sectors. Some graduates go on to law school or doctoral programs in environmental education, environmental studies, environmental science, and related areas. The University offers many opportunities to explore employment possibilities through the program’s internships and the extensive network of organizations with which the program is associated, including NYU’s Wallerstein Collaborative for Urban Environmental Education (www.nyu.edu/). For profiles of graduates, visit http://steinhardt.nyu.edu/teachlearn/environmental/ma/alumni.

DEGREE REQUIREMENTS

Students in the master of arts program complete 37 credits of coursework, including:


Electives (13 credits minimum):

Electives in related areas are selected by advisement. Students take courses in the department and throughout the University in such areas as environmental policy, sustainability, science education, economics, history, ecology, food studies, media, and the arts.

Other requirements (6 credits): two courses in ecology or a related area.

ADMISSION REQUIREMENTS

Applicants to the Program in Environmental Conservation Education must follow both the Steinhardt School and the program admission procedures and deadlines. All school and program admissions materials must be received by December 15. Specific admission to the Program in Environmental Conservation Education includes the submission of a statement of purpose and two letters of recommendation. See general admission section, page 184.
Literacy Education

Two master’s degree programs are offered by the Department of Teaching and Learning’s Program in Literacy Education. These programs prepare certified classroom teachers as literacy specialists. In addition, these curricula are also designed to prepare classroom teachers at the early childhood and elementary levels or content-area teachers at middle school and high school levels who wish to reach all students in their classes and integrate the strategic teaching of reading and writing. In either curriculum, full-time students can finish in an accelerated 12-month format (fall, spring, and summer semesters), and part-time students can finish in two years.

One master’s degree program is for candidates interested in students from birth through grade 6 (LITB), the other, from grade 5 through grade 12 (LITC). To apply for these programs, a candidate must hold either initial or professional certification in teaching at the appropriate level (see section on Admission Requirements for details). On completion of a program, the candidate is eligible for New York State certification as a literacy specialist for the appropriate grade levels and will meet all requirements for the new literacy specialist certification.

The literacy master’s programs represent literacy as the means by which people think, learn, and communicate, including reading, writing, listening, and speaking. The curricula are designed to help teachers understand the principles of language and literacy learning and the development of diverse learners, especially those who experience difficulty with literacy learning, across developmental levels, academic disciplines, and social and cultural contexts. These programs support the development of teaching expertise in the role of literacy specialist and in a particular area of specialization within the curriculum selected by students — such as the integration of strategic teaching of reading and writing within different content areas (e.g., social studies, science, or math) or clinical work in literacy. The course of study builds on the participants’ professional experiences, involves the application of theory to practice and vice versa, and stresses the use of data for decision making.

Similarly, the curriculum for children in schools builds on the language and literacy learning that students bring to school and ongoing observation of their learning in order to closely match instruction to student level. Professional seminars explore critical issues that inform the role of literacy specialists and classroom teachers in schools.

Finally, a clinical literacy practicum allows the candidates to apply program learning as they develop and apply tutoring interventions with children who have literacy challenges.

ADMISSION REQUIREMENTS
Candidates must hold an appropriate teaching certificate as a prerequisite for admission to these MA programs. For admission to the literacy program, birth–grade 6 (LITB), candidates must hold at least an initial certificate in early childhood/childhood education or an initial certificate in either early childhood education or childhood education. For admission to the literacy program, grades 5–12 (LITC), candidates must hold at least an initial certificate in middle or secondary education or an initial certificate in either middle childhood or adolescence education. Candidates holding an out-of-state base certificate must apply for a comparable New York State certificate with the New York State Education Department (see www.highered.nysed.gov/tcert) prior to program completion in order to be recommended for the literacy certification in New York State.

CAREER OPPORTUNITIES
The graduates of this program will qualify for literacy specialist positions. Those graduating from the LITB program work in day care, preschools, and public schools through grade 6 either as teachers with special expertise teaching in reading and writing or as literacy specialists. Those graduating from the LITC program work at the middle school or high school levels as teachers in particular content area with special expertise in integrating the teaching of language and literacy into their curricula or as literacy specialists. Graduates will also be qualified to work in after-school programs, clinical settings in hospitals and community centers, new educational companies that focus on literacy learning, and private tutoring practice. In addition, this degree provides excellent background for positions in the educational publishing industry that concentrate on the development of literacy materials and literacy assessment.

DEGREE REQUIREMENTS

Master of Arts
Both programs can be taken as full-time or part-time programs. The Steinhardt School of Culture, Education, and Human Development provides a wealth of choices for the two electives — courses from areas such as bilingual education, special education, drama education, educational communication and technology, media ecology, English education, educational administration, or educational psychology.

Literacy Education, Birth–Grade 6 (LITB) (30 credits):
Courses are offered in two phases. Phase I includes Reading Theory and Practices in Early Childhood/Childhood LITC-GE 2012; Writing Theory and Practices in Early Childhood/Childhood LITC-GE 2013; First and Second Language Development: Building a Foundation for Literacy LITC-GE 2010; Politics and Policies of Literacy LITC-GE 2016; and Texts, Tools, and Culture LITC-GE 2017. Phase II includes Literacy Assessment LITC-GE 2011; Clinical Literacy Practicum in Early Childhood and Childhood LITC-GE 2991 (two placements, at two different instructional levels); and Facilitating School Reform LITC-GE 2065. The program requires two electives that can be taken at any point in the program.

Literacy Education, Grades 5–12 (LITC) (30 credits):
The courses are offered in two phases. Phase I includes Reading Theory and Practices in Middle Childhood and Adolescence LITC-GE 2014; Writing Theory and Practices in Middle Childhood and Adolescence LITC-GE 2015; First and...
Second Language Development: Building a Foundation for Literacy LITC-GE 2010; Politics and Policies of Literacy LITC-GE 2016; and Texts, Tools, and Culture LITC-GE 2017 or Literature and the Adolescent Experiences ENGED-GE 2521 or Teaching American Literature in the 21st Century; Tradition and Innovation ENGED-GE 257. Phase II includes Literacy Assessment LITC-GE 2011; Clinical Literacy Practicum in Middle Childhood and Adolescence LITC-GE 2992 (two placements, at two different instructional levels); and Facilitating School Reform LITC-GE 2065. The program requires two electives that can be taken at any point in the program.

**FINANCIAL OPPORTUNITIES**

Loans and scholarships may be available for qualified applicants to master’s study. See general financial aid section, page 196.

**SPECIAL OPPORTUNITIES**

Conferences, institutes, and seminars at NYU’s Washington Square campus feature distinguished visiting faculty and topics of professional concern.

The Programs in English Education, Literacy Education, and Early Childhood and Childhood Education offer summer graduate study-abroad programs in Oxford and London, England. The curriculum offers educators an opportunity to explore British approaches to the teaching and learning of language and literacy across all school levels, from early childhood through college. The program is designed for teachers, mentor-teachers, and curriculum specialists in elementary education, literacy and language, and English.

Participants engage in the process of developing literacy curricula that reflect depth of content and include pedagogy and instructional practices that have potential to reach a wide range of students. Critical issues for both teachers and students, such as approaches to collaboration, assessment, and evaluation, are an integral part of this program of study.
Mathematics Education

The Department of Teaching and Learning offers master’s- and doctoral-level degrees in mathematics education. At the master’s level, the department offers a program leading to initial secondary certification for prospective teachers and a program for in-service secondary mathematics teachers leading to professional secondary certification. At the doctoral level, students can pursue a mathematics education doctorate with a focus on any level of schooling (elementary, secondary, post-secondary). Students in these programs may take their mathematics courses at NYU’s world-renowned Courant Institute of Mathematical Sciences. Faculty from the Courant Institute also serve, when appropriate, on the dissertation committees of doctoral students in the Program in Mathematics Education.

Members of the mathematics education faculty have been, and continue to be, active in cutting-edge research. They encourage and support students in the programs to become involved in research, funded projects, and professional activities. Current research of the mathematics education faculty include studies of the mechanisms of mathematics concept development; how people learn mathematics in and out of school settings, and how they learn across settings; the teaching and learning of rational numbers; the roles and use of examples in mathematics teaching and teacher education, as well as in learning to prove.

CAREER OPPORTUNITIES
Graduates have many career opportunities open to them both within and outside the academic community here and abroad. These include research in mathematics education, mathematics teacher education, mathematics curriculum development, mathematics education leadership, and the teaching of mathematics and related subjects (including statistics) at all levels from elementary school through college.

DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 150.

Master of Arts in Mathematics Education
The preservice MA program in teaching mathematics, grades 7–12, is a variable 30–40-credit program that prepares students to teach mathematics in grades 7–12 and culminates in students being eligible for initial New York State certification. This curriculum may be completed in four academic semesters or in an accelerated, full-time basis in one calendar year or a little more than one calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. There is an option of extending the certificate to include grades 5–6.

Required Courses: General Pedagogical Core Courses (14 credits), including Introductions into Teaching and Learning III TCHL-GE 2010, Educating Students with Special Needs in Middle Childhood and Adolescent Settings SPCED-GE 2162, Language and Literacy Acquisition and Development TCHL-GE 2275, Adolescent Learners in Urban Context TCHL-GE 2515, and Research Investigations in Mathematics Education MTHED-GE 2008.


Mathematics Content Courses (2-6 credits) taken, by advisement, either in the Graduate School of Arts and Science or selected math content courses offered through the Program in Mathematics Education itself, with Mathematical Proof and Proving MTHED-GE 2050 required.

Field Work and Student Teaching (6 credits), including Student Teaching in Mathematics Education: Middle and High Schools I & II MTHED-GE 2911, 2922.

Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention (0 credits) TCHL-GE 2999.

The MA program in teaching mathematics, grades 7–12, serves professionals holding initial New York State certification in mathematics and seeking preparation for professional certification. It is a 30-credit program that combines advanced mathematics content courses with pedagogy courses to enhance the student’s understanding of both content and teaching. Course requirements include mathematics content courses (8–9 credits, by advisement), pedagogical content knowledge courses (12–15 credits, by advisement), courses on current issues in education (9 credits), and a culminating project.

Minimum grade requirements: Students must get a minimum C in all mathematics courses, with the exception of Mathematical Proof and Proving MTHED-UE 2050, in which the minimum grade is B. For pedagogical content courses, the minimum grade is B.

ADMISSION REQUIREMENTS
See general admission section, initial certification page 186.

Applicants to the preservice MA degree program in teaching mathematics, grades 7–12, must hold a bachelor’s degree with a strong mathematics GPA. They must also have completed a minimum of 30 credits of acceptable mathematics content at a calculus I level and above. Two semesters of calculus should have been taken as part of the 30 credits. Applicants who did not take a course in linear algebra and a course in geometry may be required to complete one or both courses, in addition to the program requirements, prior to their graduation from NYU. Applicants must also have taken and passed three semester hours at the college level of a foreign language or sign language.
Under special circumstances, applicants with fewer than the required number of credits but whose grades indicate the ability to do well in mathematics may be allowed to take the missing coursework as a part of the program, in addition to the regular requirements.

Applicants to the professional certification MA degree program in mathematics, grades 7–12, must also have completed a bachelor’s degree and hold initial New York State certification in secondary mathematics.

EMBEDDED MASTER OF ARTS IN TEACHING IN SECONDARY EDUCATION,
See page 176.

PhD Program Teaching and Learning With an Emphasis in Mathematics Education

Students interested in a doctoral program in mathematics education apply for admission to the PhD Program in Teaching and Learning with an emphasis in mathematics education.

The program includes coursework in mathematics education, mathematics and related fields (e.g., statistics), and in educational research. The coursework, along with involvement in faculty research projects (20 hours per week for 3 to 4 years), is designed to produce graduates who are capable of high-quality research in mathematics education. In addition, the program prepares students to be strong mathematics teachers and teacher educators who have a strong understanding of mathematics.

The PhD program in Teaching and Learning with an emphasis in mathematics education requires a minimum of 36 credits of graduate coursework beyond the master’s degree. Most students take at least 48 credits. Although there are required courses and competencies, there is also significant flexibility in student programs for pursuit of particular interests.

With appropriate background in a combination of mathematics and education, a full-time student can complete the program in approximately four years. Students in this program must also take and pass a comprehensive examination following their coursework and complete a doctoral dissertation.

Required courses include Professional Research Seminar in Mathematics Teacher Education MTHED-GE 3021; Qualitative Research in Mathematics Education I: Research Design MTHED-GE 3010; Qualitative Research in Mathematics Education II: Guided Data Analysis MTHED-GE 3011; and Learning Theories in Mathematics Education Research MTHED-GE 3014. Based on the student’s coursework and prior experience, courses in mathematics, statistics, and research design are generally required.

ADMISSION REQUIREMENTS

PhD Program: See department doctoral admissions requirements.

Successful completion of the Departmental Candidacy Examination, a comprehensive examination in the program of specialization, provides the basis of acceptance into doctoral candidacy following formal matriculation. Below are the two schoolwide prerequisites to the taking of the candidacy examination as well as regulations concerning the examination itself.

Matriculation. Only doctoral students who are fully matriculated are eligible for the Departmental Candidacy Examination. Matriculation is established during the first semester of registration in the doctoral program.

Good Academic Standing. All doctoral students are required to have a cumulative, doctoral grade credit average of 3.0 to qualify for the Departmental Candidacy Examination.

At an early stage of doctoral study, doctoral students should confer with their departmental advisers in order to plan the remaining courses necessary as preparation for the candidacy examination. Doctoral students may not sit for the candidacy examination more than twice. Candidacy examination applications are available at the Office of Research and Doctoral Studies, Pless Hall, 82 Washington Square East, 5th Floor.

If doctoral candidacy is not accepted, matriculation will be suspended. If candidacy is subsequently accepted, the original date of matriculation will be restored.
Multilingual Multicultural Studies

**PROGRAM LEADER**
Shondel Nero

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www.steinhardt.nyu.edu/teachlearn/mms

**DEGREES**
MA, PhD

**CERTIFICATES**
Post-Baccalaureate Advanced Certificate, Post-Master's Certificate of Advanced Study

**FACULTY**
Creider, Eisenstein-Ebsworth, Harvey, Llosa, Nero, Qin, Woodley

**ADJUNCT FACULTY**
Barley, Blaber, Carpenter, Chan, Choong, Collins, Coma, DeCapua, DeFazio, Heath, Gure, Hong, Lum, McSweeney, Pally, Picard-Reddington, Schmidt

Multilingual Multicultural Studies is a unit in the Department of Teaching and Learning that includes three distinct but related programs: Bilingual Education, Foreign Language Education, and the Teaching of English to Speakers of Other Languages (TESOL). Unit faculty are committed to an additive approach to multilingualism, cultivating an appreciation for cultural diversity in various educational settings. The programs are open to qualified pre- and in-service teachers at the elementary, secondary, college, and adult levels and welcome teacher-educators, researchers, supervisors, program coordinators, and curriculum and materials specialists for schools and other related settings. Graduates of our teacher certification programs may receive certification in New York State with reciprocity in most other states throughout the country.

Students can avail themselves of an innovative course of study designed around a core of subjects shared by the three programs. Depending on individual interests, programs allow for courses in any of the following related areas: English education, applied linguistics, early childhood and elementary education, literacy, anthropology, foreign languages, and linguistics. The programs also include seminars and workshops in materials and curriculum development and language through content and assessment. Field experiences consist of classroom observation, supervised student teaching or internship, study abroad, and research opportunities.

**CAREER OPPORTUNITIES**
Graduates of the Multilingual Multicultural Studies programs are in great demand as language teachers, program coordinators, curriculum specialists, and evaluators in elementary and secondary schools, community colleges, and universities throughout the New York metropolitan area, across the country, and worldwide. Doctoral graduates are sought by research institutions, colleges, and universities. As globalization increases, more people are seeking to broaden their skills through language learning and cultural awareness. Opportunities are rapidly growing in many non-school settings as well, such as community organizations, immigrant resettlement agencies, publishing houses, training programs for multinational corporations, and international educational agencies both here and abroad.

**DEGREE REQUIREMENTS**
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences.

**PROGRAMS IN BILINGUAL EDUCATION**

**MA Program in Bilingual Education.**

(leading to New York State certification)*

The master of arts program (34 credits) prepares teachers to use bilingual approaches with their students in such areas as early childhood education, childhood education, middle childhood education, adolescence education, a special subject (mathematics, science, social studies), literacy education, career education, and technical education. 16 credits of required courses include: Bilingual Multicultural Education: Theory and Practice BILED-GE 2001; Intercultural Perspectives in Multilingual Education LANED-GE 2005; Language Arts and Literacy with a Bilingual Approach BILED-GE 2110; Teaching Second Languages across Content Areas TESOL-GE 2204 or The Second Language Classroom: Elementary and Secondary LANED-GE 2207; and Supervised Student Teaching in Bilingual Education: Elementary and Secondary BILED-GE 2911 or 2991 or Field Experience and Seminar in Foreign Language Teaching FLGED-GE 2918.

**Post-MA Advanced Certificate in Bilingual Education**
The Post-MA Advanced Certificate in Bilingual Education is for bilingual teachers, supervisors, teacher trainers, administrators, and materials developers who wish to continue their education beyond the master’s level. The 30-credit program is appropriate for those who wish to continue their study of bilingual education or add to their teaching and learning experience. The Post-MA Advanced Certificate can also serve as a bridge between master’s and doctoral study. The bilingual extension can also be earned through this program.

**PROGRAMS IN FOREIGN LANGUAGE EDUCATION**

**MA Program in Teaching a Foreign Language 7-12 (Chinese, French, Italian, Japanese, and Spanish)**

Students seeking certification must complete 44 credits of coursework. Courses include foundations in linguistics, target language, methods, culture, second language research, and student teaching placement at the secondary level. Students may also take Teaching Foreign Languages to Elementary School Children FLGED-GE29 2018 to extend their certification to K-6. This curriculum may be completed in four academic semesters or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and

**Bilingual Extension**
(Advanced Certificate: Bilingual Education for Teachers)
The 15-credit minimum bilingual extension program includes courses in linguistics, culture, bilingual and second language pedagogy, and language through content. Required courses include Bilingual Multicultural Education: Theory and Practice BILED-GE 2001; Intercultural Perspectives in Multilingual Multicultural Education LANED-GE 2005; Language Arts and Literacy with a Bilingual Approach BILED-GE 2110; Teaching Second Languages across Content Areas TESOL-GE 2204 or The Second Language Classroom: Elementary and Secondary LANED-GE 2207; and Supervised Student Teaching in Bilingual Education: Elementary and Secondary BILED-GE 2911 or 2991 or Field Experience and Seminar in Foreign Language Teaching FLGED-GE 2918.
MA Program in Teaching a Foreign Language (7-12) and Teaching English to Speakers of Other Languages (All Grades)
This dual teacher certification program enables students to learn to teach English as a second language and to teach a foreign language. The program of study integrates second/foreign language pedagogy, linguistics, cross-cultural studies, and second language acquisition research. Students have to fulfill student teaching requirements at the elementary level for ESL and the secondary level for the target language. Students who complete this 50-credit program will be certified in teaching ESL (all grades) and a foreign language (7-12). Students may also take the course Teaching Foreign Languages to Elementary School Children FLGED-GE 2018 to extend their certification to grades K-6.

The program requires 12 credits of content core coursework (including Linguistic Analysis LANED-GE 2003 and Structure of American English TESOL-GE 2205); 8 credits of general pedagogical core coursework (Inquiries in Teaching and Learning TCHL-GE 2010; Adolescent Learners in Urban Contexts TCHL-GE 2515; Educating Students with Disabilities in Middle Childhood and Adolescent Settings SPCED-GE 2162 or Bilingual Exceptional Child BILED-GE 2103); 5-11 credits of electives/pedagogical content knowledge core; 13 credits of the specialized pedagogical core (Teaching Foreign Languages: Theory and Practice FLGED-GE 2069 or Teaching Second Languages: Theory and Practice TESOL-GE 2002; Second Language Classroom: Elementary and Secondary Schools LANED-GE 2201; Bilingual Multicultural Education: Theory and Practice BILED-GE 2001 or Intercultural Perspectives in Multilingual Multicultural Education LANED-GE 2005; Second Language Acquisition: Theory and Research LANED-GE 2206); 6 credits of student teaching (Student in Foreign Language: Middle and High School I and II FLGED-GE 2911 and 2922); a 0-credit social responsibilities of teachers course (Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention/DASA TCHL-GE 2999); and a 3-credit terminal experience (Advanced Individual Project in MMS LANED-GE 2039).
recommend additional English development. Students seeking admissions to all MA programs leading to New York State certification must submit current GRE or MAT (Miller Analogies Test) scores.

**Bilingual Extension Post-Baccalaureate Advanced Certificate**
Applicants must have an undergraduate degree in liberal arts or sciences. There are additional requirements for those desiring the bilingual extension.*

*Post-Master’s Advanced Certificate
Students must have completed a master’s degree in a related area.

**PhD Program in TESOL**
Applicants must present a master’s degree in a related area, current GRE scores, two letters of recommendation, and a sample of written work in English.

**GLOBAL STUDY**
The Programs in Multilingual Multicultural Studies (MMS) and in International Education jointly offer a three-week, 6-credit graduate summer study-abroad program in Shanghai, China. The curriculum offers educators an opportunity to examine intercultural perspectives in multilingual multicultural education in China and to explore the teaching of language, particularly English and Chinese, across all school levels. The program is designed for graduate students, teachers, and curriculum specialists in TESOL, bilingual education, foreign language education, English education, and international education. Teaching and learning activities include classes and seminars taught by NYU faculty members and lectures by faculty members from local higher education institutions, such as Shanghai Normal University. Internship opportunities are also available in Shanghai.

In addition to the Shanghai program, foreign language and TESOL majors, as well as all graduate students across Steinhardt, may also take advantage of the Multilingual and Multicultural Studies January intersession study-abroad program in the Dominican Republic.

This three-week program includes a 3-credit graduate course, where students explore intercultural perspectives in multilingual and multicultural education by an intensive “real time” linguistic and cultural experience in Santiago, Dominican Republic. In addition to the graduate course, students take a one-credit undergraduate course in Spanish, offered by the host university in Santiago to experience language immersion. All students stay with Dominican host families, which enriches their linguistic and cultural experience. The program also takes students on educational tours to Santo Domingo, the capital city, and to other parts of the Dominican Republic. Students can take advantage of other study-abroad opportunities offered by the Department of Teaching and Learning, such as the English Education summer program in London.

*Bilingual extension: Applicant must be eligible for New York State certification in their primary areas such as early childhood education; childhood education; middle childhood education; adolescence education; a specialized subject area, such as math, science, or social studies; literacy education; speech pathology; psychology; and career or technical education.
The Science Education Program at NYU can help turn your passion for science into a career that matters. Whether as a highly qualified educator in schools or as a science educator in a nonprofit organization or as a sustainability expert, the NYU program can help you become creative and effective educator. You will work with faculty who have extensive experience both in science education research and in effective teaching and learning.

TEACHER RESIDENCY: MASTER OF ARTS IN TEACHING IN SECONDARY EDUCATION, See page 176.

ADMISSION REQUIREMENTS
Applicants to the Master of Arts in Teaching Teacher Residency program who are interested in teaching science must have an undergraduate major in biology, chemistry, physics, or earth science. In certain instances, the program will accept students who have not satisfied all of the above requirements. In these cases, such students will be required to complete at NYU all outstanding coursework, in addition to their program requirements, prior to their graduation from NYU.

FOCUS ON SCIENCE AND ENVIRONMENTAL EDUCATION
The PhD in Teaching and Learning offers a focus on Science and Environmental Education and prepares you to conduct research in science and environmental education at the elementary, secondary, and post-secondary levels. See page 153 for information on all the doctoral programs in the Department of Teaching and Learning and pages 207-209 for general degree requirements.
Social Studies Education

Program Leader
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Degrees
MA, MAT

Faculty
Cohen, Turk

Adjunct Faculty
Berman, Faithful, Fitzgerald

The master’s program in social studies education leads to New York State initial teacher certification to teach social studies, history, and the humanities in grades 7–12, with an extension available for grades 5–6. Combine your love of history, geography, economics, or political science and government with inquiry-based teaching methods for adolescents in multicultural, multiethnic, urban schools. Learn to teach with primary sources and divergent historical interpretations. As you develop as a teacher, your lesson plans and classroom teaching will become exciting, inquiry-based history workshops that use innovative technologies to bring the past to life. We follow an interdisciplinary approach to social studies: you’ll learn how to enhance your teaching by integrating historical narrative with novels, film, music, photography, and the visual arts.

Our program features small classes and opportunities to work with an outstanding faculty dedicated to improving the teaching of history in high schools and middle schools. The pivotal experience of the program is a two-semester sequence of student teaching at the middle and high school levels — a modified residency experience that follows the calendar of the New York City public school year. Unique graduate study-abroad opportunities broaden your learning experiences.

Join our graduates who teach in public and independent, charter, and magnet school classrooms throughout New York City and across the country. Many other graduates serve as teacher trainers, department chairs, or curriculum specialists in middle and high schools. Still others work in educational print and electronic publishing, educational television, museum education, and in private and nonprofit settings throughout the United States.

We also offer two unique dual-certification MA programs:

• Educational Theatre, All Grades, page 97, and Teaching Social Studies, grades 7–12
• Teaching Students with Disabilities, Generalist, 7–12, and Teaching Social Studies, grades 7–12 page 171.

Master of Arts
The Program in Social Studies Education offers two tracks leading to the master of arts degree: one for students seeking initial certification to teach middle- and secondary-level social studies and one for students seeking professional certification who already are certified in middle- and secondary-level social studies.

Degree Requirements
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences.

Master’s Degree Program in Teaching Social Studies 7–12 Leading to Initial Certification (35 credits)
Pedagogical Content (9 credits):
MA Seminar in Social Studies SOCED-GE 2146; Teaching Social Studies in the Middle and Secondary School SOCED-GE 2042; and Language and Literacy Acquisition and Development TCHL-GE 2275.
Pedagogical Core (9 credits): Inquiries into Teaching and Learning TCHL-GE 2010; Integration of Media and Technology in Secondary Curriculum and Learning EDCT-GE 2018; Educating Students with Disabilities in Middle Childhood and Adolescent Settings SPCED-GE 2162; and Adolescent Learners in Urban Contexts TCHL-GE 2515.
Student Teaching (5 credits): Teaching Practicum: Social Studies in the Middle and Secondary Schools SOCED-GE 2053; Supervised Student Teaching I SOCED-GE 2911; and Supervised Student Teaching II SOCED-GE 2922.
Elective (3 credits): In consultation with adviser, students select one course as an elective from offerings in the Steinhardt School of Culture, Education, and Human Development or the Graduate School of Arts and Science.

Culminating Experience (3 credits):
Culminating Experience: Social Studies and History Workshop SOCED-GE 2140.
Other (0 credits): The Social Responsibility of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE 2999.

Teacher Residency: MASTER OF ARTS IN TEACHING IN SECONDARY EDUCATION See page 176.

In-Service/Professional Certification Program in Social Studies Education (30 credits)
Applicants must have met all the requirements for New York State initial certification in adolescent social studies. In addition, applicants must have a bachelor’s degree from an accredited college or university with a minimum GPA of 3.0 in social studies content coursework. At least 18 credits of the program must be at the 2000 level of study.

I. Courses linking social studies content to social studies pedagogy (12 credits):
The Social Studies Curriculum: U.S. History SOCED-GE 2047; The Social Studies Curriculum: World History SOCED-GE 2048; Humanities, Literacy, and the Social Studies SOCED-GE 2145; and MA Seminar in Social Studies SOCED-GE 2146. In addition, students take a total of 15 credits from Course Listings II and III. The specific courses selected are agreed upon by both the student and his or her academic adviser and are based on the student’s previous social studies coursework and professional needs and interests. Possible courses include those below. Others are available by advisement.

II. Content Specialization (courses in social studies content taken within the Program in Social Studies Education, in the Department of History or Humanities and Social Sciences in the Professions, or in another department related to social studies within the Graduate School of Arts and Science). Possible courses include The City as Resource in Historical Research SOCED-GE 2304; What Are Schools For? History of American Education and Society: Race and Ethnicity HSED-GE 2174; and Historical Perspectives HSED-GE 2175.
III. Courses addressing theories and strategies for adapting curriculum and instruction (courses that offer theories and strategies for adapting curriculum to meet the special needs of students). Possible courses include Language and Literacy for Upper Grades LITC-GE 2002; Foundations of Curriculum for Diverse Learners SPCED-GE 2051; Educating Students with Special Needs in Middle Childhood and Adolescent Settings SPCED-GE 2162; and Adolescent Development: Theory and Research APSY-GE 2272.

IV. Culminating seminar (3 credits): Culminating Experience: Social Studies and History Workshop SOCED-GE 2140.

Note: Students who complete our professional certification program require three years of teaching to be eligible for New York State certification.

Master of Arts in Teaching Social Studies, Grades 7-12 and Teaching Students with Disabilities, Grades 7-12

This innovative, dual-certification master’s program prepares you to teach social studies and special education for grades 7-12. Students learn pedagogical strategies that address the needs of students with disabilities; build strong foundations in social studies, history, and special education; and gain hands-on classroom experience through student teaching placements in New York City schools. You’ll help meet the rising demand for dual-certified secondary school educators. This program leads to eligibility for New York State initial teaching certification.

This dual-certification MA program combines content courses and general and specialized core pedagogy classes with fieldwork and supervised student teaching. You’ll complete two semesters of student teaching at New York City schools, in special and inclusive settings for students with disabilities, as well as in middle and high school social studies classrooms. This is a great opportunity to integrate theory, practice, and subject content. Cooperating teachers and NYU faculty will offer feedback and guidance so you can develop and refine your teaching techniques.

ADMISSION REQUIREMENTS
Candidates for admission must have a bachelor’s degree. The applicant’s transcript(s) are evaluated to ensure that the applicant has completed the equivalent major or concentration in one of the liberal arts or sciences. In cases in which teacher candidates have not completed an appropriate liberal arts major or concentration, we will require as a condition of graduation from the master’s program that the teacher candidates complete the necessary major or concentration prior to the completion of the master’s degree. For admissions, candidates must also have at least 15 credits in history and/or geography, 3 credits in politics, 3 credits in economics, 3 additional credits in another area of social studies, and a semester of study of language other than English.

DEGREE REQUIREMENTS
A total of 45 credits are required for this dual-certification master’s program.

Inquiries into Teaching and Learning III TCHL-GE 2010, 3 credits; The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: TCHL-GE 2999, 0 credits; Adolescent Learners in Urban Contexts TCHL-GE 2515, 2 credits; Language and Literacy Acquisition and Development TCHL-GE 2273, 3 credits; Integrating Education Technology in Teaching and Learning EDCT-GE 2018, 1 credit; Educating Students with Disabilities in Middle Childhood and Adolescent Settings SPCED-GE 2162, 3 credits; Psychological and Educational Assessments in Special Education SPCED-GE 2136, 3 credits; Individuals with Disabilities in School and Community SPCED-GE 2124, 3 credits; Strategies for Teaching Students with Emotional/Behavioral Disorders SPCED-GE 2108, 3 credits; Education of Students with Severe and Multiple Disabilities SPCED-GE 2052, 3 credits; Integration Seminar in Special Education II SPCED-GE 2508, 2 credits; Introduction to Assistive Technology for People with Disabilities OT-GE 2194, 1 credit; The Social Studies Curriculum: World History SOCED-GE 2048, 3 credits; MA Seminar in Social Studies SOCED-GE 2146, 3 credits; Fieldwork in Schools and Other Educational Settings TCHL-GE 2005, 0 credits; Student Teaching in Social Studies: Middle and High School II SOCED-GE 2922, 2 credits; Teaching Practicum: Social Studies in the Middle and Secondary School SOCED-GE 2053, 1 credit; Student Teaching in Secondary Special Education SPCED-GE 2524, 3 credits; The Social Studies Curriculum: US History SOCED-GE 2047, 3 credits; Teaching Social Studies in Middle and Secondary School SOCED-GE 2042, 3 credits.
The dual programs in special education prepare teachers for positions working with students with and without disabilities from birth through grade 6, as described below:

- **Steinhardt Teacher Residency: MAT in Secondary Education/Special Education Generalist 7–12**
- **Early Childhood Education and Special Education: Early Childhood (dual certification) (ESEE)**
- **Special Education: Early Childhood (SEEC)**
- **Childhood Education and Special Education: Childhood (dual certification) (CSEC)**
- **Special Education: Childhood (SECH)**
- **Teaching English, Grades 7–12 and Teaching Students with Disabilities, Grades 7–12 See page 176**

Special education refers to specialized services or environmental modifications, differentiated instruction, adapted curricula, or other supports provided to students with disabilities. NYU students are encouraged to view all children and their families as individuals with varying degrees of skills and untapped potential for quality lives in school, work, and recreation in their communities. Classroom, home, and community interventions are designed to meet the characteristics, needs, and visions for a valued future of each child, not limited by traditional categories of disability. Respecting the critical role that families play in the lives of children, and the multidimensional nature of providing quality services for complex students, the program’s graduates are prepared to work collaboratively with families, other professionals, and the community organizations that represent the wide cultural variations characteristic of urban settings. Theory and practice are integrated throughout each program, thus allowing graduate students to reflect, question, and refine their knowledge and skills. Observation and fieldwork, plus student teaching placements, enable participants to practice application of their skills with children representing the full range of abilities and disabilities, in a range of settings, and within the full age range of the teaching certificate.

The participants in the MA Programs in Special Education vary widely in age and background. Some were education majors, but many were liberal arts, business, or fine arts majors as undergraduates. Some are making a career change. The diversity of the student population contributes to the richness of the programs. Consequently, program requirements and curricula offerings are designed to be responsive to the diverse backgrounds of our participants. Graduate students have the option of beginning the program part time, while most individuals, particularly those who are career changers, will need to commit to a period of full-time field/student teaching; however, for those currently working in education settings, specialized arrangements may be developed in consultation with the Department’s Office of Field Study.

**Teacher Residency: Master of Arts in Teaching in Secondary Education/ Special Education Generalist 7–12**
See page 176.

**MA Programs in Special Education at the Early Childhood Level**
(Birth–Grade 2)

The MA programs in early childhood special education focus on the value of early childhood educational experiences in all aspects of the young child’s life. Play is the basis of learning in all spheres of development, and relationships with peers and adults are key to children’s learning from their experiences. Accordingly, NYU graduates are prepared to work collaboratively with families, other professionals, and the community organizations that represent the wide cultural variations characteristic of urban settings.

**Specialized Pedagogical Courses**
— **Early Childhood** (12 credits):
  - Curriculum Development in Science and Social Studies ECED-GE 2314;
  - Human Development and Curriculum in Early Childhood ECED-GE 2017;
  - Teaching Elementary School Math: Foundations and Concept Development MTHE-GE 2115;

**Specialized Pedagogical Courses**
— **Special Education** (18 credits):
  - Diversity and Equality for Students with Disabilities in Families, Schools, and Communities SPCED-GE 2127;
  - Methods of Instructions for Children with High Incidence Disabilities SPCED-GE 2160;
  - Methods of Instructions for Children with Low-Incidence Disabilities SPCED-GE 2052;
  - Learning Environments, Behavior, and Students with Disabilities SPCED-GE 2108;
  - Assessment for Students with Disabilities SPCED-GE 2136; and Historical and Contemporary Issues in Special Education Policy, Research and Practice SPCED-GE 2124.

**Dual-Certification Master’s Program in Early Childhood Education and Special Education: Early Childhood (ESEE) (45 credits):**
This program is open to participants who have a bachelor’s degree but who are not yet certified to teach. Upon successful completion of the program, participants will be eligible for New York State certification in both general and special education at the early childhood level (birth–grade 2).

Students may complete this program on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

**DEGREE REQUIREMENTS**
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences.

**General Pedagogical Core (9 credits)**
Inquiries in Teaching and Learning III TCHL-GE 2010 (or other course approved by faculty); Language and Literacy in the Early Years LITC-GE 2001; and The Bilingual Exceptional Child BILED-GE 2103.

**Specialized Pedagogical Courses**
— **Early Childhood (12 credits):**
  - Curriculum Development in Science and Social Studies ECED-GE 2314;
  - Human Development and Curriculum in Early Childhood ECED-GE 2017;
  - Teaching Elementary School Math: Foundations and Concept Development MTHE-GE 2115;

**Specialized Pedagogical Courses**
— **Special Education** (18 credits):
  - Diversity and Equality for Students with Disabilities in Families, Schools, and Communities SPCED-GE 2127;
  - Methods of Instructions for Children with High Incidence Disabilities SPCED-GE 2160;
  - Methods of Instructions for Children with Low-Incidence Disabilities SPCED-GE 2052;
  - Learning Environments, Behavior, and Students with Disabilities SPCED-GE 2108;
  - Assessment for Students with Disabilities SPCED-GE 2136; and Historical and Contemporary Issues in Special Education Policy, Research and Practice SPCED-GE 2124.

**Observation, Fieldwork, and Student Teaching (6 credits):**
Student Teaching in Early Childhood Settings ECED-GE 2901; and Student Teaching in Early Childhood Special Education Setting SPCED-GE 2902.
Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE 2999 (0 credits).

**SPECIFIC ADMISSION REQUIREMENTS**

To meet certification requirements, students seeking their initial certificate may need liberal arts credits in addition to those taken for their undergraduate degree. Applicants must have completed college-level work in English, social science, mathematics, natural or physical science, and a language other than English, as well as a 30-credit concentration in one of the liberal arts or sciences by the time of MA degree completion. Students may complete liberal arts deficiencies any time before program graduation. See general admission section, page 184.

The MA Program in Special Education: Early Childhood (SEEC) (30 credits)
This program is open to participants who have a bachelor’s degree and who hold certification or are eligible for certification in early childhood education. Upon successful completion of the program, participants will be eligible for New York State certification in special education at the early childhood level (birth–grade 2).

**DEGREE REQUIREMENTS**
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 150.

**Specialized Pedagogical Courses (18 credits):** The Young Special Needs Child: Child, Family, and Community I SPCED-GE 2126; The Young Special Needs Child: Child, Family, and Community II SPCED-GE 2127; Educating Children with Special Needs in Early Childhood Settings SPCED-GE 2160; Principles and Practices of Early Childhood Special Education SPCED-GE 2128; Education of Students with Severe and Multiple Disabilities SPCED-GE 2052; and Developing Strategies to Support Children’s Social Behavior SPCED-2025.

**Observation, Fieldwork, and Student Teaching (minimum 4 credits):**
Observations in Early Childhood Special Education Settings SPCED-GE 2502; and Student Teaching in Early Childhood Special Education II SPCED-GE 2904.

**Electives (8 credits):** Student Teaching in Early Childhood Special Education I SPCED-GE 2903; others by advisement.

Culminating Experience (3 credits): Integrating Seminar in Early Childhood Special Education II SPCED-GE 2512.

Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE 2999 (0 credits).

Candidates must hold or be eligible for provisional or initial certification in early childhood education.

**MA Programs in Special Education at the Childhood Level (Grades 1–6)**
These programs are designed to engage prospective teachers in thoughtful discussion of and interaction around critical contemporary issues in education, especially in the areas of developmental, linguistic, cultural, and racial diversity and educational equity. Assuming a person-centered approach to service delivery, NYU students learn to understand, create, and adapt assessments, curricula, and environments in order to address the spectrum of cognitive, behavioral, and emotional needs of the students with whom they will work.

**The Dual-Certification Master’s Degree Program in Childhood Education and Special Education: Childhood (CSEC) (46 credits):**
This program is open to participants who have a bachelor’s degree but who are not yet certified to teach. Upon successful completion of the program, participants will be eligible for New York State certification in both general and special education at the childhood level (grades 1–6).

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 150.

**General Pedagogical Core (15 credits):**
Inquiries in Teaching and Learning III TCHL-GE 2010; Language and Literacy in the Early Years LITC-GE 2001;

**Specialized Pedagogical Courses — Childhood (10 credits):** Multicultural Perspectives in Social Studying CHDED-GE 2011; Teaching Math in the Elementary School, MTHED-GE 2115; Science Experiment in an Elementary School, SCIED-GE2009; Integrating Art in Childhood Education CHDEDGE 2053; and Integrative Seminar I: Study Teaching CHDED-GE 2359.

**Specialized Pedagogical Courses — Special Education (12 credits):** Education of Children with Special Needs in Childhood Settings SPCED-GE 2161; Strategies for Working with Children with Emotional/Behavioral Disabilities SPCED-GE 2108; Assessment and Instructional Design for Students with Mild/Moderate Disabilities SPCED-GE 2133; and Methods of Instruction for Children with Low Incidence Disabilities SPCED-GE 2052.

**Culminating Experience (3 credits):** Integrating Seminar in Childhood Special Education II SPCED-GE 2508.

Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE 2999 (0 credits).

**SPECIFIC ADMISSION REQUIREMENTS**
To meet certification requirements, students seeking their initial certificate may need liberal arts credits in addition to those taken for their undergraduate degree. Applicants must have completed college-level work in English, social science, mathematics, natural or physical science, and a language other than English, as well as a 30-credit concentration in one of the liberal arts.
or sciences by the time of MA degree completion. Students may complete liberal arts deficiencies any time before program graduation. See general admission section, page 184.

The MA Program in Childhood Special Education (SECH) (30 credits)
This program is open to participants who have a bachelor’s degree and who hold certification or are eligible for certification in childhood education. Upon successful completion of the program, participants will be eligible for New York State certification in special education at the childhood level (grades 1–6).

DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 150.

General Pedagogical Core (6 credits):
Foundations of Curriculum for Diverse Learners SPCED-GE 2051; and Individuals with Disabilities in Schools and Communities SPCED-GE 2124.

Specialized Pedagogical Courses (12 credits):
Education of Children with Special Needs in Childhood Settings SPCED-GE 2161; Strategies for Working with Children with Emotional/Behavioral Disabilities SPCED-GE 2108; Assessment and Instructional Design for Students with Mild/Moderate Disabilities SPCED-GE 2133; and Education of Students with Severe/Multiple Disabilities SPCED-GE 2052.

Observation, Fieldwork, and Student Teaching (minimum 4 credits):
Observations in Special Education SPCED-GE 2501; and Student Teaching in Childhood Special Education II SPCED-GE 2522.

Electives (5 credits): Student Teaching in Childhood Special Education I SPCED-GE 2521; Literacy of the Special Learner SPCED-GE 2055; or others by advisement.

Culminating Experience (3 credits):
Integrating Seminar in Childhood Special Education II SPCED-GE 2508. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE 2999 (0 credits).

SPECIFIC ADMISSION REQUIREMENTS
Candidates must hold or be eligible for provisional or initial certification in childhood education.
Teaching and Learning

The Doctoral Program in Teaching and Learning in the Steinhardt School of Culture, Education, and Human Development at New York University aims to prepare first-rate scholars and practitioners in teaching and teacher education, curriculum design and evaluation, educational reform, and public policy as it affects teaching and learning. Students can focus their studies on early childhood and childhood education; history, social studies, and global education; literacy education; mathematics education; science and environmental education; special education; or urban education. Graduates will successfully complete a candidacy essay and dissertation.

DEGREE REQUIREMENTS
This degree requires students to complete between 48 and 60 credits of study following matriculation (depending on prior experience and coursework, and area of focus). Individual specializations may also have additional requirements. Nonetheless, all doctoral students in Teaching and Learning must complete the following common, core minimum requirements (which count toward those credit totals). Please note that these fulfill the Steinhardt-wide coursework requirements.

Pro-Seminar for Department of Teaching and Learning, to be taken in student’s first year of enrollment. This course will introduce students to doctoral-level study and will assist in acclimating students to the department, scholarship, and the professional world of research studies. (This requirement may be waived by the student’s program adviser.)

Two Cognate Courses, to be selected by student with approval of adviser. Cognate courses constitute those taken in an area outside of the program/focus area that are supportive to the student’s research.

Foundations Requirements: All students are required to complete 6 credits (two courses) of course work in the foundations of education during the first 24 credits of doctoral study. Graduate courses qualify for the foundations requirement when they are upper division courses (Steinhardt 2000-level courses or their equivalent in other schools) and designed to broaden students’ access to knowledge beyond the areas of specialization. To this end, courses are considered foundational when they: 1) provide broad basic content not limited to a single profession, are outside the student’s specialization, and do not require prerequisites; 2) are based on current scholarship in the arts, humanities, sciences and/or social sciences; and 3) have wide applicability to common issues of the student’s specialization and profession.

15 credits of research methodology courses, of which one must be a qualitative methods course and one must be a quantitative methods course. Per Department of Teaching and Learning requirements, students should complete one qualitative and one quantitative course in their first year of enrollment.

Three credits of specialized methodology courses, This advanced, specialized methodology course should directly support the student’s area of research and be linked to his or her planned dissertation work.

Dissertation Proposal Seminar for Department of Teaching and Learning. In some cases, this requirement can be fulfilled through an independent study, with approval of the adviser.
Teacher Residency: A Master of Arts in Teaching Program in Secondary Education

NYU Steinhardt Teacher Residency: A Master of Arts in Teaching Program (TR), is a full-time, 13-month residency MA degree program undertaken in partnership with district and charter schools, to prepare candidates for initial certification in secondary content areas including math, the sciences, social studies, and English in grades 7–12, with a grades 5–6 extension, and students with disabilities, 7–12 generalist. District and charter school partners are carefully selected by NYU faculty to provide students with on-the-ground cohorts at each training academy where they create a community of practice alongside their teacher mentors. NYU faculty deliver all course instruction in a personalized online environment designed for extensive one-on-one mentorship.

Aspiring teachers serve as resident interns in partner schools where they work as teaching assistants, tutors, and aides, everyday throughout the school year. Resident interns spend a part of each day in the classroom, first as observers, then as co-teachers, and finally as lead teachers, as they prepare for the challenges of full-time teaching. Resident interns work closely with teaching mentors daily and have formal touch points weekly, while also receiving regular guidance and feedback on their teaching practice from their NYU faculty content mentors who use video-based programs to observe and support their teaching. The program employs robust data analytics to thoroughly and effectively measure teacher performance and combines all the elements necessary to prepare strong and effective teachers for urban, high-needs settings.

DEGREE REQUIREMENTS
Satisfactory completion of Secondary Education MAT Program includes residency experiences.

Master of Teaching
Initial Certification MAT Program in Secondary Education (30 credits)

Foundations (6 credits): course offerings include Who Are We? EMAT-GE 2001, 3 credits; and Where Do We Learn and Teach? (What Learning Environments Are Out There?) EMAT-GE 2004, 3 credits.

Pedagogical Content (15 credits): course offerings include How Do I Build a Culture of Achievement for My Students and Myself? EMAT-GE 2007, 3 credits; How Do I Know What They Know?, EMAT-GE 2025, 3 credits; How Do I Teach Reading and Writing in My Discipline? EMAT-GE 2018, 3 credits; What Is Special Education? EMAT-GE 2020, 3 credits; What Are My Professional Responsibilities? EMAT-GE 2030, 3 credits.


Learning to Teach Rehearsals (0 credits): Learning to Teach I, EMAT-GE 2015, 0 credits; Learning to Teach II, EMAT-GE 2016, 0 credits; Learning to Teach III, EMAT-GE 2017, 0 credits.

Culminating Experience (3 credits): How Do I Make a Difference? EMAT-GE 2035, 3 credits.
The courses listed herein are to be offered in 2019–2021.

NOTES TO COURSES

*Registration closed to special students.
Courses, continued

**Student Teaching in Early Childhood II**
ECED-GE 2904 20 full days minimum: 3 credits; spring.

**Early Childhood and Elementary Education: Theory and Research**
ECED-GE 3037, 3038 30 hours: 3 credits each; fall, spring.

**ENGLISH EDUCATION/ENGED-GE CURRICULUM AND INSTRUCTION**

**Language and Learning Across the Curriculum**
ENGED-GE 2023 30 hours: 3 credits; summer.

**The Teaching of Language and Literature**
ENGED-GE 2044 30 hours: 3 credits; summer.

**Social Contexts and Cultural Studies: Teaching English in the Inner City**
ENGED-GE 2049 30 hours: 3 credits.

**Negotiating the Curriculum**
ENGED-GE 2120 30 hours: 3 credits; spring.

**English Curriculum Implications from Contemporary Research**
ENGED-GE 2149 30 hours: 3 credits; summer.

**Current Problems in Educational Linguistics**
ENGED-GE 2233 30 hours: 3 credits; spring.

**Developing Curricula in the English Language Arts**
ENGED-GE 2575 30 hours: 3 credits.

**Pluralistic Approaches to Cultural Literacy**
ENGED-GE 2577 30 hours: 3 credits; fall.

**LANGUAGE AND LINGUISTICS**

**Language Development and Reading Literature**
ENGED-GE 2397 30 hours: 3 credits; spring (alternating years).

**Foundations of Educational Linguistics**
ENGED-GE 2505 30 hours: 3 credits; fall, spring.

**Dramatic Activities in the English Classroom**
ENGED-GE 2507 30 hours: 3 credits; spring.

**Teaching Reading in the English Classroom**
ENGED-GE 2509 30 hours: 3 credits; fall.

**Linguistics, Society, and the Teacher**
ENGED-GE 2515 30 hours: 3 credits; fall.

**Literature and the Adolescent Experience**
ENGED-GE 2521 30 hours: 3 credits; spring.

**Doctoral Seminar in Reading and Teaching Literature**
ENGED-GE 3014 30 hours: 3 credits; spring (even years).

**Doctoral Seminar in Educational Linguistics**
TCHL-GE 3017 30 hours: 3 credits; fall.

**WRITING AND RHETORIC**

**Intermediate Expository Writing**
ENGED-UG 2005 45 hours: 3 credits; fall, spring. Enrollment limited to 12 students.

**Practicum: Individualizing Writing Instruction**
ENGED-GE 2101 30 hours: 3 credits; fall, spring.

**Practicum: Teaching Expository Writing**
ENGED-GE 2511 30 hours: 3 credits; spring.

**Doctoral Seminar in Written Discourse**
ENGED-GE 3919 30 hours: 3 credits; fall (even years).

**CORE EXPERIENCES IN TEACHING AND RESEARCH**

**Master’s Seminar in English Education**
ENGED-GE 2501 30 hours: 3 credits.

**TEACHING, RESEARCH, AND REFLECTION**

**Teaching and Learning English Language Arts in the Middle School**
ENGED-GE 2041 30 hours: 3 credits.

**Teaching and Learning English Language Arts in the High School**
ENGED-GE 2042 30 hours: 3 credits.

**Independent Study**
ENGED-GE 2300 45 hours per credit: 1–6 credits; fall, spring, summer; hours to be arranged.

**Mentorship in English Education**
ENGED-GE 2402 45 hours per credit: 1–6 credits; fall, spring. Registration by permission of the sponsoring professor.

**The English Teacher as Reflective Practitioner**
ENGED-GE 2540 30 hours: 3 credits; fall, spring.

**Student Teaching in English Education: Middle School**
ENGED-GE 2911 minimum of 20 days: 4 credits.

**Student Teaching in English Education: High School**
ENGED-GE 2922 minimum of 20 days: 4 credits.

**ENVIRONMENTAL CONSERVATION EDUCATION/ENYC-GE**

**Foundations of Environmental Thought**
ENYC-GE 2019 30 hours: 3 credits; fall.

**Contemporary Debates in Environmental Ethics**
ENYC-GE 2020 30 hours: 3 credits; spring.

**Environmental Politics**
ENYC-GE 2021 30 hours: 3 credits; spring.

**Final Seminar in Environmental Conservation Education**
ENYC-GE 2025 30 hours: 3 credits; fall, spring.

**Internship in Environmental Conservation Education**
ENYC-GE 2030 45 hours per credit: 1–12 credits; fall, spring; hours to be arranged.

**Field Ecology at Black Rock Forest**
ENYC-GE 2069 30 hours: 3 credits; spring.
Environmental Education: Theory and Practice
ENYC-GE 2070 30 hours: 3 credits; spring.

LITERACY EDUCATION/LITC-GE

Language and Literacy in the Early Years
LITC-GE 2001 30 hours, 15 hours minimum of field experience: 3 credits; fall, spring.

Language and Literacy for Upper Grades (3–6)
LITC-GE 2002 30 hours: 3 credits; fall, spring, summer.

International Literature for Children
LITC-GE 2003 30 hours: 3 credits; spring.

Critical Reading and Response to Literature
LITC-GE 2005 30 hours: 3 credits; fall.

Language as a Basis for Teaching Reading and Writing
LITC-GE 2006 30 hours: 3 credits; spring. Prerequisites: a course in child development and in the teaching of reading or permission of instructor.

Language and Literacy Development
LITC-GE 2010 30 hours: 3 credits; fall.

Literacy Assessment

Literacy Education I: Reading Practices in Early Childhood and Childhood
LITC-GE 2012 30 hours: 3 credits; fall, spring.

Literacy Education II: Writing Practices in Early Childhood and Childhood
LITC-GE 2013 30 hours: 3 credits; fall.

Literacy Education I: Reading Practices in Middle Childhood and Adolescence
LITC-GE 2014 30 hours: 3 credits; fall, spring.

Literacy Education II: Writing Practices in Middle Childhood and Adolescence
LITC-GE 2015 30 hours: 3 credits; fall.

Research Investigations in Mathematics Education
MTHED-GE 2008 30 hours: 3 credits.

Reading and Writing: Foundations
LITC-GE 2016 30 hours: 3 credits; fall.

Text, Tools, and Culture
LITC-GE 2017 30 hours: 3 credits; spring.

Organization and Supervision of Literacy Programs
LITC-GE 2065 30 hours: 3 credits; spring, summer. Prerequisite: LITC-GE 2011 or permission of instructor

Practicum in Literacy Education (Grades B–6)
LITC-GE 2991 48 hours: 2 credits (repeatable for 4 credits); spring, summer. Prerequisite: LITC-GE 2011.

Practicum in Literacy Education (Grades 5–12)
LITC-GE 2992 48 hours: 2 credits (repeatable for 4 credits); spring, summer. Prerequisite: LITC-GE 2011.

Literacy for the Special Learner
SPCED-GE 2055 30 hours: 3 credits; spring. Prerequisites: LITC-GE 2010, LITC-GE 2013 or LITC-GE 2015, LITC-GE 2016, and LITC-GE 2017 or permission of instructor.

MATHEMATICS EDUCATION/ MTHED-GE

Curriculum and Assessment in Secondary Mathematics
MTHED-GE 2007 30 hours: 3 credits.

Research Investigations in Mathematics Education
MTHED-GE 2008 30 hours: 3 credits.

Explorations in Mathematics — Geometry
MTHED-GE 2026 15 hours: 1 credit.

Explorations in Mathematics — Data and Chance
MTHED-GE 2027 15 hours: 1 credit.

Explorations in Mathematics — Fractions, Decimal, and Percents
MTHED-GE 2028 15 hours: 1 credit.

Teaching of Rational Numbers, Grades 5–12
MTHED-GE 2031 45 hours: 2 credits; fall. Prerequisite/Corequisite: MTHED-GE 2033.

Teaching of Data Collection and Analysis, Grades 7–12
MTHED-GE 2032 45 hours: 2 credits. Prerequisite/Corequisite: MTHED-GE 2033.

Teaching of Secondary School Mathematics
MTHED-GE 2033 45 hours: 3 credits; fall.

Educational Technology in Secondary School Mathematics
MTHED-GE 2034 45 hours: 2 credits. Prerequisite/Corequisite: MTHED-GE 2033 and MTHED-GE 2031.

Teaching of Algebra, Grades 7–12
MTHED-GE 2035 45 hours: 2 credits; fall. Prerequisite/Corequisite: MTHED-GE 2033 and MATH-UA 270 or equivalent.

Teaching of Geometry, Grades 7–12
MTHED-GE 2036 45 hours: 2 credits; spring. Prerequisite/Corequisite: MTHED-GE 2033 and MATH-UA 233, MATH-UA 235, or equivalent.

Teaching of Pre-calculus and Trigonometry in High School MTHED-GE 2037 45 hours: 2 credits. Prerequisite/Corequisite: MTHED-GE 2033 and MATH-UA 235, or equivalent.

Selected Topics in Modern Mathematics I: Number Theory
MTHED-GE 2043 30 hours: 3 credits.

Selected Topics in Modern Mathematics II: Discrete Mathematics
MTHED-GE 2044 30 hours: 3 credits.

Mathematical Proof and Proving
MTHED-GE 2050 30 hours: 2 credits; spring.

History of Mathematics
MTHED-GE 2061 30 hours: 3 credits.

Principles and Practices of Computer Science Education
MTHED-GE 2079 30 hours: 3 credits.

Teaching of Computer Science
MTHED-GE 2080 30 hours: 3 credits.

Professionalized Subject Matter in Mathematics I: Geometry
MTHED-GE 2101 30 hours: 3 credits.
Teaching Elementary School Mathematics: Foundations and Concept Development
MTHED-GE 2115 30 hours: 3 credits.

Teaching Elementary School Mathematics: Problem Solving and Procedures
MTHED-GE 2116 20 hours: 2 credits.

Professional Seminar for Secondary School Mathematics
MTHED-GE 2122 45 hours: 3 credits; spring.

Supervision of Mathematics in the Schools
MTHED-GE 2135 30 hours: 3 credits.

Advanced Topics in Computer Science Education.
MTHED-GE 2185 30 hours: 3 credits.

Independent Study
MTHED-GE 2300 45 hours per credit: 1–6 credits; fall, spring; hours to be arranged.

Student Teaching in Mathematics Education: Middle and High Schools I
MTHED-GE 2911 minimum of 20 days: 3 credits; fall, spring. Prerequisite/Corequisite: MTHED-GE 2033

Student Teaching in Mathematics Education: Middle and High Schools II
MTHED-GE 2922 minimum of 20 days: 3 credits; fall, spring. Prerequisite/Corequisite: MTHED-GE 2033

Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity
SCMTH-GE 2000 30 hours: 3 credits.

Qualitative Research in Mathematics Education I: Research Design
MTHED-GE 3010 30 hours: 3 credits.

Qualitative Research in Mathematics Education II: Guided Data Analysis
MTHED-GE 3011 30 hours: 3 credits.

Learning Theories in Mathematics Education Research
MTHED-GE 3014 30 hours: 3 credits.

Mathematics Curriculum Research and Evaluation
MTHED-GE 3015 30 hours: 3 credits.

Professional Research Seminar in Mathematics Teacher Education
MTHED-GE 3021 30 hours: 3 credits.

Professional Seminar in Mathematics Education
MTHED-GE 3022 30 hours: 3 credits.

Student Teaching in Mathematics Education: Middle and High Schools II
MTHED-GE 2922 minimum of 20 days: 3 credits; fall, spring. Prerequisite/Corequisite: MTHED-GE 2033.

Teaching Elementary School Mathematics: Foundations and Concept Development
MTHED-GE 2115 30 hours: 3 credits.

Teaching Elementary School Mathematics: Problem Solving and Procedures
MTHED-GE 2116 20 hours: 2 credits.

Independent Study
MTHED-GE 2300 45 hours per credit: 1–6 credits; fall, spring; hours to be arranged.

Qualitative Research in Mathematics Education I: Research Design
MTHED-GE 3010 30 hours: 3 credits.

Qualitative Research in Mathematics Education II: Guided Data Analysis
MTHED-GE 3011 30 hours: 3 credits.

Learning Theories in Mathematics Education Research
MTHED-GE 3014 30 hours: 3 credits.

Mathematics Curriculum Research and Evaluation
MTHED-GE 3015 30 hours: 3 credits.

Professional Research Seminar in Mathematics Teacher Education
MTHED-GE 3021 30 hours: 3 credits.

Professional Seminar in Mathematics Education
MTHED-GE 3022 30 hours: 3 credits.

Student Teaching in Mathematics Education: Middle and High Schools II
MTHED-GE 2922 minimum of 20 days: 3 credits; fall, spring. Prerequisite/Corequisite: MTHED-GE 2033.

Teaching Foreign Languages to Elementary School Children
FLGED-GE 2018 30 hours: 3 credits; summer.

Applied Linguistics in French
FLGED-GE 2027 30 hours: 1–3 credits; spring.

Teaching Foreign Languages: Theory and Practice
FLGED-GE 2069 30 hours: 3 credits; fall.

Advanced Chinese for Teachers of Chinese I
FLGED-GE 2124 30 hours: 1–3 credits; spring.

Advanced Chinese for Teachers of Chinese II
FLGED-GE 2125 30 hours: 1–3 credits; spring.

Advanced Spanish for Teachers of Spanish
FLGED-GE 2128 30 hours: 1–3 credits; spring (alternate spring semesters).
Advanced French for Teachers of French  
FLGED-GE 2129 30 hours: 1–3 credits; fall.

Teaching EFL in International Settings  
FLGED-GE 2223 30 hours: 3 credits; fall, spring.

Applied Linguistics in Chinese  
FLGED-GE 2417 30 hours: 1–3 credits; fall.

Applied Linguistics in Spanish  
FLGED-GE 2419 30 hours: 1–3 credits; fall.

Spanish Pragmatics for Teachers of Spanish  
FLGED-GE 2422 30 hours: 1–3 credits; spring (alternate spring semesters).

Student Teaching in Foreign Language: Middle and High School (1)  
FLGED-GE 2911 100 hours: 2–3 credits; fall. Closed to nonmatriculated students. Other restrictions listed in bulletin under “Supervised Student Teaching.”

Workshop in Foreign Language Education  
FLGED-GE 2914 10 hours per credit: 1–3 credits; fall, spring, summer.

Field Experience and Seminar in Foreign Language Teaching  
FLGED-GE 2918 30 hours: 3 credits; fall, spring.

Student Teaching in Foreign Language: Middle and High School (2)  
FLGED-GE 2922 20 days minimum for 2–3 credits: spring. Closed to nonmatriculated students. Other restrictions listed in bulletin under “Supervised Student Teaching.”

Linguistic Analysis  
LANED-GE 2003 30 hours: 3 credits; fall, spring.

Intercultural Perspectives in Multilingual Multicultural Education  
LANED-GE 2005 30 hours: 3 credits; fall, spring, summer, J-term (Dominican Republic).
Student Teaching in Science Education: Middle School
SCIED-GE 2911 minimum of 20 days: 2 credits; fall, spring; hours to be arranged.

Student Teaching in Science Education: High School
SCIED-GE 2922 minimum of 20 days: 2 credits; fall, spring; hours to be arranged.

Independent Study
SCIED-GE 2300* 45 hours per credit: 1-6 credits; fall, spring, summer; hours to be arranged.

Residency I: Initial
SCIED-GE 2400 30 hours: 1–3 credits; summer, fall.

Data and Assessment for Educators
SCIED-GE 2405 30 hours: 3 credits; fall.

Science Curriculum and Teaching Methods
SCIED-GE 2420 30 hours: 0–3 credits, fall, spring.

Concepts in Modern Science
SCIED-GE 2410 30 hours: 0–3 credits; fall, spring.

Research Internship in Science/Mathematics for Educators
SCMTH-GE 2002 60 hours: 1-6 credits; summer.

SECONDARY EDUCATION/EMAT-GE

Who Are We?
EMAT-GE 2001 30 hours: 3 credits; summer.

What Learning Environments Are Out There?
EMAT-GE 2004 30 hours: 3 credits; fall.

What Do I Know Now as a Teacher and What Do I Need to Learn?
EMAT-GE 2007 30 hours: 3 credits; fall.

What Do I Teach?
EMAT-GE 2009 30 hours: 3 credits; fall.

What Is Secondary Education and How Do I Teach Secondary Subjects?
EMAT-GE 2010 30 hours: 3 credits; fall.

What Is English and How Do I Teach It?
EMAT-GE 2011 30 hours: 3 credits; fall.

What Is Math and How Do I Teach It?
EMAT-GE 2012 30 hours: 3 credits; fall.

What Is Science and How Do I Teach It?
EMAT-GE 2013 30 hours: 3 credits; fall.

What Is Social Studies and How Do I Teach It?
EMAT-GE 2014 30 hours: 3 credits; fall.

How Do I Teach Reading and Writing in My Discipline?
EMAT-GE 2018 30 hours: 3 credits; spring.

What Is Special Education?
EMAT-GE 2020 30 hours: 3 credits; spring.

How Do I Know What They Know?
EMAT-GE 2025 30 hours: 3 credits; spring.

What Are My Professional Responsibilities?
EMAT-GE 2030 30 hours: 3 credits; spring.

How Do I Make a Difference with Research?
EMAT-GE 2035 30 hours: 3 credits; summer.

SOCIAL STUDIES EDUCATION/SOCED-GE

Teaching Social Studies in the Middle and Secondary School
SOCED-GE 2042 30 hours: 3 credits; fall, spring, summer.

The Social Studies Curriculum: U.S. History
SOCED-GE 2047 30 hours: 3 credits; fall.

The Social Studies Curriculum: World History
SOCED-GE 2048 30 hours: 2 credits; spring.

Culminating Experience: Social Studies and History Workshop
SOCED-GE 2140 30 hours: 3 credits; summer.

Humanities and Social Studies
SOCED-GE 2145 30 hours: 3 credits; spring.

MA Seminar in Social Studies
SOCED-GE 2146 30 hours: 3 credits; fall, summer.

SPECIAL EDUCATION/SPCED-GE

Developing Strategies That Support Children’s Social Behavior
SPCED-GE 2025 30 hours: 3 credits; fall, spring.

Foundations of Curriculum for Diverse Learners
SPCED-GE 2051 30 hours: 3 credits; summer, fall.
Corequisite: SPCED-GE 2124.

Education of Students with Severe and Multiple Disabilities
SPCED-GE 2052 30 hours: 3 credits; fall, spring.

Literacy for the Special Learner
SPCED-GE 2055 30 hours: 3 credits; spring.
Prerequisite: ECED-GE 2012 or at least 6 credits in literacy and permission of instructor.

Strategies for Teaching Students with Emotional and Behavioral Disabilities
SPCED-GE 2108 30 hours: 3 credits; fall, spring.

Individuals with Disabilities in Schools and Communities
SPCED-GE 2124 30 hours: 3 credits; summer, fall.

The Young Special Needs Child: Child, Family, and Community I
SPCED-GE 2126 30 hours: 3 credits; summer, fall.

Principles and Practices in Early Childhood Special Education
SPCED-GE 2128 30 hours: 3 credits; summer, spring.
Prerequisite: SPCED-GE 2160.
Psychological Foundations of Learning Disabilities  
SPCED-GE 2131 30 hours: 3 credits.

Assessment and Instructional Design for Students with Mild to Moderate Disabilities  
SPCED-GE 2133 30 hours: 3 credits.  
Prerequisite: SPCED-GE 2161.

Psychological and Educational Assessment in Special Education  
SPCED-GE 2136 30 hours: 3 credits; fall.

Educating Students with Special Needs in Early Childhood Settings  
SPCED-GE 2160 30 hours: 3 credits; fall, spring.

Educating Students with Special Needs in Childhood Settings  
SPCED-GE 2161 30 hours: 3 credits; fall, spring.  
Prerequisite: SPCED-GE 2051.

Educating Students with Special Needs in Middle Childhood and Adolescent Settings  
SPCED-GE 2162 30 hours: 3 credits; fall, spring.

Transdisciplinary Special Educational Program Development and Implementation  
SPCED-GE 2249 30 hours: 3 credits.

Observation in Special Education  
SPCED-GE 2501 20 hours of field experience: 1 credit. fall.

Observation in Early Childhood Special Education  
SPCED-GE 2502 20 hours of field experience: 1 credit. fall, spring.

Integration Seminar in Special Education I  
SPCED-GE 2507 20 hours: 2 credits; fall, spring.

Integration Seminar in Special Education II  
SPCED-GE 2508 30 hours: 3 credits; fall, spring.  
Prerequisite: all program coursework preceding student teaching.

Integrating Seminar in Early Childhood Special Education I  
SPCED-GE 2511 30 hours: 1-3 credits; fall, spring.

Integrating Seminar in Early Childhood Special Education II  
SPCED-GE 2512 30 hours: 2-3 credits; spring, summer.

Student Teaching in Special Education I: Early Childhood (Grades B–2)  
SPCED-GE 2903 minimum 20 days: 3 credits; fall, spring.

Student Teaching in Special Education II: Early Childhood (Grades B–2)  
SPCED-GE 2904 minimum 20 days: 3 credits; fall, spring, summer.

Student Teaching in Special Education I: Early Childhood (Grades 1–6)  
SPCED-GE 2901 minimum 20 days: 2 credits; fall, spring.

Student Teaching in Special Education II: Early Childhood (Grades 1–6)  
SPCED-GE 2902 minimum 20 days: variable 2-3 credits; fall, spring.
Admission to NYU Steinhardt is offered to applicants who hold a bachelor’s degree or equivalent international credentials and who show promise of scholarly achievement. An applicant is judged on the basis of a variety of criteria that include academic record, letters of recommendation, and academic or professional honors. When relevant, an applicant may also be judged by test scores and practical experience.

Graduate students are classified as follows:

Matriculated (degree) students — those who have been accepted for study toward a degree or certificate. Matriculation begins with the student’s first registration. A student is not permitted to be matriculated for two degrees or programs at the same time unless the student is enrolled in a state-registered program offering a dual degree.

Students who hold acceptable degrees from regionally accredited institutions may be considered for matriculation in the Steinhardt School of Culture, Education, and Human Development for the degrees of Master of Arts, Masters of Arts in Teaching, Master of Fine Arts, Master of Music, Master of Science, Doctor of Philosophy, Doctor of Education, Doctor of Occupational Therapy, Doctor of Physical Therapy, or for the Advanced Certificates. See also admission information under individual programs.

Students are advised that enrollment in other than state-registered or otherwise approved programs may jeopardize their eligibility for certain student aid awards. All of the Steinhardt School’s programs are registered by the New York State Education Department. A copy of the State Inventory of Registered Programs is available for student review in the Office of the Vice Dean for Academic Affairs, 82 Washington Square East, 4th Floor.

Special (nondegree) students — those who have filed a special/nonmatriculated student application and credentials showing that they are qualified to take courses but are not degree candidates in the Steinhardt School of Culture, Education, and Human Development. Special students must meet the same minimum requirements for admission as matriculated students. Students not intending to matriculate for a degree and who are classified as special students must meet the required average for admission. Special students are permitted to enroll for up to 18 units during their entire status as a non-matriculated student.

APPLICATION INFORMATION AND DEADLINES
Information regarding the application process, financial aid, and housing for graduate students may be obtained from the Office of Graduate Admissions; Steinhardt School of Culture, Education, and Human Development; New York University; 82 Washington Square East; 3rd Floor; New York, NY 10003-6680; 212-998-5030; steinhardt.nyu.edu/graduate_admissions.

Components of a Degree Application
An application is considered complete and ready for review by the Admissions Committee when all appropriate materials have been received. The following items are necessary before the committee will review an application:

- Completed and signed Application for Graduate Admission.
- Statement of purpose/personal statement.
- Résumé/curriculum vitae.
- Official transcripts in a sealed envelope from each postsecondary school attended.
- A $75 nonrefundable application fee.

Most art and music programs require a portfolio or a performance audiotape, videotape, CD, or DVD for evaluation. Visit the respective program website for specific requirements. Supplemental materials if required by the desired program.

- Graduate Record Exam (GRE) or other test scores are required for all doctoral programs and for selected master’s programs.
- English Proficiency scores from the Test of English to Speakers of Other Languages (TOEFL), the International English Language Testing System (IELTS), or the Pearson Test of English (PTE Academic) are required of all applicants whose native language is not English and who did not receive the equivalent of a four-year US undergraduate education from an institution where English is the sole and official language of instruction.

Applicants holding or completing a graduate degree from an English-speaking institution are required to submit official exam scores if their graduate education was fewer than four years in duration. There is no preference as to which exam to take. The Admissions Committee reserves the right to require any candidate, regardless of country of citizenship, to submit results from an English language exam prior to rendering a decision if it believes English proficiency is an area of concern.

All doctoral applicants are required to submit three letters of recommenda-
tion and an academic writing sample. Most master’s and advanced certificate applicants must submit two letters of recommendation.

IMPORTANT NOTE: Prospective applicants must check the online Graduate Application Guide for information about supplemental materials, test score requirements, and letters of recommendation. The guide is located at www.steinhardt.nyu.edu/guide.
All programs reserve the right to request additional information and materials if deemed necessary for admission or financial aid consideration.

Students who have been denied admission as matriculants in a particular program may not take courses as a special student in that program, except where specifically permitted to do so by the Director for Enrollment Services, Office of Graduate Admissions.

Special students contemplating eventual matriculation for a master’s degree should take note that 18 units of coursework toward any master’s degree must be completed after matriculation is established for that degree. Applicants with foreign credentials and/or nonimmigrant visas should see below.

Application Deadlines
Apply early since many programs have form deadlines. It is the responsibility of the applicant to ensure that all materials are in the Office of Graduate Admissions by the appropriate deadline. All deadlines are “in-office” deadlines, not postmark deadlines.

Applications filed after the deadline will be processed as time and space in the program permit. The Office of Graduate Admissions reserves the right to return any application that arrives after the deadline. Should any deadline fall on an official holiday or weekend, the in-office deadline will be the next business day.

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

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

Online Programs
Deadlines vary by program and are different than the on-campus programs.

Spring Semester Programs
Several master’s and advanced certificate programs and the OTD-OTHS programs review applications midyear in the spring semester. To determine if a program reviews applications in the spring, please visit the online Graduate Application Guide at www.steinhardt.nyu.edu/guide.

Summer Study Abroad
For up-to-date information on applying for study abroad, prospective candidates should visit steinhardt.nyu.edu/study_abroad/how_to_apply.

INTERNATIONAL STUDENTS AND APPLICANTS WITH INTERNATIONAL CREDENTIALS
NYU Steinhardt encourages applications from international students. We offer a diversity of programs that attract master’s and doctoral candidates from all over the world. A few important points for international students:

- Apply on time! Because additional mailing time and processing are required for international credentials, applicants should have all application materials in the Office of Graduate Admissions well before the appropriate deadline.
- Transcripts and Degree Information. Applicants must have the equivalent of a US bachelor’s degree to be considered for admission. Candidates holding an artist diploma may be considered for the music performance, music theory, or composition programs. For each post-secondary school attended, one transcript in the original language (if not provided in English) and one certified English translation are required to be submitted with the application. In determining what items to submit, please understand that the Admissions Committee must be able to review four elements related to the applicant’s prior studies: 1) the courses taken as part of those studies; 2) the grades received for those courses; 3) the actual degree/title conferred; and 4) the date the degree was conferred/awarded.

- Due to accrediting and internship requirements, applicants to the MS in clinical nutrition (HOND), the MA in physical therapy: kinesiology (PTHP) who have non-US credentials must present a course-by-course evaluation of their international credentials along with their completed application. A number of agencies can provide this service. NYU Steinhardt recommends World Education Services (www.wes.org). To locate other independent foreign degree evaluation agencies, visit www.eastright.org/students/getstarted/international/agents.aspx.

Demonstrated Proficiency in English.
Refer to the Components of a Degree Application section to learn more about which English proficiency exams are required for the graduate application. Some candidates may be asked to complete additional evaluation of their English proficiency prior to an admission offer by taking the NYU English Language Proficiency Assessment.

Financial Aid
NYU Steinhardt encourages international applicants to investigate scholarship support offered by their home country. Master’s and advanced certificate applicants who are not US citizens or permanent residents are not eligible for federal financial aid and typically do not receive consideration for school-based financial aid. Full-time doctoral applicants, regardless of country of citizenship, will receive consideration for fellowships and assistantships.

Visa Information
All international applicants wishing to obtain the F-1 Student Visa will list “New York University” as the “expected visa sponsor” on the graduate admissions application. When completing the admissions application, please be sure to use the applicant’s full legal name as it appears on his or her passport. The use of any other names, such as nicknames, will cause serious delays in applying for a US visa. All international applicants must have an international address as their permanent address. The US government mandates that international candidates have a permanent, international address to receive their visa. Please be prepared to pay additional fees for processing a Form I-20 from NYU and a student visa from the US government.
Heightened security measures may result in delays in processing a Form I-20 and a student visa request. Please apply for these credentials as soon as possible using overnight and express mail whenever possible. Once admitted, international candidates should visit steinhardt.nyu.edu/welcome/next_steps/ to learn more about the visa process and application for an I-20 (for F-1 students) or DS-2019 (for J-1 students).

**New International Student Seminar**

New Student Seminar for International Graduate Students (SAHS-GE 2003) is an opportunity to connect with other students while obtaining valuable information about working on- and off-campus, conducting library research, navigating New York City and NYU Steinhardt, and more. It is required of NYU Steinhardt international graduate students during their first semester of study. Consult the Office of the Associate Dean for Student Affairs, Pless Hall, 2nd Floor, 212-998-5065, for further information.

**CAMPUS VISITS**

All prospective students are invited to visit the New York University campus. Many programs host information sessions throughout the academic year. Please call the Office of Graduate Admissions at 212-998-5030 or visit steinhardt.nyu.edu/graduate_admissions to learn of the dates.

For more information, go to NYU’s Visitor Information page at www.nyu.edu/about/visitor-information.html.
Registration and Advisement

Registration

All degree students are assigned advisers and are urged to take full advantage of all opportunities for securing advice before selecting courses.

DEGREE STUDENTS

Degree students are required to obtain adviser approval prior to registration. The adviser assigned to each student is familiar with the requirements and opportunities within his or her program of study. The adviser will consult with the individual student concerning the selection of courses or where alternate choices are possible, the sequence in which courses may best be taken, and the methods by which exemptions may be secured. For the most up-to-date and detailed information on requirements and procedures, students should check with their department. By approval and signature, the adviser attests to the courses selected as meeting degree requirements. The responsibility for meeting the degree requirements, however, rests with the student.

SPECIAL (NONMATRICULATED) STUDENTS

Graduates of accredited four-year colleges holding acceptable degrees may register as special students in courses for which they meet the prerequisites and that are open to special students. Such a student should submit (with fee) an undergraduate transcript indicating degree conferral and an application for admission as a special student. Special students must contact a student adviser for clearance prior to registration. Approval to register as a nondegree student does not imply or guarantee admission into a degree program. All special students must meet the academic standards of the school. The approval as a special graduate student is for one semester unless otherwise noted. Extensions may be granted upon reapplication. The application form may be obtained by contacting the Office of Graduate Admissions; Steinhardt School of Culture, Education, and Human Development; New York University; Pless Hall; 82 Washington Square East; 3rd Floor; New York, NY 10003-6680; 212-998-5030. The application may also be downloaded at steinhardt.nyu.edu/graduate_admissions.

VETERANS

Various US Department of Veterans Affairs programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel, subject to certain restrictions. Under most programs, the student pays tuition and fees at the time of registration but will receive a monthly allowance from Veterans Affairs.

Veterans with service-connected disabilities may be qualified for educational benefits under Chapter 31. An applicant for this program is required to submit to the Department of Veterans Affairs a letter of acceptance from the college the applicant wishes to attend. On meeting the requirements of Veterans Affairs, the applicant will be given an Authorization for Education (VA Form 22-1905), which must be presented to the Office of the University Registrar, 383 Lafayette Street, 1st Floor, before registering for course work.

Allowance checks are usually sent directly to veterans by the Department of Veterans Affairs. Veterans and eligible dependents should contact the Office of the University Registrar each term for which they desire Veterans Affairs certification of enrollment.

All veterans are expected to reach the objective (master’s degree, doctorate, or certificate) authorized by Veterans Affairs with the minimum number of credits required. The Department of Veterans Affairs may not authorize allowance payments for credits that are in excess of scholastic requirements, that are taken for audit purposes only, or for which nonpunitive grades are received.

Veterans may obtain applications or assistance in the Office of the University Registrar. Since interpretation of regulations governing veterans’ benefits is subject to change, veterans should keep in touch with the Department of Veterans Affairs or NYU’s Office of the University Registrar.

AUDITING

Graduate matriculated students may audit a maximum of two Steinhardt School of Culture, Education, and Human Development (-GE) courses per term with the approval of the course instructor. (Note: Special students are not permitted to audit.) The total number of credit and audit courses for full-time students may not exceed 18 credits in a given term; the total number of credit and audit courses for part-time students may not exceed 11 units in a given term, nor do audit courses count toward full-time status. No credit will be given or letter grades recorded, no withdrawals will be honored or refunds granted on courses so audited. Students receiving any form of financial aid must show evidence of full-time credit registration before requesting auditing privileges. Tuition remission may not be applied. Auditing forms may be obtained from the Steinhardt Office of Advisement and Registration Services, Pless Hall, 2nd Floor, and must be
Registration, continued

filed in the Office of the University Registrar, 383 Lafayette Street, prior to the beginning of the third week (fall/spring) or third day (summer) of the term in question.

DROP/ADD AND WITHDRAWAL POLICIES
Courses added without adviser approval may be considered as not meeting degree requirements. Students and faculty are urged to monitor this procedure carefully. Only an official adviser is authorized to sign a student’s Drop/Add Form.

Students are permitted to add to their program during the first two weeks of regular classes. A student may not add a course beyond the end of the second week of the term with the exception of courses that begin midterm.

Students may register for midsession courses prior to the first meeting of the class through Albert. NYU’s Web-based registration and information system, or a Drop/Add Form and must have the approval of the academic adviser.

No change in schedule is valid unless it is reported to the Office of the University Registrar on the forms provided or by using Albert. Drop/Add forms may be obtained from the program adviser or from Office of Advisement and Registration Services, Pless Hall, 2nd Floor. Drop/Add forms are also available at http://steinhardt.nyu.edu/studentaffairs/forms. Courses officially dropped during the first two weeks of the term will not appear on the transcript. (Students should consult NYU’s Academic Calendar for specific dates.) Those dropped from the beginning of the third week through the ninth week of the term will be recorded with a grade of W. After the ninth week, no one may withdraw from a course.

FULL-TIME EQUIVALENCY
For administrative purposes, such as eligibility for Veterans benefits and federal financial aid, the University defines full-time coursework to be a minimum of 9 units each term. In the Steinhardt School of Culture, Education, and Human Development, full-time academic study is defined as 12 credits per term unless otherwise defined by a specific academic program. Nine or more credits is considered to be equivalent to 40 hours of study per week. Full-time equivalency students are expected to spend no less than 40 hours per week on a combination of coursework and the items that appear below.

Full-time equivalency status may affect financial aid. Financial aid is based on billable credit hours (the actual number of credits for which a student is enrolled) and not any additional approved equivalency credits that a student is eligible to receive.

Eligibility Categories for Full-Time Equivalency

- Required Internship. Students may receive full-time equivalency for 40 hours per week of required internship. This category may be prorated: e.g., students may receive 3 units of equivalency for 10 hours per week of required internship. Please note: Student teaching does not fall under the guidelines of an internship and is, therefore, not eligible for equivalency.

- Master’s Final Experience/Thesis.

- There are three subcategories of final experience/thesis. 1) A student working 40 hours per week on a master’s thesis may receive full-time equivalency for one semester. This category may be prorated for a maximum of two semesters depending on program requirements. 2) A student working on a master’s final project and not registered for units of credit for this requirement may receive 3 units of equivalency for one semester only. 3) A student working 40 hours per week on a culminating gallery showing or performance with verification from the department may receive full-time equivalency for one semester. This category may be prorated for a maximum of three semesters depending on program requirements.

- Candidacy Examination. A matriculated student preparing for the doctoral candidacy examination may receive 3 units of equivalency for one term only.

Supervised Research on Topic for Proposal
This has two subcategories: 1) A doctoral candidate working on the topic for the dissertation may receive 3 units of equivalency for one term only if the adviser certifies that the candidate is doing at least 10 hours of research per week. 2) A doctoral candidate enrolled in the Dissertation Proposal Seminar is eligible for 3 additional units of equivalency.

Supervised Research on Dissertation.
A doctoral candidate may receive full-time equivalency for working on the proposal for a maximum of two consecutive years (including the respective summer sessions). The candidate must have an approved chairperson. In all cases, full-time equivalency may be granted only if the dissertation committee chairperson attests that the candidate is doing 40 hours per week of work toward the proposal. If a candidate is doing 20 hours of work per week toward the proposal, that candidate would be eligible for half-time equivalency.

Supervised Research on Dissertation.
A doctoral candidate who has completed all required coursework, has an approved dissertation committee, and whose proposal has been approved may request full-time equivalency if the candidate is working 40 hours per week on the dissertation and if clear evidence indicates that the student is making satisfactory progress toward submission of the dissertation. A student may receive half-time equivalency if his or her committee chairperson attests that the student is working 20 hours a week on the dissertation.

Please note: There can be no full-time equivalency for students when they have full-time employment unless they are interns fulfilling a degree requirement. Certification of full-time study must be determined at the time of registration. The only way in which full-time equivalency can be officially established is by a fully completed equivalency form being filed with the Steinhardt Office of Advisement and Registration Services. Information relating to both full-time and half-time equivalency status may be obtained from the Steinhardt Office of Advisement and Registration Services, Pless Hall, 2nd Floor.

LEAVE OF ABSENCE
Masters and advanced certificate students as well as doctoral students in Occupational Therapy (OTD) and Physical Therapy (DPT) who are planning a leave of absence are referred by their adviser to the Office of Counseling and Student Services, Pless Hall, 2nd Floor, 212-998-5065, to complete an interview as part of the official “leave” process.

Doctoral students who are planning a leave of absence are referred by their adviser to the Office of Doctoral Studies,
Time Equivalency, above.) governing such procedures. (See Full-Time Equivalency, above.)

Notes:
- There is a fee for eTranscripts
- If a student attended NYU more than once (i.e., attended an undergraduate college and then a graduate school), he or she will need to request one transcript for each career
- Academic records prior to 1990 will not be available on electronic transcripts; please request a paper transcript

Students may officially graduate in September, January, or May. Selected students may graduate in July. The Commencement ceremony for all schools is held in May. Students must apply for graduation via Albert. A student must be enrolled for either coursework or maintenance of matriculation during the academic year of graduation. In order to graduate in a specific semester, a student must apply for graduation within the application deadline period indicated on the calendar. (See the graduation deadlines calendar and general information about graduation on the Office of the Registrar’s webpage at www.nyu.edu/registrar). If the student does not successfully complete all academic requirements by the end of the semester, he or she must reapply for graduation for the following cycle.

OFFICIAL TRANSCRIPTS
Official copies of a student’s University transcript can be requested when a stamped and sealed copy of the student’s University records is required. Current students and graduates with a valid NYU NetID (able to access NYUHome/Albert) who attended NYU in or after 1990 can request an official eTranscript from the Albert Student Center. The Official Transcript link can be found under the Grades & Transcripts section of the Student Center. Before completing their transcript request, current students should check to ensure that all their grades have been posted. Recent graduates should check to ensure that their degree has been recorded.

Notes:
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ARREARS POLICY
The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charge (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

DIPLOMA ARREARS POLICY
Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Office of the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

Attendence
Regulations governing required or voluntary class attendance in the school are determined by individual departments and instructors.

Change of Program and/or Degree Objective
Students who are changing their program and/or degree objective must complete the appropriate forms available from the Office of Graduate Admissions, Pless Hall, 3rd Floor. Students who are changing from one program or concentration to another within the same department or from one department to another department within the Steinhardt School of Culture, Education, and Human Development must submit an Internal Transfer Form and submit all appropriate documents for the desired program. Students desiring a change of degree must submit a new Application for Graduate Admission and the appropriate documents for the desired degree. Students who are transferring from NYU Steinhardt to another school at New York University (GSAS, Stern, etc.) must file an application and appropriate documents with the admissions office of the appropriate graduate division.

Grades
The scale of grades is based on a 4-unit scale as follows:

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<thead>
<tr>
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<th>Credits</th>
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<tr>
<td>A-</td>
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</tr>
<tr>
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<td>3.3 units</td>
</tr>
<tr>
<td>B</td>
<td>3.0 units</td>
</tr>
<tr>
<td>B-</td>
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</tr>
<tr>
<td>C+</td>
<td>2.3 units</td>
</tr>
<tr>
<td>C</td>
<td>2.0 units</td>
</tr>
<tr>
<td>C-</td>
<td>1.7 units</td>
</tr>
<tr>
<td>D+</td>
<td>1.3 units</td>
</tr>
<tr>
<td>D</td>
<td>1.0 units</td>
</tr>
<tr>
<td>F</td>
<td>0 units</td>
</tr>
</tbody>
</table>

Note:
There are no A+, D-, or F+ grades. The lowest passing graduate grade is D.

If a student repeats a course in which he or she had received a failing grade, all grades are counted in the average; the lower grade, although it does not count towards the degree, is not removed from the transcript. F grades and all other permanent grades may not be changed unless the original grade resulted from a clerical error.

W = Official withdrawal. Courses officially dropped during the first three weeks of the term will not appear on the transcript. Those dropped from the beginning of the fourth week through the ninth weeks of the term will be recorded with a grade of “W”. After the ninth week, no one may withdraw from a course.

R = Registered paid auditor, not graded.

P = Pass, not counted in average.

I = Term paper or other work or final examination lacking (grade given only with the permission of the instructor); may be made up within time limits (see note below). If not made up, grade lapses to F. F grades cannot be changed.

Note: -GE courses: A grade of I must be removed within the time limit set by the instructor; which limit may not exceed one semester after the close of the course. Students with 9 credits or more of I on their transcripts at any given semester will be considered as not making satisfactory progress in their programs of study and will be subject to probation. Students who have two consecutive probationary terms will be subject to dismissal.

A general average of 2.5 is required for the master’s degree. A general average of 3.0 is required for the six-year Certificate of Advanced Study and doctoral degrees.

Note: Students taking -GG, -GH, and -GC courses in other graduate divisions of NYU are urged to check with the appropriate school for details of their grading policies because they may differ from those of the Steinhardt School of Culture, Education, and Human Development.

Independent Study
Independent study requires a minimum of 45 hours of work per unit. Each departmental program has established its own maximum credit allowance for independent study. This information may be obtained from a student’s program adviser. Special students are not eligible for independent study. Prior to registering for independent study, each student should obtain an Independent Study Approval Form from the adviser; this form will provide a title to the independent study (it is not a registration form). When completed, this form must be submitted to the Office of the University Registrar, 25 West 4th Street.
University Policies

1Adapted from Expository Writing Program, “Statement on Plagiarism,” New York University, undated, mimeographed.

POLICIES CONCERNING PLAGIARISM

The bylaws of the University define the educational conduct of students to be under faculty jurisdiction. Given this charge, the Steinhardt School of Culture, Education, and Human Development has established the following guidelines to avoid plagiarism, a form of academic misconduct.

Students in the process of learning acquire ideas from others and exchange ideas and opinions with classmates, professors, and others. This exchange occurs in reading, writing, and discussion. Students are expected — and often required — to build their own work upon that of other people, just as professional researchers and writers do. Giving credit to someone whose work has helped one’s own is courteous and honest.

Plagiarism, on the other hand, is a form of fraud. Proper acknowledgment marks the difference.1

A hallmark of the educated student is the ability to recognize and acknowledge when information is derived from others. The Steinhardt School of Culture, Education, and Human Development expects that a student will be scrupulous in crediting those sources that have contributed to the development of his or her ideas. In particular, it is the responsibility of the student to learn the proper forms of citation: directly copied material must always be in quotes; paraphrased material must be acknowledged; and even ideas and organization derived from another’s work must be acknowledged. The following definition of plagiarism has been adopted by the faculty members of the Steinhardt School of Culture, Education, and Human Development:

Plagiarism is presenting someone else’s work as though it were your own. More specifically, plagiarism is to present as your own: a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer’s work; facts or ideas gathered, organized, and/or reported by someone else, orally and/or in writing.

Since plagiarism is a matter of fact, not of the student’s intention, it is crucial that acknowledgment of sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.1

NYU Steinhardt imposes heavy penalties for plagiarism in order to safeguard the degrees that the University grants. Cases of plagiarism are considered among the most serious of offenses. (See NYU Steinhardt’s Statement on Academic Integrity in the Steinhardt School of Culture, Education, and Human Development Student Handbook.)

DISCIPLINE

Students are expected to familiarize themselves and to comply with the rules of conduct, academic regulations, and established practices of the University and the Steinhardt School of Culture, Education, and Human Development. If, pursuant to such rules, regulations, or practices, the withdrawal of a student is required before the end of the term for which tuition has been paid, a refund will be made according to the standard schedule for refunds.

GRADUATE COMMISSION

The voting membership of the commission is composed of the dean and an elected faculty member from each of the schools offering a graduate program as well as academic officers from the central administration. Each school is also represented by a member of its student body.
UNIVERSITY POLICY ON PATENTS

Students offered research opportunities are reminded that inventions arising from participation in such research are governed by the University’s Statement of Policy on Patents, a copy of which may be found in the Faculty Handbook or obtained from the dean’s office.

NEW YORK UNIVERSITY WEAPONS POLICY

New York University strictly prohibits the possession of all weapons, as described in local, state, and federal statutes, that includes, but is not limited to, firearms, knives, explosives, etc., in and/or around any and all University facilities — academic, residential, or other. This prohibition extends to all buildings — whether owned, leased, or controlled by the University, regardless of whether the bearer or possessor is licensed to carry that weapon. The possession of any weapon has the potential of creating a dangerous situation for the bearer and others. The only exceptions to this policy are duly authorized law enforcement personnel who are performing official federal, state, or local business and instances in which the bearer of the weapon is licensed by an appropriate licensing authority and has received written permission from the Executive Vice President of the University.

NEW YORK UNIVERSITY SIMULATED FIREARM POLICY

New York University strictly prohibits simulated firearms in and/or around any and all University facilities — academic, residential, or other. This prohibition extends to all buildings, whether owned, leased, or controlled by the University. The possession of a simulated firearm has the potential of creating a dangerous situation for the bearer and others. The only exceptions to this policy are instances in which 1) the bearer is in possession of written permission from a dean, associate dean, assistant dean, or department head, and 2) such possession or use of simulated firearms is directly connected to a University- or school-related event (e.g., play, film production). Whenever an approved simulated firearm is transported from one location to another, it must be placed in a secure container in such a manner that it cannot be observed. Storage of approved simulated firearms shall be the responsibility of the Department of Public Safety in a location designated by the Vice President for Public Safety. Under no circumstances, other than at a public safety storage area, may approved simulated firearms be stored in any University-owned, -leased, or -controlled facilities.

CAMPUS SAFETY

The Department of Public Safety is located at 7 Washington Place; telephone 212-998-2222; 212-998-2220 (TTY).

New York University’s annual Campus Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by NYU, and on public property within or immediately adjacent to the campus.

The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, drugs, and alcohol. A copy of the current report can be obtained by contacting Thomas Grace, Director of Community Standards and Compliance Administration, 768 Broadway, Room 768, or by visiting www.nyu.edu/life/safety-health-wellness/be-safe/public-safety/crime-reports-statistics.html.
Tuition, Fees, and Expenses

When estimating the cost of a university education, students should consider two factors: 1) the total cost of tuition, fees, and materials related to a particular program plus costs directly related to the choice of living style (dormitory, apartment, commuting costs); and 2) financial aid that may be available from a variety of sources. This section provides information on both of these distinct but related topics.

Following is the schedule of fees established by the Board of Trustees of New York University for the years 2019–2020. The Board of Trustees reserves the right to alter this schedule without notice. Note that the registration and services fee covers memberships, dues, etc., to the student’s class organization and entitles the student to membership in such university activities as are supported by this allocation and to receive regularly those university and college publications that are supported in whole or in part by the student activities fund. It also includes the University’s health services, emergency and accident coverage, and technology fees.

The act of registering generates related tuition and fee charges for which the student is financially responsible. The Office of the Bursar is located at 25 West 4th Street. Checks and drafts are to be drawn to the order of New York University for the exact amount of the tuition and fees required. In the case of overpayment, the balance is refunded upon request by filing a refund application in the Office of the Bursar.

A fee will be charged if payment is not made by the due date indicated on the student’s statement. The unpaid balance of a student’s account is subject to an interest charge of 12 percent per annum from the first day of class until payment is received.

Holders of New York State Tuition Assistance Program Awards will be allowed credit toward their tuition fees in the amount of their entitlement, provided they are New York State residents enrolled on a full-time basis and they present with their schedule/bill the Award Certificate for the applicable term. Students who receive awards after registration will receive a check from the University after the New York State payment has been received by the Office of the Bursar and the Office of the University Registrar has confirmed eligibility.

Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

No candidate may be recommended for a degree until all required fees have been paid. The University cannot be responsible for the inclusion in the current official graduation list of any candidate who makes payment after the first day of May, September, or January for degrees in May, September, or January, respectively. Following the payment of all required fees, and upon approval of the faculty, the candidate will be recommended for the degree as of the date of the next regular meeting of the University Board of Trustees at which the awarding of degrees is a part of the order of business.

TUITION 2019–2020
Tuition per unit, per term $1,795
Nonreturnable registration $509
and services fee, first unit
Nonreturnable registration $71
and services fee, per unit, for registration after first unit
Doctor of Physical Therapy (DPT) tuition, see page 117.

GENERAL FEES AND EXPENSES
Basic Health Insurance Benefit Plan
Full-time domestic students automatically enrolled; any student can select 1, 2:
Annual ........................................ $3,518

All students registering for 6 or more credits in a semester are charged the Basic Student Health Insurance Plan. Waivers may be requested through the Student Insurance Office in the NYU Health Center. Learn more about student health insurance at https://www.nyu.edu/students/health-and-wellness/student-health-center.html

Stu-Dent Plan (dental service through NYU’s College of Dentistry):
Initial enrollment $240
Spouse/partner $240
Dependent $195
Renewal $85

Learn more at https://dental.nyu.edu/patientcare/stu-dent-plan.html

1Students automatically enrolled in an NYU-sponsored plan can change between the Basic or Comprehensive plans or waive the plan entirely (and show proof of other acceptable health insurance). For details visit nyu.edu/students/health-and-wellness.html.
Application fee for admission:
Graduate degree (nonrefundable, see page 187) $75
Graduate special student status (nonrefundable, payable one time only (see page 187)) $75
Deposit upon graduate acceptance, depending on the program, (nonrefundable) $200 to 750

Late registration
Additional fee payable by any student permitted to register
commencing with the second week of classes $25
commencing with the fifth week of classes $50

Maintenance of matriculation (per semester) $300
(master's DPS, DPT, and sixth-year students only; doctoral students should consult page 210.)

Duplicate rating sheet $2
Makeup examination $20

SUBJECT-RELATED/COURSE-RELATED FEES
See table at right

DOCTORAL ADVISEMENT FEE
Doctoral students should consult page 190.

DEFERRED PAYMENT PLAN
The Deferred Payment Plan allows a student to pay 50 percent of the net balance due for the current term on the payment due date and defer the remaining 50 percent until later in the semester. This plan is available to students who meet the following eligibility requirements:

- Matriculated and registered for 6 or more units
- Without a previously unsatisfactory University credit record
- Not in arrears (past due) for any University charge or loan

The plan includes a nonrefundable application fee of $50, which is to be included with the initial payment on the payment due date. Interest at a rate of 1 percent per month on the unpaid balance will be assessed if payment is not made in full by the final installment due date. A late payment fee will be assessed on any late payments.

### SUBJECT-RELATED/COURSE-RELATED FEES

All course fees are to be paid when registering for:

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<th>Course Number</th>
<th>Cost</th>
<th>Sections</th>
<th>Type</th>
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### Music and Performing Arts Professions

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### Nutrition and Food Studies

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### Physical Therapy

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<td>Variable</td>
<td>DPT Flat Rate</td>
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</table>
A separate deferred payment plan application and agreement is required for each semester this plan is used. The Deferred Payment Plan application will be available at www.nyu.edu/bursar/forms in July for the fall semester and in December for the spring semester.

For additional information, please visit the Office of the Bursar website at www.nyu.edu/bursar/payment.info/plans.html or call 212-998-2806.

TUITIONPAY PLAN
TuitionPay (formerly called AMS) is a payment plan administered by SallieMae. The plan is open to all NYU students with the exception of the School of Continuing and Professional Studies noncredit division. This interest-free plan allows for all or a portion of a student’s educational expenses (including tuition, fees, room, and board) to be paid in monthly installments.

The traditional University billing cycle consists of one large lump-sum payment due at the beginning of each semester (August for the fall semester and January for the spring semester). TuitionPay is a budget plan that enables a student to spread payments over the course of the academic year. By enrolling in this plan, a student spreads fall semester tuition payments over a four-month period (June through September) and spring semester tuition payment over another four-month period (November through February). This allows a student to budget the cost of tuition and/or housing, after deducting any financial aid to be received and/or any payments made directly to NYU.

A nonrefundable enrollment fee of $50 is required when applying for the fall and spring TuitionPay plan. A student must enroll in both the fall and spring TuitionPay plan. Monthly statements will be mailed by TuitionPay, and all payments should be made directly to them. For additional information, contact TuitionPay at 800-635-0120 or visit the NYU Bursar website at www.nyu.edu/bursar/payment.info/plans.html.

Withdrawal and Refund of Tuition
A student who for any reason finds it impossible to complete a course for which he or she has registered should consult with an academic adviser and file a completed Change of Program form with the Office of the Bursar. (Note: An official withdrawal must be filed if a course has been canceled, and, in this case, the student is entitled to a refund of tuition and fees paid.) Withdrawal does not necessarily entitle the student to a refund of tuition paid or a cancellation of tuition still due. A refund of tuition will be made provided such withdrawal is filed within the scheduled refund period for the term (see schedule below).

Merely ceasing to attend a class does not constitute official withdrawal, nor does notification to the instructor. A stop payment of a check presented for tuition does not constitute withdrawal, nor does it reduce the indebtedness to the University. The nonrefundable registration and services fee and a penalty of $20 for a stopped payment must be charged in addition to any tuition not canceled.

The date on which the Change of Program form is filed, not the last date of attendance in class, is considered the official date of withdrawal. It is this date that serves as the basis for computing any refund granted the student.

The refund period (see schedule below) is defined as the first four calendar weeks of the term for which application for withdrawal is filed. The processing of refunds takes approximately two weeks.

Refund Period Schedule
(Fall and Spring Terms Only)
Please visit https://www.nyu.edu/students/student-information-and-resources/bills-payments-and-refunds/refunds-and-withdrawals.html

Withdrawal of all courses on the second day after the official opening date of the term through the end of the first calendar week\(^1\)
The first calendar week consists of the first seven (7) calendar days beginning with the official opening date of the term, not the first day of the class meeting.

\(^1\)The registration and services fee is not returnable beginning with the second day after the official opening date of the term.
Financial Aid

New York University believes that students should be able to choose the college that offers them the best range of educational opportunities. In order to make that choice possible, New York University attempts to aid students who are in need of financial assistance.

Financial aid is awarded in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student’s demonstrated need. Renewal of assistance depends on annual reevaluation of a student’s need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Detailed information on financial aid is available on the Graduate Admissions website, steinhardt.nyu.edu/financial_aid and on the NYU Office of Financial Aid website, www.nyu.edu/financial.aid

Many awards are granted purely on the basis of scholastic merit. Others are based on financial need. However, it is frequently possible to receive a combination of awards based on both. Thus, scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. To ensure that maximum sources of available support will be investigated, students must apply for financial aid by the appropriate deadline.

A student who has received a financial aid award must inform the NYU Office of Financial Aid or the Office of Graduate Admissions if he or she subsequently decides to decline all or part of that award. To neglect to do so may prevent use of the award by another student. If a student has not claimed his or her award (has not enrolled) by the close of regular (not late) registration and has not obtained written permission from the Office of Financial Aid and the Office of Graduate Admissions for an extension, the award will be canceled, and the student may become ineligible to receive scholarship or fellowship aid in the future.

Determination of financial need is also based on the number of credits for which the student indicates he or she intends to register. A change in registration therefore may necessitate an adjustment in financial aid.

HOW TO APPLY
Students must submit the Free Application for Federal Student Aid (FAFSA), and later, New York State residents must also complete the New York State Tuition Assistance Program (TAP) application. (The TAP application is available online. See www.nyu.edu/financialaid/tap.html.)

The FAFSA (available online at www.fafsa.ed.gov) is the basic form for all student aid programs; be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to New York University. (NYU’s federal code number is 002785.) Students requiring summer financial aid are required to submit two FAFSAs, one from the prior academic year and one for the upcoming academic year.

ELIGIBILITY
To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration. Generally, University-administered aid is awarded to full-time students. Half-time students (at least 6 units per semester) may be eligible for a federal Stafford Student Loan or a federal PLUS Loan, but they must also maintain satisfactory academic progress.

Citizenship
In order to be eligible for aid both from NYU and from federal and state government sources, students must be classified either as US citizens or as eligible noncitizens. Students are considered to be eligible for financial aid if they meet the criteria listed on NYU’s Financial Aid website at www.nyu.edu/financial.aid.

Renewal Eligibility
Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the NYU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing.

Withdrawal
Students should follow the official academic withdrawal policy described in this bulletin. Those receiving federal aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the US government. The amount of federal aid “earned” up to that unit is determined by the withdrawal date and a calculation based on the federally prescribed formula. Generally, federal assistance is earned on a pro rata basis.

UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS
Through the generosity of its alumni and other concerned citizens, as well as from funds supplied by the federal government, the University is able to provide an extensive financial aid program for its students. Awards are competitive and based on academic achievement, test scores, and, in most cases, financial need.

Scholarships and Grants
Scholarships and grants awarded by the school generally range from $500 to full tuition.

Part-Time Employment
Most financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses.

It is not necessary to be awarded work-study earnings in order to use the services of the Wasserman Center for Career Development and its extensive listings of on-campus and off-campus jobs. Students may use the center as soon as they have paid their tuition deposit and may also wish to use the center as a resource for summer employment.

As one of the largest urban areas in the world, New York City offers a wide variety of opportunities for part-time work. Many students work in order to gain experience in a field that they wish to enter after graduation and to help meet educational expenses. Many employers list positions with the Wasserman Center. The Wasserman
Financial Aid, continued

Center for Career Development is located at 133 East 13th Street, 2nd Floor; 212-998-4730.

NYU STEINHARDT SCHOOL-SPONSORED PROGRAMS
Application deadlines, criteria, award amounts, and other detailed information for school-based scholarships and fellowships may be found on the Graduate Admissions website at steinhardt.nyu.edu/financial_aid.

SCHOLARSHIPS
There are a number of scholarships available to both master’s and doctoral students and for full-time and part-time study. Scholarships typically provide partial tuition support, and decisions are based on merit and need. School-based scholarships include the following:

Full-Time Study
21st Century Scholarships
Steinhardt Graduate Study Scholarships
NYU Opportunity Scholarships
Deans Opportunity Scholarships
Peace Corps Returnee Scholarships
AmeriCorps Scholarships
Teach for America Scholarship
Historically Black Colleges and Universities (HBCU) Scholarships
Health Professions Opportunity Scholarships

Part-Time Study
Centennial Scholarships
Jonathan Levin Urban Education Scholarships
Mayor’s Graduate Scholarship Program

Internship in Student Personnel Administration. The Program in Higher and Postsecondary Education offers paid internships in a variety of student personnel positions at NYU and at area colleges. Interns enroll in three courses per term and work 20 hours per week for compensation, which includes various contributions of stipend, tuition, and room and board. Internship candidates must be applicants to or current students in the MA Program in Higher and Postsecondary Education. For information, contact the Program in Higher and Postsecondary Education, Steinhardt School of Culture, Education, and Human Development, New York University, Pless Hall, 7th Floor, 82 Washington Square East, NY 10003-6674; 212-998-5656.

NYU’s America Reads/Counts. NYU’s program is the largest in the nation. This is an excellent opportunity for graduate students to earn money while working in a rewarding job. Under the supervision of classroom teachers, NYU students work to help school children acquire literacy and/or math skills. Tutors need not be enrolled in a teacher preparation program or have prior tutoring experience, but they must be able to make a minimum weekly commitment of six hours in blocks of no less than two hours during the school day (8:30 a.m. to 3:00 p.m.). Tutors must have a Federal Work-Study Program allotment determined on the basis of the FAFSA. For more information, please visit www.nyu.edu/students/getting-involved/leadership-and-service/volunteer-service/america-reads-america-counts.html.

STEINHARDT DOCTORAL FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS
The Steinhardt School offers all-time PhD students a complete funding and mentoring program. The Steinhardt Fellows program is designed to help PhD students undertake full-time study and research, to participate in superior academic and scholarly experiences, and to complete their studies in a timely manner. Depending on the student’s program of study and degree requirements, financial support includes tuition and fees for required courses, an annual stipend, and student health insurance through the fourth year. In addition, each of the school’s academic departments has developed a set of benchmarks and milestones, such as conference presentations, exhibitions, authored manuscripts, grant submissions, and sample syllabi, that faculty mentors help their students achieve in order to prepare them academically and professionally for postdoctoral work.

Selected doctoral students may alternatively be appointed to a research assistantship. Research assistants are funded by external grants and work with a principal investigator on a funded research project. Unlike Steinhardt Fellows, research assistants agree to work 20 hours per week on an ongoing research project, typically with a team of faculty and other students. Steinhardt Fellows may become research assistants when Steinhardt faculty win funding for projects that require research assistance. All admitted full-time PhD students without alternate funding resources are eligible for full funding package and are assigned to a faculty mentor. There is no special application for this funding program.
OTHER SOURCES OF AID

State Grants and Fellowships
New York State and other states offer a variety of grants. Although each application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when drawing up the student’s financial aid package. Applications for state scholarships aid should be filed at least two months before bills are due or by the deadline the state specifies, whichever is earlier.

New York State Tuition Assistance Program. Legal residents of the state of New York who are enrolled in a full-time degree program of at least 12 units a term, or the equivalent, may be eligible for awards under this program. The award varies depending on income and tuition cost. For more information visit https://www.tap.hesc.ny.gov/totw/.

States Other Than New York. Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at New York University. Contact your state financial aid agency (call 800-433-3243 to get the applicable telephone number and address for your state) to ask about program requirements and application procedures. When you receive an eligibility notice from your state program, submit it to the New York University Office of Financial Aid in advance of registration.

Scholarships and Grants From Other Organizations
In addition to the sources of gift aid described above, students may also be eligible for a private scholarship or grants from an outside agency or organizations. Some sources to explore are employers, unions, professional organizations, and community and special interest groups. NYU students also have access to use a new free scholarship search tool called Scholly at https://app.myscholly.com/NYU.

Veterans Benefits
Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs the amount of benefits varies. Applications and further information may be obtained from the student’s regional office of the Department of Veterans Affairs or by visiting www.va.gov. Additional guidance may be obtained at http://www.nyu.edu/students/student-information-and-resources/registration-records-and-graduation/veteran-benefits.html.

Federal Loans
Federal loans are secured and disbursed to the student in cooperation with the US Department of Education. Your award package may include information about a “suggested loan.” This means that you are eligible for the type and amount of loan specified, based upon the information the University has about you at the time the award is offered. It does not mean you will automatically receive the loan, but rather informs you of your current eligibility and how to apply. The suggested loan amount in your award package is the maximum you are eligible for and is the amount that NYU has certified for you.

Federal Direct Loans are offered to students and parents to help pay for the cost of a student’s education after high school. The lender is the US Department of Education. Direct Loans include the Subsidized, Unsubsidized, Parent PLUS, and Graduate PLUS Loans. To be eligible, the student must file the Free Application for Federal Student Aid (FAFSA) and meet other eligibility criteria.

Federal Direct Unsubsidized Loan.
Graduate students will be eligible only for unsubsidized loans. Unsubsidized means that the federal government does not pay the interest while the student is in school; instead, the interest is accrued and added to the principal of the loan upon payment. For details about see www.nyu.edu/admissions/financial-aid-and-scholarships/federal-direct-loans.html.

Federal Direct PLUS Loan. This loan is available to qualifying graduate and professional students. Direct PLUS loans help pay for education expenses up to the cost of attendance minus all other financial aid received. The US Department of Education will evaluate the borrower’s credit history to determine if they are eligible to use this loan. Interest is accruing and charged annually for this loan. If the borrower’s has adverse credit history, they may be denied this loan. Borrowers may contact the Department of Education at 800-848-0979 for additional information.

Private Loans
NYU students should apply for all eligible financial assistance available before considering a private, alternative loan. Private loan interest rates, terms, conditions and eligibility requirements will vary, and the borrower (and co-borrower, if applicable) should first compare a variety of private student loans offered by banks and other education loan providers and apply only for the alternative loan that best suits their needs.

Please think carefully about your obligations as a borrower before pursuing any educational loan. Consider your educational investment at NYU, as well as your long-term financial commitments when borrowing.

Private (nonfederal) Alternative Loan Programs. This kind of loan may be a financing option for students and families who are not eligible for federal aid or who need additional funding beyond the maximum amounts offered by federal loans. For more information on private alternative loans visit our website www.nyu.edu/financial.aid/private-loans.php

Student Employment
New York University provides a wide range of employment opportunities for students, and all are encouraged to take advantage of the placement services (including summer jobs) offered by the Wasserman Center for Career Development. Students may use the center immediately upon payment of their tuition deposit.
Federal Work-Study
Financial aid award packages may include work-study, depending on need. A student who is eligible to participate in the Federal Work-Study Program may earn up to the amount recommended in the package. Federal Work-Study jobs, averaging from 15 to 20 hours per week, are secured through the Wasserman Center for Career Development, located at 133 East 13th Street. Positions in various on-campus departments and organizations are available (though not guaranteed). Work-study is not deducted from a student’s Bursar bill. Work-study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses.

Employee Education Plans
Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and NYU employees who receive tuition remission from NYU must notify the Office of Financial Aid if they receive this benefit.
The Office of the Associate Dean for Student Affairs (Pless Hall, 2nd Floor, 212-998-5025, steinhardt.nyu.edu/studentaffairs) is integral to the school’s educational mission of human development, collaborating with faculty, other school and University offices, and students to provide programs, services, and opportunities that are responsive to the dynamic nature of the educational process. Our goal is to enrich the educational experience and embody the school’s concern for all phases of student development and the diversity of student needs.

The Office of Student Affairs includes the Office of Counseling and Student Services, the Office of Advisement and Registration Services, Teacher Certification, and Special Student Advisement.

The staff works closely with the academic units of the school in facilitating the advisement process and other policies and procedures that derive from faculty and school actions such as student academic progress, student discipline, student awards and honors, and the New Student Seminars.

Office of Counseling and Student Services

Jeanne Bannon, Director
Pless Hall, 2nd Floor
Telephone: 212-998-5065
E-mail: jeanne.bannon@nyu.edu

Counseling Services
To help promote healthy personal, educational, and career development within a diverse undergraduate and graduate student body while complementing the excellence of the academic program, a professional staff offers a range of individual and group counseling, as well as skills development workshops and seminars. This staff includes on-site counselors from the Student Health Center and the Wasserman Center for Career Development.

Student Services
Student services include recruitment activities for prospective students, orientation programs for new students, pre-advisement, co-curricular workshops, school receptions, and student colloquia. The Office of Counseling and Student Services works collaboratively with student services and activities offered throughout the University. The professional staff serves in an advisory capacity to the Graduate Student Organization.

International Student Services
The Office of Counseling and Student Services provides liaison services and assists in the guidance and advisement of international students. The Office of Counseling and Student Services is responsible for overseeing the New Graduate Student Seminar for International Students (SAHS-GE 2003), a required noncredit course that meets for eight weeks during the student’s first semester at the school. The seminar assists in orienting new students to the services and requirements of the school, the University, and the New York City community.

For all matters pertaining specifically to student visas, international students are directed to the Office of Global Services, 383 Lafayette Street.

Graduate Student Organization
The Graduate Student Organization (GSO) develops programs, activities, and services to help meet the cultural, social, and professional needs of its constituency. The GSO is governed by an executive board of officers and representatives from each department at NYU Steinhardt. The GSO, in conjunction with the USG (Undergraduate Student Government), funds student-initiated projects and plays an active role in the governance of the school and University and is responsible for appointing students to serve on designated school/University committees. Additional information may be obtained by contacting the GSO Office, Pless Hall, 3rd Floor; 212-998-5351; steinhardt.gso@nyu.edu.
SPECIAL AWARDS FOR EXCELLENCE AND SERVICE TO THE SCHOOL
The Office of Student Affairs administers special awards for scholarship and service to the school. Nominations for these awards are solicited from all members of the NYU Steinhardt community. The John W. Withers Memorial Award and the E. George Payne Memorial Award are awarded to graduating seniors and graduate students who have shown evidence of exemplary scholarship and service to the school. The Ida Bodman Award and the Samuel Eshborn Service Award are given on the basis of the quality of service that a student has given to the school. The Arch Award is given to undergraduate and graduate students based on the unique and beneficial quality of their cumulative record of service to their fellow students, faculty, and administration of the school. Information regarding applications and a complete listing of awards and deadlines for awards can be found at steinhardt.nyu.edu/graduation/awards.

STUDENT RESEARCH/CREATIVE PROJECTS GRANT
Outstanding graduate students in the Steinhardt School of Culture, Education, and Human Development are invited to apply for the Student Research and Creative Project Grant. Graduate students may be awarded up to $1,000 to explore a faculty-sponsored independent research project or a specific component of thesis or dissertation work, e.g., instrument development and/or validation or a pilot study. Proposed research must be conducted within the time specified and must adhere to guidelines established by the University Committee on Activities Involving Human Subjects. Grant recipients are expected to submit a written report once research is completed, including the question under investigation, research methods, results, conclusions, and how the monies from the grant were used. Grant recipients are also expected to present their findings at a Steinhardt research forum. For details and to download an application, visit steinhardt.nyu.edu/research/student.

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University Services and Student Activities

STUDENT ACTIVITIES

Student Resource Center
Kimmel Center for University Life
60 Washington Square South, Suite 210
Telephone: 212-998-4411
Email: student.resource.center@nyu.edu
Website: www.nyu.edu/src

Center for Student Activities, Leadership, and Service
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4700
Email: osa@nyu.edu
Website: www.osa.nyu.edu

Fraternity and Sorority Life
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4710
Email: osa.fsl@nyu.edu

Program Board
Kimmel Center for University Life
60 Washington Square South, Suite 707
Telephone: 212-998-4984
Email: program.board@nyu.edu

Ticket Central Box Office
Skirtball Center
566 La Guardia Place
Telephone: 212-998-4949
Website: www.nyu.edu/ticketcentral

Palladium Athletic Facility
140 East 14th Street
Telephone: 212-992-8500
Website: www.nyu.edu/palladiumathleticfacility

ALUMNI ACTIVITIES

Office for University Development and Alumni Relations
44 West 4th Street, New York, NY 10012
Telephone: 212-998-4040
Email: alumni.info@nyu.edu
Website: alumni.nyu.edu

BOOKSTORES

Main Bookstore
726 Broadway
Telephone: 212-998-4667
Website: www.bookstores.nyu.edu

Computer Store
726 Broadway
Telephone: 212-998-4672
Email: computer.store@nyu.edu
Website: www.bookstores.nyu.edu

CAREER SERVICES

Wasserman Center for Career Development
133 East 13th Street, 2nd Floor
Telephone: 212-998-4730
Fax: 212-995-3827
Website: www.nyu.edu/careerdevelopment

ATHLETICS

Department of Athletics, Intramurals, and Recreation
404 Fitness
404 Lafayette Street
Telephone: 212-998-2021
Email: coles.sportscenter@nyu.edu
Website: www.gonyuathletics.com
COMPUTER SERVICES AND INTERNET RESOURCES

Information Technology Services (ITS)
10 Astor Place, 4th Floor
Client Services Center
Telephone Help Line: 212-998-3333
Website: www.nyu.edu/its

COUNSELING SERVICES

Counseling and Behavioral Health Services (CBH)
726 Broadway, Suite 471
Telephone: 212-998-4780
Email: university.counseling@nyu.edu
Website: www.nyu.edu/counseling

COUNSELING SERVICES

Counseling and Behavioral Health Services (CBH)
726 Broadway, Suite 471
Telephone: 212-998-4780
Email: university.counseling@nyu.edu
Website: www.nyu.edu/counseling

DINING

NYU Campus Dining Services
Telephone: 212-995-3030
Website: www.nyudining.com

DISABILITIES, SERVICES FOR STUDENTS WITH

Henry and Lucy Moses Center for Students with Disabilities
726 Broadway, 2nd Floor
Telephone: 212-998-4980
(voice and TTY)
Website: www.nyu.edu/csd

HEALTH

Wellness Exchange
726 Broadway, Suite 402
Telephone: 212-443-9999
Website: www.nyu.edu/health

Student Health Center (SHC)
726 Broadway, 3rd and 4th Floors
Telephone: 212-443-1000
Website: www.nyu.edu/shc

Health Services (see Counseling Services)

Counseling Services

Emergencies and After-Hours

Crisis Response
  • For a life- or limb-threatening emergency, call 911.
  • For a non-life-threatening emergency, call Urgent Care Services at SHC, 212-443-1111. When the SHC is closed, call the NYU Department of Public Safety, 212-998-2222.
  • For mental health emergencies, call the Wellness Exchange hotline at 212-443-9999 or the NYU Department of Public Safety at 212-998-2222 to be connected to a crisis response coordinator.

Immune

Telephone: 212-443-1199

Insurance

Telephone: 212-443-1020
Email: health.insurance@nyu.edu
Website: www.nyu.edu/shc/about/insurance.html

Pharmacy Services

Telephone: 212-443-1050
Website: www.nyu.edu/shc/medservices/pharmacy.html

HOUSING

Office of Residential Life and Housing Services
726 Broadway, 7th Floor
Telephone: 212-998-4600
Fax: 212-995-4099
Email: housing@nyu.edu
Website: www.nyu.edu/Life/living-at-nyu

Office of Off-Campus Housing
4 Washington Square Village
(corner of Mercer and Bleecker)
Telephone: 212-998-4620
Website: www.nyu.edu/Life/living-at-nyu/off-campus-living

Summer Housing
Telephone: 212-998-4621
Website: www.nyu.edu/summer

INTERNATIONAL STUDENTS

Office of Global Services
383 Lafayette Street
Telephone: 212-998-4720
Email: intl.students.scholars@nyu.edu
Website: www.nyu.edu/oiss

International Student Center
60 Washington Square South, Suite 704
Telephone: 212-998-4411

LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDENTS

Office of Lesbian, Gay, Bisexual, and Transgender Student Services
Kimmel Center for University Life
60 Washington Square South, Suite 602
Telephone: 212-998-4424
Email: lgbt.office@nyu.edu
Website: www.nyu.edu/lgbt

MULTICULTURAL EDUCATION AND PROGRAMS

Center for Multicultural Education and Programs (CMEP)
Kimmel Center for University Life
60 Washington Square South, Suite 806
Telephone: 212-998-4343
Website: www.cmep.nyu.edu

RELIGIOUS AND SPIRITUAL RESOURCES

Catholic Center
238 Thompson Street
Telephone: 212-995-3990
Website: washingtonsquarecatholic.org

Edgar M. Bronfman Center for Jewish Student Life — Hillel at NYU
7 East 10th Street
Telephone: 212-998-4114
Website: www.nyu.edu/bronfman

Protestant Campus Ministries
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4711
Website: www.protestantministrynyu.com

Hindu Students Council
Website: www.nyu.edu/clubs/hsc

The Islamic Center
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4711
Website: www.icnyu.org

Spiritual Diversity Network
Telephone: 212-998-4956
Email: spiritual.life@nyu.edu

For a complete list of student religious and spiritual clubs and organizations at NYU, visit www.osa.nyu.edu/clubdocs/website.php.

SAFETY ON CAMPUS

Department of Public Safety
7 Washington Place
Telephone: 212-998-2222; 212-998-2220 (TTY)
Email: public.safety@nyu.edu
Website: www.nyu.edu/public.safety
New International Student Seminar

Participation in the seminar (SAHS-GE 2003) is required of all new graduate international students during their first term in residence. Occupational Therapy Post Professional MA students enroll in OT-GE 2000 New Student Seminar in Occupational Therapy. International students in this program also register in OT-GE 2601 New International Graduate Student Seminar. Instrumental Performance students registered for additional English Language support also enroll in MPASS-GE 2601 Extended New Graduate Student Seminar for International Students. The seminar explores professional issues and provides additional orientation and guidance to the school, University, and city. For further information, consult the Office of the Associate Dean for Student Affairs, Pless Hall, 2nd Floor; 212-998-5065.

Graduation

Students may officially graduate in September, January, or May. The Commencement ceremony for all schools is held in May. A student must apply for graduation through Albert, which can be accessed via an NYU Home account. In order to graduate in a specific semester, a student must apply for graduation within the application deadline period indicated on the calendar. (Students may view the graduation deadlines calendar and general information about graduation on the Office of the University Registrar’s webpage at www.nyu.edu/registrar.) If students do not successfully complete all academic requirements by the end of the semester, they must reapply for graduation for the following cycle. A student must be enrolled for either course work or maintenance of matriculation during the academic year of graduation.

Master’s Degree

The student must complete satisfactorily a minimum of 30 units in graduate courses. A thesis may be substituted for 4 units of residence courses on the first level, if program requirements allow. At least 24 of these units must be earned under the auspices of the Steinhardt School of Culture, Education, and Human Development in courses of the second (2) level or above, taken under advisement in the Steinhardt School of Culture, Education, and Human Development. Master’s degree students are required to take a minimum of 18 units of graduate coursework after establishment of matriculation (which occurs at the time of their first registration), even if this involves taking more courses than minimally required. Coursework in progress during the semester in which matriculation is established may be counted toward this requirement. This policy applies to all new students who register as nonmatriculated special students (nondegree) but who plan on applying for a degree.

The student’s program of study is determined through consultation with the program adviser. The residence require-
Students should consult their curriculum advisers well in advance regarding prerequisites for clearance for student teaching as well as requirements for successful completion of the student teaching course(s). Full-time employment concurrent with student teaching is prohibited.

**GENERAL REQUIREMENTS FOR ALL APPLICANTS FOR STUDENT TEACHING**

- All applicants must have an overall grade average of 2.5.
- Graduate transfer students from other institutions must have completed a minimum of 8 units of credit at New York University, selected in consultation with their curriculum advisers, prior to the term in which student teaching is undertaken.
- All applicants must submit to the Office of Clinical Studies a completed Student Teaching Health Assessment Form prior to the first student teaching placement. This form requires proof of up-to-date immunization records.
- All applicants must be interviewed by the appropriate department faculty and recommended for student teaching.
- Students need approval of their advisers to register for field experience courses. For each semester, an online Request for Placement Form must be completed following attendance of a Student Teaching Convocation event.

**TEACHER CERTIFICATION**

On satisfactory completion of teaching programs (including student teaching) and degree conferral, students will have completed academic requirements for teacher certification in New York State.

**Notes**

1. The New York State Education Department requires that all prospective teachers receive instruction relating to the nature and effects of alcoholic drinks, narcotics, habit-forming drugs, school violence prevention and intervention, and signs of child abuse and discrimination, intimidation, taunting, harassment, and bullying, including instruction in the best methods of teaching these subjects. This requirement is met by successful completion of TCHL-GE 2999, *The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention/EMAT-GE 2030 What Are My Professional Responsibilities?*

2. The Education Department also requires employees in New York State school districts, Boards of Cooperative Educational Services (BOCES), or charter schools to be fingerprinted. The legislation does not require a student teacher or a person in a field placement to be fingerprinted unless such an individual is being compensated for their service and therefore considered to be an employee. For students in early childhood education, assignments in a pre-school-age setting may require fingerprinting under the auspices of the New York City Health Department prior to entering the field.

3. All prospective teachers must pass the required New York State Teacher Certification Examinations. Scores are automatically reported to the New York State Education Department. Please consult your departmental certification liaison for details.

4. All prospective teachers in early childhood and childhood education must have the following, on either the undergraduate or graduate level: 1) College-level work in English, mathematics, science, social studies, and a language other than English (American Sign Language is acceptable); and 2) a concentration in one of the liberal arts or sciences.

Notice: New York State and Title II of the 1999 National Higher Education Act specify that the institutional pass rates on State Teacher Exams be published for schools offering teacher education programs. Statistics on the New York State Teacher Certification Examinations for the Steinhardt School of Culture, Education, and Human Development at New York University are as follows for graduates of the 2018 class: a total of 160 graduates completed the Educating All Students (EAS) test with a pass rate of 99 percent. 172 graduates completed Content Knowledge Tests (CSTs), yielding a pass rate of 98 percent. All 8 students completing the ATS-W (Elementary Assessment of Teaching Skills-Written) passed, resulting in a 100% pass rate.
NEW YORK STATE TEACHER CERTIFICATION

Initial Certificate. The first teaching certificate obtained by a candidate who has met the requirements of the current regulations. Requirements include the completion of a program registered under these regulations and passing scores on the required New York State Teacher Certification exams. The Initial Certificate will be issued only to students completing programs that are registered as leading to the Initial Certificate. Candidates receiving an Initial Certificate will need to qualify for a Professional Certificate.

Professional Certificate. The Professional Certificate is the final teaching certificate awarded that qualifies a candidate who has met the requirements of the current regulations to teach in the public schools of New York State. Requirements include an appropriate master’s degree and three years of teaching experience, including one year of mentored teaching experience. Holders of the Professional Certificate are required to complete 100 Continuing Teacher and Leader Education (CTLE) hours of professional development every five years.

TERMINAL EXPERIENCE
An appropriate terminal academic experience is required for all students. Students completing a thesis as the terminal experience should consult their academic programs for details.

TRANSFER CREDIT
Students will be allowed to transfer up to (but not to exceed) 30 percent of the total number of credits required by the program. The number of courses accepted for transfer will be determined by the program adviser. Credit may be granted for graduate coursework, completed at an accredited graduate institution, not applied to another degree, and not more than 10 years old if a grade of B or better was earned for any such coursework. In all cases, the 24-unit residency requirement must be met.

Graduation Requirements: Master’s Programs

Apply for graduation on Albert by the beginning of your final semester. It is the student’s responsibility to apply for graduation within the specified graduation application period. Apply by clicking the “Apply for graduation” link under Academics in your Student Center. Exact deadline dates are available here: https://www.nyu.edu/students/student-information-and-resources/registration-records-and-graduation/graduation-and-diplomas/graduation-information.html#Apply

Transfer credit allowances:
Upon admission, students are allowed to transfer credits up to (but not exceeding) 30 percent of the total required by the program. The number of courses accepted for transfer will be determined by the program adviser. Credit may be granted for graduate course work completed at an accredited graduate institution not applied to another degree and not more than 10 years old. In all cases, the 24-unit residency requirement must be met.

- For those already matriculated, transfer credit may be accepted for a maximum of 30 percent of a student’s graduate program (including any advanced standing previously approved upon initial matriculation).
- Transfer credit may be accepted only if a minimum grade of B has been earned for such coursework. Count the number of credits taken in 2000-level nonprerequisite courses at NYU or transferred in. Do not count courses taken as prerequisites.
- Total credit requirements are a minimum of 30 credits. (Program requirements vary and may exceed this number.)
- The grade unit requirement is a minimum 2.5 grade point average.
Advanced Certificate/Diploma Programs

The school offers advanced certificate programs ranging from 12 to 30 units and advanced diploma programs in instrumental performance for 18 units.

CERTIFICATE/DIPLOMA REQUIREMENTS
Post-baccalaureate advanced certificate/diploma programs are open to students holding a baccalaureate degree from a recognized institution. Post-master’s advanced certificate/diploma programs are open only to students holding a master’s degree from a recognized institution.

MAINTENANCE OF MATRICULATION
To maintain matriculation in any advanced certificate or diploma program, a candidate must complete at least 3 units at New York University, under the auspices of the Steinhardt School of Culture, Education, and Human Development, each academic year (fall and spring) or, in lieu of such completion, must pay a maintenance fee per semester. Students have four years to complete all requirements for advanced certificate or diploma programs of less than 24 units.

GRADE AVERAGE
A scholastic average of 3.0 in required courses is necessary for graduation from post-master’s advanced certificate programs. A scholastic average of 2.5 in required courses is necessary for graduation from post-baccalaureate advanced certificate or diploma programs.

Certificates of Advanced Study: 30 Units
For advanced certificate programs of 30 units (often referred to as certificates of advanced study), the following conditions must be met.

- A minimum of 15 units must be completed under the auspices of the Steinhardt School of Culture, Education, and Human Development after the term in which matriculation is approved.
- Of these 30 units, a minimum of 24 units must be completed in residence.
- Of these 30 units, a maximum of 6 units of advanced standing may be applied for prior graduate-level coursework completed at an accredited graduate institution with a grade of B or better, not applied to another degree.
- While professional work experience is not required prior to matriculation in the 30-unit advanced certificate, the certificate will be granted only after the student has had three years of satisfactory, related professional experience, obtained either before or during the pursuit of the 30-unit advanced certificate program.
- Students have six years following the date of matriculation to complete all requirements for the 30-unit advanced certificate. If a student has not maintained continuous matriculation, the program director may reevaluate the students’ credentials and may credit only those courses completed within the last 10-year period toward program requirements.
The purposes of the doctoral programs in the school are to prepare people who will advance and transmit knowledge and to prepare people for educational, administrative, and other professional services. Doctoral programs require a minimum of three academic years of full-time graduate-level study after the baccalaureate degree, or their equivalent in part-time study. In the Steinhardt School of Culture, Education, and Human Development, full-time academic study is defined as 12 credits per term unless otherwise defined by a specific academic program.

Students are reminded that, in general, the degree requirements applying to them are defined in the bulletin for the academic year in which their matriculation is established.

**Requirements for Doctoral Matriculation**

All applicants for admission to doctoral study in the Steinhardt School of Culture, Education, and Human Development must submit a completed admission application; official transcripts documenting higher education; if required, official scores from the Graduate Record Examination (GRE) general test, including the verbal, quantitative, and analytical sections; and payment of the required fees, along with any other program-specific requirements as outlined in the Application for Graduate Admissions. The Test of English as a Foreign Language (TOEFL) is mandatory for all applicants whose native language is not English and who did not receive a bachelor’s degree at an English-speaking college or university. Applicants should arrange to take the GRE through the Educational Testing Service, Princeton, NJ 08541.

Scores, to be official, must be reported through the Educational Testing Service to the Office of Graduate Admissions (Institution Code 2556). Steinhardt School of Culture, Education, and Human Development, New York University, Pless Hall, 3rd Floor, 82 Washington Square East, New York, NY 10003-6680.

Applications for on-campus doctoral study are considered for the fall semester only; applications for the online EdD in Leadership and Innovation are accepted twice a year. All admitted doctoral students are expected to enroll for the semester they are accepted or must reapply for admission for the next academic year (reapplication does not guarantee readmission).

**Advisement and Registration.**

Applicants who are accepted and permitted to register and who wish to begin their programs as full-time students may register during no more than two terms for a maximum of 18 units prior to the establishment of official matriculation. Similarly, applicants who wish to begin as part-time students may register during no more than two terms for a maximum of 18 units prior to the establishment of official matriculation.

In all matters relating to the program of specialization, the student works closely with the program adviser. This includes information on any additional prescreening procedures or other conditions unique to the division or program (such as residency requirement, additional prescreening procedures, selection, and sequence of courses in specialization, etc.).

**Establishment of Formal Matriculation in Doctoral Programs.** Each program has a doctoral admissions committee that evaluates the applicant’s application based on the following:

- The applicant’s grade unit average from previous degree programs
- If required, the applicant’s scores on the Graduate Record Examination (GRE). All GRE scores must be official as determined by the Office of Graduate Admissions.
- All supplemental materials required by the program
- Personal interview, when appropriate
- The applicant’s work and academic background

Full-time doctoral students are required to complete the degree within eight years of the date of matriculation. Part-time doctoral students are required to complete the degree within 10 years of the date of matriculation. A student is not permitted to be matriculated for more than one degree at a time.

**Transfer Credit**

There is no provision for advanced standing at the doctoral level. Graduate study completed at an accredited institution; not applied to another graduate degree; completed with a grade of A, B, or Pass; and not more than 10 years old may be presented for consideration of exemption from certain coursework, if appropriate, without reference to transfer of units.

**Admission to Candidacy**

All doctoral students are required to satisfy a departmental candidacy requirement. Departments and programs use different methods for determining a student’s eligibility for admission to degree candidacy, e.g., written tests, oral tests, research papers, performances, or other creative work, alone or in combination.

Successful completion of the departmental candidacy requirement in the program of specialization provides the basis of acceptance into doctoral candidacy following formal matriculation. Below are the two schoolwide prerequisites for the candidacy examination as well as regulations concerning the examination itself.

**Matriculation Prerequisite.**

Only doctoral students who are fully matriculated are eligible for departmental candidacy. Matriculation is established during the first semester of registration in the doctoral program.

**Good Academic Standing Prerequisite.**

All doctoral students are required to have a cumulative, doctoral grade unit average of 3.0 to qualify for departmental candidacy. At an early stage of doctoral study, doctoral students should confer with their departmental advisers in order to plan the remaining courses necessary as preparation for candidacy. Doctoral students may not sit for the candidacy examination more than twice. In the event that a student fails the candidacy examination a second time, matriculation in the doctoral program is automatically terminated.

Candidacy examination applications are available at the Office of Doctoral Studies, Pless Hall, 2nd Floor, 82 Washington Square East.
If doctoral candidacy is not accepted, matriculation will be suspended. If candidacy is subsequently accepted, the original date of matriculation will be restored.

Maintaining Matriculation. All doctoral students must maintain matriculation either by registering for credit-bearing coursework or enrolling in MAINT-GE 4747 Maintenance of Matriculation each semester, exclusive of summers.

Doctoral students who are beyond the maximum allowable matriculation period are required to register each semester (exclusive of summers) for DCADV-GE 3400 Doctoral Advisement, 1 credit.

APPOINTMENT OF PHD DISSERTATION COMMITTEES

The following regulations apply to dissertation committee appointments for all PhD candidates in NYU Steinhardt.

The dissertation committee chairperson and at least one committee member must be full-time members of the faculty of New York University, holding the rank of professor, associate professor, or assistant professor with an earned doctorate. The chairperson is to come from the student’s program of specialization. Further, in order to ensure a diversity of perspectives during the proposal and dissertation development process, at least one member of the committee must hold professorial appointment in a program different from the student’s program. Part-time adjunct faculty, clinical assistant professors, and persons with an affiliation other than New York University may serve as committee members with the approval of the Department Chairperson and the Vice Dean for Academic Affairs. Students requesting the appointment of such a member will be required to submit a copy of the proposed member’s curriculum vitae or faculty bio along with the required dissertation committee appointment form to the Office of Doctoral Studies. All committee members must have earned doctorates.

Students may request, by exception, the appointment of a two-member committee. This request must be made in writing and must be countersigned by the dissertation committee chairperson. Three-member committees that have been officially appointed may only be reduced to two-member committees by exception and with the approval of the Department Chairperson and the Vice Dean for Academic Affairs. A two-member committee, at the written request of the student and the chairperson, may be increased to a three-member committee. Students may request, by exception, the appointment of a four-member committee. As is the case with three-member committees, the chair and at least one member must be full-time members of the faculty of New York University, holding the rank of professor, associate professor, or assistant professor with an earned doctorate. Students requesting a four-member committee should submit an additional “Request for Appointment of Dissertation Committee” form with the signature of the committee chair, the fourth member, and the department chair.

Students may request the appointment of a dissertation committee chairperson without simultaneously requesting the appointment of the remaining members of the committee by following the instructions on the committee appointment form. Students who elect to request the advance appointment of a chairperson will have one year from the date of the approval of the chairperson’s appointment to request the appointment of the remaining member(s) of the complete dissertation committee.

EdD Doctoral Committees Committee Composition. A doctoral committee will consist of at least three members. The chair should be a full-time tenured, tenure-track, or appropriate clinical faculty member in the candidate’s program of study. The committee should include a practice-active faculty member. A practicing professional from outside the university, who is a leader in the relevant field of practice, may be appointed as a third committee member either in place of or in addition to the practice-active faculty member.

DISSERTATION/CULMINATING PROJECT PROPOSAL

Following appointment of the doctoral committee, the candidate will prepare an original proposal for the dissertation or culminating project for approval by the committee and for review by the appropriate proposal review panel. All proposals must also be submitted to the Office of Doctoral Studies. The proposal must be approved before data collection and writing for the dissertation or culminating project begins. In the proposal, the candidate is expected to indicate clearly and concisely what is proposed, where information is to be obtained, and how the research or project is to be carried out. Guidelines for submission of the proposal are available on line and in the Office of Doctoral Studies, Pess Hall, 2nd Floor.

DISSERTATION/CULMINATING PROJECT

Candidates for the PhD degree must show ability for independent research and scholarly technique by means of a dissertation, the preparation of which will usually represent a substantial amount of research activity.

Candidates for the EdD must present a successfully completed dissertation or culminating project involving applied research in the field of education. The culminating project should be an inquiry-based project of value for informing practice and contributing to the advancement of knowledge. Guidelines must be academically appropriate and reasonable to the medium of practice. Each program will have its own discipline-specific guidelines on file with the Office of Academic Affairs.

No dissertation or final document or culminating project will be read regardless of any other consideration unless the English is technically accurate and the style and appearance satisfactory. (Consult steinhardt.nyu.edu/policies_doctoral/deadlines for dates for filing the dissertation.)

FINAL ORAL EXAMINATION

A commission of five faculty members will conduct the final oral examination for doctoral degrees. If a two-member dissertation or doctoral committee is appointed, the final oral examination commission shall be composed of four members. If a four-member dissertation or doctoral committee is appointed, the final oral examination commission shall be composed of six members. A candidate is eligible for this examination only after the approved dissertation or culminating project, abstract, and necessary forms (which may be obtained from the Office of Doctoral Studies) have been transmitted for examination purposes and all other scholastic requirements have been met. Consult steinhardt.nyu.edu/policies_doctoral/forms for dates for filing dissertations and for the final oral examination calendar. Final oral exams may not be scheduled outside of the final oral examination period posted.
on the website. The examination need not be restricted to a defense of the dissertation or culminating project.

**Note:** If a candidate fails the oral examination, he or she may appeal to the Vice Dean of Academic Affairs who may grant the privilege of a second oral examination by the same examining commission, provided that the examination shall not be given before six months have elapsed and provided further that no more than two oral examinations shall be permitted any one candidate. Such an appeal should be filed in the Office of Doctoral Studies.

**TERMINATION OF CANDIDACY**

A member of the faculty or dissertation committee may at any time recommend to the Associate Dean for Student Affairs the termination of a student's candidacy for a doctoral degree, provided that such recommendation is accompanied by substantiating evidence.

Matriculation is automatically terminated under the following circumstances:

- Expiration of the matriculation period without an approved extension
- Two outcomes of fail on the departmental candidacy examination
- Two outcomes of fail on the final oral examination
# Active Degree and Certificate Programs as Registered by the New York State Education Department

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## NOTES

2 Professional license qualifying
3 Leads to New York State certification
4 Dual degree

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## Programs/Concentrations | Degrees Conferred | HEGIS\(^{1}\) Number

| **DANCE AND DANCE EDUCATION** |                   |                      |
| Teaching Dance in the Professions | MA | 1008 |
| Teaching Dance in the Professions: ABT Pedagogy | MA | 1008 |

## DRAMA THERAPY

| **EARLY CHILDHOOD AND ELEMENTARY EDUCATION** |                   |                      |
| Positions of Leadership: Early Childhood and Elementary Education | Adv. Cert. PhD | 0802 |

## EDUCATION AND JEWISH STUDIES

| **EDUCATION AND SOCIAL POLICY** |                   |                      |
| Education and Jewish Studies | MA | 0899 |
| Education and Jewish Studies | PhD | 1510 |

## EDUCATIONAL ADMINISTRATION

| **EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY** |                   |                      |
| Educational Administration | EdD; PhD | 0827 |

## EDUCATIONAL LEADERSHIP

<p>| <strong>EDUCATIONAL THEATRE</strong> |                   |                      |
| Educational Theatre in Colleges and Communities | MA; PhD | 1007 |</p>
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<td>Degrees Conferred</td>
<td>HEGIS Number</td>
</tr>
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<tr>
<td><strong>REHABILITATION SCIENCES</strong></td>
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<tr>
<td><strong>SOCI OCY OF EDUCATION</strong></td>
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<td>2208</td>
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<tr>
<td><strong>STATISTICS</strong></td>
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<tr>
<td>Applied Statistics in Social Science Research</td>
<td>MS</td>
<td>1702</td>
</tr>
<tr>
<td><strong>TEACHER PREPARATION</strong></td>
<td></td>
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</tr>
<tr>
<td>Childhood Education</td>
<td>MA</td>
<td>0802</td>
</tr>
<tr>
<td>Childhood Education/ Special Education: Childhood</td>
<td>MA</td>
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</tr>
<tr>
<td>Early Childhood Education</td>
<td>MA</td>
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</tr>
<tr>
<td>Early Childhood Education/Special Education: Early Childhood</td>
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<td>0823</td>
</tr>
<tr>
<td>Educational Theatre, All Grades</td>
<td>MA</td>
<td>1007</td>
</tr>
<tr>
<td>Educational Theatre, All Grades and English 7-12</td>
<td>MA</td>
<td>1007</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>MAT</td>
<td>0803</td>
</tr>
<tr>
<td>Special Education: Childhood</td>
<td>MA</td>
<td>0808</td>
</tr>
<tr>
<td>Special Education: Early Childhood</td>
<td>MA</td>
<td>0808</td>
</tr>
<tr>
<td>Teaching Art, All Grades</td>
<td>MA</td>
<td>0831</td>
</tr>
<tr>
<td>Teaching Art, All Grades/Social Studies 7-12</td>
<td>MA</td>
<td>0899</td>
</tr>
<tr>
<td>Teaching Dance, All Grades</td>
<td>Adv. Cert., MA</td>
<td>1008</td>
</tr>
<tr>
<td>Teaching Dance, All Grades/Dance</td>
<td>MA</td>
<td>1008/1008</td>
</tr>
<tr>
<td>Teaching English, Grades 7-12</td>
<td>MA</td>
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</tr>
<tr>
<td>Teachers of English, Grades 7-12</td>
<td>MA</td>
<td>1501</td>
</tr>
<tr>
<td>Teaching English to Speakers of Other Languages, All Grades</td>
<td>MA</td>
<td>2201</td>
</tr>
<tr>
<td>Teaching a Foreign Language, Grades 7-12: Chinese</td>
<td>MA</td>
<td>1107</td>
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<tr>
<td>Teaching a Foreign Language, Grades 7-12: French</td>
<td>MA</td>
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</tr>
<tr>
<td>Teaching a Foreign Language, Grades 7-12: Italian</td>
<td>MA</td>
<td>1104</td>
</tr>
<tr>
<td>Teaching a Foreign Language, Grades 7-12: Japanese</td>
<td>MA</td>
<td>1108</td>
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<tr>
<td>Teaching a Foreign Language, Grades 7-12: Spanish</td>
<td>MA</td>
<td>1105</td>
</tr>
<tr>
<td>Teaching a Foreign Language, Grades 7-12 and TESOL (All Grades)</td>
<td>MA</td>
<td>1508</td>
</tr>
<tr>
<td>Teaching Mathematics, Grades 7-12</td>
<td>MA</td>
<td>1701</td>
</tr>
<tr>
<td>Teachers of Mathematics 7-12</td>
<td>MA</td>
<td>1701</td>
</tr>
<tr>
<td>Teaching Social Studies, Grades 7-12</td>
<td>MA</td>
<td>2201</td>
</tr>
<tr>
<td>Teaching Social Studies 7-12 with 5-6 extension/Students with Disabilities 7-12</td>
<td>MA</td>
<td>2201</td>
</tr>
</tbody>
</table>
# Programs Accredited by Professional Associations

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>ASSOCIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Therapy</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td>Communicative Sciences and Disorders</td>
<td>American Speech-Language/Hearing Association</td>
</tr>
<tr>
<td>Counseling Psychology, PhD</td>
<td>American Psychological Association</td>
</tr>
<tr>
<td>Dietetics (Dietetic Internship)</td>
<td>Accreditation Council for Education in Nutrition and Dietetics</td>
</tr>
<tr>
<td>Didactic Program in Dietetics</td>
<td>Accreditation Council for Education in Nutrition and Dietetics</td>
</tr>
<tr>
<td>Drama Therapy</td>
<td>National Association for Drama Therapy</td>
</tr>
<tr>
<td>Mental Health and Wellness</td>
<td>Masters in Psychology and Counseling Accreditation Council</td>
</tr>
<tr>
<td>Music Therapy</td>
<td>American Music Therapy Association</td>
</tr>
<tr>
<td>Music Therapy</td>
<td>National Association of Schools of Music</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>Accreditation Council for Occupational Therapy Education</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>American Physical Therapy Association</td>
</tr>
<tr>
<td>School Building Leadership</td>
<td>Council for the Accreditation of Educator Preparation</td>
</tr>
<tr>
<td>School Counseling</td>
<td>Masters in Psychology and Counseling Accreditation Council</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>Council for the Accreditation of Educator Preparation</td>
</tr>
</tbody>
</table>
## Calendar for the OTD and All On-Campus Programs

### Fall 2019

<table>
<thead>
<tr>
<th>Event/Milestone</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>Monday, September 2, 2019</td>
</tr>
<tr>
<td>No classes scheduled/University Holiday</td>
<td></td>
</tr>
<tr>
<td>Fall 2019 classes begin</td>
<td>Tuesday September 3, 2019</td>
</tr>
<tr>
<td>Late registration begins</td>
<td>Thursday, September 12, 2019</td>
</tr>
<tr>
<td>Initial registration between September 12, 2019, and September 30, 2019, will be charged a late registration fee</td>
<td></td>
</tr>
<tr>
<td>Fee for undergraduate and diploma students: $50.00</td>
<td></td>
</tr>
<tr>
<td>Fee for graduate students: $25.00</td>
<td></td>
</tr>
<tr>
<td>Last day to drop/add on Albert for all students</td>
<td>Monday, September 16, 2019</td>
</tr>
<tr>
<td>Last day of initial registration on Albert for all Students</td>
<td>Monday, September 16, 2019</td>
</tr>
<tr>
<td>Last day to drop a class and receive a refund of 100% of tuition and fees for undergraduate, graduate, and diploma students who completely withdraw from all courses during the semester; please see Refund Schedule for Complete Withdrawal.</td>
<td>Monday, September 16, 2019</td>
</tr>
<tr>
<td>Last day to drop fall 2019 classes and not receive a grade of W</td>
<td>Monday, September 16, 2019</td>
</tr>
<tr>
<td>Courses dropped after the first two weeks of the semester: No refund of tuition or fees for undergraduate, graduate, and diploma students who are dropping classes, but will remain enrolled in at least one course.</td>
<td>Tuesday, September 17, 2019</td>
</tr>
<tr>
<td>All students who wish to perform initial registration or a registration transaction to add a class must goto their academic adviser or their academic department in order to initiate this request.</td>
<td>Tuesday, September 17, 2019</td>
</tr>
<tr>
<td>Beginning today students who want to withdraw from a class should use the Request Class Withdrawal process.</td>
<td>Tuesday, September 17, 2019</td>
</tr>
<tr>
<td>Graduate fall payment due</td>
<td>Tuesday, September 17, 2019</td>
</tr>
<tr>
<td>Initial registration on or after today will be charged a revised late registration fee</td>
<td>Tuesday, October 1, 2019</td>
</tr>
<tr>
<td>Fall recess</td>
<td>Monday, October 14, 2019</td>
</tr>
<tr>
<td>No classes scheduled</td>
<td></td>
</tr>
</tbody>
</table>
Legislative Day classes will meet according to a Monday schedule | Tuesday, October 15, 2019
---|---
Midterm grades deadline | Monday, November 4, 2019
Last day to use the Leave and Withdrawal process to submit a fall semester term withdrawal request or submit a request to withdraw from a course | Monday, November 4, 2019
Thanksgiving recess No classes scheduled | Wednesday, November 27, 2019 through Friday, November 29, 2019
Last day of fall 2019 classes | Friday, December 13, 2019
Reading days | December 14, 2019-December 15, 2019
Fall semester exams | Monday, December 16, 2019 through Friday, December 20, 2019
Final grades deadline Grades are due 72 hours after scheduled final exam date.
Winter recess | Saturday, December 21, 2019 through Sunday, January 5, 2020
Winter recess for University offices | Tuesday, December 24, 2019 through Wednesday January 1, 2020
The University, including the Office of the University of Registrar, will be closed
The University reopens | Thursday, January 2, 2020
---|---
**January 2020**
January term 2020 course search and registration status features available on Albert Please review the withdrawal schedule to determine when a grade of W will be issued when dropping classes | Friday, September 27, 2019
January 2020 registration begins at 9:00 a.m. Eastern Standard Time for most undergraduate, graduate, and diploma students | Monday, October 7, 2019
The January term tuition payment is due | Tuesday, December 3, 2019
January term 2020 classes begin | Monday, January 6, 2020
Last day to drop a class and receive a refund 100% of tuition | Monday, January 6, 2020
The last day to drop a class without the issuance of a W grade | Monday, January 6, 2020
---|---
Last day for all students to use Albert to add or drop January term classes | Monday, January 6, 2020
Beginning today students who want to withdraw from a class should use the Request Class Withdrawal process. All students who wish to perform initial registration or a registration transaction to add a class must go to their academic adviser or their academic department in order to initiate this request. | Tuesday, January 7, 2020
Beginning today students will be issued a grade W if they drop a class from their January term schedule or withdraw for the term. | Tuesday, January 7, 2020
Martin Luther King, Jr. Day | Monday, January 20, 2020
No classes scheduled/University holiday |  
Last day of January term 2020 classes | Friday, January 24, 2020
---|---
Spring 2020 course search and registration status features available on Albert. Please review the withdrawal schedule to determine when a grade of W will be issued when dropping classes | Friday, October 11, 2019
Spring 2020 registration begins by appointment for undergraduate, graduate, and diploma students | Monday, November 11, 2019
Spring 2020 classes begin | Monday, January 27, 2020
Graduate spring payment due | Tuesday, February 4, 2020
Late registration begins
Initial registration between February 5, 2020, and February 23, 2020, will be charged a late registration fee
Fee for undergraduate and diploma students: $50.00
Fee for graduate students: $25.00 | Wednesday, February 5, 2020
Last day to drop spring 2020 classes and not receive a grade of W | Sunday, February 9, 2020
Last day to drop a class and receive a refund of 100% of tuition and fees for undergraduate, graduate and diploma students who are dropping classes, but will remain enrolled in at least one course. For undergraduate, graduate, and diploma students who completely withdraw from all courses during the semester; please see the Refund Schedule for Complete Withdrawal. | Sunday, February 9, 2020
<table>
<thead>
<tr>
<th>Event/Milestone</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day of initial registration on Albert for all students</td>
<td>Sunday, February 9, 2020</td>
</tr>
<tr>
<td>Last day to drop/add on Albert for all students</td>
<td>Sunday February 9, 2020</td>
</tr>
<tr>
<td>Beginning today students will be issued a grade of W if they drop a class from their spring schedule or withdraw for the term.</td>
<td>Monday, February 10, 2020</td>
</tr>
<tr>
<td>Courses dropped after the first two weeks of the semester: No refund of tuition or fees for undergraduate, graduate, and diploma students who are dropping classes, but will remain enrolled in at least one course.</td>
<td>Monday, February 10, 2020</td>
</tr>
<tr>
<td>All students who wish to perform initial registration or a registration transaction to add a class must go to their academic adviser or their academic department in order to initiate this request.</td>
<td>Monday, February 10, 2020</td>
</tr>
<tr>
<td>Beginning today students who want to withdraw from a class should use the Request Class Withdrawal process.</td>
<td>Monday, February 10, 2020</td>
</tr>
<tr>
<td>Presidents’ Day</td>
<td>Monday, February 17, 2020</td>
</tr>
<tr>
<td>No classes scheduled/University holiday</td>
<td></td>
</tr>
<tr>
<td>Initiation registration on or after today 24 will be charged a revised late registration fee Fee for undergraduate and diploma students: $100.00 Fee for graduate students: $50.00</td>
<td>Monday, February 24, 2020</td>
</tr>
<tr>
<td>Spring recess</td>
<td>Monday, March 16, 2020 through Sunday, March 22, 2020</td>
</tr>
<tr>
<td>Last day to use Term Withdrawal Form to submit a spring semester term withdrawal request or submit a request to withdraw from a course Faculty deadline for entering midterm grades</td>
<td>Friday, April 3, 2020</td>
</tr>
<tr>
<td>Last day of spring 2020 classes</td>
<td>Monday, May 11, 2020</td>
</tr>
<tr>
<td>Reading day</td>
<td>Tuesday, May 12, 2020</td>
</tr>
<tr>
<td>Spring semester exams</td>
<td>Wednesday, May 13, 2020 through Tuesday, May 19, 2020</td>
</tr>
<tr>
<td>Final grades deadline: grades are due 72 hours after the scheduled final exam date.</td>
<td></td>
</tr>
<tr>
<td>Commencement (tentative date)</td>
<td>Wednesday, May 20, 2020</td>
</tr>
<tr>
<td>Event/Milestone</td>
<td>Date</td>
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<td>-------------------------------------------------------------------------------</td>
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<tr>
<td><strong>Summer 2020</strong></td>
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</tr>
<tr>
<td>Summer 2020 course search and registration status features available on Albert</td>
<td>Friday, January 10, 2020</td>
</tr>
<tr>
<td>Please review the withdrawal schedule to determine when a grade of W will be issued when dropping classes</td>
<td></td>
</tr>
<tr>
<td>Registration begins by appointment for undergraduate graduate, and diploma students</td>
<td>Monday, February 10, 2020</td>
</tr>
<tr>
<td>The summer tuition payment is due. Failure to meet the payment deadline may result in the cancellation of class reservations.</td>
<td>Tuesday, May 12, 2020</td>
</tr>
<tr>
<td>Memorial Day No classes scheduled/University Holiday</td>
<td>Monday, May 25, 2020</td>
</tr>
<tr>
<td>Last day to drop a class scheduled in Special Session and receive a refund of 100% tuition and fees</td>
<td>Monday, May 25, 2020</td>
</tr>
<tr>
<td>Last day to enroll on Albert for those classes scheduled during the Special Session</td>
<td>Monday, May 25, 2020</td>
</tr>
<tr>
<td>First day of summer term for classes scheduled in the following sessions: 12-week, 10-week, 7-week, first 6-week, first 3-week, and Special Session</td>
<td>Tuesday, May 26, 2020</td>
</tr>
<tr>
<td>Last day to drop a class scheduled in the first 3-week session and receive a refund of 100% tuition and fees</td>
<td>Wednesday, May 27, 2020</td>
</tr>
<tr>
<td>Last day to drop a class scheduled in the first 3-week session and not be issued a grade of a W</td>
<td>Wednesday, May 27, 2020</td>
</tr>
<tr>
<td>Last day to enroll on Albert for those classes scheduled during the first 3-week session</td>
<td>Wednesday, May 27, 2020</td>
</tr>
<tr>
<td>Beginning today, withdrawal from a class scheduled in the first 3-week sessions will result in the issuance of a W grade</td>
<td>Thursday, May 28, 2020</td>
</tr>
<tr>
<td>Last Day to enroll on Albert for classes scheduled during the 12-week session, 10-week session, 7-week session and the first 6-week session</td>
<td>Friday, May 29, 2020</td>
</tr>
<tr>
<td>Last day to drop on Albert for classes scheduled during the 12-week session, 10-week session, 7-week session, and the first 6-week session and receive a refund of 100% tuition and fees</td>
<td>Friday, May 29, 2020</td>
</tr>
<tr>
<td>Beginning today, withdrawal from a class scheduled during the following sessions will result in the issuance of a W grade: 12-week, 10-week, 7-week, and first 6-week</td>
<td>Saturday, May 30, 2020</td>
</tr>
<tr>
<td>Event/Milestone</td>
<td>Date</td>
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<tr>
<td>Legislative Day Classes will meet according to a Monday schedule</td>
<td>Saturday, June 6, 2020</td>
</tr>
<tr>
<td>Last day of classes: first 3-week session</td>
<td>Sunday, June 14, 2020</td>
</tr>
<tr>
<td>First day of summer term for classes scheduled in the second 3-week session</td>
<td>Monday, June 15, 2020</td>
</tr>
<tr>
<td>Last day to drop a class scheduled in the second 3-week session and not be issued a grade of W</td>
<td>Tuesday, June 16, 2020</td>
</tr>
<tr>
<td>Last day of active waitlists for classes scheduled during the second 3-week session on Albert</td>
<td>Tuesday, June 16, 2020</td>
</tr>
<tr>
<td>Last day to enroll a class scheduled during the second 3-week session on Albert</td>
<td>Tuesday, June 16, 2020</td>
</tr>
<tr>
<td>Beginning today, withdrawal from a class scheduled in the Second 3-week session will result in the issuance of a W grade.</td>
<td>Wednesday, June 17, 2020</td>
</tr>
<tr>
<td>Legislative Day for Friday classes, if requested by instructor</td>
<td>Saturday, June 27, 2020</td>
</tr>
<tr>
<td>Independence Day (observed)</td>
<td>Friday, July 3, 2020</td>
</tr>
<tr>
<td>Last day of classes: first 6-week session and second 3-week session</td>
<td>Sunday, July 5, 2020</td>
</tr>
<tr>
<td>First day of summer term for classes scheduled in the second 6-week session and the third 3-week session</td>
<td>Monday, July 6, 2020</td>
</tr>
<tr>
<td>Last day of active waitlists for classes scheduled in the second 6-week session and the third 3-week session</td>
<td>Tuesday, July 7, 2020</td>
</tr>
<tr>
<td>Last day to enroll on Albert for those classes scheduled during the third 3-week session</td>
<td>Tuesday, July 7, 2020</td>
</tr>
<tr>
<td>Last day to drop a class scheduled in the third 3-week session and receive a refund of 100% tuition and fees</td>
<td>Tuesday, July 7, 2020</td>
</tr>
<tr>
<td>Last day to drop a class scheduled in the third 3-week session and not issued a grade of a W</td>
<td>Tuesday, July 7, 2020</td>
</tr>
<tr>
<td>Beginning today, withdrawal from a class scheduled during the third 3-week session will result in the issuance of a W grade</td>
<td>Wednesday, July 8, 2020</td>
</tr>
<tr>
<td>Event/Milestone</td>
<td>Date</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Last day of active waitlists for classes scheduled in the second 6-week session</td>
<td>Thursday, July 9, 2020</td>
</tr>
<tr>
<td>Last day to enroll on Albert for classes scheduled during the second 6-week session</td>
<td>Thursday, July 9, 2020</td>
</tr>
<tr>
<td>Last day to drop a class scheduled in the second 6-week session and receive a refund of 100% tuition and fees</td>
<td>Thursday, July 9, 2020</td>
</tr>
<tr>
<td>Last day to drop a class scheduled in the second 6-week session and not be issued a grade of a W</td>
<td>Thursday, July 9, 2020</td>
</tr>
<tr>
<td>Beginning today, withdrawal from a class scheduled in the second 6-week session will result in the issuance of a W grade</td>
<td>Friday, July 10, 2020</td>
</tr>
<tr>
<td>Last day of classes: 7-week session</td>
<td>Sunday, July 12, 2020</td>
</tr>
<tr>
<td>Last day of classes: third 3-week session</td>
<td>Sunday, July 26, 2020</td>
</tr>
<tr>
<td>First day of summer term for classes scheduled in the fourth 3-week session</td>
<td>Monday, July 27, 2020</td>
</tr>
<tr>
<td>Last day of active waitlists for classes scheduled during the fourth 3-week session</td>
<td>Tuesday, July 28, 2020</td>
</tr>
<tr>
<td>Last day to enroll on Albert for those classes scheduled during the fourth 3-week session</td>
<td>Tuesday, July 28, 2020</td>
</tr>
<tr>
<td>Last day to drop a class scheduled in the fourth 3-week session and receive a refund of 100% tuition and fees</td>
<td>Tuesday, July 28, 2020</td>
</tr>
<tr>
<td>Last day to drop a class scheduled in the fourth 3-week session and not be issued</td>
<td>Tuesday, July 28, 2020</td>
</tr>
<tr>
<td>Beginning today, withdrawal from a class scheduled in the fourth 3-week session will result in the issuance of a W grade</td>
<td>Wednesday, July 29, 2020</td>
</tr>
<tr>
<td>Last day of classes: 10-week session</td>
<td>Tuesday, August 4, 2020</td>
</tr>
<tr>
<td>Last day of classes: 12-week session, second 6-week session, fourth 3-week session, and the Special Session</td>
<td>Sunday, August 16, 2020</td>
</tr>
<tr>
<td>Final grade deadline. Grades are due 72 hours after the scheduled final.</td>
<td>Sunday, August 16, 2020</td>
</tr>
<tr>
<td>Event/Milestone</td>
<td>Date</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Fall 2020 course search and registration status features available on Albert</td>
<td>Friday, March 20, 2020</td>
</tr>
<tr>
<td>Please review the withdrawal schedule to determine when a grade of W will be issued when dropping classes</td>
<td></td>
</tr>
<tr>
<td>Registration begins by appointment for undergraduate graduate, and diploma students</td>
<td>Monday, April 20, 2020</td>
</tr>
<tr>
<td>Fall 2020 classes begin</td>
<td>Wednesday, September 2, 2020</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Monday, September 7, 2020</td>
</tr>
<tr>
<td>No classes scheduled/University holiday</td>
<td></td>
</tr>
<tr>
<td>Legislative Day</td>
<td>Wednesday, September 9, 2020</td>
</tr>
<tr>
<td>Classes will meet according to a Monday schedule</td>
<td></td>
</tr>
<tr>
<td>Fall recess</td>
<td>Monday, October 8, 2018</td>
</tr>
<tr>
<td>No classes scheduled</td>
<td></td>
</tr>
<tr>
<td>Thanksgiving recess</td>
<td>Thursday, November 26 through Friday, November 27, 2020</td>
</tr>
<tr>
<td>No classes scheduled</td>
<td></td>
</tr>
<tr>
<td>Last day of fall 2018 classes</td>
<td>Sunday, December 13, 2020</td>
</tr>
<tr>
<td>Reading day</td>
<td>Monday, December 14, 2020</td>
</tr>
<tr>
<td>Fall semester exams</td>
<td>Tuesday, December 15 through Monday, December 21, 2020</td>
</tr>
<tr>
<td>Final Grades Deadline: Grades are due 72 hours after the scheduled final exam date</td>
<td></td>
</tr>
<tr>
<td>Winter recess</td>
<td>Thursday, December 24, 2020 through Sunday, January 3, 2021</td>
</tr>
<tr>
<td>No classes scheduled</td>
<td></td>
</tr>
<tr>
<td>The University re-opens</td>
<td>Monday, January 4, 2021</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event/Milestone</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>January term 2021 course search and registration status features available on Albert</td>
<td>Thursday, September 24, 2020</td>
</tr>
<tr>
<td>Please review the withdrawal schedule to determine when a grade of W will be issued when dropping classes</td>
<td></td>
</tr>
<tr>
<td>Registration begins by appointment for undergraduate, graduate, and diploma students</td>
<td>Monday, October 19, 2020</td>
</tr>
<tr>
<td>Event/Milestone</td>
<td>Date</td>
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<tr>
<td>--------------------------------------------</td>
<td>--------------------------------</td>
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<tr>
<td>The University re-opens</td>
<td>Monday, January 4, 2021</td>
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<tr>
<td>January term 2021 classes begin</td>
<td>Monday, January 4, 2021</td>
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<tr>
<td>Martin Luther King, Jr. Birthday</td>
<td>Monday, January 18, 2021</td>
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<tr>
<td>No class scheduled/University holiday</td>
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<tr>
<td>Last day of January term 2021 classes</td>
<td>Friday, January 22, 2021</td>
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<tr>
<td><strong>Spring 2021</strong></td>
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<tr>
<td>Spring 2021 course search and registration</td>
<td>Friday, October 16, 2020</td>
</tr>
<tr>
<td>Status features available on Albert</td>
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<tr>
<td>Please review the withdrawal schedule to</td>
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</tr>
<tr>
<td>determine when a grade of W will be issued</td>
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<tr>
<td>when dropping classes</td>
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<td>Registration begins by appointment for</td>
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<tr>
<td>Spring 2021 classes begins</td>
<td>Monday, January 25, 2021</td>
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<td>Presidents’ Day</td>
<td>Monday, February 15, 2021</td>
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<tr>
<td>Spring recess</td>
<td>Monday, March 15, 2021-Sunday,</td>
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<tr>
<td>No classes scheduled</td>
<td>March 21, 2021</td>
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<tr>
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<td>Monday, May 10, 2021</td>
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<tr>
<td>Reading day</td>
<td>Tuesday, May 11, 2021</td>
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<tr>
<td>Spring semester exams</td>
<td>Wednesday, May 12, 2021 through</td>
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<td>Tuesday, May 18, 2021</td>
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<tr>
<td>Commencement</td>
<td>Wednesday, May 19, 2021</td>
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<tr>
<td><strong>Summer 2021</strong></td>
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<tr>
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<td>Friday, January 8, 2021</td>
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<tr>
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<tr>
<td>when dropping classes</td>
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</table>
# Calendar for the Online MA Programs in Counseling and Guidance and Counseling for Mental Health and Wellness

## Fall 2019
- Last day to drop fall 2019 classes and not receive a grade of W: **Sunday, September 22, 2019**
- Last day to submit a request to withdraw from a semester; declare a course pass/fail: **Friday, November 1, 2019**
- Last day of classes: **Friday, December 13, 2019**

## Winter 2020
- Course search opens and registration status features available on Albert: **Friday, October 17, 2019**
- Registration begins: **Monday, November 18, 2019**
- First day of classes: **Thursday January 2, 2020**
- Last day of drop/add: **Wednesday, January 8, 2020**
- Last day to drop winter 2020 classes and not receive a grade of W: **Wednesday, January 8, 2020**
- Last day to submit a request to withdraw from a Semester; declare a course pass/fail: **Wednesday, February 19, 2020**
- Last day of classes: **Wednesday, March 18, 2020**

## Spring 2020
- Course search opens and registration status: **Friday, January 10, 2020**
- Registration begins: **Monday, February 10, 2020**
- First day of classes: **Monday, March 23, 2020**
- Last day of drop/add: **Sunday, March 29, 2020**
- Last day to drop fall 2020 classes and not receive a grade of W: **Sunday, March 29, 2020**
- Last day to submit a request to withdraw from a Semester; declare a course pass/fail: **Friday, May 8, 2020**
- Last day of classes: **Monday, June 8, 2020**
## Summer 2020

<table>
<thead>
<tr>
<th>Event/Milestone</th>
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<tr>
<td>Course search opens and registration status</td>
<td>Friday, April 3, 2020</td>
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<tr>
<td>Registration begins</td>
<td>Monday, May 4, 2020</td>
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<tr>
<td>First day of classes</td>
<td>Monday, June 15, 2020</td>
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<tr>
<td>Last day of drop/add</td>
<td>Sunday, June 21, 2020</td>
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<tr>
<td>Last day to drop winter 2020 classes and not receive a grade of W</td>
<td>Sunday, June 21, 2020</td>
</tr>
<tr>
<td>Last day to submit a request to withdraw from a semester; declare a course pass/fail</td>
<td>Friday, July 31, 2020</td>
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<td>Friday, August 28, 2020</td>
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## Fall 2020

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<td>First day of classes</td>
<td>Monday, September 14, 2020</td>
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<tr>
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<td>Friday, December 4, 2020</td>
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## Winter 2021

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<td>Monday, January 4, 2021</td>
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<tr>
<td>Last day of classes</td>
<td>Friday, March 19, 2021</td>
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## Spring 2021

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<td>First day of classes</td>
<td>Wednesday, March 24, 2021</td>
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<tr>
<td>Last day of classes</td>
<td>Tuesday, June 8, 2021</td>
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## Summer 2021

<table>
<thead>
<tr>
<th>Event/Milestone</th>
<th>Date</th>
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<tr>
<td>First day of classes</td>
<td>Monday, June 14, 2021</td>
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<tr>
<td>Last day of classes</td>
<td>Monday, August 30, 2021</td>
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</table>
24 Faculty of Arts and Science (B-2)
25 Silver School of Social Work (B-2)
26 La Maison Française (B-2)
27 Institute of French Studies (B-2)
28 Africa House (B-2)
29 John W. Draper Program (B-2)
30 13-19 University Place (B-2)
31 Cantor Film Center (B-2)
32 Weinstein Hall (B-2)
33 Rufus D. Smith Hall (B-2)
34 10 Astor Place (B-2)
35 Seventh Street Residence (C-2)
36 111-113 Second Avenue (C-2)
37 Grey Art Gallery (B-2)
38 Silver Center for Arts and Science (B-2)
39 College of Arts and Science (B-2)
40 Waverly Building (B-2)
41 Brown Building (B-2)
42 Kimball Hall (B-2)
43 Torch Club (B-2)
44 Center for Genomics and Systems Biology (B-2)
45 285 Mercer Street (B-2)
46 Card Center (B-2)
47 Public Safety (B-2)
48 Philosophy Building (B-2)
49 Tisch School of the Arts (B-2)
50 Gallatin School of Individualized Study (B-2)
51 Global Liberal Studies (B-2)
52 Liberal Studies (B-2)
53 Moses Center for Students with Disabilities (B-2)
54 Residential Life and Housing Services (B-2)
55 Student Health Center (B-2)
56 Bookstore and Computer Store (B-2)
57 Systems Biology (B-2)
58 Center for Genomics and Development (B-2)
59 Center for Genomics and Development (B-2)
60 Global Inclusion, Diversity, and Strategic Innovation Office (B-3)
61 Alumni Relations (B-2)
62 Bonomi Family NYU Admissions Center (B-2)
63 Psychology Building (B-2)
64 404 Fitness (B-2)
65 Lipton Hall (A-2)
66 Provincetown Playhouse (A-3)
67 Wilf Hall (A-3)
68 School of Law (A-3)
69 Vanderbilt Hall (A-3)
70 Keervokian Center (A-3)
71 King Juan Carlos I of Spain Center (A-3)
72 Skirball Department (A-3)
73 Global Center for Academic and Spiritual Life (B-3)
74 Kimmel Center for University Life (B-3)
75 Skirball Center for the Performing Arts (B-3)
76 Schwartz Plaza (B-3)
77 Shirmin Hall (B-3)
78 Stern School of Business, Graduate Program (B-3)
79 Jeffrey S. Gould Welcome Center (B-3)
80 Kaufman Management Center (B-3)
81 Gould Plaza (B-3)
82 Stern School of Business, Undergraduate College (B-3)
83 Tisch Hall (B-3)
84 Warren Weaver Hall (B-3)
85 Courant Institute of Mathematical Sciences (B-3)
86 Mercer Plaza (B-3)
87 14 East 4th Street (NYU Shanghai) (B-3)
88 Admissions Office (C-3)
89 Global Programs (C-3)
90 Global Services (C-3)
Travel Directions to the Washington Square Campus*

Lexington Avenue Subway (#6): Local to Astor Place Station. Walk west on Astor Place to Broadway, then south on Broadway to Waverly Place, and west on Waverly Place to Washington Square.

Broadway Subway (N, R): Local to Eighth Street Station. Walk south on Broadway to Waverly Place, then west on Waverly Place to Washington Square.

Sixth or Eighth Avenue Subway (A, B, C, D, E, F, M): To West Fourth Street – Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.

Seventh Avenue Subway (#1): Local to Christopher Street – Sheridan Square Station. Walk east on West Fourth Street to Washington Square.

Port Authority Trans-Hudson (PATH): To Ninth Street Station. Walk south on Avenue of the Americas (Sixth Avenue) to Waverly Place, then east to Washington Square.

Fifth Avenue Bus: Bus numbered 1 to Broadway and Ninth Street. Walk south on Broadway to Waverly Place, and west to Washington Square. Buses numbered 2, 3, and 5 to Eighth Street and University Place. Walk south to Washington Square.

Broadway Bus: Bus numbered 6 to Waverly Place. Walk west to Washington Square.

Eighth Street Crosstown Bus: Bus numbered 8 to University Place. Walk south to Washington Square.

*See Washington Square Campus map and key for specific addresses.
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<th>Phone Number</th>
<th>Address</th>
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<tbody>
<tr>
<td>Admissions (Graduate)</td>
<td>212-998-5030</td>
<td>Pless Hall, 82 Washington Square East, 3rd floor</td>
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<tr>
<td>Bobst Library</td>
<td>212-998-2500</td>
<td>70 Washington Square South</td>
</tr>
<tr>
<td>NYU Bookstore</td>
<td>212-998-4667</td>
<td>726 Broadway</td>
</tr>
<tr>
<td>Bursar</td>
<td>212-998-2806</td>
<td>383 Lafayette Street</td>
</tr>
<tr>
<td>Counseling and Student Services</td>
<td>212-998-5065</td>
<td>Pless Hall, 82 Washington Square East, 2nd floor</td>
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<tr>
<td>Counseling Services, University</td>
<td>212-998-4780</td>
<td>726 Broadway</td>
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<tr>
<td>Students with Disabilities Adviser</td>
<td>212-998-4980 (voice and TTY)</td>
<td>719 Broadway, 2nd floor</td>
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<tr>
<td>Financial Aid</td>
<td>212-998-4444</td>
<td>383 Lafayette Street</td>
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<tr>
<td>Student Health Center</td>
<td>212-443-1000</td>
<td>726 Broadway</td>
</tr>
<tr>
<td>Housing (University)</td>
<td>212-998-4600</td>
<td>383 Lafayette Street, 1st floor</td>
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<tr>
<td>Housing (Off-Campus)</td>
<td>212-998-4620</td>
<td>Student Resource Center, 60 Room 210</td>
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<td>Jeffrey S. Gould Welcome Center</td>
<td>212-998-4636</td>
<td>Shimkin Hall, 50 West 4th Street, 1st floor</td>
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<td>Office of Global Services</td>
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<td>212-998-2222</td>
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<td>Art and Art Professions</td>
<td>212-998-5700</td>
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<td>Communicative Sciences and Disorders</td>
<td>212-998-5230</td>
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<td>Kimball Hall</td>
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<tr>
<td>Media, Culture, and Communication</td>
<td>212-998-5191</td>
<td>239 Greene Street, 8th floor</td>
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<td>Music and Performing Arts Professions</td>
<td>212-998-5424</td>
<td>Education Building, 35 West 4th Street, 10th floor</td>
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<td>212-998-5580</td>
<td>411 Lafayette Street, 5th floor</td>
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<td>212-998-9400</td>
<td>380 Second Avenue, 4th floor</td>
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<tr>
<td>Teaching and Learning</td>
<td>212-998-5470</td>
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# THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT DEPARTMENTS

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<td>Administration, Leadership, and Technology</td>
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<td>82 Washington Square East, 7th floor</td>
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<tr>
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<td>212-998-5555</td>
<td>Kimball Hall</td>
</tr>
<tr>
<td></td>
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<td>246 Greene Street, 8th floor</td>
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