NOTICES
About this Bulletin
The policies, requirements, course offerings, schedules, activities, tuition, fees, and calendar of
the school and its departments and programs set forth in this bulletin are subject to change
without notice at any time at the sole discretion of the administration. Such changes may be
of any nature, including, but not limited to, the elimination of the school or college, programs,
classes, or activities; the relocation of or modification of the content of any of the foregoing;
and the cancellation of scheduled classes or other academic activities. Payment of tuition
or attendance at any classes shall constitute a student’s acceptance of the administration ‘s
rights as set forth herein.

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 you from
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 https://www.nyu.edu/life/safety-
health-wellness/public-safety/clery-actreporting.html.
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Classification of Courses

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

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

For example:

**ENGED-UE 1601**

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

**ENGED** indicates the course is in the Program in English Education

**UE** indicates the course is given at the undergraduate level

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

**ELIGIBILITY**

- 1-1999 undergraduates
- 2000-2999 master’s, doctoral
- 3000-3999 doctoral
- 8000-8900 global honors seminars

- A comma between the numbers (e.g. ENGED-UE 1601, 1602) indicates a two-course sequence across two semesters in which the first course (ENGED-UE 1601) is not a prerequisite for the second course (ENGED-UE 1602), which may be taken as a stand-alone course.

- Undergraduate courses in the Steinhardt School of Culture, Education, and Human Development are required to meet for 15 hours per unit, and assign 30 hours of supplemental assignments per semester per unit.

- Graduate courses in the Steinhardt School of Culture, Education, and Human Development are required to meet for 10 hours per unit, and assign 30 hours of supplemental assignments per semester per unit.

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

- Undergraduates within 32 units of the baccalaureate may upon approval of their adviser, the instructor, and the chairperson of the department offering the course, register for a 2000-level course.
### Course Number Prefixes

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<td>Educational Technology and Communication</td>
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<td>Applied Psychology</td>
<td>APSY-UE</td>
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<td>Art and Art Professions</td>
<td>ARTP-UE</td>
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<tr>
<td>Art Theory and Critical Studies</td>
<td>ARTCR-UE</td>
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<td>Art and Costume Studies</td>
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<td>Educational Theatre</td>
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<td>Instrumental Performance, Brass</td>
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<td>Instrumental Performance, Jazz Studies</td>
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<td>Piano Performance</td>
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<td>Vocal Performance</td>
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### School Wide Courses

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AN INTRODUCTION TO NEW YORK UNIVERSITY

The founding of New York University in 1831 by a group of eminent private citizens marked a historic event in American education. In the early 19th century, the major emphasis in higher education was on the mastery of Greek and Latin, with little attention given to modern subjects. The founders of New York University intended to enlarge the scope of higher education to meet the needs of those 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 new university that fed off the energy and vibrancy of the city.

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 envisioned 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. NYU is one of only 26 private universities in the nation to have membership in the distinguished Association of American Universities. Students come to NYU from 48 states and more than 150 foreign countries.

New York University includes three degree-granting campuses: New York City, United States; Abu Dhabi, United Arab Emirates; and Shanghai, China. In addition, the University has 11 global academic centers: Accra, Ghana; Berlin, Germany; Buenos Aires, Argentina; Florence, Italy; London, England; Madrid, Spain; Paris, France; Prague, Czech Republic; Sydney, Australia; Tel Aviv, Israel; and Washington, DC, United States. Although overall the University is large, the divisions are small- to moderate-size units—each with its own traditions, programs, and faculty.

Enrollment in the undergraduate divisions at NYU ranges between 129 and 7,330, and the University offers nearly 11,000 courses and grants more than 25 different degrees. Classes vary in size, but the University strives to create a sense of community among students within and among the different disciplines.
CEREMONIES, TRADITIONS, AND SYMBOLS

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

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

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

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

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

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

1832  College of Arts & Science
cas.nyu.edu

1835  School of Law
law.nyu.edu

1841  School of Medicine
med.nyu.edu

1854  Tandon School of Engineering (January 2014)
engineering.nyu.edu

1865  College of Dentistry
dental.nyu.edu (including the Rory Meyers College of Nursing [1932],
nursing.nyu.edu)

1886  Graduate School of Arts & 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  The Institute of Fine Arts
nyu.edu/gsas/dept/fineart

1934  School of Professional Studies
sps.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
socialwork.nyu.edu
1965  Tisch School of the Arts
tisch.nyu.edu

1972  Gallatin School of Individualized Study
gallatin.nyu.edu

1972  Liberal Studies
liberalstudies.nyu.edu

2006  Institute for the Study of the Ancient World
isaw.nyu.edu

2010  NYU Abu Dhabi
nyuad.nyu.edu

2012  NYU Shanghai
shanghai.nyu.edu

2015  College of Global Public Health
publichealth.nyu.edu

NEW YORK UNIVERSITY & NEW YORK

New York University Libraries
The Elmer Holmes Bobst Library, designed by Philip Johnson and Richard Foster, is the flagship of an eight-library system that provides access to the world’s scholarship. The Division of Libraries holds 4 million book volumes. Its online catalog, BobCat, contains 4.5 million records, including 1.2 million e-books, 166,202 e-journals, 280,616 serial titles, and 163,000 audio and video recordings. The special 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 serves as a center for the NYU community’s intellectual life. It offers approximately 3,000 seats for student study. The Avery Fisher Center for Music & Media is one of the world’s largest academic media centers and, as of summer 2016, is housed in new quarters in the library with advanced technology to support the newest modes of music listening. 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 & American Literature; the Marion Nestle Food Studies Collection, the country’s largest 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 the history of progressive social policies and promote public discussion of their 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. Fales, Tamiment, and the University Archives hold over 41,000 linear feet of archival materials.

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 & Conservation Libraries 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 Library at SPS Midtown, the most comprehensive facility of its kind, serves the information needs of every sector of the real estate community. The Institute for the Study of the Ancient World (ISAW) Library is a resource for advanced research and graduate education in ancient civilizations from the western Mediterranean to China. The Bern Dibner Library serves the NYU Tandon School of Engineering. The libraries of NYU Abu Dhabi and NYU Shanghai provide access to all the resources in BobCat and are building their own collection of books and other print materials in support of the schools’ developing curricula. Complementing the collections of the Division of Libraries are those of the Health Sciences Library 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 60 subject and technical 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, geospatial information, digital information, scholarly communication, intellectual property, and more.

**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; advisers to city government, banks, school systems, and social agencies; and 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 coursework or 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 to help resolve 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, theaters, playgrounds, and prisons of the greatest city in the world form a regular part of the educational scene for students of medicine, dentistry, education, social work, law, business and public administration, and the creative and performing arts.

The chief center for undergraduate and graduate study is at Washington Square in Greenwich Village, long famous for its contributions to the fine arts, literature, and drama and its personalized, smaller-scale, European style of living. NYU itself makes a significant contribution to the creative activity of the Village through the high concentration of faculty and students who reside within a few blocks of the University. NYU’s Tandon School of Engineering, located in Downtown Brooklyn, connects academics with creative research and technology in the burgeoning Tech Triangle and is just a short subway ride away from Washington Square.

University apartment buildings provide housing for over 2,100 members of the faculty and administration, and University student residence halls accommodate over 11,000 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, 726 Broadway, 7th Floor, New York, NY 10003; 212-998-6807. Inquiries may also be referred to the director of the Office of Federal Contract Compliance, U.S. Department of Labor.

New York University is a member of the Association of American Universities and is accredited by the Middle States Association of Colleges and Schools (Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104; 267-284-5000). Individual undergraduate, graduate, and professional programs and schools are accredited by the appropriate specialized accrediting agencies.
Senior University Administration

Andrew Hamilton  
President  
BSc, MSc, PhD

Katherine Fleming  
Provost  
BA, MA, PhD

Yanoula Athanassakis  
Associate Vice Provost for Academic Affairs  
Director, Environmental Humanities Initiative  
BA, MA, MA, PhD

Richard Baum  
Chief of Staff to the President  
BA

John Beckman  
Senior Vice President for Public Affairs and Strategic Communications  
BA

Charles Bertolami  
Herman Robert Fox Dean, College of Dentistry  
DDS, DMedSC

Stacie Grossman Bloom  
Vice Provost for Research  
PhD

H. Austin Booth  
Dean, Division of Libraries  
BA, MLSLS, MA

Lynne Brown  
Senior Vice President for University Relations & Public Affairs  
BA, MA, PhD

Russel Caflisch  
Director, Courant Institute of Mathematical Sciences  
BS, MS, PhD

Robert Cashion  
Senior Vice President for University Development & Alumni Relations  
BA, MBA

Linda Chiarelli  
Senior Vice President, Capital Projects and Facilities  
BE, JD

Lisa Coleman  
Senior Vice President for Global Inclusion, and Strategic Innovation and Chief Diversity Officer  
BA, MA, MA, MA, PhD

Kristen Day  
Vice Provost  
BS, PhD

Carolyn Dinshaw  
Dean for Humanities, Faculty of Arts & Science  
AB, PhD

Georgina “Gigi” Dopico  
Vice Provost of Undergraduate Academic Affairs  
AB, MA, MPhil, PhD

Martin Dorph  
Executive Vice President  
BS, MBA, JD
<table>
<thead>
<tr>
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<tr>
<td>Sabrina Ellis</td>
<td>Vice President Human Resources</td>
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<tr>
<td></td>
<td>BS, MS</td>
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<tr>
<td>Gregory Gabadadze</td>
<td>Dean for Science, Faculty of Arts &amp; Science</td>
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<td>Tracey Gardner</td>
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<td>Sherry Glied</td>
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<td>Susan Greenbaum</td>
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<td>Robert Grossman</td>
<td>Saul J. Farber Dean, School of Medicine &amp; Chief Executive Officer, NYU Langone Health</td>
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<td>Neil Guterman</td>
<td>Dean, Silver School of Social Work and Paulette Goddard Professor of Social Work</td>
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<td>Phillip Harper</td>
<td>Dean, Graduate School of Arts &amp; Science and Erich Maria Remarque Professor of Literature</td>
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<td>Vice Provost for Resource Planning</td>
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<td></td>
<td>BA, MPP</td>
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<tr>
<td>Alexander Jones</td>
<td>Leon Levy Director, Institute for the Study of the Ancient World</td>
</tr>
<tr>
<td></td>
<td>BA, PhD</td>
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<tr>
<td>Julia Kempe</td>
<td>Director of the Center for Data Science</td>
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<tr>
<td></td>
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<tr>
<td>MJ Knoll-Finn</td>
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<tr>
<td>Jack H. Knott</td>
<td>Gale and Ira Drukier Dean, Steinhardt School of Culture, Education, &amp; Human Development</td>
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<tr>
<td>Jelena Kovačević</td>
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<tr>
<td>Jeffrey Lehman</td>
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<tr>
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<tr>
<td>Yu Lizhong</td>
<td>Chancellor, NYU Shanghai</td>
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<tr>
<td>Marlon Lynch</td>
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<tr>
<td>Linda Mills</td>
<td>Vice Chancellor for Global Programs &amp; University Life</td>
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<td>Charlton McIlwain</td>
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<tr>
<td>Antonio Merlo</td>
<td>Anne and Joel Ehrenkranz Dean, Faculty of Arts &amp; Science</td>
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<tr>
<td>Trevor Morrison</td>
<td>Dean, School of Law</td>
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<td>Julie Mostov</td>
<td>Dean, Liberal Studies</td>
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<tr>
<td>Cathie Nadeau</td>
<td>Vice President, Budget, Financial Planning and Analysis</td>
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<td>Karen Nercessian</td>
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<td>Christine Poggi</td>
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<td>Cybele Raver</td>
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<td>Ellen Schall</td>
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<tr>
<td>Clay Shirky</td>
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<tr>
<td>David Stasavage</td>
<td>Dean for Social Sciences, Faculty of Arts &amp; Science</td>
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Eileen Sullivan-Marx  
Perkins McGriff Dean, Rory Meyers College of Nursing  
BSN, MS, PhD, CRNP, RN, FAAN

Raghu Sundaram  
Dean, Leonard N. Stern School of Business  
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Senior Vice President for Student Affairs  
BS, MBA, EdM, EdD

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Provost, NYU Shanghai  
BA, MA, PhD

Mariet Westermann  
Vice Chancellor, NYU Abu Dhabi  
BA, MA, PhD

Susanne Wofford  
Dean, Gallatin School of Individualized Study  
BA; BPhil [Oxon], PhD

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New York

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Director/Producer  
Amanda Lipitz Productions

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Introduction to the Steinhardt School of Culture, Education, and Human Development

The Steinhardt School of Culture, Education, and Human Development offers undergraduate and graduate programs in education, health, applied psychology and statistics, media, and the arts. Our integration of varying disciplines into a single School makes us unique in the nation and offers unrivaled opportunities for inquiry and exploration.

Opened in 1890 as the School of Pedagogy, a milestone in American education, NYU was the first major university to establish a graduate school for teacher preparation, placing the School at equal rank with other professional schools, such as law and medicine.

Our School has a long history of innovation, inclusion, and impact. Our faculty have created new fields of study – including the first media ecology, educational theatre, and food studies programs – that have transformed higher education.

Since we first opened our doors, we have strived to be an inclusive and welcoming place to different racial, ethnic, and religious backgrounds. Our students, faculty, and graduates are directly improving and enriching people’s lives through research, teaching, and service, applying their creativity and knowledge where they are needed most.

Located in Greenwich Village, the School’s undergraduate division offers 20 majors and more than two dozen minors in the fields noted above. We also offer the advantages of a medium-sized college, with personal advisement and many small classes. We combine the best career preparation with the finest liberal arts education in the humanities, sciences, and social sciences to help you develop critical thinking and analytical skills and understand the world through a variety of perspectives and points of view. Our undergraduate academic programs connect theory to applied learning experiences, build communities within and beyond our classrooms, and nurture the human spirit. Our students study in the expansive environment of a top-tier research university and use the urban neighborhoods of New York City and, through NYU’s many global sites, cities around the world as their laboratories. We equip our graduates with the knowledge, insight, and experience necessary to address the challenges they will face in the United States and abroad.

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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**LaRue Allen**, AB, MS, PhD, Vice Dean for Academic Affairs

**Kristie Patten**, BS, MS, PhD, Vice Dean for Faculty Affairs

**Rebecca Brandriff**, BS, MBA, Vice Dean for Administration and Finance

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**TBD**, Assistant Dean for Development

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**Jane Sullivan**, BA, Senior Director, Communications

**Debra Weinstein**, BA, MA, Director, Publications and Creative Projects
## Degree Programs

### BACHELOR OF FINE ARTS (BFA)
- Studio Art 58

### BACHELOR OF ARTS (BA)
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### BACHELOR OF SCIENCE (BS)
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- Teaching Biology, 7-12* 198
- Teaching Chemistry, 7-12* 198
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- Communicative Studies and Disorders; Media, Culture, and Communication;
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- Instrumental Performance 151
- Music Business 134
- Teaching Music, All Grades • 139
- Music Technology 141
- Piano Performance 118
- Theory and Composition 128
- Vocal Performance 120

*Leads to provisional teacher certification in New York and most other states.
The Bachelor of Science Program in Applied Psychology is an interdisciplinary program designed to teach students to bridge psychological theory, research, and practice to solve everyday problems in a multicultural world. Applied psychologists focus on diverse issues such as learning, development, and schooling, race, culture, and ethnicity, sexuality, religion, public health, mental health and wellness. Applied psychologists work with diverse populations including children and youth, families and communities, and educators, as well as practitioners and policymakers across diverse agencies and other organizations.

The program provides students with hands-on learning experiences that help them understand the range of work environments in the field of psychology and the many ways that psychology is applied in both research and real-world settings — invaluable knowledge that helps our students make informed career decisions.

The undergraduate major in applied psychology combines a broad-based liberal arts component with required courses in counseling/clinical, developmental, social/community psychology, as well as statistics and research methodology.

Specialization electives enable our students to deepen their knowledge on a specific subfield of their choice within psychology or to explore an area of interest in a related discipline. A two-semester fieldwork sequence offers students the opportunity for professional development and career exploration in research and applied settings, which help each student build a portfolio of experience valuable for seeking an entry-level position or pursuing graduate study.

Students who select a supervised field experience in an applied setting gain essential professional skills as they perform intake interviews at community centers, mentor children or adolescents in schools or after-school programs, or volunteer in hospital settings. Students
who select the research option gain essential research skills such as collecting, coding, and analyzing data. Applied psychology students have participated in a number of faculty research projects, including an intervention study bridging home and school practices for culturally and linguistically diverse children, an advocacy research project with young girls who are involved with the juvenile justice system, and an intervention study serving families of youth exhibiting behavioral disorders such as ADHD and ODD. This is a unique opportunity for undergraduate students to work side by side with faculty members and advanced graduate students.

Students have the opportunity to combine the applied and research options.

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

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

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

Students may also declare a combined major in global public health/applied psychology, or pursue an accelerated BS in Applied Psychology/MA program in Counseling for Mental Health.

**BS in Applied Psychology**

The BS Program in Applied Psychology requires students to complete a total of 128 units — 60 units in the liberal arts and 68 units in the major. In addition to 32 units of specified liberal arts courses, students complete a 12-unit concentration of courses in a single discipline of their choice, other than psychology. There are 16 units of liberal arts electives that provide students many opportunities to explore a variety of liberal arts subjects or to declare a minor.

The applied psychology major consists of 12 units of required courses in psychology, 16 units of core electives in psychology, 12 units of research skills courses, 8 units of field experiences, 8 units of specialization electives, and 12 units of unrestricted electives.
Note: The Steinhardt School requires all freshmen and transfer students to enroll in the 0-unit New Student Seminar.

**Program Learning Outcomes**
- Demonstrate a broad understanding of psychology as a social and behavioral science, and explore its connection to other disciplines
- Demonstrate a solid scientific and research background, develop critical thinking skills, and apply knowledge gained in lectures and reading to research and the practice of psychology
- Use effective written and oral communication skills to analyze, synthesize, and disseminate information
- Demonstrate readiness to enter the field as a professional as defined by the fieldwork core competencies (i.e., cognitive, behavioral, and communication)
# Department of Applied Psychology
## APUG – Applied Psychology, (B.S.)
### Program of Study
#### 2020-2021

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<th>Total Units Required</th>
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<td>Expository Writing</td>
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<th>Specialization Requirements</th>
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<td>Psychology</td>
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<td>Required Psychology Core</td>
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<td>EXPOS-UA 1</td>
<td>Writing the Essay</td>
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<td>The Advanced College Essay</td>
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<td>APSY-UE 2</td>
<td>Introduction to Psychology and Its Principles</td>
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<td>Developmental Psychology</td>
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<td>Cultures of Psychology</td>
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<tr>
<td>CORE-UA 4xx/ST-CORE-UE*</td>
<td>Texts and Ideas</td>
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<tr>
<td>CORE-UA 5xx/ST-CORE-UE*</td>
<td>Cultures and Contexts</td>
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<td>CORE-UA 101/ST-CORE-UE*</td>
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<td>CORE-UA 2xxx/ST-CORE-UA 3xxx</td>
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<td>APSTA-UE 1085</td>
<td>Basic Statistics I or</td>
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<td>PSYCH-UA 10</td>
<td>Statistics for the Behavioral Sciences</td>
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<td>APSY-UE 25</td>
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<td>Interdisciplinary Elective</td>
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<td>Choose a discipline in the social sciences, sciences or humanities and take one introductory course and two advanced courses in the same discipline.</td>
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<td>APSY-UE 1124</td>
<td>Seminar in Applied Psychology I: Principles and Practice</td>
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<td>APSY-UE 1125</td>
<td>Seminar in Applied Psychology II: Theory, Research, &amp; Practice</td>
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<td>New Student Seminar</td>
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*Steinhardt Liberal Arts Core

**Selected by Advisement
BS in Global Public Health/Applied Psychology
The NYU School of Global Public Health (GPH) crosses disciplinary boundaries to address the world’s most pressing health problems. Partnering with various NYU’s schools, the College delivers truly interdisciplinary public health education at the undergraduate, master’s, and doctoral level. The College also supports cutting-edge and collaborative research on public health issues around the world. The GPH programs build on the global reach of NYU’s unique Global Network University; draw strength from the entrepreneurial spirit of NYU’s many talented faculty and students; and serve as a conduit for groundbreaking research and education that advances and promotes equitable health for all.

The highly selective, demanding undergraduate majors in Global Public Health allow students to choose a course of study that is a combination of public health and an academic discipline or a professional subject area housed in one of four NYU schools: the College of Arts and Science; the College of Nursing; the Silver School of Social Work; and the Steinhardt School of Culture, Education, and Human Development. Global Public Health is not a stand-alone major; rather, students in the various combined majors benefit from instructors, advisers, and courses both in their home school and from across the entire University. The unique structure responds to the ever-increasing demand for interdisciplinary public health practitioners both in the United States and abroad. The coursework is combined with experiential learning and study-away requirements to ensure that students are broadly trained and uniquely prepared for a variety of careers.

Students in Steinhardt may choose one of the following combinations for a GPH major:
- Global Public Health/Applied Psychology
- Global Public Health/Communicative Sciences and Disorders
- Global Public Health/Food Studies
- Global Public Health/Media, Culture, and Communication
- Global Public Health/Nutrition and Dietetics

In all of these majors, students take one required course in each of the six core public health areas:
- Biostatistics
- Epidemiology
- Health Policy
- Environmental Health
- Sociobehavioral Health
- Internship

Students also take courses in their chosen field within Steinhardt, with the exact number of courses varying by major. Students fill out their coursework with electives in global public health and/or the Steinhardt major field (chosen in consultation with an adviser) to complement individual interests and career paths, and/or study of a foreign language. Study away for one semester at an NYU Global site is a requirement of the GPH combined majors.
The Global Public Health/Applied Psychology major provides interdisciplinary training that combines psychological theory, research, and practice with public health principles with the goal of improving health outcomes among diverse populations. The undergraduate major connects with the mission of the Department of Applied Psychology — to prepare students both to understand and to intervene in human development across contexts and cultures. A hallmark of the major is the fieldwork requirement in both psychology and global public health, offering students the opportunity to apply the knowledge gained in lectures and readings to research and other real-world experiences. Student cover a range of topics, such as developmental, abnormal, and community psychology; women and mental health; sexuality; epidemiology; health policy; research methods; and group dynamics. The major provides excellent preparation for graduate programs in psychology, public health, and related areas, as well as graduate programs in business and law.
## Program of Study

### 2020-2021

<table>
<thead>
<tr>
<th>Total Units Required</th>
<th>128</th>
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<tbody>
<tr>
<td><strong>Liberal Arts Requirements</strong></td>
<td>60</td>
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<td>College Core Curriculum (CORE)</td>
<td>32</td>
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*Steinhardt Liberal Arts Core
**Selected by Advisement

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<td>Writing the Essay</td>
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BS/MA Accelerated Master’s Program in Applied Psychology and Counseling for Mental Health and Wellness

Students can also earn an MA in Counseling for Mental Health and Wellness degree on an accelerated timeline while they complete their BS in Applied Psychology; completing both degrees within five years. The accelerated program is ideal for students interested in careers aimed at improving people’s lives on an individual level within a variety of contexts. The program combines core courses and content electives with counseling labs and internships. In addition to undergraduate applied psychology courses, students will complete graduate courses in counseling foundations, theory and process, ethical issues, group dynamics, cross-cultural counseling, abnormal psychology, and human growth and development. All students are required to complete an internship. After completing the required courses, students can seek New York State Licensure in Mental Health Counseling. The accelerated master’s program will prepare students for doctoral study in clinical or counseling, or for a career as clinical counselors in a broad spectrum of settings, including community agencies, mental health centers, hospitals, integrated behavioral health centers, and substance abuse treatment centers.

Undergraduate students will be required to complete the following graduate courses before entry into the Accelerated Master’s Program with adviser approval:
- APSY-GE 2038 Abnormal Psychology
- APSY-GE 2070 Research and Evaluation in Behavioral Science
- APSY-GE 2138 Human Growth and Development

MINOR IN AMERICAN SIGN LANGUAGE

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

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

REQUIRED COURSES

ASL-UE 0091 American Sign Language: Level I 4 units (60 hours)
ASL-UE 0092 American Sign Language: Level II 4 units (60 hours)
ASL-UE 0093 American Sign Language: Level III 4 units (60 hours)
ASL-UE 0094 American Sign Language: Level IV 4 units (60 hours)
TOTAL 16
MINOR IN CHILD DEVELOPMENT AND SOCIAL INTERVENTION
This 16-unit minor introduces students to the primary factors that influence the contexts in which children and adolescents develop. The program exposes students to the prevention and intervention efforts addressing psychological, social, educational, and health problems. Students who successfully complete the minor will have gained a solid knowledge base that will help prepare them for graduate studies in psychology.

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

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

REQUIRED COURSES (4 UNITS EACH)
APSY-UE 0010 Developmental Psychology
APSY-UE 0005 Community Psychology

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

TOTAL 16

FACULTY
J. Lawrence Aber, Distinguished Professor of Applied Psychology and Public Policy. BA 1973, Harvard University; PhD 1982, Yale University.

Alisha Ali, Associate Professor of Applied Psychology. BS 1992, MS 1996, PhD 1998, University of Toronto.

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


Kesia April, Faculty Fellow/Assistant Professor. AB 2010, Princeton; JD 2013, Cardozo; MS 2018, PhD 2020, Drexel.
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, Boğaziçi University; MA 2004, Sabanci University; PhD 2009, University of Massachusetts Amherst.


Natalie Brito, Assistant Professor of Applied Psychology. BA 2005, University of Virginia; MA 2008, College of William and Mary; PhD 2013, Georgetown University.

Elise Cappella, Associate Professor of Applied Psychology. Director, Institute of Human Development and Social Change. BA 1993, Yale University; MA 2000, PhD 2004, University of California, Berkeley.

Belinda Carrasco, Clinical Associate Professor. BA, MA 2002, Universidad Anáhuac del Norte; PhD 2012, City University of New York.

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

Kesia Constantine, Clinical Associate Professor of Counseling Psychology. BA 1996, Swarthmore College; PhD 2006, New York University.

Alejandro Ganimian, Assistant Professor of Applied Psychology and Economics. BS 2006, Georgetown University; MPhil 2007, Cambridge University, EdD 2015, Harvard 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, Associate Professor of Applied Psychology. BA 1997, Oberlin College; PhD 2010, New York University.

Linnie Green, Visiting Assistant Professor of Applied Psychology. BA 1999, Spelman College; MA 2005, New York University; PhD 2010, New York University.
Arnold H. Grossman, Professor of Applied Psychology. BS 1963, City College of New York; MSW 1965, PhD 1970, New York University; LMSW, ACSW.

Karthik Gunia, Visiting Assistant Professor in Counseling Psychology. BS 2006, University of California; PhD 2011, George Washington University.

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

Shabnam Javdani, Associate Professor of Applied Psychology. BA 2004, University of California, Berkeley; MA 2008, PhD 2012, University of Illinois at Urbana-Champaign.

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

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


Sumie Okazaki, Associate 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 and Vice Provost of Academic, Faculty, and Research Affairs. BA 1986, Harvard University; PhD 1994, Yale University.

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


Adina R. Schick, Clinical Assistant Professor of Applied Psychology and Assistant Director of Undergraduate Study. BA 1999, Touro College; MA 2004; PhD 2012, New York University.

Edward Seidman, Professor of Applied Psychology. BS 1963, Pennsylvania State University; MA 1965, Temple University; PhD 1969, University of Kentucky.
Julia Shiang, Clinical Associate Professor of Applied Psychology. BS 1971, Wheaton College; MS 1977, Bank Street College of Education; EdD 1984, Harvard University; PhD 1992, Pacific Graduate School.

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

Lisa Suzuki, Associate Professor of Applied Psychology. BA 1983, Whitman College; MEd 1985, University of Hawaii at Manoa; PhD 1992, University of Nebraska–Lincoln.

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

William Tsai, Professor of Applied Psychology. BS 2010, University of Michigan, Ann Arbor; MA 2011, University of California, Los Angeles; PhD 2016, University of California, Los Angeles.

Niobe Way, Professor of Applied Psychology. BA 1985 University of California, Berkeley; EdD 1994, Harvard University.

Norissa Williams, Clinical Assistant Professor. BS 2001, St. John’s University; MSW 2003, Stony Brook University; PhD 2014, Fordham University.

A. Jordan Wright, Professor of Applied Psychology. BA 2000, Boston University; MA 2003, Columbia University; PhD 2005, Columbia University.

Hirokazu Yoshikawa, Courtney Sale Ross University Professor of Globalization. BA 1987, Yale University; MA 1992, PhD 1998, New York University.

FACULTY EMERITIS

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

Samuel Juni, Professor. BA 1958, MA 1960, Brooklyn College; PhD 1978, Columbia University; CCC-SLP.

Perry Halkitis, Professor of Applied Psychology. BA 1984, Columbia; MS 1988, Hunter College (CUNY); M.Phil. 1993, PhD 1995, Graduate Center (CUNY)
COURSES

APSY-UE: APPLIED PSYCHOLOGY

Introduction to Psychology and its Principles
APSY-UE2 60 hours: 4 units, fall, spring, summer

Community Psychology
APSY-UE5 60 hours: 4 units, spring

Developmental Psychology
APSY-UE10 60 hours: 4 units, fall

Social Psychology
APSY-UE13 60 hours: 4 units, spring

Personality Theories
APSY-UE19 60 hours: 4 units, fall

Human Development I
APSY-UE20 30 hours: plus 10 hours of field experience 2 units, fall, spring; course meets first half of semester; non-majors only

Human Development II
APSY-UE2 30 hours plus 10 hours of field experience 2 units, fall, spring; course meets first half of semester; non-majors only

Human Development II: Application for Early Childhood Educators
APSY-UE21 30 hours plus 15 hours of field experience 2 units, spring; course meets second half of semester, non-majors only. Prerequisite: APSY-UE 20

Human Development II: Application for Childhood Educators
APSY-UE22 30 hours plus 15 hours of field experience 2 units, spring; course meets second half of semester, non-majors only. Prerequisite: APSY-UE 20

Human Development II: Application for Educators of Early Adolescents and Adolescents
APSY-UE23 30 hours plus 15 hours of field experience 2 units, fall, spring; course meets second half of semester, non-majors only. Prerequisite: APSY-UE 20

Research Methods in Applied Psychology I
APSY-UE25 60 hours: 4 units, fall, spring; program/departmental majors only
Science of Human Connection  
APSY-UE 85 60 hours: 4 units, fall

Counseling Interview  
APSY-UE 1012 60 hours: 4 units, fall, spring, summer; program/departmental majors only

Educational Psychology  
APSY-UE 1014 60 hours: 4 units. Fall even years. Prerequisite: a course in general psychology.

Beyond Borders: The Contexts of Immigrant Youth Experience  
APSY-UE 1015 60 hours: 4 units. Fall. Prerequisite: an introductory course in developmental psychology.

Mental Health: Historical, Social, and Political Perspectives  
APSY-UE 1031 60 hours: 4 units, spring even years. Prerequisite: a course in general psychology.

Abnormal Psychology  
APSY-UE 1038 60 hours: 4 units, spring. Prerequisite: a course in general psychology.

Women and Mental Health: A Life Cycle Perspective  
APSY-UE 1041 60 hours: 4 units, fall odd years. Prerequisite: a course in general psychology.

Psychology and Social Change  
APSY-UE 1032 60 Hours: 4 units, fall even years. Prerequisite: a course in general psychology. Social Psychology recommended.

Cultures of Psychology  
APSY-UE 1050 60 hours: 4 units, fall, spring; Not open to freshmen or sophomores. Prerequisite: a course in general psychology.

Sexual Identities Across the Life Span  
APSY-UE 1110 60 hours: 4 units, spring even years. Prerequisite: a course in general psychology.

Seminar in Applied Psychology I: Principles and Practice  
APSY-UE 1124 60 hours: plus 104 hours of fieldwork 4 units, fall, spring; program/departmental majors only. Prerequisite: APSY-UE 1123.
Seminar in Applied Psychology II: Theory, Research, and Practice
APSY-UE 1125 60 hours: plus 104 hours: of fieldwork, 4 units, fall, spring; program/departmental majors only. Prerequisite: APSY-UE 1124.

Research Methods in Applied Psychology II
APSY-UE 1137 60 hours: 4 units, fall, spring; program/departmental majors only. Prerequisite: APSY-UE 0025.

Children’s Learning: Theory and Research
APSY-UE 1214 60 hours: 4 units, spring. Prerequisite: a course in general psychology.

Social Intervention in Schools and Communities
APSY-UE 1270 60 hours: 4 units, spring odd years. Prerequisite: an introductory course in developmental psychology.

Developmental Psychology Across the Life Span
APSY-UE 1271 45 hours: 3 units, fall, spring. Non-majors only. Prerequisite: a course in general psychology.

Adolescent Development
APSY-UE 1272 60 hours: 4 units, fall even years. Prerequisite: a course in general psychology.

Families, Schools, and Child Development
APSY-UE 1278 60 hours: 4 units, fall odd years. Prerequisite: an introductory course in developmental psychology.

Child Development and Social Policy in a Global Society
APSY-UE 1279 60 hours: 4 units, spring odd years. Prerequisite: an introductory course in developmental psychology.

Parenting and Culture
APSY-UE 1280 60 hours: 4 units, spring even years. Prerequisite: an introductory course in developmental psychology.

Group Dynamics
APSY-UE 1620 60 hours: 4 units, fall, spring. Prerequisite: a course in general psychology.

Multicultural Counseling and Mental Health
APSY-UE 1682 60 hours: 4 units, spring odd years. Prerequisite: an introductory course in psychology.
Honors Seminar in Applied Psychology
APSY-UE 1995, 1996 60 hours: 2 units each semester, fall, spring; select departmental/program seniors only.

UGPH-GU: GLOBAL PUBLIC HEALTH

Health and Society in a Global Context
UGPH-GU 10 60 hours: 4 units, fall, spring

Introduction to Bioethics
UGPH-GU 15 60 hours: 4 units, fall

Biostatistics for Public Health
UGPH-GU 20 60 hours: 4 units, fall, spring. Prerequisite: UGPH-GU 10.

Introduction to Neuroethics
UGPH-GU 22 60 hours: 4 units, spring

Public Health Ethics
UGPH-GU 25 60 hours: 4 units, spring

Ethics and Clinical Practice
UGPH-GU 26 60 hours: 4 units, fall

Ethics and Identity: Disability, Gender, and Race
UGPH-GU 28 60 hours: 4 units, spring.

Epidemiology for Global Health
UGPH-GU 30 60 hours: 4 units, fall, spring. Prerequisite: UGPH-GU 10.

Ethics and the Internet: Social Media, Big Data, and Fake News
UGPH-GU 32 60 hours: 4 units, spring

Behavioral Risk-Taking in the Global Context
UGPH-GU 35 60 hours: 4 units, spring

Ethics and Technology
UGPH-GU 36 60 hours: 4 units, fall

Health Policy in a Global World
UGPH-GU 40 60 hours: 4 units, fall, spring. Prerequisite: UGPH-GU 10.
Nutrition and Health During Reproduction, Childhood, and Adolescence  
UGPH-GU 44 60 hours: 4 units, spring

Controversies and Debates in Public Health  
UGPH-GU 45 60 hours: 4 units, fall

Environmental Health in a Global World  
UGPH-GU 50 60 hours: 4 units, fall, spring. Prerequisite: UGPH-GU 10.

Medical Ethics  
UGPH-GU 52 60 hours: 4 units, fall, spring.

Undergraduate Experiential Learning in Global Public Health  
UGPH-GU 60 60 hours: 4 units, fall, spring. Prerequisites: UGPH-GU 10, UGPH-GU 20, and UGPH-GU 30.

Public Health Approaches to Sexually Transmitted Infections  
UGPH-GU 65 60 hours: 4 units, spring. Prerequisite: UGPH-GU 30.

From Medical Ethics to Bioethics: Historical Perspectives  
UGPH-GU 75 60 hours: 4 units, spring

Public Health Entrepreneurial Ventures  
UGPH-GU 80 60 hours: 4 units, fall

The Ethics of Reproduction  
UGPH-GU 95 60 hours: 4 units, fall

Global Medicine and Disease: The Challenges We Face  
UGPH-GU 22 60 hours: 4 units, spring
Applied Statistics, Social Science, and Humanities

Marc Scott, Chair
Department of Applied Statistics, Social Science, and Humanities
Steinhardt School of Culture, Education, and Human Development
New York University
Kimball Hall
246 Greene Street, 3rd Floor, New York, NY 10003-6677
Telephone: 212-992-9475
steinhardt.nyu.edu/departments/applied-statistics-social-science-and-humanities

The Department of Applied Statistics, Social Science, and Humanities encompasses several disciplines and modes of inquiry that provide strong intellectual and cultural foundations for the study of the professions in modern life. The department offers an undergraduate major in education studies, a minor in peace and conflict studies, and a minor in global and urban education studies as well as numerous undergraduate courses in the history, philosophy, and sociology of education; applied statistics; and international education. It also offers master’s and doctoral programs and extensive coursework for students from across the School in such fields as the history of education, sociology of education, education and social policy, international education, education and Jewish studies, and research methods and applied statistics.

BA in Education Studies
In this major, students explore and understand the broader context of education. They learn how education continuously shapes society and how, in turn, society continuously transforms education. Using powerful tools from public policy, advocacy, and social entrepreneurship, students learn how members of society, including themselves, can influence education at its many levels, whether in school or non-school settings, locally, nationally, and internationally. Through liberal arts and education core courses, this major prepares students to gain a broad understanding of education from cultural, historical, sociological, political, and economic perspectives. Students will dive deeply into a variety of education issues using approaches that are grounded in the social sciences and humanities, while honing relevant interdisciplinary skills such as writing, communication, as well as qualitative and quantitative methods of research and analysis. Learning experientially is a key component of the program. Through study abroad, internships and senior capstone projects, students gain hands-on experience involving educational change and advocacy. The major prepares students to work in a broad range of governmental, nonprofit and industry settings as well as for graduate study in law, policy, social sciences, social work, education, and business.
Program Learning Outcomes
This 128-unit major features faculty members who are experts in various disciplinary approaches and current issues in education. You will work with them so that by the time you complete this major, you will be able to:

- Demonstrate an interdisciplinary understanding of current and historically critical issues in education
- Employ appropriate research methods that are grounded in the social sciences and humanities to analyze education related issues in broad settings
- Compare and contrast key education issues at the domestic and international levels, and be able to apply the analysis to different cultural and contextual settings
- Use powerful tools from public policy, advocacy, and social entrepreneurship to assess existing policies and practices, and to propose innovative and impactful solutions or changes in the fields of education
- Use practical skills as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings to address issues in education

HOW YOU’LL LEARN:
A Full Liberal Arts Education
The BA in Education Studies emphasizes a full liberal arts education. You will complete a range of liberal arts core courses, including introductory study of the humanities, social sciences, science, and quantitative reasoning.

Interdisciplinary Methods of Inquiry
Our program is housed in the Department of Applied Statistics, Social Science, and Humanities. Your studies will incorporate various disciplinary approaches, as well as social, cultural, philosophical, historical, aesthetic, economic, religious, political, legal, and psychological perspectives.

Areas of Specialization
You will choose to specialize in one of the following areas:

- Education and Society
- Global Education
- Impact and Entrepreneurship

Global Study
You will engage in a study abroad or another significant global experience, investigating education from a comparative and international lens and taking required courses and electives in various locations (e.g., Buenos Aires, Argentina, and/or Accra, Ghana).
Immersive, Experiential Learning

Immersive, hands-on learning opportunities are integral to your major. Through internships in local organizations and service-learning projects in schools and classrooms across the city, you will apply concepts you learn in your classes and gain a deeper understanding of your place and potential in the world.

What can you do with this major?

There are many career opportunities in the field of education besides becoming a classroom teacher. Education is a constantly growing field and global policy priority. Visionary leaders as well as professionals working behind the scenes on important education issues are in high demand.

Graduates will be prepared for positions such as:

- Volunteer for the Peace Corps
- Social entrepreneur at your own start-up
- Junior officer at UNICEF
- Campaigner at Amnesty International
- E-learning specialist at a university
- Program associate at Room to Read
- College counselor at AmeriCorps
- Teacher with Teach for America
- Program coordinator at City Year

This major is also appropriate if you are interested in graduate study in law, education, sociology, social work, policy, media, or business.

DEGREE REQUIREMENTS

The BA in Education Studies combines a full range of liberal arts core courses with study-abroad opportunities. Through interdisciplinary approaches, you will develop an understanding of key issues in education, with a focus on urban and international contexts.

In order to complete this program, you must take 128 units of coursework. Your program of study consists of 64 units of liberal arts courses, which includes the required College Core Curriculum; and an additional 64 units of coursework, which includes major core and area of specialization courses, restricted electives, and unrestricted electives. You will complete a senior seminar as your culminating undergraduate experience.
## Program of Study

### 2020-2021

| Total Units Required | 128 |

### Liberal Arts Requirements (please note some courses for the Major are liberal arts courses, bringing the total number to more than 90).

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>HSED UE 1005/HIST-UA 60</td>
<td>Introduction to Education*</td>
<td>4</td>
</tr>
<tr>
<td>TDCHL-UE 41/SCA-UE 755</td>
<td>American Dilemmas: Race, Inequality, and the Unfulfilled Promise of Public Education*</td>
<td>4</td>
</tr>
<tr>
<td>INTE-UE 10</td>
<td>Introduction to Global Education*</td>
<td>4</td>
</tr>
<tr>
<td>1CHL-UE 30</td>
<td>Thinking Qualitatively*</td>
<td>4</td>
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</tbody>
</table>

### College Core Curriculum

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>EDLED-UE 1005</td>
<td>Introduction to Education Policy Analysis*</td>
<td>4</td>
</tr>
</tbody>
</table>

### Foundations of Contemporary Culture

| Area of Specialization: 16 credits minimum | 16 |

### College Core Curriculum

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>1CHL-UE 30</td>
<td>Thinking Qualitatively*</td>
<td>4</td>
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### Foreign Language

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### Expository Writing

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</tr>
<tr>
<td>1CHL-UE 30</td>
<td>Thinking Qualitatively*</td>
<td>4</td>
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### Foundations of Scientific Inquiry

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### Restricted Electives

<table>
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<tr>
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### Area of Specialization

<table>
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<tr>
<th>Minimum</th>
<th>Credits</th>
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### Physical Sciences

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<tbody>
<tr>
<td>APST-UE 1014</td>
<td>Educational Psychology*</td>
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### Social Sciences

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>APST-UE 1022</td>
<td>Human Development I AND one additional Human Development II</td>
<td>2/2</td>
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### Restricted Electives

<table>
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<tr>
<th>Units</th>
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<tbody>
<tr>
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*Steinhardt Liberal Arts Core; these courses bring the Liberal Arts Total to more than 90.*

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**Unrestricted Electives**

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<tbody>
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**Additional Requirements**

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<td>EDST-UE 1990</td>
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**Writing Proficiency Examination**

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<th>Units</th>
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*Could be used to fulfill a minor, additional area of specialization, or up to 4 units may be used towards an independent study or internship.*

---

**Last updated December 5, 2019**
AREAS OF SPECIALIZATION
As an Education Studies major, you will have the opportunity to specialize and to develop expertise in one of three areas of specialization.

Students are required to take 16 units in one of the following areas:

**Education and Society**
Choose two courses from this list:
- SOED-UE 1015 Education as a Social Institution
- INTE-UE 1545 Interdisciplinary Perspectives on the New Immigration
- SOED-UE 20 American Social Movements

Choose two additional courses:
- HSED-UE 1033 Global Culture Wars
- HSED-UE 1070 The University: What Was It? What Is It? What Should It Be?
- Other courses by advisement (indicated in the list below)

**Global Education**
Choose two courses from this list:
- INTE-UE 11 Globalization and Education
- INTE-UE 1010 International Human Rights Activism and Education
- INTE-UE 1028 Comparative Politics, Education, and Conflict

Choose two additional courses:
- HSED-UE 1033 Global Culture Wars
- INTE-UE 1013 Intro to Peace and Conflict Studies
- HSED-UE 1070 The University: What Was It? What Is It? What Should It Be?
- INTE-UE 1545 Interdisciplinary Perspectives on the New Immigration
- Other courses by advisement (indicated in the list below)

**Impact and Entrepreneurship**
Choose two courses from this list:
- APSTA-UE 1090 Using Statistics to Address Controversies in Educational Equity
- EDST-UE 1503 Education and Social Entrepreneurship
- EDST-UE xxxx Education Consulting
- EDCT-UE 1010 Being Digital: How the Internet Works

Choose two additional courses:
- SOED-UE 1015 Education as a Social Institution
- HSED-UE 1033 Global Culture Wars
- HSED-UE 1070 The University: What Was It? What Is It? What Should It Be?
EDCT-UE 1040 Social Media in Learning Environments  
MCC-UE 5 Language Introduction to Human Communication and Culture  
Other courses by advisement

ELECTIVES: Students in the Education Studies BA program can customize their programs of study by taking various elective courses. Students take two restricted electives in order to gain a broader scope on important topics in education. In addition, students may choose 16 units of unrestricted electives.

**Restricted Electives: 8 units**
Choose one course (4 units) in from the combined list of the above any area of specialization courses.

Choose one course (4 units) in Applied Psychology listed below.

APSY-UE 20 and APSY-UE 21/22/23 Human Development I AND one additional Human Development II  
APSY-UE 13 Social Psychology  
APSY-UE 10 Developmental Psychology  
APSY-UE 1014 Educational Psychology  
APSY-UE 1273 Adolescent Development

**UNRESTRICTED ELECTIVES**
Students have the opportunity to take 16 units of unrestricted electives, with up to 4 units towards directed research through an independent study or internship. These 16 units could also be used to fulfill a minor or an additional area of specialization. You will work with an adviser to choose the best electives for your program of study.

**DUAL DEGREE EDUCATION STUDIES AND APPLIED PSYCHOLOGY**
Education Studies and Applied Psychology offer a double major BA and BS degree program totaling 128 units. An adviser works with students in the program to complete all requirements within the standard timeframe.

**MINOR IN GLOBAL AND URBAN EDUCATION STUDIES**
The minor in Global and Urban Education Studies at Steinhardt is offered through the Department of Applied Statistics, Social Science, and Humanities in tandem with the Department of Teaching and Learning. This 16-unit interdisciplinary minor introduces students from across New York University to critical social, cultural, economic, political, legal, and policy issues in education. Courses examine the role of education not only in American society but also in international contexts, both urban and non-urban.
This minor is appropriate for students considering careers and/or further study in education, including:

- Teaching, including Teach for America or teacher-certification programs
- Education leadership
- Policymaking
- Nonprofit work
- Domestic and international nongovernmental organization work
- Government positions in education both in the US and abroad
- The Peace Corps and other international development or education work

Students interested in graduate school in areas such as law, business, policy, or liberal arts will also benefit from this minor. Through elective courses, students choose to focus on one of two options:

**Urban Education**

This option includes courses that engage with questions of funding, equity, urban youth identities, organization and governance of urban schools, development and implementation of policies and practices, and multicultural and multilingual education.

**Global Education**

This option examines social, cultural, and economic aspects of globalization and their implications for the field of education. Courses examine various topics as they relate to education, including notions of international human rights standards and principles, the emergence of global markets, new information technologies, migration, and comparative studies of socialization, race, class, gender, and sexuality in educational contexts.

**A: REQUIRED CORE COURSE (4 UNITS):**

HSED-UE 1005/HIST-UA 0060 Introduction to Education (4 units)

Offered by the Department of Applied Statistics, Social Science, and Humanities. In this course, students engage with central themes, issues, and controversies in education, such as

- What is the purpose of school?
- How have societies organized schools, and how have they evolved across time?
- What education happens outside of formal school settings, and how do we study non-formal education versus such notions as work and play?
- What are the interrelationships between education and other cultural institutions?
- How does education both mirror and shape the society that creates it?
- How do societies engage with issues of equity, social justice, educational “rights,” and civic responsibilities?

**B: CHOOSE ONE OF THE FOLLOWING RESTRICTED ELECTIVES (4 UNITS):**

Urban Education
TCHL-UE 41 American Dilemmas: Race, Inequality, and the Unfulfilled Promises of Public Education

OR

Global Education

INTE-UE 10 Introduction to Global Education
INTE-UE 11 Globalization and Education

C: CHOOSE AT LEAST 8 UNITS FROM THE FOLLOWING OPTIONS:

APSTA-UE 10 Statistical Mysteries and How to Solve Them
APSY-UE 5 Community Psychology
APSY-UE 1040 Students in the Community: Service, Leadership, and Training
APSY-UE 1270 Social Intervention in Schools and Communities
APSY-UE 1278 Families, Schools and Child Development
APSY-UE 1279 Child Development and Social Policy in a Global Society
ECON-UA 323 Economic Development
EDST-UE 1503 Education and Social Entrepreneurship
ENGED-UE 1205 Hip Hop and the Teaching of English
HIST-UA 639 New York City: A Social History
HSED-UE 610 Education and the American Dream: Historical Perspectives
HSED-UE 1028 Schooling in Diverse Societies*
INTE-UE 1010 International Human Rights Activism and Education
INTE-UE 1532 Terrorism, Extremism, and Education
INTE-UE 1545 Interdisciplinary Perspectives on the New Immigration
MCC-UE 1017 Youth Media and Social Change
PHED-UE 10 Learning and the Meaning of Life
PHED-UE 1016 Religion and Education: A Global Perspective
PSYCH-UA 9036 Community Psychology**
SCA-UA 115 Black Urban Studies
SCA-UA 541 Latino Youth: Migration and Policing in the Americas
SCA-UA 610 Law and Urban Problems
SCA-UA 613 Community Empowerment
SCA-UA 751 Urban Economics
SOC-UA 137 Wealth, Power, Status: Inequality in Society
SOC-UA 415 Sociology of Education
SOC-UA 460 Cities, Communities, and Urban Life
SOC-UA 465 The Sociology of Childhood
SOC-UA 9415 Sociology of Education: Global Education in the 21st Century*
SOED-UE 20 American Social Movements
SOED-UE 1050 LGBT Topics in Education
SOED-UE 1015 Education as a Social Institution
UNDSW-US 68 Service Learning Through Community Engagement
UNDSW-US 72 Service Learning with Refugee Youth
UPADM-GP 219 Race, Class, and Gender in American Cities
UPADM-GP 216 Majorities, Minorities, and Group Identities in America

*course offered at NYU Berlin
** course offered at NYU Accra

MINOR IN PEACE AND CONFLICT STUDIES
Better understand the world today and contribute to global peace efforts. The 16-unit interdisciplinary minor in Peace and Conflict Studies (PACS) gives you the tools to analyze global conflicts and the skills to understand and contribute to efforts to build peace. You will have opportunities to explore pressing issues from political violence and terrorism to civil resistance through cross-school coursework across the NYU global network.

This minor is open to all undergraduates across NYU, who have completed at least one semester and have an overall GPA of 2.75 or higher.

Prepare for careers in:
- The Peace Corps and other international development work
- Peacebuilding and peacekeeping
- Human rights monitoring and advocacy
- Local and international transitional justice
- Civil-military relations
- Social justice and community building
- Migration and refugees
- Education in emergencies

This minor can also be a good foundation for graduate study in peace and conflict studies, international relations, human rights, law, international development, political science, or international education, among other disciplines.

A. REQUIRED CORE COURSE (4 UNITS)
INTE-UE 1013 Introduction to Peace and Conflict Studies
B. RESTRICTED ELECTIVES (4–8 UNITS)
Choose at least one of the two following options:
INTE-UE 1028 Comparative Politics, Education, and Conflict
INTE-UE 1010 International Human Rights Activism and Education

C. UNRESTRICTED ELECTIVES (16 UNITS)
Choose additional courses to total 16 units from a wealth of options across the university, both on Washington Square and at NYU’s global sites. Courses are grouped into themes; students may take courses from one theme or many.

You may select from the lists below, or visit our Global Options page to see how you can include study-abroad experiences in your coursework.

Analyzing and Explaining Conflict and Violence
GT-UF 201 Global Violence: Vulnerable and Targeted Peoples
HIST-UA 569 Topics: Empire and Decolonization
MCC-UE 1351 War as Media
POL-UA 700 International Politics
POL-UA 710 US Foreign Policy
SOC-UA 472 The Sociology of Conflict and War

Peace, Justice, and Development
FOOD-UE 1210 Introduction to Food History
GT-UF 201 Topics: NGO Narratives: Global Humanitarianism: From Development to Disaster
MCC-UE 1413 Cultural Memory
UNDSW-US 66 Global Perspectives in International Social Policy
UNDSW-US 67 Social Justice and Peacemaking

Human Rights and Advocacy
GT-UF 201 Topics: International Human Rights
GT-UF 201 Topics: Trauma Studies in the Age of Globalization
SCAI-UF 401-001 Justice and Rights Movements: Let Them Lead the Way
SCAI-UF 401 Youth in Revolt: Case Studies in Global Activism
UPADM-GP 269 How to Change the World: Advocacy Movements in the United States

International and Area Studies
HIST-UA 277 Worlds of World War One
HIST-UA 750 US-Latin American Relations
MCC-UE 1341 Middle East Media
MEIS-UA 697 Palestine, Zionism, Israel
SCA-UA 161 Politics of Sub-Saharan Africa
SCA-UA 721 Issues and Ideas: Challenges, Issues, and Ideas in Covering Sub-Saharan Africa
Global Options for Unrestricted Electives

The Peace and Conflict Studies minor takes advantage of NYU coursework around the world—complete up to two of your unrestricted electives in a range of locations that provide you with global context. Please visit the Office of Global Programs for more information about semester and academic study-abroad opportunities.

Tel Aviv
HIST-UA 9553/HBRJD-UA 9948/MEIS-UA 9751 Topics in Middle East Politics:
  Palestinian-Israeli Conflict
POL-UA 9994 Comparative Radical Politics
POL-UA 9720 Diplomacy and Negotiation: Conflict Resolution in the Middle East

London
POL-UA 9741 War, Peace and World Order

Madrid
ANTH-UA 9252/HIST-UA 9264 Contemporary Perspectives on the Civil War and the
  “Recovery of Historical Memory” in Spain
POL-UA 9994/SOC-UA 9970 Comparative Human Rights

Paris
FREN-UA 9865 France and Islam
FREN-UA 9965 France, US, and Arab World: Past and Present (taught in French)

Washington, DC
HIST-UA 9629 American Foreign Policy in the 20th Century

FACULTY
Mercy Agyepong, Assistant Professor. BA 2008, State University of New York at Genesco;
  MA 2011, New York University; MSEd 2013, University of Pennsylvania; PhD 2019, University of
  Wisconsin–Madison.

Mike Amezcua, Assistant Professor. BA 2004, University of California, Los Angeles; MA 2005,
  PhD 2011, Yale University.

Rene V. Arcilla, Professor. BA 1977, PhD 1990, University of Chicago.

Yoav Bergner, Assistant Professor. BA 1997, Harvard; PhD 2003, MIT.

Jack Buckley, Research Associate Professor. AB 1997, Harvard; MA 2001, PhD 2003,
  Stony Brook (SUNY)
Dana Burde, Associate Professor. BA 1988, Oberlin College; EdM 1993, Harvard University; PhD 2001, Columbia University.

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

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

Robert Cohen, Professor (joint appointment with the Department of Teaching and Learning). BA 1976, State University of New York at Buffalo; MA 1980, PhD 1987, University of California, Berkeley.

Erich Dietrich, Clinical Professor. BA, Carleton; MA, UW-Madison; PhD, NYU.

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

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


Elisabeth King, Associate Professor. BA (honours) 2001, University of Western Ontario; MA 2002, PhD 2008, University of Toronto.

Jack H. Knott, Gale and Ira Drukier Dean and Professor of Social Science, BA 1969, Calvin College; MA 1971, John Hopkins; PhD 1977, Berkeley.

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

Ying Lu, Associate Professor. BS 1994, MS 1997, Peking University; PhD 2005, Princeton University; PhD 2009, University of North Carolina at Chapel Hill.

Tod 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 University; MA 1993, Hunter College; PhD 1998, New York University.
Ravi Shroff, Assistant Professor. BS 2005, University of Washington; MS 2009, PhD 2011, University of California, San Diego; MS 2014, New York University.

Carol Anne Spreen, Associate Professor. BA 1989, American University; MA 1992, University of Illinois; MPhil 1997, Columbia University Teachers College; PhD 2001, Columbia University.

Leanna Stiefel, Professor (joint appointment with the Robert F. Wagner Graduate School of Public Service). BA 1967, University of Michigan; PhD 1972, Department of Hebrew and Judaic Studies, University of Wisconsin-Madison; Adv. Prof. Cert. 1984, New York 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; MUS 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; PhD 2008, Wagner Graduate School of Public Service at New York University.

Affiliated Faculty

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

Brett Gary, Associate Professor, Department of Media, Culture, and Communication, Steinhardt.

Ritty Lukose, Associate Professor, Gallatin

Diana Turk, Associate Professor, Department of Teaching and Learning, Steinhardt

Faculty Emeriti

Dominic Brewer, Education, Economics, and Policy
Donald Johnson, Global Education
Berenice Fisher, Philosophy of Education
Joy Gould Boyum, Arts and Humanities
Gabriel Moran, Religious Education
Floyd Hammack, Educational Sociology and Higher Education
Philip Hosay, International Education
Jonathan Zimmerman, History of Education
COURSES

APPLIED STATISTICS FOR SOCIAL SCIENCE RESEARCH

Statistical Mysteries and How to Solve Them
APSTA-UE 10, 60 hours: 4 units

Cracking the Code
APSTA-UE 21, 60 hours: 4 units

Carpe Datum
APSTA-UE 25, 60 hours: 4 units

Basic Statistics I
APSTA-UE 1085, 60 hours: 4 units

Basic Statistics II
APSTA-UE 1086, 45 hours: 3 units

Using Statistics to Address Controversies in Educational Equity
APSTA-UE 1090, 60 hours: 4 units

ARTS AND HUMANITIES

International Art Film, Social Change, and the Experience of Modernity
AHUM-UE 1010, 60 hours: 4 units

EDUCATION STUDIES

Education and Social Entrepreneurship
EDST-UE 1503, 60 hours: 4 units

HISTORY OF EDUCATION

Nativism, Walls, and Democracy
HSED-UE 175, 60 hours: 4 units

Education and the American Dream: Historical Perspectives
HSED-UE 610, 60 hours: 4 units

Revolt on Campus: US Student Protests in the 20th Century
HSED-UE 615, 60 hours: 4 units
Introduction to US Education
HSED-UE 1005, 60 hours: 4 units

Schooling in Diverse Societies
HSED-UE 1028, 60 hours: 4 units

Americans Abroad
HSED-UE 1030, 60 hours: 4 units

Global Culture Wars
HSED-UE 1033, 60 hours: 4 units

US Campus Politics and Student Protest in the 21st Century
HSED-UE 1046, 60 hours: 4 units

US Latinx History
HSED-UE 1066, 60 hours: 4 units

History of Higher Education
HSED-UE 1067, 60 hours: 4 units

The University: What Was It? What Is It? What Should It Be?
HSED-UE 1070, 60 hours: 4 units

INTERNATIONAL EDUCATION

Introduction to Global Education
INTE-UE 10, 60 hours: 4 units

Globalization and Education
INTE-UE 11, 60 hours: 4 units

Foundations of Human Rights Education
INTE-UE 13, 60 hours: 4 units

International Human Rights Activism and Education
INTE-UE 1010, 60 hours: 4 units

Billionaires, Best Intentions, and Public Education
INTE-UE 1011, 60 hours: 4 units
God, Schools, and the Globe
INTE-UE 1012, 60 hours: 4 units

Introduction to Peace and Conflict Studies
INTE-UE 1013, US 60 hours: 4 units

Comparative Politics, Education and Conflict
INTE-UE 1028, 60 hours: 4 units

Justice, Reason, and Culture
INTE-UE 1141, 60 hours: 4 units

Terrorism, Extremism, and Education
INTE-UE 1532, 60 hours: 4 units

Interdisciplinary Perspectives on the New Immigration
INTE-UE 1545, 60 hours: 4 units

SOCIOLOGY OF EDUCATION

American Social Movements
SOED-UE 20, 60 hours: 4 units

Introduction to Sociology of Education
SOED-UE 1002, 45 hours: 3 units

Growing Up in America: Communities, Families, Youth Culture, and Education
SOED-UE 1010, 60 hours: 4 units

Education as a Social Institution
SOED-UE 1015, 60 hours: 4 units

Sociology of Urban Life and Education
SOED-UE 1025, 45 hours: 3 units

Art and City: Sociological Perspective
SOED-UE 1030, 60 hours: 4 units

LGBTQ Topics in Education
SOED-UE 1050, 60 hours: 4 units
PHILOSOPHY OF EDUCATION

Learning and the Meaning of Life
PHED-UE 10, 60 hours: 4 units

Belonging and Estrangement
PHED-UE 1004, 60 hours: 4 units

Religion and Education: A Global Perspective
PHED-UE 1016, 60 hours: 4 units

Literature, Art, and the Path to Life
PHED-UE 1017, 60 hours: 4 units
Art and Art Professions

Nancy Deihl, Chair
Department of Art and Art Professions
Steinhardt School of Culture, Education, and Human Development
New York University
34 Stuyvesant Street, New York, NY 10003-7599
Telephone: 212-998-5700
https://steinhardt.nyu.edu/degree/bfa-studio-art

The Department of Art and Art Professions intertwines the rich visual traditions of the past with emerging forms and ideas thereby encouraging students to envision fresh new ways of making art. The Bachelor of Fine Arts (BFA) program in Studio Art balances cutting-edge technical training against a backdrop of aesthetic approaches ranging from painting to mixed media and multicultural theory. The program immerses students directly in the issues confronting the art world.

The vast resources of a renowned university combine with an outstanding art faculty to prepare students for careers in the art world in ways that far exceed the scope of more narrowly defined programs. By combining critical thinking with a broad range of formal skills, this department enables graduates not only to keep pace with change, but to instigate it.

BFA, Studio Art
Shadi Harouni, Program Director

The BFA program is designed for students to study forms and ideas together. The interdisciplinary curriculum includes painting, drawing, sculpture and installation, photography, video art, digital art, performance, metals, ceramics, design, and praxis courses. Students in the program meld together art history and theory, the humanities and sciences, and the high energy of downtown New York.

First-year immersion in a series of intensive studio courses encourages conceptual exploration of many forms and philosophies of art-making simultaneously, giving students an unusually wide array of skills and languages to express their ideas. Students use traditional and nontraditional materials and techniques in a variety of projects ranging from figure drawing to experimental sculpture, performance, photography, video, and digital imaging.
At the end of the first year, students are better prepared to make, observe, and analyze their own artwork as well as the work of others. After the first-year intensive, students are more disciplined in their ability to sustain long periods of creative concentration.

After freshman year, students begin taking studio classes of their choice as well as exploring critical theory. Through readings, films, slide lectures, visiting speakers, and field trips, students explore the broader social and theoretical dimensions of visual culture. New York City features heavily as a venue for cultural production. In the spring of second year, students can take advantage of our internship-for-credit program.

As they progress to third year, students produce artwork in media of their own choice related to such topics as sex and contemporary art, autobiography, art and activism, and anarchy and the imagination.

Students are encouraged in their junior year to enroll for one semester in a study-abroad site sponsored by New York University. NYU Berlin is the main study-abroad site for the studio art program. It is home to the most innovative contemporary art scene in Europe and has enhanced art facilities where students are able to produce and exhibit their work as well as engage with artists, critics, and galleries in an international environment. Florence, Paris, London, Prague, Shanghai, Buenos Aires, Tel Aviv, Sydney, and Madrid are just a handful of other sites abroad where students may choose to study as well.

Senior students enroll in Senior Studio, a year-long course designed to further young artists’ studio practice, preparing them to be exhibiting artists. Students participate in individual and group critiques where they meet with senior mentors, full-time faculty, visiting artists, and curators. Over the course of the year, each student develops a cohesive body of work supported by a written thesis outlining the ideas and contexts that drive his or her creative process.

In the fall, students participate in group exhibitions; in the spring, they participate in group thesis exhibitions in the Rosenberg and Commons galleries. Additionally, all seniors can apply for the Senior Honors program where they work closely with curators from NYU’s Institute of Fine Arts (IFA) to discuss the students’ work and ideas. The IFA graduate students then curate and write about exhibitions of our seniors’ work at 80WSE, the well-known NYU Steinhardt Gallery on Washington Square Park.

Program Learning Outcomes
- Integrate a broad base of knowledge in the humanities, social sciences, and sciences with the art-making process and use that knowledge to interpret the meaning of their artwork
- Demonstrate technical and material expertise in creating works of art
 Identify historical and contemporary art modes and develop language-based and theoretical models for contextualizing their artwork

 Constructively critique aesthetics and content in their work as well as the work of other artists

 Work independently, developing a unique and meaningful artistic practice, and in collaboration with fellow artists

 BFA Program in Studio Art
 Total units required  128
<table>
<thead>
<tr>
<th>Liberal Arts Requirements</th>
<th>42</th>
<th>Specialization Requirements</th>
<th>86</th>
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<tr>
<td>College Core Curriculum (CORE)</td>
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<td>Foundation Studios</td>
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<tr>
<td>Foreign Language</td>
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<td>Course Number</td>
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<td></td>
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<td>ART-UE 107</td>
<td>2D Fundamentals I</td>
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<tr>
<td>Expository Writing</td>
<td>8</td>
<td>ART-UE 211</td>
<td>3D Fundamentals I</td>
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<td>Course Number</td>
<td>Course Title</td>
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<tr>
<td>ART-UE 212</td>
<td>3D Fundamentals II</td>
<td>3</td>
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<tr>
<td>EXPOS-UA 1</td>
<td>Writing the Essay</td>
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<tr>
<td>ACE-UE 110</td>
<td>The Advanced College Essay</td>
<td>4</td>
<td>ART-UE 314</td>
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<td></td>
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<td>ART-UE 22</td>
<td>Interdisciplinary Art Practice I</td>
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<td>Foundations of Contemporary Culture</td>
<td>8</td>
<td>ART-UE 23</td>
<td>Interdisciplinary Art Practice II</td>
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<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Units</td>
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<tr>
<td>CORE-UA 4xx/ ST-CORE-UE*</td>
<td>Texts and Ideas</td>
<td>4</td>
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<tr>
<td>CORE-UA 5xx/ ST-CORE-UE*</td>
<td>Cultures and Contexts</td>
<td>4</td>
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<tr>
<td>Foundations of Scientific Inquiry</td>
<td>8</td>
<td>Course Number</td>
<td>Course Title</td>
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<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Units</td>
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<tr>
<td>ART-UE 1114</td>
<td>Drawing</td>
<td>3</td>
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<tr>
<td>ART-UE 1116</td>
<td>Painting</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CORE-UA.xxx/ST-CORE-UE**</td>
<td>Quantitative Reasoning/Mathematics**</td>
<td>4</td>
<td>ART-UE 1118</td>
</tr>
<tr>
<td>CORE-UA.xxx/ST-CORE-UE**</td>
<td>Physical/Life Science** OR Psychology</td>
<td>4</td>
<td>ART-UE 1221</td>
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<td>Other Liberal Arts Requirements</td>
<td>14</td>
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<td>Course Title</td>
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<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Units</td>
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<tr>
<td>ARTCR-UE 37</td>
<td>Art + Contemporary Culture</td>
<td>3</td>
<td>ART-UE 1314</td>
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<td>ARTCR-UE 52</td>
<td>Contemporary Art</td>
<td>3</td>
<td>ART-UE 1315</td>
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<td>ARTCR-UE 58</td>
<td>Global Histories of Art</td>
<td>2</td>
<td>ART-UE 1316</td>
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<td>ARTCR-UE 51</td>
<td>History of Art Since 1945</td>
<td>2</td>
<td>ART-UE 1420</td>
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<td>ARTH-UA xxxx</td>
<td>Restricted Elective in Art History** OR Art of Now** OR</td>
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<td>ARTCR-UE 10</td>
<td>Art: Practice and Ideas</td>
<td>Studio Projects</td>
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<tr>
<td>ARTCR-UE 55 or ARTCR-UE 1153</td>
<td>OR Art of Now** OR</td>
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<tr>
<td></td>
<td>Art and Ideas: The Art World Today - Berlin and Beyond**</td>
<td></td>
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</tbody>
</table>
* Selected by Advisement

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| Course Number | Course Title | Units |
| ART-UE 900 | Visual Arts Praxis | 3 |
| ARTCR-UE 1095 | Senior Thesis Seminar | 3 |
| Department Electives | 8-12 | Unit Title | Units |
| ART-UE 1901 | Senior Studio I | 1-3 |
| ART-UE 1902 | Senior Studio II | 1-3 |
| ART-UE 1905 | BFA Ind. Crit & Review | 2 |
| ART-UE 1905 | BFA Ind. Crit & Review | 2 |
| ARTCR-UE 1095 | Senior Thesis Seminar | 3 |
| Unrestricted Electives | 20 | Unit Title | Units |
| ART-UE 100 | Visual Arts Praxis | 3 |
| ART-UE 100 | Visual Arts Praxis | 3 |
| ART-UE 100 | Visual Arts Praxis | 3 |
| Additional Requirements | 0 | Unit Title | Units |
| SAHS-UE 1 | New Student Seminar |  |
| Writing Proficiency Examination | 61 |
Dual Degree: BFA Studio Art/MA Art Education
Total units required 139
The dual-degree program is designed for undergraduate studio art majors interested in adding an art education component to their four-year degree and completing a master’s degree in art education in their fifth year.
# Program of Study

## Major Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-UE 107</td>
<td>2D Fundamentals I</td>
<td>4</td>
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<td>ART-UE 211</td>
<td>3D Fundamentals I</td>
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<td>ART-UE 212</td>
<td>3D Fundamentals II</td>
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</tr>
<tr>
<td>ART-UE 314</td>
<td>4D Fundamentals I</td>
<td>4</td>
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<td>ART-UE 22</td>
<td>Interdisciplinary Art Practice I</td>
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<tr>
<td>ART-UE 23</td>
<td>Interdisciplinary Art Practice II</td>
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<tr>
<td>ART-UE 1114</td>
<td>Drawing</td>
<td>3</td>
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<tr>
<td>ART-UE 1116</td>
<td>Painting</td>
<td>3</td>
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<tr>
<td>ART-UE 1118</td>
<td>Printmaking</td>
<td>3</td>
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<tr>
<td>ART-UE 1221</td>
<td>Sculpture</td>
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<tr>
<td>ART-UE 1314</td>
<td>Photography</td>
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<td>ART-UE 1315</td>
<td>Digital Photography</td>
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<tr>
<td>ART-UE 1316</td>
<td>Digital Art</td>
<td>3</td>
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<tr>
<td>ART-UE 1318</td>
<td>Video</td>
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<td>ART-UE 1420</td>
<td>Design</td>
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<td>ART-UE 1514</td>
<td>Glass</td>
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<tr>
<td>ART-UE 1517</td>
<td>Ceramics</td>
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<td>ART-UE 1901</td>
<td>Senior Studio I</td>
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<tr>
<td>ART-UE 1092</td>
<td>Senior Studio II</td>
<td>1-3</td>
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<tr>
<td>ART-UE 1905</td>
<td>BFA Individual Critique and Review; 2 terms, 1 unit each</td>
<td>2</td>
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<tr>
<td>ART-GE 2971</td>
<td>Interdisciplinary Project: Art in Dialogue* OR Guided Elective [Studio]* (by advisement)</td>
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<tr>
<td>ARTED-GE XXXX</td>
<td>Guided Elective [Studio]* (by advisement)</td>
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<td>TCHL-GE 2910</td>
<td>Inquiries into Teaching and Learning* taken in junior year</td>
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<td>ARTE-GE 2015</td>
<td>Race, Education and the Politics of Visual Representation* taken in junior year</td>
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<td>ARTE-GE 2081</td>
<td>Special Education: Disabilities Studies and Contemporary Art* taken in senior year</td>
<td>3</td>
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<td>ARTE-GE 2272</td>
<td>Social Justice Education and Contemporary Art: Secondary Teaching* taken in junior year</td>
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<tr>
<td>ARTE-GE 2277</td>
<td>Media Literacy and Visual Culture: Teaching Art in a Digital Age* taken in senior year</td>
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<td>SAHS-UE 1</td>
<td>New Student Seminar</td>
<td>2</td>
</tr>
<tr>
<td>Writing Proficiency Examination</td>
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</tbody>
</table>

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*Steinhardt Liberal Arts Core http://steinhardt.nyu.edu/advisement/LAC

** Selected by Advisement

†Dual degree students will take this course for 3 units.

Curriculum last updated June 2020
MINORS
The Department of Art and Art Professions offers two minors:

- Studio Art
- Digital Art and Design

Studio Art Minor
The Studio Art minor provides students from other disciplines the opportunity to work intensively in studio art. Classes are taught by faculty involved in the contemporary art world and may include field trips, and film and image screenings.

This minor requires 16 units (four classes) taken in the Department of Art and Art Professions. Students may choose from a wide selection of studio art courses in 2D, 3D, and media, with the opportunity to explore the areas of:

- Drawing/painting/printmaking
- Sculpture/ceramics/metalsmithing
- Photography/digital art/video/design

Instructors in each of these areas are artists of note actively engaged in their respective fields. As a complement to studio art practice, minors are encouraged to attend exhibitions and visiting artist lectures held weekly in the department.

Drawing I for Non-Majors
ART-UE 101

Drawing II for Non-Majors
ART-UE 102

Painting I for Non-Majors
ART-UE 103

Painting II for Non-Majors
ART-UE 104, prerequisite ART-UE 103

Printmaking I for Non-Majors
ART-UE 105

Printmaking II for Non-Majors
ART-UE 106, prerequisite ART-UE 105

Ceramics I for Non-Majors
ART-UE 503
Metalsmithing I for Non-Majors
ART-UE 501

Sculpture I for Non-Majors
ART-UE 201

Ceramics II for Non-Majors
ART-UE 504, prerequisite ART-UE 503

Sculpture II for Non-Majors
ART-UE 202, prerequisite ART-UE 201

Design I for Non-Majors
ART-UE 401

Digital Art I for Non-Majors
ART-UE 303

Digital Photo I for Non-Majors
ART-UE 300

Photo I for Non-Majors
ART-UE 301

Video I for Non-Majors
ART-UE 305

Design II for Non-Majors
ART-UE 402

Digital Art II for Non-Majors
ART-UE 304, prerequisite ART-UE 303

Photo II for Non-Majors
ART-UE 302, prerequisite ART-UE 300 or 301

Video II for Non-Majors
ART-UE 306, prerequisite ART-UE 305
Digital Art and Design Minor
The minor in Digital Art and Design is a 16-unit program that provides students from across the University with technical training, as well as visual communication and digital fabrication skills, along with enhanced creative thinking and critical problem-solving abilities.

REQUIRED COURSES (12 UNITS)
Readings, and discussion, along with assigned projects.
The studio art minor requires 16 units, selected from the courses listed below.

Select any four courses:

Drawing/Painting/Printmaking
ART-UE 101 Drawing I for Non-Majors
ART-UE 102 Drawing II for Non-Majors
ART-UE 103 Painting I for Non-Majors
ART-UE 104 Painting II for Non-Majors

Design/Digital Art/Photography/Video
ART-UE 401 Design I for Non-Majors
ART-UE 402 Design II for Non-Majors
ART-UE 303 Digital Art I for Non-Majors
ART-UE 304 Digital Art II for Non-Majors
ART-UE 300 Digital Photo I for Non-Majors
ART-UE 301 Photo I for Non-Majors
ART-UE 302 Photo II for Non-Majors
ART-UE 305 Video I for Non-Majors
ART-UE 306 Video II for Non-Majors
ART-UE 407 Design I for Non-Majors

Typography
ART-UE 402 Design II for Non-Majors

Layout, Composition, and Color
ART-UE 1421 Design Studio for Non-Majors

ELECTIVE (4 UNITS)
ART-UE 303 Digital Art I for Non-Majors
Design Studio for Non-Majors Topics, varied each semester, including Animation, Motion Graphics, and Branding
FACULTY

Ikuko Acosta, Clinical Assistant Professor. BA 1966, Rutgers University; MA 1981, PhD 2002, New York University. ATR-BC, LCAT.

Noel 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.

Marygrace Berberian, Clinical Assistant Professor, BS 1994, MA 1996, MSW 2002, NYU.

Jonathan Berger, Assistant Professor; Director, 80WSE. BFA 2002, California Institute of the Arts; MFA 2006, New York University.

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

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

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


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


Maureen Gallace, Clinical Associate Professor. BFA 1981, University of Hartford; MFA 1983, Rutgers University.
Roselee Goldberg, Clinical Associate Professor of Visual Arts Administration. BA 1967, University of Witwatersrand, Johannesburg; MA 1970, Courtauld Institute of Art.

Jessica Hamlin, Clinical Assistant Professor. BA 1995, Pitzer College; MA 2001, NYU.

Shadi Harouni, Visiting Assistant Professor and Director of the Undergraduate Program in Studio Art. BA 2007, University of Southern California; MFA 2011, New York University.

Lyle Ashton Harris, Assistant 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, University of Queensland.

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

Rachel Lifter, Clinical Associate Professor, BA 2005, University of Pennsylvania; MSc 2006, London; PhD 2012, University of Arts, London.

Marlene McCarty, Clinical Associate Professor. 1978-1982: Hochschule fur Gestaltung, Basel, Switzerland, degree Eidgenossischen Fahigkeitsausweis/Grafiker; PhD 2010 (hon.), Massachusetts College of Art and Design.

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

Linda Sormin, Associate Professor. BA 1993, Andrews University; MFA 2003, New York State College of Ceramics at Alfred University.

Andrew Weiner, Assistant Professor. BA 1997, Wesleyan University; MA 2004, PhD 2011, University of California, Berkeley.

Amy Whitaker, Assistant Professor. BA 1996, Williams College; MBA 2001, Yale; MFA 2004, University College London.

Number of Adjunct Faculty
Studio Art: 80
Art Education: 5
Visual Arts Administration: 15
Costume Studies: 5
Art Therapy: 15
COURSES

ART-UE: STUDIO ART

Interdisciplinary Art Practice I
ART-UE 22, 60 hours: 3 units, fall; open only to freshmen art majors; first half of yearlong course required for all studio art majors

Interdisciplinary Art Practice II
ART-UE 23, 60 hours: 3 units, spring; open only to freshmen art majors; second half of yearlong course required for all studio art majors

Color
ART-UE 90, 45 hours: 2 units, fall, spring; open only to art majors

Drawing I for Non-Majors
ART-UE 101, 60 hours: 4 units, fall, spring; non-art majors only

Painting I for Non-Majors
ART-UE 103, 60 hours: 4 units, fall, spring; non-art majors only

Printmaking I for Non-Majors
ART-UE 105, 60 hours: 4 units, fall, spring; non-art majors only

2D Fundamentals
ART-UE 107, 60 hours: 4 units, fall, spring; open only to freshmen art majors; required for all studio art majors

Sculpture I for Non-Majors
ART-UE 201, 60 hours: 4 units, fall, spring; non-art majors only

3D Fundamentals I
ART-UE 211, 45 hours: 3 units, fall; open only to freshmen art majors; first half of yearlong course required for all studio art majors

3D Fundamentals II
ART-UE 212, 45 hours: 3 units, spring; open only to freshmen art majors; second half of yearlong course required for all studio art majors

Digital Photography I for Non-Majors
ART-UE 300, 60 hours: 4 units, fall, spring; non-art majors only
Photography I for Non-Majors  
ART-UE 301, 60 hours: 4 units, fall, spring; non-art majors only

Digital Art I for Non-Majors  
ART-UE 303, 60 hours: 4 units, fall, spring; non-art majors only

Video Art I for Non-Majors  
ART-UE 305, 60 hours: 4 units, fall, spring; non-art majors only

4D Fundamentals  
ART-UE 314, 60 hours: 4 units, fall, spring; open only to freshmen art majors; required for all studio art majors

Design I for Non-Majors  
ART-UE 401, 60 hours: 4 units, fall, spring; non-art majors only

Metalsmithing for Non-Majors  
ART-UE 501, 60 hours: 4 units, fall, spring; non-art majors only

Ceramics I for Non-Majors  
ART-UE 503, 60 hours: 4 units, fall, spring; non-art majors only

Visual Arts Praxis  
ART-UE 900, 60 hours: 4 units, fall, spring; only open to junior art majors

Independent Study  
ART-UE 1000, 45 hours per unit: 1–6 units, fall, spring; hours to be arranged; open only to junior and senior art majors

Undergraduate Internship  
ART-UE 1010, 45 hours per unit: 1–6 units, fall, spring; open only to art majors. Prerequisite: second semester sophomore standing or above, by advisement.

Drawing  
ART-UE 1114, 60 hours: 3 units. fall, spring; open only to sophomore art majors

Painting  
ART-UE 1116, 60 hours: 3 units, fall, spring; open only to sophomore art majors

Printmaking  
ART-UE 1118, 60 hours: 3 units. fall, spring; open only to sophomore art majors
Topics in Drawing
ART-UE 1120, 60 hours: 4 units, fall, spring; non-art majors only. Prerequisite: ART-UE 101, Intro to Drawing.

Topics in Painting
ART-UE 1140, 60 hours: 4 units, fall, spring, non-art majors only. Prerequisite: ART-UE 103, Intro to Painting.

Topics in Printmaking
ART-UE 1160, 60 hours: 4 units, fall, spring; non-art majors only. Prerequisite: ART-UE 105, Intro to Printmaking.

Advanced Projects in Drawing
ART-UE 1190, 60 hours: 3 units, fall, spring; open only to art majors. Prerequisites: ART-UE 1114, Drawing and ART-UE 1180, Projects in Drawing.

Advanced Projects in Painting
ART-UE 1191, 60 hours: 3 units, fall, spring; open only to art majors. Prerequisites: ART-UE 1116, Painting and ART-UE 1181, Projects in Painting.

Advanced Projects in Printmaking
ART-UE 1192, 60 hours: 3 units, fall; open only to art majors. Prerequisites: ART-UE 1118, Printmaking and ART-UE 1182, Projects in Printmaking.

Sculpture
ART-UE 1221, 60 hours: 3 units, fall, spring, open only to sophomore art majors

Topics in Sculpture
ART-UE 1230, 60 hours: 4 units, fall, spring; non-art majors only. Prerequisite: ART-UE 201, Intro to Sculpture.

Projects in Sculpture
ART-UE 1280, 60 hours: 3 units, fall, spring; open only to art majors. Prerequisite: ART-UE, 1221 Sculpture.

Advanced Projects in Sculpture
ART-UE 1290, 60 hours: 3 units, fall, spring; open only to art majors. Prerequisites: ART-UE 1221, Sculpture and ART-UE 1280, Projects in Sculpture.

Analog Photography
ART-UE 1314, 60 hours: 3 units, fall, spring; open only to sophomore art majors
Digital Photography
ART-UE 1315, 60 hours: 3 units, spring, open only to sophomore art majors

Digital Art
ART-UE 1316, 60 hours: 3 units, fall, spring; open only to sophomore art majors

Video Art
ART-UE 1318, 60 hours: 3 units, fall; open only to sophomore art majors

Topics in Photography
ART-UE 1320, 60 hours: 4 units, fall, spring; non-art majors only. Prerequisite: ART-UE 300, Intro to Digital Photography or ART-UE 301, Intro to Photography.

Projects in Photography
ART-UE 1380, 60 hours: 3 units, fall, spring; open only to art majors. Prerequisite: ART-UE 1314, or ART-UE 1315, Photography.

Projects in Digital Art
ART-UE 1381, 60 hours: 3 units, spring. Prerequisite: ART-UE 1316 Digital Art. Open only to art majors.

Projects in Video
ART-UE 1382, 60 hours: 3 units, spring; open only to art majors. Prerequisite: ART-UE 1318, Video.

Advanced Projects in Photography
ART-UE 1390, 60 hours: 3 units, fall, spring; open only to art majors. Prerequisite: ART-UE 1314 or 1315, Photography and ART-UE 1380, Projects in Photography.

Advanced Projects in Digital Art
ART-UE 1391, 60 hours: 3 units, fall, spring; open only to art majors. Prerequisites: ART-UE 1316, Digital Art and ART-UE 1381, Projects in Digital Art.

Advanced Projects in Video
ART-UE 1392, 60 hours: 3 units, fall, spring; open only to art majors. Prerequisites: ART-UE 1318, Video and ART-UE 1382, Projects in Video.

Advanced Projects in Art and Media
ART-UE 1393, 60 hours: 3 units, fall, spring; open only to art majors; others by permission
Design
ART-UE 1420, 60 hours: 3 units, spring; open only to sophomore art majors

Topics in Design
ART-UE 1430, 60 hours: 4 units, fall, spring; non-art majors only. Prerequisite: ART-UE 401 or 402, Intro to Design.

Projects in Design
ART-UE 1480, 60 hours: 3 units, spring; open only to art majors. Prerequisite: ART-UE 1420, Design.

Glass
ART-UE 1514, 60 hours: 3 units, fall, spring; open only to Steinhardt School of Culture, Education, and Human Development and Gallatin School of Individualized Study upper-level students; held at UrbanGlass in Brooklyn

Metalsmithing
ART-UE 1515, 60 hours: 3 units, fall, spring; open only to sophomore art majors

Ceramics
ART-UE 1517, 60 hours: 3 units, fall, spring; open only to sophomore art majors

Topics in Craft Arts: Metalsmithing
ART-UE 1520, 60 hours: 4 units, fall, spring; non-art majors only. Prerequisite: ART-UE 501, Intro to Metalsmithing.

Topics in Craft Arts: Crafter Culture and Contemporary Art
ART-UE 1521, 60 hours: 3 units, fall, spring

Topics in Ceramics
ART-UE 1540, 60 hours: 4 units, fall, spring; non-art majors only. Prerequisite: ART-UE 503, Intro to Ceramics.

Projects in Glass
ART-UE 1582, 60 hours: 3 units, fall, spring; open only to Steinhardt School of Culture, Education, and Human Development and Gallatin School of Individualized Study upper-level students. Prerequisite: ART-UE 1514, Glass. Held at UrbanGlass in Brooklyn.

Projects in Ceramics
ART-UE 1584, 60 hours: 3 units, fall, spring; open only to art majors. Prerequisites: ART-UE 1517, Ceramics.
Senior Studio I
ART-UE 1901, 1–3 units, fall; open only to senior art majors. Students are required to be enrolled in both fall and spring semesters.

Senior Studio II
ART-UE 1902, 1–3 units; spring; open only to senior art majors. Students are required to be enrolled in both fall and spring semesters.

Undergraduate Projects in Studio Art
ART-UE 1910, 60 hours: 3 units, fall, spring; open only to art majors sophomore standing or above; topics vary

Representation and Identity
ART-UE 1914, 60 hours: 3 units, spring; open only to art majors sophomore standing or above

Interdisciplinary Undergraduate Projects in Studio Art
ART-UE 1980, 60 hours: 3 units, fall, spring; open only to art majors sophomore standing or above; topics vary

Sex and Contemporary Art
ART-UE 1981, 60 hours: 3 units, fall; open only to art majors sophomore standing or above

Visionaries and Saboteurs
ART-UE 1982, 60 hours: 3 units, fall; open only to art majors sophomore standing or above

Environmental Art Activism
ART-UE 1983, 60 hours: 3 units, fall, spring; open to all undergraduate students

ARTCR-UE: ART THEORY AND CRITICAL STUDIES

Art: Practice and Ideas
ARTCR-UE 10, 60 hours: 4 units, fall, spring; open to all students

Art and Contemporary Culture
ARTCR-UE 37, 45 hours: 3 units, fall; open only to art majors; required for sophomore art majors

Modern Art and Contemporary Culture
ARTCR-UE 50, 45 hours: 3 units, fall, spring; open to all students
History of Art Since 1945
ARTCR-UE 51, 45 hours: 2 units, spring; open only to art majors; required for freshmen art majors

Contemporary Art
ARTCR-UE 52, 45 hours: 3 units, spring; open only to art majors; required for sophomore art majors

Art of Now
ARTCR-UE 55, 60 hours: 4 units, fall, spring; open to all students

Global Histories of Art
ARTCR-UE 58, 45 hours: 2 units, fall; open only to art majors; required for freshmen art majors

The Internet and Contemporary Art
ARTCR-UE 152, 60 hours: 4 units, spring; open to all students

Introduction to Galleries and Museums of New York
ART-UE 1002, 45 hours: 3 units, fall; open to all students

Senior Thesis Seminar
ARTCR-UE 1095, 60 hours: 4 units, fall, spring; open only to art majors; required one semester for senior art majors
Communicative Sciences and Disorders

Maria Grigos, Chair
Sudha Arunachalam, Director of Undergraduate Study

Department of Communicative Sciences and Disorders
Steinhardt School of Culture, Education, and Human Development
New York University
665 Broadway, Suite 900 New York, NY 10012-2330

Telephone: 212-998-5230

steinhardt.nyu.edu/csd

Communicative Sciences and Disorders is a field dedicated to the understanding of normal communication processes and the application of that knowledge to the identification, treatment, and prevention of communication disorders in children and adults. The field draws on the domains of linguistics, psychology, and biological and physical science to capture the normal processes of communication as well as the nature of communication disorders and their effects on the individual at various stages of life. Those involved in the field of communicative sciences and disorders seek to understand and minimize the impact of disordered speech, language, hearing, and swallowing processes on a person’s educational, social, or vocational success.

The Bachelor of Science degree program provides a foundation of study in communication disorders across the human lifespan as preparation for specialized graduate study in speech-language pathology, audiology, or speech and hearing science. Students develop an extensive knowledge base in anatomy and physiology of the speech and hearing mechanism; normal speech, language, and hearing development; and disorders that can affect the ability to communicate, such as neurogenic communication disorders in adults, child language disorders, and articulation disorders. Additional coursework from related fields such as American Sign Language, psychology, linguistics, and statistics is integrated into the program, and a generous number of liberal arts and sciences and elective courses allow students to explore areas of interest of their own choosing.

Throughout the program, students have the opportunity to pair their theoretical knowledge with practical application through structured observation in a variety of settings. Students begin observing speech and language services in the on-campus, state-of-the-art speech language pathology and audiology clinic. This experience continues in schools, child development centers, Head Start programs, hospitals, rehabilitation centers, and skilled nursing facilities throughout the metropolitan area.
The major in Communicative Sciences and Disorders enables students to explore a wide range of interests through electives. Students may choose from hundreds of courses offered across the university or at any of NYU’s many global sites, or they may deepen their understanding of a specific field by declaring a minor in an area of study of particular interest, such as linguistics, psychology, sociology, public health, nutrition, American Sign Language, foreign language, or business.

Program Learning Outcomes

- Describe basic human communication and swallowing processes, including their biological, neurological, and acoustic bases in children and adults
- Explain the development of speech and language skills, including cultural influences on basic human communication and changes across the lifespan
- Interpret the nature of speech and language disorders/differences, as well as swallowing disorders including their etiologies and characteristics in children and adults
- Describe the etiology and characteristics of hearing disorders, including their impact on speech and language development, and the fundamentals of aural rehabilitation in children and adults
- Discuss principles and methods of prevention, assessment and intervention for individuals with communication disorders
- Demonstrate a broad base of knowledge in humanities, social sciences, sciences, quantitative reasoning, and at least one foreign language
- Employ quality written and oral communication skills
- Identify and critically analyze research on normal and disordered communication processes
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**Note:** Course numbers are subject to change. Please consult the academic catalog for the most current information.
BS in Global Public Health/Communicative Science and Disorders

The Bachelor of Science combined major in Global Public Health (GPH) and Communicative Sciences and Disorders (CSD) provides students with a rigorous liberal arts education and foundational knowledge of CSD as well as a broad perspective of global public health. Many topics within CSD tie into global public health and are basic human rights. These areas include the ability to communicate, use literacy skills and swallow food and liquid. Population-based studies have shown that early screening procedures and services designed for prevention and education are cost-effective and should be put in place for populations at risk. Several of the populations served by professionals in CSD and GPH overlap and include: individuals with degenerative diseases (e.g., Alzheimer’s or Parkinson’s), children with developmental disorders (e.g., Autism Spectrum Disorder), and individuals requiring surgery or other invasive treatments affecting the head, neck, and throat. The combined major in GPH/CSD will provide students with different perspectives on these issues and populations.
COMMUNICATIVE SCIENCES AND DISORDERS MINOR

The Communicative Sciences and Disorders (CSD) minor is open to all undergraduate students at NYU with the exception of students majoring in CSD or CSD/GPH through Steinhardt. This minor can enable students to complete prerequisite courses required for graduate programs in speech pathology or audiology.

The minor consists of 16 units and has one required course, CSCD-UE 101, The Talking Brain: Typical and Disordered Communication, which may be taken at any point during a student’s course of study.

Students in the minor must take at least three courses from the Department of Communicative Sciences and Disorders. Remaining courses may be taken in CSD or from a list of approved courses in linguistics, psychology, or American Sign Language. Please see requirements below.

Students may follow one of four minor tracks, outlined below, or choose courses from the restricted electives listed below:

**Pediatric Concentration (16 units)**
- The Talking Brain: Typical and Disordered Communication (4 units)
- Science of Language (4 units)
- Speech and Language Development in Children (4 units)
- Introduction to Speech and Language Disorders in Children (4 units)

**Adult/Neuroscience Concentration (16 units)**
- The Talking Brain: Typical and Disordered Communication (4 units)
- Science of Language (4 units)
- Neuroanatomy and Physiology of Communication (4 units)
- Introduction to Communication Disorders in Adults (4 units)

**Graduate School Preparation Concentration (16 units)**
- The Talking Brain: Typical and Disordered Communication (4 units)
  Choose 3 of the following:
  - Anatomy and Physiology of the Speech and Hearing Mechanism (4 units)
  - Phonetics and Phonemics (4 units)
  - Acoustic Phonetics (4 units)
  - Introduction to Audiology (4 units)
  - Speech and Language Development in Children (4 units)

**Build your Own Minor (15-18 units)**
- The Talking Brain: Typical and Disordered Communication (4 units)
- Choose additional courses from the approved list (at least 2 additional from CSD)
Restricted Electives: at least two CSD courses:
- CSCD-UE 33 Voices and Listeners (4 units)
- CSCD-UE 1600 Introduction to Speech and Language Disorders in Children (4 units)
- CSCD-UE 1801 Introduction to Communication Disorders in Adults (4 units)
- CSCD-UE 1901 Clinical Methods in Communication Sciences and Disorders (4 units?)

Non-CSD Approved Courses
In addition to all the courses listed above, students may also choose from the following NON-CSD COURSES.

APPLIED PSYCHOLOGY
APSY-UE 10 Developmental Psychology

ART THERAPY
ARTT-UE 1010 Introduction to Art Therapy

AMERICAN SIGN LANGUAGE
ASL-UE 91-94 American Sign Language I-IV (Maximum of two courses at any level)

BIOLOGY
BIOL-UA 11 Principles of Biology I
BIOL-UA 12 Principles of Biology II

CHILD AND ADOLESCENT MENTAL HEALTH STUDIES
CAMS-UA 148 Before Me Up to Age 3: A Mental Health Perspective on Parent and Early Childhood Development
CAMS-UA 191 The Literature of Children and Adolescents
CAMS-UA 201 Advanced Seminar: Autism Spectrum Disorders

CHEMISTRY
CHEM-UA 125 General Chemistry I and Laboratory
CHEM-UA 126 General Chemistry II and Laboratory

EARLY CHILDHOOD EDUCATION
ECED-UE 1103 Intro to Early Childhood and Special Education

EDUCATION STUDIES
EDLED-UE 1005 Intro to Education Policy Analysis

GLOBAL PUBLIC HEALTH
UGPH-GU 10 Health and Society in a Global Context
UGPH-GU 30 Epidemiology for Global Health
UGPH-GU 40 Health Policy in a Global World
UGPH-GU 50 Environmental Health in a Global World

LINGUISTICS
LING-UA 5 Introduction to Psycholinguistics
LING-UA 13 Grammatical Analysis
LING-UA 15 Language and Society
LING-UA 18 Bilingualism
LING-UA 21 Sex, Gender, and Language
LING-UA 29 Morphology
LING-UA 43 Neural Bases of Language
LING-UA 48 Linguistics as Cognitive Sciences (Instructor permission required)
LING-UA 54 Learning to Speak: The First and Second Language Acquisition of Sound
LING-UA 57 English Dialects

LITERACY
LITC-UA 1176 Foundations of Literacy Development

VOCAL PERFORMANCE
MPAVP-UE 1111 Vocal Training (Private Lessons)
MPAVP-UE 1510 Vocal Training (Group) for Non-Majors

OCCUPATIONAL THERAPY
OT-UE 1 Orientation to OT

PSYCHOLOGY
PSYCH-UA 25 Introduction to Cognitive Neuroscience
PSYCH-UA 29 Cognition
PSYCH-UA 34 Developmental Psychology
PSYCH-UA 55 Psychology, Neuropsychology, and Medicine (Prerequisites required)
PSYCH-UA 56 Psycholinguistics
PSYCH-UA 81 Clinical Psychology
PSYCH-UA 300 Special Topics

PUBLIC POLICY
UPADM-GP 236 Topics in Health Policy: Policy, Politics, and Power

SPECIAL EDUCATION
SPCED-UE 83 Foundations of Special Education

TEACHING AND LEARNING
TCHL-UE 1030 Language Acquisition and Literacy Education
FACULTY

Janet Artis, Faculty Fellow/Assistant Professor. BA 2009, UNC-Chapel Hill; MEd 2012, North Carolina Central; PhD 2020, UNC-Chapel Hill.

Sudha Arunachalam, Associate Professor. BS 2001 University of Southern California; MA 2004, PhD 2007, University of Pennsylvania.

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

Maria R Brea, Clinical Associate Professor. BA 1997, MS 1999, PhD 2009 University of South Florida; CCC-SLP.

Kelly Bridges, Clinical Assistant Professor. BA 2006, Loyola University Maryland; MA 20 08, 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. BS 2003, State University of New York at Oneonta; MS 2006, Columbia University; CCC-SLP.

Erin Embry, Clinical Assistant Professor. BS 1995, Western Kentucky University; MS 2001, College of Saint Rose; CCC-SLP.

Alisha Gandhi, Visiting Assistant Professor. BS 2010, New York University; MS 2012, Teachers College, Columbia University; CCC-SLP.

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

Eric Jackson, Assistant Professor. BS 2001, Lehigh University; MS 2009, Brooklyn College; PhD 2015, CUNY.


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

Sonja Molfenter, Assistant Professor. BA 2005, University of Toronto, MHSc 20 07, PhD 2013, University of Toronto.
Darlene Monda, Clinical Assistant Professor. BA, MS 1983, William Paterson University; CCC-SLP.

Alicia M. Morrison, Clinical Assistant Professor. BS 1997, State University of New York at Plattsburgh; MA 1999, New York University; CCC-SLP.

Christina Reuterskiold, Associate Professor. BS 1986, Lund University; MS 1988, Boston University; PhD 1999, Lund University; CCC-SLP.

Stacy Rimikis, Clinical Associate Professor. BA 2005, NYU; MA 2012 Queens College (CUNY); PhD 2020 NYU.

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

Panagiota Tampakis, Visiting Assistant Professor. BA 2010, New Paltz (SUNY); MS 2012, NYU.

FACULTY EMERITA
Harriet B. Klein, Professor. BA 1958, MA 1960, Brooklyn College; PhD 1978, Columbia University; CCC-SLP.

Diana Sidtis, Professor. BA 1962, University of Wisconsin; MA 1965, University of Chicago; PhD 1975, Brown University; CCC-SLP.

TRAINING SPECIALISTS
Erasmia Ioannou Benakis, Director of Field Placement Program. BA, MA; CCC-SLP.

Adjunct Faculty 25

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

CSCD-UE: COMMUNICATIVE SCIENCES AND DISORDERS

The Talking Brain: Typical and Disordered Communication
CSCD-UE 101 60 hours: 4 units, fall and spring

Science of Language
CSCD-UE 110 60 hours: 4 units, fall and spring
Phonetics and Phonemics  
CSCD-UE 201 60 hours: 3 units, fall

Introduction to Audiology  
CSCD-UE 221 60 hours: 4 units, fall

Anatomy and Physiology of Speech and Hearing Mechanism  
CSCD-UE 231 60 hours: 4 units, spring

Neuroanatomy and Physiology of Communication  
CSCD-UE 241 60 hours: 4 units, fall

Independent Study  
CSCD-UE 1000 15-90 hours: 1-6 units, spring and fall

Acoustic Phonetics  
CSCD-UE 1202 60 hours: 4 units, spring. Prerequisite: CSCD-UE 61 or permission of instructor.

Audiology: Intervention Strategies Across the Lifespan  
CSCD-UE 1222 60 hours: 4 units, spring. Prerequisite: CSCD-UE 221 or equivalent, or permission of instructor.

Lab-Based Research in CSD: Language Acquisition and Development  
CSCD-UE 1301 30 hours: 2 units, spring and fall

Lab-Based Research in CSD: Speech and Language Production in Adults  
CSCD-UE 1302 30 hours: 2 units, spring and fall

Lab-Based Research in CSD: Stuttering  
CSCD-UE 1304 30 hours: 2 units, spring and fall

Lab-Based Research in CSD: Speech Perception and Acoustics  
CSCD-UE 1305 30 hours: 2 units, spring and fall

Lab-Based Research in CSD: Technology-Enhanced Speech Treatment  
CSCD-UE 1306 30 hours: 2 units, spring and fall

Lab-Based Research in CSD: Normal and Disordered Swallowing  
CSCD-UE 1307 30 hours: 2 units, spring and fall

Lab-Based Research in CSD: Language Disorders  
CSCD-UE 1308 30 hours: 2 units, spring and fall
Speech and Language Development in Children
CSCD-UE 1601 60 hours: 4 units, spring

Introduction to Speech and Language Disorders in Children
CSCD-UE 1701 60 hours: 4 units, spring

Introduction to Communication Disorders in Adults
CSCD-UE 1801 60 hours: 4 units, spring

Clinical Methods in Communicative Sciences and Disorders
CSCD-UE 1901 60 hours: 4 units, fall

Undergraduate Honors Research Seminar
CSCD-UE 1990 60 hours: 4 units, spring
Media, Culture, and Communication

Rodney Benson, Chair
Natasha Schüll, Director of Undergraduate Study
Rebecca Brown, Associate Director for Academic Affairs

Department of Media, Culture, and Communication
Steinhardt School of Culture, Education, and Human Development
New York University
East Building
239 Greene Street, 8th Floor, New York, NY 10003-6674
Telephone: 212-998-5191
steinhardt.nyu.edu/mcc

The NYU Department of Media, Culture, and Communication (MCC) represents the cutting edge of scholarship in media studies. The department’s research and curriculum emphasize the study of global media and culture, digital media and new technologies, media history, visual culture, sound studies, media institutions and industries, and political communication. MCC students, from undergraduates to master’s and doctoral candidates, enter careers in both the public and private sectors, working in traditional and new media, research and policy, at cultural institutions, and in the academy.

The program’s internationally recognized faculty train MCC majors to think deeply and broadly about culture and media using theoretical and historical frameworks. Students gain a critical understanding of the field and acquire the analytical skills needed to become versatile thinkers engaged with an evolving and multi-faceted media landscape. Students are encouraged to take advantage of study-abroad opportunities to cultivate their knowledge of the production, circulation, and reception of global media.

The components of the major include a strong liberal arts preparation, three core courses in theory and analysis, and upper-level courses consisting of two concentration courses and four electives in the following five areas of study:

- Global Communication and Media
- Visual Culture and Sound Studies
- Interaction and Experience
- Media Industries and Politics
- Technology and Society
Majors are also allotted restricted electives — courses that complement topics within the media studies discipline — offered elsewhere at the University. Students may combine courses from several program areas to fulfill this requirement.

If interested in pursuing a double major, students may consider combining the major in MCC with journalism, politics, sociology, or another area of interest. Students must consult with their primary adviser in MCC and an adviser in the department of the proposed double major to discuss both programs of study. The MCC department houses three minors: 1) the MCC Minor (16 units of MCC courses); 2) the Disability Studies Minor (16 units taken within Steinhardt, CAS, Gallatin, Tandon, or Tisch); and 3) the Business of Entertainment, Media, and Technology Minor (BEMT), which is a cross-school minor offered by Steinhardt (MCC and Music Business), Stern, and Tisch. Students may also declare a combined major in Global Public Health/Media, Culture, and Communication.

Program Learning Outcomes

- Know and understand the key concepts in the study of media, culture, and communication and have fluency in the core scholarly work in these fields
- Prioritize comparative media studies across time, forms, and cultures
- Encourage global and cosmopolitan approaches and outlooks in the transnational study of media and culture
- Develop pertinent research questions, formulate appropriate methodologies, evaluate and use suitable reference materials and primary and secondary sources
- Promote awareness and application of ethical issues related to media, culture, and communication

BS in Media, Culture, and Communication

The 128-unit curriculum in media studies includes 60 units of both required and elective liberal arts and sciences courses. The major requires 12 units in core courses that serve as an introduction to media studies; the historical trajectory and development of communication and mediation; and the theoretical approaches to research methods in media studies, accompanied by 24 units in two concentration courses and four elective courses in specialized areas of study.

In addition, students choose 12 units of restricted electives by advisement from some of the following areas: journalism, marketing and advertising, cinema studies, and computer science. Students also have 16 units of unrestricted electives to select from across the University. For a seminar-style research methods experience led by a full-time faculty member, all students enroll in a 4-unit Research Seminar in their second year of the program (or third year, for transition and transfer students).
Note: NYU Steinhardt requires all freshmen and transfer students to enroll in the 0-unit New Student Seminar.

On completion of the MCC major, graduating students will be able to:
- Identify and explain the key concepts, theories, and scholarly work associated with the study of media, culture, and communication.
- Compare and contrast key historical cases and concepts in the study of media, culture, and communication, and apply historical insights to the contemporary world.
- Choose and apply appropriate methods to questions of concern in the study of media, culture, and communication.
- Translate points of curiosity around phenomena in media, culture, and communication into feasible scholarly questions, and develop a feasible path of inquiry.
- Demonstrate critical thinking and analysis of the complex interrelations and dynamics of media in its diverse forms, as they unfold in historically and geographically distinct social, political, and economic contexts.
Program of Study
2020-2021

Total Units Required 128

Liberal Arts Requirements 60
College Core Curriculum (CORE) 44
Core Courses 12
Foreign Language 8
Expository Writing 8
Course Number Course Title Units
EXPOS-UA 1 Writing the Essay 4
ACE-UE 110 The Advanced College Essay 4

Foundations of Contemporary Culture 10
MCC Concentration Courses 8

Course Number Course Title Units
Choose two concentration courses from the following options:
CORE-UA xxx/ST-CORE-UE* Texts and Ideas 4
CORE-UA xxx/ST-CORE-UE* Cultures and Contexts 4
CORE-UA xxx/ST-CORE-UE* Expressive Culture 4
CORE-UA xxx/ST-CORE-UE* Societies & Social Sciences 4

Foundations of Scientific Inquiry 12
Course Number Course Title Units
CORE-UA xxx/ST-CORE-UE* Quantitative Reasoning 4
CORE-UA xxx/ST-CORE-UE* Physical Science or Life Science 4

Other Liberal Arts Requirements 16
Course Number Course Title Units
SAHS-UE 1 New Student Seminar 0
Writng Proficiency Examination 0

Area of Study Electives 16
16 points required in any of the following area of study electives.
1) Global Communication and Media
2) Visual Culture and Sound Studies
3) Interaction and Experience
4) Media Industries and Politics
5) Technology and Society

Unrestricted Electives 16
Course Number Course Title Units
Research Seminar 4

Applied Electives 12
Course Number Course Title Units
ANTH-UA XXXX Anthropology
SCA-UA XXXX Social and Cultural Analysis
DRLIT-UA XXXX Dramatic Literature
CSCI-UA XXXX Computer Science
ECON-UA XXXX Economics
CRWR-UA XXXX Creative Writing
POL-UA XXXX Politics
JOUR-UA XXXX Journalism
LING-UA XXXX Linguistics
LWSOC-UA XXXX Law and Society
MUSIC-UA XXXX Music
SOC-UA XXXX Sociology
ICINE-UT XXXX Cinema Studies International Program
PERF-UT XXXX Performance Studies
ASPP-UT XXXX Center for Art, Society and Public Policy
FMTV-UT XXXX Film and Television

Research Seminar 4
Course Number Course Title Units
MCC-UE 1200 Research Seminar 4

Additional Requirements
Course Number Course Title Units
SAHS-UE 1 New Student Seminar 0
Writing Proficiency Examination 0

*Steinhardt Liberal Arts Core
**Selected by Advisement

Curriculum updated December 2019
File saved February 2020
Global Media Scholars Program
Majors who elect to study abroad may apply to the Department of Media, Culture, and Communication’s Global Media Scholars Program, which immerses students in the study of media and globalization through NYU’s academic sites abroad. The Global Media Scholars Program features a combination of courses and global experiences that provides students with opportunities to analyze the dynamic range of activities associated with the globalization of media.

First-year students are invited to apply to the Global Media Scholars Program during the summer prior to their sophomore year. The centerpiece of the program is a two-semester sequence of study starting the spring of participating students’ sophomore year at their choice of NYU’s campuses in Paris or Prague, followed by a second semester in the fall of students’ junior year at their choice of NYU’s campuses in Buenos Aires or Shanghai. Finally, students take part in a special Global Media capstone seminar during the fall term of their senior year, with a sponsored travel component taking place in January. This capstone course is taught by a Media, Culture, and Communication faculty member and involves travel to a third NYU global site.

Upon successful completion of the program, students will fulfill the Global Communication and Media area of study within the major and will earn a certificate of completion. The department covers student airfare, lodging, and excursion costs during the Global Media capstone.

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

The highly selective, demanding undergraduate majors in Global Public Health (GPH) allow students to choose a course of study that is a combination of public health and an academic discipline or a professional subject area housed in one of four NYU schools: the College of Arts and Science; the College of Nursing; the Silver School of Social Work; and the Steinhardt School of Culture, Education, and Human Development. Global Public Health is not a stand-alone major; rather, students in the various combined majors benefit from instructors, advisers, and courses both in their home school and from across the University. The unique structure responds to the ever-increasing demand for interdisciplinary public health practitioners both
in the United States and abroad. The coursework is combined with experiential learning and study-away requirements to ensure that students are broadly trained and uniquely prepared for a variety of careers. In all of these majors, students take one required course in each of the six core public health areas:

- Biostatistics
- Epidemiology
- Health policy
- Environmental health
- Socio-behavioral health
- Internship

Students also take courses in their chosen field within Steinhardt, with the exact number of courses varying by major. Students fill out their coursework with electives in global public health and/or the Steinhardt major field (chosen in consultation with an adviser) to complement individual interests and career paths and study of a foreign language.

Study away for one semester at an NYU global site is a requirement of the GPH combined major.

The Global Public Health/Media, Culture and Communication major requires 128 units: 64 in liberal arts and 64 in the combined major. The curriculum bridges the sociological, political, and cultural aspects of communication technologies and systems with public health principles in order to effectively examine strategies for improving the health of populations around the world. The major aligns with the Department of Media, Culture, and Communication’s emphasis on the intersections of media, culture, and communication as crucial to understanding and navigating an increasingly connected world. Students study a variety of topics such as epidemiology, media industries, politics, health policy, technology, and ethics.
## Program of Study

### Total Units Required

| Total Units Required | 128 |

### Liberal Arts Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE-UA xxx/ST-CORE-UE*</td>
<td>Texts and Ideas</td>
<td>4</td>
</tr>
<tr>
<td>CORE-UA xxx/ST-CORE-UE*</td>
<td>Cultures and Contexts</td>
<td>4</td>
</tr>
<tr>
<td>CORE-UA xxx/ST-CORE-UE*</td>
<td>Societies &amp; the Social Sciences</td>
<td>4</td>
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<tr>
<td>CORE-UA xxx/ST-CORE-UE*</td>
<td>Expressive Culture</td>
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### Expository Writing

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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<tbody>
<tr>
<td>UGPH-GU 10</td>
<td>Health and Society in a Global Context</td>
<td>4</td>
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<tr>
<td>UGPH-GU 30</td>
<td>Epidemiology for Global Health</td>
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### Foundations of Contemporary Culture

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>UGPH-GU 40</td>
<td>Health Policy in a Global World</td>
<td>4</td>
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<tr>
<td>UGPH-GU 50</td>
<td>Environmental Health in a Global World</td>
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</table>

### Foundations of Scientific Inquiry

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>UGPH-GU 60</td>
<td>Undergraduate Experienical Learning in Global Public Health</td>
<td>4</td>
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### Foundations of Scientific Inquiry

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<th>Units</th>
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<tr>
<td>CORE-UA xxx/ST-CORE-UE*</td>
<td>Biostatistics for Public Health</td>
<td>4</td>
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<tr>
<td>CORE-UA xxx/ST-CORE-UE*</td>
<td>Physical Science (Natural Sciences I)</td>
<td>4</td>
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<tr>
<td>CORE-UA xxx/ST-CORE-UE*</td>
<td>Life Science (Natural Sciences II)</td>
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### Unrestricted Liberal Arts Elective

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<th>Course</th>
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<th>Units</th>
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<tbody>
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<td>SAHS-UE 1</td>
<td>New Student Seminar</td>
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<tr>
<td>Writing Proficiency Examination</td>
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### Media, Culture, and Communication Core

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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<tbody>
<tr>
<td>MCC-UE 1</td>
<td>Intro to Media Studies</td>
<td>4</td>
</tr>
<tr>
<td>MCC-UE 3</td>
<td>History of Media and Communication</td>
<td>4</td>
</tr>
<tr>
<td>MCC-UE 14</td>
<td>Methods in Media Studies</td>
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### Other

<table>
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<tr>
<th>Course</th>
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<th>Units</th>
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<tbody>
<tr>
<td>MCC-UE 1200</td>
<td>MCC Inquiry Seminar</td>
<td>4</td>
</tr>
<tr>
<td>Electives (Choose any 3 courses from GPH or MCC)</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

### Steinhardt Liberal Arts Core

1. Global Communication and Media
2. Visual Culture and Sound Studies
3. Interaction and Experience
4. Media Industries and Politics
5. Technology and Society

Curriculum updated January 23, 2020

File saved May 2020

MCC Areas of Study: Framing Course

1. Global Communication and Media
2. Visual Culture and Sound Studies
3. Interaction and Experience
4. Media Industries and Politics
5. Technology and Society

MCC Research Seminar

<table>
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<tr>
<th>Course</th>
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<th>Units</th>
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<td>MCC-UE 1200</td>
<td>MCC Inquiry Seminar</td>
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Electives (Choose any 3 courses from GPH or MCC)

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SAHS-UE 1</td>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td>Writing Proficiency Examination</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MINOR IN MEDIA, CULTURE, AND COMMUNICATION

Undergraduate students enrolled in other majors at Steinhardt and in other schools at NYU may minor in Media, Culture, and Communication. The 16-unit minor requires students to enroll in two MCC core courses and two 4-unit fields of study courses. Students who wish to declare a minor in Media, Culture, and Communication may do so online via the academics section of their Student Center in Albert. Students may also meet with an adviser in MCC to review the minor requirements and approved coursework.

Note: Please consult with an adviser from your home department and school before meeting with an adviser from our program.

REQUIRED COURSES

Choose two of the three core courses in the major:
MCC-UE 1 Introduction to Media Studies (4 units)
MCC-UE 3 History of Media and Communication (4 units)
MCC-UE 14 Methods in Media Studies (4 units)

Choose two 4-unit courses from within the Department’s five areas of study
TOTAL 16

CROSS-SCHOOL MINOR IN BUSINESS OF ENTERTAINMENT, MEDIA, AND TECHNOLOGY
STEINHARDT - STERN - TISCH

This cross-school minor includes courses from Stern School of Business; Tisch School of the Arts; and Steinhardt School of Culture, Education, and Human Development’s Departments of Media, Culture, and Communication and its Program in Music Business. The minor provides a foundation in the business aspects of media and entertainment and the ways that technology impacts these industries. Students take electives from areas that deepen their knowledge base and understanding of these sectors.

Students complete a minimum of 16 units from a combination of Stern, Steinhardt, and Tisch courses.

Students majoring in Media, Culture, and Communication cannot take courses from their program and have them count toward the minor.

A. REQUIRED

8 units at Stern Business School from the following courses:

MKTG-UB 40, Entertainment and Media Industries (2 units) (REQUIRED)
Students are highly encouraged to take this course first because it serves as a foundation class for the study of this minor.
ACCT-UB 49 Entertainment Accounting (2 units)
ACCT-UB 55 Accounting and Valuation in EMT (2 units)
ECON-UB 120 Economics of Media and Entertainment (3 units)
ECON-UB 125 Economics of Chinese Entertainment Media and Technology (2 units)
ECON-UB 211 Sports Economics (3 units)
FINC-UB 68 Financial Analysis in EMT (2 units)
NFO-UB 38 Social Media and Digital Marketing Analytics (3 units)
INFO-UB 60 Networks, Crowds, and Markets (3 units)
MKTG-UB 4 Managing Creative Content Development (2 units)
MKTG-UB 19 Business of Publishing (2 units)
MKTG-UB 20 Business of Film (2 units)
MKTG-UB 21 Entertainment Finance (2 units)
MKTG-UB 22 Movie Marketing (2 units)
MKTG-UB 23 Impact of Technology on Entertainment and Media (2 units)
MKTG-UB 24 Arts Marketing (2 units)
MKTG-UB 25 Business of Broadway (2 units)
MKTG-UB 38 Sports Management (2 units)
MKTG-UB 43 Deal Making in the Entertainment Industry (2 units)
MKTG-UB 44 Television Management (2 units)
MKTG-UB 45 Social Media Strategy (2 units)
MKTG-UB 46 Globalization of the Entertainment Industry (2 units)
MKTG-UB 47 Sports Marketing (2 units)
MKTG-UB 49 The Business of Producing (2 units)
MKTG-UB 51 Craft and Commerce of Cinema: Tribeca Film Festival (2 units)
MKTG-UB 56 Digital Business Strategies (2 units)
MKTG-UB 58 Business of Video Games (2 units)
MKTG-UB 80 Leisure Marketing (2 units)
MGMT-UB 9 Managing in Creative Industries (3 units)
MULT-UB 48 Entertainment Law (2 units)

B. CHOOSE A MINIMUM OF 8 UNITS FROM THE COURSES BELOW:
Tisch School of the Arts

FMTV-UT 4 Language of Film (4 units)
IFMTV-UT 81 Tisch Goes to Hollywood (2 units), offered abroad
FMTV-UT 1023 Producing the Short Screenplay (3 units)
FMTV-UT 1028 Producing for Television (3 units), summer only
FMTV-UT 1086 TV Nation: Inside and Out of the Box (3 units)
FMTV-UT 1092 Strategies for Independent Productions (3 units)
FMTV-UT 1093 Film Marketing and Distribution (3 units)
FMTV-UT 1095 Producing for Film (3 units)
FMTV-UT 1195 Legal Aspects of the Entertainment Industry (3 units)
FMTV-UT 1295 Producing for Film and Television (3 units) summer only
FMTV-UT 1296 Production Management: Boards and Budgets (3 units)
FMTV-UT 9092 Strategies for Independent Producing (3 units)
Note: All non-majors are restricted to section 002 of Tisch courses listed above with the exception of summer programming.

**Tisch Clive Davis Institute of Recorded Music**

REMU-UT 1170 Women as Entrepreneurs in Popular Music (2 units)
REMU-UT 1223 Music Contracts and Deal Making (2 units)
REMU-UT 1225 Leadership in the Music Industry (2 units)
REMU-UT 1226 Funding Your Music Venture (2 units)
REMU-UT 1231 The Future of Streaming (2 units)
REMU-UT 1241 Music Licensing Lab (2 units)
REMU-UT 1250 Branding: Sponsorships, Endorsements, Cross-Promotion, and Beyond (4 units)
REMU-UT 1261 Artist Management Lab (2 units)
REMU-UT 1269 The Basics of Social Entrepreneurship (2 units)

**Tisch Drama**

THEA-UT 678 Self-Start: Fundamentals of Artistic Entrepreneurship (4 units)
THEAT-UT 679 Ecology of New York Theater (4 units)
THEA-UT 685 Leading and Managing Theatre in a Global Context (4 units)

**Steinhardt Music Business**

A maximum of three Music Business classes may be taken by students pursuing the BEMT minor.

MPAMB-UE 100 Business Structure of the Music Industry (2 units), Section 2 only, fall, spring, summer
MPAMB-UE 101 Data Analysis in the Music Industry (2 units)
MPAMB-UE 106 Global Music Trend Analysis (2 units), taken abroad
MPAMB-UE 200 Concert Management (2 units), spring
MPAMB-UE 205 Music Publishing (2 units)
MPAMB-UE 300 International Music Business Marketplace (2 units), Section 2 only, spring.
Prerequisites: MPAMB-UE 100 with grade of C or higher; completed minimum of 65 units.
MPAMB-UE 1306 Interactive, Internet, and Mobile Music (2 units), fall, spring. Prerequisite: junior or senior standing.
MPAMB-UE 1310 Village Records (2 units)
MPAMB-UE 1320 Internship in Music Business (2 units), Section 2 only, fall, spring, summer.
Prerequisites: MPAMB-UE 0100 with a grade of C or higher; completed minimum of 65 units.
Steinhardt Media, Culture, and Communication
MCC-UE 1006 Television: History and Form (4 units)
MCC-UE 1007 Film: History and Form (4 units)
MCC-UE 1008 Video Game Economies (4 units)
MCC-UE 1016 Media Audiences (4 units)
MCC-UE 1020 The Business of Media (4 units)
MCC-UE 1031 Digital Media: Theory and Practice (4 units)
MCC-UE 1034 Media, Technology, and Society (4 units)
MCC-UE 1300 Media and Globalization (4 units)
MCC-UE 1304 Global Media and International Law (4 units)
MCC-UE 1404 Media and the Culture of Money (4 units)
MCC-UE 1405 Copyright, Commerce, and Culture (4 units)
MCC-UE 1571 The Rise of Internet Media (4 units)
MCC-UE 9400 Culture, Media, and Globalization (4 units), offered in NYU London
TOTAL 16

CROSS-SCHOOL MINOR IN DISABILITY STUDIES
The Disability Studies minor is an interdisciplinary program intended to educate students about the historical, social, and legal circumstances that shape the experience of disability. This new undergraduate minor features an interdisciplinary curriculum that incorporates courses across NYU in the humanities, social sciences, communication, education, engineering, medical ethics, and the arts. Students will learn the tenets and history of the disability rights movement, foundational concepts in the field of Disability Studies, comparative global perspectives on disability, and the skills to build leadership in creating a more just and inclusive society.

Disability Studies understands disability in relation to other aspects of the human experience, including social inequality, violence, and social movements; media representations and practices; technology and design; arts access; and psychology, stigma, and variation. The field recognizes that disability is not a matter of discrete impairments, but rather an opportunity for coalition or identification. The field emphasizes the social shaping of disability through injustice and discrimination, biomedical and cultural norms, and legal or architectural barriers that prevent access to education, housing, employment, and transportation. The minor will educate students about the under-recognized history of eugenic prejudice as well as the work of activists to change laws and social worlds.

CURRICULUM AND COURSE REQUIREMENTS
In order to complete the minor in Disability Studies, students must take 16 units of coursework. The program of study typically consists of four classes: one core course in Disability Studies and three elective courses.
CORE COURSE IN DISABILITY STUDIES
Currently three schools offer courses that meet this requirement on an alternating annual basis, so that one of the required courses will be taught every year. Choose from one of the following courses:
MCC-UE 1026 Disability, Technology, and Media (4 units)
CAM 2204 Disability Studies (4 units)
ANTH 113 Disability Worlds: Anthropological Perspectives (4 units)

ELECTIVES
The remaining 12 units for the minor can be drawn from the following disability-related courses. Please check Albert and departmental websites for each course’s availability by semester, meeting times, and prerequisites. These electives can also be counted toward a student’s major, however no more than 8 units can be completed in a single department.

CAS: Anthropology
ANTH-UA 35 Medical Anthropology (4 units)
ANTH-UA 36 Global Biocultures: Anthropological Perspectives on Public Health (4 units)
ANTH-UA 331 Human Rights and Culture (4 units)

CAS: Advanced Honors Seminar
AHSEM-UA 228 Disability Studies and Latin@ American Literature (4 units)

CAS: Philosophy
PHIL-UA 50 Medical Ethics (4 units)

CAS: Social and Culture Analysis
AUA 481 Topics in SCA: Disability and Sexuality in American Culture (4 units)

Gallatin
IDSEM-UG 1294 Philosophy of Medicine (4 units)
IDSEM-UG 1311 Mad Science/ Mad Pride (4 units)
FIRST-UG 419 First-Year Writing Seminar: Disability and the Arts (4 units)
FIRST-UG 816 First-Year Research Seminar: Representations of Disability in Contemporary Memoir (4 units)

Global Public Health
UGPH-GU 28 Ethics and Disability (4 units)

School of Medicine: Child Study Center: Child and Adolescent Mental Health
CAMS-UA 208 Advanced Seminar: Speaking Our Minds-Narrating Mental Illness (4 units)
School of Professional Studies
TCHT1-UC 3490 Special Interest Tourism: Disabilities, Social Access, and Service in the Hospitality Environment (3 units)

Steinhardt: Occupational Therapy
OT-GE 2171 Disability in a Global Context (NYC; Accra: Buenos Aires; Tel Aviv) (3 units)
OT-GE 2900 Steinhardt; DM-GY 9103: Tandon; ITPG-GT 2447: Tisch: Developing Assistive Technologies (2 units)

Steinhardt: Teaching and Learning
SPCED-UE 83 Foundations of Special Education (4 units)

Steinhardt: Applied Psychology
APSY-UE 1031 Mental Health: Historical, Social, and Political Perspectives (4 units)

Tandon
DM-GY 9103 Developing Assistive Technologies (3 units)
STY 2214W Medical Ethics (4 units)

Tisch: Art and Public Policy
ASPP-UT 1006 Sensing Race: Affects, Phenomena, and Worlding Intimacies (4 units), juniors and seniors only
ASPP-UT 1017 Queer and Disability Theory: The Then and Now of Crip (4 units)

Tisch ITP
ASPP-UT 1006 Sensing Race: Affects, Phenomena, and Worlding Intimacies (4 units)
ASPP-UT 1017 Queer and Disability Theory: The Then and Now of Crip (4 units)
IMNY-UT 241 Introduction to Assistive Technology (2 units)
ITPG-GT 2447 Developing Assistive Technologies (3 units)

NYU Abu Dhabi
COREP-AD 32 Stigma (4 units)
CORE-AD 53 Disability (4 units)
IDSEM-UG 1294: Philosophy of Medicine (4 units)
CCEA-UH1023: Dis/Abilities in Musical Contexts (4 units)

NYU Shanghai
INTM-SHU 245 Introduction to Assistive Technology (2 units)
CCCF-SHU 101W22 PoH: Networked Bodies: Exhibits, Organ Donations, and Alternate States of Ability (4 units)
CEL-SHU 101C Assistive Technology (4 units)
FACULTY

Cassius Adair, Visiting Assistant Professor, BA 2011, College of William and Mary; MA 2013, PhD 2017, University of Michigan.

Isra Ali, Clinical Assistant Professor. BA 2000, University of Kansas; MA 2004, New School University; PhD 2014, Rutgers University.

Arjun Appadurai, Paulette Goddard Professor. BA 1970, Brandeis University; PhD 1976, University of Chicago.

A.J. Bauer, Visiting Assistant Professor. BA 2007, UT-Austin; MA 2011, PhD 2017, NYU.

Rodney Benson, Professor and Chair. BA 1983, Iowa State; MIA 1994, Columbia University; MA 1994, PhD 2000, University of California, Berkeley.

Jamie “Skye” Bianco, Clinical Associate Professor. BA 1992, Sarah Lawrence; MA 2002, Queens College, City University of New York; PhD 2005, City University of New York.


Finn Brunton, Associate Professor. BA 2002, University of California, Berkeley; MA 2006, European Graduate School, Switzerland; PhD 2009, Centre for Modern Thought, University of Aberdeen.

Paula Chakravartty, Associate Professor. BA 1991, McGill University; MS 1995, PhD 1999, University of Wisconsin-Madison.

Lily Chumley, Associate Professor. BA 2002, Reed College; PhD 2011, University of Chicago.

Stephen Duncombe, Professor. BA 1988, State University of New York at Purchase; MPhil 1993, PhD 1996, City Graduate Center, University of New York.


Brett Gary, Associate Professor. BA 1982 , Montana State University; MA 1985, PhD 1992, University of Pennsylvania.

Kevin Gotkin, Visiting Assistant Professor. BS 2011, NYU; MA 2013, PhD 2017, University of Pennsylvania.
Lisa Gitelman, Professor. AB 1983, University of Chicago; MA1985; PhD 1990, Columbia University.

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.

Mario Khreiche, Visiting Assistant Professor. BA 2010, University of North Texas; MA 2014, Goethe University Frankfurt; PhD 2018, Virginia Polytechnic.

Aron Kundnani, Visiting Assistant Professor. BA 1992, MA 2010 Cambridge; PhD 2011, London Metropolitan University.

Ted Magder, Special Adviser for Policy, Strategy, and Innovation; Associate Professor. BA 1982, University of Toronto; MA 1983, Carleton University; PhD 1988, York University.

Charlton McIlwain, Vice Provost for Faculty Engagement and Development; 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, MA 1999, 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; MA 2009, PhD 2013, University of California, San Diego.


Susan Murray, Professor and Director of Graduate Studies. BA 1989, University of Wisconsin-Madison; MA 1994, New School for Social Research; PhD 1999, University of Texas at Austin.

Laine Nooney, Assistant Professor. BFA 2004, University of Dayton; MA 2006, Kansas State University; PhD 2014, State University of New York at Stony Brook.

Juan Pinon, Associate Professor. BA 1986, MA 1996, Universidad Iberoamericana (Mexico); PhD 2007, University of Texas at Austin.
Arvind Rajagopal, Professor. BE 1981, University of Madras (India); MA 1984, Kentucky; PhD 1992, University of California, Berkeley.

Erica Robles-Anderson, Associate Professor. BS 2001, PhD 2009, Stanford University.

Martin Scherzinger, Associate Professor. BM, BA 1992, University of the Witwatersrand (South Africa); PhD 2001, Columbia University.

Natasha Schüll, Associate Professor and Director of Undergraduate Studies. 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; 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.

J. Siguru Wahutu, Assistant Professor. BA 2010, MA 2014, PhD 2018; University of Minnesota.

Aurora Wallace, Clinical Professor and European Director for MCC. BA 1992, Carleton University (Canada); MA 1994, PhD 2000, McGill University.

Angela Wu, Assistant Professor. BA 2006, Tsinghua University; MPhil 2008, Chinese University of Hong Kong; PhD 2014, Northwestern University.

COURSES

MCC-UE: MEDIA, CULTURE, AND COMMUNICATION

Introduction to Media Studies
MCC-UE 1, 60 hours: 4 units

History of Media and Communication
MCC-UE 3, 60 hours: 4 units

Methods in Media Studies
MCC-UE 14, 60 hours: 4 units
Independent Study
MCC-UE 1000, 45 hours per unit: 1–6 units

Space and Place in Human Communication
MCC-UE 1002, 60 hours: 4 units

Introduction to Digital Media
MCC-UE 1003, 60 hours: 4 units

The Culture Industries
MCC-UE 1005, 60 hours: 4 units

Television: History and Form
MCC-UE 1006, 60 hours: 4 units

Film: History and Form
MCC-UE 1007, 60 hours: 4 units

Video Game Economies
MCC-UE 1008, 60 hours: 4 units

Psychoanalysis: Desire and Culture
MCC-UE 1009, 60 hours: 4 units

Censorship in American Culture
MCC-UE 1010, 60 hours: 4 units

Media and Migration
MCC-UE 1011, 60 hours: 4 units

Crime, Violence, and Media
MCC-UE 1012, 60 hours: 4 units

Political Communication
MCC-UE 1013, 60 hours: 4 units

Mass Persuasion and Propaganda
MCC-UE 1014, 60 hours: 4 units

Advertising and Consumer Society
MCC-UE 1015, 60 hours: 4 units
Media Audiences
MCC-UE 1016, 60 hours: 4 units

Youth Media and Social Change
MCC-UE 1017, 60 hours: 4 units

Kids in Media Culture
MCC-UE 1018, 60 hours: 4 units

Media and Identity
MCC-UE 1019, 60 hours: 4 units

The Business of Media
MCC-UE 1020, 60 hours: 4 units

Dead Media Research Studio
MCC-UE 1021, 60 hours: 4 units

Latino Media
MCC-UE 1022, 60 hours: 4 units

East Asian Media and Popular Culture
MCC-UE 1023, 60 hours: 4 units

Amateur Media
MCC-UE 1024, 60 hours: 4 units

Race and Media
MCC-UE 1025, 60 hours: 4 units

Disability, Technology, and Media
MCC-UE 1026, 60 hours: 4 units

Media and the Environment
MCC-UE 1027, 60 hours: 4 units

Ethics and Media
MCC-UE 1028, 60 hours: 4 units

New Media Research Studio
MCC-UE 1029, 60 hours: 4 units
Architecture as Media
MCC-UE 1030, 60 hours: 4 units

Digital Media: Theory and Practice
MCC-UE 1031, 60 hours: 4 units

Social Media Practicum
MCC-UE 1032, 60 hours: 4 units

Critical Making
MCC-UE 1033, 60 hours: 4 units

Media, Technology, and Society
MCC-UE 1034, 60 hours: 4 units

Forensic Media
MCC-UE 1035, 60 hours: 4 units

On The Phone: Telephone and Mobile Communication Technology
MCC-UE 1036, 60 hours: 4 units

Music and Media
MCC-UE 1037, 60 hours: 4 units

Health and Media Communication
MCC-UE 1040, 60 hours: 4 units

Media Events and Spectacle
MCC-UE 1065, 60 hours: 4 units

Internship
MCC-UE 1100, 45 hours per unit: 1–4 units

The Psychic Life of Media
MCC-UE 1105, 60 hours: 4 units

Screening History: The Construction of American History in Hollywood Films
CC-UE 1140, 60 hours: 4 units

Hollywood Films and American Life
MCC-UE 1141, 60 hours: 4 units
Media History of New York
MCC-UE 1151, 60 hours: 4 units

Cultural Capital: Media and Arts in New York City
MCC-UE 1152, 60 hours: 4 units

Cultural Capital: Food and Media in New York City
MCC-UE 1162, 60 hours: 4 units

Workshop in Digital and Computational Media
MCC-UE 1199, 45 hours per unit: 1–4 units

Research Seminar
MCC-UE 1200, 60 hours: 4 units

Senior Honors in Media, Culture, and Communication
MCC-UE 1210, 30 hours: 2 units. Open only to seniors in the MCC Honors Program.

Media and Global Communication
MCC-UE 1300, 60 hours: 4 units

Global Television
MCC-UE 1302, 60 hours: 4 units

Privacy and Media Technology
MCC-UE 1303, 60 hours: 4 units

Global Media and International Law
MCC-UE 1304, 60 hours: 4 units

Communication and International Development
MCC-UE 1305, 60 hours: 4 units

Transnational Media Flows
MCC-UE 1306, 60 hours: 4 units

Culture and Media in Urban China
MCC-UE 1310, 60 hours: 4 units

South Asian Diaspora: Media and Cultural Politics
MCC-UE 1314, 60 hours: 4 units
Religion and Media
MCC-UE 1340, 60 hours: 4 units

Middle East Media
MCC-UE 1341, 60 hours: 4 units

Sounds In and Out of Africa
MCC-UE 1342, 60 hours: 4 units

Fashion and Power
MCC-UE 1345, 60 hours: 4 units

Fame
MCC-UE 1346, 60 hours: 4 units

Cultural History of the Screen: From the Cinematic to the Handheld
MCC-UE 1347, 60 hours: 4 units

The Raw Data of Intimate Life
MCC-UE 1349, 60 hours: 4 units

War as Media
MCC-UE 1351, 60 hours: 4 units

Empire, Revolution, and Media
MCC-UE 1352, 60 hours: 4 units

Media, Culture, and Globalization
MCC-UE 1400, 60 hours: 4 units, offered as study abroad

Global Cultures and Identities
MCC-UE 1401, 60 hours: 4 units

Marxism and Culture
MCC-UE 1402, 60 hours: 4 units

Postcolonial Visual Culture
MCC-UE 1403, 60 hours: 4 units

Media and the Culture of Money
MCC-UE 1404, 60 hours: 4 units
Copyright, Commerce, and Culture  
MCC-UE 1405, 60 hours: 4 units

Hacker Culture and Politics  
MCC-UE 1406, 60 hours: 4 units

Gender, Sex, and The Global  
MCC-UE 1407, 60 hours: 4 units

Queer Identity and Popular Culture  
MCC-UE 1408, 60 hours: 4 units

Consumption, Culture, and Identity  
MCC-UE 1409, 60 hours: 4 units

Global Visual Culture  
MCC-UE 1410, 60 hours: 4 units

Visual Culture of Science and Technology  
MCC-UE 1411, 60 hours: 4 units

Global Media Seminar  
MCC-UE 9450, 4 units, offered as study abroad.  
MCC-UE 9451, Global Media Seminar: Media in China  
MCC-UE 9452, Global Media Seminar: TV and Democracy in Italy  
MCC-UE 9453, Global Media Seminar: Post-Communist Media Systems  
MCC-UE 9454, Global Media Seminar: Media and Cultural Globalization in France  
MCC-UE 9455, Global Media Seminar: Latin America  
MCC-UE 9456, Global Media Seminar: Australia and the Pacific Rim

Print: Typography and Form  
MCC-UE 1508, 60 hours: 4 units

Photography and the Visual Archive  
MCC-UE 1517, 60 hours: 4 units

Rise of Internet Media  
MCC-UE 1571, 60 hours: 4 units

Communicating Gender and Identity  
MCC-UE 1700, 60 hours: 4 units
Listening: Noise, Sound, and Music
MCC-UE 1717, 60 hours: 4 units

Interviewing Strategies
MCC-UE 1740, 60 hours: 2 units

Organizational Communication
MCC-UE 1745, 60 hours: 4 units

Public Relations: Theory and Process
MCC-UE 1750, 60 hours: 4 units

Public Relations: Principles and Practices
MCC-UE 1755, 60 hours: 4 units

Innovations in Marketing
MCC-UE 1760, 60 hours: 4 units

Cultural Geography of Commodities
MCC-UE 1761, 60 hours: 4 units

Advertising and Marketing
MCC-UE 1775, 60 hours: 4 units

Advertising Campaigns
MCC-UE 1780, 60 hours: 4 units

Political Rhetoric
MCC-UE 1800, 60 hours: 4 units

Public Speaking
MCC-UE 1805, 60 hours: 4 units

Persuasion
MCC-UE 1808, 60 hours: 4 units

Conflict Management Communication
MCC-UE 1815, 60 hours: 4 units

Media Policy and Regulation
MCC-UE 1821, 60 hours: 4 units
Media Activism and Social Movements
MCC-UE 1826, 60 hours: 4 units

Interpersonal Communication
MCC-UE 1830, 60 hours: 4 units

Argumentation and Debate
MCC-UE 1835, 60 hours: 4 units

UGPH-GU: GLOBAL PUBLIC HEALTH

Health and Society in a Global Context
UGPH-GU 10, 60 hours: 4 units

Biostatistics for Public Health
UGPH-GU 20, 60 hours: 4 units

Epidemiology for AGlobal Health
UGPH-GU 30, 60 hours: 4 units

Health Policy in a Global World
UGPH-GU 40, 60 hours: 4 units

Environmental Health in a Global World
UGPH-GU 50, 60 hours: 4 units. Prerequisite: PUHE-UE 0070.

Global Public Health Internship
UGPH-GU 60, 60 hours: 4 units, spring. Prerequisite: PUHE-UE 1327.

Introduction to Global Public Health
PUHE-UE 1310, 60 hours: 4 units

Introduction to Public Health Nutrition
PUHE-UE 1315, 60 hours: 4 units

Principles of Health Promotion and Education
PUHE-UE 1321, 60 hours: 4 units. Prerequisite: PUHE-UE 0070.

Understanding Risk Behavior and Social Context
PUHE-UE 1325, 60 hours: 4 units

Introduction to Public Health Research
PUHE-UE 1335, 60 hours: 4 units. Prerequisites: PUHE-UE0070, PUHE-UE 1306, PUHE-UE 1325, PUHE 1315.
Since its establishment in 1925, NYU Steinhardt’s Department of Music and Performing Arts Professions has functioned as NYU’s “school” of music and developed into a major research and practice center in music technology, music business, music composition, film scoring, songwriting, music performance practices, performing arts therapies, and the performing arts-in-education (music, dance, and drama). Today, students majoring in baccalaureate, master’s, and doctoral programs are guided by faculty who share NYU Steinhardt’s spirit of openness and innovation. Faculty include international performing and recording artists and music business and technology leaders. Other faculty sit on leading journal editorial boards and publish significant music technology and performing arts research. This depth and breadth of resources offer unparalleled opportunities for artistic, professional, and scholarly growth.
The department recognizes that its graduates require multiple skills in addition to substantial training in individual specializations. To that end, the department encourages students to take advantage of rich and varied courses throughout NYU Steinhardt and the University. In addition, the University’s campus is surrounded by and blends into the world’s capital and epicenter of the performing arts, New York City. Alumni have major performing careers and coveted professional positions in the music industry and in universities throughout the world. Prominent alumni include jazz great Wayne Shorter; multiple Tony and Grammy Award-winning music theatre composer and songwriter Cy Coleman; multiple Tony and Grammy Award-winning lyricist Betty Comden; multiple Oscar-winning film composer Elmer Bernstein; and Tony Award, Oscar, and Pulitzer Prize-winning playwright and film writer John Patrick Shanley.

Majors

BS in Educational Theatre
The BS in Educational Theatre provides opportunities for students to explore a diverse and growing field that unites the artistry of theatre with the power to raise cultural awareness and create social change. Course offerings in performance, drama in education, dramatic literature, theatre history, and applied theatre are interspersed with core liberal arts classes in history, philosophy, language, sociology, science, and math. This flexible and interdisciplinary curricular approach allows students to take advantage of the extensive offerings at NYU by choosing to minor or double major and also participate in diverse global study-abroad options.

At the end of the sophomore year, students choose one of the following pathways: Applied Theatre, Theatre Performance and Production, or Drama in Education. All students complete a culminating field experience in a senior seminar where they share their expertise from their focused pathways. Graduates of the program go on to complete theatre certification, engage in performance and theatre creation, investigate teaching artistry in communities or classrooms, or take on leadership roles within arts organizations.

The BS curriculum consists of 60 units in courses in the liberal arts and sciences, 62 units in the required and elective courses in educational theatre, and 16 units in unrestricted electives.

Note: The Steinhardt School requires all freshmen and external transfer students to enroll in the 0-unit New Student Seminar.
# ETNC – Educational Theatre, (B.S)
## Program of Study
### 2020-2021

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<td>MPAET-UA 60</td>
<td>Theatre as Art Form</td>
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<td>DRLIT-UA xx/ENGL-UA xx</td>
<td>English or Dramatic Literature</td>
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<td>Applied Theatre I</td>
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<tr>
<td>MPAET-GE 2102</td>
<td>Applied Theatre II</td>
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<td>Introduction to Boal’s Theatre of the Oppressed</td>
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<td>Methods of Conducting Creative Drama</td>
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<tr>
<td>MPAET-GE 2194</td>
<td>Drama in Education II</td>
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<td>MPAET-GE 2960</td>
<td>Drama with Special Populations</td>
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<td>MPAET-UE1029</td>
<td>Dramatic Activities in the Elementary Classroom OR</td>
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<td>MPAET-UE 1079</td>
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<td>MPAET-UE 1017</td>
<td>Design for the Stage</td>
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<td>MPAET-UE 1175</td>
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<td>MPAET-UE 1143</td>
<td>Stage Lighting</td>
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| Additional Requirements | 0 |

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<td>MPAET-UE 92</td>
<td>Colloquium and Program Seminar</td>
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<td>Writing Proficiency Examination</td>
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MINOR IN EDUCATIONAL THEATRE
Open to undergraduate students not already majoring in Educational Theatre, this minor helps you build a foundation in educational theatre topics.

REQUIRED COURSES (9–10 UNITS)
All students must take:
- MPAET-UE 1050 Acting Fundamentals (3 units) or MPAET-UE 1051 Scene Study (3 units)
Choose at least one of the following two courses:
- MPAET-UE 50 Introduction to Educational Theatre (4 units)
- MPAET-UE 60 Theatre as Art Form (4 units)
Choose one of the following two courses:
- MPAET-UE 1065 Theory of Creative Drama (2 units)
- MPAET-UE 1067 Methods of Conducting Creative Drama (3 units)

ELECTIVE COURSES: (6–8 UNITS)
Select two to three elective courses by advisement:
- MPAET-UE 0009 Stagecraft I (3 units)
- MPAET-UE 1005 Introduction to Theatre for Young Audiences I (2 units) or MPAET-UE 1006 Introduction to Theatre for Young Audiences II (2 units)
- MPAET-UE 1081 Directing (3 units)
- MPAET-UE 1029 Dramatic Activities in the Elementary Classroom (2 units)
- MPAET-UE 1068 Dramatic Activities in the Secondary Classroom (3 units)
- MPAET-UE 1099 Styles of Acting and Directing I or MPAET-UE 1100 Styles of Acting and Directing II (3 units)
- MPAET-UE 1105 Beginning Playwriting (2 units)
- MPAET-UE 1079 Masks and Puppetry (3 units)
- MPAET-UE 1113 Physical Theatre (3 units)

TOTAL REQUIRED UNITS 16–18

For information on the educational theatre minor, contact Nan Smithner, Department of Music and Performing Arts Professions, Program in Educational Theatre, 212-998-5250, ns23@nyu.edu.

Music Performance Programs
The Bachelor of Music degree programs in Instrumental Performance, Piano Performance, and Vocal Performance provide highly accomplished students with the opportunity for intensive study with internationally acclaimed performers and teachers. Private instruction is combined with studies in music theory and history, chamber music, and performance practices. Our extensive performance opportunities include solo recitals, chamber concerts, orchestral
performances, and fully staged music theatre and opera productions. Students can specialize in jazz, piano, vocal (classical voice, music theatre, and contemporary voice), and classical instrumental study. Students perform in symphony and repertory orchestras, string and wind chamber groups, percussion ensembles, choirs, contemporary music ensembles, four-hand and duo piano ensembles, and jazz ensembles.

In addition, almost every week, master classes with renowned faculty and visiting artists provide opportunities for performance, interaction, and learning. Performance students interact with leading figures in the classical, jazz, and Broadway communities — an unmatched opportunity for professional development and placement.

**BM in Instrumental Performance**
Myriad performance opportunities are available to students. While the department offers the highest level of solo repertoire study and performance opportunities, it also emphasizes intensive training in chamber, new music, and orchestral repertoire. Student ensembles are formed at the start of each semester, taught by renowned performance faculty, and often choose to remain together throughout their years at NYU and after graduation. NYU Orchestra performances provide experiences for NYU student musicians not only in standard orchestral repertoire, but also in musical theater, opera, and beyond.

In addition, students may opt for training in specialized areas such as jazz performance, baroque performance, multimedia production, and contemporary ensembles. They may also take music business courses that enable them to obtain internships in the music industry, a music technology sequence, an introduction to music therapy, and other options.

The 128-unit curriculum in instrumental performance combines 40 units of liberal arts courses and 26 required units in core courses that cover such areas as theory and ear training, music history, music literature, and conducting. Additionally, students take 62 units in courses ranging from ensemble, collegium, and recital to advanced orchestration and electronic music.

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

**Dual Degree — BM Instrumental Performance/MA Music Education**
This program is designed for undergraduate performance majors interested in adding a music education component to their four-year degree and completing a master’s degree in music education in their fifth year. The dual program enables students to complete both the BM and MA degrees in less time and at considerable savings.
# Department of Music & Performing Arts Professions
## MUSN – Instrumental Performance, (Mus. B.)
### Program of Study
#### 2020-2021

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<td>MPATC-UE 8</td>
<td>Aural Comprehension III</td>
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<td>MPATC-UE 9</td>
<td>Aural Comprehension IV</td>
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<td>MPATC-UE 35</td>
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<td>MPATC-UE 36</td>
<td>Music Theory II</td>
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<td>Music Theory III</td>
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<td>MPAPE-UE 73</td>
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<td>MPAPV-UE 1351</td>
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<td>MPAPV-UE 1352</td>
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<td>MPATC-UE 1000</td>
<td>Film Music: Historical &amp; Aesthetic</td>
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<td>MPATC-UE 1195</td>
<td>Songwriting History &amp; Criticism I</td>
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<td>MPATC-UE 1196</td>
<td>Songwriting History &amp; Criticism II</td>
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<td><strong>Course Number</strong></td>
<td><strong>Course Title</strong></td>
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<tr>
<td>MPASS-UE 1131</td>
<td>Chamber Ensemble OR Participation In Orchestra</td>
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<td>MPASS-UE 1087</td>
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<td>MPxxx-UE xxx</td>
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<td>SAHS-UE 1</td>
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**By Advisement**

a) Passing score on Comprehensive Exam in Theory & Aural Skills is required for completion.
b) Required every semester
c) Required one unit in Junior and Senior year.
d) Orchestra is required for strings each semester of attendance.

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**Steinhardt Liberal Arts Core**

Curriculum updated June 21 2019

File saved March 2020
## Liberal Arts Core

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<td>1066</td>
<td>History of Music</td>
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<td>1068</td>
<td>Music History II: Baroque &amp; Classical</td>
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<td>Music History III: 19th Century</td>
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<td>1433</td>
<td>Fundamentals of Conducting</td>
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<td>1465</td>
<td>Music Media and Technology</td>
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### Concentration in Music Education

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<td>1428</td>
<td>Conducting</td>
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<td>1439</td>
<td>Technological Trends in Music Education</td>
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<td>1441</td>
<td>Technology Skills for Music Teachers</td>
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<td>1445</td>
<td>The Arts in Human Development</td>
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<td>1450</td>
<td>Fundamentals of Music Education</td>
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<td>1455</td>
<td>Music for Exceptional Children</td>
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<td>Music History I: Medieval &amp; Renaissance</td>
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### Other Liberal Arts Requirements

<table>
<thead>
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<td>1353</td>
<td>Music Theory</td>
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<tr>
<td>1354</td>
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<td>1355</td>
<td>Technological Trends in Music Education</td>
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<td>Technology Skills for Music Teachers</td>
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### Concentration in Music Education

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<td>1428</td>
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<td>1439</td>
<td>Technological Trends in Music Education</td>
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<td>1441</td>
<td>Technology Skills for Music Teachers</td>
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<td>1445</td>
<td>The Arts in Human Development</td>
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<tr>
<td>1450</td>
<td>Fundamentals of Music Education</td>
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<td>1455</td>
<td>Music for Exceptional Children</td>
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<td>1456</td>
<td>Music Education Practicum</td>
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<td>1460</td>
<td>Music Technology Practicum</td>
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<td>1470</td>
<td>Woodwind Practicum</td>
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<td>Percussion Practicum</td>
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<td>1495</td>
<td>Keyboard Harmony &amp; Improvisation</td>
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### Master's Degree for Completion - Courses Remaining

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<td>2142</td>
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<td>2146</td>
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<td>2148</td>
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<td>2149</td>
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<td>2150</td>
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<td>2157</td>
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</table>

### Total Units Required

- Core Courses Required: 120
- Total Units Required: 142
The Bachelor of Music program in Piano Performance attracts outstanding young artists and offers intensive performance training within the stimulating environment of an internationally acclaimed liberal arts and research university. Student pianists work closely with renowned artist faculty in private lessons, become fluent in traditions of performance and pedagogy spanning four centuries, participate in NYU's nationally regarded Artist Master Class Series, and perform as solo and collaborative artists at venues throughout New York City.

Musical training includes private lessons with artist faculty, chamber music coaching with members of top New York ensembles, and courses in piano literature, in addition to a conservatory-style sequence of courses in music theory, aural comprehension, keyboard skills, and music history. Annually, students are evaluated in juried performances, and all pianists present full recitals their junior and senior years. Advanced undergraduates also participate in seminars on historical performance practices, entrepreneurship, and pedagogical traditions. NYU's rich liberal arts offerings promise a lively artistic and intellectual experience for the developing musician.

The degree requires 130 units (40 in the liberal arts and 90 in music) of which more than 20 are electives chosen from a wide array of offerings ranging from classes in music technology, music education, and music business to secondary lessons in composition, conducting, and Alexander Technique.

**Dual Degree—BM Piano Performance/MA Music Education**

The dual-degree program is designed for undergraduate piano performance majors interested in adding a music education component to their four-year degree and completing a master’s degree in music education in their fifth year.
### Dual Degree — BM Piano Performance/MA Music Education

This program is designed for undergraduate piano performance majors interested in adding a music education component to their four-year degree and completing a master’s degree in music education in their fifth year.

### Program of Study

#### Department of Music & Performing Arts Professions

**MUSP – Piano Performance (Mus. B.) Program of Study 2020-2021**

<table>
<thead>
<tr>
<th>Total Units Required</th>
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<td>MPATC-UE 6 Aural Comprehension I</td>
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<td>ACE-UE 110 The Advanced College</td>
<td>MPATC-UE 7 Aural Comprehension II</td>
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<td>ACE-UE 111 The Advanced College</td>
<td>MPATC-UE 8 Aural Comprehension III</td>
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<td>MPATC-UE 36 Music Theory II</td>
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<tr>
<td><strong>Foundations of Contemporary Culture</strong></td>
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<tr>
<td>Course Number</td>
<td>Course Title</td>
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<tr>
<td>MPATC-UE 37 Music Theory III</td>
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<tr>
<td>MPATC-UE 38 Music Theory IV (b)</td>
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<td>MPATC-UE 39 Music Theory V (c)</td>
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<tr>
<td>MPATC-UE 40 Music Theory VI (d)</td>
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<tr>
<td>Writing Proficiency Examination</td>
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**Curriculum updated March 2020**

**File saved March 2020**
BM in Vocal Performance: Specialization in Classical Voice

The Bachelor of Music program in Vocal Performance with a specialization in Classical Voice is designed for outstanding students interested in intensive performance training within the stimulating academic environment of an internationally acclaimed liberal arts/research university. Students study with renowned faculty through private lessons, studio/workshop classes, lecture classes, master classes, and seminars. They perform in fully staged productions of the highest caliber under the guidance of professional directors, conductors, and designers.

Course work includes classes in opera performance and classical song repertoire, as well as training in voice with leading vocalists from New York’s professional community. Acting and dance classes are conducted by working professionals in the industry, and classes are offered in foreign language diction, vocal production, and Alexander Technique. Classical Voice majors have the opportunity to cross traditional lines and benefit from the opportunity to participate in music theatre workshops as well as fully staged music theatre productions. Core music requirements include music theory, aural comprehension, keyboard skills, and music history. The degree requires a total of 128 units (44 in liberal arts and 84 in music) and all Classical Voice majors perform both a junior and senior recital. Our department’s programs in Music Technology, Music Business, and Music Education provide students with elective courses that further prepare them for employment opportunities in the world of professional music performance.
## Program of Study
### 2020-2021

<table>
<thead>
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<th>Total Units Required</th>
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<table>
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<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Expository Writing</td>
<td>MPATC-UE 6</td>
<td>Aural Comprehension I</td>
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<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Units</td>
</tr>
<tr>
<td>MPATC-UE 7</td>
<td>Aural Comprehension II</td>
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<td>MPATC-UE 8</td>
<td>Aural Comprehension III</td>
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<td>ACE-UE 110</td>
<td>The Advanced College Essay</td>
<td>MPATC-UE 9</td>
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<td>MPATC-UE 35</td>
<td>Music Theory I</td>
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### Foundations of Contemporary Culture
| 12 |
| MPATC-UE 36 | Music Theory II | 2 |

<table>
<thead>
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<th>Course Number</th>
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<td>MPATC-UE 37</td>
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<td>MPATC-UE 38</td>
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<td>CORE-UA xxx/ST-CORE-UE</td>
<td>Texts and Ideas</td>
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<td>MPATC-UE 72</td>
<td>Keyboard Skills I</td>
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<td>CORE-UA xxx/ST-CORE-UE</td>
<td>Societies &amp; the Social Sciences</td>
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### Foundations of Scientific Inquiry
| 8 |
| MPAVP-UE 1191 | Collegium & Program Seminar (b) | 0 |
| MPAVP-UE 1122 | Recital (c) (taken twice) | 2 |

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<td>MPAVP-UE 1181</td>
<td>Chamber Ensemble (4 semesters)</td>
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<td>MPAVP-UE 1112</td>
<td>Vocal Coaching</td>
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<td>MPAVP-UE 1121</td>
<td>Vocal Performance Workshop</td>
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<td>MPAVP-UE 1131</td>
<td>Italian Diction for Singers</td>
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<tr>
<td>MPAVP-UE 1133</td>
<td>German Diction for Singers</td>
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<td>MPAVP-UE 1134</td>
<td>French Diction for Singers</td>
<td>1</td>
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<tr>
<td>MPAVP-UE 1261</td>
<td>Song Repertoire: English</td>
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<tr>
<td>MPAVP-UE 1262</td>
<td>Song Repertoire: German</td>
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<td>MPAVP-UE 1263</td>
<td>Song Repertoire: Italian/Spanish</td>
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<tr>
<td>MPAVP-UE 1264</td>
<td>Song Repertoire: French</td>
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<td>MPAVP-UE 1124</td>
<td>Beginning Modern Dance Techniques</td>
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<td>MPAVP-UE 1125</td>
<td>Jazz Dance Techniques</td>
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<td>MPAVP-UE 1127</td>
<td>Musical Theatre Dance</td>
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<tr>
<td>MPASS-UE 1113</td>
<td>Baroque Dance for Musicians</td>
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### Classical Voice Concentration Courses
| 23 |
| Course Number | Course Title | Units |
| MPAVP-UE 1113 | German Diction for Singers | 1 |
| MPAVP-UE 1134 | French Diction for Singers | 1 |
| MPAVP-UE 1261 | Song Repertoire: English | 2 |
| MPAVP-UE 1262 | Song Repertoire: German | 2 |
| MPAVP-UE 1263 | Song Repertoire: Italian/Spanish | 2 |
| MPAVP-UE 1264 | Song Repertoire: French | 2 |
| MPAVP-UE 1124 | Beginning Modern Dance Techniques | 1 |
| MPAVP-UE 1125 | Jazz Dance Techniques | 1 |
| MPAVP-UE 1127 | Musical Theatre Dance | 1 |
| MPASS-UE 1113 | Baroque Dance for Musicians | 1 |

### Unrestricted electives
| 17 |
| Additional Requirements |
| Course Number | Course Title | Units |
| SAHS-UE 1 | New Student Seminar | 0 |

---

*a) Passing score on Comprehensive Exam in Theory & Aural Skills is required for completion.
(b) Required for six (6) semesters
(c) Required one unit in Junior and Senior year.

*Steinhardt Liberal Arts Core

**By Advisement**
BM in Vocal Performance: Specialization in Contemporary Voice

The Bachelor of Music program in Vocal Performance with a specialization in Contemporary Voice is designed for outstanding students interested in intensive performance training within the stimulating academic environment of an internationally acclaimed liberal arts/research university.

Study with our renowned faculty in private lessons, studio/workshop classes, lecture classes, and master classes while gaining intensive performance training in voice, acting, movement/dance, auditioning, and business, along with a full liberal arts education. Students perform in fully staged productions of the highest caliber under the guidance of directors, choreographers, conductors, and designers from Broadway and major regional theatre communities. The curriculum fully integrates the study of voice with live performance, through the development of voice technique with a focus on vocal function, anatomy and physiology. Course work includes style-specific voice training, acting, dance classes, and a sequence of contemporary vocal workshops focused on performance skills, song analysis, and interpretation. Students also take classes in vocal production, speech/diction, with elective courses available in areas such as music technology, music business, and music education. Courses are conducted by working professionals in the industry and every semester, a sequence of contemporary voice workshops focuses on performance techniques needed for the contemporary performer, including microphone and recording techniques as well as musicianship skills. Contemporary voice majors have the opportunity to cross traditional lines and benefit from musical theatre and classical voice training and the chance to audition for any and all productions produced within the vocal performance program, including musicals, operas and concert series. During senior year, students present a final performance as the culmination of their degree.

Program Learning Outcomes for All Specializations

- Integrate music history, music theory, aural comprehension, and keyboard harmony and improvisation into their specialized field of study.
- Use effective written and oral communication skills to analyze, synthesize and disseminate information.
- Demonstrate readiness to enter the field as a professional as defined by their specific program.
# Program of Study

**Total Units Required:** 128

<table>
<thead>
<tr>
<th>Category</th>
<th>Units</th>
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<tbody>
<tr>
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<tr>
<td>Specialization Requirements</td>
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<td>College Core Curriculum (CORE)</td>
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<tr>
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## Expository Writing

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<td>MPATC-UE 6 Aural Comprehension I</td>
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<tr>
<td>4</td>
<td>MPATC-UE 7 Aural Comprehension II</td>
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## Foundations of Contemporary Culture

<table>
<thead>
<tr>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td>MPATC-UE 8 Aural Comprehension III</td>
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## Foundations of Scientific Inquiry

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## Course Performance

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<td>MPATC-UE 1195</td>
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<tr>
<td>MPATC-UE 1196</td>
<td>Songwriting History and Criticism: 14 Songs II</td>
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Select two history courses from the following, by advisement (4 units)

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<td>Music History II: Baroque &amp; Classical</td>
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<td>MPATC-UE 1077</td>
<td>Music History III: 19th Century</td>
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<tr>
<td>MPATC-UE 1078</td>
<td>Music History IV: 20th Century</td>
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</tbody>
</table>

a) Passing score on Comprehensive Exam in Theory

& Aural Skills is required for completion.

(b) Required for four (4) semesters

*Steinhardt Liberal Arts Core

**By Advisement

Last Updated August 28 2019
BM in Vocal Performance: Specialization in Music Theatre

The Bachelor of Music program in Vocal Performance with a specialization in Music Theatre is designed for outstanding students interested in intensive performance training within the stimulating academic environment of an internationally acclaimed liberal arts/research university.

Students study with renowned faculty through private lessons, studio/workshop classes, lecture classes, master classes, and seminars. They perform in fully staged productions of the highest caliber under the guidance of directors, choreographers, conductors, and designers from Broadway and major regional theatre communities. Course work includes classes in music theatre history and repertoire, as well as training in voice with leading vocalists from New York’s professional community. Acting and dance classes are conducted by working professionals in the industry; and classes are offered in diction, speech, audition and business skills, and stagecraft. Every semester, a sequence of music theatre workshops focus on song analysis, character analysis, music theatre styles, and vocal production. Music Theatre majors have the opportunity to cross traditional lines and benefit from classical voice training and the opportunity to participate in opera workshops, as well as fully staged opera productions.

Dual Degree — BM Vocal Performance/MA Music Education

The dual-degree program is designed for undergraduate vocal performance majors interested in adding a music education component to their four-year degree and completing a master’s degree in music education in their fifth year.
# Department of Music & Performing Arts Professions
## MUSV (MVO) - Vocal Performance, (Mus.B.)
### with sequence in Music Theatre
#### Program of Study
##### 2020-2021

- **Total Units Required**: 128

<table>
<thead>
<tr>
<th><strong>Liberal Arts Requirements</strong></th>
<th><strong>Units</strong></th>
<th><strong>Specialization Requirements</strong></th>
<th><strong>Units</strong></th>
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<tr>
<td><strong>College Core Curriculum (CORE)</strong></td>
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<td><strong>Course Number</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>Expository Writing</td>
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<td>Aural Comprehension I</td>
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<tr>
<td>MPATC-UE 35</td>
<td>Music Theory I</td>
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<td>MPATC-UE 37</td>
<td>Music Theory III</td>
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<td>MPATC-UE 38</td>
<td>Music Theory IV (b)</td>
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<td><strong>Foundations of Contemporary Culture</strong></td>
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<td><strong>Course Number</strong></td>
<td><strong>Course Title</strong></td>
<td><strong>Units</strong></td>
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<td>CORE-UA xxx/ST-CORE-UE*</td>
<td>Texts and Ideas</td>
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<td>Expressive Culture OR Cultures and Contexts</td>
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<td>Aural Comprehension III</td>
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<td>Music Theory I</td>
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<td>Music Theory III</td>
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<td><strong>Specialization in Vocal Performance</strong></td>
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<td><strong>Units</strong></td>
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<tr>
<td>MPAVP-UE 1131</td>
<td>Music Theatre History I</td>
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<td>MPAVP-UE 1132</td>
<td>Vocal Production for Singers</td>
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<td>MPAVP-UE 1135</td>
<td>Music Theatre History II</td>
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<td>Vocal Production for Singers</td>
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<td><strong>Choose two of the following 2-unit Music History Courses:</strong></td>
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<td>MPATC-UE 1067</td>
<td>Music History I: Medieval &amp; Renaissance</td>
<td>2</td>
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<td>MPATC-UE 1123</td>
<td>Beginning Ballet taken twice</td>
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<tr>
<td>MPATC-UE 1068</td>
<td>Music History II: Baroque &amp; Classical</td>
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<td>MPATC-UE 1132</td>
<td>English Diction</td>
<td>1</td>
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<tr>
<td>MPATC-UE 1077</td>
<td>Music History III: 19th Century</td>
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<tr>
<td>MPATC-UE 1181</td>
<td>Chamber Ensemble (4 semesters)</td>
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<td>MPATC-UE 1111</td>
<td>Private Voice</td>
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<td>MPATC-UE 1078</td>
<td>Music History IV: 20th Century</td>
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<td>MPAVP-UE 1112</td>
<td>Vocal Coaching</td>
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<td>MPAVP-UE 1113</td>
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<td>MPAVP-UE 1121</td>
<td>Music Theatre Workshop</td>
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<td>MPAVP-UE 1126</td>
<td>Tap Dance taken twice</td>
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<td>MPAVP-UE 1127</td>
<td>Music Theatre Dance</td>
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<td>MPAVP-UE 1124</td>
<td>Beginning Modern Dance Techniques</td>
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<td>MPAVP-UE 1125</td>
<td>Jazz Dance Techniques</td>
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<td>MPADE-UE 1015</td>
<td>Hip Hop Dance Culture</td>
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<td><strong>Unrestricted electives</strong></td>
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<td>New Student Seminar</td>
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<td><strong>Writing Proficiency Examination</strong></td>
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</table>

*Steinhardt Liberal Arts Core

**By Advisement

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Last update June 21 2019

a) Passing score on Comprehensive Exam in Theory & Aural Skills is required for completion.

(b) Required for six (6) semesters

*Steinhardt Liberal Arts Core

**By Advisement
Department of Music & Performing Arts Professions
M沃D-EULL: Vocal Performance (Classical Voice) (Mus.B.)
with Concentration in Music Education
Program of Study
2020-2021

Total Units Required: 127

Liberal Arts Requirements

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<thead>
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<th>Course Number</th>
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Specialization Requirements

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College Year 2020-2021

<table>
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Course Number | Course Title | Units |
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Junior Year

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Senior Year (Required Graduate Level Courses)

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Concentration in Music Education

<table>
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Additional Requirements

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Music Education Practice Credit

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126 MUSIC AND PERFORMING ARTS PROFESSIONS THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT BULLETIN 2020-2022
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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>MPAVP-UE 1124</td>
<td>Beginning Modern Dance Techniques</td>
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<td>MPAVP-UE 1121</td>
<td>Vocal Performance Workshop</td>
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<td>MPAVP-UE 1122</td>
<td>Recital</td>
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<td>MPAVP-UE 1123</td>
<td>Music Theater Workshop</td>
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<tr>
<td>MPAVP-UE 1126</td>
<td>Keyboard Skills I</td>
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<td>MPAVP-UE 1127</td>
<td>Vocal Coaching</td>
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<td>MPAVP-UE 1128</td>
<td>Tap Dance</td>
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<td>MPAVP-UE 1129</td>
<td>Musical Theater Dance (Taken 2x)</td>
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<td>MPAVP-UE 1130</td>
<td>Vocal Production for Singers</td>
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<td>MPAVP-UE 1131</td>
<td>Vocal Reference &amp; Research Materials</td>
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<td>MPAVP-UE 1132</td>
<td>Acting II for Singers</td>
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<td>MPAVP-UE 1133</td>
<td>Acting for Singers</td>
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<td>MPAVP-UE 1134</td>
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<td>MPAVP-UE 1135</td>
<td>Vocal Conducting</td>
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<td>Vocal Conducting</td>
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<td>MPATC-UE 1068</td>
<td>Music History I: Baroque &amp; Classical</td>
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<td>Music History III: 19th Century</td>
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<td>Music History II: Medieval &amp; Renaissance</td>
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<td>Music History I: Medieval &amp; Renaissance</td>
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<td>MPATC-UE 1061</td>
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**Total Units Required**

- Liberal Arts Requirements: 48
- Specialization Requirements: 114
Music Theory and Composition
Music theory and composition students are actively involved in the organization and performance of their own works, in concerts and readings by NYU performance groups in residence, in school performing ensembles, as well as in chamber groups specially hired for specific composition concerts. There is a very active weekly meeting of our department’s Composers Forum, in which students meet and work with world-renowned composers and performers, prepare two student showcases per semester, and attend highlights in the New York City new music concert season.

Composers have many opportunities to collaborate with performers, dancers, actors, and multimedia applications, which include music technology, jazz studies, and instrumental and vocal performance programs. Composers will also have the opportunity to work with musicians and other artists from New York City.

Dual Degree — BM Theory and Composition/MA Music Education
The dual-degree program is designed for undergraduate music theory and composition majors interested in adding a music education component to their four-year degree and completing a master’s degree in music education in their fifth year.
### Total Units Required

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<thead>
<tr>
<th>Liberal Arts Requirements</th>
<th>40</th>
<th>Specialization Requirements</th>
<th>88</th>
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<td>Expository Writing</td>
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<td>Aural Comprehension I</td>
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<td>Writing the Essay</td>
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<td>ACE-UE 110</td>
<td>The Advanced College Essay</td>
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<td>MPATC-UE 8</td>
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<td>Foundations of Contemporary Culture</td>
<td>8</td>
<td>MPATC-UE 9</td>
<td>Aural Comprehension IV</td>
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<td>Foundations of Scientific Inquiry</td>
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<td>MPATC-UE 35</td>
<td>Music Theory I</td>
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<td>Texts and Ideas**</td>
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<td>CORE-UA.xxx/ST-CORE-UE</td>
<td>Quantitative Reasoning/Mathematics**</td>
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<td>Business Structure of the Music Industry (previously concentration course; now required)</td>
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<td>Fundamentals of Music Technology</td>
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<td>Concentration Track Courses</td>
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<td>CORE-UA.xxx/ST-CORE-UE</td>
<td>Composers Forum (2 semesters for 1 credit)</td>
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<td>Writing Proficiency Examination</td>
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</tbody>
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(a) Passing score on Comprehensive Exam in Theory and Aural Skills is required for completion.

(b) Required every semester

(c) Required one unit in Junior and Senior years.

**By Advisement

*Steinhardt Liberal Arts Core

**129 MUSIC AND PERFORMING ARTS PROFESSIONS THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT BULLETIN 2020-2022
# Program of 2020-2021

**Total Units Required** 128

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<tr>
<td>MPATC-UE 6</td>
<td>Aural Comprehension in Music I</td>
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<td>MPATC-UE 7</td>
<td>Aural Comprehension in Music II</td>
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<td>MPATC-UE 8</td>
<td>Aural Comprehension in Music III</td>
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<td>MPATC-UE 9</td>
<td>Aural Comprehension in Music IV</td>
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<td>MPATC-UE 35</td>
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<tr>
<td>MPATC-UE 36</td>
<td>Music Theory II</td>
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<tr>
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<td>Music Theory III</td>
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<td>Music Theory IV</td>
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<td>MPAPE-UE 72</td>
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<td>MPAPE-UE 73</td>
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<td>Inquiries into Teaching and Learning I</td>
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<td>Field Observations in Schools and Other Educational Settings</td>
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<td>Language Acquisition and Literacy Education in a Multilingual and Multicultural Context</td>
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<td>APSY-UE 20</td>
<td>Human Development I</td>
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<td>Human Development II Early to Late</td>
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<td>Instrumental Materials, Techniques and Conducting</td>
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<td>Music for Exceptional Children</td>
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<td>Woodwind Practicum</td>
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<td>Strings Practicum</td>
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*Steinhardt Liberal Arts Core*  [http://steinhardt.nyu.edu/advisement/LAC](http://steinhardt.nyu.edu/advisement/LAC)

**Selected by Advisement**

‡ 6 terms required

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**Total Units Required** 128

<table>
<thead>
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<th>Course Number</th>
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*The required global component of the major will most often take the form of a semester abroad.

These options include participating in a J-term or summer study abroad program, participating as a research assistant on an internationally focused faculty research project, interning at an international NGO,
BM in Music Theory and Composition with a Concentration in Contemporary Production and Songwriting

While the use of popular music in media has never been greater, the challenge of building a career in music has become increasingly daunting. In preparation, this field requires specific skills and sensibilities. This concentration employs a dedicated set of tools that are integrated and enhanced by the breadth of our course offerings. The concentration encompasses a wide range of musical styles and approaches, including (but not limited to): contemporary songwriting across many genres, urban music, and electronic music.

Students interconnect with diverse musical styles beyond these genres, facilitating an embrace of new musical frameworks. The concentration similarly serves as a means for the BMus Composition and the Film Scoring Concentration students to expand their palette of styles, incentivizing the blend of diverse musical sensibilities. Students in the concentration also interact with colleagues and courses in Music Technology and Music Business.

BM in Music Theory and Composition with Concentration in Screen Scoring

In addition, the concentration for Scoring for Film and Multimedia requires a set of courses designed to provide the diverse knowledge necessary for working with visual media. The courses focus on technology, compositional, aesthetics, and historical approaches for the music written for the screen.
# Department of Music & Performing Arts Professions

**MUTC – Theory & Composition (Mus.B.)**  
**Concentration in Contemporary Production and Songwriting**

## Program of Study  
2020-2021

<table>
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<tr>
<th>Total Units Required</th>
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### Liberal Arts Requirements

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### The Advanced College Essay

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### Foundations of Contemporary Culture

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### Foundations of Scientific Inquiry

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### Other Liberal Arts Requirements

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### Writing the Essay (1 unit)

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### Orchestration I (new course)

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### Business Structure of the Music Industry (previously concentration course; now required)

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### Percussion Practicum for Music Composition (4 units)

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### Percussion Practicum (4 units)

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### Concentration in Contemporary Production and Songwriting

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### Composers Forum (2 semesters for 1 unit)

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### Song Writers Forum (two semesters for 2 units)

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### Advanced Topics in Music Technology: Production for Songwriters (new course)

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### Music Publishing (new course)

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### Contemporary Scoring: Creative and Technological Practices (new course)

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### Orchestration/Arranging: Students select one course from the following:

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### Concentration in Contemporary Production and Songwriting

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### Composers Forum (2 semesters for 1 unit)

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### Song Writers Forum (two semesters for 2 units)

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### Advanced Topics in Music Technology: Production for Songwriters (new course)

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### Music Publishing (new course)

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### Contemporary Scoring: Creative and Technological Practices (new course)

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### Orchestration/Arranging: Students select one course from the following:

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### Orchestration II (new course)

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### Jazz Arranging & Composition I (new course)

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### Electives

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### Additional Requirements

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*By Advisement

*Steinhardt Liberal Arts Core

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Last updated Feb 11, 2020

(a) Passing score on Comprehensive Exam in Theory and Aural Skills is required for completion.

(b) Required every semester

(c) Required one unit in Junior and Senior year.

**Steinhardt Liberal Arts Core

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132 MUSIC AND PERFORMING ARTS PROFESSIONS THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT BULLETIN 2020-2022
## Program of Study

### 2020-2021

**Total Units Required:** 128

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<td>MPATC-UE 1424</td>
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### Concentration in Screen Scoring

**Units:** 17

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<tr>
<td>MPATC-UE 1078</td>
<td>Music History IV: 20th Century</td>
</tr>
<tr>
<td>MPATC-UE 1195</td>
<td>Songwriting History &amp; Criticism I (14 SONGS)</td>
</tr>
<tr>
<td>MPATC-UE 1196</td>
<td>Songwriting History &amp; Criticism II (14 SONGS)</td>
</tr>
<tr>
<td>MPAVP-UE 1351</td>
<td>Music Theatre History I</td>
</tr>
<tr>
<td>MPAVP-UE 1352</td>
<td>Music Theatre History II</td>
</tr>
<tr>
<td>MPAJVZ-UE 160X (Ex. MPAJVZ-UE 1602)</td>
<td>Music in World Cultures (new course) (Ex. Music in World Cultures: Chicago Blues)</td>
</tr>
<tr>
<td>MPATC-UE 1123</td>
<td>Context and Analysis in World Music (new course)</td>
</tr>
</tbody>
</table>

### Additional Requirements

**Units:**

- **SAHS-UE 1** New Student Seminar 0
- Writing Proficiency Examination

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*last updated Feb 11 2020*

*file saved April 2020*
Music Business
Founded in 1976, the NYU Music Business program prepares students to be leaders in the dynamic, global music marketplace of pop and commercial music. Academically rigorous and cross-disciplinary by definition, Music Business combines the boundless artistic resources of New York City with the cutting-edge inquiry and innovation of a major research university.

Successful music business candidates are expected to be highly motivated and prepared to take advantage of a professional program set in the world’s music business capital, New York City. In addition to providing structured courses, the curriculum promotes individual choices and development through an interactive classroom atmosphere, internships, participation in our record company, Village Records, and completion of research requirements.

Students are encouraged to participate in extracurricular activities such as the Program Board and radio station WNYU.

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

BM in Music Business Degree

REQUIREMENTS
This program requires the completion of 128–131 units, of which 88–91 are in music and business, and 40 are in the liberal arts. Core business courses are taken at the NYU Stern School of Business. Students are required to learn about the international music business, and have several study-abroad options. The Music Business curriculum is designed to encourage and facilitate collaboration across disciplines, especially songwriting and music technology. As part of this program, students develop skills that 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. First, we teach the structure of the music industry — its systems, practices, rules, and regulations; second, we explore the reasons behind and changes in that structure; third, we encourage critical analysis and re-invention of the industry structure.
# Music Business, (Mus. B.) Program of Study 2020-2021

| Total Units Required | 128 |

## Liberal Arts Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MPATC-UE 6</td>
<td>Aural Comprehension I</td>
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</tr>
<tr>
<td>MPATC-UE 7</td>
<td>Aural Comprehension II</td>
<td>1</td>
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<tr>
<td>MPATC-UE 35</td>
<td>Music Theory I</td>
<td>2</td>
</tr>
<tr>
<td>MPATC-UE 38</td>
<td>Music Theory II</td>
<td>2</td>
</tr>
<tr>
<td>MPATC-UE 37</td>
<td>Music Theory III</td>
<td>2</td>
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### Foundations of Contemporary Culture

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPAJZ-1039 OR MPATC-UE 38</td>
<td>Jazz Theory &amp; Ear Training I (OR) Music Theory IV</td>
<td>2</td>
</tr>
</tbody>
</table>

### Foundations of Scientific Inquiry

- **Course Number** | **Course Title** | **Units**
- MPAPE-UE 72 | Keyboard Skills I | 1
- MPAJZ-110 | The Advanced College Essay | 4
- MPAJZ-108 OR MPATC-UE 37 | Performing Arts in Western Civilization OR Music History II: Baroque & Classical AND Music History III: 19th Century | 2
- MPAJZ-160x | Music in Contemporary World Cultures | 2
- MATH-UA 9 | Algebra and Calculus** | 4

## Specialization Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ECON-UA 1</td>
<td>Introduction to Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ECON-UA 2</td>
<td>Introduction to Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>MPAJZ-1605 OR MPAJZ-1068 AND MPAJZ-1077</td>
<td>Performing Arts in Western Civilization OR Music History II: Baroque &amp; Classical AND Music History III: 19th Century</td>
<td>2</td>
</tr>
<tr>
<td>MPAJZ-110</td>
<td>The Advanced College Essay</td>
<td>4</td>
</tr>
<tr>
<td>MPAJZ-108 OR MPATC-UE 37</td>
<td>Performing Arts in Western Civilization OR Music History II: Baroque &amp; Classical AND Music History III: 19th Century</td>
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## Core Business Studies

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ACCT-UB 1</td>
<td>Principles of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>STAT-UB 1</td>
<td>Statistics for Business Control</td>
<td>4</td>
</tr>
<tr>
<td>MGMT-UB 1</td>
<td>Management &amp; Organizational Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MGMT-UB 2</td>
<td>Introduction to Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MGMT-UB 3</td>
<td>Technology's Impact on Entertainment and Media</td>
<td>2</td>
</tr>
<tr>
<td>MGMT-UB 4</td>
<td>Managing Creative Content Development</td>
<td>2</td>
</tr>
<tr>
<td>MGMT-UB 5</td>
<td>Entrepreneurship for the Music Industry</td>
<td>3</td>
</tr>
<tr>
<td>MGMT-UB 6</td>
<td>Globalization of the Entertainment Industry</td>
<td>2</td>
</tr>
<tr>
<td>MGMT-UB 7</td>
<td>Digital Business Strategies</td>
<td>2</td>
</tr>
<tr>
<td>MGMT-UB 8</td>
<td>Entertainment Law</td>
<td>2</td>
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<tr>
<td>SAHS-UE 1</td>
<td>New Student Seminar</td>
<td>4</td>
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<tr>
<td>MPAMB-UE 100</td>
<td>Business Structure of the Music Industry</td>
<td>2</td>
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<tr>
<td>MPAMB-UE 200</td>
<td>Concert Management</td>
<td>2</td>
</tr>
<tr>
<td>MPAMB-UE 205</td>
<td>Music Publishing</td>
<td>2</td>
</tr>
<tr>
<td>MPAMB-UE 210</td>
<td>Music in the Media Business</td>
<td>2</td>
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<tr>
<td>MPAMB-UE 300</td>
<td>International Music Business Marketplace</td>
<td>2</td>
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<tr>
<td>MPAMB-UE 1310</td>
<td>Village Records: Practicum in the Recorded Music Industry</td>
<td>2</td>
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<tr>
<td>MPAMB-UE 1406</td>
<td>Entrepreneurship for the Music Industry</td>
<td>3</td>
</tr>
<tr>
<td>MPAMB-UE 105</td>
<td>Strategic Music and Branding</td>
<td>2</td>
</tr>
<tr>
<td>MPAMB-UE 106</td>
<td>Global Music Trends Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MPAMB-UE 107</td>
<td>Jazz Theory &amp; Ear Training I</td>
<td>2</td>
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<tr>
<td>MPAMB-UE 108</td>
<td>Music History II: Baroque &amp; Classical</td>
<td>2</td>
</tr>
<tr>
<td>MPAMB-UE 109</td>
<td>Music History III: 19th Century</td>
<td>2</td>
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</table>

### Music Electives or Advanced Level Music Business Elective Courses by advisement***

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MPAMB-UE 105</td>
<td>Strategic Music and Branding</td>
<td>2</td>
</tr>
<tr>
<td>MPAMB-UE 106</td>
<td>Global Music Trends Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MPAMB-UE 107</td>
<td>Jazz Theory &amp; Ear Training I</td>
<td>2</td>
</tr>
<tr>
<td>MPAMB-UE 108</td>
<td>Music History II: Baroque &amp; Classical</td>
<td>2</td>
</tr>
<tr>
<td>MPAMB-UE 109</td>
<td>Music History III: 19th Century</td>
<td>2</td>
</tr>
</tbody>
</table>

## Additional Requirements

- **Course Number** | **Course Title** | **Units**
- MPAMB-UE 100 | Business Structure of the Music Industry | 2
- MPAMB-UE 200 | Concert Management | 2
- MPAMB-UE 205 | Music Publishing | 2
- MPAMB-UE 210 | Music in the Media Business | 2
- MPAMB-UE 300 | International Music Business Marketplace | 2
- MPAMB-UE 1310 | Village Records: Practicum in the Recorded Music Industry | 2
- MPAMB-UE 1406 | Entrepreneurship for the Music Industry | 3
- MPAMB-UE 105 | Strategic Music and Branding | 2
- MPAMB-UE 106 | Global Music Trends Analysis | 2
- MPAMB-UE 107 | Jazz Theory & Ear Training I | 2
- MPAMB-UE 108 | Music History II: Baroque & Classical | 2
- MPAMB-UE 109 | Music History III: 19th Century | 2

**Examples of Advanced Music Business Electives include:**

- MPAMB-UE 105 Strategic Music and Branding;
- MPAMB-UE 106 Global Music Trends Analysis;
- MPAMB-UE 107 Jazz Theory & Ear Training I;
- MPAMB-UE 108 Music History II: Baroque & Classical;
- MPAMB-UE 109 Music History III: 19th Century;
- MPAMB-UE 110 Data Analysis in the Music Industry: Introduction & Applications

**Steinhardt Liberal Arts Core**

**Unless exempt. If exempt, add an additional 4-unit liberal arts course.**

[http://steinhardt.nyu.edu/advisement/LAC](http://steinhardt.nyu.edu/advisement/LAC)
Cross-School Minor in Business of Entertainment, Media, and Technology

This cross-school minor includes courses from Stern School of Business; Tisch School of the Arts; and Steinhardt School of Culture, Education, and Human Development’s programs in Media Culture and Communication and Music Business. The minor provides a foundation in the business aspects of media and entertainment and how technology impacts these industries. Students take electives from areas that deepen their knowledge base and understanding of these sectors.

Students complete a minimum of 16 units from a combination of Stern, Steinhardt, and Tisch courses. Media, Culture, and Communication students cannot take courses from their program toward the minor with the exception of MCC-UE 1020 Business of Media. This course cannot be double counted toward the major and the minor and will be allocated toward unrestricted electives.

A. REQUIRED 8 UNITS AT STERN BUSINESS SCHOOL FROM THE FOLLOWING COURSES:

MKTG-UB 0040, Entertainment and Media Industries (2 units)

Note: Steinhardt MCC students may take MCC-UE 1020: The Business of Media (4 units) instead of MKTG-UB 0040, but must still complete 8 units at Stern as part of the minor.

Choose 6 (or 8) additional units from the following courses:

- ACCT-UB 49 Entertainment Accounting (2 units)
- INFO-UB 38 Electronic Commerce (3 units)
- MKTG-UB 19 Business of Publishing (2 units)
- MKTG-UB 20 Film and Television Distribution and Finance (2 units)
- MKTG-UB 21 Entertainment Finance (2 units)
- MKTG-UB 22 Movie Marketing (2 units)
- MKTG-UB 23 Impact of Technology on Entertainment and Media (2 units)
- MKTG-UB 25 Business of Broadway (2 units)
- MKTG-UB 44 Television Management (2 units)
- MKTG-UB 46 Globalization of the Entertainment Industry (2 units)
- MKTG-UB 47 Sports Marketing (2 units)
- MKTG-UB 49 The Business of Producing (2 units)
- MKTG-UB 51 Craft and Commerce of Cinema: Tribeca Film Festival (2 units)
- MKTG-UB 56 Digital Strategic Marketing (2 units)
- MGMT-UB 16 Strategic Analysis for Success in the Digital Age (2 units)
- MGMT-UB 30 Negotiation and Consensus Building (2 units)
- MULT-UB 48 Entertainment Law (2 units)
B. CHOOSE A MINIMUM OF 8 UNITS FROM THE TISCH FILM AND TELEVISION COURSES BELOW:

- FMTV-UT 4 Language of Film (4 units)
- FMTV-UT 1023 Producing the Short Screenplay (3 units)
- FMTV-UT 1028 Producing for Television (3 units), summer only
- FMTV-UT 1086 TV Nation: Inside and Out of the Box (3 units)
- FMTV-UT 1093 Film Marketing and Distribution (3 units)
- FMTV-UT 1195 Legal Aspects of the Entertainment Industry (3 units)
- FMTV-UE 1295 Producing for Film and Television (3 units), summer only

Please Note: All non-majors are restricted to section 002 of Tisch courses listed above with the exception of summer programming.

Steinhardt Music Business
A maximum of three Music Business classes may be taken by students pursuing the BEMT minor.

- MPAMB-UE 100 Business Structure of the Music Industry (2 units), any section marked “non-majors.” Limited availability to non-majors in fall and spring. Summer courses readily available to all. Please note that this course is the prerequisite for all other music business classes listed.
- MPAMB-UE 200 Concert Management (2 units); spring. Prerequisite: MPAMBUE 100 Business Structure of the Music Industry with grade of C or higher.
- MPAMB-UE 205 Music Publishing (2 units); fall, spring. Prerequisite: MPAMB-UE 100 Business Structure of the Music Industry with grade of C or higher.
- MPAMB-UE 300 International Music Business Marketplace (2 units); fall, spring. Prerequisite: MPAMB-UE 100 Business Structure of the Music Industry with grade of C or higher.
- MPAMB-UE 1306 Interactive, Internet, and Mobile Music (2 units); fall. Prerequisite: MPAMB-UE 100 Business Structure of the Music Industry with grade of C or higher.
- MPAMB-UE 1310 Village Records (2 units); fall. Prerequisites: MPAMBUE 100 Business Structure of the Music Industry with grade of C or higher and junior or senior standing.
- MPAMB-UE 1320 Music Business Internship (2 units); fall, spring, summer. Prerequisites: MPAMB-UE 0100 Business Structure of the Music Industry with grade of C or higher and junior or senior standing.

Important policies to keep in mind:
- Non-Majors may only take one Music Business course per semester.
- If you choose to enroll in any Steinhardt Music Business courses, please note that you MUST enroll in MPAMB-UE 100 Business Structure of the Music Industry FIRST.
- There are non-major sections of MPAMB-UE 100 available each semester (fall and spring) that you can register for without a permission code.
Once you have taken MPAMB-UE 100, you will be eligible to enroll in other Steinhardt Music Business courses on this approved BEMT course list.

Non-major students can take up to three music business courses in total but only one course per semester.

**Steinhardt Media, Culture, and Communication**
- MCC-UE 1006 Television: History and Form (4 units)
- MCC-UE 1007 Film: History and Form (4 units)
- MCC-UE 1008 Video Games: Culture and Industry (4 units)
- MCC-UE 1016 Media Audiences (4 units)
- MCC-UE 1020 The Business of Media (4 units)
- MCC-UE 1034 Media, Technology, and Society (4 units)
- MCC-UE 1300 Media and Globalization (4 units)
- MCC-UE 1304 Global Media and International Law (4 units)
- MCC-UE 1404 Media and the Culture of Money (4 units)
- MCC-UE 1405 Copyright, Commerce, and Culture (4 units)
- MCC-UE 1571 The Rise of Internet Media (4 units)

**Entertainment Industry (2 units)**
- MKTG-UB 47 Sports Marketing (2 units)
- MKTG-UB 49 The Business of Producing (2 units)
- MKTG-UB 51 Craft and Commerce of Cinema: Tribeca Film Festival (2 units)
- MKTG-UB 56 Digital Strategic Marketing (2 units)
- MGMT-UB 16 Strategic Analysis for Success in the Digital Age (2 units)
- MGMT-UB 30 Negotiation and Consensus Building (2 units)
- MULT-UB 48 Entertainment Law (2 units)

**B. CHOOSE A MINIMUM OF 8 UNITS FROM THE TISCH FILM AND TELEVISION COURSES BELOW:**
- FMTV-UT 4 Language of Film (4 units)
- FMTV-UT 1023 Producing the Short Screenplay (3 units)
- FMTV-UT 1028 Producing for Television (3 units), summer only
- FMTV-UT 1086 TV Nation: Inside and Out of the Box (3 units)
- FMTV-UT 1093 Film Marketing and Distribution (3 units)
- FMTV-UT 1195 Legal Aspects of the Entertainment Industry (3 units)
- FMTV-UE 1295 Producing for Film and Television (3 units), summer only

Please Note: All non-majors are restricted to section 002 of Tisch courses listed above when enrolling in fall or spring terms.
Music Education

BM in Music Education, Teaching All Grades
Our program allows you to pursue a career as a music educator in elementary and secondary schools and become eligible for New York State initial certification as a teacher of music for grades PK–12. NYU Steinhardt’s Bachelor of Music degree program in Music Education prepares undergraduates to teach music in elementary and secondary schools in New York. A core curriculum of interdisciplinary courses in the liberal arts enhances the intensive study of music, music theory and history, and music pedagogy. Student teaching in carefully selected public and independent schools takes place under the close supervision of experienced music teachers. Upon completion of the program, students meet the academic requirements for initial certification as a teacher of music in grades PK–12. Certain states have reciprocity with New York State. Some students may want to return to their home states to teach. Our NYU Steinhardt Certification office will offer guidance for this process. Students may specialize in vocal music, instrumental music, composition, songwriting, or piano.

Music education students participate in a variety of performing ensembles and chamber groups directed by superb New York artists. They study privately with New York’s finest performers. Required courses include elementary and secondary teaching methods, music in special education, music education foundations (e.g., the philosophy and psychology of music teaching), popular music methods, music technology, and core studies in the liberal arts and general education. A broad selection of elective courses in jazz studies, music theater, dance education, theater education, and more are available through advisement to complete degree.

In addition, students are provided with continuous “theory-and-practice” experiences through peer-teaching, supervised field observations, and practice-teaching internships in a variety of school and community music situations. Music Education at NYU offers a unique set of opportunities: a diverse community of artists, scholars and students; a faculty of dedicated and supportive teachers; a cutting-edge curriculum; a university with variety of choices for artistic, intellectual, cultural, and personal growth — all of this in the legendary community of Greenwich Village, New York. Students complete a recommended global study-away component, most often at our NYU campus in Prague during their fourth semester in residence.

Continuous development of each student’s musicianship and artistry have marked our graduates as among the most prepared and inspired teachers in the field. This is reflected in a very high percentage placement record of graduates seeking PK–12 teaching positions. Personal advisement, a hallmark of our program, allows us to respond effectively to individual needs and interests. The Music Education program is committed to developing excellent and exceptional musicians.
**Program of 2020-2021**

Total Units Required | 128
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### Liberal Arts Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tr>
<td>CORE-UA 1xxx Mathematics Course**</td>
<td>4</td>
<td>TCHL-UE 1 Inquiries into Teaching and Learning I</td>
</tr>
<tr>
<td>CORE-UA 3xxx/ST-CORE-UE* Texts and Ideas**</td>
<td>4</td>
<td>TCHL-UE 5 Field Observations in Schools and Other Educational Settings</td>
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### Course Number | Course Title | Units |
| MPATC-UE 16xx Music in World Cultures | 2 | APSY-UE 20 Human Development I | 2 |
| MPATC-UE 1068 Music History II: Baroque & Classical | 2 | Choose one of the following Human Development II courses: | |
| MPATC-UE 1077 Music History III: 19th Century | 2 | | |

### Specialization Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>APHY-UE 21 OR</td>
<td>Human Development II: Early Childhood OR</td>
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<tr>
<td>APHY-UE 22 OR</td>
<td>Human Development II Childhood OR</td>
<td>2</td>
</tr>
<tr>
<td>APHY-UE 23</td>
<td>Human Development II Early to Late</td>
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### Specialized Pedagogical Core

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<th>Course Title</th>
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<tbody>
<tr>
<td>MPAME-UE 1027</td>
<td>Teaching Music in Secondary Schools</td>
<td>2</td>
</tr>
<tr>
<td>MPAME-UE 1048</td>
<td>Teaching Music in Elementary Schools</td>
<td>2</td>
</tr>
<tr>
<td>MPAME-UE 1054</td>
<td>Instrumental Materials, Techniques and Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MPAME-UE 1204</td>
<td>Music for Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>MPAME-UE 1429</td>
<td>Choral Materials, Techniques, and Conducting</td>
<td>2</td>
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</table>

### Music Education Specialization

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MPAxx-UExx Participation in Ensembles</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>MPAxx-UExx Applied Specialization (to be selected from the following areas by advisement): Brass, Jazz Studies, Woodwind, Percussion, Strings, Piano, Voice, Composition</td>
<td>24</td>
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</tbody>
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*Steinhardt Liberal Arts Core  http://steinhardt.nyu.edu/advisement/LAC

** Selected by Advisement

† 6 terms required

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last updated August 6th, 2019

file saved April 2020

* The required global component of the major will most often take the form of a semester abroad. These options include participating in a J-term or summer study abroad program, participating as a research assistant on an internationally focused faculty research project, interning at an international NGO,
Music Technology

The goal of the Music Technology program is to give students a solid foundation in all facets of the music and audio technology field, while giving them the additional expertise in a focused area of their choice. Our mission is to prepare students for successful careers in music production, sound engineering, hardware/software development, and electronic music. Students develop their skills through creative experimentation in a suite of state-of-the-art research and studio facilities and through interaction with faculty and leading technologists from industry working in our undergraduate and graduate programs.

BM in Music Technology

The 128-unit curriculum in music technology combines 40 units of liberal arts courses with 23–27 units in music core requirements that cover diverse topics from music theory and literature to keyboard skills and ear training. Students are also required to take 29 units in music technology core classes, which include fundamentals in electronics, sound recording, and electronic music, as well as internship opportunities in many different aspects of the field. Students then choose 17 units in music technology specialization courses including sound engineering, music production, electronic music, software/hardware design, and sound design for film/video and gaming. In addition, students have up to 19 units of electives by advisement to specialize in other areas and could be used toward a double major or minor. In their junior year, students spend one semester studying music and music technology at one of the NYU study-abroad centers, including NYU Prague; NYU Paris, affiliated with the Institut de Recherche et Coordination Acoustique/Musique (IRCAM); and NYU Abu Dhabi.

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

Dual Degree — BMus/MM in Music Technology

This accelerated program combines our Bachelor and Master of Music programs in Music Technology. Qualified majors can pursue a master’s degree while still fulfilling the requirements for their bachelor’s degree. Students may apply to the program during their sophomore or junior year. The total time required for this program is five years.
### Department of Music & Performing Arts Professions

**MUST – Music Technology, (Mus.B.)**

**Program of Study**

**2020-2021**

#### Total Units Required

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Total</th>
<th>Major Requirements</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>128</td>
<td>88</td>
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#### Requirements

- **College Core Curriculum (CORE)**: 28
- **Music Core Requirements**: 23-27
- **Foreign Language**
- **Foundations of Contemporary Culture**
- **Foundations of Scientific Inquiry**: 12

#### Course Number

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

#### College Core Curriculum (CORE)

- **EMPL-UA 1**: Writing the Essay
- **ICE-UA 110**: The Advanced College Essay
- **Foundations of Contemporary Culture**
- **Foundations of Scientific Inquiry**: 12

#### Music Core Requirements

- **MPATC-UE 18/19**: Basic Musicianship* based on placement exam
- **MPATC-UE 5**: Aural Comprehension in Music I
- **MPATC-UE 7**: Aural Comprehension in Music II
- **MPATC-UE 8**: Aural Comprehension in Music III
- **MPATC-UE 35**: Music Theory I
- **MPATC-UE 36**: Music Theory II
- **MPATC-UE 37**: Music Theory III
- **MPATC-UE 38** OR **MPAJZ-UE 1039**: Music Theory IV OR Jazz Theory and Ear Training I
- **MPATC-UE 72**: Keyboard Skills I
- **MPATC-UE 73**: Keyboard Skills II
- **MPATC-UE 6**: Aural Comprehension in Music I
- **MPATC-UE 7**: Aural Comprehension in Music II
- **MPATC-UE 8**: Aural Comprehension in Music III
- **MPATC-UE 35**: Music Theory I
- **MPATC-UE 36**: Music Theory II
- **MPATC-UE 37**: Music Theory III
- **MPATC-UE 38** OR **MPAJZ-UE 1039**: Music Theory IV OR Jazz Theory and Ear Training I

#### Foreign Language

- **4 Units**

#### Course Number

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

#### Foundational Writing

- **MPATC-UE 18/19**: Basic Musicianship* based on placement exam
- **MPATC-UE 5**: Aural Comprehension in Music I
- **MPATC-UE 7**: Aural Comprehension in Music II
- **MPATC-UE 8**: Aural Comprehension in Music III
- **MPATC-UE 35**: Music Theory I
- **MPATC-UE 36**: Music Theory II
- **MPATC-UE 37**: Music Theory III
- **MPATC-UE 38** OR **MPAJZ-UE 1039**: Music Theory IV OR Jazz Theory and Ear Training I

#### Music Core Requirements

- **MPATC-UE 18/19**: Basic Musicianship* based on placement exam
- **MPATC-UE 5**: Aural Comprehension in Music I
- **MPATC-UE 7**: Aural Comprehension in Music II
- **MPATC-UE 8**: Aural Comprehension in Music III
- **MPATC-UE 35**: Music Theory I
- **MPATC-UE 36**: Music Theory II
- **MPATC-UE 37**: Music Theory III
- **MPATC-UE 38** OR **MPAJZ-UE 1039**: Music Theory IV OR Jazz Theory and Ear Training I

#### Foundations of Contemporary Culture

- **4 Units**

#### Foundations of Scientific Inquiry

- **12 Units**

#### Other Liberal Arts Requirements

- **8 Units**

#### Music Technology Core Requirements

- **29 Units**

#### Course Number

<table>
<thead>
<tr>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

#### Music Technology Core Requirements

- **MPATC-UE 1068**: Music Theory I: Medieval & Renaissance
- **MPATC-UE 1077**: Music History III: 19th Century
- **MPATC-UE 1067**: Music Theory II: 20th Century
- **MPATC-UE 1055**: Music Theatre History I
- **MPATC-UE 1052**: Music Theatre History II
- **MPATC-UE 1060**: Film Music: Historical Aesthetics
- **MPATC-UE 1058**: Music History IV: 21st Century
- **MPATC-UE 1050**: The Performing Arts in Western Civilization
- **MPATC-UE 1027**: Program Seminar

#### Music Technology Guided Specialization

- **17 Units**

#### Curriculum updated March 2020

- **File saved March 2020**

#### Course Number

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
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<tbody>
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</table>

#### Recording and Production

- **MPATE-UE 1006**: Studio Production Techniques
- **MPATE-UE 1008**: Applied Studio Production
- **MPATE-UE 1070**: Software Music Production
- **MPATE-UE 1125**: Mixing in the Digital Audio Workstation
- **MPATE-UE 1227**: Aesthetics of Recording

#### Hardware/Software

- **MPATE-UE 1008**: Fundamentals of Audio Technology I
- **MPATE-UE 1009**: Fundamentals of Audio Technology II
- **MPATE-UE 1014**: IRCAM Technology I
- **MPATE-UE 1017**: Electronic Product Design for Music and Audio
- **MPATE-UE 9055**: Sound Design and Spatialization at IRCAM

#### Electronic Performance

- **MPATE-UE 1019**: Electronic Music Performance
- **MPATE-UE 1225**: Applied for Video
- **MPATE-UE 1633**: Advanced Topics in Music Technology: Multichannel Media Installation and Performance
- **MPATE-UE 2031**: Graduated Performance
- **MPATE-UE 2035**: Global Electronic Music

#### Unrestricted Electives

- **19 Units**

#### By advisement, for Double Majors, Minors, Music Electives

- **Examples**
  - Computer Science Double Major, Minor
  - BEMT minor, other minors, additional private instrument or composition lessons

#### Additional Requirements

- **MPATE-UE 1**: New Media Seminar
- **MPATE-UE 2**: Writing Proficiency Seminar

*Students may choose Theory IV or Jazz Theory after completing Theory III.
*If taking Theory IV, it is recommended to take Aural IV as well.
# Department of Music & Performing Arts Professions
## MTBD — Music Technology (BM/MM dual degree)
### Program of Study
#### 2020-2021

<table>
<thead>
<tr>
<th>Liberal Arts Requirements</th>
<th>40</th>
<th>Unrestricted Liberal Arts Elective</th>
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<tbody>
<tr>
<td>College Core Curriculum (CORE)</td>
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<td>Music Core Requirements</td>
<td>23-27</td>
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<table>
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<tr>
<th>Foreign Language</th>
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<tr>
<td>Expository Writing</td>
<td>8</td>
<td>MPATC-UE 17</td>
<td>Basic Musicianship I* based on placement exam</td>
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<tr>
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<th>Units</th>
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<tr>
<td>MPATC-UE 18</td>
<td>Basic Musicianship II* continuation in the Spring semester for those in BMI</td>
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<tr>
<td>MPATC-UE 5</td>
<td>Aural Comprehension I</td>
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<td>MPATC-UE 7</td>
<td>Aural Comprehension II</td>
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<td>MPATC-UE 8</td>
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<tr>
<td>MPATC-UE 35</td>
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<table>
<thead>
<tr>
<th>Select one course from one of the following:</th>
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<tbody>
<tr>
<td>MPATC-UE 36</td>
<td>Music Theory II</td>
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<table>
<thead>
<tr>
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<tr>
<td>MPATC-UE 38</td>
<td>Music Theory IV* or Jazz Theory *</td>
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<td>Aural Comprehension I</td>
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<td>MPATC-UE 7</td>
<td>Aural Comprehension II</td>
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<td>MPATC-UE 8</td>
<td>Aural Comprehension III</td>
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| Total Units Required | 136 |

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<thead>
<tr>
<th>Foundations of Scientific Inquiry</th>
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<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>Music Technology Core Requirements</td>
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<td>Course Number</td>
<td>Course Title</td>
<td>Units</td>
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<tr>
<td>CORE-UA xxx/ST-CORE-UEx</td>
<td>Mathemanga**</td>
<td>8</td>
<td>MPATE-UE 1801</td>
<td>Music Tech Fundamentals</td>
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<tr>
<td>CORE-UA xxx/ST-CORE-UEx</td>
<td>Physical/Life Science**</td>
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<td>MPATE-UE 1037</td>
<td>Electronic Music Synthesis</td>
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<tr>
<td>CORE-UA xxx/ST-CORE-UEx</td>
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<td></td>
<td>MPATE-UE 1047</td>
<td>Computer Music Synthesis</td>
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<th>Other Liberal Arts Requirements : Music History</th>
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<td>Analog Electronics</td>
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<td>Analog Electronics Lab</td>
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<td>MPATE-UE 1818</td>
<td>Digital Electronics</td>
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<td>MPATE-UE 1828</td>
<td>Digital Electronics Lab</td>
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<tr>
<td>MPATE-UE 1001</td>
<td>Analog Recording Technology</td>
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<tr>
<td>MPATE-UE 1003</td>
<td>Digital Recording Technology</td>
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<td>8</td>
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<tr>
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<td>Physical/Life Science**</td>
<td>4</td>
<td>MPATE-UE 1037</td>
<td>Electronic Music Synthesis</td>
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<td>MPATE-UE 1047</td>
<td>Computer Music Synthesis</td>
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<td>Digital Electronics</td>
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<td>MPATE-UE 1828</td>
<td>Digital Electronics Lab</td>
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<td>MPATE-UE 1010</td>
<td>Intro to Audio for Video</td>
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<tr>
<td>MPATE-UE 1011</td>
<td>Concert Recording</td>
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<td>MPATE-UE 1820</td>
<td>Music Technology Internship</td>
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<td>MPATE-UE 1900</td>
<td>Senior Capstone (last two semesters)</td>
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<td>MPATE-UE 1001</td>
<td>New Student Seminar</td>
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<td>MPATE-UE 90</td>
<td>Collegium (all Freshmen, Sophomore and Juniors)</td>
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<td>MPATE-UE 1001</td>
<td>Music Technology Guided Specialization(by advisement, some suggestions below)</td>
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| MPATE-UE 1010 | Intro to Audio for Video | 2 |
| MPATE-UE 1011 | Concert Recording | 2 |
| MPATE-UE 1820 | Music Technology Internship | 3 |
| MPATE-UE 1900 | Senior Capstone (last two semesters) | 0.3 |
| MPATE-UE 1001 | New Student Seminar | 0 |
| MPATE-UE 90 | Collegium (all Freshmen, Sophomore and Juniors) | 0 |
| MPATE-UE 1001 | Music Technology Guided Specialization(by advisement, some suggestions below) | 17 |

<table>
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<th>Unrestricted Electives (by advisement, for Double Majors, Minors, Music electives)</th>
<th>19</th>
<th>Course Number</th>
<th>Course Title</th>
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<td>Examples:</td>
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<tr>
<td>Comp Sci Double Major, Minor, BEMT minor, other minors, additional private instrument or composition lessons.</td>
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</tbody>
</table>

*Steinhardt Liberal Arts Core
Jazz Studies Program
The Jazz Studies Program offers a BM degree in instrumental performance. Combining foundational music courses and a specialized curriculum of jazz studies with a significant liberal arts education, students are prepared to interact with a broad variety of career opportunities.

Music Minor
Non-Steinhardt music majors may complete a music minor in Steinhardt’s Department of Music and Performing Arts Professions. The music minor consists of eight core courses — two courses each in Music Theory, Music History, Aural Comprehension, and Keyboard Harmony and Improvisation — as well as other music academic courses, private lessons, and participation in ensembles. Steinhardt does not offer program-specific music minors.

16–24 units depending on area

REQUIRED COURSES UNITS (12 TOTAL)
MPATC-UE 0035 Music Theory I (2 units)
MPATC-UE 0036 Music Theory II (2 units)
MPATC-UE 0006 Aural Comprehension I (1 unit)
MPATC-UE 0007 Aural Comprehension II (1 unit)
MPAPE-UE 0072 Keyboard Skills I (1 unit)
MPAPE-UE 0073 Keyboard Skills II (1 unit)

And any two courses from the following:
MPATC-UE 1067 Music History I (2 units)
MPATC-UE 1068 Music History II (2 units)
MPATC-UE 1077 Music History III (2 units)
MPATC-UE 1078 Music History IV (2 units)

ELECTIVE COURSES UNITS (4-12)
MPATC-UE 0008 Aural Comprehension III (1 unit)
MPATC-UE 0009 Aural Comprehension IV (1 unit)
MPATC-UE 0037 Music Theory III (2 units)
MPATC-UE 0038 Music Theory IV (2 units)
MPAVP-UE 0103 Sight Reading for Singers (2 units)
MPAMB-UE 0100 Business Structure of The Music Industry (2 units)
MPATE-UE 1010 Audio for Video I (3 units)
MPATE-UE 1022 Recording Technology for Non-Majors (4 units)
MPATE-UE 1037 Electronic Music Synthesis (3 units)
MPAJZ-UE 1039 Jazz Theory (2 units). Prerequisites: MPATC-UE 0035, 0036, 0037, 0038.
MPAJZ-UE 1075 Jazz Improvisation (2 units). Prerequisites: MPATC-UE 0035, 0036, 0037, 0038.
MPAxx-UE 1080 Part in Chamber Ensemble (1 unit)
MPAME-UE 1083 NYU Band (1 unit)
MPAME-UE 1085 Choral Arts Society (1 unit)
MPAJZ-UE 1089 Jazz Ensemble (1 unit)
MPAPPS-UE 1090 Percussion Ensemble (1 unit)
MPAJZ-UE 1121 Reference/Research in Jazz (3 units)
MPAME-UE 1201 Music for Children (2 units)
MPAVP-UE 1264 Music Theatre History I (2 units)
MPAVP-UE 1265 Music Theatre History II (2 units)
MPATC-UE 1500 Film Music: Historical Aesthetic/Perspective (3 units)
MPATE-UE 1810 MIDI for Non-Majors (3 units)

Private lessons
MPABR-UE 0034/1034 Wind/Percussion (2–8 units total)
MPASS-UE 0045/1045 Strings/Instr. (2–8 units total)
MPAPE-UE 0056/1056 Piano (2–8 units total)
MPAVP-UE 0063/1063 Voice (2–8 units total)
MPATC-UE 1021 Composition (2–8 units total)

Note: All Music Minor students must take the music theory placement examination administered by the Music Theory program. Students who need remedial theory/aural comprehension will be assigned to MPATC-UE 0018, Basic Musicianship, 4 units, as a prerequisite for Music Theory I and Aural Comprehension I. Basic Musicianship, MPATC-UE 0018, cannot be used toward the 16–24 units total for the Music Minor.

FACULTY
Leila Adu-Gilmore, Assistant Professor. BA 2003, Victoria University of Wellington; PhD 2017, Princeton.

Kenneth Aigen, Associate Professor. BA 1979, University of Wisconsin; MA 1984, New York University; DA 1991, New York University.


Juan Bello, Associate Professor. BS 1998, Universidad Simón Bolívar; PhD 2003, University of London.


Michael Breaux, Clinical Assistant Professor. BME 1981, Louisiana State University; MM 1984, Yale University.
Meg Bussert, 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); MMus 2005 SOAS, University of London.

Joseph Church, Visiting Associate Professor. BA 1978, Swarthmore College; MM 1980, University of Illinois at Champaign-Urbana; DA 1996, New York University.


Deborah Damast, Clinical Assistant Professor. BFA 1988, State University of New York at Purchase; MA 2002, New York University.


David J. Elliott, Professor. BM 1971, BEd 1972, MM 1973, University of Toronto; PhD 1983, Case Western Reserve University.

Morwaread Farbood, Associate 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.

Paul Geluso, Master Teacher. BS 1988, New Jersey Institute of Technology; MM 2000, New York University.

Alexander Gemignani, Adjunct Instructor. BFA 2001, University of Michigan.


Dianna Heldman, Music Assistant Professor. BM 1982, State University of New York at Potsdam; MMEd. 1990, University of North Texas; 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 1983, MA 1989, New York University.

Errik Hood, Assistant Professor. BMus 2008, Wright State; MM 2010, Northwestern, BDMA 2015, Ohio State.

Samuel Howard-Spink, Clinical Assistant Professor. BA 1993, Bristol University (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.

Sarah Louden, Visiting Assistant Professor. BM 2005, Concordia College Moorhead; MM 2009, University of Nebraska-Lincoln; PhD 2018, Buffalo (SUNY).

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.


Brian McFee, Assistant Professor. BS 2003, UC Santa Cruz; MS 2008, PhD 2012 UC 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.

Justin John Moniz, Assistant Professor, BA 2011, Potsdam (SUNY); MM 2013, University of Miami; DM 2017, FSU.


Tae Hong Park, Associate Professor. BEng 1995, Korea University; MA 2000, Dartmouth College; MFA 2002, PhD 2004, Princeton University.

David Pietro, Music Assistant Professor. BM 1987, University of North Texas; MM 2001, New York University.

Agnieszka Roginska, 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; MM 2002, PhD 2006, Oakland University.

Ronald Sadoff, Associate Professor and Director. BM 1976, University of North Carolina School of the Arts; MM 1978, The Juilliard School; PhD 1986, New York University.

Nisha Sajnani, Associate Professor. BA 1999, Concordia University, Edmonton; MA 2002.

Joe Salvatore, Clinical Associate Professor. BA 1995, University of Delaware; MFA 1998, University of Massachusetts Amherst.


Nancy Smithner, Clinical Associate Professor. BA 1976, Antioch University; PhD 2002, New York University.

Elise S. Sobol, Visiting Associate Professor. 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, Miami University.
Mark Suozzo, Visiting Associate Professor. BA 1975, Columbia University; MM 1995, Manhattan School of Music.

Judy Tint, Visiting Professor of Music Business. BA 1976, Rutgers; JD 1979, Columbia Law School.

Julia Wolfe, Assistant Professor. BA 1980, University of Michigan; MM 1986, Yale University, PhD 2013 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
Morton Subotnick (1996–present)
Maya Beiser (1997–1998)
Tania León (2004)
Quintet of the Americas (2004–present)
New Hudson Saxophone Quartet (2004–present)
JACK Quartet (2011–present)
Lars Graugaard (2011–present)

Number of Adjunct Faculty (by specialization)

MUSIC
Bass Clarinet 1
Bass: Jazz 2
Bassoon 5
Cello 3
Choir 6
Clarinet 6
Double Bass 2
Ensembles 8
Flute 8
French Horn 3
Harp 1
Jazz Composition 7
Jazz Guitar 5
Jazz Percussion 6
Jazz Piano 7
Jazz Trombone 3
Jazz Voice 13
Music Composition 16
Music History 4
Music Theatre 10
Music Theory 6
Oboe 5
Percussion 6
Piano 10
Saxophone: Classical 2
Saxophone: Jazz 8
Trombone 1
Trumpet Classical 5
Trumpet Jazz 3
Tuba 1
Viola 4
Violin 13

**PERFORMING ARTS PROFESSIONS**

Dance Education 17
Educational Theatre 19
Music Business 8
Music Technology 22
Performing Arts Administration 6
COURSES

MPABR: MUSIC INSTRUMENTAL — BRASS

Brass Instruments (Private Lessons) for Non-Majors
MPABR-UE 34, 7.5 hours: 2 units; fall, spring.

Collegium and Program Seminar
MPABR-UE 92, 30 hours: 0 units; fall, spring.

Independent Study
MPABR-UE 1000, 30–60 hours: 1 unit; fall, spring.

Brass Instrument (Private Lessons)
MPABR-UE 1034, 30 hours: 2 units; fall.

NYU Chamber Ensemble
MPABR-UE 1080, 30–60 hours: 0 units; fall, spring.

Recital
MPABR-UE 1092, 15–60 hours: 1 unit; fall, spring.

MPADE: DANCE EDUCATION

Intro to Modern Dance
MPADE-UE 12, 30 hours: 2 units; fall, spring.

Beginning Ballet
MPADE-UE 14, 15 hours: 1 unit; fall, spring.

Tap Dance
MPADE-UE 1023, 15 hours: 1 unit; fall, spring.

Hip Hop Dance Technique and Pedagogy
MPADE-UE 1015, 15–30 hours: 1–2 units; fall, spring.

Jazz Dance Technique
MPADE-UE 1029, 30 hours: 2 units; fall, spring.

Dance as an Art Form
MPADE-UE 1278, 45 hours: 3 units; fall, spring.

Intercultural Dance
MPADE-UE 1541, 30 hours: 2 units; fall, spring.

**African Dance**

MPADE-UE 1542, 45 hours: 3 units; fall, spring.

**Analysis of Dance Technique and Perf**

MPADE-UE 1550, 15–45 hours: 1–3 units; fall, spring.

**MPAET: EDUCATIONAL THEATRE**

**Stagecraft**

MPAET-UE 9, 60 hours: 2 units; fall.

**Intro to Educational Theatre**

MPAET-UE 50, 45 hours: 4 units; fall.

**Theatre as Art Form**

MPAET-UE 60, 45 hours: 4 units; fall.

**Collegium and Program Seminar**

MPAET-UE 92, 30 hours: 0 units; fall, spring.

**Independent Study**

MPAET-UE 1000, 45 hours: 1 unit; fall, spring.

**Intro to Theatre for Young Audiences I**

MPAET-UE 1005, 30 hours: 2 units; fall.

**Intro to Theatre for Young Audiences II**

MPAET-UE 1006, 30 hours: 2 units; fall.

**Design for the Stage**

MPAET-UE 1017, 45 hours: 3 units; fall, spring.

**Dramatic Activities in the Elementary Classroom**

MPAET-UE 1029, 30 hours: 2 units; fall, spring.

**Acting: Fundamentals**

MPAET-UE 1050, 30 hours: 2 units; fall.

**Acting: Scene Study**
MPAET-UE 1051, 30 hours: 2 units; fall, spring.

**Acting: Character Study**  
MPAET-UE 1052, 30 hours: 2 units; spring.

**Voice/Speech for Actors**  
MPAET-UE 1055, 30 hours: 2 units; fall.

**Theory of Creative Drama**  
MPAET-UE 1065, 30 hours: 2 units; fall.

**Methods of Conducting Creative Drama**  
MPAET-UE 1067, 45 hours: 3 units; spring.

**Drama Activities in the Secondary Classroom**  
MPAET-UE 1068, 30 hours: 2 units; fall, spring.

**Masks and Puppetry**  
MPAET-UE 1079, 45 hours: 3 units; fall.

**Directing**  
MPAET-UE 1081, 45 hours: 3 units; fall.

**Styles of Acting and Directing I**  
MPAET-UE 1099, 45 hours: 3 units; fall.

**Styles of Acting and Directing II**  
MPAET-UE 1100, 45 hours: 3 units; spring.

**Musical Theatre: Background and Analysis**  
MPAET-UE 1101, 30 hours: 2 units; spring.

**Beginning Playwriting**  
MPAET-UE 1105, 30 hours: 2 units; fall.

**Physical Theatre Improvisation**  
MPAET-UE 1113, 45 hours: 3 units; fall, spring.

**MPAIA: MUSIC AND PERFORMING ARTS PROFESSIONS**
Integrating Art into Early Childhood Curriculum I  
MPAIA-UE 1053, 15 hours: 1 unit; fall, spring.

Integrating Art into Early Childhood Curriculum II  
MPAIA-UE 1054, 15 hours: 1 unit; fall.

Integrated Arts in Childhood Education  
MPAIA-UE 1055, 30 hours: 2 units; fall.

**MPAJZ: MUSIC INSTRUMENTAL — JAZZ**

Jazz Theory and Ear Training I  
MPAJZ-UE 1039, 30 hours: 2 units; fall, spring.

Jazz Theory and Ear Training II  
MPAJZ-UE 1040, 30 hours: 2 units; spring.

Stringed Instruments (Group)  
MPAJZ-UE 1041, 15 hours: 2 units; fall.

Instrumental Jazz (Private Lessons)  
MPAJZ-UE 1070, 30 hours: 2 units; fall.

Jazz Improvisation I for Instrumentals  
MPAJZ-UE 1075, 45 hours: 3 units; fall.

Jazz Improvisation II  
MPAJZ-UE 1076, 45 hours: 3 units; fall, spring.

NYU Jazz Ensemble  
MPAJZ-UE 1089, 15-60 hours: 0 units; fall.

Recital  
MPAJZ-UE 1092, 30-60 hours: 1 unit; fall, spring.

Jazz Arranging Techniques I  
MPAJZ-UE 1119, 45 hours: 3 units; fall.

Jazz Arranging Techniques II  
MPAJZ-UE 1120, 45 hours: 3 units; spring.
Reference and Research in Jazz
MPAJZ-UE 1121, 45 hours: 3 units; spring.

Instrumental Jazz (Private Lessons) for Non-Majors
MPAJZ-UE 70, 30 hours: 2 units; fall, spring.

Collegium and Program Seminar
MPAJZ-UE 92, 30 hours: 0 units; fall, spring.

Independent Study
MPAJZ-UE 1000, 1-3 hours: 1-3 units; fall, spring.

MPAME: MUSIC BUSINESS

Business Structure of the Music Industry
MPAMB-UE 100, 30 hours: 2 units; fall, spring.

Concert Management
MPAMB-UE 200, 30 hours: 2 units; fall, spring.

Music Publishing
MPAMB-UE 205, 30 hours: 2 units; fall, spring.

Music in Media Business
MPAMB-UE 210, 30 hours: 2 units; fall, spring.

ADVANCED MUSIC BUSINESS ELECTIVE COURSES

Production and A&R
MPAMB-UE 1223, 30 hours: 2 units; spring.

Strategic Music and Branding
MPAMB-UE 105, 30 hours: 2 units; fall, spring.

MPAME: MUSIC EDUCATION

All University Jazz Ensemble
MPAME-UE 1080, 15 hours: 0–1 units; fall, spring.

Brass Practicum
MPAME-UE 1424, 15 hours: 1 unit; fall.
Choral Materials, Techniques and Conducting
MPAME-UE 1429, 30 hours: 0 units; spring. Prerequisite: MPAME-UE 1429 Choral Lab Ensemble and MPAME-UE 1465 Fundamentals of Conducting.

Choral Lab Ensemble
MPAME-UE 1017, 0 hours: 0 units; spring.

Collegium and Program Seminar
MPAME-UE 92, 30 hours: 0 units; fall, spring.

Fundamentals of Conducting
MPAME-UE 1465, 15 hours: 1 unit; spring.

Instrumental Lab Ensemble
MPAME-UE 192, 0 hours: 0 units; spring.

Instrumental Materials, Techniques and Conducting
MPAME-UE 1054, 30 hours: 2 units; fall. Prerequisite: MPAME-UE 192 Instrumental Lab Ensemble and MPAME-UE 1465 Fundamentals of Conducting.

Keyboard Practicum
MPAME-UE 1422, 15 hours: 1 unit; fall. Prerequisite: Keyboard Skills I and II.

Music for Exceptional Children
MPAME-UE 1204, 45 hours: 3 units; fall, summer.

Music Technology Practicum
MPAME-UE 1405, 15 hours: 1 unit; spring.

Percussion Practicum
MPAME-UE 1427, 15 hours: 1 unit; fall.

Popular Music Practicum
MPAME-UE 1423, 15 hours: 1 unit; spring.

Recital
MPAME-UE 1092, 15 hours: 1 unit; fall, spring.

Strings Practicum
MPAME-UE 1426, 15 hours: 1 unit; fall.
Student Teaching in Elementary Schools
MPAME-UE 1141, 45 hours: 3 units; fall, spring. Prerequisites: 100 pre-service fieldwork observation hours required for eligibility for student teaching, MPAME-UE 1048 Student Teaching in Elementary Schools, and MPAME-UE 1027 Teaching Music in Secondary Schools.

Student Teaching in Secondary Schools
MPAME-UE 1145, 45 hours: 3 units; fall, spring. Prerequisites: 100 pre-service fieldwork observation hours required for eligibility for student teaching, MPAME-UE 1048 Student Teaching in Elementary Schools, and MPAME-UE 1027 Teaching Music in Secondary Schools.

Teaching Music in Elementary Schools
MPAME-UE 1048, 45 hours: 3 units; fall.

Teaching Music in Secondary Schools
MPAME-UE 1027, 45 hours: 3 units; spring.

University Concert Band
MPAME-UE 1083, 0-15 hours: 0–1 units; fall, spring.

Vocal Practicum
MPAME-UE 1428, 15 hours: 1 unit; spring.

Woodwind Practicum
MPAME-UE 1425, 15 hours: 1 unit; fall.

MPAPE: MUSIC INSTRUMENTAL — PIANO

Piano (Private Lessons) for Non-Majors
MPAPE-UE 56, 7.5 hours: 2 units; fall, spring.

Piano (Group) for Non-Music Majors
MPAPE-UE 59, 7.5 hours: 2 units; fall, spring.

Keyboard Skills I
MPAPE-UE 72, 15 hours: 1 unit; fall.

Keyboard Skills II
MPAPE-UE 73, 15 hours: 1 unit; spring.

Keyboard Skills III
MPAPE-UE 74, 15 hours: 1 unit; fall.
Keyboard Skills IV
MPAPE-UE 75, 15 hours: 1 unit; spring.

Collegium and Program Seminar
MPAPE-UE 92, 30 hours: 0 units; fall, spring.

Independent Study
MPAPE-UE 1000, 45 hours: 1-6 units; fall, spring.

Piano (Private Lessons)
MPAPE-UE 1056, 7.5 hours: 3 units; fall, spring.

Piano (Group)
MPAPE-UE 1059, 7.5 hours: 2 units; fall.

NYU Chamber Ensembles
MPAPE-UE 1080, 15-60 hours: 0 units; fall, spring.

Recital
MPAPE-UE 1092, 30-60 hours: 1 unit; fall, spring.

Piano Literature II: Piano Music of the 18th and 19th Centuries
MPAPE-UE 1096, 30 hours: 3 units; fall.

Piano Literature III: Piano Music of the 20th and 21st Centuries
MPAPE-UE 1097, 30 hours: 3 units; fall.

Collaborative Piano: Techniques and Practicum
MPAPE-UE 1070 .30 hours: 3 units; spring.

MPAPS: MUSIC INSTRUMENTAL — PERCUSSION

Percussion Instruments (Private Lessons) for Non-Majors
MPAPS-UE 1211/1212, 7.5 or 15 hours: 2 or 4 units; fall, spring.

Collegium and Program Seminar
MPAPS-UE 1191, 30 hours: 0 units; fall, spring.

Independent Study
MPAPS-UE 1000, 45 hours: 1 unit; fall, spring.
Percussion Instruments (Private Lessons)
MPAPS-UE 1111, 7.5 or 15 hours: 2 or 3–4 units; fall, spring.

Percussion Ensemble
(Includes Percussion Ensemble, Percussion Chamber Music Ensemble, NYU Steel, African Gyil and Percussion Ensemble, Contemporary Music Ensemble, Percussion Laboratory, NYU Percussion Quartet, and NYU Audition)
MPAPS-UE 1121/1132/1151/1221, 30-45 hours: 0–1 unit; fall, spring.

Recital
MPAPS-UE 1181, 15 hours: 1 unit; fall, spring.

MPASS: MUSIC INSTRUMENTAL — STRINGS

String Instruments (Private Lessons) for Non-Majors
MPASS-UE 1211, hours TBD: 2 units; fall, spring.

String Instruments (Private Lessons) for Non-Majors
MPASS-UE 1212, hours TBD: 4 units; fall, spring.

Collegium and Program Seminar
MPASS-UE 1191, 30 hours 0 units; fall, spring.

Independent Study
MPASS-UE 1100, hours TBD: 1 unit; fall, spring.

Major Private Instruction
MPASS-UE 1111, hours TBD: 0–3 units; fall, spring.

Alexander Technique for Strings (Private Lessons)
MPASS-UE 1112, hours TBD: 0–2 units; fall, spring.

Chamber Ensemble
MPASS-UE 1131, hours TBD: 0–1 unit; fall, spring.

Baroque Ensemble
MPASS-UE 1132, hours TBD: 0–1 unit; fall, spring.

Masterclass
MPASS-UE 1133, hours TBD: 0–1 unit; fall, spring.
Audition Class
MPASS-UE 1134, hours TBD: 0–1 unit; fall, spring.

Improvisation Class
MPASS-UE 1135, hours TBD: 0–1 unit; fall, spring.

Violin, Viola, Cello, Bass, or Harp Class
MPASS-UE 1141-1145, hours TBD: 0–1 unit; fall, spring.

Violin, Viola, Cello, Bass, or Harp Orchestra Repertory
MPASS-UE 1151-1155, hours TBD: 0–1 unit; fall, spring.

Violin, Viola, Cello, Bass, or Harp Pedagogy
MPASS-UE 1161-1165, hours TBD: 0–1 unit; fall, spring.

Violin, Viola, Cello, Bass, or Harp Technique Class
MPASS-UE 1171-1175, hours TBD: 0–1 unit; fall, spring.

Recital
MPASS-UE 1181, hours TBD: 0–1 unit; fall, spring.

MPATC: MUSIC-PERFORMANCE AND THEORY

Aural Comprehension in Music I
MPATC-UE 6, 45 hours: 1 unit; fall.

Aural Comprehension in Music II
MPATC-UE 7, 45 hours: 1 unit; fall.

Aural Comprehension in Music III
MPATC-UE 8, 45 hours: 1 unit; fall.

Aural Comprehension in Music IV
MPATC-UE 9, 45 hours: 1 unit; spring.

String Practicum: Composers
MPATC-UE 16, 30 hours: 2 units; fall.

Woodwind/Brass Practicum: Composers
MPATC-UE 17, 30 hours: 2 units; spring.
Percussion Practicum for Music Composition  
MPATC-UE 27, 15 hours: 1 unit; fall.

Music Theory I  
MPATC-UE 35, 30 hours: 2 units; fall.

Music Theory II  
MPATC-UE 36, 30 hours: 2 units; spring.

Music Theory III  
MPATC-UE 37, 30 hours: 2 units; fall.

Music Theory IV  
MPATC-UE 38, 30 hours: 2 units; spring.

Collegium and Program Seminar  
MPATC-UE 92, 30 hours: 0 units; fall, spring.

Independent Study  
MPATC-UE 1000, 15-60 hours: 1 unit; fall, spring.

Form and Analysis  
MPATC-UE 1015, 30 hours: 2 units; fall.

16th Century Counterpoint  
MPATC-UE 1018, 30 hours: 2 units; fall, spring.

Orchestration: Strings  
MPATC-UE 1020, 30 hours: 2 units; fall.

Composition (Private Lessons)  
MPATC-UE 1021, 15 hours: 3 units; fall, spring.

Orchestration: Woodwinds and Percussion  
MPATC-UE 1025, 30 hours: 2 units; spring.

Contemporary Scoring: Creative and Technological Practices  
MPATC-UE 1049, 45 hours: 3 units; fall.

Music History I  
MPATC-UE 1067, 30 hours: 2 units; fall, spring.
Music History II: Baroque and Classical
MPATC-UE 1068, 30 hours: 2 units; fall, spring.

Music History III
MPATC-UE 1077, 30 hours: 2 units; fall.

Music History IV: Twentieth Century
MPATC-UE 1078, 30 hours: 2 units; spring.

Chamber Ensembles
MPATC-UE 1080, 15-60 hours: 0 units; fall, spring.

Recital
MPATC-UE 1092, 30-60 hours: 1 unit; fall, spring.

Intermediate Conducting
MPATC-UE 1093, 30 hours: 2 units; fall.

Song Writers Forum
MPATC-UE 1190, 45 hours: 3 units; fall, spring.

Composing for Film and Multimedia
MPATC-UE 1248, 45 hours: 3 units; fall, spring.

Film Music: Historical Aesthetics and Perspectives
MPATC-UE 1500, 45 hours: 3 units; fall.

The Performing Arts in Western Civilization
MPATC-UE 1505, 60 hours: 4 units; fall, spring.

MPATE: MUSIC TECHNOLOGY
Collegium and Program Seminar
MPATE-UE 0092, 30 hours: 0 units; fall, spring.

Independent Study
MPATE-UE 1000, 15-60 hours: 1 unit; fall, spring.

Analog Recording Technology
MPATE-UE 1001, 45 hours: 3 units; fall, summer. Prerequisite: Fundamentals of Music Technology MPATE-UE 1801.
Digital Recording Technology
MPATE-UE 1003, 45 hours: 3 units; spring, summer. Prerequisite: Fundamentals of Music Technology MPATE-UE 1801.

Studio Production Techniques
MPATE-UE 1005, 60 hours: 4 units; fall. Prerequisite: Digital Recording Technology MPATE-UE 1003.

Applied Studio Production
MPATE-UE 1006, 60 hours: 4 units; spring.

Fundamentals of Audio Technology I: Studio Maintenance
MPATE-UE 1008, 45 hours: 3 units; fall. Prerequisite: Digital Recording Technology MPATE-UE 1003.

Fundamentals of Audio Technology II: Studio Maintenance
MPATE-UE 1009, 45 hours: 3 units; spring. Prerequisite: Digital Recording Technology MPATE-UE 1003.

Introduction to Audio for Video
MPATE-UE 1010, 30 hours: 2 units; fall, spring, summer.

Concert Recording
MPATE-UE 1011, 30 hours: 2 units. fall, summer.

Midi Technology II
MPATE-UE 1014, 45 hours: 3 units; fall, spring.

Electronic Product Design for Music and Audio
MPATE-UE 1017, 45 hours: 3 units; fall, spring.

Electronic Music Performance
MPATE-UE 1019, 30 hours: 2 units; fall, spring.

Recording Technology for Non-Majors
MPATE-UE 1022, 60 hours: 4 units; fall, spring.

Musical Acoustics
MPATE-UE 1035, 45 hours: 3 units. fall, summer.

Electronic Music Synthesis: Fundamental Techniques
MPATE-UE 1037, 45 hours: 3 units; fall, spring, summer.
Global Electronic Music I  
MPATE-UE 1038, 45 hours: 3 units; fall, spring.

Computer Music Synthesis: Fundamental Techniques  
MPATE-UE 1047, 45 hours: 3 units; fall, spring.

Software Music Production  
MPATE-UE 1070, 45 hours: 3 units; fall, spring.

Music, the Mind and Artificial Intelligence  
MPATE-UE 1113, 60 hours: 4 units; spring.

Mixing in the Digital Audio Workstation  
MPATE-UE 1135, 45 hours: 3 units; fall, spring.

Audio for Video II  
MPATE-UE 1225, 45 hours: 3 units; spring.

Aesthetics of Recording  
MPATE-UE 1227, 45 hours: 3 units; fall, spring.

Adv Topics of Music Technology: Multichannel Media Installation and Performance  
MPATE-UE 1633, 45 hours: 3 units; spring.

Fundamentals of Music Technology  
MPATE-UE 1801, 45 hours: 3 units; fall.

Midi for Non-Majors  
MPATE-UE 1810, 45 hours: 3 units; fall, spring.

Analog Electronics  
MPATE-UE 1817, 45 hours: 3 units; fall, spring. Prerequisite: Fundamentals of Music Technology MPATE-UE 1801.

Digital Electronics  
MPATE-UE 1818, 45 hours: 3 units; fall, spring. Prerequisite: Fundamentals of Music Technology MPATE-UE 1801.

Internship in Music Technology  
MPATE-UE 1820, X hours: 1 unit; fall, spring, summer.
Analog Electronics Lab
MPATE-UE 1827, 10 hours: 1 unit; fall, spring.

Digital Electronics Lab
MPATE-UE 1828, 10 hours: 1 unit; fall, spring.

Music Technology Undergraduate Capstone Project
MPATE-UE 1900, 21 hours: 0–3 units; fall, spring.

MPAVP: MUSIC INSTRUMENTAL — VOICE

Vocal Training (Group) for Non-Majors
MPAVP-UE 1510, 15 hours: 2 units; fall, spring.

Vocal Training (Private Lesson) for Non-Majors
MPAVP-UE 1512, 1514, 15 hours: 2 units; fall, spring.

Collegium and Program Seminar
MPAVP-UE 1191, 30 hours: 0 units; fall, spring.

Italian Diction for Singers
MPAVP-UE 1131, 15 hours: 1 unit; fall.

English Diction for Singers
MPAVP-UE 1132, 15 hours: 1 unit; spring.

German Diction for Singers
MPAVP-UE 1133, 15 hours: 1 unit; fall.

French Diction for Singers
MPAVP-UE 1134, 15 hours: 1 unit; spring.

Acting I for Singers
MPAVP-UE 1141, 45 hours: 2 units; fall.

Independent Study
MPAVP-UE 1000, 15–60 hours: 1 unit; fall, spring.

Vocal Production for Singers
MPAVP-UE 1152, 30 hours: 2 units; fall, spring.
Vocal Performance Workshop
MPAVP-UE 1121, 15 hours: 1 unit; fall, spring.

Vocal Training (Private Lessons)
MPAVP-UE 1111, 30 hours: 2 units; fall, spring.

Music Theatre Workshop
MPAVP-UE 1321, 15 hours: 1 unit; fall, spring.

Contemporary Voice Workshop
MPAVP-UE 1251,

NYU Chamber Ensemble
MPAVP-UE 1181, 30–60 hours: 0 units; fall, spring.

Recital
MPAVP-UE 1122, 30–60 hours: 1 unit; fall, spring.

Vocal Coaching
MPAVP-UE 1112, 30 hours: 2 units; fall, spring.

Song Repertoire: German
MPAVP-UE 1262, 30 hours: 2 units; spring.

Song Repertoire: Italian and Spanish
MPAVP-UE 1263, 30 hours: 2 units; fall.

Song Repertoire: French
MPAVP-UE 1264, 30 hours: 2 units; spring.

Vocal Training for Non-Music Majors
MPAVP-UE 1410, 30 hours: 2 units; fall, spring.

Music Theatre History I
MPAVP-UE 1351, 30 hours: 2 units; fall.

Music Theatre History II
MPAVP-UE 1352, 30 hours: 2 units; spring.

Acting II for Singers
MPAVP-UE 1142, 45 hours: 2 units; fall, spring.
Acting Ill for Singers
MPAVP-UE 1143, 45 hours: 2 units; spring.

Contemporary Voice Ensemble
MPAVP-UE 1181.010, 45 hours: 2 units; spring.

Background Vocal Recording Techniques Ensemble
MPAVP-UE 1181.011, 45 hours: 2 units; spring.

MPAWW: MUSIC INSTRUMENTAL — WOODWINDS

Wind Instruments (Private Lessons) for Non-Majors
MPAWW-UE 34, 7.5 hours: 2 units; fall, spring.

Collegium and Program Seminar
MPAWW-UE 92, 30 hours: 0 units; fall, spring.

Independent Study
MPAWW-UE 1000, 30–60 hours: 1 unit; fall, spring.

Wind Instrument (Private Lessons)
MPAWW-UE 1034, 30 hours: 2 units; fall.

NYU Chamber Ensemble
MPAWW-UE 1080, 30–60 hours: 0 units; fall, spring.

Recital
MPAWW-UE 1092, 15-60 hours: 1 unit; fall, spring.

Repertoire Classes
MPAWW-UE 1141-44, sections 1, 2, 3, 30 hours: 1 unit; fall, spring.
Flutes 1141
Clarinets 1142
Double Reeds 1143
Saxophone 1144
Nutrition and Food Studies

Krishnendu Ray, Chair

Domingo J. Piñero, Director of Undergraduate Study

Department of Nutrition and Food Studies
Steinhardt School of Culture, Education, and Human Development
New York University
411 Lafayette Street, 5th floor, New York, NY 10003-7035
Telephone: 212-998-5580
steinhardt.nyu.edu/nutrition

The Department of Nutrition and Food Studies prepares students for a wide range of careers related to the role of food, nutrition, and health in modern society, culture, and business — domestically and internationally.

The department’s innovative mission is to educate students, professionals, and the public about the role of food, nutrition, and health in all aspects of life. Department programs apply and integrate this information through undergraduate, master’s, or doctoral degree programs.

Nutrition and Food Studies offers three degree programs, consisting of the BS with a choice of two concentrations, the Global Public Health combined major, Global Public health/Nutrition and Dietetics and MPH Public Health Nutrition dual degree, as well as two minors, listed below:

BS in Nutrition and Food Studies with concentrations in:
- Nutrition and Dietetics
- Food Studies

BS Global Public Health/Nutrition and Dietetics
BS Global Public Health/Food Studies

BS Global Public Health/Nutrition and Dietetics and MPH Public Health Nutrition (Dual Degree)

Minor in Food Studies
Minor in Nutrition
**BS in Nutrition and Food Studies**

This program combines interests in food and nutrition with an interest in health, culture, or business. It includes a strong foundation of study in liberal arts; core lecture and laboratory courses that explore and integrate food studies, nutrition, and management; a concentration in one of two areas of professional study; nutrition and dietetics and food studies; and extensive opportunities for elective courses and internships designed to help students apply their knowledge to meet their own interests and career goals.

**Core Curriculum**

Students in both concentrations take courses in nutrition, food and identity, food science, and food production and management, as an introduction to the full spectrum of ways in which food and nutrition intersect with society. They learn about the nutrient value of food, eating behavior, cultural determinants of food intake, food marketing, and personnel management. They also learn the basics of food preparation and management in the department's foods laboratory facility.

Faculty work with students to locate challenging internships selected from New York City’s extensive professional resources: hospitals and health centers, restaurants, hotels, newspapers, magazines, consulting firms, food companies, and community agencies.

Internships help students develop their professional skills and often lead to future employment.

**Nutrition and Dietetics Concentration**

This concentration meets the foundation knowledge and learning outcomes established by the Academy of Nutrition and Dietetics, which qualify graduates of the concentration to enter accredited dietetic internship programs to become registered dietitian nutritionists.

Students learn basic, community, clinical, and administrative aspects of dietetics, as well as food service management, food science, and nutrition science. Courses in nutrition assessment, diet modification, nutrition program planning, and research develop analytical and decision-making skills critical to dietetic practice. Practicing dietitians from outstanding medical centers teach clinical nutrition courses and provide guest lectures on the most interesting and current topics in the field. During the senior year, students do fieldwork in hospital dietetics under the close supervision of registered dietitians, helping patients and clients meet their special nutritional needs.

Most students in this area of concentration continue their studies to obtain credentials as a registered dietitian nutritionist (RDN).
**Food Studies Concentration**
This concentration focuses on the scholarly study of food, particularly its cultural and social dimensions. Concentration courses cover food issues of contemporary societies, essentials of cuisine, beverage management systems, food in the arts, and communications.

Students may choose from a wide variety of theoretical and hands-on elective courses, such as food science, international nutrition, food demonstrations, international foods, and food photography. Courses are taught by NYU faculty, as well as by highly qualified professionals who share their knowledge and experience, provide career advice, and supervise internships. Internships are available in every imaginable aspect of the food field and are developed through consultation with faculty.

**BS in Nutrition and Food Studies**
The 128-unit curriculum in nutrition and food studies requires 60 units of liberal arts courses, 14 units of core courses, 25 to 35 units of specialization courses in an area of concentration, and the remaining 17 to 25 units as electives.

**Program Learning Outcomes**
- Obtain a sound basis of liberal education and specialty courses in nutrition and dietetics
- Meet the knowledge requirements of the Academy of Nutrition and Dietetics’ Standards of Education
- Be able to apply decision-making and analytical skills to further training
- Be eligible to enter dietetic internships or programs of graduate study in nutrition and dietetics
- Be prepared to assume positions as entry-level practitioners and to become active members of the dietetics community

Note: The Steinhardt School requires all freshmen and transfer students to enroll in the 0-unit New Student Seminar.
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Expository Writing
FOOD-UE 1051 Food & Identity 4

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Total Units Required 128

Last updated February 11, 2018
# Program of Study

## 2020-2021

### Total Units Required

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### College Core Curriculum (CORE)

- **Course Number**
- **Course Title**
- **Units**

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### Foundations of Scientific Inquiry

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### Foundations of Contemporary Culture

- **Course Number**
- **Course Title**
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- **Course Title**
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- **Restricted Electives by Advisement**

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**Steinhardt Liberal Arts Core**

*last revised February 11, 2018

*last approved December 2019*
BS Global Public Health/Nutrition and Dietetics

The Global Public Health/Nutrition and Dietetics major requires students to complete 129 units: 60 in the liberal arts and 69 in the combined major. The major prepares students to apply current knowledge, policy, and research about food and nutrition toward the improvement of the health of populations locally and around the world. The major aligns with the mission of the Nutrition and Dietetics Program to educate students on the role of food, nutrition, and health in society. Students will study a variety of topics, such as food production, technology, epidemiology, diet assessment, health policy, and nutrition counseling.

Graduates are well prepared for entry-level positions in health care, community programs, health departments, school food service, private practice, publishing, public relations, or other businesses that involve nutrition and public health.

The major also offers preparation for dietetic internships that enable students to become eligible to take the examination to become a registered dietitian (RD), as well as for further graduate work in nutrition, public health, or other related disciplines.

BS Global Public Health/Nutrition and Dietetics and MPH Public Health Nutrition (Dual Degree)

This dual-degree program seeks to engage students with an interest in combining their undergraduate studies with nutrition epidemiology, public policy, and pursuit of their professional credential as an RD. Students in the BS in Global Public Health/Nutrition and Dietetics not pursuing the RD credential may also choose this pathway if they are drawn to the field of public health.
# College of Global Public Health / Steinhardt School of Education, Culture, and Human Development

**GPHN - Global Public Health/Nutrition & Dietetics, (B.S.)**

**Program of Study**

### 2020-2021

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*Steinhardt Liberal Arts Core
BS Global Public Health/Food Studies

The Global Public Health/Food Studies major requires students to complete 128 units: 60 in the liberal arts and 68 in the combined major. The major provides interdisciplinary training that examines the historical, cultural, political, economic, and geographic aspects of food production, consumption, and post-consumption, with an emphasis on improving health outcomes among diverse populations.

The major aligns with the Food Studies Program’s focus on the ways in which individuals, communities, and societies relate to food within a cultural and historical context. Students will study a wide variety of topics such as food science and technology, food and culture, epidemiology, marketing, nutrition, and health policy.

Graduates are well prepared to enter a variety of careers in advocacy, policy, agriculture, and food production, public relations, and development, as well as to pursue advanced academic training in public health, food studies, or other related fields.
## Program of Study

**Total Units Required**: 128

<table>
<thead>
<tr>
<th>Liberal Arts</th>
<th>60</th>
<th>Specialization Requirements</th>
<th>68</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Core Curriculum (CORE)</td>
<td>44</td>
<td>Public Health Core</td>
<td>16</td>
</tr>
</tbody>
</table>

### Foreign Language
- 8 Units
- Course Number: UGPH-GU 10
- Course Title: Health and Society in a Global Context
- Units: 4

### Expository Writing
- 4 Units
- Course Number: UGPH-GU 30
- Course Title: Epidemiology for Global Health
- Units: 4

### Foundations of Contemporary Culture
- 16 Units
- Course Number: UGPH-GU 50
- Course Title: Environmental Health
- Units: 4

### Foundations of Scientific Inquiry
- 12 Units
- Course Number: UGPH-GU 40
- Course Title: Health Policy in a Global World
- Units: 4

### General Elective
- 16 Units
- Course Number: UGPH-GU 75
- Course Title: From Medical Ethics to Bioethics: Historical Perspectives
- Units: 4

### Unrestricted Liberal Arts Elective
- 16 Units
- Course Number: UGPH-GU 293
- Course Title: Global Medicine and Disease: The Challenges We Face
- Units: 4

### Additional Requirements
- Writing Proficiency Examination
- Units: 176

---

**Steinhardt Liberal Arts Core**

**Pre-requisite**: NUTR-UE 85

**Pre-requisites**:
- NUTR-UE 85: Intro to Food & Food Science
- NUTR-UE 91: Food Management Theory
- NUTR-UE 119: Nutrition and Health

---

**Pre-requisites**:

- **CORE-UA 4xx/ST-CORE-UE**:
  - Texts and Ideas
  - Units: 4
  - Course Number: UGPH-GU 15
  - Course Title: Introduction to Bioethics
  - Units: 4

- **CORE-UA 5xx/ST-CORE-UE**:
  - Cultures and Contexts
  - Units: 4
  - Course Number: UGPH-GU 25
  - Course Title: Public Health Ethics
  - Units: 4

- **CORE-UA 7xx/ST-CORE-UE**:
  - Expressive Culture
  - Units: 4
  - Course Number: UGPH-GU 35
  - Course Title: Behavioral Risk-Taking in the Global World
  - Units: 4

- **CORE-UA 8xx/ST-CORE-UE**:
  - Societies and Social Sciences
  - Units: 4
  - Course Number: UGPH-GU 55
  - Course Title: Biopsychological Aspects of Children
  - Units: 4

- **CORE-UA 9xx/ST-CORE-UE**:
  - From Medical Ethics to Bioethics: Historical Perspectives
  - Units: 4

---

**Steinhardt Liberal Arts Core**

**Pre-requisites**:

- **NUTR-UE 1068**: Intro to Human Physiology
- **NUTR-UE 20**: Biostatistics for Public Health

---

**Pre-requisites**:

- **SAHS-UE 1**: New Student Seminar
- **SAHS-UE 2**: Writing Proficiency Examination

---

**Additional Requirements**

**Course Number**

**Course Title**

**Units**

---

---
MINOR IN NUTRITION

REQUIRED COURSES
NUTR-UE 85 Introduction to Foods and Food Science: 3 units
NUTR-UE 119 Nutrition and Health: 3 units
NUTR-UE 1068 Introduction to Human Physiology*: 4 units
NUTR-UE 1260 Diet Assessment and Planning*ab: 3 units

Elective Options: 3 units
NUTR-UE 1064 Nutritional Biochemistry*abcd: 3 units
NUTR-UE 1209 Community Nutritionabc: 3 units
NUTR-UE 1269 Nutrition and the Life Cycleabc: 3 units

TOTAL 16

CAS Students may take BIOL-UA 12 Principles of Biology II (4 units) in place of NUTR-UE 1068 Introduction to Human Physiology (4 units).
Nursing students take NURSE-UN 70 Anatomy and Physiology (3 units) in place of NUTR-UE 1068 Introduction to Human Physiology (4 units).

aPrerequisite: NUTR-UE 119
bPrerequisite: NUTR-UE 1068 or equivalent
cCo-requisite: NUTR-UE 1260
dPrerequisite: CHEM-UA 210 or equivalent

MINOR IN FOOD STUDIES

REQUIRED COURSES
FOOD-UE 71 Food Issues of Contemporary Societies: 4 units
NUTR-UE 85 Introduction to Foods and Food Science: 3 units
FOOD-UE 1051 Food and Identity: 4 units

Elective Options: 5 units
NUTR-UE 91 Food Management Theory: 3 units
FOOD-UE 1033 Food Systems: Food and Agriculture in the Twentieth Century: 4 units
FOOD-UE 1130 Communications Workshop in Food and Nutrition: 2 units
FOOD-UE 1135 Essentials of Cuisine: 3 units
FOOD-UE 1180 Food and Nutrition in a Global Society: 4 units
FOOD-UE 1183 Techniques of Regional Cuisinea: 2 units
FOOD-UE 1204 Food in the Arts: 2 units
FOOD-UE 1210 Introduction to Food History: 4 units
FOOD-UE 1217 Advanced Foodsa: 3 units

TOTAL 16
CAS Students must take: ANTH-UA 1 Human Society and Culture (4 units) and a 2-unit course from the list to complete their requirement.

* Prerequisite: NUTR-UE 85

**FACULTY**

**Amy Bentley**, Associate 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.

**Carolyn Dimitri**, Associate Professor. BA 1983, State University of New York at Buffalo; PhD 1998, University of Maryland.

**Judith A. Gilbride**, Professor Emerita. BS 1966, Framingham State University; MA 1970, PhD 1981, New York University; RD.

**Gillian Gualtieri**, Dean’s Fellow/Assistant Professor. BA 2012, Kenyon College, MA 2014, PhD 2018, Berkely.


**Kristie J. Lancaster**, Associate Professor. BA 1985, Princeton University; MS 1995, PhD 2000, Pennsylvania State University; RD.

**Mireya Loza**, Assistant Professor. BA 2001, University of Illinois at Urbana-Champaign; MA 2003, University of Texas at Austin; PhD 2011, Brown University.

**Charles Mueller**, Clinical Associate Professor. BA 1975, Colgate University; MS 1987, PhD 2002, New York University.

**Marion Nestle**, Paulette Goddard Professor, Professor Emerita. BA 1959, PhD 1968, MPH 1986, University of California, Berkeley.

**Fabio Parasecoli**, Professor. BA, MA 1988, Universita La Sapienza. Roma (Italy); MA 1991, Instituto Universitario Orientale, Naples (Italy); DrScAgr 2009, Hohenheim University, Stuttgart (Germany).
Domingo J. Piñero, Clinical Associate Professor. BS 1986, Central de Venezuela; MS 1991, Simon Bolivar (Venezuela); PhD 1998, Pennsylvania State University.


Vanessa Rissetto, Acting Director, Dietetic Internship. BA 2000, Fordham; MS 2005, NYU.

Lisa Sasson, Clinical Professor, Associate Dean for Global Affairs. BS 1981, Brooklyn College (CUNY); MS 1986, New York University; RD.


Kathleen Woolf, Associate Professor. BS 1986, Arizona State University; MS 1991, University of California, Los Angeles; PhD 2002, Arizona State University.

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

FOOD-UE: FOOD STUDIES

Food Issues of Contemporary Societies
FOOD-UE 71, 45 hours: 3 units, fall

Independent Study
FOOD-UE 1000, 45 hours per unit: 1–6 units, fall, spring, summer; hours to be arranged

Introduction to Urban Agriculture
FOOD-UE 1030, 30 hours: 2 units, fall, spring, summer

Food Systems: Food and Agriculture in the 20th Century
FOOD-UE 1033, 60 hours: 4 units, spring

Food and the City
FOOD-UE 1050, 60 hours: 4 units (online course), fall

Food and Identity
FOOD-UE 1051, 60 hours: 4 units, spring
From Polenta to Marinara: History of Italian Food
FOOD-UE 1052 (ITAL-UA 1052), 30 hours: 2 units, fall, spring

Food Production and Climate Change
FOOD-UE 1053, 60 hours: 4 units, spring in odd calendar years

Internship in Food Studies and Food Management
FOOD-UE 1056, 45 hours per unit: 1–6 units, fall, spring, summer; must be a junior

Food Laws and Regulations
FOOD-UE 1109, 45 hours: 3 units, spring in odd calendar years

Understanding Research in Health and Development
FOOD-UE 1115, 60 hours: 4 units, fall

Research in Food Studies
FOOD-UE 1118, 30 hours: 2 units, spring

Communication Workshop in Foods and Nutrition
FOOD-UE 1130, 30 hours: 2 units, fall

Essentials of Cuisine: International
FOOD-UE 1135, 30 hours: 3 units, spring. Prerequisite: NUTR-UE 85.

Cultural Capital: Food and Media
FOOD-UE 1162, 60 hours: 4 units, summer

Food and Nutrition in a Global Society
FOOD-UE 1180, 60 hours: 4 units, spring; seniors only

Food, Culture and Globalization: New York – Sidney
FOOD-UE 1181/FOOD-UE 8181 (Honors), 60 hours: 4 units; spring every other year

Techniques of Regional Cuisine
FOOD-UE 1183, 30 hours: 2 units, spring. Prerequisite: NUTR-UE 85.

Food in the Arts
FOOD-UE 1204, 30 hours: 2 units, fall, spring

Introduction to Food History
FOOD-UE 1210, 60 hours: 4 units, fall
Advanced Foods
FOOD-UE 1217, 45 hours: 3 units, fall. Prerequisite: NUTR-UE 85.

Food Photography
FOOD-UE 1271, 15 hours: 1 unit, fall, spring, summer

Food, Culture and Globalization: London
FOOD-UE 9184, 30 hours: 2 units, fall, spring; offered in London

Food, Culture and Globalization: Florence
FOOD-UE 9185, 30 hours: 2 units, fall, spring; offered in Florence

NUTR-UE: NUTRITION

Introduction to Foods and Food Science
NUTR-UE 85, 60 hours: 3 units, fall, spring, summer

Food Management Theory
NUTR-UE 91, 45 hours: 3 units, fall, spring, summer

Nutrition and Health
NUTR-UE 119, 45 hours: 3 units, fall, spring, summer

Theories and Techniques of Nutrition Education and Counseling
NUTR-UE 120, 30 hours: 2 units, fall, spring. Prerequisite: NUTR-UE 119.

Independent Study
NUTR-UE 1000, 45 hours per unit: 1-6 units, fall, spring, summer; hours to be arranged

Food Microbiology and Sanitation
NUTR-UE 1023, 45 hours: 3 units, fall, spring, summer

Food Production and Management
NUTR-UE 1052, 75 hours; 25 hours lecture, 50 hours laboratory: 3 units, fall, spring. Prerequisites: NUTR-UE 85, NUTR-UE 91.

Nutritional Biochemistry
NUTR-UE 1064, 45 hours: 3 units, fall, spring. Prerequisites: NUTR-UE 119, NUTR-UE 1068, CHEM-UA 210.
Introduction to Human Physiology  
NUTR-UE 1068, 60 hours: 4 units, fall, spring

Current Research in Nutrition  
NUTR-UE 1117, 30 hours: 2 units, spring; senior status

Food Science and Technology  
NUTR-UE 1184, 45 hours: 3 units, fall, spring, summer. Prerequisites: NUTR-UE 85, CHEM-120.

Clinical Nutrition Assessment and Intervention  
NUTR-UE 1185, 45 hours: 3 units, fall, spring. Prerequisites: NUTR-UE 1064, NUTR-UE 1260.

Introduction to Global Issues in Nutrition  
NUTR-UE 1187/NUTR-UE 8187 (Honors), 45 hours: 3 units, fall in even calendar years

Fieldwork  
NUTR-UE 1198, 120 hours: 4 units, fall, spring. Prerequisites: NUTR-UE 1260.

Community Nutrition  
NUTR-UE 1209, 45 hours: 3 units, fall, spring. Prerequisites: NUTR-UE 1260.

Diet Assessment and Planning  
NUTR-UE 1260, 45 hours: 3 units, fall, spring. Prerequisites: NUTR-UE 119, NUTR-UE 1068.

Nutrition and Life Cycle  
NUTR-UE 1269, 45 hours: 3 units, fall, spring. Prerequisite: NUTR-UE 119.  
NUTR-UE 9269, 45 hours: 3 units, fall; offered in Accra, Ghana. Prerequisite: NUTR-UE 119.

Introduction to Global Issues in Nutrition: The African Perspective  
NUTR-UE 9187, 60 hours: 4 units, spring; offered in Accra, Ghana.
Teaching and Learning

Catherine Milne, Chair

Department of Teaching and Learning
Steinhardt School of Culture, Education, and Human Development
New York University
239 Greene Street, 6th Floor New York, NY 10003-6674
Telephone: 212-998-5460
steinhardt.nyu.edu/teach/learn

The Department of Teaching and Learning in the NYU Steinhardt School of Culture, Education, and Human Development offers incoming undergraduate students wonderful opportunities to learn to become teachers in a diverse range of disciplines. Our goal is to support you to learn to be good observers; questioning, critical, dynamic educators; pedagogical leaders; change agents; and life-long learners. Our teacher education program is enmeshed in all aspects of education in New York City. A dynamic and exciting place, New York City is a participant in all our programs with schools, learning centers, and informal environments that offer exciting opportunities for you to explore teaching and learning in an urban context.

We have designed a teacher education program that supports you to build the understanding and the skills you need to develop as thoughtful, collaborative, effective, and transformative professionals because we are committed to providing you with opportunities to meet the highest standards of your profession. As teachers graduating from the Department of Teaching and Learning, you will have participated in programs of study that have challenged you to explore your personal values with the goal of developing a deep understanding of children and youth and how to creatively build learning experiences that optimize opportunities for all children and youth to learn and to demonstrate that learning. This approach represents an ethical commitment to equity and social justice that is accompanied by a deep commitment to excellence. You will graduate with the skills to be a lifelong learner, recognizing that change is a constant of education while continually challenging yourself to creatively address the demands of that change. We invite you to join us!

From the first semester of the first year of study at NYU, you will observe and gradually participate in the processes of teaching and learning with children and youth both in schools and in informal environments. We work hard to build a learning trajectory for you that has the twin goals of developing your discipline-based knowledge and skills while at the same time building your connection with the field of teaching, which gradually increases over your time with us to include extensive field experiences in educational settings.
The Department of Teaching and Learning offers the following undergraduate majors and minors:

- Childhood Education/Childhood Special Education
- Computer Science Education (minor only)
- Early Childhood Education/Early Childhood Special Education
- English Education
- Foreign Language Education: Chinese, French, Italian, Japanese and Spanish
- Mathematics Education
- Science Education: Biology, Chemistry, Earth Science, and Physics
- Social Studies Education
- Teacher Education (minor only)

**Graduation**
To be eligible for graduation you need to maintain a minimum cumulative GPA of 2.75.

**Childhood, Early Childhood, and Special Education**
Audrey Trainor, *Program Leader, Special Education*
Erin O’Connor, *Program Leader, Early Childhood Education*
Heather Woodley and Sue Kirch, *Program Leaders, Childhood Education*

NYU Steinhardt prepares teachers who recognize the capacities, strengths, and needs of all children and their families. To meet this challenge, Steinhardt offers two dual-certification programs that are on the cutting edge of the profession—one in Childhood Education and Childhood Special Education (grades 1–6) and the other in Early Childhood Education and Early Childhood Special Education (birth–grade 2). This design recognizes that regardless of whether our graduates choose to work in general education settings, special education settings, or inclusive settings, they will acquire a firm knowledge base in understanding human development, providing child-centered educational environments, and meeting their future students’ diverse needs.

Successful completion of the Childhood Education and Childhood Special Education Program leads to dual certification in grades 1–6. Successful completion of the Early Childhood and Early Childhood Special Program leads to dual certification in birth through grade 2. Both programs prepare graduates for two types of teacher certification: 1) as a childhood or early childhood education teacher and 2) as a special education teacher. This certification enables graduates to teach in general education, inclusive general education or self-contained special education classrooms.

**BS in Childhood Education and Childhood Special Education**
This dual certification program is designed to prepare teachers in both childhood education (grades 1–6) and special education settings. Students are exposed to an integrated
curriculum emphasizing human variability and are prepared in the various content areas of the elementary curriculum. All students are required to complete a minimum of 60 units in liberal arts and science, in addition to core courses in child development and pedagogy. The student's program of study includes a full range of field experiences and observations, culminating in four semesters of student teaching opportunities in a public or independent school. The total units required for program completion may be reduced to a minimum of 128, depending on coursework used toward the liberal arts concentration.

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

**BS in Early Childhood Education and Early Childhood Special Education**

This dual-certification program is designed to prepare teachers in both early childhood (birth through 2nd grade) and early childhood special education settings. The pedagogical core introduces students to an integrated curriculum and emphasizes the theories of teaching and learning, educational formation, and linguistic and developmental diversity in early childhood. In addition, all students are required to complete a minimum of 60 units in liberal arts and science coursework. The program of study includes a full range of field experiences and observations, culminating in four semesters of student teaching opportunities in a public or independent school setting. The total units required for program completion may be reduced to a minimum of 128, depending on coursework used for the liberal arts concentration.

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

**What Students Will Learn**

- Students will gain a firm knowledge of human development and variability in development.
- Students will learn how to develop learning environments to meet the diverse needs of students.
- Students will gain skills to provide young learners with rich, child-centered educational environments.
## Program of Study 2020-2021

**Total Units Required**: 128

### Liberal Arts Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
<th><strong>Specialization Requirements</strong></th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>60</td>
<td><strong>CONTENT CORE</strong>: Liberal Arts Concentration</td>
<td>32</td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
<td>8</td>
<td></td>
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<tr>
<td>Expository Writing</td>
<td></td>
<td>8</td>
<td>Students may choose a discipline-specific Liberal Arts concentration or the Liberal Arts for Teachers concentration.</td>
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### Course Number

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>EXPOS-UA 1</td>
<td>Writing the Essay</td>
<td>4</td>
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<tr>
<td>ACE-UE 110</td>
<td>The Advanced College Essay</td>
<td>4</td>
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### Foundations of Contemporary Culture

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td></td>
<td>TCHL-UE 1 Inquiries into Teaching and Learning</td>
<td>4</td>
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### Course Number

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td></td>
<td>TCHL-UE 5 Field Observations in Schools and Other Educational Settings</td>
<td>0</td>
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<tr>
<td></td>
<td>TCHL-UE 1999 Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention/DASA: The Social Responsibilities of Teachers</td>
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<tr>
<td></td>
<td>APSY-UE 20 Human Development I</td>
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<td></td>
<td>APSY-UE 22 Human Development II: Childhood</td>
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### Foundations of Scientific Inquiry

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<tbody>
<tr>
<td></td>
<td>SPCED-UE 83 Foundations of Special Education</td>
<td>3</td>
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### Course Number

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<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MTHED-UE 1051 OR APSA-UE 21</td>
<td>Counting and Chance OR Cracking the Code</td>
<td>4</td>
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<tr>
<td>SCIED-UE 21x</td>
<td>Physical Science and Life Science: Science in our Lives (Series)</td>
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<tr>
<td>SCIED-UE 21x</td>
<td>Physical Science and Life Science: Science in our Lives (Series)</td>
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<tr>
<td></td>
<td>CHDED-UE 1141</td>
<td>Science and Health in Childhood Education</td>
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<tr>
<td></td>
<td>CHDED-UE 1142</td>
<td>Social Studies from Multicultural Perspectives in Childhood Education</td>
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<tr>
<td></td>
<td>CHDED-UE 1144</td>
<td>Integrating Children’s Literature and Technology in Childhood Education</td>
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<tr>
<td>MTHED-UE 1274</td>
<td>Fundamental Concepts of Arithmetic</td>
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<tr>
<td>ENGED-UE 71 OR XXXX-UA*</td>
<td>Literature as Exploration OR any CAS Literature Course</td>
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<tr>
<td>LITC-UE 1176</td>
<td>Foundations of Literacy Development</td>
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### Liberal Arts Electives

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<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MTHED-UE 1023</td>
<td>Mathematics in Childhood Education I</td>
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<tr>
<td>MTHED-UE 1024</td>
<td>Mathematics in Childhood Education II</td>
<td>3</td>
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</table>

**Steinhardt Liberal Arts Core**

**Selected by Advisement**

**Curriculum updated May 2019**

**File saved January 2020**

### Fieldwork and Student Teaching

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SPCED-UE 1007</td>
<td>Principles &amp; Strategies for Teaching Students with High Incidence Disabilities I</td>
<td>3</td>
</tr>
<tr>
<td>SPCED-UE 1010</td>
<td>Principles &amp; Strategies for Teaching Students with Low Incidence Disabilities</td>
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<tr>
<td>SPCED-UE 1035</td>
<td>Classroom Assessment &amp; Intervention in Special Education</td>
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<tr>
<td>SPCED-UE 1161</td>
<td>Learning Environments, Behavior, and Students with Disabilities</td>
<td>3</td>
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<tr>
<td>TESOL-UE 1204</td>
<td>Teaching Second Language Across Content Areas</td>
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### Additional Requirements

<table>
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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>SAHS-UE 1</td>
<td>New Student Seminar</td>
<td>0</td>
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</table>

*Writing Proficiency Examination*
## Department of Teaching & Learning

**ECSE – Early Childhood Education / Early Childhood Special Education Dual Certification, (B.S)**

**Program of Study**

- **2020-2021**

### Total Units Required

<table>
<thead>
<tr>
<th>Liberal Arts Requirements</th>
<th>Specialization Requirements</th>
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<tbody>
<tr>
<td>60</td>
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</table>

#### Core Requirements

<table>
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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
</table>

- **Liberal Arts Requirements**
  - 60 Total Units Required
  - Core Curriculum (CORE)
  - College Core Curriculum (CORE)
  - Foreign Language
  - Expository Writing

- **Specialization Requirements**
  - 68 Total Units Required
  - CONTENT CORE: Liberal Arts Concentration
  - Arts for Teachers concentration

<table>
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<tr>
<th>Course Number</th>
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</table>

- **Course of Study 2020-2021**
  - 128 Total Units Required

- **Consists of:**
  - Liberal Arts Requirements
  - Specialization Requirements
  - Common Core: Liberal Arts Concentration

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### Foundations of Contemporary Culture

- 12 Total Units Required

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### Foundations of Scientific Inquiry

- 12 Total Units Required

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### Course Number | Course Title | Units |

- **Specialized Pedagogical Core**
  - 38 Total Units Required

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### Other Liberal Arts Requirements

- 4 Total Units Required

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### Liberal Arts Electives

- 16 Total Units Required

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### Curriculum updated May 2019

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### Fieldwork and Student Teaching

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### Other Requirements

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### Fall 2020

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### Writing Proficiency Examination

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<th>Units</th>
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**Curriculum updated May 2019**

**File saved January 2020**

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187 TEACHING AND LEARNING THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT BULLETIN 2020-2022
English Education
Sarah Beck, Program Leader

Language is an important tool for spoken and written communication, but it is much more than that. It is through language that people engage with all aspects of culture, and develop tools to examine and critique their worlds. Language also interacts with other modalities for communication (music, gesture, still and moving images) that enable individuals to position themselves in relation to others and the world.

The program in English Education integrates multiple aspects of the teaching of English and literacy — theories of language and literature, literature’s content and meaning, linguistic and multimodal composing processes — as well as methods for teaching adolescents. Students examine the relationship among readers, cultural texts, and writers; and learn how to develop, apply, and evaluate teaching materials and strategies. Students also learn how teacher, student, school, and community interact with each other in the educational process, and how all of these are nested within social and historical contexts.

The undergraduate program is enriched by the English Education faculty’s research and professional development work with practicing teachers in the field. As a result, our students are engaged with and benefit from the latest thinking and practice in the field of English education.

What Students Will Learn
- Students will learn about the relationship between the reader, the literary work, and the writer.
- Students will learn how to integrate reading, writing, English, and history in the classroom.
- Students will learn approaches, theories, and practical strategies for teaching middle and high school students.
- Students will learn English and literature core content, specialized pedagogical core, and liberal arts core curriculum.

BS in Teaching English, Grades 7–12
The 128-unit program in teaching English, grades 7–12, offers students the opportunity to explore how we acquire 1) understanding of literature as a cultural form of communication and of literary study as a specialized way of thinking about the relationship between reader and text; and 2) understanding of written discourse as a communicative tool. The definition of “literature” is broad and encompasses both print and non-print media. In addition to a content core that provides for exploration in composition and literature (including British, American, and multicultural works), students are required to take a minimum of 56 units in liberal arts and science courses. Additionally, students may take up to 17 units worth of electives, which gives them the option to complete a minor in addition to their English Education major. In the pedagogical core classes, students are introduced to the theories of and approaches to integrating reading and writing in the curriculum; and are taught to develop, apply, and
evaluate teaching materials and strategies. The student’s program of study culminates in two semesters of teaching opportunities in a public school setting—one at the middle-school level and one at the high school level.

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

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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>ENGED-UE 71</td>
<td>Literature as Exploration</td>
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<tr>
<td>ENGED-UE 193</td>
<td>The Reading of Poetry</td>
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<tr>
<td>ENGED-UE 1030</td>
<td>Literature Seminar for English Majors</td>
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<tr>
<td>ENGED-UE 1589</td>
<td>Critical Linguistics: Language, Power, and Society</td>
<td>3</td>
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<tr>
<td>ENGED-UE 1185</td>
<td>Advanced Composition</td>
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<tr>
<td>ENGL-UA xxxx</td>
<td>One British Literature Course †</td>
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<tr>
<td>ENGL-UA xxxx</td>
<td>One Multi-Ethnic Literature Course †</td>
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<td>ENGL-UA xxxx</td>
<td>One American Literature Course †</td>
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<tr>
<td>ENGL-UA xxxx</td>
<td>Two Content Core Electives †</td>
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<td>PEDAGOGICAL CORE</td>
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<tr>
<td>ENGED-UE 1911</td>
<td>Student Teaching in English Education: Middle School</td>
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<tr>
<td>ENGED-UE 1922</td>
<td>Student Teaching in English Education: High School</td>
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<tr>
<td>TCHL-UE 1</td>
<td>Inquiries into Teaching and Learning</td>
<td>4</td>
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<tr>
<td>TCHL-UE 5</td>
<td>Field Observations in Schools and Other Educational Settings</td>
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<td>TCHL-UE 1999</td>
<td>Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention/DASA: The Social Responsibilities of Teachers</td>
<td>1</td>
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<tr>
<td>APSY-UE 20</td>
<td>Human Development I</td>
<td>2</td>
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<td>APSY-UE 23</td>
<td>Human Development II: Early Adolescents and Adolescents</td>
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<tr>
<td>SPCED-UE 1005</td>
<td>Teaching Students with Disabilities in General Education Classrooms</td>
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<tr>
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*Steinhardt Liberal Arts Core

** Selected by Advisement

*** Other courses by advisement

† These will count as Liberal Arts Courses

Curriculum updated June 2018

File saved January 2020

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<td>Integrating Reading and Writing with Adolescents I</td>
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<td>ENGED-UE 1911</td>
<td>Student Teaching in English Education: Middle School</td>
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<td>ENGED-UE 1922</td>
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<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SAHS-UE 1</td>
<td>New Student Seminar</td>
<td>0</td>
</tr>
<tr>
<td>Writing Proficiency Examination</td>
<td></td>
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</table>
Foreign Language Education
Shondel Nero, Program Leader

As communications technologies shrink the world, teaching a foreign language becomes an increasingly in-demand skill. In business, travel, technology, law, government, entertainment, and other endeavors, people interact daily — even hourly — over all parts of the globe. More than 200 languages are spoken in the public schools in New York City alone. Teaching another language often becomes the key to understanding another culture and finding ways for all people — children, adolescents, and adults — to live and work together.

The Bachelor of Science Programs in Teaching a Foreign Language, Grades 7–12 allow students to specialize in one of several languages: Chinese, French, Italian, Japanese, or Spanish. Students take most language courses in the College of Arts and Science. As a consequence, foreign language education students mix with a diverse group of other students throughout NYU to gain multilingual and multicultural awareness and appreciation. Courses taken in the Steinhardt School focus on teaching techniques and methods; creating curricula, materials, as well as audiovisual aids; and testing for language proficiency.

The goal of the program is to provide learners with a broad education in language development and a deep understanding of speakers’ cultures. Participants in the baccalaureate program are exposed to current research and diverse approaches to language acquisition. Students are prepared to make appropriate instructional choices in the classroom and develop the cross-cultural sensitivity so critical in this field.

What Students Will Learn

- Students will immerse themselves in Chinese, French, Italian, Japanese, or Spanish.
- Students will gain a broad education in language development and approaches to language acquisition
- Students will develop a deep understanding of speakers’ cultures and acquire critical cross-cultural sensitivity
- Students will build skills in teaching techniques and methods; testing for language proficiency; and creating curricula, materials, and audiovisual aids

BS in Teaching a Foreign Language, Grades 7-12

The 128-unit foreign language curriculum offers students the training necessary to be teachers of Chinese, French, Italian, Japanese, or Spanish. In addition to intensive work in the language of the student’s choice (to be selected by advisement), students are required to take a minimum of 60 units in liberal arts and science in addition to the pedagogical core, in which students learn about teaching techniques and methods and creating curricula. The student’s program of study culminates in two semesters of student teaching in a public or independent school setting.

Note: The Steinhardt School requires all freshmen and external transfer students to enroll in the 0-unit New Student Seminar.
# Program of Study

## 2020-2021

### Liberal Arts Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SOED-UE 1015</td>
<td>Education as a Social Institution or Education and the American Dream: Historical Perspectives</td>
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<tr>
<td>TCHL-UE 5</td>
<td>Field Observations in Schools and Other Educational Settings</td>
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<tr>
<td>TCHL-UE 1030</td>
<td>Language Acquisition and Literacy Education in a Multilingual and Multicultural Context</td>
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<tr>
<td>TCHL-UE 1999</td>
<td>Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention/DASA: Social Responsibilities of Teachers</td>
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</tr>
<tr>
<td>APSY-UE 20</td>
<td>Human Development I</td>
<td>2</td>
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<tr>
<td>APSY-UE 23</td>
<td>Human Development II: Early Adolescents &amp; Adolescents</td>
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### Specialization Requirements

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<td>CORE-UA xxx/ST-CORE-UE*</td>
<td>Physical/Life Sciences**</td>
<td>4</td>
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<tr>
<td>CORE-UA xxx/ST-CORE-UE*</td>
<td>Physical/Life Sciences</td>
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<tr>
<td>CORE-UA xxx/ST-CORE-UE*</td>
<td>Mathematics Course **</td>
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<tr>
<td>CORE-UA xxx/ST-CORE-UE*</td>
<td>Mathematics Course **</td>
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<tr>
<td>CORE-UA xxx/ST-CORE-UE*</td>
<td>Physics</td>
<td>4</td>
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<tr>
<td>CORE-UA xxx/ST-CORE-UE*</td>
<td>Mathematics</td>
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### Specialized Pedagogical Core

<table>
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<tr>
<th>Course Number</th>
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<tr>
<td>TCHL-UE 1</td>
<td>Inquiries into Teaching and Learning I</td>
<td>4</td>
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<tr>
<td>TCHL-UE 5</td>
<td>Field Observations in Schools and Other Educational Settings</td>
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<tr>
<td>TCHL-UE 1030</td>
<td>Language Acquisition and Literacy Education in a Multilingual and Multicultural Context</td>
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<td>TCHL-UE 1999</td>
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<td>APSY-UE 20</td>
<td>Human Development I</td>
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<tr>
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### Pedagogical Core

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<tr>
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<td>Physical/Life Sciences**</td>
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<td>CORE-UA xxx/ST-CORE-UE*</td>
<td>Physics</td>
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<tr>
<td>CORE-UA xxx/ST-CORE-UE*</td>
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**Selected by Advisement**

*Steinhardt Liberal Arts Core*

### Additional Requirements

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<td>SAHS-UE 1</td>
<td>New Student Seminar</td>
<td>4</td>
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<tr>
<td>Writing Proficiency Examination</td>
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</tbody>
</table>
Mathematics is a language and a way of thinking that involves reasoning, sense making, and problem solving. It is a science of patterns, structures, and relationships. Mathematics is unequivocally important for business, natural sciences, social sciences, engineering, and other fields engaged in the exciting challenges of the 21st century. It also provides tools for making informed decisions in various areas such as household budgets, insurance, mortgages, tax returns, and personal finance. The demand for outstanding mathematics teachers in our schools has become critical in order to meet the challenges of the new century, both at the personal domestic level as well as internationally.

The Department of Teaching and Learning’s Bachelor of Science Program in Teaching Mathematics, Grades 7–12, prepares teachers to think critically about their teaching and devise ways to improve the teaching of mathematics. The program focuses on current developments in mathematics teaching nationwide and is kept up to date by integrating recommendations from research, teaching organizations, and national commissions into its curriculum. Students in the program address issues of equality in mathematics education and work to develop strategies to help all students, including underrepresented minorities, learn more rigorous mathematics and surmount learning barriers. Undergraduate students in mathematics education have daily contact with faculty, as well as with a diverse range of undergraduate and graduate students preparing to teach mathematics and other secondary school subjects.

What Students Will Learn

- Students will learn pedagogical and core content knowledge in teaching mathematics in grades 7–12.
- Students will gain skills and strategies for teaching mathematics at the middle and secondary school levels.
- Students will learn approaches for working with adolescent learners in middle and high schools.
- Students will learn about issues of gender and ethnicity in mathematics education.
- Students will learn strategies to help underrepresented students surmount learning barriers.

BS in Mathematics Education, Grades 7–12

The 128-unit curriculum in Teaching Mathematics, Grades 7–12, focuses on courses that satisfy requirements in liberal arts and science, the student’s major area of study, and the area of pedagogy. Students take at least 60 units in liberal arts courses. In mathematics, the major area of study, students take a problem-based course on mathematical proof and proving, and two to three semesters of calculus, linear algebra, geometry, probability and statistics, algebra, and electives. The pedagogical core educates students in methods of and approaches
to teaching mathematics in secondary schools and in understanding the educational
development of adolescents. The course of study incorporates a full range of experiences
and observations culminating in two semesters of student teaching in public or independent
school settings. Students graduating from the program qualify for receiving a teaching
certificate for grades 5-12.

There are minimum grade requirements: Students must get a minimum C in all mathematics
courses, with the exception of the following two courses, the MTHED-UE 1049 course
(Mathematical Proof and Proving) and the MTHED-GE 2101 course (Professionalized
Subject Matter in Mathematics I: Geometry) in which the minimum is B-. For the Specialized
Pedagogical Core Courses, the minimum grade is B.

**Note:** The Steinhardt School requires all freshmen and external transfer students to enroll in
the 0-unit New Student Seminar.
## Program of Study

### Liberal Arts Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MATH-UA 121</td>
<td>Calculus I</td>
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<td>MATH-UA 122</td>
<td>Calculus II</td>
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<td>MATH-UA 123</td>
<td>Calculus III</td>
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<td>MATH-UA 140</td>
<td>Linear Algebra</td>
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<tr>
<td>MTHED-GE 2101</td>
<td>Professional Subject Matter in Mathematics I: Geometry</td>
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### Foundations of Contemporary Culture

<table>
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<tr>
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<th>Course Title</th>
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<tr>
<td>MTHED-GE 2103</td>
<td>OR MATH-UA 233 OR MATH-UA 235</td>
<td>Mathematical Modeling: Probability-based and Statistical-based Models OR Theory of Probability OR Probability and Statistics (MATH-UA courses are 4 units)</td>
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### Foundations of Scientific Inquiry

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<tr>
<th>Course Number</th>
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<td>CORE-UA xxx/ST-CORE-UE*</td>
<td>Texts and Ideas</td>
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<td>MATH-UA 343</td>
<td>Professional Subject Matter in Mathematics II: Modern Algebra OR Algebra (MATH-UA courses are 4 units)</td>
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<tr>
<td>CORE-UA xxx/ST-CORE-UE*</td>
<td>Cultures and Contexts</td>
<td>4</td>
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<tr>
<td>MATH-UA 1049</td>
<td>Mathematical Proof and Proving</td>
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<tr>
<td>CORE-UA xxx/ST-CORE-UE*</td>
<td>Societies &amp; the Social Sciences**</td>
<td>4</td>
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### Pedagogical Core

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<td>Educational Technology in Secondary School Mathematics</td>
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### Additional Requirements

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<th>Course Title</th>
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<tbody>
<tr>
<td>SAHS-UE 1</td>
<td>New Student Seminar</td>
<td>0</td>
</tr>
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<td>Writing Proficiency Examination</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Since its inception, the Bachelor of Science Program in Teaching Science, Grades 7–12, has been a leader in the nationwide movement in teacher education to stimulate the study of science, technology, and society in high schools. Today, this program supplements an emphasis on science, technology, and society with a focus on training teachers to adapt curricula to multicultural environments, especially in urban areas, so that all students feel more at home in studying science.

Students prepare to teach biology, chemistry, earth science, or physics. All science courses are taken in NYU’s College of Arts and Science, along with education, humanities, and social science courses required for the liberal arts core and major. In the Steinhardt School of Culture, Education, and Human Development, students take courses in methods for teaching science and the development of curricula for junior and senior high school students. Students learn how to use current technology for teaching and learning science and to address issues of social justice, equity, gender, and ethnicity using strategies that lead to effective science teaching and learning.

Teachers learn strategies designed to help students feel more comfortable with scientific concepts and practices. This is a small program, which permits one-to-one academic and professional counseling from its faculty. The program also uses peer feedback and evaluation; student teaching is videotaped for critique sessions in which students review and discuss each other’s techniques and lesson plans.

To ensure continuity between the classroom and the real teaching world, students complete 100 hours of observation and two semesters of student teaching in an urban public or independent school selected for its diversity of student population. Each student is supervised by experienced teachers of science and by the program’s own faculty.

What Students Will Learn

- Students will learn methods for teaching science and developing curricula for junior and senior high school students.
- Students will learn methods for adapting curricula for multicultural urban schools.
- Students will learn how to apply technology in the teaching and learning of science.
- Students will gain instructional techniques and strategies for engaging more women and minorities in science.
BS in Science Education, Grades 7–12
The 126- to 132-unit curriculum in Science Education, Grades 7–12, offers students a choice of program of study in biology, chemistry, earth science, or physics. These in-depth content core classes, directing the student’s focus of scientific study, are combined with a pedagogical foundation that exposes students to the methods for teaching science and the development of curricula for middle and high school students. The student’s program of study culminates in two semesters of teaching opportunities in a public or independent school setting.

SCIENCE EDUCATION: TEACHING BIOLOGY, GRADES 7-12

SCIENCE EDUCATION: TEACHING CHEMISTRY, GRADES 7-12

SCIENCE EDUCATION: TEACHING EARTH SCIENCE, GRADES 7-12

SCIENCE EDUCATION: TEACHING PHYSICS, GRADES 7-12

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

SBIO — Teaching Biology, Grades 7–12 (BS)
- Minimum grade of C in Specialization Core Courses including all BIOL-UA, CHEM-UA, PHYS-UA, ENVST-UA, and MATH-UA course requirements
- A minimum grade of B in all Common and Specialized Pedagogical Core Courses
# Program of Study

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### Foreign Language
- 4 units

### Expository Writing
- 8 units
  - BIOL-UA 11/12: Principles of Biology I & II †
  - BIOL-UA 21/22: Molecular & Cell Biology I & II †
  - CHEM-UA 125: General Chemistry I & Laboratory
  - CHEM-UA 126: General Chemistry II & Laboratory
  - CHEM-UA 225: Organic Chemistry I & Laboratory

### Foundations of Contemporary Culture
- 12 units
  - PHYS-UA 11: General Physics I

### Course Number | Course Title | Units
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SCHM-Teaching Chemistry, Grades 7-12 (BS)

- A minimum grade of C in Specialization Core Courses including all BIOL-UA, CHEM-UA, PHYS-UA, ENVST-UA, and MATH-UA course requirements
- A minimum grade of B in all Common and Specialized Pedagogical Core Courses

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Curriculum updated January 2020

File saved January 2020

**Steinhardt Liberal Arts Core**

**Selected by Advisement**

† These will count as Liberal Arts Courses

** Quantitative Reasoning

**Pedagogical Core**

**Specialized Pedagogical Core**

**Unrestricted Electives**

**Additional Requirements**
SESC — Undergraduate Program in Teaching Earth Science, Grades 7–12

- A minimum grade of C in Specialization Core Courses including all BIOL-UA, CHEM-UA, PHYS-UA, ENVST-UA, and MATH-UA course requirements
- A minimum grade of B in all Common and Specialized Pedagogical Core courses.

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SPHY — Teaching Physics Grades 7–12 (BS)

- A minimum grade of C in Specialization Core Courses including all BIOL-UA, CHEM-UA, PHYS-UA, ENVST-UA, and MATH-UA course requirements
- A minimum grade of B in all Common and Specialized Pedagogical Core Courses

Department of Teaching & Learning
SPHY — Teaching Physics 7-12, (B.S.)
Program of Study
2020-2021

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<td>APSY-UE 20</td>
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<td>SPCED-UE 1005</td>
<td>Teaching Students with Disabilities in General Education Classrooms</td>
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<td>Integrating Media and Technology into the K-12 Curriculum</td>
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<td>SCIED-UE 1040</td>
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<td>SCIED-UE 1922</td>
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Social Studies Education
Diana Turk, Program Leader

Social studies classes should be the locus of middle and high school student learning about American society and the world, past and present. It is in social studies that students prepare for their role as citizens by studying history, economics, geography, and government. The opportunities for exciting learning in social studies are unlimited, since students can grapple with the great issues of our world: war and peace; democracy and autocracy; poverty; racial, class, and sexual inequality; prejudice; technological change; and corporate economic dominance.

NYU Steinhardt’s Program in Teaching Social Studies, Grades 7–12, is dedicated to producing a new generation of middle and high school teachers who are equipped to take students beyond the world of bland textbooks and multiple-choice tests and to generate real student interest in history, the social sciences, and the challenges of active citizenship.

Since history is the core discipline in the social studies curriculum of New York and many other states, NYU’s program includes extensive historical study, which will introduce students to global and US history and then enable them to develop an area of specialization, such as modern Europe, and complete advanced coursework and a research seminar (in small class settings). To build a cross-disciplinary understanding of society and civilization, students in the program take a wide range of courses in the humanities, social sciences, foreign language, the natural sciences, and mathematics.

The curriculum’s coursework in educational methods builds on this strong foundation in the social sciences and the humanities. As a student develops expertise, for example, in American history, his or her education classes examine ways to use this knowledge to teach this subject effectively to middle and high school students. Social studies courses will familiarize teachers with ways to integrate history, literature, and the arts and how to involve students in inquiry-based history workshops that engage them in analyzing historical controversies and primary sources. The program emphasizes how community studies and local history can involve students in major research projects that relate to their own lives and neighborhoods. In addition, social studies program teachers encounter the latest programs to foster political engagement via service learning and discover the most innovative methods and materials being used in social studies classes. Other education coursework instructs how to manage student reading and writing problems and ensure that one enters teaching with a strong grasp of the special education and educational policy issues that affect schooling.

BS in Social Studies Education, Grades 7-12
The 128-unit curriculum in Social Studies Education, Grades 7-12, includes courses in the liberal arts, the student’s major area of study, and the area of pedagogy. The program requires
at least 60 units in liberal arts and science courses and a major area of study that permits students to explore the histories of Asia, Africa, or Latin America. Studies in US history and the Western world, as well as a focus on social sciences and comparative politics, are also part of the curriculum. The pedagogical core provides students with a knowledge base in educational history and sociology. Emphasis is placed on the educational development of the adolescent and the role of the teacher within the school community. The course of study culminates in two semesters of student teaching in public or independent school settings.

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

**What Students Will Learn**
- Students will gain a strong mastery of US and global histories and an area of specialization.
- Students will learn approaches, theories, and practical strategies for teaching middle and high school students.
- Students will learn how to implement curricula for teaching social studies in multicultural and multiethnic schools.
- Students will learn how to integrate history, literature, and the arts into a curriculum and create inquiry-based workshops.
- Students will learn teaching methods for students at different reading and writing levels.

**SOCT-Program in Teaching Social Studies, Grades 7-12**
- A minimum grade of C in Specialization Core Courses, including all HIST-UA courses, and Common Pedagogical Core Courses
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<td>Current Issues and Problems in Social Studies</td>
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<td>SOCED-UE 1902</td>
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<td>SOCED-UE 1040</td>
<td>Teaching Social Studies: Secondary School</td>
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</table>

**Note:** History Seminars must fall into the following areas: 1 U.S., 1 European, and 1 non-West. One of these must be pre-1800. If a student is pursuing the three-course sequence in one area, then the two unrelated History classes (History 101 and Advanced History class) must be taken in each of the other two areas.
Minor in Teacher Education

The minor in Teacher Education introduces students to the profession of education and provides an opportunity for undergraduates to explore the possibility of becoming a teacher in early childhood, elementary, middle, or high schools. This minor is open to all NYU students.

REQUIRED (8 UNITS TOTAL)
A. Introduction to Education (4 units) Choose one of the following courses: TCHL-UE 1 Inquiries into Teaching and Learning I (4 units)
   OR
   HSED-UE 1005 Introduction to Education: Historical and Contemporary Perspectives (4 units)

B. Human Development (4 units) APSY-UE 20 Human Development I (2 units)
   Plus choose one additional Human Development II course:
   APSY-UE 21 Human Development II: Early Childhood (2 units)
   APSY-UE 22 Human Development II: Childhood (2 units)
   APSY-UE 23 Human Development II: Early Adolescence/Adolescence (2 units)

RESTRICTED ELECTIVES
(SELECT 6-8 UNITS FROM BELOW, BY ADVISEMENT)
General Education
SOED-UE 1015 Education as a Social Institution (3 units)

English Education
ENGED-UE 71 Literature as Exploration (4 units)
ENGED-UE 193 The Reading of Poetry (4 units)
TCHL-UE 1030 Language Acquisition and Literacy Education (4 units)

Foreign Language and TESOL LANED-GE 2201 Second Language Classroom: Elementary and Secondary Schools (4 units)
FLGED-UE 1999 Teaching Foreign Languages: Theory and Practice (4 units)

Mathematics Education
MTHED-UE 1043 Methods of Teaching Middle School Mathematics (requires school observations) (3 units)
MTHED-UE 1045 Teaching of Algebra and Rational Numbers, Grades 5-12 (3 units) ** Prerequisite: MTHED-UE 1043
MTHED-UE 1049 Mathematical Proof and Proving (3 units)
MTHED-UE 1050 Teaching Mathematical Proof and Proving (3 units) ** Prerequisite: MTHED-UE 1049
Science Education
SCIED-UE 210-215 Science in the Community (4 units)

Social Studies Education
SOCED-UE 1800 Global History, Geography and the Social Studies (4 units)
SOCED-UE 1135 Current Trends and Problems in Social Studies (4 units)
SOCED-UE 1073 Key Debates in US History (4 units)

Special Education
SPCED-UE 83 Foundations of Special Education (3 units)
SPCED-UE 1010 Principles and Practices of Educating Students with Severe Disabilities (3 units). **Prerequisite: SPCED-UE 83

**Additional courses may be available upon approval from the department.

MINOR IN COMPUTER SCIENCE EDUCATION

The computer science education (CSE) minor is an 18-credit program designed to allow undergraduate students to develop expertise in teaching computer science (CS) to children and adolescents. The minor provides opportunities for students interested in teaching CS in a variety of settings, including schools, after-school programs, museums, and community centers, to develop research-based knowledge about the teaching and learning of CS. Courses cover CS disciplinary content as well as evidence-based teaching practices and curricular issues for different ages.

The CSE minor provides undergraduate students in the department who already have some foundational knowledge of education and educational theory the opportunity to broaden their teaching repertoire to include CS, an important and increasingly popular discipline.

Undergraduates outside the department will be able to develop expertise in issues around education, including methods of supporting student learning and curricular theory related to CS.

The minor requires both CS and CSE courses. In the three required CS courses students will learn foundational CS content, including programming, the design and implementation of algorithms and data structures, how the internal structure of computers is organized, and how machine (assembly) language programming works. In the CSE courses students examine and use methods of instruction associated with CSE for children and adolescents. This includes the design, implementation, and revision of lesson units. Additionally, students will investigate the spectrum of curricular and teaching approaches utilized in the US and internationally, familiarizing themselves with the terrain of research and practice in computer science education, preparing them to make informed, evidence-based decisions in their future teaching.
Required Computer Science Courses (12 units):
There are three computer science courses, which may be taken at either Courant Institute of Mathematical Sciences or Tandon School of Engineering. Due to differences in the content of individual courses, students will be advised to choose and remain with a sequence from one of the schools.

Courant Institute of Mathematical Sciences
1. Object-Oriented Programming
   CSCI-UA 0101 Introduction to Computer Science (4 units). Prerequisite: CSCI-UA 0002 Introduction to Computer Programming or departmental permission assessed by placement exam. Offered in the fall and spring.
2. Data Structures
   CSCI-UA 0102 Data Structures
   Prerequisite: CSCI-UA 101 Introduction to Computer Science (4 units). Offered in the fall and spring.
3. Hardware
   CSCI-UA 0201 Computer Systems Organization
   (4 units). Offered in the fall and spring. Prerequisite: CSCI-UA 102 Data Structures. Offered in the fall and spring.

OR

Tandon School of Engineering
1. Object-Oriented Programming
   CS-UY 1124 Object Oriented Programming (4 units). Prerequisite: CS-UY 1114 (C- or better) or CS-UY 1133 (A-or better). Offered fall and spring.
2. Data Structures
   CS-UY 2134 Data Structures and Algorithms (4 units). Prerequisites: CS-UY 1124 (C- or better) and MA-UY 1024. Offered in the fall and spring.
3. Hardware
   CS-UY 2204 Digital Logic and State Machine Design. (4 units).
   Prerequisite: CS-UY 1114 (C- or better) or CS-UY 1133 (C- or better). Offered fall and spring.
   OR (by advisement)
   CS-UY 2214 Computer Architecture and Organization (4 units).
   Prerequisites: CS-UY 2204 for computer engineering majors; CS-UY 2134 (C- or better) and MA-UY 2314 for computer science majors. Students who are neither computer engineering majors nor computer science majors must take either CS-UY 2204 OR CS-UY 2134 (C- or better). Offered in the fall and spring.
Notes on the CS requirements: Students who are taking any of these courses as a part of their major should refer to their department’s policy on double counting courses toward a major and a minor. If students need one or more additional courses, they may take additional CS courses or an education course from the list.

**Required Computer Science Education Courses (6 units):**
- MTHED-UE 1080 Teaching of Computer Science (3 units). Prerequisite: Object-Oriented Programming Course. Semester to be determined.
- MTHED-UE 1110 Introduction to Computer Science Education (3 units). Prerequisite: Data Structures Course. Semester to be determined.

**Education Additional Electives**
Students registered for the CSE minor must complete a minimum of five courses or 16 units. Those who are taking one or more of the required CS courses as a part of their major may choose from the following electives:

APSY-UE 0020 Human Development I (2 units)
Plus choose one additional Human Development II course:

- APSY-UE 0021 Human Development II: Early Childhood (2 units)
- APSY-UE 0022 Human Development II: Childhood (2 units)
- APSY-UE 0023 Human Development II: Early Adolescence/Adolescence (2 units)
- MTHED-UE 1043 Teaching Secondary School Mathematics (3 units)
- SCIED-UE 1039 Methods I: Teaching of Science in Middle School and High School (3 units)
- SOED-UE 1015 Education as a Social Institution (3 units)
- TCHL-UE 001 Inquiries into Teaching and Teach I (4 units)
- TCHL-UE 1030 Language Acquisition and Literacy Education in a Multilingual and Multicultural Context (4 units)
- SPCED-UE 0083 Foundations of Special Education (3 units)
- SPCED-UE 1005 Teaching Students with Disabilities in General Education Classrooms (4 units)
- SPCED-UE 1010 Principles and Practices of Educating Students With Severe/Profound Disabilities (3 units). Prerequisite: SPCED-UE 0083 Foundations of Special Education.
FACULTY

Nada Ahmed, Visiting Assistant Professor. BA Pennsylvania State University; MS, Bank Street College; PhD, Kings College, University of London.

Mark Alter, Professor. BS 1969, Unity College; MS 1973, PhD 1980, Yeshiva University.

Annaly Babb-Guerra, Visiting Assistant Professor. BA, University of Chicago; MA, Teachers College–Columbia University; MEd, Harvard Graduate School of Education; Ph.D., University of Wisconsin–Madison.


Anne Burgunder, Clinical Assistant Professor. BS 1987, Duquesne University; MS 1994, Bank Street College.


Ido Davidesco, Research Assistant Professor. BA, Open University of Israel; PhD, Hebrew University of Jerusalem, Israel.

Fabienne Doucet, Associate Professor. BA 1995, Messiah College; M.S. 1998, PhD 2000, University of North Carolina at Greensboro.

Miriam Eisenstein-Ebsworth, Associate Professor. BA 1968, Brooklyn College (CUNY); MA 1971, Columbia University; PhD 1979, Graduate Center of the City University of New York.

Rachel Fish, Assistant Professor. AB 2003, Bryn Mawr College; MAT 2007, Western New Mexico University; MS 2012, University of Wisconsin; PhD 2015, University of Wisconsin.

Erica Saldívar García, Clinical Assistant Professor. BA 2012, Wellesley College; MS 2014, EdD 2019, University of Pennsylvania.

Christine Gentry, Visiting Assistant Professor. BA 2003, Baylor; MEd 2005, Harvard; PhD 2014 Columbia.

Jay Gottlieb, Professor. BS 1964, City College (CUNY); MS 1966, PhD 1972, Yeshiva University.

Robin Harvey, Clinical Assistant Teacher. BS 1990, Georgetown University; MA 2003, New York University.
**James Kemple**, Research Professor. BA, College of the Holy Cross; MEd; EdD, Harvard University.


**Susan A. Kirch**, Associate Professor. BA 1989, Mount Holyoke College; PhD 1996, Harvard University.


**Ohkee Lee**, Professor. BA 1981, MA 1983, Kyungpook National University; PhD 1989, Michigan State University.

**Raul Lejano**, Associate Professor. BS 1984, University of the 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 Y. Ma**, Associate Professor. BS 2000, Yale University; EdM 2005, Harvard University; PhD 2012, Vanderbilt University.

**Cynthia McCallister**, Associate Professor. BS 1984, Ball State University; MEd 1990, EdD 1995, University of Maine, Orono.

**Sandee McClowry**, Professor Emerita. AAS 1976, Rock Valley College; BS 1980, Illinois University; MS 1981, Northern Illinois University; PhD 1988, University of California, San Francisco.

**Elizabeth McDonald**, Clinical Assistant Professor. BA 1974, Rutgers University; EdM 1977, Lesley University; CAS 1991, Harvard University.


Catherine Milne, Professor. BEd 1978, BSc 1979, James Cook University (Queensland); MSc 1993, PhD 1998, Curtin University (Australia).

Margaret Morone-Wilson, Visiting Assistant Professor. BS 1986, Plattsburgh (SUNY); MS 1987, Syracuse.


Susan Neuman, Professor. BA 1968, American University; MA 1974, California State University, Hayward; EdD 1977, University of the Pacific, Stockton.

Erin O’Connor, Associate Professor. BA 1996, Georgetown University; EdM 2000, Columbia University; EdD 2005, Harvard University.

Frank Pignatosi, Clinical Assistant Professor. BS 1978, Columbia University; MA 1992, Universita’ degli Studi di Bologna; PhD 2005, New York University.

Kongji Qin, Assistant Professor. BA, Huazhong (Central China) Normal University; MA, Huazhong (Central China) Normal University, PhD Michigan State University.

Patricia A. Romandetto, Clinical Assistant Teacher. BS 1965, MS 1966, St. John’s University; MS 1975, Lehman College.

Tamara Sewell, Clinical Assistant Professor. BA 1994, University of Maine at Farmington; MA 2004 Cumberland University; PhD 2007, Tennessee Technological University.

Martin A. Simon, Professor. BA 1972, New York University; MA 1976, St. Mary’s University; EdD 1986, Massachusetts.

Shane Smith, Clinical 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 Law School; PhD 2013, Pennsylvania State University.

Carolyn Strom, Clinical Assistant Professor. BA 1999, University of Pennsylvania; MEd 2006, University of Southern California; PhD, New York University.
Kentei Takaya, Clinical Associate Professor. BA, University of Queensland; MA, New York University; DPhil, University of Oxford.


Audrey Trainor, Associate Professor. BA 1989; MEd 1996, University of North Carolina at Greensboro; PhD 2003, University of Texas, Austin.

Diana B. Turk, Associate Professor. BA 1990, Hamilton College; MA 1993, PhD 1999, Maryland (College Park).

Robert Wallace, Research Assistant Professor of Science Education. BS 1964, MS 1969, Northern Illinois University, MA 1972, PhD 1975, Princeton University.

Heather Woodley, Clinical Assistant Professor. BA 2002, Wesleyan University; MS 2005, City College; PhD 2013, Graduate Center of the City University of New York.

Orit Zaslavsky, Professor. BSc 1972, Hebrew University in Jerusalem; MSc 1980, PhD 1987, Technion (Haifa, Israel).

Number of Adjunct Faculty (including field supervisors): 96
COURSES
Be advised that licensing agencies and placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.

CHDED: CHILDHOOD EDUCATION

Integrating Seminar in Childhood and Special Education I: Context and Learning Environments of Diverse Learners
CHDED-UE 1005, 15 hours: 1 unit, fall

Integrating Seminar in Childhood and Special Education II: Assessment to Guide Instruction
CHDED-UE 1006, 15 hours: 1 unit, spring

Integrating Seminar in Childhood and Special Education III: Curricular Design and Instruction for Diverse Learners
CHDED-UE 1007, 15 hours: 1 unit, fall

Integrating Seminar in Childhood and Special Education IV: Professional Development and Collaboration with Parents and Other Professionals
CHDED-UE 1008, 15 hours: 1 units, spring

Integrating Curricula in Science, Health, and Math in Childhood Education
CHDED-UE 1141, 30 hours: 2 units, spring

Integrating Curricula in Multicultural Education, Social Studies, and Curriculum Design in Childhood Education
CHDED-UE 1142, 45 hours: 3 units, fall

Integrating Curricula in Children’s Literature, the Arts, and Technology in Childhood Education
CHDED-UE 1144, 45 hours: 3 units, fall

Student Teaching in Childhood I
CHDED-UE 1901, 2 units, spring

Student Teaching in Childhood II
CHDED-UE 1902, 3 units, fall
ENGED: ENGLISH EDUCATION

**Literature as Exploration**
ENGED-UE 0071, 60 hours: 4 units, fall

**The Reading of Poetry**
ENGED-UE 0193, 60 hours: 4 units, spring

**Independent Study**
ENGED-UE 1000, 45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged.

**Intermediate Expository Writing**
ENGED-UE 1005, 45 hours: 3 units, fall, spring.

**Literature Seminar for English Education**
ENGED-UE 1030, 60 hours: 4 units, spring.

**Advanced Composition**
ENGED-UE 1185, 45 hours: 4 units, spring.

**Teaching English in a Multidialectal Society**
ENGED-UE 1589, 60 hours: 4 units, spring.

**Integrating Reading and Writing with Adolescents I**
ENGED-UE 1600, 60 hours: 4 units, fall.

**Integrating Reading and Writing with Adolescents II**
ENGED-UE 1601, 60 hours: 4 units, spring.

**Student Teaching the English Language Arts in Middle School**
ENGED-UE 1911, 4-8 units, fall, spring. Prerequisite: ENGED-1600 or equivalent.

**Student Teaching the English Language Arts in High School**
ENGED-UE 1922, 4-8 units, fall, spring. Prerequisite: ENGED-1600 or equivalent.

MTHED: MATHEMATICS EDUCATION

**Independent Study**
MTHED-UE 1000, 45 hours per unit: 1-6 units, fall, spring, summer; hours to be arranged
Teaching Elementary School Mathematics I  
MTHED-UE 1023, 30 hours: 1–2 units, fall

Teaching Elementary School Mathematics II  
MTHED-UE 1024, 30 hours: 2 units, spring

Mathematical Concepts in Integrated Early Childhood/Special Education Curriculum I  
MTHED-UE 1032, 30 hours: 2 units, spring. Prerequisite: ECED 1357.

Mathematical Concepts in Integrated Early Childhood/Special Education Curriculum II  
MTHED-UE 1033, 30 hours: 2 units, fall. Prerequisite: MTHED 10 32. Corequisite: SPCE 1509.

Teaching of Rational Numbers, Grades 5–12  
MTHED-UE 1041, 45 hours: 3 units, fall or spring. Prerequisite: MTHED-UE 1043.

Teaching of Data Collection and Analysis, Grades 7–12  
MTHED-UE 1042, 45 hours: 3 units, fall, spring. Prerequisite: MTHED-UE 1043.

Teaching Secondary School Mathematics  
MTHED-UE 1043, 45 hours: 3 units, fall. Prerequisites: MTHED-UE 1049 and MATH-UA 123.

Educational Technology in Secondary School Mathematics  
MTHED-UE 1044, 45 hours: 3 units, spring. Prerequisite: MTHED-UE 1043.

Teaching of Algebra and Rational Numbers, Grades 5–12 | The Teaching of Algebra, Grades 7-12  
MTHED-UE 1045, 45 hours: 3 units, fall. Prerequisite: MTHED-UE 1043.

Teaching of Geometry, Grades 7–12  
MTHED-UE 1046, 45 hours: 3 units, spring. Prerequisites: MTHED-UE 1043 and MATH-UA 270.

Teaching of Pre-Calculus and Trigonometry in High School  
MTHED-UE 1047, 45 hours: 3 units, fall, spring. Prerequisite: MTHED-UE 1043.

Mathematical Proof and Proving  
MTHED-UE 1049, 45 hours: 3 units, spring.

Teaching Mathematical Proof and Proving  
MTHED-UE 1050, 45 hours: 3 units, fall. Prerequisite: MTHED-UE 1049.
Counting and Chance
MTHED-UE 1051, 60 hours: 4 units, fall, spring

Teaching of Computer Science
MTHED-UE 1080, 45 hours: 3 units, spring

Professional Seminar for Secondary Mathematics
MTHED-UE 1122, 45 hours: 3 units, fall

Introduction to Computer Science Education
MTHED-UE 1110, 45 hours: 3 units, fall

Fundamental Concepts in Arithmetic
MTHED-UE 1274, 60 hours: 4 units

Student Teaching in Mathematics Education: Middle and High School I
MTHED-UE 1911, 3 units, fall, spring. Prerequisite: MTHED-UE 1043.

Student Teaching in Mathematics Education: Middle and High School II
MTHED-UE 1922, 3 units, fall, spring. Prerequisite: MTHED-UE 1043.

SCIED: SCIENCE EDUCATION

Science in Our Lives: Science in the Community
SCIED-UE 210, 4 units, fall and spring

Science in Our Lives: Science, Technology and Decision Making (Getting Your Hands Dirty)
SCIED-UE 211, 4 units, fall

Science in Our Lives: Environmental Issues
SCIED-UE 212, 4 units, spring

Science in Our Lives: Human Health and Disease
SCIED-UE 213, 4 units, spring

Science in Our Lives: Origins and Possible Futures
SCIED-UE 214, 4 units, spring

Science in Our Lives: Biodiversity and the Earth
SCIED-UE 215, 4 units, spring
Science in Our Lives: Investigating the Human Brain
SCIED-UE 216, 4 units, fall

Independent Study
SCIED-UE 1000*, 45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged

The Teaching of Science in the Elementary School I and II
SCIED-UE 1001, 1002*, 30 hours: 2 units each. Fall, spring. Primarily for ELED and PRE students.

Methods I: The Teaching of Science in Middle School and High School
SCIED-UE 1039, 45 hours: 3 units, fall. Prerequisites or corequisites: course in human development and a major in science, or its equivalent, or by permission of instructor. Suitable for non-teacher track science educators.

Methods II: The Teaching of Science in Middle School and High School
SCIED-UE 1040, 45 hours: 3 units, spring. Prerequisite: Methods I. Suitable for non-teacher track science educators.

Using New York’s Nonformal Science Resources to Teach Science
SCIED-UE 1050, 45 hours: 3 units; available to seniors only

Student Teaching in Science Education: Middle School
SCIED-UE 1911, 3 units. Fall, spring; hours to be arranged

Student Teaching in Science Education: High School
SCIED-UE 1922, 3 units, fall, spring

Teaching Social Studies in the Middle School
SOCED-UE 1037, 30 hours: 2 units. Prerequisites: TCHL-UE 1050 and SOCED-UE 1135. Must be taken with SOCED 1045.

Classroom Practicum: Teaching Social Studies
SOCED-UE 1039*, 30 hours: 3 units. Prerequisites: TCHL-UE 1050 and SOCED-UE 1135. Must be taken with SOCED 1046.

Teaching of Social Studies in the Secondary School II
SOCED-UE 1040, 30 hours: 2 units.

Student Teaching in Social Studies Education: Middle School
SOCED-UE 1911, 4 units. Prerequisites: TCHL-UE 1050 and SOCED-UE 1135. Must be taken with SOCED-UE 1037.
Student Teaching in Social Studies Education: High School
SOCED 1922, 4 units. Prerequisites: TCHL-UE 1050 and SOCED-UE 1135. Must be taken with SOCED-UE 1039.

Post-1865 US History, Geography, and the Social Studies
SOCED-UE 1073, 60 hours: 4 units

Current Trends and Problems in Social Studies
SOCED-UE 1135, 60 hours: 4 units, fall, spring

Global History, Geography, and the Social Studies
SOCED-UE 1800, 60 hours: 4 units

ECED: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

Independent Study
ECED-UE 1000, 45 hours per unit: 1–6 units, fall, spring, summer; hours to be arranged

Integrating Seminar in Childhood and Special Education I: Contexts and Learning Environments of Diverse Learners
ECED-UE 1005, 30 hours: 1 unit

Integrating Seminar in Childhood and Special Education II: Assessment to Guide Instruction
ECED-UE 1006, 30 hours: 1 unit

Integrating Seminar in Childhood and Special Education III: Curricular Design and Instruction for Diverse Learners
ECED-UE 1007, 30 hours: 1 unit

Integrating Seminar in Childhood and Special Education IV: Professional Development and Collaboration with Parents and Other Professionals
ECED-UE 1008, 30 hours: 1 unit

Learning and Experience in Family, School, and Community I
ECED-UE 1019, 30 hours: 2 units

Integrated Curricula in Early Childhood/ Special Education I: Science and Social Studies
ECED-UE 1024, 30 hours: 1 unit

Integrated Curricula in Early Childhood/ Special Education II: Science and Social Studies
ECED-UE 1026, 30 hours: 2 units
Integrated Arts in Childhood Education  
CHDED-UE 1145, 30 hours: 2 units

Introduction to Early Childhood and Special Education  
ECED-UE 1103, 30 hours: 2 units

Integrated Curricula in Science, Health, and Mathematics in Childhood Education  
ECED-UE 1141, 45 hours: 2 units

Integrated Curricula in Multicultural Education, and Social Studies and Curricular Design in Childhood Education I, II  
ECED-UE 1142, 1143 45 hours: 3 units

Student Teaching in Childhood I  
CHED-UE 1901, 2 units

Student Teaching in Childhood II  
CHED-UE 1902 3 units

Student Teaching in Early Childhood  
ECED-UE 1904, 3–4 units; number of units set by program requirements

LITC-LITERACY EDUCATION

Development Building a Language for Literacy  
LITC-UE 1175, 30-45 hours: 2–3 units

Foundations of Literacy Development  
LITC-UE 1176, 30-45 hours: 2–3 units

Literacy for Learning  
LITC-UE 1177, 30-45 hours: 2–3 units

Language and Reading Instruction for Childhood II  
LITC-UE 1178, 20 hours: 1 unit
TCHL: TEACHING AND LEARNING

Inquiries into Teaching and Learning I
TCHL-UE 0001, 60 hours plus 15 hours of classroom observation/participation: 3 units, fall, spring

Inquiries into Teaching and Learning II
TCHL-UE 1002, 60 hours: 4 units, fall, spring

Field Observations in Schools and Other Educational Settings
TCHL-UE 0005, 30 hours of field observations: 1 unit, fall, spring. Taken concurrently with SAHS-UE 0001 New Student Seminar.

Integrating English and History with Adolescents
TCHL-UE 1020, 60 hours: 4 units

Language Acquisition and Literacy Education in a Multilingual and Multicultural Context
TCHL-UE 1030, 60 hours: 4 units

Senior Honors in Teaching and Learning
TCHL-UE 1090-1091, 30 hours: 0–2 units each semester

Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention/DASA: The Social Responsibilities of Teachers
TCHL-UE 1999, 1 unit: 15 hours each semester

FLGED: FOREIGN LANGUAGE EDUCATION

Teaching a Foreign Language to Elementary School Children
FLGED-UE 1018, 30 hours: 3 units, summer

Supervised Student Teaching in Foreign Languages: Middle Schools
FLGED-UE 1911, 4 units

Supervised Student Teaching of Foreign Languages in the Secondary School
FLGED-UE 1922, 4 units

Teaching Foreign Languages: Theory and Practice
FLGED-UE 1999, 30 hours plus 15 hours of field experiences and hours arranged: 4 units, fall.
SPCED: SPECIAL EDUCATION

Foundations of Special Education
SPCED-UE 0083, 45 hours plus 10 hours of fieldwork: 3 units

Independent Study
SPCED-UE 1000, 45 hours per unit: 1–6 units, fall, spring; hours to be arranged

Teaching Students with Disabilities in General Education Classrooms
SPCED-UE 1005, 60 hours: 4 units, spring, open to non-majors

Principles and Strategies for Teaching Students with Mild to Moderate Disabilities I
SPCED-UE 1007, 30 hours: 2 units

Principles and Strategies for Teaching Students with Mild to Moderate Disabilities II
SPCED-UE 1008, 60 hours: 3 units
Undergraduate Study

General Requirements
All bachelor’s degree candidates are required to complete a minimum of 128 units. (In some plans of study, the minimum number of units required for the degree may be higher.) In a classroom course, a unit represents one hour of lecture or two hours of laboratory work per week for one term or the equivalent.

All Bachelor of Science students admitted as new freshmen are required to complete a minimum of 60 units in the liberal arts and sciences. Bachelor of Arts students admitted as new freshmen are required to complete a minimum of 96 units in the liberal arts and sciences. Bachelor of Music and Bachelor of Fine Arts students admitted as new freshmen are required to complete a minimum of 40 units in the liberal arts and sciences. These studies are distributed in the following areas: foreign language, expository writing, the humanities and social sciences, mathematics, natural science, and liberal arts electives. For complete details regarding the liberal arts requirements, see pages 224-228.

Students enrolled for degree programs at New York University are expected to take their courses, including summer school, at New York University. Exceptions will be considered by the Associate Dean for Student Affairs on a case-by-case basis and must be approved in advance.

The final 32 units must be taken under the auspices of the New York University Steinhardt School of Culture, Education, and Human Development within a period of five consecutive years. All course requirements must be completed within 10 years from the date of matriculation. Continuous maintenance of matriculation is required. Students should check with the Office of the University Registrar regarding the policy governing excess units earned toward the baccalaureate degree. A student is not permitted to be matriculated for more than one degree at a time.

TRANSFER STUDENTS: DEGREE REQUIREMENTS
To be eligible for a degree, a transfer student must complete a minimum of 32 units with an average grade point average of 2.0 or higher in courses held in the Steinhardt School of Culture, Education, and Human Development during two or more terms. For full details, see Transfer Applicants page 243.

WRITING PROFICIENCY EXAMINATION: FRESHMAN STUDENTS
The expository writing requirement is part of the “Freshmen Experience.” First-year students at NYU may not apply for a waiver of the writing requirement.

- First-year students must take EXPOS-UA 1 Writing the Essay and ACE-UE 110 The Advanced College Essay: Education and the Professions, or the alternate for qualifying International

- Steinhardt first-year students who earn a letter grade of C or better in EXPOS-UA 1 Writing the Essay, will satisfy the writing proficiency examination requirement.
- First-year students in the Higher Education Opportunity Program (HEOP) and Liberal Studies (LSP) programs must take and pass two writing courses, Writing I and Writing II. Taking the Writing II course and receiving a minimum grade of C will fulfill the writing proficiency requirement.
- First-year students will NOT receive transfer credit for expository writing courses taken while in high school.

WRITING PROFICIENCY EXAMINATION: INTERNAL AND EXTERNAL TRANSFER STUDENTS

All transfer students entering the Steinhardt School of Culture, Education, and Human Development are required to pass the Proficiency Examination, administered by the Expository Writing Program. This exam determines whether additional course work in expository writing will be required for proficiency certification. This examination is given during the first term of enrollment. Transfer students who pass the examination and transfer in two courses in writing composition or the equivalent will not be required to complete additional course work in expository writing.

Internal Transfer Students

- Students admitted to Steinhardt as first year students and who are changing majors within Steinhardt are not considered Internal Transfer students.
- Internal transfers are students who were admitted to other undergraduate divisions of NYU and applied for transfer to Steinhardt.
- Internal transfer students who have taken and passed EXPOS-UA 1 Writing the Essay or the alternate, EXPOS-UA 4 International Writing Workshop 1 with a letter grade of C or who have passed the Writing Proficiency Exam are not required to enroll in the second writing course, ACE-UE 110 The Advanced College Essay: Education and the Professions.
- Instead of enrolling in ACE-UE 110, internal transfer students may be advised to take a liberal arts elective course to satisfy graduation units for the degree.

External Transfer Students

a. External transfer students with zero (0) courses in college writing must enroll in EXPOS-UA 1 Writing the Essay. Students will satisfy the writing proficiency requirement if they earn a grade of C or better in EXPOS-UA 1.

b. External transfer students with zero (0) courses in college writing who pass EXPOS-UA 1 Writing the Essay, are exempt from ACE-UE 110 The Advanced College Essay. Students will satisfy the credits from the exemption from ACE-UE 110 as liberal arts elective.

c. External transfer students with two transfer courses in college-level writing will satisfy EXPOS-UA 1 and ACE-UE 110. They must take and pass the Writing Proficiency Examination during orientation.
d. For information about exam dates, contact the EWP Writing Proficiency Exam Office at 212-998-8860 or ewp@nyu.edu.

e. External transfer students with one transfer course in college writing must be advised to enroll in EXPOS-UA 1 Writing the Essay. Writing the Essay is significantly different from most writing courses students take in two- and four-year colleges and provides the foundation for writing in the University. Students will satisfy the writing proficiency requirement if they earn a grade of C or better.

f. External transfer students with one transfer course in college writing will receive credit for the second writing course, ACE-DE 110 The Advanced College Essay.

g. External transfer students who have transferred into NYU with a minimum of 21 credits (excluding credits earned while in high school or AP/IB credits) from previous four-year institution may apply for a waiver from the required course, EXPOS-UA 1 Writing the Essay.

External transfer students must pass the Proficiency Exam and submit their application for the waiver within their first term of enrollment. If they establish their matriculation in the fall, the waiver application must be submitted to the Expository Writing Program (EWP) no later than October 1. If the students establish their matriculation in the spring, the waiver application must be submitted to EWP no later than March 1. If the first on the month falls on a holiday or weekend day, the deadline is the next business day. The application to waive can be downloaded from the EWP website: http://cas.nyu.edu/content/nyu-as/cas/ewp/faq/waiving-the-ewp-writing-requirement.html. If students fail the Proficiency Examination and have received transfer credit for two courses in expository writing or the equivalent, they will be required to complete one expository writing course, EXPOS-DA 13 Writing Tutorial, or an alternate course as determined by the Expository Writing Program. Placement may vary depending on the writing issues present in the examination. Students who achieve a letter grade of C or above in Writing Tutorial are certified as proficient. Students who do not achieve a C or above must sit again for the Proficiency Examination.

INTERNATIONAL STUDENTS
English Language Learners may complete EXPOS-UA 4/9 (International Writing Workshop I/International Writing Workshop II) in lieu of EXPOS-UA 1/ACE-UE 110. Passing either course with a C or better fulfills the Proficiency Exam requirement.

NEW STUDENT SEMINAR
Participation in New Student Seminar SAHS-UE 1 is required of all new fulltime undergraduate students in Steinhardt during their first term in residence. The seminar acquaints students with the rationale and methods of inquiry that inform their fields of study, explores professional issues, and provides additional orientation and guidance to the school and University. Consult the Office of Student Affairs, 82 Washington Square East, 2nd Floor, for further information.
Liberal Arts Requirements

The College Core Curriculum

The College Core Curriculum (the Core) is an approach that immerses students in comparative, critical, exploratory, and interdisciplinary studies and seeks to build students’ knowledge base through sequentially designed courses in the liberal arts. The Core exposes students to methods of analysis and forms of expression that are the bedrock of intellectual development in the humanities, social sciences, and physical and life sciences.

Each major in the Steinhardt School of Culture, Education, and Human Development requires completion of some liberal arts courses through the Core. Core requirements are tailored to complement course work in the major and vary slightly by fields and programs of study.

The Core has four components:
- Expository Writing
- Foreign Language
- Foundations of Contemporary Culture (FCC) — the Humanities/Social Science sequence
- Foundations of Scientific Inquiry (FSI) — the Mathematics/Physical/Life Science sequence

In designing the College Core Curriculum and the Steinhardt Liberal Arts Core Courses, the faculty seek to assure that all students receive a broad exposure to the liberal arts early in their college careers. With this wide academic horizon, the liberal arts courses encourage students to discover new intellectual interests outside their intended areas of specialization and to pursue those interests with elective courses outside their majors in their later undergraduate years.

EXPOSITORY WRITING

It is difficult to exaggerate the value of clear and effective writing. Virtually all college courses require students to write papers or reports, but courses offered by the Expository Writing Program are opportunities to concentrate intensely on the process of writing. The Expository Writing Program assumes that writing is not merely a useful skill but also a way of learning and knowing. Its courses focus on the examination of evidence, the development of ideas, and the clear expression of those ideas in a variety of different kinds of essays. In these writing courses, students routinely move from exploration to argument as they read and make use of various texts — written, visual, experiential —to create a spectrum of persuasive essays.

Examined texts become more complex, and the writing tasks more difficult, as students grapple with intriguing questions that lead to richer ideas and more interesting forms of expression. The essays students write become more formal and argumentative as the term’s work progresses. Additional information, requirements and course descriptions appear on the Expository Writing website http://cas.nyu.edu/ewp.html.
FOREIGN LANGUAGE
In addition to foreign languages offered through the College of Arts and Science or at Columbia University through an exchange agreement, students may complete their foreign language requirement with courses in American Sign Language ASL-UE 91, Levels 1–4. The College of Arts and Science also offers opportunities for students of modern languages to practice their skills in real-world situations outside the classroom through the Speaking Freely Program — a free, noncredit program. For more information about this popular program, contact the College of Arts and Science Office of the Associate Dean for Students, Silver Center, Room 909A or cas.nyu.edu/content/nyu-as/cas/speakingfreely.

College graduates must be prepared to function in a global society. Apart from the inherent interest of learning about other cultures, many NYU students take the opportunity to study or travel abroad as preparation for their future careers. For more information about undergraduate study-abroad programs, visit NYU Office of Global Programs, 383 Lafayette Street, 1st Floor or nyu.edu/academics/studying-abroad.html.

FOUNDATIONS OF CONTEMPORARY CULTURE
The Foundations of Contemporary Culture (FCC) is the arts, humanities, and social sciences component of the College Core Curriculum. Within each of its four components — Texts and Ideas, Cultures and Contexts, Societies and the Social Sciences, and Expressive Culture — students are free to pursue their interests through their choice of classes. The structure of the FCC ensures that every student in the College gains a common core of skills and experiences in the liberal arts.

TEXTS AND IDEAS
Texts and Ideas is the name for a diverse group of humanities courses that study challenging, influential texts about big ideas: freedom, the nature of the soul, the place of humans in the natural and animal world, beauty, citizenship, morality, the imagination, the use of the past, and many others. Some courses explore a single theme or a set of closely related ideas; others investigate the relationship between two periods of intellectual history, for example, selected writings in the philosophy and literature of ancient Greece and Rome and their reception in a later era. Texts and Ideas courses also seek to refine students’ ability to write and speak about complex concepts and arguments with clarity, originality, and eloquence. Students are challenged not only to master the content of some of the world’s most influential philosophical texts and works of literature, but to discuss how the ideas in these works have been debated, developed, appropriated, or rejected over time.
CULTURES AND CONTEXTS
Cultures and Contexts prepares students for life in a globalized world by introducing them to the way humans see themselves as members of social, religious, national, and regional groups. Individual courses focus on political, social, or cultural collectives that are distinct from the dominant traditions of contemporary North America, such as central Asia, Russia, Korea, or ancient Egypt; some courses study diaspora formations and emergent traditions. Primary texts are central to every course, with some faculty concentrating on historical documents, others on art, film, or literary texts. Cultures and Contexts courses share a common aim to examine the ways cultures emerge and interact through trade, colonization, immigration, religious proselytization, and representation in various media; how groups define themselves through beliefs, values, and customs; and how the dominant perspective of Western modernity affects comprehension of the ways in which premodern or non-Western peoples experience and imagine their lives.

SOCIETIES AND THE SOCIAL SCIENCES
We live in a world molded by massive social, political, and economic transformations, and to be thoughtful, responsible citizens we need to understand them. From the 19th century to today, drawing on earlier movements, thinkers have developed new methods for understanding the complexity of these phenomena by studying societal structures and human behavior. Societies and the Social Sciences is our name for a set of courses offered by social science departments across the Faculty of Arts and Science — Anthropology, Social and Cultural Analysis, Economics, Politics, History, Linguistics, Psychology, Religious Studies, and Sociology. Students fulfill the requirement by taking one from a list of designated courses or by majoring or minoring in the social sciences.

EXPRESSIVE CULTURE
Art arouses pleasure, wonder, confusion, curiosity, and many other things. How is art made, and for what purpose? How do artworks convey meaning or feelings? How does social context shape the making of art? In Expressive Culture, students explore the complexities of artistic expression by focusing on one of five media — sounds, images, words, performance, or film. Each course introduces requisite historical, formal, and critical vocabularies; examines fundamental issues associated with interpretation of the arts; and investigates the complex relations between artistic activity and other facets of social and political life. Our teaching is fueled by our passion for fostering life-long appreciation of the arts, and New York City is the ideal place to experience them in all their variety. Whenever possible, faculty draw on the rich cultural resources of the city around us.

FOUNDATIONS OF SCIENTIFIC INQUIRY
The Foundations of Scientific Inquiry (FSI) is the mathematics and physical/life science component of the College Core Curriculum containing three areas — Quantitative Reasoning, Physical Science, and Life Science. Rather than providing a routine coverage of facts, FSI courses stress the process and applications of quantitative and scientific thinking.
The design of these courses is based on the conviction that science is interesting, accessible, and important for all undergraduates. FSI courses encourage students to approach science as a way of knowing, a quest to understand who we are and our place in the universe. They also provide students with a foundation to make informed decisions — both personal and societal — as citizens of a world that is increasingly influenced by science and technology. No matter what career path you choose, the study of science will enrich your critical thinking skills and expand your appreciation of the natural world.

In addition to the information on the FSI provided in this bulletin, detailed descriptions of each year’s course offerings may be found on the Core website at cas.nyu.edu/core/about-the-program.html.

**QUANTITATIVE REASONING**
Mathematics is both a curiosity-driven endeavor and a powerful analytical tool. Mathematics strives to deduce universal rules that govern numbers, geometry, and logic. When applied to the analysis of data, mathematics allows us to derive conclusions, for example, about the likelihood of random events or the effectiveness of medical therapies. In today’s data-driven world we are constantly bombarded with numbers, from projections of the national debt to the likelihood of catching the flu, so citizens of the 21st century need an ability to critically evaluate numerical information. The Core’s Quantitative Reasoning courses provide students with the mathematical foundations and analytical skills to investigate, evaluate, and draw conclusions from numerical evidence.

**PHYSICAL SCIENCE (formerly Natural Science I)**
Natural Science I describes a range of courses that examine the foundations of the physical sciences — physics and chemistry. At its core, the physical sciences seek to understand the role of matter and energy in explaining a broad range of phenomena, such as the large-scale structure of the universe and the factors that affect the earth’s climate. These investigations require the application of mathematical tools to quantify and predict our complex world. Natural Science I courses examine questions at the cutting edge of scientific investigation: What fundamental insights do scientists hope to gain from the Large Hadron Collider, the largest and most complex scientific experiment ever performed? Why have astronomers proposed the unseen existence of dark matter and dark energy? What do investigations into the Earth’s historical climate reveal about the scope of global climate change in the 20th and 21st centuries? Do renewable energy sources provide a feasible global alternative to fossil fuels?

**LIFE SCIENCE (formerly Natural Science II)**
Natural Science II encapsulates a variety of courses that examine the broad diversity of life sciences — biology, neuroscience, and physical anthropology. We are currently witnessing an explosion of information in the life sciences, stimulated by the development of new tools such as DNA technologies, computer databases, and brain scanners. These new insights have thrust science into the forefront of social, ethical, and legal debates on such topics as stem cell research, the evidence for evolution, the preservation of biodiversity, and the neurological basis
of decision-making. Each Life Science course uses a thematic approach to introduce students to the foundations and frontiers of scientific investigation in the life sciences.

STEINHARDT LIBERAL ARTS CORE COURSES
In addition to the information listed below, detailed descriptions of course offerings may be found on https://steinhardt.nyu.edu/current-students/register-classes/student-advisement/undergraduate-advisement/liberal-arts-core

EXPOSITORY WRITING
Writing the Essay
EXPOS-UA 1: 4 units
Required of all Steinhardt freshmen (and transfer students according to the policies described on page 221. No exemptions. May not be taken on a pass/fail basis.

The Advanced College Essay: Education and the Professions
ACE-UE 110: 4 units
Required of all Steinhardt students (and transfer students according to the policies described on page 222. No exemptions. Prerequisite: EXPOS-UA 1. May not be taken on a pass/fail basis.

FOREIGN LANGUAGE
The Foreign Language component can be satisfied through completion of an approved course from Steinhardt or the College of Arts and Science.

American Sign Language
ASL-UE 91: 4 units

FOUNDATIONS OF CONTEMPORARY CULTURE
TEXTS AND IDEAS
The Texts and Ideas component can be satisfied through completion of an approved course from Steinhardt or the College of Arts and Science.

The University: The University from Ancient Athens to Corporate Ethos
HSED-UE 1070: 4 units
Learning and the Meaning of Life
PHED-UE 10: 4 units

CULTURES AND CONTEXTS
The Cultures and Contexts component can be satisfied through completion of an approved course from Steinhardt or the College of Arts and Science.

Introduction to Food History
FOOD-UE 1210: 4 units
Global Culture Wars
HSED-UE 1033: 4 units
Space and Place in Human Communication
MCC-UE 1002: 4 units
Religion and Public Education in an International Context
PHED-UE 1016 or EDST-UE 1504: 4 units

SOCIETIES AND THE SOCIAL SCIENCES
The Societies and the Social Sciences component can be satisfied through completion of an approved course from Steinhardt or the College of Arts and Science.

Introduction to Psychology and Its Principles
APSY-UE 2: 4 units
Survey of Developmental Psychology
APSY-UE 10: 4 units
Social Psychology
APSY-UE 13: 4 units
Introduction to Personality Theories
APSY-UE 19: 4 units
Science of Human Connection
APSY-UE 85: 4 units
The Talking Brain: Typical and Disordered Communication
CSCD-UE 101: 4 units
Food and Identity
FOOD-UE 1051: 4 units
Education and the American Dreams: Historical Perspectives
HSED-UE 610: 4 units
Introduction to Education: Historical and Contemporary Perspectives
HSED-UE 1005: 4 units
Introduction to Global Education
INTE-UE 10: 4 units
Globalization and Education
INTE-UE 11: 4 units
God, Schools, and the Globe
INTE-UE 1012: 4 units
Terrorism, Extremism, and Education
INTE-UE 1532: 4 units
New Immigration and Education in the World
INTE-UE 1545: 4 units
Introduction to Media Studies
MCC-UE 1: 4 units
History of Media and Communication
MCC-UE 3: 4 units
American Social Movements
SOED-UE 20: 4 units
Art and the City: A Sociological Perspective
SOED-UE 1030: 4 units

EXPRESSIVE CULTURE
The Expressive Culture component can be satisfied through completion of an approved course from Steinhardt or the College of Arts and Science.

Fashion in Context
ARCS-UE 1088: 4 units

Art: Practice and Ideas
ARTCR-UE 10: 4 units

Art of Now
ARTCR-UE 55: 4 units

The Internet and Contemporary Art
ARTCR-UE 152: 4 units

Inventing Downtown: Artists Define New York
ARVA-UE 1005: 4 units

Dance as an Art Form
MPADE-UE 1278: 4 units

Theatre as Art Form
MPAET-UE 60: 4 units

Jazz: An American Artform in Global Context
MPAJZ-UE 1278: 4 units

Literature, Art, and the Path of Life
PHED-UE 1017: 4 units

FOUNDATIONS OF SCIENTIFIC INQUIRY

QUANTITATIVE REASONING
The Quantitative Reasoning/Mathematics component can be satisfied through completion of an approved course from Steinhardt or the College of Arts and Science.

Statistical Mysteries and How to Solve Them
APSTA-UE 10: 4 units

Basic Statistics I
APSTA-UE 1085: 4 units

Cracking the Code
APSTA-UE 21: 4 units

Carpe Datum: Data Science for Life’s Big Questions
APSTA-25: 4 units
Cracking the Code: Understanding Research in Health and Development
FOOD-UE: 4 units
Counting and Chance
MTHED-UE 1051: 4 units

PHYSICAL/LIFE SCIENCE
Note that the prerequisite for all Physical/Life Science courses is completion of the Quantitative Reasoning/Mathematics requirement.

Voices and Listeners
CSCD-UE 33: 4 units
Science of Language
CSCD-UE 1045: 4 units
Nutrition and Health
NUTR-UE 119: 3 units
Introduction to Human Physiology
NUTR-UE 1068: 4 units
Cognition and Everyday Life: The Science of Neurorehabilitation
OT-UE 1011: 4 units
Principles of Anatomy (Lecture and Lab Required)
OT-UE 1001 and OT-UE 1002: 3 units
Science in Our Lives: Science in the Community
SCIED-UE 210: 4 units
Science in Our Lives: Science, Technology, and Decision Making
SCIED-UE 211: 4 units
Science in Our Lives: Environmental Issues
SCIED-UE 212: 4 units
Science in Our Lives: Human Health and Disease
SCIED-UE 213: 4 units
Science in Our Lives: Origins and Possible Futures
SCIED-UE 214: 4 units
Science in Our Lives: The Earth System
SCIED-UE 215: 4 units
Science in Our Lives: Investigating the Human Brain
SCIED-UE 216: 4 units

SUPERVISED STUDENT TEACHING
Courses in supervised student teaching and field experiences are open only to matriculated students who have satisfactorily completed courses in the content area of the subject(s) they plan to teach, in the necessary pre-student-teaching fieldwork, and in professional study, which would lead to state certification. The program of these courses includes work in selected early childhood, elementary, and secondary public schools and in other appropriate educational institutions.
Students must complete a minimum of 100 hours of observation and participation prior to student teaching. Students in the dual programs of Early Childhood Education/Early Childhood Special Education and Childhood Education/Childhood Special Education complete a minimum of 150 hours of observation and participation prior to student teaching. These hours are attached to a variety of different courses. The Office of Clinical Studies in conjunction with the course instructors will arrange placements in pre-student teaching fieldwork in a variety of educational settings.

Students should consult their curriculum advisers well in advance regarding prerequisites for clearance to student teaching, as well as requirements for successful completion of the student teaching course(s).

Full-time employment concurrent with student teaching is prohibited. No more than 16 units should be taken during the term in which the student registers for 4 units of student teaching. Registration in less than 4 units of student teaching allows consideration of an absolute maximum of 18 units. Students must receive a recommendation from their advisers in order to take more than 16 units in any student-teaching term.

All students must complete at least two terms of supervised student teaching. Students in the dual programs of Early Childhood Education/Early Childhood Special Education and Childhood Education/Childhood Special Education must complete four terms of supervised student teaching. Half of all student teaching placements must be in a school serving a population of students of whom at least 50 percent are eligible for free and reduced lunch. All student teaching placements will be arranged in schools already affiliated with New York University and previously certified by the Office of Clinical Studies.

**GENERAL REQUIREMENTS FOR ALL APPLICANTS FOR STUDENT TEACHING**

1. All applicants must be matriculated for a degree at New York University during the term in which they are registered for student teaching.
2. All applicants must have an average of 2.5 in their area of specialization. An overall average of 2.5 is required in the Program in Early Childhood Education and Early Childhood Special Education.
3. Transfer students from other institutions must have completed a minimum of 8 units at New York University, selected in consultation with their curriculum advisers, and prior to the term in which student teaching is undertaken.
4. All applicants must submit to the Office of Clinical Studies a completed Student Teaching Health Assessment Form prior to the first student teaching placement. This form requires proof of up-to-date immunization records.
5. Applicants may be interviewed by the appropriate department faculty and recommended for student teaching.
6. Students need approval of their advisers to register for field experience courses. For each term, an online request for placement form must be completed following attendance at 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
- The New York State Education Department (NYSED) 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, signs of child abuse, harassment, bullying, and discrimination prevention, including instruction in the best methods of teaching these subjects. This requirement is met by successful completion of TCHL-UE 1999 Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers.
- The NYSED also requires all applicants for teacher certification and new employees in New York State school districts, Boards of Cooperative Educational Services, or charter schools to be fingerprinted. The New York City Department of Education also requires fingerprint clearance for students assigned student teaching placements in New York City public schools. For students in early childhood education, assignments in a preschool-age setting may require fingerprinting under the auspices of the New York City Health Department prior to entering the field.
- 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 2018–2019 academic year: 155 students completed the Educating All Students. Of those, 152 passed, yielding a pass rate of 98.06 percent. A total of 163 students completed the Content Specialty Tests (CSTs). Of those, 163 passed, yielding a pass rate of 100 percent.

NEW YORK STATE TEACHER CERTIFICATION
Initial Certificate — The first teaching certificate (valid for five years) 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 NYS teacher certification exams. Candidates receiving an Initial Certificate will need to qualify for the Professional Certificate.

Professional Certificate — The Professional Certificate is the highest level of 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 will be required to complete 175 hours of professional development every five years.
Student Activities/University Services

Steinhardt’s Office of the Associate Dean for Student Affairs is responsible for various student development and administrative services, which includes Advisement, Registration Services, Counseling and Student Services, International Student Services, Special Student Advisement, Teacher Certification, and Undergraduate/Graduate Student Services.

The office works closely with the academic units of the school in facilitating the advisement process and other policies and procedures such as student academic progress, the Steinhardt Honors Program, student discipline, student awards and honors, and the New Student Seminars.

Steinhardt Student Affairs maintains a close liaison with the various student services administered by the University, including the health center, financial aid, career services, undergraduate admissions, housing, and student life. For further information, contact Student Affairs, Joseph and Violet Pless Hall, 2nd Floor; steinhardt.student.matters@nyu.edu; steinhardt.nyu.edu/studentaffairs; or 212-998-5065.

COUNSELING AND STUDENT 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 — which includes on-site counselors from the University’s Counseling and Wellness Services and the Wasserman Center for Career Development — offers a range of individual and group counseling, as well as skills development workshops and seminars.

Advisement and counseling assists students in monitoring academic success and fulfilling basic, yet essential, support. New Student Orientation Programs, the New Student Seminars, student receptions, and graduation celebrations are carefully planned to ensure the quality of campus life.

The Steinhardt School of Culture, Education, and Human Development invites outstanding undergraduate students to challenge themselves intellectually, professionally, and personally. Through our various honors components, students engage in global study with our faculty, conduct independent research, engage in leadership development, and participate in special social and cultural networking activities.

Student leadership initiatives are a vital facet of student development and engagement. Staff assist and advise numerous Steinhardt student organizations. All Steinhardt undergraduate students are members of the Undergraduate Student Government (USG), which includes in its
objectives developing programs, activities, and services to help meet the cultural, social, and professional needs of its constituency. USG is governed by an executive board of officers and representatives from each program curriculum in the school and plays an active role in the governance of the school and University. Visit the USG Office at Joseph and Violet Pless Hall, 3rd Floor, Telephone: 212-998-5350 or Email: steinhardt.usg@nyu.edu. Website: steinhardt.nyu.edu/usg.

UNIVERSITY STUDENT ACTIVITIES

Center for Student Life
Kimmel Center for University Life
60 Washington Square South, 7th Floor
Telephone: 212-998-4411
Email: student.resource.center@nyu.edustudent-life@nyu.edu
Website: nyu.edu/src
The Center for Student Life houses the Student Resource Center, the Center for Student Activities, Leadership, and Service, Fraternity and Sorority Life.

Ticket Central Box Office
Skirball Center for the Performing Arts 566 La Guardia Place (side entrance of Kimmel Center)
Telephone: 212-998-4941
Email: ticket.central@nyu.edu
Website: www.nyu.edu/ticketcentral

ALUMNI ACTIVITIES
Office for University Development and Alumni Relations
25 West Fourth Street, 4th Floor
Telephone: 212-998-6912
Email: alumni.info@nyu.edu
Website: alumni.nyu.edu

ATHLETICS, INTRAMURALS, AND RECREATION
404 Fitness
404 Lafayette Street (between Astor Place and East 4th Street)
Telephone: 212-998-2045
Website: gonyuathletics.com
Palladium Athletic Facility
140 East 14th Street
Telephone: 212-992-8500
Website: gonyuathletics.com
Brooklyn Athletic Facility
6 Metrotech Center
BOOKSTORES
Bookstore 726 Broadway
Telephone: 212-998-4667
Website: bookstores.nyu.edu

CAREER SERVICES
Wasserman Center for Career Development
Union Square
133 East 13th Street, 2nd Floor
Telephone: 212-998-4730
Fax: 212-995-3827
Website: nyu.edu/students/student-information-and-resources/career-development-and-jobs.html
Brooklyn
311 Bridge Street (Wunsch Hall)
Telephone: 646-997-5986

COMPUTER SERVICES AND INTERNET RESOURCES
Telephone Help Line: 212-998-3333
Website: nyu.edu/life/information-technology/locations-and-facilities/student-technology-centers.html

COUNSELING AND WELLNESS SERVICES
726 Broadway, Suite 471
Telephone: 212-998-4780
Email: university.counseling@nyu.edu
Website: nyu.edu/counseling

DINING
NYU Campus Dining Services
Telephone: 212-995-3030
Website: nyu.edu/students/student-information-and-resources/housing-and-dining/dining.html

DISABILITIES, SERVICES FOR STUDENTS
Henry and Lucy Moses Center for Students with Disabilities
726 Broadway, 2nd Floor
Telephone: 212-998-4980 (voice and TTY)
Website: nyu.edu/csd
ENGLISH LANGUAGE INSTITUTE
7 East 12th Street, The NYU School of Professional Studies Building
Telephone: 212-998-7040
Website: scps.nyu.edu/homepage/academics/divisions-and-departments/english-language-institute.html

HEALTH
Wellness Exchange
726 Broadway, Suite 402
Telephone: 212-443-9999
Website: nyu.edu/999

Student Health Center (SHC)
726 Broadway, 3rd and 4th Floors
Telephone: 212-443-1000
Website: nyu.edu/shc

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.

Immunizations
Telephone: 212-443-1199
Website: nyu.edu/students/health-and-wellness/next-stop-health-requirements/immunization-requirements.html

Insurance
726 Broadway, Suite 346
Telephone: 212-443-1020
Email: health.insurance@nyu.edu
Website: nyu.edu/students/health-and-wellness/student-health-insurance.html

Pharmacy Services
726 Broadway, 4th Floor
Telephone: 212-443-1050
Website: nyu.edu/students/health-and-wellness/services/pharmacy.html

HOUSING
Department of Residence Life and Housing Services
726 Broadway, 7th Floor
Telephone: 212-998-4600
Fax: 212-995-4099
Email: housing@nyu.edu
Website: nyu.edu/students/student-information-and-resources/housing-and-dining.html
Office of Off-Campus Living at the NYU Student Resources Center
60 Washington Square South, Room 210
Website: nyu.edu/students/student-information-and-resources/housing-and-dining/off-campus-living.html

OFFICE OF GLOBAL SERVICES
383 Lafayette Street
Telephone: 212-998-4720
Email: intl.students.scholars@nyu.edu
Website: nyu.edu/ogs

OFFICE OF GLOBAL SERVICES
383 Lafayette Street
Telephone: 212-998-4720
Email: intl.students.scholars@nyu.edu

OFFICE OF GLOBAL SPIRITUAL LIFE
238 Thompson Street, 4th Floor
Telephone: 212-998-4959
Email: spiritual.life@nyu.edu
Website: nyu.edu/students/communities-and-groups/student-diversity/spiritual-life/religious-and-spiritual-life-on-campus/religious-centers-and-chaplains.html
Global Spiritual Life at NYU hosts 70 chaplain affiliates representing various faiths, denominations, and groups on campus including:

Bronfman Center for Jewish Student Life
7 East 10th Street
Telephone: 212-998-4123
Email: bronfman.center@nyu.edu
Website: bronfmancenter.org

Catholic Center at NYU
238 Thompson Street, Ground Floor
Telephone: 212-995-3990
Website: nyucatholic.org

The Hindu Center at NYU
238 Thompson Street, Room 366
Website: nyuhinducenter.org

The Islamic Center at NYU
238 Thompson Street, 4th Floor
Telephone: 212-998-4712
Website: icnyu.org
LGBTQ+ Center
Kimmel Center for University Life
60 Washington Square South, Suite 602
Telephone: 212-998-4424
Email: lgbtq@nyu.edu
Website: 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
Email: cmep@nyu.edu
Website: nyu.edu/life/global-inclusion-and-diversity/centers-and-communities/center-for-multicultural-education-and-programs.html

SAFETY ON CAMPUS
Department of Public Safety
Telephone: 212-998-2222; 212-998-2220 (TTY)
Email: public.safety@nyu.edu
Website: nyu.edu/public.safety
Community Service

Every year, thousands of NYU students devote their time and energy to community service, both in volunteer settings and in paid work-study positions. In addition to the satisfaction they receive from helping their neighbors, they also gain valuable work experience.

Such opportunities are especially relevant for Steinhardt students. The premier NYU work-study opportunity, America Reads and Counts — the largest such program in the nation — provides community service jobs for 1,000 students each year in 100 New York City public schools. America Reads and Counts tutors, working under the direction and supervision of classroom teachers, help elementary grade students improve their literacy and math skills. America Reads and Counts positions are well paid and are open to work-study-eligible students in any academic program, not only to students in teacher training programs.

America Reads usually hires tutors at the beginning of both fall and spring terms. For more information see nyu.edu/students/getting-involved/leadership-and-service/volunteer-service/america-reads-america-counts.html/aass.htm

NYU Service guides service-minded students and organizations, and hosts various service programs promoting civic engagement in New York City and around the world. learn more at https://www.nyu.edu/students/getting-involved/leadership-and-service/volunteer-service.html

Admissions

admissions.nyu.edu

General Standards

Admission to the Steinhardt School of Culture, Education, and Human Development is highly selective. Candidates are accepted on the basis of predicted success in the specific program in which they are interested. If the applicant meets formal requirements for the course of his or her choice, the applicant’s capacity for successful undergraduate work is measured through careful consideration of secondary school records; the personal essay; recommendations from guidance counselors, teachers, and others; and scores on standardized tests. An audition, interview, or creative portfolio is required for certain programs.

New York University attracts students with a wide range of interests, talents, and goals, as well as social and economic backgrounds. Particular attention is paid to the degree to which candidates have made effective use of the opportunities available to them, however great or limited those opportunities may have been.
In addition to academic success, evidence of character and maturity are regarded as essential in potential students who hope to benefit fully from the unique offerings of the University and its urban environment. Participation in meaningful school and community activities is an important factor.

Applicants for admission who are uncertain which specific school or college of the University offers the program they desire may obtain information and guidance through the website at admissions.nyu.edu or by telephone, 212-998-4500.

Applicants who are neither US citizens nor permanent residents of the United States should see pages 245-246.

RECOMMENDED HIGH SCHOOL PREPARATION
Since our applicants come from a broad range of high schools from around the United States and many foreign countries, it is difficult to recommend a single course of study that would maximize your chances of admission. However, we would expect your preparation to include the following:

- Four years of English, with heavy emphasis on writing
- Three to four years of academic mathematics
- Three to four years of laboratory science
- Three to four years of social studies
- Three to four years of foreign language

Please note that these are minimum expectations for all applicants; students most competitive for admission will exceed these minimums. International students should be completing a program of study that would qualify them for admission to selective universities in their own country.

THE ADMISSIONS PROCESS
All candidates for undergraduate admission to the University should submit the following materials, using the appropriate online channels whenever possible. To access application materials online, please visit our website: nyu.edu/admissions/undergraduate-admissions/how-to-apply.html

- The Common Application
- Nonrefundable application fee
- Official high school and/or college records for courses for which academic credit has been earned (and General Educational Development test scores if applicable)
- Standardized tests as outlined on the “Standardized Tests” page on the “How to Apply” website above
- Teacher recommendations
- Personal statement/essay
Applicants for certain programs will be required to submit creative materials or to audition for the performance areas.

No admission decision will be made without complete information. The Office of Undergraduate Admissions reserves the right to substitute or waive particular admissions requirements at the discretion of the Admissions Committee.

For the complete application timeline and important deadlines, please see the “How to Apply” website above.

REQUdED TESTING
NYU seeks talented students from every corner of the globe. Applicants are expected to demonstrate their talents and mastery of subject matter to support their applications and to marshal their best case for admission to NYU. As a result, NYU has one of the most flexible testing policies of any college or university. For a detailed and up-to-date outline of acceptable tests, please see the “Standardized Tests” section on the “How to Apply” website: nyu.edu/admissions/undergraduate-admissions/how-to-apply.html.

ADMISSION APPLICATION FILING DEADLINES
For all application dates and deadlines, including information regarding early decision and transfer applicants, please see the “How to Apply” website above. It is important to respect all application deadlines for consideration for admission.

FINANCIAL AID APPLICATION
After the admissions decision is made and the appropriate financial aid applications are submitted, a student’s request for financial aid is considered. All students applying for financial aid must file the Free Application for Federal Student Aid (FAFSA) and the CSS/PROFILE, available at cssprofile.collegeboard.org/?navId=www-css. Both the FAFSA and the CSS/PROFILE are required of all financial aid applicants to our campus in New York City who are US citizens and/or permanent residents.

Our CSS/PROFILE deadlines are:
■ Early Decision I: November 15
■ Early Decision II: January 15
■ Regular Decision: February 15

For more information, please see the NYU Financial Aid website at nyu.edu/admissions/financial-aid-and-scholarships.html.

Our FAFSA deadline is February 15 (for both Early Decision and Regular Decision applicants to receive a final financial aid award in April).
Students must include the NYU federal school code number 002785 in the school section of the FAFSA to ensure that their submitted information is transmitted by the processor to New York University. New York State residents should also complete the separate application for the Tuition Assistance Program (TAP); for information visit nyu.edu/financial.aid. Students from other states may be required to complete separate applications for their state programs if their state grants can be used at New York University. For more detailed information regarding financial aid requirements and policies, please see the Financial Aid section, page 275.

NYU Abu Dhabi applicants should not submit the FAFSA unless they are interested in one of our schools and colleges on our campus in New York City.

TRANSFER APPLICANTS
Students are generally admitted in September, January, or May. (See The Admissions Process, page 241.) Except when specifically noted, the general procedures described for entering freshmen apply to all applicants seeking to transfer from other two-year or four-year regionally accredited institutions.

Transfer applicants must submit official credentials from all institutions attended, including secondary school transcripts. Transfer applicants who took the SAT or ACT exams while in high school should submit their test results as part of their application. All transfer applicants must follow the application instructions listed on the admissions website at admissions.nyu.edu. An audition, interview, or creative portfolio is required for certain majors.

TRANSFER CREDIT
If a transfer applicant is admitted to New York University, his or her records are examined carefully to determine how many transfer units can be granted. Units over 10 years old are reviewed by the dean’s office prior to matriculation. In granting transfer credit, the following are considered: the content, complexity, and grading standards of courses taken elsewhere; individual grades attained by the applicant; and the suitability of courses taken elsewhere for the program of study chosen here.

Quarter hours will be converted to semester hours to determine the number of units transferable to NYU.

All admitted students should respond to our offer of admission by either accepting or declining within three weeks of their admission letters.

All admitted students will use the NYU Albert student information system to accept or decline the admission offer. Admitted students will also use Albert to review their preliminary statements of transfer units. To review the preliminary statement, admitted students will login to Albert and select “Transfer Credit,” under “Admissions,” which will open another page titled
“Transfer Credit Report.” The “Transfer Credit Report” will summarize the courses that will likely satisfy degree requirements.

In order to finalize matriculation, the admitted student must send in his or her final official college transcript(s). In addition, we must receive the final high school transcript with date of graduation. The transcripts should be sent to New York University; Office of Undergraduate Admissions; 665 Broadway, Suite 1100; New York, NY 10012. A final statement of transfer units is provided during the student’s first term of matriculation. Requests for reevaluation of transfer units must be made within the term during which the final statement of transfer units is received by application to the assistant director of undergraduate advisement and registration services in the Office of Student Affairs. Thereafter, a student’s transfer units may be changed only with the written permission of the Associate Dean for Student Affairs.

TRANSFER RESIDENCE REQUIREMENT
The total number of units required for our school’s baccalaureate degrees varies by program, but the minimum number is 128 units. The incoming transfer student may transfer up to 72 units from previous accredited institutions. Each academic program of study reserves the right to determine the level and number of courses that are acceptable. Of the remaining units required for their degree programs, students must complete a minimum of 32 units taken in residence while matriculated in the Steinhardt School of Culture, Education, and Human Development. Grades of C or better (no credit is awarded for grades of C-) must have been earned in transfer courses within the last 10 years in order to be applied toward degree requirements.

COMMUNITY COLLEGE TRANSFER OPPORTUNITY PROGRAM
The Community College Transfer Opportunity Program works exclusively with students who are transferring to the Steinhardt School of Culture, Education, and Human Development from any of the following community colleges: Bergen Community College, Borough of Manhattan Community College, Bronx Community College, Guttman Community College, Hostos Community College, Housatonic Community College, Kingsborough Community College, LaGuardia Community College, Middlesex County College, Nassau Community College, Queensborough Community College, Rockland Community College, Suffolk County Community College, and Westchester Community College.

Students applying to transfer to Steinhardt from any of these institutions have access to preadmission advisement, including financial aid and transfer credit guidance, and may be eligible for special need- and merit-based scholarship assistance.

For more information, visit the Community College Transfer Opportunity Program website at nyu.edu/admissions/undergraduate-admissions/how-to-apply/transfer-applicants/cctop.html or email cctop.admissions@nyu.edu.
TRANSFER APPLICANTS WITHIN THE UNIVERSITY

Students who wish to transfer from one school to another within the University must file an Internal Transfer Application available online at admissions.nyu.edu prior to the application deadline (November 1 for the spring term and April 1 for the summer or fall terms).

VISITING (Non-matriculated) STUDENTS

All visiting students must meet the academic standards of the school. As a visiting student you will be able to take courses that: are open to non-majors, have no prerequisites OR have prerequisites that you have met elsewhere. If admitted, you will be expected to provide proof of successful prerequisite completion.

Undergraduate matriculated students who are currently attending other regionally accredited four-year colleges and maintaining good standing, both academic and disciplinary, may be admitted on certification from their own schools. Such students must be eligible to receive degree credit at their own schools for the courses taken at the University. Visiting students may be permitted to take a maximum of 32 units in the Steinhardt School of Culture, Education, and Human Development. The Visiting Student Application Form for undergraduate students may be obtained online at nyu.edu/admissions/visiting-students. A $25 application fee is required. Deadlines for applications for domestic students are August 15 for the fall term, December 1 for the January term, January 10 for the spring term and April 15 for the summer term.

APPLICANTS WITH INTERNATIONAL CREDENTIALS

NYU welcomes applications from international students around the world. In fact, NYU has one of the largest international student bodies anywhere in the world. The application requirements are the same for all students, regardless of nationality. The complete list of required documents can be found online at nyu.edu/admissions/visiting-students/apply/international-students.html.

Please keep in mind that all documents submitted for review must be official; that is, they must be either originals or copies certified by authorized persons. A “certified” photocopy or other copy is one that bears either an original signature of the registrar or other designated school official or an original impression of the institution’s seal. Uncertified photocopies are not acceptable. If these official documents are in a foreign language, they must be accompanied by an official English translation.

In addition, every applicant whose native language is not English must take the TOEFL (Test of English as a Foreign Language). Information concerning this examination may be obtained by writing directly to TOEFL-ETS, PO Box 6151, Princeton, NJ 08541, USA, or by visiting the website at ets.org/toefl. Each student must request that his or her score on this examination be sent to the Undergraduate Admissions Processing Center, code 2562. In lieu of the TOEFL,
acceptable results on the IELTS (International English Language Testing System) examination administered by the British Council will be considered. For information on this test, visit their website at www.ielts.org.

All NYU students must have a strong command of the English language to be successful in a fast-paced, rigorous academic environment where they are expected to engage in intellectual debate and in seminar-style settings. For this reason, if you are a non-native English speaker who has not spent the final four years of your secondary education in a school where English is the primary language of instruction and you have been admitted to the New York campus, you will be expected to meet minimum test scores on exams like the TOEFL or IELTS.

Financial documentation is not required when filing an application. If the student is admitted, instructions for completing the I-20/DS-2019 Application for Newly Admitted Students online will be included in the acceptance packet. Appropriate evidence of financial ability must be submitted with the application to the Office of Global Services for the appropriate visa document to be issued. If the applicant’s studies are being financed by means of his or her own savings, parental support, outside private or government scholarships, or any combination of these, he or she must arrange to send official letters or similar certification as proof of such support.

**STUDENT VISAS AND ORIENTATION**

Matters pertaining to student visas and new student orientation are administered by the Office of Global Services (OGS) 383 Lafayette Street, 1st Floor; telephone 212-998-4720. The International Student Services group provides comprehensive support, advisory services and programs for NYU’s international students and their dependents.

In addition, the staff of this office endeavors to aid international students in taking full advantage of various social, cultural, and recreational opportunities offered by the University and New York City. Specific information on programs and events can be found at nyu.edu/ogs.

The staff in Steinhart’s Office of Counseling and Student Services is available for assistance in areas of special concern to international students. Students who have been admitted are expected to make an appointment to see a Student Services counselor. The offices are located in Joseph and Violet Pless Hall, 82 Washington Square East, 2nd Floor; Telephone 212-998-5065.

**MAINTENANCE OF MATRICULATION**

To maintain matriculation in a bachelor’s degree program, a candidate is required to complete at New York University, under the auspices of the Steinhart School of Culture, Education, and Human Development, at least one 3-unit course each academic year or, in lieu of such completion, to pay a maintenance fee of $509 per academic year. All course requirements must be completed within 10 years from the date of matriculation. Continuous matriculation is required.
READMISSION OF FORMER STUDENTS

An undergraduate student who has not completed at least one 3-unit course each year under the auspices of the Steinhardt School of Culture, Education, and Human Development or, in lieu of such completion, has not paid a maintenance of matriculation fee of $509, must, if he or she wishes to return to the school, apply for readmission.

The readmission procedures for former students who are in good academic standing are as follows:

- Students who have attended another college or university since attending the Steinhardt School and who have done so without permission to take courses elsewhere must be readmitted as a transfer student and complete the Common Application for Undergraduate Admissions. The Office of Undergraduate Admissions may require additional testing at the University for those with interrupted education. Applications should be submitted well in advance of the following deadlines: April 1 for the fall term or summer term and November 1 for the spring term. Website: nyu.edu/admissions/undergraduate-admissions/how-to-apply/transfer-applicants.html.

- Students who have not attended another college or university and who have been out of school for a consecutive two-year period must file the special readmission application and a personal statement describing their activities while away from the school with the Office of Undergraduate Admissions. Applications should be submitted well in advance of the following deadlines: August 1 for the fall term, and December 1 for the spring term, and April 1 for the summer term. Website: nyu.edu/admissions/undergraduate-admissions/how-to-apply/more-applicant-types-and-programs/returning-to-nyu.html.

- Students who have been out of school for less than a consecutive two-year period and who have not attended another college or university, must remit the maintenance of matriculation fee. Enrollment in prior year maintenance of matriculation requires the approval of the program adviser and the Office of the Associate Dean for Student Affairs. Students should schedule an appointment with their adviser and proceed accordingly.

Although readmission decisions are based primarily on the applicant’s previous academic record, other factors will be considered. Students may contact the Office of the Associate Dean for Student Affairs for more information.

CREDIT BY EXAMINATION

The Advanced Placement Program (AP) of the College Entrance Examination Board, International Baccalaureate (IB) program, and the results of some foreign maturity certificate examinations enable undergraduate students to receive units toward the bachelor’s degree on the basis of performance in college-level examinations or proficiency examinations related to the school’s degree requirements, subject to the approval of the school.

The maximum number of transferable units by examination shall not exceed a total of 32 for all applicants.
INTERNATIONAL BACCALAUREATE (IB)
The school recognizes for advanced standing units, higher-level examinations passed with grades of 6 or 7. No units are granted for standard-level examinations. Official reports must be submitted to the Undergraduate Admissions Processing Center for review.

MATURITY CERTIFICATE EXAMINATIONS
The school will consider the results of certain foreign maturity certificate examinations for advanced standing units, i.e., British IB levels, French Baccalaureat, German Abitur, Italian Maturita, or the Federal Swiss Maturity Certificate. Official reports must be submitted to the Undergraduate Admissions Processing Center. For information regarding the possibility of advanced standing units for other maturity certificates, please contact the Office of Undergraduate Admissions. Website: nyu.edu/admissions/undergraduate-admissions/how-to-apply/standardized-tests/national-examinations/international-qualifications-chart.html.

ADVANCED PLACEMENT PROGRAM (AP)
The Steinhardt School of Culture, Education, and Human Development participates in the Advanced Placement Program of the College Entrance Examination Board.

According to University policy, students may receive college units toward their degree for test results of 5 or 4 depending on the subject examination. Students receiving units toward their degree may not take the corresponding college-level course for units. If they do, they will lose the Advanced Placement units. Please refer to the Advanced Placement Equivalencies table below.

ADVANCED PLACEMENT EQUIVALENCIES
NYU STEINHARDT Core Curriculum

<table>
<thead>
<tr>
<th>Advanced Placement Examination</th>
<th>Score</th>
<th>Area Satisfied Credits</th>
<th>CAS Course (effective Fall 2017)</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4</td>
<td>4</td>
<td>Expressive Culture</td>
<td>No Course Equivalent²</td>
</tr>
<tr>
<td>Art History</td>
<td>5</td>
<td>4</td>
<td>Expressive Culture</td>
<td>ARTH-UA 1 or ARTH-UA 2³</td>
</tr>
<tr>
<td>Biology</td>
<td>4,5</td>
<td>8</td>
<td>Natural Science/Physical/Life Science</td>
<td>BIOL-UA 11, 12⁴</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4,5</td>
<td>4</td>
<td>Quantitative Reasoning</td>
<td>MATH-UA 121⁵</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4,5</td>
<td>4</td>
<td>Quantitative Reasoning</td>
<td>MATH-UA 121⁵</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>5</td>
<td>8</td>
<td>Quantitative Reasoning</td>
<td>MATH-UA 121, 122⁵</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Hours</td>
<td>Area</td>
<td>Equivalent</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------</td>
<td>-------</td>
<td>-------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4,5</td>
<td>8</td>
<td>Natural Science/Physical/Life Science</td>
<td>CHEM-UA 125, 126, CHEM-UA 127, 128</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>4,5</td>
<td>4</td>
<td>Foreign Language</td>
<td>EAST-UA 20 47</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4,5</td>
<td>4</td>
<td>Quantitative Reasoning</td>
<td>CSCI-UA 101</td>
</tr>
<tr>
<td>Computer Science Principles</td>
<td>4,5</td>
<td>4</td>
<td>Liberal Arts Elective</td>
<td>No Course Equivalent</td>
</tr>
<tr>
<td>English Literature</td>
<td>4,5</td>
<td>4</td>
<td>Expressive Culture</td>
<td>No Course Equivalent</td>
</tr>
<tr>
<td>English Language</td>
<td></td>
<td></td>
<td>NO CREDIT</td>
<td>NO CREDIT</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4,5</td>
<td>4</td>
<td>Natural Science/Physical/Life Science</td>
<td>No Course Equivalent</td>
</tr>
<tr>
<td>European History</td>
<td>4,5</td>
<td>4</td>
<td>Texts and Ideas</td>
<td>No Course Equivalent</td>
</tr>
<tr>
<td>French Language and Culture</td>
<td>4,5</td>
<td>4</td>
<td>Foreign Languages</td>
<td>FREN-UA 30</td>
</tr>
<tr>
<td>German Language and Culture</td>
<td>4,5</td>
<td>4</td>
<td>Foreign Languages</td>
<td>GERM-UA 4</td>
</tr>
<tr>
<td>Human Geography</td>
<td></td>
<td></td>
<td>NO CREDIT</td>
<td>NO CREDIT</td>
</tr>
<tr>
<td>Italian Language and Culture</td>
<td>4,5</td>
<td>4</td>
<td>Foreign Languages</td>
<td>ITAL-UA 12</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>4,5</td>
<td>4</td>
<td>Foreign Languages</td>
<td>EAST-UA 250</td>
</tr>
<tr>
<td>Latin</td>
<td>4,5</td>
<td>4</td>
<td>Expressive Culture or Foreign Languages</td>
<td>CLASS-UA 611</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>4,5</td>
<td>4</td>
<td>Societies and the Social Sciences</td>
<td>ECON-UA 11</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>4,5</td>
<td>4</td>
<td>Societies and the Social Sciences</td>
<td>ECON-UA 212</td>
</tr>
<tr>
<td>Music Theory</td>
<td>4,5</td>
<td>4</td>
<td>Liberal Arts Elective</td>
<td>No Course Equivalent</td>
</tr>
<tr>
<td>Physics 1: Algebra-based</td>
<td>4,5</td>
<td>4</td>
<td>Natural Science/Physical/Life Science</td>
<td>No Course Equivalent</td>
</tr>
<tr>
<td>Physics 2: Algebra-based</td>
<td>4,5</td>
<td>4</td>
<td>Natural Science/Physical/Life Science</td>
<td>No Course Equivalent</td>
</tr>
<tr>
<td>Physics B</td>
<td>5</td>
<td>10</td>
<td>Natural Science/Physical/Life Science</td>
<td>No Course Equivalent</td>
</tr>
<tr>
<td>Physics B</td>
<td>4</td>
<td>5</td>
<td>Natural Science/Physical/Life Science</td>
<td>No Course Equivalent</td>
</tr>
<tr>
<td>Course</td>
<td>Credit</td>
<td>5 or 3</td>
<td>Core Requirement</td>
<td>Equivalent Course(s)</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>---------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Physics C — Mechanical</td>
<td>4,5</td>
<td>5 or 3</td>
<td>Natural Science/ Physical/Life Science</td>
<td>PHYS-UA 11 or PHYS-UA 91/2</td>
</tr>
<tr>
<td>Physics C — Electricity and Magnetism</td>
<td>4,5</td>
<td>5 or 3</td>
<td>Natural Science/ Physical/Life Science</td>
<td>PHYS-UA 12 or PHYS-UA 93/2</td>
</tr>
<tr>
<td>Politics — US Government and Politics</td>
<td>4,5</td>
<td>4</td>
<td>Societies and the Social Sciences</td>
<td>No Course Equivalent/14</td>
</tr>
<tr>
<td>Politics — Comparative Government and Politics</td>
<td>4,5</td>
<td>4</td>
<td>Societies and the Social Sciences</td>
<td>No Course Equivalent/14</td>
</tr>
<tr>
<td>Psychology</td>
<td>4,5</td>
<td>4</td>
<td>Societies and the Social Sciences</td>
<td>PSYCH-UA 1</td>
</tr>
<tr>
<td>Spanish Language and Culture</td>
<td>4,5</td>
<td>4</td>
<td>Foreign Languages</td>
<td>SPAN-UA 4/1</td>
</tr>
<tr>
<td>Spanish Literature and Culture</td>
<td>4</td>
<td>4</td>
<td>Foreign Languages or Expressive Culture</td>
<td>SPAN-UA 100/1</td>
</tr>
<tr>
<td>Spanish Literature and Culture</td>
<td>5</td>
<td>4</td>
<td>Foreign Languages or Expressive Culture</td>
<td>SPAN-UA 100 or SPAN-UA 20 01/7</td>
</tr>
<tr>
<td>Statistics</td>
<td>4,5</td>
<td>4</td>
<td>Quantitative Reasoning</td>
<td>PSYCH-UA 10/18/19</td>
</tr>
<tr>
<td>Studio Art</td>
<td></td>
<td></td>
<td>NO CREDIT</td>
<td>NO CREDIT</td>
</tr>
<tr>
<td>US History</td>
<td>4,5</td>
<td>4</td>
<td>Texts and Ideas</td>
<td>No Course Equivalent/9</td>
</tr>
<tr>
<td>World History</td>
<td>4,5</td>
<td>4</td>
<td>Texts and Ideas</td>
<td>No Course Equivalent/9</td>
</tr>
</tbody>
</table>

1. Students cannot earn credit for the same subject matter in any combination of AP, IB, A Level, and/or other international exams. No credit is awarded for the AP Seminar and Research courses in the AP Capstone program.
2. Does not count towards the major or minor in art history or exempt students from either ARTH-UA 1 or 2.
3. Students who major in art history are exempt from both ARTH-UA 1 and 2, and the AP credit counts as one course for the major. AP credit never counts toward the minor.
4. Prehealth students cannot use AP credits to place out of BIOL-UA 11, 12. Students who are not prehealth can apply these credits towards majors and minors in the Department of Biology.
5. Economics majors cannot use AP credit in calculus for any or all of the Mathematics for Economics I, II, III sequence (MATH-LIA 211, 212, 213).
6. Does not count toward any majors or minors in the Departments of Biology and Chemistry, and cannot serve as a co- or prerequisite to any course in either department. Prehealth students cannot use AP credits to place out of CHEM-UA 125, 126/127, 128. Not equivalent to CHEM-UA 129.
7. AP credits in Chinese and Japanese satisfy the Core requirement in foreign language but cannot be used for placement in the correct level of study. Students who plan to register for Chinese or Japanese at NYU must take the CAS placement exam. Credits cannot be applied to the East Asian studies major or minor.
8. Does not count toward any major or minor in computer science.
9. Credit does not count toward the major or minor in environmental studies.
10. Credit can count as an elective toward the history major but not toward the history minor. No more than 4 AP credits can be applied toward the major.
11. Credit does not reduce the number of courses required for the German major.
12. Students wishing to continue Latin must consult the classics department for proper placement. AP credit will not reduce the number of courses required for the major or minor.
13. AP credit in economics satisfies the ECON-UA 1 and 2 requirements of: the major and minor in economics: the major in international relations; and the minor in business studies.
14. Students cannot receive credit for either or both of Physics 1, 2 and Physics C. Prehealth students cannot use AP credits to place out of PHYS-UA 11, 12. Physics 1 and/or 2 do not count toward any majors or minors in the Department of Physics. Potential physics majors may discuss their Physics C credits with that department for possible placement out of PHYS-UA 91.
and 93 (but not out of the associated labs PHYS-UA 71 and 72). Physics majors granted this exemption are required to take one or more additional advanced PHYS-UA electives. Students who are not prehealth may apply Physics C credits toward one or both terms of the Department of Chemistry's General Physics I and II requirement.

Students may count 8 AP units (the equivalent of two courses) towards the politics major and 4 AP units (the equivalent of one course) towards the minor. None of these credits can substitute for any specific departmental course or requirement (such as one of the core requirements); they simply count as generic POL-UA credit.

Students who intend to enroll in Spanish must register for Advanced Grammar and Composition (SPAN-UA 100) and on the first day of classes take an in-class exam to finalize proper course placement. This may result in dropping to a lower level and losing the AP credit. AP scores over 18 months old cannot be used for placement.

Students who intend to enroll in Spanish must take an advanced language placement exam at the Spanish department (not the online placement) and consult with the director of the Spanish language program. AP scores over 18 months old cannot be used for placement.

Students who intend to enroll in Spanish must take an advanced language placement exam at the Spanish department (not the online placement) and consult with the director. AP scores over 18 months old cannot be used for placement.

Credit counts toward the major in sociology, but does not count toward the majors in economics and international relations or toward the minor in business studies.

Counts as elective credit toward the baccalaureate degree, but the credits do not count toward the music major or minor.

For additional information, students should contact the Office of Undergraduate Admissions at admissions.nyu.edu or by telephone at 212-998-4500. Website: nyu.edu/admissions/undergraduate-admissions/how-to-apply/all-freshmen-applicants/advanced-credits.html.

**LANGUAGE PLACEMENT EXAMINATION**

A student who wishes to continue in a language previously studied in high school or in college must take a language placement test or submit scores from the College Entrance Examination Board or receive a recommendation for placement from the appropriate language department in the College of Arts and Science.
The Enrollment Process

Upon receiving an offer of admission, students will receive detailed instructions for accepting the offer and enrolling at the University. Steps to enroll will include:

1. Accept the University’s offer of admission and pay the required nonreturnable tuition deposit
2. If applicable, pay the required nonrefundable housing deposit
3. Have the high school and/or college forward final transcripts to the Office of Undergraduate Admissions, 383 Lafayette Street, New York, NY 10003 USA or via email to: admissions.docs@nyu.edu
4. File a medical report
5. Online Orientation Portal
   a. All new students must review material and complete quizzes in the Online Orientation Portal steinhardt.nyu.edu/new.
   b. Through this portal you will:
      • Learn about the history, mission, and values of NYU Steinhardt
      • Learn about your major and understand your degree requirements
      • Learn how to create and register for your first term schedule
      • Find out about the First Year or Transfer Student Experience and New Student Reading
      • Discover the student resources and services that will help you grow and develop
      • Connect with your academic adviser, as well as current and other new students
6. Pay balance of tuition and/or housing fees by the stipulated deadlines
7. Register for classes when notified
8. Dean’s Welcome and Departmental Sessions
   NYU Steinhardt’s Office of Student Affairs and our Academic Departments are pleased to introduce you to your school before classes begin. These are mandatory events.
9. NYU Welcome Week
   At the beginning of each term we host special events to celebrate your arrival on campus. This will be your first opportunity to meet with your academic adviser and orientation leaders in person. You will also have the opportunity to participate in other workshops, activities, and events sponsored by NYU, which are all designed to help you get started and connect you with new classmates who are also beginning their studies in one of the other seven undergraduate divisions at NYU.
10. New Student Seminar
    SAHS-UE 1 New Student Seminar is a required first term course for new undergraduate students (e.g., first years and transfers). It orients students to the University, the Steinhardt School, and to their specific major. Students are introduced to the nature of higher education, student life on and around campus and New York City, and to the all-important major requirements (also known as program of study). In class, students work together under the guidance of their adviser and orientation leaders to actively explore...
their roles as students in this diverse and global academic community and as future professionals in their chosen fields. Questions? Call 212 998 5065 or email steinhardt.orientation@nyu.edu.

11. New Student Checklist

☐ Follow the instructions in your admissions packet for deposit, housing, financial information, and setting up your NYU email account

☐ Bookmark this page http://steinhardt.nyu.edu/orientation/ for updates

☐ Continue to check your NYU email account for updates. This is the primary form of communication at NYU Steinhardt.

Students are advised that enrollment in other than state-registered or otherwise approved programs may jeopardize their eligibility for certain student aid awards. All Steinhardt School of Culture, Education, and Human Development programs are registered by the New York State Education Department. A copy of the State Inventory of Registered Programs is available for student review in the Office of the Associate Dean for Academic Affairs, 82 Washington Square East, 5th Floor. Information on full-time undergraduate retention and graduation rates may be reviewed in the Office of the Associate Dean for Student Affairs, 82 Washington Square East, 2nd Floor.

CAMPUS VISITS

The Office of Undergraduate Admissions holds daily information sessions and conducts campus tours, Monday through Friday, except during University holidays. Visit the undergraduate admissions website at nyu.edu/admissions/undergraduate-admissions/visit-nyu.html#infosession or call 212-998-4550 to make an appointment for an information session and tour. It is suggested that arrangements be made well in advance of your visit.

Personal interviews are not available, but information sessions will allow ample time for questions and answers.

NYU GUEST ACCOMMODATIONS

A complete list of hotels in the immediate vicinity of Washington Square is available online at http://www.nyu.edu/about/visitor-information/hotels.html.
Registration and Advisement

All degree students are assigned advisers and are urged to take full advantage of all opportunities for securing advisement before selecting courses. The responsibility for meeting the degree requirements rests with the candidate.

A student is not permitted to be matriculated for more than one degree at a time.

DEGREE STUDENTS
The adviser assigned to each student is familiar with the requirements and opportunities within the student’s program of study. The adviser will consult with the individual student concerning

- the selection of courses where alternate choices are possible,
- the sequence in which courses may best be taken,
- the methods by which exemptions may be secured, and
- the method by which desirable and necessary substitutions may be authorized.

VISITING (NONMATRICULATED) STUDENTS
Undergraduate matriculated students who are currently attending other accredited four-year colleges and maintaining good standing, both academic and disciplinary, may be admitted on certification from their own schools. All special students must meet the academic standards of the school. Visiting students are not eligible for financial aid or on-campus housing.

Such students must be eligible to receive degree units at their own schools for the courses taken at the Steinhardt School of Culture, Education, and Human Development. Admitted visiting students will be eligible to participate in a maximum of two terms of study. You must have satisfied all prerequisites for the courses you intend to take at NYU prior to your enrollment. If you have applied to any undergraduate program at NYU and you were denied admission as a first-year or transfer applicant to NYU, you must wait until the following term in order to apply as a visiting student. For example, if you were denied admission as a degree-seeking applicant for the fall term, the earliest term you would be able to apply for as a visiting student is spring.

Students who wish to matriculate at NYU and receive their degree from New York University should apply as transfer students and should not apply for visiting student status. The approval as a special undergraduate student is for one term but may be extended on reapplication. The Visiting Student Application Form for undergraduate students may be obtained online at nyu.edu/admissions/visiting-students/apply.html.

VETERANS BENEFITS
Various Department of Veterans Affairs programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans, as well as for veterans
and in-service personnel, subject to certain restrictions. Under most programs, the student pays tuition and fees at the time of registration but will receive a monthly allowance from Veterans Affairs.

Veterans with service-connected disabilities may be qualified for educational benefits under Chapter 31. Applicants for this program are required to submit to the Department of Veterans Affairs a letter of acceptance from the college they wish to attend. On meeting the requirements for the Department of Veterans Affairs, the veteran will be given an Authorization for Education (VA Form 22-1905), which must be presented to a representative of the Office of the University Registrar in the StudentLink Center at 383 Lafayette Street, 1st Floor, or 5 Metrotech Center (Brooklyn Campus), 2nd Floor.

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 (bachelor’s or master’s degree, doctorate, or certificate) authorized by Veterans Affairs with the minimum number of units required. The Department of Veterans Affairs may not authorize allowance payments for units that are in excess of scholastic requirements, that are taken for audit purposes only, or for which a grade of W are received.

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.

For further information, visit nyu.edu/students/student-information-and-resources/registration-records-and-graduation/veteran-benefits.html.

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using US Department of Veterans Affairs (VA) Post-9/11 GI Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent nor delay the student’s enrollment
- Assess a late penalty fee to the student
- Require the student to secure alternative or additional funding
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class

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255 UNDERGRADUATE STUDY THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT BULLETIN 2020-2022
YELLOW RIBBON GI EDUCATION ENHANCEMENT PROGRAM
NYU is pleased to be participating in the Yellow Ribbon GI Education Enhancement Program. The program is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. Yellow Ribbon is a scholarship designed to help students supplement their Post-9/11 GI Bill tuition benefits.

NYU has expanded the program’s eligibility to include graduate and professional students, both full time and part time.

NYU will provide funds toward tuition and fees and Veterans’ Affairs (VA) will match NYU’s contribution for each eligible veteran student. The amount of Yellow Ribbon awarded is determined by the amount of other benefits provided to an eligible student. First, Post-9/11 GI benefits are applied towards tuition and fees. The Yellow Ribbon award (and matching funds from the VA) then covers up to $20,000 (up to $10,000 from NYU and up to $10,000 in VA matching funds) in tuition and fees per academic year of tuition and fees not covered by Post-9/11 GI Bill benefits. Students attending the Graduate Stern School of Business may receive up to $10,000 from the Yellow Ribbon program and up to a matching $10,000 from the VA if eligible.

Yellow Ribbon recipients should be aware that NYU is committed to our student veterans but must also take into account our limited scholarship funds and the needs of all of our eligible students. Undergraduate students receiving Yellow Ribbon benefits who have also been awarded NYU scholarship may receive combined veteran’s benefits, Yellow Ribbon benefits, and NYU scholarship up to, but not exceeding, their tuition and fees.

Graduate students who receive Yellow Ribbon funds should check with their graduate school to determine if their scholarship or institutional aid eligibility will be affected. For both graduate and undergraduate students, the Yellow Ribbon award may affect other types of financial aid, since total financial aid from all sources cannot exceed a student’s cost of attendance.

To be considered for the Yellow Ribbon benefits an individual must meet the criteria to receive the maximum Post-9/11 GI Bill benefit. An individual may be eligible for the Yellow Ribbon enhancement if he or she:

- Has his or her high school and/or college forward final transcripts to the Undergraduate Admissions Processing Center. He/she must have served an aggregate period of active duty after September 10, 2001, of at least 36 months.
- Was honorably discharged from active duty for a service-connected disability and had served 30 continuous days after September 10, 2001.
Is a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran’s service under the eligibility criteria, as described on the US Department of Veterans Affairs website.

The Department of Veterans Affairs (VA) is currently accepting applications for the Post-9/11 GI Bill benefits. To qualify for the Yellow Ribbon enhancement, you must apply to the VA. The VA will determine your eligibility for the Post-9/11 GI Bill, and issue you a Certificate of Eligibility. NOTE: You can apply using the VA Form 22-1990. The form includes the instructions needed to begin the process.

After you have been issued a Certificate of Eligibility from the Department of Veterans Affairs that indicates that you qualify for the Yellow Ribbon Program, please visit the veteran’s section of the Registrar’s website (www.nyu.edu/registrar) and complete the “Request to use your benefits@NYU” form.

The Office of the University Registrar will notify the Office of Financial Aid and the Office of the Bursar once an individual’s eligibility is confirmed. The Office of the University Registrar will inform the Department of Veterans Affairs if the enrollment criteria are not met. Funds are subject to return if the student does not maintain a required level of enrollment.

PERMITTED COURSE LOADS
The normal full-time undergraduate program is 12–18 units. Students may, by advisement, register for a maximum of 20 units. Students are required to have successfully completed 32 units per academic year as one of the conditions for eligibility for financial aid. Under no circumstances may students register for more than 16 units during the term in which they are taking 6 units of student teaching. It is the adviser’s prerogative to set such limits on registration as are deemed appropriate. The regulations and procedures are more detailed than are indicated in this bulletin. They are, furthermore, subject to modification.

WITHDRAWAL FROM COURSES AND DROP/ADD
By approval and signature, the adviser holds the responsibility for the student’s program requirements and courses selected. Courses added without adviser approval may be considered as not meeting degree requirements. Students are urged to monitor this procedure carefully. Only an official adviser is authorized to approve a student’s drop/add request.

Students are permitted to add to their program via Albert, NYU’s online student information and registration system, during the first two weeks of regular classes. A student wishing to add an additional course to the program during the third week of the term must have the approval of the instructor in addition to that of the adviser. Beyond the end of the third week of the term, a student may not add a course except for courses that begin midterm. Students may register for midterm courses prior to the first meeting of the class through the online
enrollment request and must have approval of the academic adviser and the Steinhardt Office of Advisement and Registration Services, Joseph and Violet Pless Hall, 82 Washington Square East, 2nd Floor.

Students may drop courses via Albert with no approval required through the second week of classes. After the second week, student may only withdraw up through the ninth week with the permission of the academic adviser and approval of the Steinhardt Office of Advisement and Registration Services, Joseph and Violet Pless Hall, 82 Washington Square East, 2nd Floor.

No change in schedule is valid unless it is reported to the Office of the University Registrar and the Office of the Bursar through Albert or on the forms provided. More information may be obtained from the program adviser. Courses dropped during the first two weeks of the term will not appear on the transcript. Those dropped from the beginning of the third week through the ninth week of the term will be recorded with a grade of W (official withdrawal). After the ninth week, no one may withdraw from a course. See page 151 for refund schedule.

LEAVE OF ABSENCE
Students who are planning a leave of absence are referred by their adviser to the Office of Counseling and Student Services, Joseph and Violet Pless Hall, 2nd Floor, to complete an interview as part of the official "leave" procedure. A leave of absence may not exceed two terms or one academic year. There is no fee for the leave of absence as there is no access to University facilities during the period of the leave.

TERMINATION OF MATRICULATION
Students who are planning to withdraw from the school are referred to the Office of Counseling and Student Services, Joseph and Violet Pless Hall, 82 Washington Square East, 2nd Floor, to complete the exit interview as part of the termination process. Terminating matriculation requires withdrawal from all course work registered for unless the termination will occur at the end of the term.

CHANGE OF MAJOR
Students who are changing their curriculum must complete an official change of major form, available in the Office of Advisement and Registration Services, Joseph and Violet Pless Hall, 82 Washington Square East, 2nd Floor, or online at steinhardt.nyu.edu/current-students/register-classes/student-advisement/forms-and-publications. This form is to be completed by students who are changing their major from one program to another within the same department in the Steinhardt School of Culture, Education, and Human Development or from one department to another in the Steinhardt School. Students who are transferring from this school to another school of New York University must apply to make the change through Albert under the “Other Resources/Application Center” link. These students are reminded, however, to also fill out a Steinhardt School withdrawal form in the Office of Counseling and Student Services.
MINORS

Students may complete their undergraduate degree with an academic major and an academic Steinhardt cross-school minor in a second field. Like the major, a completed minor will be listed on the student’s transcript. A minor consists of a minimum of 16 units, with the actual number of units to be determined by the faculty in the program in which the minor is elected. A minor can be declared at any time prior to the completion of 96 units.

Students who wish to undertake a minor should see their faculty adviser for permission and for information concerning courses required to complete minors in other areas of specialization. To declare or remove a minor, complete the online Minor Application, available in the dropdown menu of your Albert Student Center. Please refer to the alphabetical list of minors to determine which NYU school hosts the minor you would like to declare/remove available at nyu.edu/students/academic-services/undergraduate-advisement/unique-academic-opportunities/cross-school-minors.html.
General Information

CLASSIFICATION OF STUDENTS
Undergraduate students are classified as follows:
- Matriculated students: those who have been approved for study toward a baccalaureate
- Visiting students (non-matriculated students): those who have filed a formal 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
- Freshmen: students who have successfully completed 1-32 units
- Sophomores: students who have successfully completed 33-64 units
- Juniors: students who have successfully completed 65-96 units
- Seniors: students who have successfully completed more than 96 units

ATTENDANCE
Regulations governing required or voluntary class attendance in the school are determined by individual instructors.

GRADES
The scale of grades is based on a 4-point scale as follows:
A = 4.0 points
A- = 3.7 points
B+ = 3.3 points
B = 3.0 points
B- = 2.7 points
C+ = 2.3 points
C = 2.0 points
C- = 1.7 points
D+ = 1.3 points
D = 1.0 point
F = 0 points

If a student repeats a course in which he or she had received a failing grade, all grades are counted in the grade-point average. There are no A+, D-, or F+ grades.

I = Incomplete but passing — term paper, other work, or final examination not completed (grade given only with the permission of the instructor); may be made up within time limits (see Note below). If required work is not completed, grade lapses to F.
P = Pass, not counted in average
R = Registered paid auditor, not graded
W = Official withdrawal
Steinhardt courses: Under exceptional circumstances and at the discretion of the course instructor, an Incomplete may be granted, based on the student’s performance throughout the course of the term. The length of the contract period is fixed by the instructor but will be no longer than one term after the close of the term (fall, spring, and summer terms). If outstanding work has not been completed by the end of the agreed time, an I grade becomes an F. If the contract has been completed in a timely manner, it will be considered along with the remainder of the course performance to determine the student’s earned grade. No extension will be granted beyond the end of the contract date. Students with 9 units or more of on their transcripts at any one time will be considered as not making satisfactory progress in their programs of study and will be subject to probation. Students who have three probationary terms or two consecutive probationary terms will be subject to dismissal. They will be subject to dismissal if they have 18 such units on their transcripts at any one time.

The lowest passing grade is D (unless otherwise notified by the department). If at the end of any term a student’s cumulative average is below 2.0 or below the minimum for the student’s academic plan, the student will be placed on probation and his or her status reported to his or her academic adviser. Students should check with their academic adviser about the minimum requirements for their academic plan. No student will be entitled to more than three probationary terms and not more than two of these consecutively. A general average of 2.0 is required for graduation with the bachelor’s degree.

Note: Students taking CAS, Gallatin, Stern, and Tisch courses are urged to check with schools for details of their grading policies because they may differ from those of the Steinhardt School of Culture, Education, and Human Development.

UNDERGRADUATE HONORS AND AWARDS
The Steinhardt School of Culture, Education, and Human Development invites outstanding undergraduate students to challenge themselves intellectually, professionally, and personally. Through our various honors components, students engage in global study with our faculty, conduct independent research, develop leadership skills, and participate in focused social and cultural networking activities.

Students who have at least a 3.5 GPA and meet other requirements as specified may participate in the Steinhardt Honors Program as freshmen, sophomores, juniors, or seniors. Over the course of undergraduate study, honors students may:

- Enroll as freshman or sophomore in special Dean’s Global Honors Seminars with international travel components
- Participate in an exclusive leadership seminar, How to Change the World: The Steinhardt Sophomore Honors Seminar or in NYU’s University Leadership Honors Course for high-achieving sophomores
- Conduct independent student research under the supervision of a faculty member
- Engage in service and leadership activities through such opportunities as the NYU Leadership Initiative, which prepares students to embrace challenges as opportunities to become active changemakers in their careers and communities
Compete for University and National Scholarships (Fulbright, Rhodes, etc.)
Earn a place on the Dean’s Honor Roll (Dean’s List)
Participate in departmental honors and awards as juniors and/or seniors
Graduate with Latin Honors

For details about all Steinhardt undergraduate honors opportunities, see steinhardt.nyu.edu/current-students/student-funding-awards-and-honors/undergraduate-honors-and-awards.

Dean’s List
The Dean’s List is an academic honor awarded to undergraduate students achieving high scholarship each academic year. It will be computed at the end of each academic year, excluding both January term and summer term. Students whose degrees will be conferred in January will be eligible for the Dean’s List at the end of the fall term. All other students must meet the requirements below in both the fall and spring term to be eligible for the Dean’s List.

The Dean’s List is open to matriculated undergraduate students who achieved a GPA of 3.7 or higher (fall term only for January graduates and both fall and spring terms for all other students) in at least 12 graded units each fall and spring term with no grades N/I. Students who elected to take a course pass/fail grading option are not eligible. The GPA is calculated to two decimal places but is not rounded up.

Graduation with Latin Honors
Students meeting the requirement of having completed at least 64 units toward the degree (in weighted grades) in residence will be eligible to be considered for Latin Honors. Latin Honors will be determined by GPA distribution so that:
- Summa cum laude is limited to the top 5 percent of the graduating class
- Magna cum laude is limited to the next 5 percent of the graduating class
- Cum laude is limited to the next 5 percent of the graduating class

Note: The GPA cutoffs for each category are determined by the combined GPA distribution from the preceding academic year, all graduation moments included.

Special Awards for Excellence and Service to the School
The Associate Dean for Student Affairs administers special awards for scholarship and service to the school, which include:
- The John W. Withers Memorial Award is given to one graduating senior who has shown evidence of exemplary scholarship and service to the School.
- The Western Scholarship is awarded to one graduating senior in recognition of outstanding scholastic attainment and service to the community.
- The Richard Hirsch Memorial for Students in the Arts is presented to one graduating senior in recognition of outstanding scholastic attainment in the arts.
The Letha Hurd Morgan Award is presented to one graduating senior in recognition of outstanding scholastic attainment and service to their department and the School.

The Ida Bodman Award is presented to one graduating senior in each academic department based on the quality of service that a student has given to the School.

The Pi Lambda Theta Rho Leadership Award is presented to a graduating senior to acknowledge and celebrate excellence in academic achievement and leadership.

The Arch Award is given to one graduating senior based on the unique and beneficial quality of their cumulative record of service to their fellow students, faculty, and administration of the School.

STUDY ABROAD
Students may fulfill a limited number of their course requirements through various study-abroad programs. Such programs are offered through the Office of Global Programs. For further information and for individual program descriptions visit steinhardt.nyu.edu/programs/study-abroad/undergraduate-study-away/undergraduate-semester-away.

International Student Exchanges
In addition to the academic centers abroad, NYU students have the opportunity to be considered to study away from New York at one of the University’s partner institutions by participating in a student exchange. The International Exchange Program enables select NYU students to study at a variety of institutions — all distinguished research universities — while earning NYU credit and being immersed in the culture of some of the world’s most exciting cities.

Students who are approved to enroll in the NYU exchange pay NYU tuition which allows them to maintain their financial aid package, including grants and scholarships (unique partner fees may be required). Students may also apply for additional financial aid (in the form of loans) for study abroad through the NYU Office of Financial Aid.

Review the list of Partner Universities and learn about the highly selective Application Process at nyu.edu/academics/studying-abroad/exchange/internationalexchange.html.

AUDITING CLASSES
Undergraduate matriculated students may audit a maximum of two courses in the Steinhardt School of Culture, Education, and Human Development per term with the approval of the course instructor. The total number of units and audit courses for full-time students may not exceed 19 units in each term; the total number of units and audit courses for part-time students may not exceed 11 units in each term. Audit courses do not count toward full-time status. No credit will be given or letter grades recorded, and no withdrawals will be honored or refunds granted after the class drop deadline on audited courses. Students receiving any form of financial aid must show evidence of full-time unit registration before requesting
auditing privileges. Tuition remission may not be applied. Auditing forms are available online at steinhardt.nyu.edu/current-students/register-classes/student-advisement/forms-and-publications and must be filed in the Office of the University Registrar, 25 West Fourth Street, 1st Floor, prior to the end of the second week of the term.

**PASS/FAIL GRADE OPTION**
Matriculated students have the option to take courses on a pass/fail basis, the maximum of such courses not to exceed 25 percent of the student’s total program and not to exceed 25 percent in the student’s academic plan. The student is responsible for adherence to these regulations.

Courses that are departmentally designated as pass/fail are not included in the 25 percent pass/fail option open to students. This pass/fail option can be applied to any course. Pass/fail grades are not considered “weighted grades.” (To qualify for honors, a student must have completed at least 64 units toward the degree in weighted grades in residence.) Pass/fail option forms may be obtained online or online at steinhardt.nyu.edu/current-students/register-classes/student-advisement/forms-and-publications and filed with Registration Services, Pless Hall, 2nd Floor, prior to the end of the ninth week of the fall term and prior to the tenth week of spring term. The ninth meeting of the class is the final date for filing pass/fail option forms for courses taken during the summer sessions.

**INDEPENDENT STUDY**
An independent study requires a minimum of 45 hours of work per unit. An independent study cannot be used to satisfy the required 60 units in liberal arts courses, nor can it be applied to the established professional education sequence in teaching curricula.

Each departmental program establishes the maximum number of units allowed for an independent study that will be applied as part of the student’s academic plan. This information may be obtained from a student’s departmental adviser. Each student is permitted to enroll for an additional 1–6 units of independent study as an elective.

Prior to registering for an independent study, each student should obtain an Independent Study Approval Form from the adviser to determine the scope of work required as well as to assign a title. When completed, this form must be submitted to the Office of the University Registrar, 383 Lafayette Street.

**OFFICIAL TRANSCRIPTS**
Official copies of your University transcript can be requested when a stamped and sealed copy of your University records is required. Recent graduates should check to ensure that their degree has been recorded.
Official eTranscript Requests

Notes:
- There is a fee for eTranscripts.
- If you attended NYU more than once (i.e. attended an undergraduate college and then a graduate school), you 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.

If you are able to access NYUHome/Albert, you can request an official eTranscript from your Albert Student Center. The Request Official Transcript link can be found under the “Grades & Transcripts” section of Albert Student Center.

If you are unable to access NYUHome/Albert, you can order one directly from the National Student Clearinghouse. Visit the transcripts help page at nyu.edu/Registrar.

Official Paper Transcript Requests

If you are able to access NYUHome/Albert, you can request an official paper transcript from your Albert Student Center. The Request Official Transcript link can be found under the “Grades & Transcripts” section of the Albert Student Center. When ordering from Albert, a signed consent is not required.

If you are unable to access NYUHome/Albert, you can order a transcript directly from National Student Clearinghouse or you can use the Transcript Request Form. A signed consent is required.

Paper copies of your transcript are provided at no cost.

Transcripts cannot be produced for anyone whose record has been put on hold for an outstanding University obligation. Students can access their grades at the end of each term in their Albert Student Center.

Unofficial transcripts are available on Albert, NYU’s online student information system. Navigate to the Grades & Transcript section of the Student Center to generate. Select “View my unofficial transcript.” The Registrar’s Office does not issue unofficial transcripts. They must be printed by the student from Albert.

Information on How to Request Enrollment or Degree Verification

You can view/print your own enrollment verification directly through Albert from the National Student Clearinghouse student portal. This feature can be accessed from the “Grades & Transcripts” section of the Student Center in Albert. Eligible students are also able to view/print a Good Student Discount Certificate, which can be mailed to an auto insurer or any other company that requests proof of your status as a good student (based on your cumulative GPA).
If you cannot access Albert, you can use the same request form used for degree verification on the University Registrar’s website. A Degree Verification documents a student’s enrollment history and the degree awarded. The document includes name, major, enrollment history (full-, half-, or part-time) and the degree conferral date, and degree. To request an enrollment or degree verification, use the form found at nyu.edu/content/dam/nyu/registrar/documents/VERIFICATION%20Request%20Form%202020180629.pdf.

GRADUATION APPLICATION
Students may have their degree conferred in September, January, or May. The Steinhardt Graduation celebrations and the NYU Commencement ceremony for all schools are held in May. Students must apply for graduation on Albert.

A student must be enrolled for either course work or maintenance of matriculation during the academic year of graduation.

To graduate in a specific term, 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 nyu.edu/registrar. You should apply for your degree conferral no later than the beginning of the term in which you plan to complete all program requirements. If you do not successfully complete all academic requirements by the end of the term, you must reapply for your degree conferral for the following cycle.

Diploma Arrears Policy
Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

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.

NEW YORK 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 facility owned, leased, or controlled by the University.

ACADEMIC INTEGRITY
The relationship between students and faculty is the keystone of the educational experience at New York University in the Steinhardt School of Culture, Education, and Human Development. This relationship takes an honor code for granted and mutual trust, respect, and responsibility as foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high-quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do, from taking exams to making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others and take point only for ideas and work that are yours. You violate the principle of academic integrity when you
cheat on an exam,
submit the same work for two different courses without prior permission from your professors,
receive help on a take-home examination that calls for independent work, or
plagiarize.

All incoming Steinhardt students must complete the academic integrity and plagiarism tutorial prior to being able to register for classes.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated. Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score, and/or other materials that are not your original work. You plagiarize when, without proper attribution, you do any of the following

- copy verbatim from a book, an article, or other media; download documents from the Internet;
- purchase documents;
- report from other’s oral work; or restate someone else’s facts, analysis, and/or conclusions; or
- copy directly from a classmate or allow a classmate to copy from you.

The Steinhardt School of Culture, Education, and Human Development 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 University Policies and Guidelines in NYU Student’s Guide: nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-services.html.
Tuition and Fees

www.nyu.edu/bursar

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. Information on these distinct but related topics follows.

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2020–2021. The Board of Trustees reserves the right to alter this schedule without notice. Tuition, fees, and expenses may be expected to increase in subsequent years and will be listed on the website of the Office of the Bursar at nyu.edu/bursar.

Note that the registration and services fees cover memberships, dues, etc., to the student’s class organization and the day organization and entitles the student to membership in such University activities as are supported by this allocation and to receive regularly those University and school 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 fee.

All fees are payable at the time of registration. The Office of the Bursar is located at the Washington Square Campus, 383 Lafayette Street, 1st Floor, New York, NY 10003; and at the Metrotech Campus, 5 Metrotech Center, Dilaner Building, Room 201, Brooklyn, NY 11201. 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.

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. A fee will be charged if payment is not made by the due date indicated on the student’s statement.

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 enrolled on a fulltime 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.
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 charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

The following is an explanatory schedule of fees for 2020–2021 academic year.

TUITION
12 to 18 units per term ................................................................. $ 26,102
Nonreturnable registration and services fee, per term ........................................ $ 1,338
For each unit taken in excess of 19, per unit, per term (includes a nonreturnable registration and services fee of $71 per unit) ........................................ $ 1,608
Students taking fewer than 12 units, per unit, per term ............................................. $ 1,537
Fall term 2020; nonreturnable registration and services fee, first unit ......................... $ 507
Fall term 2020; nonreturnable registration and services fee, per unit, for registration after first unit ................................................................. $ 578
Spring term 2021; non-returnable registration and services fee, first unit ......................... $ 507
Spring term 2021; non-returnable registration and services fee, per unit, for registration after first unit ................................................................. $ 598

GENERAL FEES AND EXPENSES
Basic Health Insurance Benefit Plan
Full-time domestic students are automatically enrolled. Students enrolled in the Basic Plan or the Comprehensive Plan can change between plans or can waive the plan entirely but must show proof of other acceptable health insurance.
Annual ................................................................. $3,645
Fall term ................................................................. $1,408
Spring term (coverage for the spring and summer terms) ........................................... $2,237
Summer term (only for students who did not register in the preceding term) ................ $ 989

Comprehensive Health Insurance Benefit Plan
International students automatically enrolled. International students may elect to instead take the basic coverage, which provides the same coverage but has higher out-of-pocket expenses when healthcare is needed. International students may waive the health insurance requirement. Please follow the process outlined by the NYU Health Insurance Services Office at nyu.edu/content/nyu/en/students/health-and-wellness/student-health-insurance/washington-square-students.html.
Annual ................................................................. $4,053
Fall term ................................................................. $1,556
Spring term (coverage for the spring and summer terms) ........................................... $2,487
Summer term (only for students who did not register in the preceding term)  $1,099

Stu-Dent Plan (dental service through NYU’s College of Dentistry)
Initial Enrollment  $250
Spouse/Partner  $250
Dependent (under age 16)  $90
Renewal  $205

DEFERRED PAYMENT PLAN
The Deferred Payment Plan allows you to pay 50 percent of your net balance due for the current term on the payment due date and defer the remaining 50 percent until later in the term. 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 record
- Not in arrears (past due) for any University charge or loan

The plan includes a nonrefundable application fee of $50, which is to be included with the initial payment on the payment due date. Interest at a rate of 1 percent per month on the unpaid balance will be assessed if payment is not made in full by the final installment due date. A late payment fee will be assessed on any late payments.

A separate deferred payment plan application and agreement is required for each term this plan is used. The Deferred Payment Plan will be available at nyu.edu/bursar in July for the fall term and in December for the spring term.

For additional information, please visit the Office of the Bursar website at nyu.edu/bursar or call 212-998-2806.

TUITIONPAY PLAN
TuitionPay (formerly called AMS) is a payment plan administered by Afford.com (nyu. afford.com/home). The plan is open to all NYU students with the exception of the School of 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 term.

TuitionPay is a budget plan that enables a family to spread payments over the course of the academic year. By enrolling in this plan, you spread your fall term tuition payments over a four-month period (June through September) and your spring term tuition payment over another four-month period (November through February).
With this plan, you budget the cost of your tuition and/or housing, after deducting any financial aid you will be receiving and/or any payments you have made directly to NYU. For additional information, contact TuitionPay at 800-772-4867 or outside of the U.S. or Canada 401-921-3999 or visit the NYU Bursar website nyu.edu/bursar under Payment Plans.

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. An official withdrawal must be filed either via Albert (through the first two weeks of the term only) or in writing on a completed Change of Program Form with the Office of the University Registrar. 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 of the instructor. A stop payment of a check presented for tuition does not constitute withdrawal, nor does it reduce the indebtedness to the University. The nonreturnable registration and services fee and a penalty of $50 for a stopped payment or returned check will 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. No application will be considered that is filed after the fourth week. The processing of refunds takes approximately two weeks.

UNDERGRADUATE REFUND SCHEDULE

Withdrawing from one or more class but will remain enrolled in at least one class
Fall and Spring Terms Only
This schedule is based on the total applicable charge for tuition excluding nonreturnable fees and deposits.
■ Courses dropped during the first two weeks of the term: 100% tuition and fees refund
■ Courses dropped after the first two weeks of the term: NONE

UNDERGRADUATE REFUND SCHEDULE FOR COMPLETE WITHDRAWALS

Withdrawing from all classes
Fall and Spring Terms Only
This schedule is based on the total applicable charge for tuition excluding nonreturnable fees and deposits. All dates below are based the official opening date of the term, not the first meeting of the class.
Withdrawal before the second day of the term: 100% tuition and fees refund
Withdrawal before the end of the first week of the term: 100% tuition refund only
Withdrawal before the end of the second week of the term: 70% tuition refund only
Withdrawal before the end of the third week of the term: 55% tuition refund only
Withdrawal before the end of the third week of the term: 25% tuition refund only
Withdrawal after the end of the third week of the term: NONE

For exact dates for a specific term, please refer to the University Registrar website at nyu.edu/bursar

NOTES:
- After the official opening date of the term, the registration and services fee is not returnable.
- The above refund schedule is not applicable to undergraduate students whose registration remains within the flat-fee range.
- The first calendar week consists of the first seven days beginning with the official opening date of the term (not the first day of the class meeting).
- A student may not withdraw from a class after the ninth week of the fall or spring term or the last three days of each summer session.
- Study Away Refund Schedule: Global Academic Centers run on individual calendars. While the refund policy is consistent across NYU, the start dates vary by location.
- Refunds resulting from Dropping Courses or Complete Term Withdrawal: If you drop a course or withdraw from the university completely, your tuition and registration fee charges are subject to the university Refund Schedule policy. If you are a financial aid recipient, your refund will not be processed until a calculation is performed to determine the amount of financial aid, if any, you are still eligible to receive.
- Federal regulations require adjustments reducing financial aid if a student withdraws even after the NYU refund period. Financial aid amounts will be adjusted for students who withdraw through the ninth week of the term and have received any federal grants or loans. This adjustment may result in the student’s bill not being fully paid. NYU will bill the student for this difference. The student will be responsible for payment of this bill before returning to NYU and will remain responsible for payment even if he or she does not return to NYU.
- For any term a student receives any aid, that term will be counted in the satisfactory academic progress standard. This may require the student to make up units before receiving any further aid. Please review the “satisfactory academic progress” standard for the Steinhardt School of Culture, Education, and Human Development so you do not jeopardize future terms of aid.
Exceptions to the published refund schedules may be appealed in writing to the Committee on Refunds, 82 Washington Square East, 2nd Floor, NY, NY 10003. It should be supported by appropriate documentation regarding the circumstances that warrant consideration of an exception. Exceptions are rarely granted.

TUITION INSURANCE
NYU encourages all students to purchase tuition insurance in case a withdrawal after the refund period becomes necessary. Please contact A.W.G. Dewar, Inc., Four Batterymarch Park, Quincy, MA 02169; 617-774-1555; www.tuitionrefundplan.com, for more information.
New York University awards financial aid 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 forwarded with the admission application and is also available on the Office of Financial Aid website at www.nyu.edu/financial.aid.

Many awards are granted purely on the basis of scholastic merit. Others are based on financial need. However, it is frequently possible to receive a combination of awards based on both. Thus, University scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. To ensure that maximum sources of available support will be investigated, students must apply for financial aid by the appropriate deadline.

It is the student’s responsibility to supply correct, accurate, and complete information to the Office of Financial Aid and to notify them immediately of any changes or corrections in his or her financial situation, enrollment status, or housing status, including tuition remission benefits, outside scholarships and grants, and state-sponsored prepaid college savings plans.

A student who has received a financial aid award must inform his or her department and the Office of Financial Aid 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 his or her department and the Office of Financial Aid for an extension, the award may be canceled, and the student may become ineligible to receive scholarship or fellowship aid in future years.

Determination of financial need is also based on the number of courses 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). If you are a New York State resident applying to college in New York State, you should apply for the New York State Tuition Assistance Program (TAP) online using the link on the FAFSA Submission Confirmation page. The FAFSA (available online at StudentAid.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. The NYU federal code number is 002785.

Entering freshmen should submit the application by February 15 for the fall term or by November 1 for the spring term. Returning undergraduates and transfer students should apply no later than March 1. Students requiring summer financial aid must submit a summer aid application in addition to the FAFSA and TAP application. The application is available in February and can be obtained from the Financial Aid website or the Office of Financial Aid.

ELIGIBILITY ENROLLMENT
To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration.

Generally, University-administered aid is awarded to full-time students. Half-time students (fewer than 12 but at least 6 units per term) may be eligible for a Federal Stafford Loan or a Federal PLUS Loan, but they must also maintain satisfactory academic progress. Part-time undergraduate students may also be eligible for Aid for Part-Time Study (APTS) (New York State residents only; separate application is necessary) or for Pell Grants.

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.

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 eligible noncitizens for financial aid if one of the following conditions applies:

- US permanent resident with an Alien Registration Receipt Card 1-551 ("green card")
- Other eligible noncitizen with an Arrival-Departure Record (I-94) showing any one of the following designations: a) Refugee, b) Indefinite Parole, c) Humanitarian Parole, d) Asylum Granted, or e) Cuban-Haitian Entrant

WITHDRAWAL FROM CLASSES
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 point is determined by the withdrawal date and a calculation based on the federally prescribed formula. Generally, federal assistance is earned on a pro-rata basis.
UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS
Through the generosity of its alumni and other concerned citizens, as well as from funds supplied by the federal government, the University is able to provide an extensive financial aid program for its students.

Awards are competitive and based on academic achievement, test scores, and, in most cases, financial need.

SCHOLARSHIPS AND GRANTS
Scholarships and grants awarded by the University generally range from $500 to $25,000. In addition, the University has established separate scholarship funds for students in special situations of merit or need. There is no separate application for NYU scholarships. All students are automatically considered for academic merit-based and financial need-based scholarships after applying for admission and financial aid. The FAFSA and the Admissions Application contain all the information needed for scholarship determination. See nyu.edu/admissions/undergraduate-admissions/aid-and-costs/scholarships.html.

NYU Scholarships Available to Incoming Students
- AnBryce Scholarships: This scholarship is awarded to academically motivated students who demonstrate financial need and who are the first generation in their family to attend college. The award will cover up to the cost of tuition and is renewable over four years of undergraduate study at NYU. Students are expected to maintain a minimum GPA of 3.5 and must remain active in program activities.
- Arch Scholarships: These are awarded to students who demonstrate financial need and are committed to having a positive impact on the world. A focus of the program is to introduce scholars to career options and to help them develop career potential and marketable professional skills. The award is renewable over four years of undergraduate study at NYU.
- Lewis Rudin City Scholarships: Rudin Scholars are outstanding entering first-year students selected from public and parochial high schools in all five boroughs of New York City. In addition to their scholarship, they participate in academic and cultural activities throughout the city. The program is named in honor of the late real estate developer and NYU alumnus Lewis Rudin.
- Martin Luther King Jr. Scholarships: These are awarded to incoming first-year students who have demonstrated outstanding academic achievement, leadership, and commitment to the principles of community service, humanitarianism, and social progress. As MLK Scholars, they plan and participate in academic and cultural events that draw on the vast resources of NYU and New York City. They explore cultural diversity through domestic and international travel and take the lead in helping others through community service.
- Phi Theta Kappa Scholarships: These scholarships are awarded to outstanding community college transfer students who are members of Phi Theta Kappa, the national honor society for two-year colleges. Transfer students from all colleges who are members of the society and who have participated in its programs are eligible for consideration.
Yellow Ribbon Scholarships: The Yellow Ribbon GI Education Enhancement Program is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. Yellow Ribbon is a scholarship designed to help military or veteran students supplement their Post-9/11 GI Bill tuition benefits.

NYU Scholarships Available to Current NYU Students
- Global Pathways Scholarships: This need-based award of up to $4,000 per semester goes toward the additional costs of studying away. You must have a current FAFSA on file with the university to be considered. Award notifications occur in June for the fall semester and November for the spring semester.
- The University sponsors scholarships for finalists in the annual National Merit Scholarship Programs. New York University must be listed as the first choice of schools in order to qualify for New York University Merit Scholarships.

Steinhardt Scholarships
- Scholars Program: As part of the school’s honors program, this program promotes excellence in academic achievement and leadership. Scholars participate in a mix of seminars, domestic and international travel colloquia, research, social activities, and community service. All qualified freshman and transfer applicants are automatically considered.
- Community College Transfer Opportunity Program Scholarships: Qualified students transferring from community colleges participating in the Community College Transfer Opportunity Program (CCTOP) are eligible for this need-based scholarship. Students must be nominated for consideration by the dean, department chairperson, professor, or transfer counselor of their community college.
- Education Scholarships: These are awarded to entering freshmen and transfer students who have demonstrated academic excellence and leadership potential and have chosen to major in education.
- Artistic Scholarships: These scholarships are for entering freshmen who show exceptional promise in music or studio art.
- Gateway Mathematics Education Scholarships: This program offers both financial and academic support for community college transfer students intending to become mathematics teachers in New York City.

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. All students may use the center as soon as they have paid their tuition deposit and may also wish to use the center as a resource for summer employment. Extensive listings of both on-campus and off-campus jobs are available. The Wasserman Center for Career Development is located at 133 East 13th Street, 2nd Floor; 212-998-4730. Website: nyu.edu/students/student-information-and-resources/career-development-and-jobs.html.

**RESIDENT ASSISTANTSHIPS**

Resident assistants reside in the residence halls and are responsible for organizing, implementing, and evaluating social and educational activities. Compensation may include room and/or board, and/or a stipend. Applications and further information may be obtained from the Office of Residential Life and Housing Services, New York University, 726 Broadway 7th Floor, New York, NY 10003-5582. Telephone: 212-998-4600.

**OTHER SOURCES OF NEW YORK STATE AID**

New York State and other states offer a variety of grants and scholarships to residents. Although application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and considered by the University when assembling the student’s financial aid package.

**New York State Tuition Assistance Program (TAP)**

Legal residents of the state of New York who are enrolled in a full-time degree program of at least 12 units a term, or the equivalent, may be eligible for awards under this program. The award varies, depending on income and tuition cost.

Students applying for TAP must do so via FAFSA (see earlier “How to Apply” section). Submit the completed application as instructed. For more information about TAP, visit nyu.edu/admissions/financial-aid-and-scholarships/scholarships-and-grants.html.

**Aid for Part-Time Study (APTS)**

A financial aid program to help New York State residents pursuing part-time undergraduate degree study offers awards in amounts of up to $2,000 per academic year. The amount of an award is determined by the institution. To be eligible, the student must have filed a FAFSA and demonstrated financial need, must not have exhausted his or her TAP eligibility, must be otherwise eligible for financial aid, and must be enrolled for 3 to 11 units per term. Applications are available from the Financial Aid website nyu.edu/financial.aid. The application deadline varies; please consult the Office of Financial Aid.

**Additional Programs**

For complete information, contact the New York State Higher Education Services Corporation (HESC) toll-free at 888-697-4372, or visit their website at hesc.ny.gov.
NYS World Trade Center Memorial Scholarship
Regents Professional Opportunity Scholarships
Awards for Children of Veterans (CV) Robert C. Byrd Honors Scholarship
NYS Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Medical Service Workers
Veterans Tuition Awards
NYS Aid to Native Americans
Segal AmeriCorps Education Award
Military Service Recognition Scholarship (MSRS)

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 for the address and telephone number) for program requirements and application procedures. When you receive an eligibility notice from your state program, you should submit it to the New York University Office of Financial Aid in advance of registration.

FEDERAL GRANTS AND BENEFITS
Pell Grant Program
The Federal Pell Grant Program provides assistance to undergraduate students who demonstrate financial need according to economic criteria and program requirements established by the federal government. To be eligible you must enroll in a degree or approved certificate/diploma program and be matriculated for your first bachelor’s degree. (You are not eligible if you have already completed a bachelor’s degree.) By submitting the Free Application for Federal Student Aid (FAFSA), you also apply for a Federal Pell Grant.

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. Additional guidance may be obtained from the Office of the University Registrar, 383 Lafayette Street, 1st floor.

SCHOLARSHIPS AND GRANTS FROM OTHER ORGANIZATIONS
In addition to the sources of gift aid described above, students may also be eligible for a private scholarship or grant from an outside agency or organizations. Some sources to explore are employers, unions, professional organizations, and community and special interest
groups. The NYU Office of Undergraduate Admissions website includes some examples of such outside scholarships available to undergraduates that can be used at NYU. Visit nyu.edu/admissions/undergraduate-admissions/aid-and-costs/scholarships.html.

**FEDERAL LOANS**

**Federal Direct Stafford Loan Program**
The Federal Direct Stafford Loan is obtained from the US Department of Education. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year. The interest rate is fixed at 4.53 percent for 2020–2021. Stafford loan payments are co-payable to NYU and the student, and funds are applied first to any outstanding balance on the student’s account. An origination fee of 0.50 percent will be deducted from the loan funds.

Students may qualify for both subsidized and unsubsidized Stafford loans. The interest on the Federal Direct Subsidized Stafford Loan is paid by the US government while the student is in school and remains enrolled at least half-time. The Federal Direct Unsubsidized Stafford Loan terms and conditions are essentially the same as the subsidized loan except the federal government does not pay the interest while the student is in school. Instead, the interest is accrued and added to the principal of the loan.

Subsidized Stafford Loans are based strictly on financial need. During the first year of study, a student may borrow up to a total of $5,500 (combined subsidized and unsubsidized), with no more than $3,500 as the subsidized amount. In subsequent years, the total is increased to $6,500 for sophomores (with no more than $4,500 as the subsidized amount), $7,500 for juniors and seniors (with no more than $5,500 as the subsidized amount), and $20,500 for graduate students (with no more than $8,500 as the subsidized amount).

For independent undergraduate students and some dependent undergraduate students whose parents do not qualify for a PLUS loan, the Federal Direct Unsubsidized Stafford Loan Program offers yet more borrowing eligibility. For details about additional unsubsidized amounts available and the maximum aggregate limits for all Stafford loans combined, see nyu.edu/admissions/undergraduate-admissions/aid-and-costs.html.

**Federal Direct PLUS Loan Program**
The PLUS loan enables parents of dependent undergraduate students and qualifying graduate students to borrow up to the full amount of an NYU education minus other aid. There is no aggregate loan limit, and individual lenders will evaluate credit history.

The interest rate is fixed at 7.60 percent. An origination fee of 4.248 percent will be deducted from the loan funds. PLUS loan disbursements are made co-payable to NYU and the parent, and funds are applied first to the current year’s outstanding balance on the student’s account.
PRIVATE LOANS
A private (nonfederal) loan may be a financing option for students who are not eligible for federal aid or who need additional funding beyond the maximum amounts offered by federal loans. For more information on the terms and conditions of the suggested private loan (as well as applications), visit www.nyu.edu/financial.aid/private-loans.php.

EMPLOYEE EDUCATION PLANS
Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and NYU employees who receive tuition remission from NYU must notify the Office of Financial Aid if they receive this benefit.
## HEGIS* Codes

Degree Programs as Registered by the New York State Education Department

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<td>Education Studies</td>
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<tr>
<td><strong>BACHELOR OF FINE ARTS</strong></td>
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<tr>
<td>Studio Art</td>
<td>10.02</td>
</tr>
<tr>
<td><strong>BACHELOR OF FINE ARTS/MASTER OF ARTS</strong></td>
<td></td>
</tr>
<tr>
<td>Studio Art and Teaching Art, All Grades</td>
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<tr>
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<tr>
<td><strong>BACHELOR OF SCIENCE</strong></td>
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<td>Educational Theatre [non-certification]</td>
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**Communication Programs**

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<tr>
<td>Communicative Science and Disorders</td>
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<tr>
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<tr>
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**Areas of concentration**

- Food Studies
- Nutrition and Dietetics

* Higher Education General Information Survey
TEACHER PREPARATION PROGRAMS
Childhood Education and Childhood Special Education (Dual Certification) 08.02

Early Childhood Education and Early Childhood Special Education (Dual Certification) 08.23

Teaching Biology, Grades 7–12 08.34

Teaching Chemistry, Grades 7–12 19.05

Teaching Earth Science, Grades 7–12 19.17

Teaching English, Grades 7–12 15.01

Teaching a Foreign Language, Grades 7–12
  Chinese 11.07
  French 11.02
  Italian 11.04
  Japanese 11.08
  Spanish 11.05

Teaching Mathematics, Grades 7–12 17.01

Teaching Music, All Grades 08.32

Teaching Physics, Grades 7–12 19.02

Teaching Social Studies, Grades 7–12 22.01

BACHELOR OF MUSIC
Instrumental Performance 10.04

Music Business 10.99

Music Technology 10.99

Music Theory and Composition 10.04

Piano Performance 10.04

Vocal Performance 10.04
### BACHELOR OF MUSIC/MASTER OF ARTS

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<td>Music Theory and Composition and Teaching Music, All Grades [Dual Degree]</td>
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</tr>
<tr>
<td>Piano Performance and Teaching Music, All Grades [Dual Degree]</td>
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### BACHELOR OF MUSIC/MASTER OF MUSIC

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<tr>
<td>Music Technology [Dual Degree]</td>
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*Higher Education General Information Survey
New York State Education Department
Office of Higher Education and the Professions
Cultural Education Center
Room 5B28
Albany, NY 12230
Telephone: 518-474-5851
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.
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Fall 2020
Friday, March 20, 2020  Fall 2020 course search and registration status features available on Albert

Monday, April 20, 2020  Registration begins by appointment

Tuesday, August 4, 2020  Fall payment due

Saturday, August 29, 2020  NYU Welcome Day/Move-in Day

Wednesday, September 2, 2020  Fall 2020 classes begin

Monday, September 7, 2020  Labor Day
No classes scheduled/University Holiday

Wednesday, September 9, 2020  Legislative Day — Classes meet according to a Monday schedule

Thursday, November 26, 2020– Friday, November 27, 2020  Student Thanksgiving Recess
No classes scheduled/University Holiday

Sunday, December 13, 2020  Last day of Fall 2020 classes

Monday, December 14, 2020  Reading Day

Tuesday, December 15, 2020– Monday, December 21, 2020  Fall Semester Exams

Tuesday, December 22, 2020– Sunday, January 3, 2021  Student Winter Recess
No classes scheduled
Thursday, December 24, 2020–Sunday, January 3, 2021  
Winter Recess for University Offices  
The University, including the Office of the University Registrar, will be closed  
During this period requests for paper transcripts and enrollment certifications will not be processed.

Monday, January 4, 2021  
The University reopens

**January Term 2021**

Thursday, September 24, 2020  
January Term 2021 course search and registration status features available on Albert

Monday, October 19, 2020  
Registration begins by appointment

Monday, January 4, 2021  
The University reopens

Monday, January 4, 2021  
January Term 2021 classes begin

Monday, January 18, 2021  
Martin Luther King Jr. Birthday  
No classes scheduled/University Holiday

Friday, January 22, 2021  
Last day of January Term 2021 classes

**Spring 2021**

Friday, October 16, 2020  
Spring 2021 course search and registration status features available on Albert

Monday, November 16, 2020  
Registration begins by appointment

Monday, January 25, 2021  
Spring 2021 classes begin

Monday, February 15, 2021  
Presidents’ Day  
No classes scheduled/University Holiday
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<td>Spring Recess</td>
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<td>Sunday, March 21, 2021</td>
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<td>Summer 2021 course search and registration status features available on Albert</td>
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<td>Monday, February 8, 2021</td>
<td>Registration begins by appointment</td>
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<td>Monday, May 24, 2021</td>
<td>First day of Summer term classes: 12-Week Session, 7-Week Session, First 6-Week Session, First 3-Week Session, and the Special Session</td>
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<td>Last day of classes: First 3-Week Session</td>
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<td>Monday, June 14, 2021</td>
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<td>Last day of classes: First 6-Week Session and Second 3-Week Session</td>
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<td>Date</td>
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<td>No classes scheduled/University Holiday</td>
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<tr>
<td>Sunday, August 15, 2021</td>
<td>Last day of classes: 12-Week Session,</td>
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<td>Second 6-Week Session, Fourth 3-Week Session, and the</td>
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<td>Special Session</td>
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<td>Final Grades Deadline. Grades are due</td>
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<td>72 hours after the scheduled final.</td>
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</table>
Steinhardt Buildings
Pless Hall, 82 Washington Square East and Pless Hall Annex
Education Building, 35 West 4th Street
East Building, 239 Greene Street
Kimball Hall, 246 Greene Street
665 Broadway
411 Lafayette
Barney Building, 34 Stuyvesant Street

Frequently Called Numbers
Undergraduate Admissions
212-998-4500

Bonomi Family Center
27 West Fourth Street
212-998-4550

Admissions (Graduate)
212-998-5030
Pless Hall, 82 Washington Square East, 2nd Floor

Bobst Library
212-998-2500
70 Washington Square South

NYU Bookstore
212-998-4667
726 Broadway

Bursar
212-998-2806
383 Lafayette Street, 1st Floor OR 5 Metrotech Center
Dibner Building, Room 201

Counseling and Student Services
212-998-5065
82 Washington Square East, Room 32

Counseling Services, University
212-998-4780
726 Broadway
Students with Disabilities Adviser
212-998-4980 (voice and TTY)
719 Broadway, 2nd Floor

Financial Aid
212-998-4444
25 West 4th Street, 1st Floor

Student Health Center
212-443-1000
726 Broadway

Higher Education Opportunity Program
212-998-5690
East Building, 239 Green Street, Room 800

University Housing
212-998-4600
720 Broadway, 7th Floor

Off-Campus Housing
212-998-4620
4 Washington Square Village

Jeffrey S. Gould Welcome Center
212-998-4550
Shimkin Hall, 50 West 4th Street, 1st Floor

International Students and Scholars Office
212-998-4720
383 Lafayette Street

Lost and Found
212-998-1305
7 Washington Place

Registration Services
212-998-5055
Pless Hall, 82 Washington Square East, 2nd Floor
Safety, Campus
212-998-2222
14 Washington Place

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

Administration, Leadership, and Technology
212-998-5520
Pless Hall
82 Washington Square East, 7th Floor

Applied Psychology
212-998-5555
Kimball Hall
246 Green Street, 8th Floor

Applied Statistics, Social Science, and Humanities
212-992-9408
Kimball Hall
246 Greene Street, 3rd Floor

Art and Art Professions
212-998-5700
Barney Building
34 Stuyvesant Street, 3rd Floor

Communicative Sciences and Disorders
212-998-5230
665 Broadway, 9th Floor

Media, Culture, and Communication
212-998-5191
East Building
239 Green Street, 7th Floor

Music and Performing Arts Professions
212-998-5424
Education Building
35 West 4th Street, 7th Floor
Nutrition, Food Studies, and Public Health
212-998-5580
411 Lafayette Street

Occupational Therapy
212-998-5825
Pless Hall
22 Washington Square East, 6th Floor

Physical Therapy
212-998-9413
380 Second Avenue, 4th Floor

Teaching and Learning
212-998-5460
East Building
239 Green Street, 2nd Floor