New York University Bulletin

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

Applied Psychology

Art

Education

Health

Media

Music
Steinhardt School of Culture, Education, and Human Development

Announcement for the 123rd and 124st Sessions

New York University
Washington Square
New York, New York 10003

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

Payment of tuition or attendance at any classes shall constitute a student’s acceptance of the administration’s rights as set forth in the above paragraph.
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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 was a historic event in American education. In the early 19th century, a major emphasis in higher education was on the mastery of Greek and Latin, with little attention given to modern or contemporary subjects. The founders of New York University intended to enlarge the scope of higher education to meet the needs of persons aspiring to careers in business, industry, science, and the arts, as well as in law, medicine, and the ministry. The opening of the University of London in 1828 convinced New Yorkers that New York, too, should have a university.

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

The result of the founders’ foresight is today a university that is recognized both nationally and internationally as a leader in scholarship. Of the more than 3,000 colleges and universities in America, only 60 institutions are members of the distinguished Association of American Universities. New York University is one of the 60. Students come to the University from all 50 states and from over 130 foreign countries.

The University includes 18 schools, colleges, and institutes at major centers in Manhattan, Brooklyn, Abu Dhabi (UAE), and Shanghai. In addition, the University operates a branch campus program in Rockland County at St. Thomas Aquinas College. Certain of the University’s research facilities, notably the Nelson Institute of Environmental Medicine, are located in Sterling Forest, near Tuxedo, New York. Although the University as a whole is large, its divisions are small- to moderate-sized units—each of which has its own traditions, programs, and faculty.

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

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

NEW YORK UNIVERSITY LIBRARIES
The Elmer Holmes Bobst Library, designed by Philip Johnson and Richard Foster, is the flagship of a six-library system that provides access to the world’s scholarship and serves as a center for the NYU community’s intellectual life. With four million print volumes, 68,000 serial subscriptions, 50,000 electronic journals, half a million e-books, 105,000 audio and video recordings, and 25,000 linear feet of archival materials, the collections are uniquely strong in the performing arts, radical and labor history, and the history of New York and its avant-garde culture. The library’s website, library.nyu.edu, received 2.8 million visits in 2008–2009.

Bobst Library offers 28 miles of open stacks and approximately 2,500 seats for student study. The Avery Fisher Center for Music and Media, one of the world’s largest academic media centers, has 134 carrels for audio listening and video viewing and three multimedia classrooms. Last year the center filled more than 70,000 research requests for audio and video material. The Digital Studio offers a constantly evolving, leading-edge resource for faculty and student projects and promotes and supports access to digital resources for teaching, learning, research, and arts events. The Data Service Studio provides expert staff and access to software, statistical computing, geographical information systems analysis, data collection resources, and data management services in support of quantitative research at NYU.

The Fales Library, a special collection within Bobst Library, is home to the unparalleled Fales Collection of English and American Literature; the Food Studies Collection, a rich and growing trove of cookbooks, food writing, pamphlets, paper, and archives dating from the 1790s; and the Downtown Collection, an extraordinary multimedia archive documenting the avant-garde New York art world since 1975. Bobst Library also houses the Tamiment Library, the country’s leading repository of research materials in the history of left politics and labor. Two fellowship programs bring scholars from around the world to Tamiment to explore the history of the Cold War and its wide-ranging impact on American institutions and to research academic freedom and promote public discussion of its history and role in our society. Tamiment’s Robert F. Wagner Labor Archives contain, among other resources, the archives of the Jewish Labor Committee and of more than 200 New York City labor organizations.

The Barbara Goldsmith Preservation and Conservation Department in Bobst Library comprises laboratories for book, film, and audio/video conservation. Its preservation projects often provide training for students in many aspects of book, paper, and media preservation. In a groundbreaking initiative funded by the Andrew W. Mellon Foundation, the Division of Libraries in 2008 completed development of rationales and strategies for all aspects of moving image and audio preservation, consulting with a variety of other institutions to identify and test best practices and disseminating them throughout the archival community.

Beyond Bobst, the library of the renowned Courant Institute of Mathematical Sciences focuses on research-level material in mathematics, computer science, and related fields. The Stephen Chan Library of Fine Arts at the Institute of Fine Arts (IFA) houses the rich collections that support the research and curricular needs of the institute’s graduate programs in art history and archaeology. The Jack Brause Real Estate Library at the Real Estate Institute, the most comprehensive facility of its kind, serves the information needs of every sector of the real estate community. The Library of the Institute for the Study of the Ancient World (ISAW) is a resource for advanced research and graduate education in ancient civilizations from the western Mediterranean to China. Complementing the collections of the Division of Libraries are those of the libraries of NYU’s School of Medicine, Dental Center, and School of Law.

The NYU Division of Libraries continually enhances its student and faculty services and expands its research collections, responding to the extraordinary growth of the University’s academic programs in recent years and to the rapid expansion of electronic information resources. Bobst Library’s professional staff includes more than 30 subject specialists, who select materials and work with faculty and graduate students in every field of study at NYU. The staff also includes specialists in undergraduate outreach, instructional services, preservation, electronic information, and digital library technology.

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

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

The New York University Art Collection, founded in 1958, consists of more than 5,000 works in a wide range of media. The collection primarily comprises late 19th-century and 20th-century works; its particular strengths are American painting from the 1940s to the present and 20th-century European prints. A unique segment of the NYU Art Collection is the Abby Weed Grey Collection of Contemporary Asian and Middle Eastern Art, which totals some 1,000 works in various media representing countries from Turkey to Japan.

THE LARGER Campus

New York University is an integral part of the metropolitan community of New York City—the business, cultural, artistic, and financial center of the nation and the home of the United Nations. The city’s extraordinary resources enrich both the academic programs and the experience of living at New York University.

Professors whose extracurricular activities include service as editors for publishing houses and magazines; as advisers to city government, banks, school systems, and social agencies;
and as consultants for museums and industrial corporations bring to teaching an experience of the world and a professional sophistication that are difficult to match.

Students also, either through course work or in outside activities, tend to be involved in the vigorous and varied life of the city. Research for term papers in the humanities and social sciences may take them to such diverse places as the American Museum of Natural History, the Museum of Modern Art, a garment factory, a deteriorating neighborhood, or a foreign consulate.

Students in science work with their professors on such problems of immediate importance for urban society as the pollution of waterways and the congestion of city streets. Business majors attend seminars in corporation and financial houses. The schools, courts, hospitals, settlement houses, theatres, playgrounds, and prisons of the greatest city in the world form a regular part of the educational scene for students of medicine, dentistry, education, social work, law, business and public administration, and the creative and performing arts.

The chief center for undergraduate and graduate study is at Washington Square in Greenwich Village, long famous for its contributions to the fine arts, literature, and drama and its small-scale, European style of living. New York University makes a significant contribution to the creative activity of the Village through the high concentration of faculty and students who reside within a few blocks of the University.

University apartment buildings provide housing for over 2,100 members of the faculty and administration, and University student residence halls accommodate over 11,500 men and women. Many more faculty and students reside in private housing in the area.

A PRIVATE UNIVERSITY

Since its founding, New York University has been a private university. It operates under a board of trustees and derives its income from tuition, endowment, grants from private foundations and government, and gifts from friends, alumni, corporations, and other private philanthropic sources.

The University is committed to a policy of equal treatment and opportunity in every aspect of its relations with its faculty, students, and staff members, without regard to race, color, religion, sex, sexual orientation, gender and/or gender identity or expression, marital or parental status, national origin, ethnicity, citizenship status, veteran or military status, age, disability, and any other legally protected basis.

Inquiries regarding the application of the federal laws and regulations concerning affirmative action and antidiscrimination policies and procedures at New York University may be referred to Mary Signor, Executive Director, Office of Equal Opportunity, New York University, Elmer Holmes Bobst Library, 70 Washington Square South, 12th Floor, New York, NY 10012; 212-998-2352. Inquiries may also be referred to the director of the Office of Federal Contract Compliance, U.S. Department of Labor.

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

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INTRODUCTION TO THE

Steinhardt School of Culture, Education, and Human Development

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

At the graduate level, the school prepares aspiring and current professionals from a diverse range of backgrounds and experiences to enter or advance their careers in health, the arts, culture, and media in addition to teacher education, leadership, and applied psychology. We offer specialized professional and scholarly education within the context of one of the country’s premier centers for scholarly and creative inquiry, applied research, and field-based practice. Our students find a warm and supportive environment in which they can explore new ideas and practices with faculty and student colleagues. They work with researchers, scholars, and teachers who are intellectually adventurous and socially conscious. They learn in the expansive environment of a great research university and use the urban neighborhoods of New York City and countries around the world as their laboratory. They embrace the challenges of our complex and interconnected world.

The school traces its origins to 1890, when New York University established a School of Pedagogy. With its founding, the University achieved another milestone in American education. It was the first time that a graduate school for preparing teachers was established in a major university, placing the School of Pedagogy at equal rank with other professional schools, such as law and medicine. From its earliest years, NYU Steinhardt recognized the importance of diversity, and included women among its first doctoral graduates and African Americans in its student body and faculty in the early 20th century.

Today, NYU Steinhardt offers a broad array of programs and classes, including on-campus and study abroad courses during winter and summer sessions; outstanding fieldwork sites for applied practice; award-winning faculty; and exceptional academic and research opportunities. Through rigorous research and education, both within and across disciplines, Steinhardt’s faculty and students continually evaluate and redefine processes, practices, and policies in their respective fields. They bring global and community perspectives to their studies and research and to their careers.

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

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Debra Weinstein, B.A., M.A., Director, Publications and Creative Projects
David A. Zapotocky, B.S., M.A., Ph.D., Director, Registration Services
### Academic Programs

#### Program and Concentration Codes

*(See page 16-17 for teacher certification programs)*

<table>
<thead>
<tr>
<th>ADMINISTRATION, LEADERSHIP &amp; TECHNOLOGY</th>
<th>CODES</th>
<th>DEGREES</th>
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<tbody>
<tr>
<td>Business Education</td>
<td>GEBWEMMA</td>
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<tr>
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</tr>
<tr>
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</tr>
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</tr>
<tr>
<td>Educational Leadership: School Building Leader</td>
<td>GEELSDADCR</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Educational Leadership, Politics &amp; Advocacy</td>
<td>GEELSDADCR</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Educational Communication and Technology</td>
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<td>Digital Media Design for Learning</td>
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<td>Games for Learning</td>
<td>GEGLATEMS</td>
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<tr>
<td>Higher Education</td>
<td>GEHESSAMA</td>
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</tr>
<tr>
<td>Higher Education &amp; Student Affairs</td>
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<td>Higher Education Administration</td>
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<th>APPLIED PSYCHOLOGY</th>
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<tbody>
<tr>
<td>Counseling &amp; Guidance</td>
<td>GECNGUMA; GECBG001</td>
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<tr>
<td>Counseling for Mental Health Wellness</td>
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<tr>
<td>School Counseling K-12</td>
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<td>Counseling Psychology</td>
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<td>Human Development &amp; Social Intervention</td>
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<td>GEPSCHPSYD</td>
<td>Psy.D.</td>
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* Leads to New York State certification.
† Professional license qualifying.
‡ Students are no longer admitted into this program.

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<tr>
<th>ART &amp; ART PROFESSIONS</th>
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<th>DEGREES</th>
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<td>Art Education and Community Practice</td>
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<tr>
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<tr>
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<td>M.A.</td>
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<tr>
<td>Educational Theatre: All Grades and Social Studies 7-12</td>
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### Music - Instrumental

<table>
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<tbody>
<tr>
<td>Instrumental Performance/</td>
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<tr>
<td>Teaching Music All Grades.</td>
<td>B.Mus/M.A.</td>
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<tr>
<td>Instrumental Performance</td>
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<tr>
<td>Instrumental Performance: Jazz Instrumental Performance</td>
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### Music - Piano

<table>
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<tbody>
<tr>
<td>Piano Performance/Teaching Music All Grades.</td>
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<tr>
<td>Piano Performance</td>
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<tr>
<td>Piano Performance: Collaborative Piano</td>
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<td>Piano Performance: Solo Piano</td>
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### Music - Voice/Vocal Performance

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<tbody>
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<tr>
<td>Vocal Performance: Classical Voice</td>
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<tr>
<td>Vocal Performance: Music Theatre Performance</td>
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### Music Business

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<tr>
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### Music Education

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<tr>
<td>Music Education, For College and University Faculty</td>
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<tr>
<td>Teachers of Music in Elementary and Secondary Schools, Music Teacher K-12</td>
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<td>Music Education: Music Teacher K-12</td>
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<tr>
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### Theory and Composition

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<tbody>
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<td>Teaching Music All Grades</td>
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<tr>
<td>Music Theory &amp; Composition</td>
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<tr>
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<td>Teaching Dance in Higher Education &amp; the Professions</td>
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<tr>
<td>Teaching Dance in Higher Education &amp; the Professions</td>
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<tr>
<td>The American Ballet Theater Pedagogy</td>
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### Drama Therapy

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### Music Therapy

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<tr>
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### Vocal Pedagogy

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# Teacher Certification Programs

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<td>Educational Theatre: All Grades and English 7-12 (dual certification, initial/professional certification)</td>
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<td>Educational Theatre: All Grades and Social Studies 7-12 (dual certification, initial/professional certification)</td>
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<td>Instrumental Performance/Teaching Music All Grades, dual degree (initial/professional certification)</td>
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<td>B.Mus./M.A.</td>
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<td>Piano Performance/Teaching Music All Grades (initial/professional certification)</td>
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<td>Teachers of Dance: All Grades (initial/professional certification)</td>
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<tr>
<td>Teaching Dance: All Grades for M.A.'s/M.F.A.'s (initial/professional certification)</td>
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<td>Early Childhood Education (professional certification)</td>
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<td>Bilingual Education for Teachers (initial/professional certification)</td>
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**Teaching a Foreign Language 7-12:**

**All (initial/professional certification)**

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<th>Language</th>
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<td>Italian</td>
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*Many of these programs are approved by the Department of Veterans Affairs. Please consult with the Office of Graduate Admissions for further information.*
Italian
Japanese
Japanese
Latin
Latin
Russian
Russian
Spanish
Spanish
Teaching French as a Foreign Language (Joint Degree-GSAS) (dual certification, initial/professional certification) SGFLTFMA: SGFLT001 M.A.
Teaching French as a Foreign Language and TESOL (Joint Degree-GSAS) (dual certification, initial/professional certification) SGFLTFMA-SGESL001 M.A.
Teaching Spanish as a Foreign Language (Joint Degree-GSAS) (dual certification, initial/professional certification) SGFLTSMA: SG M.A.
Science Education: Clinically Rich Integrated Science Program (initial/professional certification) GECRSPMA M.A.
Teachers of Biology 7-12 (professional certification) GESBLPMA M.A.
Teaching Biology 7-12 (initial/professional certification) GESBLYMA M.A.
Teachers of Chemistry 7-12 (professional certification) GESCHPMA M.A.
Teaching Chemistry 7-12 (initial/professional certification) GESCHYMA M.A.
Teachers of Physics 7-12 (professional certification) GESHPMPA M.A.
Teaching Physics 7-12 (initial/professional certification) GESPHYMA M.A.
Teaching Social Studies 7-12 (initial/professional certification) GESSSTMA M.A.
Teachers of Social Studies 7-12 (professional certification) GESSSPMA M.A.
Teaching a Foreign Language 7-12 and Teaching English to Speakers of Other Languages (dual certification, initial/professional certification) GEFLTSMA M.A.
Teaching English to Speakers of Other Languages: All Grades (initial/professional certification) GETSOGMA M.A.
Special Education Childhood, M.A. (initial/professional certification) GESECHMA M.A.
Special Education: Early Childhood, M.A. (initial/professional certification) GESECMA M.A.

Application Deadlines

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

DOCTORAL PROGRAMS
Ph.D. and Ed.D. programs (fall only)—December 15
D.P.T. entry-level program PTPS (summer only)—December 1
D.P.S. program OTHS (fall or spring)—March 15 for fall or November 1 for spring

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

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

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

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

For example:

**ENGED-GE.2601**

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

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

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

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

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

### Course Number Prefixes

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<td>Educational Communication and Technology</td>
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<td>American Sign Language</td>
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<td>Costume Studies</td>
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<td>Studio Art</td>
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<td>Visual Arts Administration</td>
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A hyphen between the numbers (e.g. ENGED-GE.2601-2602) indicates a two-semester course in which the first course (ENGED-GE.2601) is a prerequisite for the second course (ENGED-GE.2602)

A comma between the numbers (e.g. ENGED-GE.2601, 2602) indicates a two-semester course in which the first course (ENGED-GE.2601) is not a prerequisite for the second course (ENGED-GE.2602) which may be taken as a stand-alone course.

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

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

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

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


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

**Colleen L. Larson**, Department Chair, Associate Professor. B.A. 1976, M.S. 1979, Ph.D. 1984, Wisconsin.


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


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


**Number of Adjunct Faculty:** 15

**Affiliated Faculty**

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


Educational Leadership

**DIRECTOR**
Terry A. Astuto

Pless Hall, 6th Floor
212-998-5520
Fax: 212-995-4041

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

**FACULTY**
Anderson, Astuto, Dumas, Larson

**AFFILIATED FACULTY**
Siskin

**ADJUNCT FACULTY**
Ebenstein, Feijoo, Gibson, Guerriero, James, Smith

The Program in Educational Leadership prepares students for leadership positions in education and policy at the community, school, district, state, and national levels. The demands of effective and responsive professional practice in education are increasingly complex. The Educational Leadership curriculum addresses multiple perspectives on professional practice in a multicultural environment.

Students critically examine the conceptual, organizational, political, social, managerial, interpersonal, and technical dimensions of leading schools as well as the social and educational support organizations that are vital to increasing educational opportunities for children and youth living in urban communities. The research agendas of the faculty and students center on the nexus between theory and practice and explore critical issues facing educational leaders and policymakers today. The program emphasizes collaboration between and among faculty and students and linkages with practicing educational leaders.

**OVERVIEW**

The Educational Leadership program is grounded in the belief that advanced graduate study relevant to urban educational issues and leadership requires an inquiry-based orientation to professional learning. The program’s curriculum is rooted in the contemporary context of educational practice. Students actively develop habits of scholarship vital to understanding schools and communities, stimulating intellectual growth, and enhancing the practical wisdom of good leaders and policymakers. The department’s programs of study cultivate a deep understanding of life in schools and communities and the ability to read and interpret research to inform leadership practice.

The program commits to supporting the work of leaders and policymakers who care about enhancing opportunities for children and youth through programs that are relevant, engaging, and authentically linked to both the daily and enduring challenges of professional practice. Graduate students participate in critical examinations of the multifaceted and complex dimensions of schools and the communities they exist to serve.

**CAREER OPPORTUNITIES**

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

**DEGREE REQUIREMENTS**

The Educational Leadership program offers two options leading to master’s degrees. Although the programs are distinct, students in both share some common requirements and have opportunities to create learning experiences that join the perspectives of those who work in and with schools.

Core faculty for both programs collaborate with talented senior practitioners in relevant fields to create academic and professional experiences that enable students to learn about key issues and emerging practices in their chosen fields.

In both programs, students study issues of politics and policy in education that can prepare those who will want to pursue future study in educational leadership, policy studies, or other related fields of advanced study.

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

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

The curriculum offers students considerable flexibility in creating a program of study that will best serve each student’s purposes and goals. Students can pursue multiple paths toward analyzing and critically assessing issues of leadership and policy at the federal, state, and local levels and learn to employ multiple approaches to inquiry and research. Students choose electives from a wide array of options in education public policy, not-for-profit organizations, child and family services, and research.

The program of study consists of 36 units of coursework and continuous field-based experience. It is designed to accommodate full-time or part-time study; coursework starts each September (summer coursework is also available and encouraged), and full-time students can complete the program in three 12-unit semesters. Each course examines multiple theoretical perspectives, themes of equity and social justice, a focus on the needs and experiences of impoverished children and youth, and implications for leadership within and outside of educational settings.

Eighteen of the 36 units represent required courses focusing on content requirements: Advocacy and Education EDLED-GE.2205, Internship in Educational Leadership, Politics, and Advocacy EDLED-GE.2160, Organizational Theory I AMLT-GE.2053, Politics of Education EDLED-GE.2341, Participatory Action Research RESCH-GE.2130, Demographic Analysis and School/Community Planning EDLED-GE.2367.

All students participate in an internship in community-based advocacy organizations, schools, or research centers. Placements take into consideration each student’s interests. Additional field-based opportunities are also embedded in coursework throughout the program.

The remaining 18 units represent electives. Based on the recommendations of faculty advisers, students pursue additional study relevant to one of the three major foci of the program: leadership, politics, or advocacy.

This program is well-suited for individuals who have a sound background in education as well as for those who have little formal experience but want to study and work at the nexus of leadership, politics and policy, and advocacy within the current sociocultural, political, and economic context of education. Strong candidates for this program are interested in building capacity in and around schools and universities by creating collaborative networks, engaging in research and policy analysis, and enhancing communication between educational systems, human service providers, and the broader public they serve.
This program does not lead to New York State Certification as a School Building Leader (SBL) (assistant principal or principal). Students interested in obtaining state certification through a master’s degree participate in the M.A. Program in Educational Leadership: School Building Leader.

**Master of Arts Degree in Educational Leadership: School Building Leader**

This program prepares students who want to work toward equitable and good schools for all children and youth. Graduates of the program work as teacher leaders, as principals, and in a variety of other educational leadership positions in public and private schools.

The master’s degree program consists of 36 units of coursework that provide opportunities for continuous leadership experiences. Each course incorporates multiple perspectives, themes of equity and social justice, a focus on the needs and experiences of diverse children and youth, and implications for leadership. Twenty-one of the 36 units are required courses that focus on the content requirements, and three units are linked to the culminating internship. Required courses include Professional Seminar in Educational Leadership EDLED-GE.2005, Excellent School Seminar I—School Design EDLED-GE.2080, Excellent School Seminar II—Teachers and Students EDLED-GE.2085, Leadership for School Improvement EDLED-GE.2305, Politics of Multicultural School Communities EDLED-GE.2342, Data-Driven Decision Making and Leadership EDLED-GE.2343, and Organizational Theory I AMLT-GE.2053.

The additional 12 units represent electives in which candidates, on the recommendation of their advisers, pursue additional study relevant to school improvement, teaching and learning, and community engagement and collaboration based on their individual expertise and experience. Electives may be selected from courses in the Educational Leadership Program; from departmental courses in educational technology and in higher and postsecondary education; and from courses throughout the University in related areas such as teaching and learning, applied psychology, history and sociology of education, public policy, and communications.

Strong candidates for this program must have experience in PK-12 education and a minimum of two years of teaching or student services experience. Throughout the program, successful candidates develop a leadership portfolio that provides evidence of the competencies they have developed, reflections on their field experiences, and their plans for continuous learning.

Candidates who successfully complete the M.A. program will be eligible for the Master of Arts degree in Educational Leadership: School Building Leader. Completion of the M.A. means that students will have successfully completed the academic preparation leading to New York state certification as a School Building Leader. Students are eligible for the state certification as a School Building Leader when they have also met all other state requirements, including successful completion of the assessment for all School Building Leader candidates administered by the New York State Education Department.

**Certificate of Advanced Study in Educational Leadership: School District Leader**

This program is appropriate for individuals interested in leadership opportunities as a superintendent, associate superintendent, or other district-level administrator. Prior to admission to the program, candidates must have completed both a master’s degree in education and the requirements for certification in School Building Leadership (or its equivalent). The Certificate of Advanced Study consists of 24 units, including 21 units of coursework, continuous leadership experiences, and a three-unit culminating internship.


Candidates are required to develop a portfolio that provides evidence of the competencies they have developed, reflections on their field experiences, and their plans for continuous learning.

Candidates who complete the program are eligible for the Certificate of Advanced Study in Educational Leadership: School District Leader. Candidates recommended for the certificate of school district leader will have successfully completed New York State assessment requirements.

**Doctoral Programs**

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

**Administrative Core (15 units):**

**Research in the Ed.D. Program (15 units):**
- Dissertation Proposal Seminar AMLT-GE.3400, Research in Educational Leadership EDLED-GE.3001, and nine units of research electives.

**Research in the Ph.D. Program (21 units):**
- Dissertation Proposal Seminar AMLT-GE.3400, Research in Educational Leadership EDLED-GE.3001, and 15 units of research electives in qualitative and quantitative studies.
Educational Technology programs: Educational Communication and Technology; Digital Media Design for Learning; Games for Learning

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

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

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

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

All four programs prepare individuals for leadership and other professional roles in the diverse field of educational media and technology. Many Masters and Advanced Certificate graduates design and produce digital technology-based learning environments, for example simulations and games. Some of our students work as interaction designers for exhibitions in museums and other cultural institutions. Others design and produce educational media for network and cable television, radio, handheld and portable devices; their work includes educational videos, multimedia, and software applications. Others are administrators and directors of academic technology, either K-12 or in higher education, or in corporate training for which media and technology have long been used. Graduates from the ECT doctoral program are typically faculty in higher education, where they teach and do research in educational communication and technology, media studies, cognition and human-computer interaction, and design; others with advanced degrees conduct research, evaluation, design, and development in centers with university, government, or corporate affiliations.

All of our graduate students ground their design decisions and principles in a strong, research-based theoretical framework. The program is particularly interested in those features of digital media and technologies with potential to have cognitive, motivational, and sociocultural significance for learners. Design is viewed as pivotal to the nature, quality, and effectiveness of learning with technologies. Students and faculty approach this matter of design by understanding diverse perspectives on learning. Of special interest is the development of design principles informed by theoretical foundations and empirical findings, including cognitive science, the learning sciences, sociocultural theory, constructivism and constructionism, visual and auditory communication, human-computer interaction, and human symbolization.

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

The educational technology programs house two research laboratories and one institute. The two labs are CREATE, the Consortium for Research and Evaluation of Advanced Technologies in Education, and dolcelab, the Laboratory for Design Of Collaboration, Learning, & Experience. CREATE’s goal is to advance the cognitive science and sociocultural foundations by conducting empirical research on the educational design and use of advanced digital media for learning, with projects in areas such as secondary chemistry education, medical education, and learning through videogames. The dolcelab houses primarily design-based research for human empowerment through learning, with a special focus on learning for sustainability and global development, equity, and non-cognitive learning goals. A variety of research projects are ongoing in both labs, providing a range of research opportunities for doctoral, master’s, and advanced undergraduate students at NYU. Faculty from our programs also play a leadership role in the Games for Learning Institute (G4LI), a multi-institutional, cross-disciplinary initiative to study the design of effective games for learning.
DEGREE REQUIREMENTS
The Master’s and Advanced Certificate educational technology programs are primarily course based, with a final capstone (thesis) requirement for Master’s degrees. Internships provide an important optional component of these degrees as well. The doctoral degree is based on both coursework and research milestones, with a continuous research apprenticeship model.

Master of Science
The G4L Master of Science is a 36-unit program: two courses in the foundations of educational communication and technology category; four courses in the games foundations category; five electives chosen from either design electives and professional applications or from games-related courses in other NYU graduate programs; and the Master of Science capstone or thesis project.

Master of Arts
The DMDL Master of Arts is a 36-unit program: three courses in the foundations of educational communication and technology category; two courses in the design foundations category; four courses selected from the design elective category, games foundation category and/or the professional applications category; one or two electives chosen from other NYU graduate programs; and the Master of Arts capstone or thesis project. Students who take three of the four foundations of games for learning courses may declare a formal concentration in games for learning to be noted on the transcript.

Certificate of Advanced Study
The DMDL Advanced Certificate is a 30-unit program: three courses in the foundations of educational communication and technology category; two courses in the design foundations category; three courses selected from the design elective category and professional applications category; and two electives chosen from other NYU graduate programs. In addition, students in the certificate program must complete and write a report about three years of professional work experience in the field of educational media and technology; this three-year requirement may be completed before, during, or after completion of coursework. There is no thesis requirement.

Doctor of Philosophy
The ECT doctorate is a 57-unit program. Doctoral students are required to take seven specialization courses (21 units, including two courses in the foundations of educational communication and technology category, two courses in the research and doctoral seminars category, and three courses selected from any other ECT course category). An additional requirement of 36 units, in categories established by NYU Steinhardt, include six courses on research design and methods; two courses in educational foundations; the ECT content seminar; the dissertation proposal seminar; and two cognate (elective) courses. ECT doctoral students must meet and successfully pass the candidacy requirement, a scholarly literature review and research proposal related to dissertation research planned; prepare and present an approved dissertation proposal; and conduct and document dissertation research and present it successfully in an oral defense. To provide a venue for continuous research mentorship, all doctoral students in the program must maintain continuous registration in the doctoral colloquium, and are expected to participate in research activities in collaboration with faculty. Depending on how long it takes to complete the program, this may entail more than 57 units.

SUPPLEMENTARY APPLICATION REQUIREMENTS
Master of Arts/Master of Science
While neither GRE scores nor a portfolio of prior professional work in learning media or technology is required, either may be provided. In some cases applicants may be required to attend an admissions interview either face to face or online.

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

**STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS**
See page 180.

**SPECIAL OPPORTUNITIES**
Our programs offer an excellent array of educational media field internships in over 100 institutions in the greater metropolitan area. Students assist faculty in research, design, and production projects in all media with which the program is concerned; these may be externally funded media projects, projects produced for departments within the University, or media programs developed for schools and other community organizations. In addition, students may participate in ongoing research projects. The program hosts guest speakers of faculty and other students. Prospective doctoral students are strongly encouraged to contact faculty members they are interested in working with in advance. Prospective masters and advanced certificate students are strongly encouraged to attend program information sessions or webinars; one-on-one preadmissions meetings are not routinely scheduled for Master’s level applicants.

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

**FACULTY**
Behringer, Marcus, Mayhew, Moja, O’Connor, Stage, Teranishi

**AFFILIATED FACULTY**
Cohen, Hammack, Malczewski, Stimpson, Wechsler

**ADJUNCT FACULTY**
Ellett, Nolan, Wood

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

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

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

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

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

**DEGREE REQUIREMENTS**

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

The M.A. program allows students to select a program of study from a wide range of interdisciplinary courses. The 36-unit program includes 18 required units in higher education and 18 units in electives, 15 of which may be taken outside the program. Students also have the option of selecting an unofficial Area
of Study in order to design a course plan around one of the following: Student Affairs, Administration and Academic Affairs, International Education, and Workplace Learning Leadership.

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

Required Courses in Higher Education

Business and Workplace Education
The M.A. Program in Teachers of Business Education in Higher Education prepares students for careers as teachers of business subjects in community colleges, private business schools, and four-year colleges and as learning and development specialists who can develop curriculum, administer instruction, and teach within business, industry, and government. For completion of the master’s degree, 36 units are required in the following areas:

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

Content (9 units): Courses in the business discipline specialization, such as accounting, marketing, management, finance, and information systems. Courses may be taken in the graduate division of the Leonard N. Stern School of Business or the Robert F. Wagner Graduate School of Public Service.


Advanced Certificate
The program offers two Advanced Certificates. The postbaccalaureate Certificate Program in Workplace Learning consists of 15 units and provides opportunities for organizational learning and performance professionals to study in an integrated curriculum that has immediate applicability to their professional responsibilities. Courses are chosen from among Workplace Learning HPSE-GE.2010, Designing and Managing Organizational Learning Programs HPSE-GE.2081, Research Approaches and Techniques in Postsecondary Education, HPSE-GE.2088, Learning in Higher and Workplace Education HPSE-GE.2122, Evaluation of Current Literature in Business and Business Education HPSE-GE.2004, and Colloquium in Workplace Education HPSE-GE.2070.

The program also offers an Advanced Certificate of Study in Teachers of Business Education in Higher Education that consists of 30 units beyond the master’s degree. This highly flexible program permits students to pursue their individual career goals through focused coursework, independent study, and research.

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

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

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

Course plans are designed according to Ph.D. Program Guidelines: Doctoral Seminar HPSE-GE.3009; Higher Education Specialization (18-24 units), including required courses (6 units): Doctoral Colloquium in Higher Education HPSE-GE.3001 and Theoretical Perspectives for Research on College Students HPSE-GE.3120, Foundations of Education (6 units by advisement). Research (18 units of quantitative and qualitative research courses by advisement and the 3-unit Higher Education Dissertation Proposal Seminar HPSE-GE.3015). Cross-disciplinary preparation/cognate electives (6 units by advisement).

Ed.D. Program in Higher and Postsecondary Education
The Ed.D. program is a part-time cohort program that focuses on issues of how research can be utilized to inform professional practice and centers on an extensive program of coursework in higher and postsecondary education. It requires 60 units beyond the M.A. degree. Required courses for Ed.D. study: Doctoral Seminar HPSE-GE.3009, Doctoral Colloquium in Higher Education HPSE-GE.3001, Theoretical Perspectives for Research on College Students HPSE-GE.3120, and two summer workshops (one each taken in consecutive summers). Electives can include the history of higher education, organizational theory, globalization, finance and governance, adult and workplace learning, and organizational studies. The culminating experience is a portfolio that includes both a research report and another product that may take the form
of a policy brief, article, book chapter, workshop design, professional presentation, or curriculum project.

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

**SUPPLEMENTAL APPLICATION REQUIREMENTS**

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

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

Doctoral applicants should arrange for an interview with a program faculty member to determine the congruence of their professional aspirations and the program’s purposes and directions. Additionally, after admission, visits to campus are helpful to admitted doctoral students who are seeking financial support.

### Courses

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

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**NOTES TO COURSES**

*Registration closed to special students.

#### DEPARTMENTAL COURSES/AMLT-GE

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

**Organizational Theory I**

AMLT-GE.2053 Astuto. 30 hours: 3 units. Fall, spring.

**Organizational Theory II**

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

**International Perspectives on Education Reform**

AMLT-GE.2072 Moja. 30 hours: 3 units. Fall.

**Educational Reform and Leadership**

AMLT-GE.3301 Anderson. 30 hours: 3 units. Spring.

**Dissertation Proposal Seminar**

AMLT-GE.3400 Staff. 45 hours: 3 units. Fall, spring.

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#### BUSINESS EDUCATION/HPSE-GE

Readings in Business and Workplace Learning

HPSE-GE.2004 O’Connor. 30 hours: 3 units. Spring.

Informal Learning in Organizations

HPSE-GE.2010 O’Connor. 30 hours: 3 units. Spring.

Curriculum Development in Organizations and Post Secondary Education

HPSE-GE.2046 Staff. 30 hours: 3 units. Fall.

Colloquium in Workplace Education

HPSE-GE.2070 O’Connor. 30 hours: 3 units. Spring.

Designing and Managing Organizational Learning Programs

HPSE-GE.2081 O’Connor. 30 hours: 3 units. Fall.

Institutional Assessment in Higher Education

HPSE-GE.2090 (See HPSE-GE.2087)

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#### EDUCATIONAL LEADERSHIP/EDLED-GE

Internship in Business Education

HPSE-GE.2105,2106* O’Connor. 90 hours: 3–6 units each term. Fall, spring; hours to be arranged. Registration by permission of instructor. Independent Study

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

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#### SPECIAL OPPORTUNITIES

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

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STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 180. ▶

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**Courses**

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

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**NOTES TO COURSES**

*Registration closed to special students.
Courses, continued

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

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

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

Internship Seminar in School Leadership
EDLED-GE.2161  Astuto. 30 hours: 3 units. Fall, spring, summer.

Advocacy in Education
EDLED-GE.2205  Anderson. 30 hours: 3 units. Fall, spring.

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

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

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

Leadership for School Improvement
EDLED-GE.2305  Staff. 30 hours: 3 units. Fall, summer.

Politics of Education
EDLED-GE.2341  Staff. 30 hours: 3 units. Spring.

The Politics of Multicultural School Communities
EDLED-GE.2342  Larson. 30 hours: 3 units. Spring, summer.

Data-Driven Decision Making and Leadership
EDLED-GE.2343  Anderson. 30 hours: 3 units. Spring.

Educational Policy Analysis
EDLED-GE.2355  Dumas. 30 hours: Fall, spring.

Demographic Analysis and School-Community Planning
EDLED-GE.2367  Staff. 30 hours: 3 units. Spring.

Individual Learning Systems for Administrators
EDLED-GE.2901*  Astuto. 30–120 hours: 3–12 units. Fall, spring, summer.

Research in Educational Leadership
EDLED-GE.3001  Staff. 30 hours: 3 units. Fall.

Educational Policy Analysis
EDLED-GE.3005  Dumas. 30 hours: 3 units. Spring.

Information Strategies for Educational Policy and Practices
EDLED-GE.3015  Staff. 30 hours: 3 units. Spring.

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

EDUCATIONAL COMMUNICATION AND TECHNOLOGY/EDCT-GE

FOUNDATIONS OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY

Educational Design for Media Environments
EDCT-GE.2158  Hoadley. 30 hours: 3 units. Fall.

Cognitive Science and Educational Technology I
EDCT-GE.2174  Plass, Hoadley, Schwartz. 45 hours: 3 units. Spring.

Cognitive Science and Educational Technology II
EDCT-GE.2175  Goldman. 30 hours: 3 units. Fall.

EDUCATIONAL MEDIA DESIGN FOUNDATIONS

Architecture of Learning Environments
EDCT-GE.2177  Goldman, Reardon. 30 hours: 3 units. Spring.

Interaction Design for Learning Environments
EDCT-GE.2195  Migliorelli, Plass. 30 hours: 3 units. Fall.

FOUNDATIONS OF GAMES FOR LEARNING

Video Games and Play in Education
EDCT-GE.2500  Hoadley, Richard. 30 hours: 3 units. Spring.

Designing Simulations and Games for Learning
EDCT-GE.2505  Plass. 30 hours: 3 units. Fall.

Narrative, Digital Media, and Learning
EDCT-GE.2510  Goldman. 30 hours: 3 units. Fall.

Research on Simulations and Games for Learning
EDCT-GE.2505  Plass. 30 hours: 3 units. Spring.

MEDIA DESIGN ELECTIVES

Educational Video: Design and Production I
EDCT-GE.2153  30 hours: 3 units. Spring.

Media for Museums and Public Spaces
EDCT-GE.2200  Majzlin. 30 hours: 3 units. Spring.

Current Topics in Developing Learning Technologies
EDCT-GE.2220  Fadjo. 30 hours: 3 units. Summer.

Educational Design for the World Wide Web I
EDCT-GE.2251  Staff. 30 hours: 3 units. Fall.

Educational Technology in Global Context
EDCT-GE.2351  Hoadley. 30 hours: 3 units. Fall, Spring.

Educational Video: Design and Production II
EDCT-GE.2354  Staff. 30 hours: 3 units. Fall. Prerequisite: EDCT-GE.2153 or permission of the instructor.

Advanced Video Design Workshop
EDCT-GE.2516  Staff. 30 hours: 3 units. Fall. Prerequisite: EDCT-GE.2154 or permission of instructor.
Simulations and Games for Education
EDCT-GE.2176 Plass. 30 hours: 3 units. Fall. Prerequisites: EDCT-GE.2174, EDCT-GE.2175, or permission of the instructor.

Advanced World Wide Web Design Lab
EDCT-GE.2177 Staff. 30 hours: 3 units. Spring. Prerequisite: EDCT-GE.2251 or equivalent.

Educational Technology Studio Practicum: Special Topics
EDCT-GE.2550 Staff, 10-40 hours; 1-4 units, Summer, Spring, Fall.

PROFESSIONAL APPLICATIONS

Professional Applications of Educational Media in New York City
EDCT-GE.2211 Majzin. 30 hours: 3 units. Fall.

Integrating Media and Technology in the K-12 Curriculum
EDCT-GE.2018 Staff. 10 hours per unit: 1-3 units. Fall, spring, summer.

Media Practicum: Internships
EDCT-GE.2197 Majzin. 180 hours: 3 units. Fall, spring, summer. Includes fieldwork and seminar on campus. May be taken a maximum of two times.

K-12 Student Teaching in Educational Communication and Technology
EDCT-GE.2198 Majzin. 180 hours: 3 units. Fall, spring. Includes fieldwork and seminar on campus. May be taken a maximum of two times. Permission of the instructor is required. Repeatable to a maximum of 6 units.

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

Educational Communication and Technology Research
EDCT-GE.2095 Staff. 15 hours per unit: 1-3 units. Fall, spring. Restricted to ECT majors. Permission of the program coordinator required.

RESEARCH AND DOCTORAL SEMINARS

Digital Video Ethnography: Cultural Interpretations with New Media
EDCT-GE.2075 Goldman. 30 hours: 3 units. Spring.

Content Seminar in Research in Instructional Technology
EDCT-GE.3311 Goldman, Plass, Hoadley. 45 hours: 3 units. Spring. Permission of the instructor required. Restricted to ECT majors.

Advanced Seminar in Research and Practice in Educational Technology
EDCT-GE.3076 Goldman, Plass, Hoadley. 30 hours: 3 units. Fall. Prerequisite: EDCT-GE.3311.

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

INDEPENDENT STUDY

Independent Study
EDCT-GE.2300 Staff. 45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged. For description, see page 173.

HIGHER AND POSTSECONDARY EDUCATION/HPSE-GE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Diversity in Higher Education
HPSE-GE.2161 Teranishi. 30 hours: 3 units. Spring.
Independent Study
HPSE-GE.2300  Staff. 45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged.

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

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

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

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

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

Theoretical Perspectives for Research on College Students
HPSE-GE.3120 Stage. 30 hours: 3 units. Fall.
DEPARTMENT OF

Art and Art Professions

DEGREES
M.A., M.F.A.

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

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

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

Degree Programs in Studio Art
The M.F.A.
Program in Studio Art is an intimate and highly competitive full-time program that combines art and critical theory with ambitious studio practice. Faculty members meet regularly with students both individually and in small, intensive group critiques, seminars, and projects classes. Weekly visiting artist and curator lectures enhance the program’s connection to the art world and contemporary critical theory. Facilities and faculty expertise include painting, drawing, installation, sculpture, photography, digital art, video, printmaking, performance, ceramics, metalsmithing, curatorial projects, and environmental art activism.

The M.A. in Studio Art Summer Program provides a unique opportunity for professional artists and educators to expand their creative potential and focus their studio art practice in an intensive three-summer course of study that leads to a thesis exhibition and a master’s degree. The program’s six-week summer schedule enables students to engage in full-time intensive study. This program combines individual and group critiques with weekly visiting artist/curator lectures.

The M.A. in Studio Art Summer Program in Berlin provides artists and current and prospective art teachers an opportunity to work in a rich artistic milieu where they will meet internationally acclaimed artists, critics, and curators. Contemporary art practice and theory is fused throughout the program with ongoing lectures, seminars, and visits to museums, galleries, artist studios, and cultural sites.

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

Post-baccalaureate certificate students are recent B.F.A., B.S., or B.A. graduates in art or related fields who wish to strengthen their artistic and conceptual skills and who may be preparing a portfolio to apply to M.F.A. programs.

Certificates are ideal for those who have completed a master’s degree and wish to continue developing a studio art practice, while also addressing the larger philosophical and cultural implications of contemporary artistic activity. The program of study is centered on a core Graduate Projects praxis course and includes individual studio critiques with visiting artists.

Degree Programs in the Arts Professions
The M.A. Program in Art Education seeks to transform the landscape of the field through a radical approach to visual arts education. With a special focus on contemporary art and its social context, the program conceptualizes the artist-teacher as cultural producer, intellectual, and activist. Coursework is designed for students who wish to pursue graduate-level professional training leading to teacher certification as artist-teachers in public and private schools, museums, community-based programs, and other alternative educational sites.
The M.A. Program in Art Therapy offers an in-depth psychological and yet strongly art-based curriculum, including rigorous academic coursework and an extensive internship practicum (1,000 hours) at a wide range of placements and populations in the metropolitan area. The program also offers a unique cross-cultural internship experience in non-Western countries such as Tanzania, Peru, South Africa, and Morocco. The program was established by Edith Kramer, a pioneer and prominent figure in the field, and is one of the first training programs accredited by the American Art Therapy Association.

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

The M.A. Program in Visual Arts Administration promotes a thorough understanding of the cultural forces affecting the visual arts for professionals managing arts organizations. Students develop keen management, marketing, and financial skills and work with both for-profit and not-for-profit organizations. In addition to taking coursework in the department, students take classes at the Stern School of Business and the Robert F. Wagner Graduate School of Public Service. Through consideration of conceptual and practical issues, students are prepared for the increasingly specialized opportunities in this important and exciting field. The M.A. Program in Visual Arts Administration also offers study abroad in the Netherlands, Berlin, and London. In these international seminars, students explore current cultural and social issues affecting international arts practices. Working professionals gain fresh insights into managing arts organizations while acquiring an overview of European cultural policies.

Global Study NYU Steinhardt is expanding its ArtSites in Berlin, Shanghai, and Ghana to accommodate graduate study in studio art. Global ArtSites enable students to participate directly in the most innovative and challenging art scenes in the world and have opportunities to study, produce, curate, and exhibit work in these cosmopolitan environments. NYU offers a range of summer and winter session courses abroad. Classes and workshops taught by NYU faculty and local artists, scholars, and professionals introduce students to the local art scene and explore the differences in global cultures that are influencing contemporary art. The university is also expanding its new campus in Abu Dhabi in the coming years.

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

Internships in Art New York City provides a wide range of internship settings that help students make essential connections and acquire professional experience in fields related to their studies that will serve them well into the future. An internship coordinator works closely with students to ensure successful experiences. Recent internships include the Metropolitan Museum of Art; MoMA/PS 1; NYC Department of Cultural Affairs; Artists Space; Creative Time; Christies; prominent commercial galleries such as Lehmann Maupin and Gagosian; artists such as Matthew Barney and Diana Al-Hadid; and creative companies, including Viacom, Condé Nast Publications, Anthropologie and Armani.

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

Special Departmental Features The Visiting Artist and Curator Lecture Series is just one of the vibrant public programs that includes lectures, performances, panels, symposia, and video screenings. Recent visiting faculty include David Salle, Richard Flood, Kurt Kauper, Peter Eleey, Kalup Linzy, Leigh Ledare, Keith Edmier and Claude Wampler. Recent visiting artists include Keltie Ferris, Nick Maus, Matt Keegan, Martin Kersels, Sue Williams, Simone Leigh, Amie Siegel, Alex Da Corte, Dike Blair, Wayne Koestenbaum, and Xavier Cha.

The Department of Art and Art Professions provides exceptional opportunities for cross-disciplinary discourse and experimentation. New York City’s galleries, museums, schools, studios, and performance spaces from Chelsea to Brooklyn and the Lower East Side are an integral part of NYU’s extended campus, as are the University’s vast intellectual and academic resources.

New York University is one of the nation’s leading research universities, with 48,000 students enrolled in 14 schools and colleges. With students from all over the world, the multinational, multiethnic makeup of the student body presents myriad perspectives, energetic exchanges, and fresh insights.
Faculty


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


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


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

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

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


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


Number of Adjunct Faculty

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

M.A. Degree in Studio Art Summer/New York
36 units, three summers
The M.A. in Studio Art Summer Program in New York is a three-summer, 36-credit program in interdisciplinary studio art practice. The program provides a unique opportunity for working artists and art educators to expand their creative vision, experiment with new genres, and explore issues in contemporary art and critical theory. An intensive and demanding course of study, the M.A. studio art combines the excitement of the New York art world with the resources of a research university.

During three intensive summer sessions, students are provided with studio space and immersed in the development of a body of work under the guidance of NYU’s renowned faculty in studio art and critical studies. Students participate in an M.A. Thesis Exhibition at the department’s 80 Washington Square East Galleries during their third summer. A sequence of required core courses engages students in a dynamic dialogue with faculty about contemporary art and serves as the foundation on which students build their studio practice. Facilities and courses are available in painting, drawing, sculpture, photography, digital art, video, printmaking, and ceramics as well as art theory, art history, and critical studies. Individual critiques with faculty and visiting artists and critics enhance students’ studio practice.

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

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

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

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

Post-baccalaureate certificate students are recent B.F.A., B.S., or B.A. graduates in art or related fields who wish to strengthen their artistic and conceptual skills and who may be preparing a portfolio to apply to M.F.A. programs.

The post-master’s certificate is ideal for those who have completed a master’s degree and wish to continue developing a studio art practice while also addressing the larger philosophical and cultural implications of contemporary artistic activity. The program of study is centered on a core Graduate Projects praxis course and includes individual studio critiques with visiting artists.

DEGREE REQUIREMENTS
All certificate students are required to take 3 credits in Graduate Projects and 9 credits in studio electives.

VISITING ARTIST AND CURATOR LECTURE SERIES AND STUDIO VISITS
The weekly Visiting Artist and Curator Lecture Series is an important facet of both the M.F.A. and summer M.A. Studio Art Programs. Once each week, students meet individually with art department faculty and selected visiting artists, followed by a presentation by the visiting artist/curator. Because of the University’s location in the center of the New York art world, these lectures regularly bring some of the city’s most innovative artists and critics into the department. The lectures serve as a forum for the discussion of contemporary issues in the visual arts and are meant to interface with students’ work and expose them to the ideas and experiences of professional artists and critics.
Recent visiting artists and curators include Dike Blair, Xavier Cha, Alex Da Corte, Keltie Ferris, Nick Mauss, Matt Keegan, Martin Kersels, Wayne Koestenbaum, Simone Leigh, Amie Siegel, and Sue Williams.

Painting and Drawing

Maureen Gallace
mag6@nyu.edu

Graduate study in painting and drawing explores the ability of these media to communicate through visual, tactile, and conceptual means. The program sustains a rigorous critical dialogue through one-on-one meetings with faculty and visiting artists, in addition to group discussions and critiques. Focus is on issues specific to painting as it relates to history, aesthetics, materials, and contemporary life. Emphasis is also placed on how the practice of painting can interact with—sometimes contrasting and sometimes complementing—other forms of art making. Peer-to-peer camaraderie is a strong component of the program. Students are encouraged to experiment and expand their current studio strategies as they develop a vital and personalized art practice. The painting and drawing faculty is led by Maureen Gallace and includes Marlene AcMcCarty, Jesse Bransford, John Torreano, and Ross Bleckner, as well as many acclaimed adjunct and visiting faculty, including David Salle, Kurt Kauper, and Rick Moody.

Sculpture

Sue deBeer
sue.debeer@nyu.edu

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

The sculpture facility covers a full floor of the Barney Building and is divided into a wood and metal shop, a critique room, and a plaster and moldmaking studio. Shop technicians are available for information and oversight of the studio. The sculpture facility includes area director Sue deBeer, who recently completed solo exhibitions in Berlin, Los Angeles, and New York, and internationally renowned artists such as Trisha Donnelly, Carol Bove, Keith Edmier, Beverly Semmes, Luis Gispert, Corey McCorkle, Rico Gatson, Curtis Mitchell, Dave Hardy, and Ian Cooper, along with other innovative practitioners. Courses range from theory-driven classes such as Corey McCorkle’s class on Walter Benjamin to technical classes in moldmaking.

Sculpture: Craft Media

Judith Schwartz
judith.schwartz@nyu.edu

A vibrant cross-disciplinary movement in contemporary art has created renewed connections between fine arts, design and craft media. Courses in ceramics, mold making, mixed media sculpture, metalsmithing, jewelry, and sewn fabrics allow artists to expand their ideas and practices through a wide range of materials and skills in the art department’s studio facilities. In ceramics, the fully equipped, natural light studios housing electric, down, and updraft gas kilns, wheels and hand building areas provide an ideal facility for a dynamic working environment in the heart of Manhattan. Students can expand their creative vocabulary in glass as well, through a unique liaison with Urban Glass, the largest facility in the United States dedicated to glass as an art form. The mixed media studio supports a variety of experimentation in soft sculpture, metal craft, and critical theory classes that focus on the intersection of new and old media. As a space that crosses artistic and aesthetic borders, these studios are an important reflection of the interdisciplinary use of materials that is vital to craft scholarship and contemporary art engaging artists, designers, artisans, and historians.

Area director, Judith Schwartz, Ph. D. is one of the world’s leading authors and curators in ceramics and craft media. Faculty, including Matt Nolen, Beverly Semmes, Kathy Butterly, Klaus Burgei, Shida Kuo, Sayumi Yokouchi, and Kanik Chung, discuss work within an historical, contemporary, and theoretical framework designed to foster technical, literary, and critical skills. Both the artist and the artist/teacher are prepared to meet professional standards for a global career.

Printmaking

Mark Johnson
markjohnson@nyu.edu

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

The print studios enable students to realize projects in a wide variety of methods, including etching, silkscreen, relief, book arts, letterpress, as well as digital laser cutting and 3-D printing. Print collections housed in the city’s museums and galleries contribute to a highly developed environment for the study of printmaking. The printmaking area is supervised by Mark Johnson; faculty includes Kiki Smith, Valerie Hammond, Ruby Atlier, and Noah Breuer.

Digital Art

Kevin McCoy
km89@nyu.edu

As we look toward the future of technology, the role of artists in realizing the potential, as well as the potential difficulties, inherent in rapid cultural change is more central now than at any time since the Bauhaus. The vision of artists in humanizing technology, allowing individuals to respond to mass media, is a unique form of resistance as well as a
source of creative energy. The computer studio includes a laptop lounge; an iMac classroom with a full range of software for Photoshop, drawing, design, video, 3-D, sound, Web, and open-source projects; and equipment for video projection, scanning, small-scale prints, and drawing tables has enabled the art department to explore new media on a vastly expanded scale. New courses have been developed in design, free-ware, Web-based art, laser cutting, and 3-D printing, as well as seminar courses in post-postmodern theory. The Digital Printing Studio, with its large-scale Epson printers, has brought all of the department’s programs together for workshops and exhibitions. Artist Kevin McCoy recently completed major installations for the British Film Institute and MoMA in New York.

Photography

Gerald Pryor
gp1@nyu.edu

Photography is an art activity that asks for still meanings. Present time is considered through past memory and future desire. Photography can extend into other art forms such as video, digital art, and performance. Thus it is central to the development of art in the 21st century and can embrace aesthetics, political issues, and an ongoing dialogue with the “self.”

The NYU/Steinhardt Art Department maintains state-of-the-art analogue and digital facilities complete with a 30” color processor, group black-and-white and color labs, and eight individual color darkrooms. The classrooms, which can also be used as shooting studios, are equipped with iMacs, video and slide projectors, scanners, and digital photo printers. There is a large selection of equipment for loan from 35 mm, digital, 4 x 5 cameras, and tungsten lights to professional strobe lights. Introductory, intermediate, and advanced classes are offered in black-and-white, color, digital, documentary and photography and performance, as well as studio courses including lighting and medium- and large-format cameras. There are also large digital Epson printers, including the Epson 9900, available for printing. Artists, critics, and historians share faculty duties in this innovative area, led by artist Gerald Pryor. Outstanding photography faculty members include Lyle Ashton Harris, Hiroshi Sunairi, Adam Putnam, O Zhang, David Lawrence, Katie Murray, Nancy deHoll, Bettina Johae, Rita Barros, Nancy Barton, and Dan Torop.

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

Video

Video has been a major force in the art world since the 1970s; with new advances in technology, video will soon become a dominant force in commercial film industries, as well. Artists working in video have been at the forefront of these new developments, exploring both the public impact of mediated imagery and the personal resonance of increasingly convenient technologies. In fall 2008, the department completed a new computer studio for video and new media, housing 16 innovative iMac workstations, a laptop lounge, and viewing areas, projection, and video equipment checkout. An advanced video suite contains two additional editing stations and a 24p camera. The video faculty include Jennifer Krasinski and Alex McQuilkin.

Environmental Art Activism

Natalie Jeremijenko
nj6@nyu.edu

Natalie Jeremijenko, one of the most visible and dynamic artists working at the intersection of art, technology, engineering, and environmental studies, has established the Environmental Health Clinic, a laboratory to diagnose environmental ills and create solutions for a greener future. Working with designers, gardeners, and computer scientists, Jeremijenko, who is herself an engineer as well as an artist, has established a cross-disciplinary team of artists and researchers who contribute to a slate of poetic and political projects.
The M.A. Programs in Art and Education aspire to transform the landscape of the field through a radical approach to visual arts education and artistic practice. With a special focus on contemporary art and its social context, the programs position the artist-teacher as cultural producer, intellectual, and activist able to work in schools, museums, community-based programs, alternative educational sites, and in the public realm. Our programs also prepare students to be innovative researchers and persuasive advocates for the arts in schools and society. There are three different Masters degrees offered:

- **MA-Teaching Art, All Grades leading to Initial Certification**
- **MA-Teaching Art, All Grades leading to Professional Certification**
- **MA in Art, Education, and Community Practices**

**MA-Teaching Art, All Grades (Initial-36 credits)**

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

For students who have an undergraduate B.A. or B.F.A. degree in studio art and wish to acquire teacher certification, the M.A. Program in Teaching Art, All Grades, offers a curriculum that satisfies the academic requirements for New York State teacher certification. To fulfill New York State teacher certification requirements for initial certification, the candidate must enroll in the 36-credit M.A. program.

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

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

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

**MA-Art, Education, and Community Practices**

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

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

This program does not lead to certification for teaching.

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

**CAREER OPPORTUNITIES**

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

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

**DEGREE REQUIREMENTS**

**M.A. candidates in Initial Certification (36 credits)** take the following courses: Pedagogical Foundations (16 credits); Studies in Critical Theory in Art Education (6 credits); Advanced Studio in Art (6 credits); Student Teaching in Art Education (6 credits); The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/Violence Prevention (0 credits); and Research in Art Education and Final Project (3 credits).

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

**MA candidates in Art, Education and Community Practices (34 credits)** take courses in the following areas: Contemporary Artistic Practice (6 credits); Educational Theory (3 credits); Social Activism (3 credits); Guided Electives (10-12 credits); Terminal Capstone Project (9 credits).

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

**ADMISSION REQUIREMENTS**

In order to be considered for admission to the initial or Professional certification programs (36 or 30 credits), applicants must have a minimum GPA of 3.0 and a bachelor’s degree with a minimum of 27 credits in studio art and a minimum of 9 credits in art history, as well as a liberal arts/general education degree from an accredited four-year college or university. For international applicants, a minimum TOEFL score of 100 IBT is required.

In addition to the general requirements, applicants must submit 20 examples (in digital form) that reflect the strongest selections of their artistic practice and a 500-word (typed) statement describing their interests, experience and the direction they wish to pursue in the field. We encourage applicants to address the following in their statement: Describe your previous experiences teaching art or in other related fields. Why is it important to teach art in schools? What is the role of art and the artist in society today? Why are you applying to the NYU program in Art Education and how will the program support your personal and professional goals?

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

**ACCREDITATION**

The Steinhardt School of Culture, Education, and Human Development teacher education program has been accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years. The accreditation certifies that the Steinhardt teacher education program has provided evidence that it adheres to TEAC’s quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop and improve its programs that prepare teachers. For more information, contact TEAC, One Dupont Circle, Suite 320, Washington, DC 20036; 202-466-7236; www.teac.org.

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

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**Visual Arts Administration**

(Nonprofit and For-Profit Concentration)

**DIRECTOR**
Sandra Lang
sl65@nyu.edu

**DEGREE**
M.A.

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

The Visual Arts Administration M.A. Program addresses the whole art ecology, including the cultural environment in which art and arts organizations operate, the role of the artist in society, how artwork is documented, presented and interpreted, the structure and management of organizations that display artwork—both non-profit and for-profit—and the role of art theorists, critics, curators, and collectors. The Program curriculum also considers how education in arts organizations expands knowledge and builds audiences, the increasing role of art in urban development and public spaces, and new approaches and tools for encouraging access and participation. Students acquire the theoretical and practical tools for fundraising, financial management, marketing, and knowledge of new media and technology in the visual arts. While the program is primarily oriented toward the non-profit segment of the field, it also offers a strong for-profit concentration.

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

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

**CAREER OPPORTUNITIES**

Both the internship program and the master’s thesis provide critical opportunities for graduate students to develop relationships with art organizations in New York, nationally, and internationally. The program includes a series of supervised internships. Students have gained placement in museums, alternative spaces, public art agencies, galleries, auction houses, and consultancies and work with program advisers and the department’s internship coordinator in planning this important component of their educational experience.

Organizations providing internship and research opportunities locally have included the Museum of Modern Art, Metropolitan Museum of Art, Solomon R. Guggenheim Museum, New York City Department of Cultural Affairs, JPMorgan Chase Manhattan Bank Collection, Jewish Museum, Asia Society, Sotheby’s, Christie’s, Whitney Museum of American Art, Cooper-Hewitt National Design Museum, and Pace-Wildenstein Gallery. A more complete listing of the organizations where graduate students have secured national and international internships may be found on the program’s webpage, steinhardt.nyu.edu/art/admin

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

**DEGREE REQUIREMENTS**

I. Core Courses (12 units)

Law and the Visual Arts ARVA-GE.2028 (3 units), The Environment of the Visual Arts ARVA-GE.2030 (3 units), Information Systems for the Visual Arts ARVA-GE.2109 (3 units).

II. Electives by advisement are selected from, but not limited to, the following as well as courses offered throughout the university (6 units): Function and Structure of Museums ARVA-GE.2015 (3 units); Exhibition and Display of Art and Material Culture ARVA-GE.2079 (3 units); Corporate Art Programs ARVA-GE.2060 (3 units); Corporate Art Programs ARVA-GE.2118 (3 units); Corporate Branding in Arts Organizations ARVA-GE.2154 (3 units); Cultural Branding in the Arts Corporate Sponsorship ARVA-GE.2212 (1.5 units); Introduction to Galleries and Museums ARVA-GE.2002 (3 units); Issues and Practice in Arts Administration: The European Context ARVA-GE.2215 (3 units) (Netherlands and Berlin); History of Taste 1850-present ARCTR-GE.2141 (3 units); History of Contemporary Art and New Media ARCTR-GE.2235 (3 units); Art and Ideas ARCTR-2450; Art Theory and Criticism I ARCTR-GE.2801 (3 units); Art Theory and Criticism II ARCTR-GE.2802 (3 units); Current Issues in Art Education ARTED-GE.2070 (3 units); Art Education in Alternative Settings ARTED-GE.2276 (3 units); Cultural Tourism MPAPA-GE.2225 (1.5 units).

Program Total: 51 units

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

**ADMISSION REQUIREMENTS**

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

International students must have a minimum TOEFL score of 100 IBT to apply to the program. On arrival at New York University, accepted applicants will be tested by the American Language Institute and must qualify for level 84 of instruction.

**STUDY ABROAD**

An international study abroad seminar provides graduate students, alumni of arts administration programs, and arts management professionals with a
**Visual Arts Administration, continued**

unique opportunity to observe exciting changes in the visual and performing arts in a broad range of European venues. Students explore current cultural and social issues affecting international arts practices in both nonprofit and for-profit institutions. For further information, please contact the Office of Academic Initiatives and Global Programs at 212-992-9380.

**COUNCIL ON ARTS MANAGEMENT PROGRAMS**
The Council on Arts Management Programs is a faculty group in NYU Steinhardt that represents the fields of music business, performing arts administration, and visual arts administration. The council’s mission is to ensure a vital future for the arts by educating highly qualified professionals to shape, influence, and lead arts organizations, institutions, and businesses and to serve the present and future needs of artists. The goals of the council are to lead public events highlighting important developments in the fields of art and business and incorporate results into learning outcomes; to generate innovations in curricula through active interchange among programs and dissemination of new knowledge and research; and to examine and integrate national and international developments affecting the arts in their cultural, social, economic, and political contexts. For further information, visit steinhardt.nyu.edu/commissions/arts_management.

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**Costume Studies**

**DIRECTOR**
Nancy Deihl
nbd2012@nyu.edu

**DEGREE**
M.A. in Costume Studies
Dual M.A. in Costume Studies and M.S. in Library and Information Sciences

The *field of costume studies* is one of the most exciting areas of current visual arts research. Since 1979 the M.A. program in Costume Studies has focused on the history of costume and textiles in its broadest aesthetic and cultural contexts. It was the first curriculum in the United States to educate specialists in this field. An additional dual degree option between The Department of Art and Art Professions and LIU Post’s Palmer School of Library and Information Science bridges the gap between theory and practice, so that students benefit from the programs’ complementary strengths in teaching information science and costume studies.

The programs offer courses that emphasize the relation of costume studies to material culture and the fine and decorative arts. The 42-unit M.A. curriculum includes core courses as well as electives in exhibition and museum topics, art theory and criticism, and the decorative arts. The 60 unit dual M.A. and M.S offers many of the same core course with the additional unique combination of courses that address costume studies and library and information science.

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

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

**DEGREE REQUIREMENTS**

**MA in Costume Studies**


- **Final Project** (3 units): Research in Costume Studies ARCS-GE.2302.

- **Electives** (9-12 units): students choose from among many offerings such as Exhibition Design ARVA-GE.2019, History of Taste ARTCR-GE.2141, Appraisal and Valuation of Art ARVA-GE.2171, Independent Study ARCS-GE.2300.

**DEGREE REQUIREMENTS**

**Dual Degree MA in Costume Studies/MS in Library and Information Science**


- **Final Project** (3 units): Research in Costume Studies ARCS-GE.2302.

- **Electives** (12 units): Costume Con-
Art Therapy

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

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

In the diagnosis, planning, and treatment of individuals and groups, the art therapist functions typically as a member of a multidisciplinary team. Professional skills include a working knowledge of the concepts and methods of art therapy, as well as the ability to communicate its approach and methods to the team. While the major frame of reference for psychological understanding in the program is based on psychoanalytic theory, students are required and encouraged to study a wide range of personality theories.

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

**CAREER OPPORTUNITIES**

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

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

**PROFESSIONAL REGISTRATION AND DEVELOPMENT**

New York University’s M.A. degree in art therapy meets the educational requirements for registration (A.T.R.) by the American Art Therapy Association and for New York State Creative Art Therapy License (L.C.A.T.). New York University is also concerned with the continued growth and development of art therapists. The Art Therapy program has instituted post-master’s courses of interest to working professionals, such as Supervision Techniques in Art Therapy (ARTT-GE.2221). In addition, it offers a lecture series and symposia featuring speakers from the fields of art, art history, psychoanalysis, psychiatry, and psychology. These special programs allow art therapists and related professionals to expand their knowledge and experience.

**ADMISSION REQUIREMENTS**

Applications are for fall admission only. Matriculation requires a bachelor’s degree from an accredited college or university. Prerequisite courses required include a minimum of 18 units in studio art, 12 units in psychology (in addition to Introduction to Psychology), and 30 units in the behavioral or social sciences and/or liberal arts disciplines. Some of the art credits may be waived upon advisement if evidence of artistic excellence is apparent in the portfolio. Applicants are expected to show proficiency in the basic areas of visual arts: drawing, painting, and clay modeling. Prerequisite psychology courses include Abnormal Psychology, Theories of Personality, and Developmental Psychology. Deficiencies in course credits may be fulfilled prior to admission or during the first year that courses are available.
Follow the instructions outlined by the Steinhardt School of Culture, Education, and Human Development Office of Graduate Admissions for filing an application. Completed applications, transcripts, and portfolio should be sent directly to the Office of Graduate Admissions, along with three letters of recommendation (academic and professional), a current résumé, and a 500-word statement of purpose.

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

International applicants must have a minimum TOEFL score of 600 on the paper test, 250 on the computerized test, or 120 on the online test in order to apply to the program. Upon arrival at New York University, accepted applicants will be tested by the American Language Institute and must qualify for level 84 of instruction.

**DEGREE REQUIREMENTS**

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

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

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

**Other (0 credits):** Identification and Reporting of Suspected Child Abuse/ Maltreatment APSY-GE.2273.

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

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**Doctoral Studies**

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

The courses listed herein are to be offered in 2013–2015

**NOTES TO COURSES**
*Registration closed to special students.

*Pass/fail basis.

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

**DEPARTMENTAL COURSES**

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

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

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

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

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

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

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

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

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

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

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

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

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

**INTERNSHIP AND INDEPENDENT STUDY**

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

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

**STUDIO ART**

**DRAWING**

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

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

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

**PAINTING**

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

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

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

**PRINTMAKING**

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

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

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

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

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

**SCULPTURE**

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

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

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

**SCULPTURE: CRAFT MEDIA**

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

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

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

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

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

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

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

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

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

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

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

**ART IN MEDIA**

**PHOTOGRAPHY**

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

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

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

The following courses in photography at the ICP are open to graduate students in the M.A. and M.F.A. Studio Art Programs at NYU Steinhardt.

**19th-Century Photography**
ARTCR-GE.2111 30 hours: 3 units.

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

**DIGITAL**

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

**Projects in Digital Art**
ART-GE.2652, 2653 60 hours: 3 units.
Advanced Projects in Digital Art
ART-GE.2391 60 hours: 3 units.

**VIDEO**

TOPICS IN VIDEO ART
ART-GE.2360 60 hours: 3 units.

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

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

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

**ENVIRONMENTAL ART ACTIVISM**

Graduate Projects: Environmental Art Activism
ART-GE.2983 10–20 hours per unit: 1–3 units.

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

Modern Art Seminar
ARTCR-GE.2050 30 hours: 3 units.

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

History of 19th-Century Photography
ARTCR-GE.2111 30 hours: 3 units.

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

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

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

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

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

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

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

Methods and Practices of Art Criticism
ARTCR-GE.2803 30 hours: 3 units.

Advanced Critical Theory
ARTCR-GE.2869 30 hours: 3 units.

**ART EDUCATION/ARTED-GE**

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

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

Contemporary Art and Critical Pedagogy: Identity, Representation, and Multiculturalism
ARTED-GE.2031 45 hours: 3 units.

Philosophy of Art and Art Education
ARTED-GE.2031 45 hours: 3 units.

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

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

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

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

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

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

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

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

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

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

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

**VISUAL ARTS ADMINISTRATION/ARVA-GE**

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

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

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

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

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

Art Education in Museums
ARVA-GE.2031 30 hours: 3 units.

Exhibition and Display of Art and Material Culture
ARVA-GE.2031 30 hours: 3 units.

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

The Environment of Visual Arts Administration
ARVA-GE.2032 30 hours: 3 units.

Development for the Visual Arts
ARVA-GE.2033 30 hours: 3 units.

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

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

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

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

Corporate Art Programs
ARVA-GE.2118 45 hours: 3 units.
### Courses, continued

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

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

**Final Project in Art Therapy**  
ARTT-GE.2301  10 hours: 1 unit.

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

**Internship Supervision Seminar**  
ARTT-GE.2302  22.5 hours: 4 units.

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

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

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

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

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

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

*Courses not required for this program

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

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

**ART THERAPY/ARTT-GE**

**Market Analysis and Investment**  
ARVA-GE.2915  1.5 units.

**Final Project in Costume Studies**  
ARCS-GE.2911  30 hours: 3 units.

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

**COSTUME STUDIES/ARCS-GE**

**Market Analysis and Investment**  
ARVA-GE.2915  1.5 units.

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

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

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

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

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

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

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

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

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

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

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

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

**Diverse Populations in Art Therapy: Trauma**  
ARTT-GE.2222  10 hours: 1 unit.

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

**Cultural Diverse in Art Therapy**  
ARTT-GE.2223  10 hours: 1 unit.
New York University was one of the first universities to offer advanced degree programs in communicative sciences and disorders in the New York area. The program leading to the Master of Science degree is available for college graduates seeking the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA) and New York State licensure as speech-language pathologists. The master’s program prepares students to remediate communication and swallowing disorders. In-depth coursework and practica are designed to give students expertise in a range of areas, such as adult language disorders, voice disorders, craniofacial anomalies, motor speech disorders, stuttering, phonology, audiology, geriatric, and child language disorders, as well as dysphagia. The many nationally renowned hospitals, clinics, and schools in the New York City area provide students with exceptional opportunities for clinical experience under the supervision of licensed and certified speech-language pathologists. The program meets New York State Education Department’s requirements leading to certification in teaching students with speech and language disabilities.

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

**ACADEMIC PREREQUISITES**

Students who enter the M.S. program must have completed a bachelor's degree either with a major in communicative sciences and disorders or in another subject area. Students are required to master some basic knowledge and to complete specific courses prior to beginning graduate level courses. There are two ways to meet the prerequisite requirements for courses specific to the M.S. degree. All prerequisite courses are necessary for New York State licensure and ASHA certification. These prerequisite courses do not carry graduate credit for the MS degree.

1. The prerequisite courses can be taken at another university before the student begins the program at NYU.
2. The prerequisite courses can be taken at NYU once the student begins the M.S. program. Once students begin the program at NYU, they cannot take courses at another university and transfer them into the program at NYU.

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

Students are required to meet with their MS adviser and be prepared with documentation such as the syllabus, texts, exams, and notes to demonstrate working knowledge of the information in a prerequisite course to determine course equivalence. Courses for which equivalence cannot be established must be taken as part of the graduate program.

The schedule below indicates the semester in which prerequisite courses are usually offered (subject to change). Students must complete all prerequisite courses before they can take any graduate-level courses with the exception of Critical Evaluation of Research in Communicative Sciences and Disorders CSCD-GE-2109 or a course on normal speech process. Students may take these courses with prerequisite courses to fill out a full-time program of study. Any other deviations necessitated by...
unusual student circumstances must be recommended by the student's adviser and approved by the department chair.

**Fall**
CSCD-UE-0009 Neuroanatomy and Physiology of Communication 3
CSCD-UE-0061 Phonetics and Phonemics of American English 3
CSCD-UE-1230 Introduction to Audiology 3
CSCD-UE-1601 Language Development in the Preschool Years 3

**Spring**
CSCD-UE-0008 Anatomy and Physiology of the Speech and Hearing Mechanism 3
CSCD-UE-0402 Acoustic Phonetics 3
CSCD-UE-1101 Introduction to Articulation Disorders 3
CSCD-UE-1205 Audiology: Intervention Strategies across the Lifespan (may be taken at the graduate level) 3

**Total required prerequisite units: 24**

Unless otherwise indicated, all of the above prerequisite courses are necessary for ASHA certification and state licensure. In addition to the 24 units of prerequisites, students must have transcript credit for each of the following areas: biological sciences, physical sciences, behavioral sciences, social sciences, and mathematics for a total of at least 12 units for ASHA certification and for the M.S. degree. Students must also complete 3 prerequisite units in a language other than English. Prerequisite courses do not carry graduate credit for the M.S. degree.

**DEGREE REQUIREMENTS**

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

**Nondisorder courses (14 units):** Principles of Intervention CSCD-GE.2075, Critical Evaluation of Research in Speech and Hearing Sciences and Disorders CSCD-GE.2109, Speech Science: Instrumentation CSCD-GE.2125, Multicultural and Professional Issues CSCD-GE.2110, and one course that provides fundamental information applicable to normal development and use of speech, hearing, and language, such as Perception and Production of Speech CSCD-GE.2130, or a course in human development or psychology.

**Disorders courses (27 units minimum):** The disorder areas of language, voice, articulation, fluency, dysphagia, and hearing must be covered with a complete course in each area. Samples of disorders courses include Adult Language Disorders CSCD-GE.2021, Fluency Disorders CSCD-GE.2028, Voice Disorders CSCD-GE.2037, Language Disorders in Children CSCD-GE.2039, Language Development and Disorders in School-Aged Children CSCD-GE.2035, Motor Speech Disorders CSCD-GE.2016, Phonological Analysis of Normal and Disordered Speech CSCD-GE.2108, Dysphagia in Adults and Children CSCD-GE.2060, Augmentative and Alternative Communication CSCD-GE.2015 (elective), Dysphagia in Infants and Toddlers CSCD-GE.2062 (elective), or Baby Trachs CSCD-GE.2067 (elective). A course in aural rehabilitation is required; if this requirement has been satisfied at the undergraduate level, students may substitute three additional elective units in its place. Students who demonstrate completion of equivalent courses within a previous five-year period and have earned at least a B may make substitutions for advanced-level courses by advisement only.

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

**Academic standards:** All master’s candidates must maintain an average grade point average of 3.0 or higher and will be required to pass a written comprehensive examination during or following the final semester of coursework and/or practicum or complete a research project. A grade below C in any academic course, or below a B in Practicum, or a mean GPA of less than 3.0 in any given semester constitutes grounds for dismissal from the Program in Communicative Sciences and Disorders.

**Practicum requirements (6 units):** Students’ clinical experiences include a variety of clinical settings, client populations, backgrounds, and age groups. Graduate students complete a minimum of 5 semesters of clinical practicum. The first 3 semesters of clinical education are completed in the on-campus clinic. The first two semesters focus on the clinical diagnostic processes, and the third semester focuses on treatment. Following the successful completion of the on-campus practicum, students are placed off campus for two semesters. Typically, the first off-campus placement is in a pediatric setting, and the second is in an adult care setting. If students have not completed the necessary clock hours following the five clinical education placements indicated above, a sixth placement is required. All students are required to complete a minimum of 400 supervised clinical hours. Twenty-five hours are spent in clinical observation, and at least 350 clinic clock hours are completed during the graduate program. Prior to placement in a practicum, all students must be evaluated for speech and language performance in accordance with the policies outlined in the Department of Communicative Sciences and Disorders Master of Science Student Handbook.

All practica require full-time, daytime attendance at practicum sites. Students are required to earn a grade of B or better or they fail the course, are required to retake it, and the clinical hours earned during that semester will not count toward the ASHA certification requirement. Practicum students are assigned by the off-campus clinic director to at least two of the program’s affiliated clinical facilities, which include Mount Sinai Hospital, NYU Hospitals Center, Rusk Institute of Rehabilitation Medicine (IRM), St. Luke’s-Roosevelt Hospital Center, the International Center for the Disabled (ICD), and many others.

**Terminal experience:** Students may choose from two options to meet the comprehensive examination requirement for the Master of Science degree. The first option is to earn a passing score of 600 or greater on the PRAXIS Examination in Speech-Language Pathology (0330) offered by ETS and recognized by ASHA. The second way to meet the terminal experience is for master’s
Master of Science, continued

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

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

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

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

Doctoral Program

The Doctoral Program in Communicative Sciences and Disorders provides students with training as academic researchers and scholars. This five-year full-time program includes several academic research milestones and comes with a competitive funding package (described below). In addition to research requirements, doctoral candidates take advanced-level courses in the department, school, and university. To obtain the Ph.D., candidates who hold a master’s degree must take doctoral coursework (43 units total), complete the candidacy research and scholarship requirements, and develop and defend a dissertation consisting of original research that makes a novel contribution to the field. Incoming students without a master’s degree must minimally complete the prerequisite courses for an M.S. degree in this area in addition to the doctoral requirements (minimum 73 units).

CAREER OPPORTUNITIES
Alumni from NYU’s doctoral program have become prominent professors and researchers at many leading universities in the metropolitan area and across the country. There is a high demand of graduates from Ph.D. programs in Communicative Sciences and Disorders to fill positions as professors at universities in the country and across the world.

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

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

ADMISSION REQUIREMENTS
Preferred areas of previous academic concentration include speech-language pathology and speech and hearing sciences. If the applicant does not hold an approved master’s degree, he or she must earn a supplementary master’s within the department. Also required are three letters of recommendation, a personal interview, a supplemental departmental application, and extensive personal essays. The department looks for applicants with strong communication skills, a personal commitment to the profession of speech-language pathology, and a focus on research.

See general admission section, page 167.

STEINHARDT DOCTORAL FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS
The Steinhardt School offers all full-time Ph.D. students a complete funding and mentoring program. The Steinhardt Fellows program is designed to help Ph.D. students undertake full-time study and research, to participate in superior academic and scholarly experiences, and to complete their studies in a timely manner. Depending on the student’s program of study and degree requirements, financial support includes two or three years of full tuition and fees and a generous living stipend of $23,000 through the completion of the student’s required coursework, and one to three years with a $15,000 scholarship to support the development
and completion of their dissertation. In addition, each of the school's academic departments has developed a set of benchmarks and milestones, such as conference presentations, exhibitions, authored manuscripts, grant submissions, and sample syllabi, that faculty mentors help their students achieve in order to prepare them academically and professionally for postdoctoral work.

Selected doctoral students may alternatively be appointed to a Research Assistantship. Research Assistants are funded by external grants and work with a principal investigator on a funded research project. Unlike Steinhardt Fellows, RAs agree to work 20 hours per week on an ongoing research project, typically with a team of faculty and other students. Steinhardt Fellows may become Research Assistants when Steinhardt faculty win funding for projects that require research assistance.

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

**Speech-Language-Hearing Clinic**

**DIRECTOR**  
Anne Marie Skvarla  
665 Broadway,  
Suite 900  
212-998-5230

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

The clinic specializes in the diagnosis and treatment of the disorders of speech, language, and hearing in infants, toddlers, children, adolescents, adults, and geriatrics. Types of communication disorders that can be treated at the clinic include delayed language development, stuttering, voice disorders, articulation delays and disorders, and impaired speech and/or language caused by strokes, traumatic brain injury, or other neurological disorders.

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

The clinic director, faculty, and professional supervisors provide continuous, ongoing, and direct supervision of the assessment and intervention activities in the clinic. The physical facilities of the clinic and the audiometric suite are located within and adjacent to the department offices.

**Courses**

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

**NOTES TO COURSES**

*Registration closed to special students.

**Anatomy and Physiology of the Speech and Hearing Mechanism**  
CSCD-UG.0008  45 hours: 3 units. Spring.

**Neuroanatomy and Physiology of Communication**  
CSCD-UG.0009  45 hours: 3 units. Fall.

**Phonetics and Phonemics of American English**  
CSCD-UG.0061  45 hours: 3 units. Fall.

**Acoustic Phonetics**  
CSCD-UG.0402  45 hours: 3 units. Spring. Prerequisite: CSCD-GE.1061.

**Introduction to Articulation Disorders**  
CSCD-UG.1101*  45 hours: 3 units. Spring.

**Audiology: Intervention Strategies across the Lifespan**  
CSCD-UG.1205  45 hours: 3 units. Fall.

**Introduction to Audiology**  
CSCD-UG.1230*  45 hours: 3 units. Fall.

**Language Development in the Preschool Years**  
CSCD-UG.1601*  45 hours: 3 units. Fall.

**Masters Student Seminar**  
CSCD-GE.2000  30 hours: 0 units. Fall, spring.

**Augmentative and Alternative Communication**  
CSCD-GE.2015  10 hours: 1 unit. Fall.

**Motor Speech Disorders**  
CSCD-GE.2016*  30 hours: 3 units. Spring.

**Therapeutic Approaches to Speech Pathology: Voice Disorders**  
CSCD-GE.2019  30 hours: 3 units. Fall.

**Therapeutic Approaches to Speech Pathology: Aphasia**  
CSCD-GE.2020  30 hours: 3 units. Spring.

**Adult Language Disorders**  
CSCD-GE.2021*  30 hours: 3 units. Fall.

**Craniofacial Anomalies**  
CSCD-GE.2022*  30 hours: 3 units. Fall.

**Neurogenic Speech Disorders in Children**  
CSCD-GE.2023*  30 hours: 3 units. Spring.

**Fluency Disorders**  
CSCD-GE.2028*  30 hours: 3 units. Spring.

**Language and Communication in Children with Autism Spectrum Disorders (ASD)**  
CSCD-GE.2030  20 hours: 2 units. Spring.
Courses, continued

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

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

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

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

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

Baby Trachs
CSCD-GE.2067  15 hours: 1 unit. Spring.

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

Counseling Skills for Communicative Sciences and Disorders (1)
CSCD-GE.2077  10 hours: 1 unit. Fall.

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

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

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

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

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

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

Hearing Loss: Rehabilitation
CSCD-GE.2127*  30 hours: 2 units. Fall.

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

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

Interdisciplinary Habilitation of Speaking Voice and Vocal Performance: Synergistic Remediation Effect
CSCD-GE.2136  20 hours: 2 units. Intersession.

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

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

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

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

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

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

Advanced Studies in Speech and Language
CSCD-GE.3021  30 hours: 3 units. Spring.

Doctoral Seminar in Speech-Language Pathology and Audiology
CSCD-GE.3400  10 hours: 1 unit. Fall, spring.
DEPARTMENT OF

Humanities and Social Sciences in the Professions

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

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

Notice: The programs, requirements, and schedules listed herein are subject to change without notice. A directory of classes is published each term with a current schedule. For the most up-to-date schedule changes, please consult ALBERT, NYU’s student information website.

DEPARTMENT CHAIR: JONATHAN ZIMMERMAN
KIMBALL HALL, 246 GREENE STREET, 3RD FLOOR | NEW YORK, NY 10003-6677
TELEPHONE: 212-992-9475 | FAX: 212-995-4832
WEBSITE: steinhardt.nyu.edu/humsocsci

The Department of Humanities and Social Sciences in the Professions includes disciplines and modes of inquiry that provide strong intellectual and cultural foundations for the study of the professions in modern life. Its dual academic purpose is to provide disciplinary and research coursework for students in other parts of the school while also preparing students within the department for positions leading to research and teaching in colleges and universities, in government, and in other service organizations, both nationally and internationally.

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

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

2. Interdepartmental Research Studies. This program offers a wide array of qualitative and quantitative research courses for graduate students in all programs across the school.

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


Richard Arum, Professor (joint appointment with the Department of Sociology, College of Arts and Sciences). B.A. 1985, Tufts; M.Ed. 1988, Harvard; Ph.D. 1996, California (Berkeley).


Sean Corcoran, Associate Professor. B.B.A. 1996, Wichita State; M.A. 1999, Ph.D. 2003, Maryland.

James W. Fraser, Professor (joint appointment with the Department of Teaching and Learning). B.A. 1966, California (Santa Barbara); M.Div. 1970, Union Theological Seminary; Ph.D. 1975, Columbia.


Benjamin M. Jacobs, Assistant Professor (joint appointment with the Department of Teaching and Learning). B.A. 1993, Columbia; Ph.D. 2005, Teachers College, Columbia.


Ron Robin, Professor; Associate Dean for Academic Affairs. B.A. 1978, Hebrew; M.A. 1981, Ph.D. 1986, California (Berkeley).


Affiliated Faculty

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

Jennifer Jennings, Assistant Professor, Department of Sociology, Faculty of Arts and Sciences.

Faculty Emeriti

Donald Johnson, Global Education
Berenece Fisher, Philosophy of Education
Joy Gould Boyum, Arts and Humanities
Gabriel Moran, Religious Education
Education and Jewish Studies

**DIRECTOR**
Harold Wechsler

Kimball Hall, 3rd Floor
212-992-9423

**DEGREES**
M.A., dual M.A., Ph.D.

**FACULTY**
Chazan, Horowitz, Jacobs, Wechsler

The Education and Jewish Studies Program prepares teachers, practitioners, researchers, and aspiring administrators for leadership positions in a wide range of Jewish educational settings, such as schools, informal education programs, community organizations and other nonprofit organizations, curriculum agencies, museums, foundations, and colleges and universities. Students benefit from the rich resources and course offerings of the Steinhardt School of Culture, Education, and Human Development and the Skirball Department of Hebrew and Judaic Studies in the Graduate School of Arts and Science. While providing a core of academic research, Jewish education, and Hebrew and Judaic studies, the program is also tailored to its students' individual needs and interests. Faculty from the Steinhardt School and the Skirball Department provide close and personalized mentoring, as do expert practitioners in the field of Jewish education working in the New York City area.

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

**DEGREE REQUIREMENTS**

**Master of Arts**
The M.A. program requires a minimum of 38 units, including a 12-unit core that covers the history of Jewish education, the social context of Jewish education, and sociology of education. Students choose 12 units of electives from four areas of study: teaching and learning, leadership and administration, applied psychology, or humanities and social sciences. Students also complete 6 units of electives taken in the Skirball Department of Hebrew and Judaic Studies in the Graduate School of Arts and Science and 3 units in Steinhardt outside the chosen area of study. A yearlong, 5-unit culminating seminar in Jewish education supports the terminal project—a traditional M.A. thesis or a capstone project. Students may enroll in this program for full-time or part-time studies.

**Dual M.A. (Master of Arts, Education and Jewish Studies and Master of Arts, Hebrew and Judaic Studies)**
Students in the dual M.A. program complete two M.A. degrees concurrently for a total of 58 units: a Master of Arts degree in Education and Jewish studies from NYU Steinhardt and a Master of Arts in Hebrew and Judaic studies from the Skirball Department of Hebrew and Judaic Studies, Graduate School of Arts and Science. Six units of Hebrew and Judaic studies electives count toward the requirement for the M.A. in education and Jewish studies, and 6 units of Steinhardt School electives will count toward the requirements for the M.A. in Hebrew in Judaic studies, which reduces the length of study and tuition.

Dual M.A. students must complete 38 units for the Steinhardt M.A., as described above, with 6 units counting toward the M.A. in Hebrew and Judaic studies. Students earn the M.A. in Hebrew and Judaic studies by successful completion of the following four requirements: 32 units in coursework, with 6 units counting toward the M.A. in Education and Jewish studies; and a written examination in Jewish history. Students must demonstrate competence at the second-year level of college Hebrew in one of the following ways: pass a departmental written proficiency examination, provide documentation of successful completion or equivalent of 4th semester college Hebrew (sometimes called Intermediate II), or audit Hebrew at NYU—attending and participating in class, completing all assignments and examinations, and having a memo submitted to the Skirball Department at completion of Intermediate II that indicates the student has earned a B or higher. The Hebrew proficiency requirement must be satisfied before the student graduates from the program. Hebrew proficiency is not a prerequisite for admission to the program. Students are expected to enroll full-time in the dual-degree program.

**Doctor of Philosophy**
The Ph.D. program is conceptualized in terms of three sets of academic experiences: (1) Courses at the Steinhardt School of Culture, Education, and Human Development (42 units), which include a combination of foundational courses, research courses, specialization courses, and cognate courses appropriate to the individual student's particular career interests and needs (see Career Opportunities, previous page); (2) Courses in the Skirball Department of Hebrew and Judaic Studies (24 units), including core courses in Judaic studies and specialization electives covering a wide range of Jewish history and tradition (Students are also required to demonstrate advanced Hebrew language competence in an exam administered by the department); and (3) The Education and Jewish studies component of the program (12 units), which involves a two-year doctoral seminar focused on issues in Jewish education. Students entering with a bachelor's degree must complete the entire 78 units of coursework. Graduate study in education, Judaic studies, Jewish education, or allied subjects, completed at an accredited institution, may be presented for consideration of exemption from certain coursework. This may reduce the total number of units required for the degree, as follows: Students entering with an M.A. in education may be exempted from up to two courses in education, reducing the total degree to 72 units. Students entering with an M.A. in Jewish studies may be exempted from up to 21 units of Judaic studies coursework, reducing the total degree to 57 units. Students entering with an M.A. in Jewish education may be exempted from up to two courses in education and four courses in Judaic studies, reducing the total degree to 60 units. Students entering with an M.A. in a field other than education, Jewish studies, or
Jewish education may be exempted from up to two courses of equivalent and relevant coursework, reducing the total degree to 72 units. In addition to successful completion of coursework, all students must complete a candidacy paper. The program culminates in a doctoral dissertation on a substantive topic in Jewish education.

ADMISSION REQUIREMENTS
No specific undergraduate major is required to gain admission to the M.A. or dual M.A. programs, but applicants should demonstrate a commitment to a career in the field of Jewish education and an understanding of the aims and content of the program. All applicants to the Steinhardt School of Culture, Education, and Human Development are evaluated based on the relevance and quality of prior professional work, prior academic achievement, Graduate Record Examination scores, letters of reference, and a personal statement.

The completed Education and Jewish studies M.A. admissions application package must include the Steinhardt School admissions application form, a curriculum vitae, official Graduate Record Exam score report, official transcript(s), a personal statement, and three letters of recommendation.

Applicants to the M.A. program should specify in their admissions essays their intended area of specialization in education: teaching and learning, leadership and administration, applied psychology, or humanities and social sciences. Applicants to the dual M.A. program must apply to both the Steinhardt School and the Graduate School of Arts and Science (GSAS) individually and must meet the respective admissions standards for each school. No special admissions standards will apply to dual-degree applicants. A student will qualify for the dual-degree program only once admitted to the Steinhardt School and GSAS. Applicants to the Skirball Department of Hebrew and Judaic Studies in GSAS are evaluated according to prior academic achievement, letters of recommendation, Graduate Record Examination scores, and a personal statement.

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

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

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

All applicants for doctoral study are considered for the Steinhardt Fellowship. This fellowship provides up to four years of full-time tuition support and a living stipend.

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

STEINHARDT FELLOWS
PROGRAM AND RESEARCH ASSISTANTSHIPS
See page 180.

Education and Social Policy

DIRECTOR
Leanna Stiefel

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

DEGREE
M.A.

FACULTY
Arun, Buckley, Corcoran, Hammack, Schwartz, Weinstein

The M.A. Program in Education and Social Policy aims to prepare students to use theories and concepts from the fields of economics and sociology in conjunction with quantitative statistical skills to analyze and evaluate the effectiveness of education programs and policies. Students obtain specific knowledge of education issues, guided by advisement, including pre-K/childhood education, K-12 education, or higher/comparative education.

The degree is distinguished from other master’s degrees in education policy by its strong emphasis on using quantitative methods to ascertain causal effects of programs and policies. Building on a first course in statistics, students progress through more rigorous analytical courses, including regression and econometrics, to a final directed team research project in which they produce a professional study of an educational intervention or policy. Students gain experience in working with large, longitudinal education databases; with using economic and sociological principles to analyze K-16 education; and with principles of policymaking in the public and nonprofit sectors, which draw on the expertise of faculty in NYU’s Robert F. Wagner Graduate School of Public Service. The program places strong emphasis on understanding the context, purpose, unintended effects, and, finally, the actual impact of alternative education policies and programs. Students, through close advisement, use elective choices to gain knowledge of policy issues.

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

Graduates will be prepared to work in a wide variety of organizations that have a role in policymaking and implementation in the education area, including local, state, and federal education departments, foundations, think tanks, and consulting, grant-giving, and...
History of Education

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

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

DEGREE REQUIREMENTS

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

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

See general admission section, page 167.

STEINHARDT FELLOWS
PROGRAM AND RESEARCH ASSISTANTSHIPS
See page 180. ▶

Interdepartmental Research Studies

CODIRECTORS
Marc Scott
(Quantitative Methodology)
Kimball Hall, 3rd Floor
212-992-9407

Lisa Stulberg
(Qualitative Methodology)
Kimball Hall, 3rd Floor
212-992-9373

FACULTY
Anderson, Arum, Buckley, Corcoran, Halpin, Hill, Larson, Lu, Middleton, Norman, Scott, Stulberg, Weinberg, Zimmerman

Taught by faculty from across the school, Interdepartmental Research Studies (IDRS) offers a wide array of courses that provide training in research methodology.

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

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


Additional courses in specialized topics are given below. Additional topics in specialized courses include analysis of complex surveys, classification and clustering, survival analysis, and survival analysis.

Specialized courses in multilevel modeling, including practicums in such models, as well as an applied course in the use of large databases in education research are also available. Specific courses include Applied Statistics: Using Large Databases in Education RESCH-GE.2110, Topics in Advanced Quantitative Methods: Classification and Clustering APSTA-GE.2011, Topics in Advanced Quantitative Methods: Causal Inference APSTA-GE.2012, Topics in Advanced Quantitative Methods: Statistical Analysis of Networks APSTA-GE.2014, Multilevel Modeling: Growth Curve APSTA-GE.2040, Practicum in Multilevel Modeling: Growth Curves APSTA-GE.2041, Multilevel Modeling: Nested Data APSTA-GE.2042, Biostatistics I APSTA-GE.2095, Biostatistics II APSTA-GE.2996, Biostatistics III APSTA-GE.2997. For updates to the applied statistics offerings, visit the website of the Center for the Promotion of Research Involving Innovative Statistical Methodology (PRIISM) at steinhardt.nyu.edu/prism.

International Education

DIRECTOR
Philip Hosay
Kimball Hall, Suite 303W
212-992-9374

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

FACULTY
Arcilla, Arum, Buckley, Burde, Corcoran, Hosay, Norman, Pop-Eleches, Zimmerman

ADJUNCT FACULTY
Austell, Magno Spielman, Wheatley

AFFILIATED FACULTY
Berenson, Castañeda, Denoon, Hull, Kazemi, Ludden, Rajagopal, Schain, Smoke, Tang

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

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

DEGREE REQUIREMENTS

Master of Arts
The M.A. program requires a minimum of 40 units: Foundations in International Education (12 units), Area Studies and Specialization in International Education (16 units), Policy Analysis (8 units), Internship (4 units).

Advanced Certificate
The International Education Program offers a one-year Advanced Certificate for teachers and practitioners in the field of international education who already have the M.A. degree. The Advanced Certificate is designed for experienced teachers in schools and educational agencies committed to global education, as well as for mid-career consultants and international education specialists in corporate, public, and nonprofit sectors, including field coordinators, planners, evaluators, administrators, and program managers. The Advanced Certificate requires a minimum of 30 units and can be completed in one year, consisting of two terms of full-time academic course work and, for some students, the summer as well. This is a flexible program in which students, in addition to taking the basic courses in the Foundations in International Education (12 units), may engage in a course sequence that links educational research to policy and practice and is of immediate practical use to them.

Doctor of Philosophy
The Ph.D. degree requires the completion of a minimum of 54 units and a dissertation: Departmental Doctoral Seminars (6 units), Foundations in International Education (12 units), Specialization in International Education (8-12 units), Area Studies (8-12 units), Research Courses (6-12 units), International Education Dissertation Seminars (12 units).

ADMISSION REQUIREMENTS
No specific undergraduate major is required to gain admission to the M.A. program, but an applicant should have
International Education, continued

Emeritus Faculty
D. Johnson

Visiting Faculty
Thompson

Some course work in the social sciences and be able to demonstrate aptitude for analytical work on a range of issues in education.

Applicants to the Ph.D. program should have an M.A. degree in an area of the humanities, social sciences, or education related to international education, and they must take the Graduate Record Examination.

STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS
See page 180.

Special Opportunities
The International Education Program supports a number of research and training projects through the Multinational Institute of American Studies, a center for public diplomacy that offers noncredit programs in American culture, politics, and society to foreign scholars, diplomats, and journalists. A student-led organization, the International Education Forum sponsors lectures and meetings on topics of current interest. The program also cosponsors several summer study abroad programs in cooperation with other programs across the University.

Sociology of Education

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

Degrees
M.A., Ph.D.

Faculty
Arcilla, Arum, Hammack, Noguera, Stulberg

Founded in the 1920s, the Program in Sociology of Education at New York University is one of the nation’s oldest professional programs applying sociology to the study of education. It remains focused on helping educators and others to better understand the social aspects of educational problems. The program provides students with a solid foundation in sociology as it applies to education and related fields and enhances their ability to address the challenges that education faces.

Course opportunities draw on the resources of the Steinhardt School of Culture, Education, and Human Development as well as the Department of Sociology in the Graduate School of Arts and Science and the Robert F. Wagner Graduate School of Public Service. Students interested in the development and analysis of educational policy and its effects will find this program particularly useful.

Career Opportunities
No state licenses or credentials are necessary to qualify for positions after graduation. Rather, graduates of this program find their research skills and analytical abilities applicable to many positions, including those in offices of educational research and evaluation, boards of education and state departments of education, educational agencies, advocacy groups, academic think tanks, and education non-profit positions in colleges and universities.

Degree Requirements

Master of Arts
Students enrolling in the 40-unit M.A. Program in Sociology of Education may focus their studies in one of two areas of concentration: Social and Cultural Studies of Education, a flexible approach to education scholarship that facilitates the study of schools from a range of humanistic and social-sciences perspectives, and Education Policy, which equips students interested in policy research with sophisticated skills in quantitative methodology.

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

The M.A. Program in Sociology of Education is offered in collaboration with the Department of Sociology of New York University’s Graduate School of Arts and Science.

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

Doctor of Philosophy
The Ph.D. program trains students to analyze educational problems and issues using the theoretical tools, and research methods of sociology. Students are expected to become thoroughly familiar with the main sociological perspectives and theories and are required to develop substantial awareness of the problems investigated by sociologists and the major empirical findings in these problem areas. Candidacy, dissertation proposal, and dissertation are required.

Admission Requirements
Admission to the Master of Arts program requires two letters of recommendation. A personal interview, either in person or by telephone if travel is a factor, may also be requested. Applicants to the doctoral program must submit two letters of recommendation, along with evidence of potential, including other graduate course work and prior written or published papers. A personal or telephone interview is also recommended.

See general admission section, page 167.

Steinhardt Fellows Program and Research Assistantships
See page 180.
The Master of Science in Applied Statistics for Social Science Research (A3SR) is a flexible and interdisciplinary program that provides students with rigorous training in applied statistics research techniques and strategies that can be applied to contemporary social, behavioral, and health science research.

This M.S. program is a good choice for students who want to gain greater knowledge of Statistics and its application to everyday problems and policies and to sharpen their data-analysis and analytical skills.

The A3SR curriculum provides students with a firm foundation in statistical modeling tools and theoretical perspectives common within the social, behavioral, and health sciences, while allowing the opportunity to pursue their own interests and develop specialized skills. In addition to a rigorous set of required statistical courses, students may take electives in such fields as sociology, politics, economics, psychology, education, media studies, epidemiology, public policy, business, computer and data science and related areas.

The curriculum prepares students to become applied statisticians and data scientists in the public or private sector, as well as for further academic study in fields that rely on quantitative research. It is flexible enough for students to customize it to their own substantive and methodological interests. A3SR faculty have particular strengths in causal inference, demography, high-dimensional data, measurement, missing data, model selection, multivariate analysis, multilevel modeling, and surveys and sampling. Students are encouraged to work closely with faculty on research that ranges from applied statistical analysis to the development of customized statistical models.

The program is an initiative of the Center for the Promotion of Research Involving Innovative Statistical Methodology (PRIISM) and is an integral part of the larger university-wide initiative in Data Science, in which several masters degrees are offered. See http://datascience.nyu.edu/academics/ for some discussion of each program's focus. The PRIISM website, http://steinhardt.nyu.edu/prism/, maintains up to date information about the M.S. program.

**DEGREE REQUIREMENTS**

This is a variable credit program, 34-47 points, with an accelerated, lower credit option for students entering with prior statistical training. The program consists of theoretical foundations, statistical inference, causal inference, applied statistical methods and electives, and unrestricted electives. A statistical consulting research seminar and internship provide practical learning experiences.


Note that in some years, Event History Analysis SOC-GA 2306 may substitute for the latter. Students pursuing an accelerated program will have already taken the equivalent of APSTA-GE 2003 and APSTA-GE 2004.


Two applied statistics and two unrestricted electives courses may be taken within and outside the Department of Humanities and Social Sciences in the Professions. Within the department, Advanced Topics in Quantitative Methods: Classification and Clustering and Applied Spatial Statistics, APSTA-GE 2011 and APSTA-GE 2015, respectively, satisfy the former requirement. Other classes with significant applied statistical content (e.g., measurement models, computational statistics) meet this requirement as well. The unrestricted electives may be taken from departments across the entire university.

**ADMISSIONS**

- 2 Letters of Recommendation
- Prior math (see NOTES)
- GRE test scores

**NOTES**

Admission to the program requires a strong undergraduate academic record and demonstration of math proficiency through pre-calculus at a minimum (functions such as polynomials, exponential, logarithmic, and trigonometric; roots of equations). Some advanced coursework may require Calculus I, which can be taken prior to or during the program of study. In one’s personal statement, please describe all prior coursework (and any practical experience) in Statistics and data analysis.

Knowledge of vectors, matrices and matrix products is important for more advanced coursework; the strongest candidates will demonstrate experience with these concepts as well. GRE scores will be used to assess both mathematical reasoning and written communication skills.
### DEPARTMENTAL DOCTORAL SEMINARS

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

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

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

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

**Doctoral Seminar III**  
HMSS-GE.3004  1 unit. May be repeated by advisement in lieu of doctoral advisement fee. Does not count toward the degree. Fall, spring. Required every semester of all students whose dissertation proposals have been approved.

### EDUCATION AND JEWISH STUDIES/EJST-GE

**History of Jewish Education: The Modern Period**  
EJST-GE.2003  3 units. Spring, fall.

**Jewish Education in Social Context**  
EJST-GE.2005  3 units. Spring.

**Theory and Practice Experiential Jewish Education**  
EJST-GE.2006  3 units. Spring, fall.

**Master’s Seminar in Education and Jewish Studies I**  
EJST-GE.2008  2 units. Fall.

**Master’s Seminar in Education and Jewish Studies II**  
EJST-GE.2009  2 units. Spring

**Seminar in Education and Jewish Studies I**  
EJST-GE.2010  3 units. Fall.

**Seminar in Education and Jewish Studies II**  
EJST-GE.2011  3 units. Spring. A continuation of EJST-GE.2010, which is a prerequisite for registration for this seminar.

**Seminar in Education and Jewish Studies III**  
EJST-GE.2012  3 units. Fall.

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

**Independent Study**  
EJST-GE.2300  1-6 units. Fall, spring.

### EDUCATION AND SOCIAL POLICY/ EDPLY-GE

**Financing Schools**  
EDPLY-GE.2020  3 units.

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

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

### HISTORY OF EDUCATION/ HSED-GE

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

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

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

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

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

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

**Philosophy of Scientific Inquiry**  
HSED-GE.2089  3 units.

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

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

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

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

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

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

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

**Independent Study**  
HSED-GE.2300  45 hours per unit: 1-6 units.

**Foundations of Education: History of Education**  
HSED-GE.2400  30 hours: 3 units.

** Intellectual Roots of American Education**  
HSED-GE.2902  3 units.

**Doctoral Seminar: History of Education I**  
HSED-GE.3006  3 units.

**Doctoral Seminar: History of Education II**  
HSED-GE.3007  3 units.
INTERNATIONAL EDUCATION/INTE-GE

CORE COURSES

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

Comparative Education II
INTE-GE.2008 40 hours: 4 units. Fall.

Approaches to Study Abroad
INTE-GE.2009 1 unit.

Cross-Cultural Studies of Socialization
INTE-GE.2023 40 hours: 4 units. Spring.

Comparative Studies of Socialization
INTE-GE.2025 40 hours: 4 units. Spring.

International Perspectives On Gender and Education
INTE-GE.2027 3 units.

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

Good Work in the Era of Globalization
INTE-GE.2030 3 units.

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

Contemporary International Relations: Peace and Security Education II
INTE-GE.2174 3 units.

Seminar in Asian Studies I
INTE-GE.2297 3 units.

Seminar in Asian Studies II
INTE-GE.2298 3 units.

Interdisciplinary Perspectives On The New Immigration
INTE-GE.2545 4 units.

International Education
INTE-GE.2803 40 hours: 4 units. Fall.

Specialization Courses

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

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

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

International Education
INTE-GE.2803 4 units.

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

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

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

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

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

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

International Approaches to Restorative Justice and Education
INTE-GE.2815 3 units.

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

Technical Assistance in Education Abroad: Theory and Practice I
INTE-GE.2861 3 units.

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

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

INDEPENDENT STUDY AND FIELD STUDY

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

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

PHILOSOPHY OF EDUCATION/PHED-GE

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

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

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

Values, Morals & School
PHED-GE 2013 3 units.

Professional Ethics
PHED-GE 2015 3 units.

Religion and Public Education in an International Context
PHED-GE 2016 3 units.

Philosophy of Progressivism
PHED-GE 2055 3 units.

Frontiers of Knowledge
PHED-GE 2083 3 units.

Philosophy Perspectives-20th Century
PHED-GE 2155 3 units.

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

Foundations of Education: Philosophy of Education
PHED-GE 2400 3 units.

SOCIOLOGY OF EDUCATION/ SOED-UG

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

Cultural Psychology
SOED-GE.2055 Spring.
Planned Change in Organizational Settings
SOED-GE.2090 30 hours: 3 units. Spring.

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

Education and Development in Latin America
SOED-GE.2094 4 units.

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

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

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

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

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

Gender and Inequality: The Role of Schools
SOED-GE.2373 3 units.

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

Thesis Seminar
ISOED-GE.2510 30 hours: 3 units. Fall.

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

Professional Orientation and Ethical Issues in School Counseling
SOED-GE.2650 2 units.

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

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

Proseminar I: Sociology/Anthropology of Education
SOED-GE.3111 3 units.

Proseminar II: Sociology/Anthropology of Education
SOED-GE.3112 3 units.

Proseminar III: Sociology/Anthropology of Education
SOED-GE.3113 3 units.

Proseminar IV: Sociology/Anthropology of Education
SOED-GE.3114 3 units.

INTERDEPARTMENTAL RESEARCH STUDIES/RESCH-GE

AINTERDEPARTMENTAL RESEARCH STUDIES/RESCH-GE

RESEARCH DESIGN: METHODS, AND PRINCIPLES

Principles of Empirical Research
RESCH-GE.2132 30 hours: 3 units. Fall.

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

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

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

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

QUALITATIVE RESEARCH DESIGN AND ANALYSIS

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

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

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

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

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

INTERDEPARTMENTAL RESEARCH STUDIES/RESCH-GE

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RESEARCH DESIGN: METHODS, AND PRINCIPLES

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QUALITATIVE RESEARCH DESIGN AND ANALYSIS

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

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

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

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

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

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

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

Fieldwork: Data Collection
RESCH-GE.2147 Fall. Prerequisite: RESCH-GE.2140.

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

MASTER OF SCIENCE IN APPLIED STATISTICS FOR SOCIAL SCIENCE RESEARCH/APSTA-GE

Advanced Data Analysis in Health and Policy Research (Biostatistics III)
APSTA-GE 2997 30 hours 3 units

Advanced Topics in Quantitative Methods: Missing Data
APSTA-GE 2013 20 hours 2 units

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

Statistical Consulting Research Seminar
APSTA-GE 2401 1-3 units

Survey Research I
APSTA-GE 2139 45 hours 3 units

Basic Statistics I
APSTA-GE.2085 45 hours: 3 units. Fall, spring. May not be taken concurrently with RESCH-GE.2086.

Basic Statistics II
APSTA-GE.2086 45 hours: 3 units. Fall, spring. Prerequisites: a course in algebra and APSTA-GE.2085. May not be taken concurrently with RESCH-GE.2085.

Statistics for Behavioral and Social Science I and II
APSTA-GE.2001, 2002 45 hours: 3 units each term. Fall, spring. APSTA-GE.2001 is prerequisite to GE.2002.
Courses, continued

Biostatistics I and II
APSTA-GE.2995, 2996 30 hours: 3 units each term. Fall, spring.

Intermediate Quantitative Methods: The General Linear Model
RESCH-GE.2003 45 hours: 3 units. Fall. Prerequisites: APSTA-GE.2001, 2002 or APSTA-GE.2995, 2996 or equivalent.

Advanced Modeling I: Topics in Multivariate Analysis
APSTA-GE.2004 30 hours: 2 units. Spring (note: usually runs for half-term, sharing a time slot with a complementary RESCH-GE “Advanced Topics” course).

Multilevel Models: Growth Curves
APSTA-GE.2040 20 hours: 2 units. Fall.

Practicum in Multilevel Models: Growth Curves
APSTA-GE.2041 10 hours: 1 unit. Fall.

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

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

Advanced Topics in Quantitative Methods
APSTA-GE.2010 1-6 units. Fall or spring.

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

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

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

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

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

Independent Study
APSTA-GE.2300 15 hours per unit: 1-6 units. Fall, spring, summer. Hours to be arranged. For description, see page 162.

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

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

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

In the rapidly changing landscape of digital media, mobile platforms, and global cultural flows, the study of media, culture, and communication is crucial to understanding and navigating an increasingly connected world. MCC’s faculty aim to equip students with a set of analytical and theoretical tools by which they can engage with ideas in their full complexity.

New York City is the University’s lab, but its horizons extend globally. MCC coursework is designed so that students can immerse themselves in the vibrant life of the city with opportunities to study abroad, if they so choose. Internships also help master’s students gain a foothold in a diverse range of media industries.
Faculty


Finn Brunton, Assistant Professor. B.A. 2002, UC Berkeley; M.A. 2006, Saas-Fee (Switzerland); Ph.D. 2009, Aberdeen (U.K.).

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


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


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


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


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


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


Nicole Starosielski, Assistant Professor. B.A. 2005, University of Southern California; M.A. 2008, Ph.D. 2010, California (Santa Barbara).

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


Aurora Wallace, Director of Undergraduate Studies, Clinical Associate Professor. B.A. 1992, Carleton (Canada); M.A. 1994, Ph.D. 2000, McGill.
Media, Culture, and Communication

Master of Arts Program in Media, Culture, and Communication

The M.A. in Media, Culture, and Communication is an interdisciplinary program designed to expose students to media studies, cultural studies, and communication. The program is a rigorous engagement with contemporary theory and key debates in communication, media studies, and related fields of study such as Global and Transcultural Studies, Technology and Society, Visual Culture and Cultural Studies, Persuasion and Politics, and Interaction and Social Processes. The curriculum is flexible, allowing electives by advisement from across the University. Master’s students participate in academic conferences, study abroad, and practical fieldwork such as internships. The department has a robust list of internship partners and is dedicated to building relationships with professional organizations in New York City and beyond.

Dual-Degree Program in Media and Library Science

The department has partnered with Long Island University’s Palmer School to offer a dual-degree program in media and library science. In addition to an M.A. in Media, Culture, and Communication, students can earn an ALA-accredited Master of Science in Library and Information Science (M.S.L.I.S.). The program combines the rigorous study of critical theory with professional qualification to give graduates a competitive edge in the evolving fields of information science, digital humanities, curatorial studies, and data archiving.

This new 55-credit M.A./M.S.L.I.S. prepares students for highly sought-after positions as subject specialists/scholar-librarians in academic and research institutions or as archivists in libraries, media companies, museums, and other cultural institutions. Dual degree students take 17 fewer credits than would be required if they pursued each master’s separately.

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

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

Career Opportunities

Trained to think analytically, Media, Culture, and Communication M.A. alumni are positioned to meet the challenges brought by changing technologies and systems of communication. They work in public policy, research, higher education, nonprofits, museums, marketing, public relations, social media, among other fields. Some students go on to doctoral study, law school, or business school.

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

Degree Requirements

The M.A. degree program requires a minimum of 36 units. Program Requirements (8 units); Seminar in Media, Culture, and Communication MCC-GE.2001 and one research course. Program Electives (16–20 units, with a minimum of 12 units in a specialization area). Electives (8–12 units); courses outside the department and internship credit. Culminating Experience (0–4 units); M.A. thesis, comprehensive exam, or professional writing course. Students must take a minimum of 18 units at the 2000 level in residence.

Students in the dual-degree program transfer nine NYU credits to Palmer LIU and eight Palmer credits to NYU in order to complete the required credits for the two degrees.

In addition, there are two tracks for dual-degree students: Mentorship and Internship.

The Mentorship Track includes a 160-hour mentoring arrangement in which subject specialists from NYU Libraries work with candidates to introduce them to the requirements of the field, offering the opportunity for hands-on experience within a theoretical framework. The program’s core is a series of required modules, which include Reference/Instruction, Collection Development, Digital Scholarship and Professional Development.

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

Two years of full-time coursework beyond a master’s degree or the equivalent is required. Students move quickly toward pursuing their dissertation research in the third year of study, accompanied by teaching and research opportunities that will help prepare them for academic positions in the fields of media studies, cultural studies, communication, and related disciplines.

The Ph.D. program requires 48 units of coursework for students with a master’s degree; 54 units are required for those admitted only with a bachelor’s degree. Core courses must be taken in sequence: Doctoral Core Seminar I MCC-GE.3100 (4 units, first year); Doctoral Core Seminar II MCC-GE.3200 (4 units, first year); Introduction to Communication Research MCC-GE.3101 (4 units, first or second year); Dissertation Proposal Seminar MCC-GE.3201 (1 unit, third year). Doctoral Research Colloquium MCC-GE.3400 is offered each term. Remaining courses are scheduled by advisement, including specialized elective courses inside the department (8–10 units); research and methods electives inside or outside the department (14–16 units); and theoretical or disciplinary foundational study outside the department (12 units). A minimum of 12 units from these remaining courses must be taken inside the department.
ADMISSION REQUIREMENTS
Prospective M.A. students must submit two letters of recommendation and scores from the Graduate Record Examination (GRE) in addition to meeting the Steinhardt School general admissions requirements for master’s-level study.

Prospective students interested in the dual degree program at NYU and LIU must apply separately for admission to each school. Students already enrolled in the Media, Culture, and Communication M.A. program must declare their intention to enroll in the dual degree program before completing 12 credits. Students already enrolled in the M.S.L.I.S program at Palmer may apply for the MCC dual degree program as long as they have completed no more than 6 credits by the time they enter the program. Students already enrolled in either the Palmer School or NYU should consult with their advisor before submitting an application.

Requirements for the doctoral program include submission of a curriculum vitae; a statement of purpose essay; a master’s thesis or other writing sample offering evidence of sustained intellectual inquiry and research; transcripts, GRE scores; and three letters of recommendation. For both M.A. and Ph.D. applications, international students whose native language is not English or who did not receive a bachelor’s degree at an English-speaking college or university must also submit Test of English as a Foreign Language (TOEFL) scores.

See general admission section, page 167.

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

The department’s financial package for Ph.D. students includes funding and teaching opportunities sufficient to cover tuition and fees, health insurance, and an annual stipend for a five-year period. For further details, please visit steinhardt.nyu.edu/mcc/doctoral/funding. Students are expected to maintain satisfactory progress toward their degree completion and to achieve a set of benchmarks in their trajectory through the program in order to receive funding.

See general financial aid section, page 167.

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

The LeBoff Fellowship
The Phyllis and Gerald LeBoff Doctoral Fellowship is designed to attract and foster exceptional talent. The faculty designate one student to be the LeBoff Fellow at the time of admission. All applicants to the Ph.D. program in Media, Culture, and Communication (MCCD) who submit an application for admission are automatically considered for this funding. No scholarship application is required.

LeBoff Research Fund
The Phyllis and Gerald LeBoff Research Fund provides support to doctoral students for dissertation research. Students who have successfully defended their dissertation proposals can apply; funding is available for travel, supplies or services.

Mitchell Leaska Scholarship for Master’s Students
This award honors the legacy of Mitchell Leaska, a distinguished professor at NYU Steinhardt for nearly 40 years. Media, Culture, and Communication master’s students are eligible to apply for funds to support the preparation and presentation of original scholarly work at conferences. Additionally, there are a variety of councils and working groups around the University that hold funding competitions.

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

The University and department offer graduate summer and January interses-
## Courses

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

### NOTES TO COURSES

*Pass/fail basis.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEDIA, CULTURE, AND COMMUNICATION/MCC-GE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar in Media, Culture, and Communication</td>
<td>MCC.GE.2001</td>
<td>40 hours</td>
<td>4 units. Fall.</td>
</tr>
<tr>
<td>The Psychic Life of Media: History and Theory</td>
<td>MCC.GE.2005</td>
<td>40 hours</td>
<td>4 units.</td>
</tr>
<tr>
<td>Censorship in American Culture</td>
<td>MCC.GE.2010</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Amateur Media</td>
<td>MCC.GE.2024</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Race and Media</td>
<td>MCC.GE.2025</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Media and the Environment</td>
<td>MCC.GE.2027</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Architecture as Media</td>
<td>MCC.GE.2030</td>
<td>40 hours</td>
<td>4 units.</td>
</tr>
<tr>
<td>Seminar in Media Criticism I and II</td>
<td>MCC.GE.2100,2101</td>
<td>40 hours</td>
<td>4 units. Each term.</td>
</tr>
<tr>
<td>The Politics of the Gaze: Sensory Formations of Modernity</td>
<td>MCC.GE.2112</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Advanced Issues in Nonverbal Communication</td>
<td>MCC.GE.2115</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Media Policy and Regulation</td>
<td>MCC.GE.2120</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Evolution of Technology</td>
<td>MCC.GE.2125</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>New Media Research Studio</td>
<td>MCC.GE.2129</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Topics in Digital Media</td>
<td>MCC.GE.2130</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Game Studies</td>
<td>MCC.GE.2131</td>
<td>40 hours</td>
<td>4 units.</td>
</tr>
<tr>
<td>Visions and Revisions of Cyberspace</td>
<td>MCC.GE.2132</td>
<td>40 hours</td>
<td>4 units.</td>
</tr>
<tr>
<td>Digital Media and Materiality</td>
<td>MCC.GE.2133</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Media Archaeology</td>
<td>MCC.GE.2134</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Media, Memory, and History</td>
<td>MCC.GE.2135</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>War and Media Theory</td>
<td>MCC.GE.2136</td>
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<td>4 units.</td>
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<td>Politics of Digital Media</td>
<td>MCC.GE.2138</td>
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<td>4 units.</td>
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<tr>
<td>Issues in Organizational Communication</td>
<td>MCC.GE.2140</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>The Cultural Analysis of Design</td>
<td>MCC.GE.2143</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Methods in Interpreting Popular Culture</td>
<td>MCC.GE.2145</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>The Sitcom</td>
<td>MCC.GE.2146</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Reality and Documentary TV</td>
<td>MCC.GE.2147</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>The Television Business</td>
<td>MCC.GE.2148</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Cultural History of Television</td>
<td>MCC.GE.2149</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Media Activism</td>
<td>MCC.GE.2153</td>
<td>40 hours</td>
<td>4 units.</td>
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<td>Activist Art and Creative Activism</td>
<td>MCC.GE.2155</td>
<td>40 hours</td>
<td>4 units.</td>
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<td>The Communications Revolution and Culture in America</td>
<td>MCC.GE.2157</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Transnational Communities and Media Culture</td>
<td>MCC.GE.2165</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>The Global City and Media Ethnography: Practice-Led Media Research</td>
<td>MCC.GE.2166</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Transnational Media Flows</td>
<td>MCC.GE.2167</td>
<td>40 hours</td>
<td>4 units.</td>
</tr>
<tr>
<td>Globalization, Memory, and Visual Culture</td>
<td>MCC.GE.2169</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Communication and Persuasion: Film Classics of Propaganda</td>
<td>MCC.GE.2170</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Research for Communication Professionals</td>
<td>MCC.GE.2173</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Professional Writing and Research Applications</td>
<td>MCC.GE.2174</td>
<td>Variable</td>
<td>1–4 units.</td>
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<td>Political Communication</td>
<td>MCC.GE.2175</td>
<td>40 hours</td>
<td>4 units.</td>
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<tr>
<td>Communication Processes: Gender, Race, and Cultural Identity</td>
<td>MCC.GE.2182</td>
<td>40 hours</td>
<td>4 units. Borisoff.</td>
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<tr>
<td>Comparative Media Systems</td>
<td>MCC.GE.2184</td>
<td>40 hours</td>
<td>4 units.</td>
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<td>Critical Issues in Conflict Resolution</td>
<td>MCC.GE.2185</td>
<td>40 hours</td>
<td>4 units.</td>
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<td>The Languages of Communication: From Cave Painting to Print</td>
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**Doctoral Courses**

**Special Topics in Critical Theory**
MCC-GE.3010 40 hours: 4 units.

**Suspicion and Interpretation**
MCC-GE.3011 40 hours: 4 units.

**Fetishism**
MCC-GE.3012 40 hours: 4 units.

**Marx**
MCC-GE.3013 40 hours: 4 units.

**Special Topics in Media History**
MCC-GE.3030 40 hours: 4 units.

**Documents, Documentary, Data, Database**
MCC-GE.3031 40 hours: 4 units.

**Doctoral Seminar in Culture and Communication I, II**
MCC-GE.3100, 3200 40 hours: 4 units each term.

**Introduction to Communication Research**
MCC-GE.3101 40 hours: 4 units each term.

**Special Topics in Cultural and Visual Studies**
MCC-GE.3110 40 hours: 4 units.

**Theories of Visual Consumption and Consumerism**
MCC-GE.3111 40 hours: 4 units.

**Deleuze’s Aesthetics**
MCC-GE.3113 40 hours: 4 units.

**Special Topics in Global and Transcultural Communication**
MCC-GE.3130 40 hours: 4 units.

**Transcultural Media**
MCC-GE.3131 40 hours: 4 units.

**Mapping the Transnational**
MCC-GE.3132 40 hours: 4 units.

**Special Topics in Technology Studies**
MCC-GE.3150 40 hours: 4 units.

**Heidegger and Deleuze**
MCC-GE.3151 40 hours: 4 units.

**AudioVision: Sound and Listening in Film and Other Media**
MCC-GE.3152 40 hours: 4 units.

**The Politics of Code**
MCC-GE.3153 40 hours: 4 units.

**Science and Technology Studies**
MCC-GE.3154 40 hours: 4 units.

**Dissertation Proposal Seminar**
MCC-GE.3201 40 hours: 1 unit.

**Doctoral Research Colloquium**
MCC-GE.3400 10 hours: 1 unit.
DEPARTMENT OF

Music and Performing Arts Professions

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

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

Notice: The programs, requirements, and schedules listed herein are subject to change without notice. A directory of classes is published each term with a current schedule. For the most up-to-date schedule changes, please consult ALBERT, NYU's student information website.

DEPARTMENT CHAIR: ROBERT ROWE
35 WEST FOURTH STREET, SUITE 1077 | NEW YORK, NY 10012-1172
TELEPHONE: 212-998-5424 | FAX: 212-995-4043 | WEBSITE: steinhardt.nyu.edu/music

The Department of Music and Performing Arts Professions offers the finest professional training within a preeminent and internationally acclaimed university. The graduate programs are united by a spirit of openness and innovation that encourages students to pursue their specializations in the performing arts in the context of the larger world of ideas. With an outstanding faculty of performers, theorists, and educators supported by superb research and studio facilities, the department offers an unparalleled environment for artistic challenge and growth.

This unique vision takes many forms. At NYU, music performers, composers, and technology majors collaborate on special projects and performances through the New Music Ensemble and the Interactive Arts Performance Series. Music educators take courses in music technology and improvisation. Music therapists work collaboratively with other creative arts therapists in drama and visual art to promote a deeper understanding of the interdisciplinary use of the arts in therapy. Performing arts administrators and music business professionals explore the commonalities of the nonprofit and commercial sectors. Educational theatre students mount productions for city schoolchildren and develop community-engaged theatre in numerous sites. Instrumentalists combine traditional study of solo and chamber literature along with the investigation of extended techniques, improvisation, new works by NYU composition majors, and interactions with electronics. Composers have the opportunity to work with choreographers, librettists, and filmmakers.

The department approaches graduate study out of the recognition that in addition to substantial training in individual specializations, today’s performer, composer, educator, therapist, technical specialist, or executive needs multiple skills and broad experiences to pursue a successful and fulfilling career.

The school’s location in New York City is a strong advantage. Students immerse themselves in the excitement and opportunities of the world’s musical and artistic capital. The University’s location enables it to draw on the greatest artists in the world and allows its students to build networks and take advantage of abundant professional opportunities. The Department of Music and Performing arts presents over 300 performances, frequently reviewed by the New York media, each year—from solo recitals to ensemble concerts and full opera and music theatre productions. Throughout the academic year, the department presents master classes several times each week.

Graduate offerings include programs leading to the Master of Arts and Master of Music degrees, the Advanced Certificate, and the Ph.D. and Ed.D. degrees. The master’s program in music therapy is accredited by the American Music Therapy Association (AMTA). Teacher certification programs in music education, dance education, and educational theatre are accredited by the Teacher Accreditation Council (TEAC).
Faculty


Juan Bello, Associate Professor. B.S. 1998, Simón Bolivar; Ph.D. 2003, London.

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

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


Brian P. Gill, Music Assistant Professor. B.A. 1993, North Carolina (Charlotte); M.M. 1996, Colorado (Boulder); Cert. in Vocology 2000, Iowa; D.M.A. 2007, Kentucky (Lexington).

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


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

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


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


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


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


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


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


Joe Salvatore, Clinical Assistant Professor. B.A. 1995, Delaware; M.F.A. 1993, Massachusetts (Amherst)


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


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


### Distinguished Performers and Composers-in-Residence

- George Perle (1993-1994)
- Leo Kraft (1997-1998)

- George Crumb (1997-1998)
- Steven Schick (1997-1998)
- “Prizm” Brass Quintet (2003-2005)
- Tania León (2004)
- Quartet of the Americas (2004–)
- New Hudson Saxophone Quartet (2004–)
- JACK Quartet (2011-present)
- Justin Delio Joio (present)

### Number of Adjunct Faculty (by specialization)

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<th>Music</th>
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### Special Departmental Features

**ADMISSION REQUIREMENTS FOR MUSIC PROGRAMS**

An interview and, in programs where applicable, an audition and/or composition portfolio review. See also individual programs.

See general admission section, page 167.

**SPECIAL DEGREE REQUIREMENTS FOR MUSIC PROGRAMS**

All incoming master’s degree students, excluding those in the Music Business Program, must take Theory, Ear Training, and Music History placement examinations prior to their first semester (consult the department for specific dates and locations). All master’s programs in music require a final project (Colloquy). See also under individual programs.

### Distinguished Educational Theatre Scholars and Artists-in-Residence

- Enda Walsh, 2005
- Dorothy Heathcote, 2006, 2007
- Rosa Luisa Márquez, 2006–2010
- Cecily O’Neill, 2008
- Johnny Saldana, 2009
- Michael Rohd, 2010
- Kumagai Yasuhiro, 2010
- Julian Boal, 2010–11
- Ross Prior, 2011
- Jana Sanskrit India theatre troupe, 2011
- Tony Graham, 2012
The mission of the Dance Education Program is to provide high-quality professional development in the theory and practice of dance education for teachers, administrators, performing artists, and research scholars in the fields of dance and education. Our “thinking-centered” approach emphasizes the integration of the developing mind and body in the context of cultural practices through research, pedagogic, and discipline-based inquiries. Our goal is to facilitate the growth of your creative and critical thinking abilities, thereby increasing your knowledge and expertise in dance and dance education.

Created in 1932 by the legendary Martha Hill, the Program in Dance Education is guided by a belief in movement as central to human development and education. From this perspective, dance and education are viewed as complementary domains of knowledge. Dance represents an intelligent expression of human experience and is an important source of understanding that contributes to cognitive, emotional, and physical growth in multicultural settings.

Traditionally, dance is not taught as a domain of understanding; rather, it is taught as received knowledge. Our approach is to move away from a knowledge-centered curriculum—the passive mind, active body ideal—wherein submissive learners “acquire” dance content through a dominant pedagogy. Instead, we provide a curriculum that requires critical and creative thinking about, and deliberate practice with, key concepts in dance, human development and socio-cultural educational settings.

Dance Education’s three master’s (M.A.) programs are in Teaching Dance in the Professions, Teaching Dance in the Professions with a concentration in ABT ballet pedagogy, and Teaching Dance, All Grades. Discipline-based studies and scholarly research increases students’ knowledge and expertise and transforms the way educators understand and teach dance. For this reason, the programs’ distinguished faculty members focus on creative, pedagogical, and research-based inquiries. A creative-based inquiry allows the dancer to master his or her craft with coursework that includes choreography, technique, and improvisation. Pedagogical-based inquiry enables deep understanding of learning and teaching processes with courses in teaching methods, curriculum development, and multicultural practices. The research-based inquiry provides theory and methods courses for creating new knowledge in the field of dance education.

The Program in Dance Education offers many opportunities to engage in community outreach, performance, and research in dance. Close partnerships with national, state, and New York City performing arts institutions provide access to a wealth of information about innovative dance education programs for exploration and research. Its student ensemble group, Kaleidoscope Dancers, focuses on community outreach, performs with and for New York City schoolchildren, and conducts workshops on learning in, through, and about dance. It also provides opportunities to learn new repertory from distinguished faculty. Its concerts provide an opportunity for students to develop their choreographic voice.

CAREER OPPORTUNITIES
Graduates of the Program in Dance Education hold positions teaching dance in public and private elementary and secondary schools, in outreach dance education programs, and as professors and researchers in college and university dance and dance education programs and related settings.

DEGREE REQUIREMENTS
Master of Arts: Teaching Dance, All Grades
The need for qualified and certified dance educators in elementary and secondary schools has never been greater than it is today. The master of arts program in Teaching Dance, All Grades can lead to initial teacher certification (40 units) for preservice teachers and professional teacher certification (30 units) for certified teachers who already have a bachelor’s degree.

Initial Teacher Certification. The preservice curriculum is designed to train dance educators who will be prepared to teach all grades. A total of 40 units and 100 hours of field experience are required for this master’s program, distributed as follows:

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

General Pedagogical Core (21 units): Inquiries into Teaching and Learning III TCHLG-GE.2275; Human Development and Education in the Arts MPAIA-GE.2010; Technology Resources for Performing Arts Educators MPAIA-GE.2029; The Social Responsibilities of Teachers TCHLG-GE.2999; Methods and Materials in Teaching Dance MPADGE-GE.2265; Artistic Resources in Dance Education MPADGE-GE.2266; Dance for the Special Child MPADGE-GE.2453.


Professional Teacher Certification
The in-service curriculum is designed to provide professional development for educators with initial certification to gain professional-level certification and be prepared to teach dance to all grades. A total of 30 units and 50 hours of field experience are required for this master’s program, distributed across, but not limited to, the Foundations in Dance Education and Specialized Pedagogical Core described above.

Master of Arts: Teaching Dance in the Professions
A total of 36 units is required for the Master of Arts Degree Program in Teaching Dance in the Professions. A culminating project is required. The traditional track (DAHP) is intended for those who wish to teach in institutions of higher education or work as educational consultants and directors of education. Students intending to teach in private studios, in conservatories, as teaching-artists, and in community settings may select a concentration in ballet pedagogy, offered in partnership with the American Ballet Theatre (DAHP:ABT). Both tracks prepare stu-
Students to gain the academic experience necessary to pursue doctoral study.

**DAHP: Required Core (15 units):** Introduction to Laban Movement Analysis MPADE-GE.2044, Research in Dance Education MPADE-GE.2403, Methods and Materials for Teaching Dance MPADE-GE.2265, Jazz Dance: A Cultural-Historical Approach to Teaching Dance MPADE-GE.2029, Teaching Performance of Dance MPADE-GE.2454, Teaching Dance in Higher Education MPADE-GE.2452.


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

**DAHP: ABT Required Core (14 units):** Introduction to Laban Movement Analysis MPADE-GE.2044, Research in Dance Education MPADE-GE.2403, Methods and Materials for Teaching Dance MPADE-GE.2265, Jazz Dance: A Cultural-Historical Approach to Teaching Dance MPADE-GE.2029, Teaching Performance of Dance MPADE-GE.2454, Teaching Creative Movement in the Studio School MPADE-GE.2452.


**ADMISSION REQUIREMENTS**

Admission to the dance education master’s degree program is offered to applicants who hold a bachelor’s degree or equivalent international credentials and who show promise as dance educators. Applicants are judged on the basis of criteria that include academic record and performance experience, quality of personal written statement, individual audition, and interview. (Note: A video tape may be submitted in lieu of an audition.) See general admission section, page 167.

**ACCREDITATION**

The Steinhardt School of Culture, Education, and Human Development’s teacher education program has been accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years. The accreditation certifies that the Steinhardt teacher education program has provided evidence that it adheres to TEAC’s quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop and improve its programs that prepare teachers. For more information, contact TEAC, One Dupont Circle, Suite 320, Washington, DC 20036; 202-466-7236; www.teac.org.

**DEGREE REQUIREMENTS**

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

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

Completion of this program leads to eligibility for initial and Professional New York State Certification in Teaching Dance, All Grades, (Pre-K–12) with reciprocity in numerous states.

**ADMISSION REQUIREMENTS**

**Advanced Certificate (dance)**

Specific requirements for the advanced certificate program in dance include:
1. Earned Master of Arts or Master of Fine Arts in Dance or Dance Education
2. Strong record of academic achievement
3. Completed essay expressing interest in K-12 education in dance and detailing career goals
4. Audition

See general admission section, page 167.

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

New York University offers the only academic program in the United States in educational theatre that leads to the M.A., Ed.D., and Ph.D. degrees. The program emphasizes explorations in theatre as an art form, drama education, and applied theatre, with coursework in school-based drama, teaching artistry, theatre for young audiences, play production, innovative research, new play development, performance, design, and community arts. It also provides concentrations in art-based research, dramatic literature, and aesthetic education. The program has a strong social justice agenda and produces plays year-round for audiences in an experimental studio space (the Black Box Theatre) and in the venerable Provincetown Playhouse.

New York City offers opportunities for internships and extensive experience in a variety of professional settings that include private and public schools, nationally prominent theatres, including theatres for young and family audiences, hospitals, media networks, recreational and community centers, and social service agencies. Qualified students may apply for internships with educational theatre companies across New York City.

CAREER OPPORTUNITIES
Graduates are employed in a variety of educational settings for all ages, in communications, community theatres, New York-based and regional theatres, children's and youth theatre companies, and as consultants and specialists. Institutions from the preschool to the university level seek trained specialists to inaugurate and conduct drama programs; specialists are also needed for programs in social service agencies, recreation centers, and guidance or wellness facilities.

Notable alumni of the program include playwrights and filmmakers (John Patrick Shanley, winner of the 1988 Academy Award for his script for the film Moonstruck and the 2005 Pulitzer Prize for his Broadway play Doubt; Ra- mon Esquivel, featured playwright at the New Plays for Young Audiences Series; Lowell Swortzell, playwright, children's theatre authority, co-founder of the NYU Educational Theatre program); education, outreach, and financial directors (Kevin Bott, Imagining America: Artists and Scholars in Public Life; Myrna Casas, director of her own prize-winning company in Puerto Rico; Alexander Sarian, Director of Finance and New Business, Lincoln Center Education; Courtney Boddie and Jonathan Shmidt, New Victory Theatre); teachers and school administrators (Sandy Faison, assistant principal of drama at LaGuardia High School of Music & Art and Performing Arts; Krista Fogle, arts administrator at the Creative Arts Team; David Kilpatrick, manager for Kennedy Center's Theatre for Young Audiences); college professors (Sohba Pareeds, City College of New York; Dani Snyder-Young, Illinois Wesleyan University; Daphnie Sicre Borough of Manhattan Community College, Jay W. Pecosa, Chair/Associate Professor, Department of Theatre and Dance at SUNY Potsdam); authors and educators (Russell Granet, founder Arts Education Resource; the late Dr. Nellie McCaslin, prolific author of widely employed texts on drama for children); and numerous applied theatre professionals and drama educators (including, Javier Cardona, Rehabilitation Through the Arts; James DeVivo, Playwrights Theatre New Jersey; Dana Edell, founder of Vibe Theatrical Experience; Edmund Chow, Singapore Prison Authority). The program now offers master's degrees in four areas of specialization: teaching in colleges and communities, New York State teacher certification in Theatre K–12, New York State teacher certification in both English 7–12 and Theatre K–12, and New York State teacher certification in both Social Studies 7–12 and Theatre K–12.

Master of Arts: Educational Theatre for Teachers in Colleges and Communities (EDTC)
The M.A. Program in Educational Theatre for Teachers in Colleges and Communities (EDTC) is a 36–42 unit curriculum that prepares students to explore theatre with diverse communities in unique settings and at the higher education/college level. Graduates of this program hold teaching and administrative positions in contexts where teacher certification is not required, such as private colleges, arts organizations, galleries and museums, educational outreach centers, health education facilities, housing programs, youth and adult detention centers, and more. This particular track is designed to empower graduates to design, implement, and evaluate theatrical work in a wide range of community contexts, and prepare students who elect to pursue college teaching for innovative research and scholarship in the field.

Students take courses in the foundation areas of applied theatre; drama education production, performance, direction and design, literary foundations; and theatre for young audiences, as well as in the applications of these content areas to a variety of community settings. The New York State Learning Standards for Theatre inform these curriculum pathways. Substitutions, such as study abroad options, can be made through one-to-one advisement. Additional courses not listed below are offered each semester. Students should discuss their course selection with their adviser.

ADMISSION REQUIREMENTS
Students are expected to have completed the equivalent of two semesters of acting or directing and two semesters of theatre history or dramatic criticism prior to admission. Students who have not taken these prerequisite courses or their equivalent at the undergraduate level must register for them before completing the degree. This may increase the number of credits required to complete the degree.

DEGREE REQUIREMENTS

Foundations and Research (12 units):

Research (3 units): An introduction to research design. Methods and Materials of Research in Educational Theatre MPAET-GE.2077.

Discipline Content Study (12 units):
Discipline courses in production, performance, criticism, and aesthetics all of which are informed by the New York State Learning Standards for the Arts. Students who have not taken the asterisked courses (*) or their equivalent at the undergraduate level must take them before fulfilling the Content Core requirement, which may result in a program of study greater than 36 credits. World Drama I and II MPAET-GE.2102,2104; Advanced Directing MPAET-GE.2097; Styles of Acting and Directing* MPAET-GE.2099, 1100; Costume Design MPAET-GE.2175; Creative Play in the Arts MPAET-GE.2059; Development of Theatre and Drama
ADMISSION REQUIREMENTS
Students must have earned 36 units in drama, theatre, dramatic literature, or their equivalent. Students with fewer than 36 units in these areas on admission will be required to take additional coursework in educational theatre.

DEGREE REQUIREMENTS
Content Core Foundation (27 units):
- Development of Theatre and Drama MPAET-GE.2021, 2022; Drama in Education I and II MPAET-GE.2193, 2194; Drama with Special Education Populations I, II, and III MPAET-GE.2960, 2961, 2962; Methods and Materials of Research in Educational Theatre MPAET-GE.2077; Educational Theatre Electives.
- Specialized Pedagogical Core (11 units): Drama Activities in the Elementary School MPAET-GE.2030, Drama Activities in the High School MPAET-GE.2031; Teaching Through Drama: Classroom Strategies MPAET-GE.2951; Drama Across the Curriculum and Beyond MPAET-GE.2955; Theatre for Young Audiences: Introduction to Theatre for Young Audiences MPAET-GE.2005, 2006; Youth Theatre in Education MPAET-GE.2075, 2076; Advanced Playwriting MPAET-GE.2106; Creating Theatre with Young People MPAET-GE.2980, 2981.
- Culminating Experience (3 units): After completing Pathways, students collaborate with advisors to identify a course, or create an individualized research project, representative of the culmination of their studies while in the program and indicative of their future work. Seminar in Applied Theatre Research MPAET-GE.2400, Human Development and Education in the Arts MPAIA-GE.2010, or the Practicum MPAET-GE.2031.

Master of Arts: Educational Theatre, All Grades (EDTA)
The goal of this 47-unit M.A. teacher certification program in educational theatre, all grades (EDTA), is to educate teachers to provide opportunities for students to explore theatre forms and drama strategies on stage and in the classroom. The curriculum provides integrated course offerings in drama, dramatic literature, and theatre, which are tied to the New York State Learning Standards for the Arts. This course of study enables graduates to be educated as teaching artists and professionally certified in New York State as teachers of theatre, all grades.

ADDITIONAL REQUIREMENTS
1. Students being recommended for New York State Teaching Certification via the theatre teacher certification sequence must have taken at least one semester of a foreign language at the college level (sign language is allowed).
2. Students must successfully complete the New York State Teacher Certification examinations. Scores must be submitted to the State Education Department before it will consider issuing certificates to teach in the public schools of New York State.
3. All students are required to complete a Culminating Experience, which consists of a curriculum development project informed by the student’s experience in the student teaching practicum and the coursework (by advisement).

ADMISSION REQUIREMENTS
Students must have earned 30 units in English or dramatic literature or their equivalent and 30 units of theatre or educational theatre. Students with fewer than 30 prerequisite units in these areas on admission may be required to take additional coursework as part of their master’s program.

DEGREE REQUIREMENTS
Content Core:
- Foundations in Educational Theatre (12 units): Development of Theatre and Drama MPAET-GE.2021 or MPAET-GE.2022 OR Methods of Research in Educational Theatre MPAET-GE.2077; Drama in Education I and II MPAET-GE.2193, 2194; and Dramatic Literature or Educational Theatre elective by advisement.
- General Pedagogical Core (12 units): Drama with Special Education Populations MPAET-GE.2960; Inquiries into Teaching and Learning III TCHL-GE.2010; Adolescent Development APSY-GE.2272; Negotiating the Curriculum ENGED-GE.2120; and Social Responsibilities of Teachers: Drug and Alcohol Education, Child Abuse Identification, and School
Violence Prevention TCHL-GE.2999.
Supervised Student Teaching (11 credits): Student Teaching in the Elementary Drama Classroom MPAET-GE.2134, Teaching/Learning English Language Arts in Middle School ENGED-GE.2041 OR Teaching/Learning English Language Arts in High School ENGED-GE.2042, Student Teaching the English Language Arts in the High School ENGED-GE.2922.

ADDITIONAL REQUIREMENTS
1. Students being recommended for New York State Teaching Certification via the English Teacher Certification sequence must have taken at least one semester of a foreign language at the college level (sign language is allowed).
2. Students must successfully complete the New York State Teacher Certification examinations. Scores must be submitted to the State Education Department before it will consider issuing certificates to teach in the public schools of New York State.
3. All students are required to complete a Culminating Experience, which consists of a research project or essay reflecting on the duality of the degree, informed by the student’s experience in the student teaching placement (by advisement).

Master of Arts: Educational Theatre, All Grades, with Social Studies, 7–12
Social studies and theatre have a powerful alliance when learners are provided with the chance to explore a period of history, historical concepts, and historical debates through the use of drama-based frameworks. This innovative dual certification program is built on the school’s teacher certification programs in Educational Theatre, All Grades, and Teaching Social Studies, 7–12. Students are provided with opportunities to explore key ideas in primary source documents or historical texts through the use of interactive dramatic strategies. The dual certification program adheres to State Learning Standards for both theatre and social studies, and the curriculum reflects an integration of coursework offered by the current faculty in the Program in Educational Theatre, in collaboration with the faculty in the Program in Social Studies Education. Each of the competencies now necessary for teacher certification programs are met by the coursework, fieldwork, and student teaching requirements in both programs, as well as all the faculty and institutional requirements.

ADMISSION REQUIREMENTS
Students must have earned 24 units in theatre and 24 units in social studies. For social studies, students must have completed at least 15 semester units in the history and geography of the U.S. and the world; at least 3 units in economics; at least 3 units in government or political science; and at least 3 units in one of the social sciences with the exception of psychology and philosophy. For theatre, students must have earned 24 units in drama, theatre, dramatic literature, or their equivalent. Students with fewer than 24 units in these areas on admission will be required to take additional coursework in educational theatre and/or social studies. To be recommended for certification in social studies and theatre, students will have completed a total of 30 content credits in each area. Six units are included in the following program of study.

See general admission section, page 167.

DEGREE REQUIREMENTS
A total of 47 units are required for this master’s program, distributed as follows:

Content Core in Educational Theatre and Social Studies (12 units): World Drama I or II MPAET-GE.2103 or MPAET-GE.2104, Drama in Education I or II MPAET-GE.2193 or MPAET-GE.2194, The Social Studies Curriculum: U.S. History SOCED-GE.2047, The Social Studies Curriculum: World History SOCED-GE.2048.

General Pedagogical Core in Educational Theatre and Social Studies (13 units): Drama with Special Education Populations MPAET-GE.2960 or Educating Students with Disabilities in Middle School and Adolescent Settings SPCED-GE.2162; Human Development and Education in the Arts MPAIA-GE.2010; The Social Responsibilities of Teachers: Drug and Alcohol Education, Child Abuse Identification, and School Violence Prevention TCHL-GE.2999; Literacy and Social Studies SOCED-GE.2147; Exploring Social Issues Through Drama MPAET-GE.2976; Understanding Diversity: Teaching Pluralism MPAET-GE.2977; Inquiries into Teaching and Learning III TCHL-GE.2010

Specialized Pedagogical Core in Theatre and Social Studies (16 units):

Student Teaching in Theatre and Social Studies (6 units): Supervised Student Teaching: Social Studies in the Secondary School SOCED-GE.2051, Supervised Student Teaching Theatre in the Elementary Classroom MPAET-GE.2134. Terminal Experience (0 units): Social Studies and History Workshop or culminating research project in educational theatre.

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

Doctoral Programs (EDTC, EDTH)
A strong research focus exists in the Program in Educational Theatre. Applications for doctoral study are accepted from candidates with clearly demonstrated interest in research and scholarship. Acceptance into doctoral study is competitive. Students are encouraged to complete their program in five years. A satisfactorily completed master’s degree with a research component is expected prior to application. A total of 48 to 60 units beyond the master’s degree (depending on the student’s previous academic background) is required for the Ph.D. or the Ed.D. degree. This includes 36 units in general degree requirements and a minimum of 18 units in educational theatre to be selected in consultation with a doctoral adviser, according to the student’s area of interest and professional goals.

Doctoral students must complete a minimum of 36 units in residence beyond the master’s degree. A candidacy examination is given approximately halfway through the academic work to determine if students have reached competency. Upon completion of coursework, students must register in a 1-unit collegium in performing arts education research each semester in order to maintain matriculation (Performing Arts Research Collegium MPAIA-GE.3400).
Both a proposal and a dissertation are required of all doctoral students. Ph.D. students must defend their dissertation during an oral examination. Three full-time faculty members are required to serve on doctoral students’ dissertation committees.

Student should consult the handbook for doctoral study published by the Steinhardt School for the specific requirements of this degree. Course substitutions for any of the general degree requirements must be approved by the academic adviser, the department director, and the associate dean for academic affairs.

**DEGREE REQUIREMENTS**


**Cognate Study** (6 units): Electives closely related to and supportive of the student’s area of specialization. This coursework must be taken outside of the student’s program, i.e., not MPAET-GE courses.

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

**Research Electives** (15 units): Coursework includes Seminar in Applied Theatre Research MPAET-GE.2400 and Methods and Materials of Research in Educational Theatre MPAET-GE.2077. Advanced specialized research courses should be taken after candidacy has been received and, preferably, as the dissertation proposal has been shaped to ensure that selections are relevant to the dissertation. For instance, a student doing qualitative inquiry, which demands extensive interviewing of participants, would register for Research Practicum in Field Settings CHDED-GE.2372.


**Educational theatre requirements** (a minimum of 18 educational theatre units under advisement must be selected from the following courses): Drama in Education II MPAET-GE.2194, Development of Theatre and Drama MPAET-GE.2021,2022, Dramatic Criticism MPAET-GE.2091,2092, Seminar in Applied Theatre Research MPAET-GE.2400; Advanced Directing MPAET-GE.2097, 2098; Advanced Playwriting MPAET-GE.2106; Creative Play in the Arts MPAET-GE.2059; Theatre in Education Practices MPAET-GE.2090; Theatre Practices: Leaders in Educational Theatre MPAET-GE.2151; Images of Women in the Theatre MPAET-GE.2023; Farce and Comedy in the Theatre MPAET-GE.2067, 2068; American Theatre MPAET-GE.2087, 2088; Theatre of Brecht and Beckett MPAET-GE.2177; World Drama MPAET-GE.2103, 2104.

**ADMISSION REQUIREMENTS**

Specific requirements for the doctoral programs in educational theatre include (1) an acceptable M.A. thesis and other submitted work, (2) the statement of professional goals, and (3) the interest of at least one faculty member in the applicant’s stated area of research and dissertation concept.

See general admission section, page 167.

**STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTS**

See page 180. ➤

**SPECIAL OPPORTUNITIES**

The Program in Educational Theatre offers a unique opportunity for concentrated study and daily field participation in the uses of drama and theatre in education. The Summer Study Abroad program in Brazil, England, Ireland, and Puerto Rico, which celebrated its 38th anniversary in 2011, is designed for teachers, university students, recreational leaders, librarians, language and speech arts specialists, theatre directors, actors, and integrated arts educators.

The program provides training with leaders in educational theatre, including, in the past, such notable authorities as Judith Ackroyd, Julian Boal, Cecily O’Neill, Rosa Luisa Marquez, Barbara Santos, Dorothy Heathcote, and Gavin Bolton, as well as representatives from the center for the Theatre of the Oppressed in Rio, Samuel Beckett Theatre at Trinity College Dublin, Royal Shakespeare Company, and the Royal National Theatre.

Lectures, demonstrations, and in-service school and local community experiences are offered in both formal and informal dramatic activities involving elementary, junior high, and high school children as well as adults. Students may earn 6 or 12 units toward the master’s or doctoral degree in educational theatre.

The program has offered intensive graduate study during January interses-
Music Business

Students may also enroll in Independent Study and Practicum in Educational Theatre in order to undertake internships and fieldwork throughout the city or to work with faculty members on special research or creative projects. With leading collections for research in the performing arts, New York City affords doctoral students excellent sources for projects and dissertation subjects.

New York University is one of the few universities in the country to offer a graduate degree in the music business field. Founded in 1993, the Music Business Graduate Program addresses the music industry as a unique business operating within corporate and entrepreneurial structures. The skills students develop in the program will serve them well in a fast-paced industry that needs thoroughly trained personnel who can apply business and administration theory to problems that have a strong aesthetic and artistic dimension.

The Music Business Graduate Program harnesses the strengths of NYU Steinhardt’s Department of Music and Performing Arts Professions and the NYU Stern School of Business by requiring classes in both schools. In addition to providing structured courses, the curriculum promotes student autonomy through an interactive classroom atmosphere, internships, international opportunities, and research requirements. Students are encouraged to participate in extracurricular activities such as the MUBG Student Ambassador Board, the NYU Concert Program Board, and radio station WNYU.

CAREER OPPORTUNITIES

The program prepares highly skilled, disciplined, and thoroughly trained management professionals for the commercial (for profit) music business sector. Graduates serve as managers, new product developers, promoters, record administrators, music publishers, marketers, distributors, entrepreneurs, producers, and in many other capacities.

DEGREE REQUIREMENTS

The program requires 51 units of coursework and can be completed in two years of full-time study. A part-time course of study is also available. Courses in music business and music technology are offered through the Steinhardt School of Culture, Education, and Human Development; courses in business administration are offered through the Leonard N. Stern School of Business. A supervised final project, in which students are encouraged to do innovative research and analysis, is completed through the required Colloquy course.

Music Business Core Courses (24 units):

Internships (3 units): Students have the opportunity to work with top professionals in the music industry in New York City. These internships often lead to permanent employment.


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

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

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

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

ACCREDITATION

The Steinhardt School of Culture, Education, and Human Development’s teacher education program has been accredited by the Teacher Education Accreditation Council for a period of five years. The accreditation certifies that the Steinhardt School teacher education program has provided evidence that it adheres to TEAC’s quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop and improve its programs that prepare teachers.

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

ADMISSION REQUIREMENTS
Students currently in the Program in Music Business hold a variety of graduate degrees; business, music, and humanities are the most common. Applicants must submit at least two letters of recommendation attesting to their strengths, weaknesses, potential to succeed in a rigorous academic program, and potential for management. Applicants for the Music Technology Concentration submit details of their prior academic and/or professional technology experience. Some work experience is preferred (relevant internships can qualify). Students are admitted only in the fall semester of each year. The music business M.A. program also participates in the Early Decision option. See admission instructions for details.

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

COUNCIL ON ARTS MANAGEMENT PROGRAMS
The Council on Arts Management Programs is a faculty group in NYU Steinhardt that represents the fields of music business, performing arts administration, and visual arts administration. The council’s mission is to ensure a vital future for the arts by educating highly qualified professionals to shape, influence, and lead arts organizations, institutions, and businesses and to serve the present and future needs of artists. The goals of the council are to lead public events highlighting important developments in the fields of art and business and incorporate results into learning outcomes; to generate innovations in curricula through active interchange among programs and dissemination of new knowledge and research; and to examine and integrate national and international developments affecting the arts in their cultural, social, economic, and political contexts. For further information, visit steinhardt.nyu.edu/commissions/arts_management.

The Program in Music Education in New York University’s Steinhardt School of Culture, Education, and Human Development seeks to develop students’ awareness of the value of the arts and music and the importance of sharing these values with others. Located in one of the most diverse urban centers in the world, the program offers students a unique opportunity to experience a broad spectrum of musical practices and pedagogy.

The Program in Music Education offers opportunities for teacher certification, enrichment, and an exploration of vital issues confronting the field. A wide range of courses in applied music, theory, and pedagogy is enhanced by a curriculum that includes specialized approaches to teaching music such as Dalcroze, Orff, and Suzuki, with a full certification program in Kodály available in summers. Faculty members work closely with teachers, schools, and the community to spearhead new initiatives.

As an integral part of the Department of Music and Performing Arts Professions, students have opportunities for extensive collaboration with other arts professionals. Course offerings within the department enable students to develop expanded contexts for music and music education. Students can explore music synthesis, computer-assisted music, multimedia instruction, video reproduction, performance and composition, music therapy, music business, drama therapy, jazz studies, educational theatre, music theatre, and dance education, among others. Performing ensembles, chamber groups, and solo recitals further enhance a solid academic program.

Housed within the department are state-of-the-art recording, computer music, and CAI studios. The Music Education Resource Room supports new technologies and provides access to an outstanding array of music materials for all ages. The Arts and Media Studio, maintained by Interactive Telecommunication Services, offers advanced hardware platforms for computer music and multimedia. The Avery Fisher Center for Music and Media, located in Bobst Library, features advanced technology for audio and video reproduction and one of the finest music collections available anywhere.

With such unique faculty, facilities, technologies, and interdisciplinary areas of study, NYU prepares music educators for the challenges facing us now and in the future.

CAREER OPPORTUNITIES
The program’s alumni rank among leaders throughout the world in public school teaching, college and university teaching, performance, and research. The program meets academic requirements for New York State teacher certification and certification in many other states in the country. International students find career opportunities enhanced in their countries through the professional recognition of graduate degrees from New York University. The need for teachers is at an all-time high, and salary scales have been substantially increased. Doctoral graduates compete successfully for positions in teaching, research, and administration at major universities. Career opportunities also exist for education officers and administrators at cultural institutions—museums, community arts centers, conservatories, and musical societies.

PROGRAM OF STUDY
The Department of Music and Performing Arts Professions offers graduate-level study in music education for college and school settings. Each concentration of study exists as a template of specific components in which requirements are established through the process of working with a program adviser. In addition to holding the equivalent of a bachelor’s degree in music, applicants are required to audition for entry into all music education programs. The following general categories comprise concentrations that graduate students in music education select to further their study:

For College and University Faculty. This concentration emphasizes the preparation of teachers for community colleges and senior colleges and universities. It is also available to international students who are currently teaching, who have opportunities to teach at the college level, or who may wish to focus on specific aspects and issues of music education and pedagogy in the United States.

Teaching Music, All Grades. The Master of Arts in Teaching Music, All Grades, is designed for applicants with a music
background who wish to teach music at all levels from preschool through high school and are seeking initial teacher certification in New York State. Applicants must have completed a bachelor’s degree or the equivalent in music, which includes a minimum of 36 units of college-level coursework in music. International students may now also complete this program, including student teaching, and be eligible for initial certification who wish to complete the academic requirements for Permanent or Professional New York State Certification.

DEGREE REQUIREMENTS
Auditions are required. Proficiency in music theory and music history is assessed during a placement examination in the first semester of study. In addition, English proficiency is assessed through coursework in the first semester.

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

Dual Degree: Dual degree students take courses in music education in their junior and senior years, which enables them to complete the M.A. in Music Education in one additional year of study. Upon successful completion of the 5-year degree program continued from their undergraduate program, students will hold both an undergraduate degree in composition or performance and a master’s degree in music education. Students graduating with the M.A. will have met all academic requirements for initial Certification and Professional Certification. There are additional state examinations for initial Certification and teaching under a mentor to earn Professional Certification.

The dual degree program requires Concentration in Music Education courses (16 units) during student’s junior and senior year and graduate courses (30 units) in their fifth year.

Teaching Music, All Grades (MUSA) (41 units): The curriculum consists of a pedagogical core (9 units), a music education core (6 units), a music and music education core (6 units), a content/pedagogical core (18 units), and a culminating experience (2 units). To qualify, applicants must have completed a bachelor’s degree or the equivalent in music that includes a minimum of 30 units of college-level coursework in music.

Special Opportunity
The Kodály Summer Institute offers an intensive program of study for music educators each summer. Students matriculated in the department’s in-service master’s degree program in music education may take a three-course sequence as part of their program of study: Music for Children: Kodály Level 1 MPAME-GE.2146, Music for Children: Kodály Level 2 MPAME-GE.2147, and Music for Children: Kodály Level 3 MPAME-GE.2148.

Music Education for College and University Faculty (MUSE:MCU) (36 units): The curriculum consists of studies in education (6 units), the music education core (6 units), music education technology (3–6 units), music in higher education (6–9 units), music specialization (9 units), and colloquium, which includes a thesis requirement (2–4 units).

To qualify, students must have a bachelor’s degree or the equivalent in music. Open also to international students.

Colloquium in Music Education (Thesis Requirement): The culminating experience for all students in all concentrations of the Master of Arts Music Education Program is the Colloquium in Music Education MPAME-GE.2939, which requires a written thesis on a topic related to the program concentration and the student’s background and professional goals. The thesis can include creative components such as the creation of a curriculum or compositions and arrangements for specific educational settings, or it can address educational policy, practices, standards, teaching methods, and strategies, issues, and problems. The document is developed in a research context in consultation with a thesis sponsor and is discussed at a public presentation.

Doctoral Programs
The Doctor of Education and the Doctor of Philosophy programs require a minimum of 45 units beyond the master’s degree; full-time students can complete the program in three to four years. Study consists of the following:


Specialized Research Methodology
(3 units): Courses include Historical Research RESCH-GE.2135; Survey and Correlation Research RESCH-GE.2139; and Qualitative Field Research: Design and Analysis I and II RESCH-GE.2140, 2141.

Cognates (6 units): Any graduate course that combines music education with another discipline, or any graduate course outside of music education.


Guided Electives (9 units)
Departmental Content Seminar (3 units by advisement)
Dissertation Proposal Seminar (3 units): Ed.D. students must complete and defend orally an applied field research dissertation related to music education; Ph.D. students must complete and defend a theoretically grounded dissertation also related to music education.

ADMISSION REQUIREMENTS
All applicants for the music education M.A. programs are required to audition in person or submit a video or Internet link (consisting of two contrasting styles; acceptable only if students live a considerable distance from New York City) prior to acceptance to their degree program. Call the department office at 212-998-5424 for in-person audition dates.

Specific requirements for the doctoral programs in music education include:
1. A master’s degree (or equivalent) from an accredited institution in music or a related field
2. An audition that demonstrates musical performance
3. Samples of writing and research.

1. Performance Audition: Prepare three selections representing three different historical styles (i.e., Renaissance, baroque, classical, romantic, and 20th-century). The 20th-century or contemporary category may be divided into the so-called mainstream 20th-century music of composers such as Bartók, Stravinsky, Schoenberg; the avant-garde; or the rock/pop/jazz genre.). In addition, prepare
Music Performance and Music Composition

35 West Fourth Street, 10th Floor 212-998-5424

DIRECTOR, MUSIC COMPOSITION Julia Wolfe

DIRECTOR, WOODWINDS Esther Lamneck

DIRECTOR, BRASS John Rojak

DIRECTOR, PIANO Marilyn Nonken

DIRECTOR, STRINGS Stephanie Baer

DIRECTOR, CLASSICAL PERCUSSION Jonathan Haas

DIRECTOR, JAZZ David Schroeder

DIRECTOR, VOCAL PERFORMANCE, INCLUDING MUSIC THEATRE AND CLASSICAL VOICE/OPERA William Wesbrooks

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

FACULTY See pages 73-74 for a complete listing.

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

a list of repertoire and a list of teachers you have studied with. If you have done arrangements and/or compositions, submit a portfolio of three to five works that best represents this activity.

2. Music Skills: Sight reading, sight singing, and keyboard skills will be evaluated at the audition.

3. Examples of Writing: Submit at least three examples of written work that would best represent your ability to conduct scholarly research and writing.

New York University is one of the few institutions in the United States that offers a Ph.D. degree in music performance. A program of study leading to the Master of Arts is also available as an advanced certificate in vocal pedagogy.

Faculty members are leaders in research and are internationally acclaimed artists and composers; many are members of renowned music organizations, such as the New York Philharmonic and the Metropolitan Opera Company, while others are drawn from the Broadway community and prominent jazz ensembles, including the Village Vanguard Orchestra.

CAREER OPPORTUNITIES

Most students enter the graduate programs of study in music performance and composition with the intention of pursuing a career in performance and/or composition coupled with teaching at the college or university level. Graduates of the master’s program have found that being in New York City during their graduate study was an important aspect of their musical education and a significant factor in building a network of contacts that launched their professional careers as composers, arrangers, conductors, or instrumentalists and vocalists working as freelance artists, studio musicians, or performers in Broadway productions.

Alumni from the program have gone on to significant careers in opera and Broadway, with debuts at New York City Opera, Metropolitan Opera, and numerous Broadway shows. Instrumental, classical, and jazz performers have solo careers and play with major ensembles. Composers write for film and music theatre as well as traditional venues. Graduates of the doctoral programs are professors of music in leading institutions in the United States and abroad.

AREAS OF STUDY

Music Performance. Within Music Performance, students may specialize in one of three areas:

1. Applied Instrumental Studies, (Strings, Woodwinds, Brass, Percussion, and Piano), offers study in piano and all orchestral instruments. Students may focus on either solo performance or chamber music. Private lessons, coached ensembles, studio classes, and coursework develop performance skills and repertoire from traditional to new music styles. In addition to numerous string, brass, and wind ensembles as well as chamber symphony and symphony orchestras, students can participate in the NYU New Music Ensemble, which has numerous New York City appearances during the season. In addition, students who focus on new music performance are participants in the NYU Contemporary Music Ensemble, the Interactive Computer Music Series and the NYU New Music Ensemble Series.

Students are invited to perform for the Composers’ Forum and to work with student composers as well as to record solo and ensemble CDs by music technology majors. Students have excellent opportunities to gain experience in as many diversified areas of performance as possible. Depending on the level of study, each student must present one or two formal public recitals.

Within Piano Studies, students may choose to concentrate on either solo or collaborative performance. Both concentrations offer a comprehensive sequence involving private lessons, chamber music, and literature courses covering four centuries of music and performance practice. Performance opportunities include solo and chamber recitals, master classes, showcase concerts, festivals such as “Tutte le Corde: Piano Music After 1950,” and series focusing on NYU Steinhardt pianists, as well as performances with the baroque collegium, NYU Symphony Orchestra, New Music Ensemble, and Contemporary Music Ensemble. Students then choose music electives to enhance their areas of specialization, reflecting research and performance interests and professional aspirations.

2. Jazz Studies, emphasizes performance studies covering the full range of today’s jazz music scene. Private instruction for performers and coursework in composition and theory provide a solid foundation. The most current music technology applications are available, including computer music synthesis, multimedia, and scoring for film and video, as well as analog and digital recording.

NYU’s Greenwich Village location brings students to the center of jazz
The curriculum requires an ongoing series of Jazz Club and concert hall performances as well as special residencies/readings with the NYU Contemporary Ensemble and NYU Orchestra.

Composers have the opportunity to study electroacoustic and computer music composition through the department’s multiple on-site music production labs (including the James Dolan recording studio with 10.2 surround sound and SSL Duality), as well as through University-wide computing facilities, offering students multimedia workstations.

2. Jazz/Contemporary Music Composition

Blends courses from the general, electro-acoustic, and computer music sequences with specially designed courses, seminars, and workshops. All composition students studying jazz/contemporary music are required to be highly proficient performers as well as composers. All NYU jazz ensembles are laboratory/workshops for composition students to hear, rehearse, and evaluate their works.

3. Scoring for Film and Multimedia, and Songwriting

Offer intensive professional training in composing for film, television and media, as well as the art and craft of Songwriting. Students examine music for moving images and popular song through their rich histories and aesthetics. Students engage in collaborative projects that result in screenings at major film festivals and performances in national and international venues.

DEGREE REQUIREMENTS

Master of Arts/Performance

This 36-unit program can be completed in three semesters of full-time study. Coursework consists of the following:
- Applied Instrument or Voice (6–9 units);
- Research (3 units);
- Ensemble (6 units);
- Literature/Theory (3 units);
- Performance Practice (3 units);
- Recitals (3–6 units), required; Guided Electives (9–12 units). During the semester of the final recital, performers write a comprehensive paper that pulls together and demonstrates their command of musical repertoire and styles.
Music Technology

DIRECTOR
Kenneth J. Peacock
35 West Fourth Street, 10th Floor
212-998-5431

ASSOCIATE DIRECTOR
Agnieszka Roginska
212-998-5141

DEGREES
M.M., Ph.D.

FACULTY
See pages 73-74 for a complete listing.

PROGRAM OFFICE
212-998-5422

Master of Arts/Composition
This 36-unit curriculum can be completed in three semesters of full-time study. Coursework consists of the following:
- Composition Seminar (3 units);
- Composition Private Instruction (6-9 units);
- Ensemble (3 units);
- Literature/Theory (6 units);
- Orchestration (3 units);
- Music Technology (3 units);
- Recital (3 units);
- Guided Electives (6-9 units).

Doctoral Programs
Students in the Ph.D. program must complete 49–55 units of coursework beyond the master’s degree and must orally defend a theoretically grounded dissertation related to music performance or music composition as appropriate. Coursework consists of the following:
- Foundations of the Arts (6 units);
- Specialized Research Methodology (3 units);
- Cognates (6 units);
- Departmental Content Seminars (6 units);
- Applied Study (6–12 units);
- Advised Research (15 units);
- Dissertation Proposal Seminar (3 units);
- Recitals (3–4 units).

ADMISSION REQUIREMENTS
Music performance majors must present an audition. Specific repertoire requirements for music performance are available by contacting the respective program director. Students interested in music composition must submit a composition portfolio consisting of a current curriculum vitae, several compositions in written form (general score) with date of completion, a complete list of works and dates, CD of performances of the works submitted in written form, and a letter describing the composition area of interest. Those interested in jazz composition should submit a minimum of three written scores.

See general admission section, page 167.

The Music Technology M.M. program provides students with a foundation in all facets of the music and audio technology field as well as skills in a focused area of study. Our mission is to prepare students both for doctoral study and for successful careers in audio engineering, production and post-production, audio/video mastering, multimedia and software development, audio signal processing, acoustics, music perception and cognition research, music informatics, and video game audio production. Students develop expertise within an academic setting where learning by creative experimentation is encouraged.

In the M.M. Music Technology program, students:
- Integrate musical and technical skills.
- Experiment with new relationships between experimental and traditional approaches to music by collaborating with NYU Performance and Composition programs.
- Demonstrate expertise by learning through creative experimentation.
- Demonstrate both a solid foundation in all areas of music technology and specialized expertise in a focus area of music technology.
- Demonstrate competence in public oral presentation of their artistic and scholarly work.

Located in New York City, the capital of the music industry, NYU’s Washington Square campus borders the city’s Greenwich Village and SoHo districts, which have long been considered the center of New York’s artistic community.

FACULTY
Students benefit from the breadth and depth of academic and professional expertise. Music Technology faculty members include experts in computer music, sound recording and production, 3D audio, musicoacoustics, music cognition, music information retrieval, and conceptual art and sound. Our adjunct faculty features leading practitioners such as legendary composer Morton Subotnick, a pioneer of electronic music; Saul Walker, a specialist in console design and founding member of Automated Systems, Inc.; award-winning mastering engineer Alan Silverman; Joel Chadabe, founder and president of the Electronic Music Foundation; and Leszek Wojcik, recording studio manager at Carnegie Hall.

DEGREE REQUIREMENTS
Master of Music
The M.M. program requires 45 units for completion. Students may attend full or part-time. Music technology courses address the technical aspects of computer music synthesis, digital recording, and editing. Supportive courses add to the student’s critical and aesthetic understanding of the structure of artwork, the quality and components of sound, and the combination of computer music with other media. Electives include an internship, participation in the composers’ forum, guided coursework in computers and computer programming, music business, composition, performance, video technology, video art, and additional research in the student’s area of interest.

Core Courses (18 units): Offerings include Musical Technology: Digital Audio Processing I and II; Fundamentals of Digital Signal Theory and Lab; Advanced Musical Acoustics; Advanced Computer Music Composition; Colloquy in Music Technology (Master’s Thesis Preparation).

Elective Courses (27 units): Offerings include guided coursework in music technology, internship, composition, computer science, and performance on the related arts. Cognate elective in arts, humanities, or computer programming.

The Master’s Program culminates with the submission and defense of an individual thesis document, to be completed under the supervision of one of the full-time Music Technology faculty members. The thesis should reflect an original contribution to the field of music technology, bringing the student’s class work experiences and interests together with their potential career paths. Possible research areas include, but are not limited to, technology-based performance and composition techniques, interactive music systems, spatial audio, tools for computer music, music information retrieval, music perception and cognition, digital audio effects, new recording, mixing, mastering or production techniques, and software development for music applications.

COURSE SEQUENCES
In addition to the general Music Technology course of study, other suggested sequences include Tonneimeister, Game Audio, Acoustics and Signal Processing, Scoring for Film and Multimedia, Music Cognition, and the Summer-Only sequence.

General Sequence
The general Music Technology sequence is intended for students who seek solid general knowledge in the field of music technology, without a specialization in any one particular area.

Tonneimeister Honors Sequence
Selected second-year graduate students may apply for the Stephen F. Temmer Tonneimeister Recording Studies Sequence. Tonneimeister studies emphasize a coor-


dination of musical and technical skills and enables participants to direct live concert recordings with a sensitivity to the demands of both disciplines. The skills of Tonmeister students are honed during intensive workshop sessions, where participants record concerts by professional concert artists under the supervision of international recording technology specialists.

**Game Audio Sequence**
The Game Audio sequence is intended for students with a focus in understanding the process and techniques used in the design of Games, including sound design, data mining, programming the game engine, business of gaming, and sound delivery to the player.

**Acoustics and Signal Processing**
The Acoustics and Signal Processing Sequence is intended for students who are interested in the areas of music information retrieval, digital signal processing, interactive music systems, and 3D audio.

**Music Perception and Cognition**
This sequence is intended for students who wish to focus on the scientific study of music perception and cognition and focuses on the methodological techniques involved in the empirical exploration of music.

**Scoring for Film and Multimedia**
The Scoring for Film and Multimedia Sequence allows students to gain knowledge and experience in all matters pertaining to music composition and technology for film, television and other media.

**Summer-Only Sequence**
The summer-only sequence allows students to take classes during the summer terms only. This sequence is particularly well suited for teachers and educators who want to pursue an advanced degree in music technology.

**DOCTOR OF PHILOSOPHY**
The Ph.D. program focuses on research in the fields of computer science, music theory, music cognition, machine learning, mathematics, and artificial intelligence as related to problems in the recording, performance, analysis, perception, and composition of music. Doctoral students are required to complete a minimum total of 48 units beyond the master’s level, including 36 units in general degree requirements established for all doctoral students in NYU Steinhardt (educational founda-

tions, research, cognate studies, content and dissertation proposal seminar, electives) and 12 specialization electives units (courses in the Program in Music Technology). All degree candidates are required to take at least three courses (12 units) in mathematics and computer science, to be selected from the list of available courses at the Courant Institute. These courses may be either research or specialization electives, by advisement.

Doctoral candidates are expected to complete at least one semester as a teaching assistant working with a full-time faculty member in preparing and teaching a class, as well as providing assistance to the students in that class. The student will further be expected to fulfill at least one semester of independent teaching after completing their experience as a teaching assistant. This experience is intended both to prepare students for teaching careers in higher education, as well as to further foster the mentoring relationship between the candidate and the faculty with whom they will be working on curricular development and teaching.

Doctoral degree candidacy in music technology is based on an oral examination and a written examination. The student will be required to take the doctoral candidacy exam after completing no more than 30 units toward the degree.

**FACILITIES**
The Program in Music Technology maintains 12 recording and computer music studios. The James Dolan Music Recording Studio is a 7,500 square foot multifunctional teaching, recording, and research space designed by Gensler and the Walters-Storyk Design Group. It is one of the most technologically advanced audio teaching facilities in the United States. The control room is distinguished by a 25-seat control/classroom which features a fully automated 48 channel SSL console and the first Dangerous Music 10.2 surround installation in New York City. In addition to a live room large enough to accommodate a small orchestra, the floor includes several research laboratories, offices, a conference/seminar room and a large iso/drum booth.

A unique research lab dedicated to 3D audio experimentation is equipped with an innovative, reconfigurable grid outfitted with sixteen Genelec speakers, two Genelec subs and multi-channel sound capture, tracking and playback options. The lab also boasts extremely low (.2 second) reverb time.

Music Technology maintains ten additional recording and computer music studios. Two multiple-format recording suites allow students to gain experience with the latest industry-standard equipment, including dozens of professional-level microphones and a fully automated 32-channel SSL mixing console.

Music technology students have access to the arts technology facilities maintained by NYU’s Information Technology Services, where they can gain exposure to advanced hardware platforms for computer music, graphics, animation, and multimedia. Collaborative projects can be realized by students from the Program in Music Technology and other NYU programs that combine the arts and technology, such as the Tisch School of Kanbar Institute of Film and Television and Interactive Telecommunications Program.

**INTERNSHIP PROGRAM**

Students are encouraged to participate in internships at leading recording studios, new-media web-related companies, music-scoring houses, and other music industry enterprises. These valuable opportunities often lead to permanent employment. Music Technology students may also study with some of the best professionals in the field through classes, independent study, and guest lectures.

Students may also participate in internships with faculty members to work on cutting edge research while gaining practical skills applicable to careers in both industry and academia.

**OPEN HOUSE**
The annual Spring Music Technology Open House showcases our students’ work in a public forum. Events include demonstrations and posters of technological projects and a computer music concert featuring student performances and compositions. We encourage students to participate with class and thesis work during both years of their degree.

**RESEARCH GROUP**
The Music Technology program is a creative and lively community of music technologists conducting research in a variety of exciting fields such as music information retrieval, digital signal processing, music cognition, interactive music systems, and 3D audio. Students and faculty work together to source ideas and develop new technologies,
often culminating in academic publications and presentations at professional conferences. Weekly activities include seminars, workshops, and discussion groups featuring the work of guest speakers, faculty, and students.

Our Music and Audio Research Lab (MARL) brings together scholars from the fields of music theory, technology and composition, computer and information science, interactive media, and media studies to explore the intersection between music, computation, and science. Our goal is to combine techniques and methodologies from the arts, the humanities, and the sciences to understand and model human cognitive abilities in music, and innovate the analysis, organization, and creation of music.

ADMISSION REQUIREMENTS
Master of Music
Applicants must hold a baccalaureate degree, preferably in music or a related program. In addition, all students entering this program must have the experience or coursework equivalent to graduates of the music technology track in the undergraduate program in music technology at NYU.

Doctor of Philosophy
Applicants must complete the standard NYU Steinhardt application and submit Graduate Record Examination (GRE) scores to the Office of Graduate Admissions. Applicants must also submit directly to the program three letters of recommendation that address the applicant’s ability to pursue and complete doctoral studies successfully and are written by former professors, faculty advisers, academic administrators, or employers knowledgeable about the applicant’s academic work or professional accomplishments. Candidates must also submit a statement of objectives (2–3 pages, double-spaced) discussing their ideas for doctoral research, their context and potential impact, and an argument as to how the candidate’s expertise and interests qualify him or her as the best person to pursue this research. Additional required supplemental application materials include samples of previous scholarly work on music technology or related fields; submission of at least three papers that best represent the candidate’s ability to conduct research and write effectively about their area of specialization (applicants are encouraged to submit published work as evidence); and, if relevant to the application, a portfolio of the candidate’s work in one or more of the following formats: audiovisual materials (e.g., CD, CD-R, DVD), printed materials (maximum of 8 pages, letter or A4-sized), and a URL.

Performing Arts Administration

DIRECTOR
Brann J. Wry
35 West Fourth Street, 10th Floor
212-998-5505

DEGREE
M.A.

FACULTY
See pages 73-74 for a complete listing.

The master’s degree program in performing arts administration was founded in 1971 and is one of the oldest arts management programs in the country. The program educates prospective and practicing administrators for positions with outstanding arts organizations in this country and abroad. It does this with a combination of courses, specifically designed for arts administrators, in the areas of the environment of arts administration, development for the arts, marketing the performing arts, law and the arts, statistics, and business courses in economics, accounting, behavioral science, and marketing, which are offered through NYU’s Leonard N. Stern School of Business.

In addition, the program emphasizes the acquisition of executive skills in the areas of organizational assessment, career planning, and executive presentation through periodic workshops offered only to students enrolled in the master’s degree program.

Internships with leading arts managers are a required part of the program of study and enhance coursework. In recent years, interns, who usually receive a small weekly stipend, have trained with managers of organizations as varied as Carnegie Hall, American Ballet Theatre, Brooklyn Academy of Music, Manhattan Theatre Club, and National Endowment for the Arts. In addition, guest lecturers and adjunct faculty from the field regularly speak at special forums.

CAREER OPPORTUNITIES
Graduates hold positions as executive directors and presidents; directors of development, operations, and planning; and marketing, production, and general managers of such arts organizations as Lincoln Center for the Performing Arts, Metropolitan Opera Association, New York City Ballet, Paper Mill Playhouse, the Philadelphia Orchestra, Newark Symphony Hall, and the Brevard Music School.

DEGREE REQUIREMENTS
The master’s program requires 54 units and can be completed in three to four semesters of full-time study; a part-time sequence of courses is also available. Courses in arts administration are offered through the Steinhardt School of Culture, Education, and Human Development; those in business administration are offered through the Leonard N. Stern School of Business.


Electives (6 units): Chosen from Consumer Behavior B70.2347, Foundations of Finance B09.2316; Microeconomics for Global Business Decision Making B09.2303, and others by advisement.

ADMISSION REQUIREMENTS
Applicants must possess an in-depth background in one or more areas of the performing arts as well as prior experience with a cultural organization, which may include paid or voluntary
Performing Arts Administration, continued

forms of activity. Applicants must be recommended in writing directly to the program director by at least two people acquainted with the applicant’s knowledge of art and potential for management. Interviews are by invitation only.

See general admission section, page 167.

SPECIAL OPPORTUNITY
Summer Study Abroad in Arts Administration takes degree and visiting students to the Netherlands, Germany, and France to study alternative ways of managing arts organizations through intensive examination of current practices in Europe. The 6-unit graduate course examines the effects of economics, politics, and management on arts policy and practice. Traveling to Utrecht, Amsterdam, Berlin, and Paris, students meet with curators, performing arts managers, and national policymakers and tour a variety of theatres, museums, and cultural institutions. The course is designed for both graduate students and alumni of both visual and performing arts administration programs as well as arts administrators with professional experience in the field.

COUNCIL ON ARTS MANAGEMENT PROGRAMS
The Council on Arts Management Programs is a faculty group in NYU Steinhardt that represents the fields of music business, performing arts administration, and visual arts administration. The council’s mission is to ensure a vital future for the arts by educating highly qualified professionals to shape, influence, and lead arts organizations, institutions, and businesses and to serve the present and future needs of artists. The goals of the council are to lead public events highlighting important developments in the fields of art and business and incorporate results into learning outcomes; to generate innovations in curricula through active interchange among programs and dissemination of new knowledge and research; and to examine and integrate national and international developments affecting the arts in their cultural, social, economic, and political contexts. For further information, visit steinhardt.nyu.edu/commissions/arts_management.

Performing Arts Therapies

Drama Therapy

Drama therapy combines the aims and techniques of drama and theatre with those of psychotherapy to treat individuals in crisis and help people through the life span to expand their quality of life. New York University was the first in the country to develop an academic program leading to a Master of Arts degree in drama therapy.

The program attracts students and professionals in the fields of theatre, psychology, medicine, nursing, special education, and related disciplines. Students come from diverse cultural and academic backgrounds to study and apprentice with the leading professionals in the creative arts therapies. Classes are small and instruction is individualized. The Program in Drama Therapy is approved by the North American Drama Therapy Association. (See also Music Therapy in this department and Art Therapy in the Department of Art and Art Professions.) In addition, the program is approved by the New York State Department of Education and qualifies students for licensure in Creative Arts Therapy (LCAT) after graduation and 1,500 hours of postgraduate supervised practice.

The New York metropolitan area offers rich opportunities for clinical internships in hospitals and shelters, drug rehabilitation centers, prisons, and special facilities for the elderly, those with developmental disabilities, and the terminally ill, among others.

CAREER OPPORTUNITIES
Graduates are employed in a variety of therapeutic settings throughout the world, including public and private hospitals and mental health clinics, centers for adults with developmental disabilities, nursing homes, and drug rehabilitation centers. Drama therapists work in medical facilities as well as artistic ones, in social services as well as private practice. Although drama therapy is a relatively new profession, it is practiced widely with a number of special populations: war veterans and those afflicted with post-traumatic stress disorder, substance abusers, mentally ill individuals, the elderly, and children who have experienced physical and/or sexual abuse. Drama therapists also treat dysfunctional families and, more generally, healthy individuals in need of exploring significant life problems.

Master of Arts
The Master of Arts degree program requires 49 units for completion, including coursework in drama therapy, educational theatre, psychology, counseling, and related creative arts therapies. All students are required to complete fieldwork and an 800-hour internship with two different populations in selected clinical facilities. A master’s thesis is required. The drama therapy courses include experiential as well as theoretical work.

DEGREE REQUIREMENTS
Drama Therapy (28 units): Introduction to Drama Therapy MPADT-GE.2114, Drama Therapy for Clinical Populations MPADT-GE.2109, Psychodrama and Sociometry MPADT-GE.2115, Advanced Practices in Drama Therapy MPADT-GE.2112, Projective Techniques in Drama Therapy MPADT-GE.2117, Advanced Theory and Research in Drama Therapy (including thesis preparation) MPADT-GE.2119, Internship in Drama Therapy Lab MPADT-GE.2302, Internship in Drama Therapy Lecture MPADT-GE.2303.


Educational Theatre (3–5 units): May be chosen from the following: Development of Theatre and Drama MPAET-GE.2021 or MPAET-GE.2022, Creative Play in the Arts MPAET-GE.2059, Drama in Education MPAET-GE.2193 or MPAET-GE.2194, or Theatre-in-Education Practices MPAET-GE.2090.

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

Music Therapy

ADMISSION REQUIREMENTS
All students should have a solid, practical background in the arts form of drama and theatre, including experience in improvisational drama and theatre performance. Candidates should also demonstrate a strong academic background in psychology or a related social science, including coursework in developmental and/or abnormal psychology. In certain exceptional cases, alternative experience relevant to drama therapy will be considered. All students are required to submit three letters of recommendation attesting to their strengths, weaknesses, and potential as future drama therapists. Applicants are also required to submit an autobiographical statement of four to six pages which should address all of the following:
1. A significant turning point in your life and how that event contributes to your curiosity and excitement about a career in drama therapy.
2. A brief statement of purpose about what you intend to do with your degree in drama therapy. This should include areas of research interest.
3. At least 3 references to Drama Therapy literature. Discuss how those readings influence your thoughts about the significant turning point and/or the field of drama therapy and/or your areas of research interest.

See general admission section, page 167.

FINANCIAL AID
The Program in Drama Therapy offers two work-study positions each year for students to assist the program director.

See general financial aid section, page 178.

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

Music therapy is a rewarding career for musicians who wish to use their skills and artistry to benefit people with a variety of mental, physical, and emotional disabilities. Students are trained to work with people of all ages, including children with special needs, adults with psychiatric illness, children and adults with physical illness including the terminally ill, and elderly clients. The program is accredited by the American Music Therapy Association (AMTA) and provides a unique combination of advanced clinical training and academic coursework to enable students to develop their own individualized approach to music therapy. Graduating students qualify to apply for certification from the Certification Board of Music Therapists (CBMT). In addition, the program is approved by the New York State Department of Education and qualifies students for licensure in Creative Arts Therapy (LCACT) following graduation and 1,500 hours of postgraduate supervised practice.

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

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

The Master of Arts program (48-60 credits) leading to certification includes the following:

Music Therapy Courses:
- Advanced Theory and Methods (2 units), MPAMT-GE.2931,2932 (6 units),
- Improvisation I: Clinical Improvisation in Music Therapy MPAMT-GE.2934 (2 units),
- Improvisation II: Clinical Vocal Improvisation MPAVP-GE.2062 (2 units),
- Developmental and Abnormal Psychology.
- Music Therapy Practicum: Children and Adolescents MPAME-GE.2043 (3 units), Music Therapy Practicum: Adults and Elderly MPAME-GE.2053 (3 units), Internship in Music Therapy MPAMT-GE.2935,2936 (2 semesters, 10 units), Colloquium in Music Therapy MPAMT-GE.2947 (4 semesters, 8 units),
- Colloquium in Music Therapy: Final Project MPAMT-GE.2949 (2-4 units). Other Requirements:
- Group Dynamics APSY-GE.2620 (3 units),
- Identifying and Reporting of Suspected Child Abuse/Maltreatment APSY-GE.2273 (3 units),

Electives (6 units): May include courses in music therapy specialization, related arts therapy (drama, art), graduate psychology electives in specialization area, independent studies, and advanced clinical supervision.

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

SPECIAL OPPORTUNITIES
Off-Campus Clinical Placements: The Program in Music Therapy offers many...
Performing Arts Therapies, Drama Therapy continued

clinical opportunities for students at all levels of training. Students have worked with talented professionals in prestigious clinical facilities throughout the New York City area, including Bellevue Hospital, Beth Israel Hospital, Beth Abraham Hospital, the NYU Medical Center and Rusk Institute of Rehabilitation Medicine, Memorial Sloan-Kettering Cancer Center, Baltic Street Outpatient Clinic, and the New York City Board of Education.

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

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

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

Courses

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

NOTES TO COURSES

*Registration closed to special students.

†Pass/fail basis.

‡See Supervised Student Teaching, page 197. Students must also register with the Student Teaching Office the term before assigned student teaching begins.

MUSIC AND PERFORMING ARTS/MPAIA-GE

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

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

Collaborative Project in the Performing Arts
MPAIA-GE.2031 30 hours plus hours arranged: 3 units.

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

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

DANCE EDUCATION/MPAIA-GE

Common Hour Dance
MPAIA-GE.2001+ 20 hours: 1 unit. Fall, spring.

African Dance
MPAIA-GE.2022 45 hours: 3 units. Fall.

Tap Dance
MPAIA-GE.2023 45 hours: 2 units. Fall, spring.

Jazz Dance Techniques
MPAIA-GE.2029 30 hours: 2 units. Fall, spring.

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

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

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

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

Artistic Resources in Dance Education
MPAIA-GE.2266 45 hours, 1 unit. Fall.

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

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

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

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

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

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

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

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

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

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

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

MUSIC AND PERFORMING ARTS/MPAIA-GE

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

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

Dissertation Proposal Seminar
MPAIA-GE.3097 30 hours: 3 units. Fall.
Performing Arts Research Collegium
MPAI-A-GE.3400 10 hours plus hours arranged: 1 unit. May be repeated up to 3 units.

DANCE EDUCATION/MPAE-GE

Common Hour Dance
MPAE-GE.2001+ 20 hours: 1 unit. Fall, spring.

African Dance
MPAE-GE.2022 45 hours: 3 units. Fall.

Tap Dance
MPAE-GE.2023 45 hours: 2 units. Fall, spring.

Jazz Dance Techniques
MPAE-GE.2029 30 hours: 2 units. Fall, spring.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Research in Dance Education
MPAE-GE.2403 30 hours: 3 units. Fall.

Teaching Creative Movement
MPAE-GE.2452 30 hours: 2 units. Spring.

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

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

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

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

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

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

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

EDUCATIONAL THEATRE/MPAET-GE

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

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

Design for the Stage
MPAET-GE.2017 Hall. 15-45 hours: 1-3 units. Fall.

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

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

Dramatic Activities in the Elementary Classroom
MPAET-GE.2030 Montgomery. 30 hours: 3 units. Spring.

Creative Play in the Arts
MPAET-GE.2059 Smithner. 30 hours: 3 units. Fall.

Musical Theatre: Background and Analysis
MPAET-GE.2062 Montgomery. 30 hours: 3 units. Fall, spring.

Theory of Creative Drama
MPAET-GE.2065 30 hours: 2 units. Fall.

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

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

Masks and Puppetry
MPAET-GE.2079 Lee. 45 hours: 3 units. Fall.
Courses, continued

Theatre-in-Education Practices
MPAET-GE.2090 Staff: 30 hours: 3 units. Spring.

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

Advanced Directing
MPAET-GE.2098 Smithner: 90 hours: 3 units each term. Spring
Prerequisites: proficient work in Directing MPAET-UE081, 1082 or equivalent and permission of instructor.

Styles of Acting and Directing I and II
MPAET-GE.2099, 2100 Smithner/Salvatore. 45 hours: 3 units each term. Fall, spring.

Applied Theatre
MPAET-GE.2101 Taylor 30 hours: 3 units. Fall, spring.

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

Beginning Playwriting
MPAET-GE.2105 DiMenna. 30 hours: 2 units. Fall.

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

Physical Theatre Improvisation
MPAET-GE.2113 Smithner. 45 hours: 3 units. Fall, spring.

Supervised Student Teaching in the Elementary Drama Classroom
MPAET-GE.2134 45 hours per unit: 4 units. Fall, spring.

Stage Lighting
MPAET-GE.2143 45 hours: 3–4 units. Spring.

Play Production for Artists and Educators
MPAET-GE.2152 Staff. 30 hours: 3 units. Summer.

Shakespeare’s Theatre I and II
MPAET-GE.2171, 2172 Salvatore. 30 hours: 3 units. Fall, spring.

Supervised Student Teaching in the Secondary English/Drama Classroom
MPAET-GE.2174 4 units: 45 hours per unit. Fall, spring.

Costume Design
MPAET-GE.2175 Staff. 45–60 hours: 3–4 units. Spring.

Theatre of Brecht and Beckett
MPAET-GE.2177 Taylor. 30 hours: 3 units. Fall.

Drama in Education I and II
MPAET-GE.2193, 2194 Montgomery. 30 hours: 3 units each term. Fall, spring.

Acting: Scene Study
MPAET-GE.2251 15 hours per unit: 2–3 units. Fall, spring.

Acting: Character Study
MPAET-GE.2252 2–3 units: 15 hours per unit. Fall, spring.

Independent Study
MPAET-GE.2300 30 hours per unit: 1–4 units. Fall, spring, summer.

Practicum in Educational Theatre
MPAET-GE.2301 45 hours per unit: 1–6 units. Fall, spring; hours to be arranged.

Seminar in Applied Theatre Research
MPAET-GE.2400 Taylor. 30 hours: 3 units. Fall, spring.
Prerequisite: Methods and Materials of Research in Educational Theatre MPAET-GE.2077.

The Teaching Artist
MPAET-GE.2953 30 hours: 3 units. Fall, spring.

Drama with Special Education Populations
MPAET-GE.2960 Granet. 45 hours: 3 units. Fall, spring, summer.

Introduction to Boal’s Theatre of the Oppressed
MPAET-GE.2965 30 hours: 3 units. Spring.

Advanced Techniques of Theatre of the Oppressed
MPAET-GE.2966 30 hours: 3 units. Spring. Teaching Literacy through Drama
MPAET-GE.2971 10 hours: 1 unit. Spring.

Understanding Diversity/Teaching Pluralism
MPAET-GE.2977 30 hours: 3 units. Fall.

Coping with Conflict: Drama as a Catalyst for Social Awareness
MPAET-GE.2978 Santiago-Jirau. 30 hours, 3 units. Fall.

Creating Theatre with Young People I and II
MPAET-GE.2980, 2981 45 hours: 3 credits. Fall, spring.

Assessment of Student Work in Drama
MPAET-GE.2988 Taylor 10 hours: 1 unit. Spring.

Doctoral Proposal Seminar: Educational Theatre
MPAET-GE.3005 Taylor. 30 hours: 3 units. Spring.

MUSIC AND MUSIC PROFESSIONS

THEORY AND COMPOSITION/ MPA TC-GE

Analysis of 19th- and 20th-Century Music
MPATC-GE.2016 30 hours: 3 units. Spring.

Music for Advanced Orchestration
MPATC.2020 30 hours: 3 units. Spring.
Prerequisites: Orchestration: Strings MPATC-UE.1020, Orchestration: Strings MPATC-UE.1025.

Music Reference and Research Materials
MPATC-GE.2021 30 hours: 3 units. Fall.

Seminar in Theory
MPATC-GE.2024 Fisher. 30 hours: 3 units. Fall, spring.

Colloquy in Music
MPATC-GE.2026* Baer: 15 hours per unit: 2–4 units. Fall, spring, summer. $75 recital fee required.

The Teaching of Music in the Junior and Senior High School
MPATC.2027 45 hours: 2 units. Spring.

Seminar in Composition
MPATC.2028 30 hours: 3 units. Fall, summer.

Contemporary Music
MPATC-GE.2039 30 hours: 3 units. Fall.

Psychology of Music
MPATC-GE.2042 30 hours: 3 units. Spring, summer.

Music Criticism
MPATC-GE.2046 Oestreich. 30 hours: 3 units. Fall.
Scoring for Film and Multimedia
MPATC-GE.2048 45 hours: 3 units. Fall, spring, summer. Department approval required.

Music Literature: The Baroque Period
MPATC-GE.2067 Oestreich. 30 hours: 3 units. Spring.

Music Literature: The Classical Period
MPATC-GE.2073 Gilbert. 30 hours: 3 units. Spring, summer.

Participation in NYU Orchestra
MPATC-GE.2087 15–60 hours: 0–2 units. Fall, spring. Open to the University community. Registration by audition only.

Performance Practices
MPATC-GE.2091 30 hours: 3 units. Fall, summer.

Principles and Appreciative Aspects of Performance Practice
MPATC-GE.2099 30 hours: 3 units. Summer.

Analysis of Contemporary Practices
MPATC-GE.2123 30 hours: 3 units. Summer, fall.

Compositional Process in the Symphony
MPATC-GE.2127 Dello Joio. 30 hours: 3 units. Fall.

Sonata in the 19th Century
MPATC-GE.2151 30 hours: 3 units. Spring, summer.

Influential Pianists and Performance Practice
MPATC-GE.2181 30 hours: 3 units. Spring.

Independent Study
MPATC-GE.2300 45 hours per unit: 1–6 units. Fall, spring, hours to be arranged. Graduate-level projects to be arranged.

Composition (Private Lessons)
MPATC-GE.2321 15 hours: 3 units. May be repeated until a total of 12 units has been earned. Fall, spring. Open to department graduate students majoring in music.

Film Music: Historical Aesthetics and Perspectives
MPATC-GE.2550 15 hours per unit: 3–4 units. Fall, spring.

Music Editing for Film and Multimedia
MPATC-GE.2555 30–40 hours: 3–4 units. Registration by special permission of the instructor.

Seminar in Music and Music Education
MPATC-GE.3026 Fall, spring, summer. $75 recital fee required.

VOICE/MPAVP-GE

Script Analysis and Dramaturgical Process
MPAVP-GE.2151 45 hours: 3 units. Fall.

Music Theatre Workshop: Technique and Materials
MPAVP-GE.2321 15–45 hours and hours arranged: 1–3 units. May be repeated up to 12 units. Fall, spring. Registration by permission of the program director.

Opera Workshop
MPAVP-GE.2221 15 hours per unit: 1–3 units. Fall, spring.

Song Repertoire: English
MPAVP-GE.2261 37.5 hours: 2 units. Fall.

Song Repertoire: German
MPAVP-GE.2262 37.5 hours: 2 units. Spring.

Song Repertoire: Italian/Spanish
MPAVP-GE.2263 37.5 hours: 2 units. Spring.

Voice (Private Lessons)
MPAVP-GE.2111 15 hours: 3 units. May be repeated until a total of 12 units has been earned. Fall, spring. Open to department graduate students majoring in music.

Song Repertoire: French
MPAVP-GE.2264 37.5 hours: 2 units. Spring.

Vocal Coaching: Advanced
MPAVP-GE.2112 30 hours: 2–3 units. Fall, spring.

JAZZ/MPAZJ-GE

New York University Jazz Ensembles
MPAZJ-GE.2088 60 hours: 0–1 unit. Fall, spring. Registration by audition only.

Jazz Improvisation Techniques I
MPAZJ-GE.2075 30 hours: 3 units. Fall. Prerequisite: Jazz Theory and Ear Training I MPAZJ-UE.1039.

Jazz Improvisation Techniques II
MPAZJ-GE.2076 30 hours: 3 units. Spring. Prerequisite: Jazz Improvisation Techniques I MPAZJ-GE.2075. An extension of MPAZJ-GE.2075 with emphasis on style characteristics of selected jazz artists.

The Jazz Orchestra
MPAZJ-GE.2089 Matthews. 30 hours and 15 hours arranged: 3 units. Spring. Prerequisite: Jazz Arranging & Composition II, MPAZJ-UE.1120 or permission of instructor.

Reference and Research in Jazz
MPAZJ-GE.2271 30 hours and 15 hours arranged: 3 units. Fall. Open to non-music majors.

Jazz Arranging Techniques I
MPAZJ-GE.2273 30 hours and 15 hours arranged: 3 units. Fall.

Jazz Arranging Techniques II
MPAZJ-GE.2274 30 hours and 15 hours arranged: 3 units. Spring. An extension of MPAZJ-GE.2273 with special emphasis on arrangements for large jazz ensembles.

WOODWINDS/MPAWW-GE

Chamber Music: Traditional Ensembles for Winds, Piano, Strings, and Brass Instruments
MPAWW-GE.2034.002 Lamneck. 15 to 45 hours: 1–3 units. Fall, spring.

Woodwind Practicum for Music Education
MPAWW-GE.2105 15 hours: 1 unit. Fall. There is a fee for renting instruments.

Wind or Percussion Instruments (Private Lessons)
MPAWW-GE.2334 15 hours: 3 units. May be repeated until a total of 12 units has been earned. Fall, spring.

PIANO/MPAPE-GE

Piano Literature I
MPAPE-GE.2185 30 hours: 3 units. Spring.
Piano Literature II  
MPAE-GE.2186 30 hours: 3 units. Fall.

Piano Literature III  
MPAE-GE.2187 30 hours: 3 units. Fall.

Piano (Private Lessons)  
MPAE-GE.2356 15 hours: 3 units. May be repeated until a total of 12 units has been earned. Fall, spring. Open to department graduate students majoring in music.

Influential Pianists and Performance Practice  
MPAE-GE.2181 30 hours: 3 units. Spring.

Colloquy in Music  
MPAE-GE.2026 2-3 units. Fall, spring.

Instrumental Techniques and Materials  
MPAE-2034 0-3 units. Fall, spring.

**STRINGS-MPASS-GE**

Stringed Instruments (Private Lessons)  
MPAE-GE.2111 15 hours: 3 units. May be repeated until a total of 12 units has been earned. Fall, spring.

Alexander Technique (Private Lessons)  
MPAE-GE.2112 2 units. Fall, spring.

Colloquy in Music  
MPAE-GE.2121 2-4 units. Fall, spring.

Instrumental Techniques and Materials: Chamber Music  
MPAE-GE.2131 0-3 units. Fall, spring.

Baroque Ensemble  
MPAE-GE.2132 0-3 units. Fall, spring.

Masterclass  
MPAE-GE.2133 0-3 units. Fall, spring.

Improvisation Class  
MPAE-GE.2135 0-3 units. Fall, spring.

Violin Class  
MPAE-GE.2141 0-3 units. Fall, spring.

Viola Class  
MPAE-GE.2142 0-3 units. Fall, spring.

Cello Class  
MPAE-GE.2143 0-3 units. Fall, spring.

Bass Class  
MPAE-GE.2144 0-3 units. Fall, spring.

Harp Class  
MPASS-GE.2145 0-3 units. Fall, spring.

Violin Orchestral Repertoire  
MPASS-GE.2151 0-3 units. Fall, spring.

Viola Orchestral Repertoire  
MPASS-GE.2152 0-3 units. Fall, spring.

Cello Orchestral Repertoire  
MPASS-GE.2153 0-3 units. Fall, spring.

Bass Orchestral Repertoire  
MPASS-GE.2154 0-3 units. Fall, spring.

Violin Pedagogy  
MPASS-GE.2161 0-3 units. Fall, spring.

Cello Pedagogy  
MPASS-GE.2163 0-3 units. Fall, spring.

Bass Pedagogy  
MPASS-GE.2164 0-3 units. Fall, spring.

Harp Pedagogy  
MPASS-GE.2165 0-3 units. Fall, spring.

Violin Technique Class  
MPASS-GE.2171 0-3 units. Fall, spring.

Viola Technique Class  
MPASS-GE.2172 0-3 units. Fall, spring.

Cello Technique Class  
MPASS-GE.2173 0-3 units. Fall, spring.

Bass Technique Class  
MPASS-GE.2174 0-3 units. Fall, spring.

Harp Technique Class  
MPASS-GE.2175 0-3 units. Fall, spring.

Independent Study  
MPASS-GE.2300 1-6 units. Fall, spring.

**PERCUSSION-MPAPS-GE**

Percussion (Private Lessons)  
MPAPS-GE.2334 15 hours: 3 units. May be repeated until a total of 12 units has been earned. Fall, spring.

NYU Percussion Ensemble  
MPAPS-GE.2190.005 45 hours: 0-3 units. Fall, spring.

NYU Marimba Ensemble  
MPAPS-GE.2190.002 45 hours: 0-3 units. Fall, spring.

NYU Steel Drum Ensemble  
MPAPS-GE.2190.003 45 hours: 0-3 units. Fall, spring.

NYU African Percussion Ensemble  
MPAPS-GE.2190.004 30 hours: 0-3 units. Fall, spring.

NYU Contemporary Ensemble  
MPAPS-GE.2190.006 45 hours: 0-3 units. Fall, spring.

Percussion Repertoire  
MPAPS-GE.2190.007 30 hours: 0-3 units. Fall, spring.

**MUSIC BUSINESS/MPAMB-GE**

Music Business Graduate Professional Development Sequence  
MPAMB-GE.2001 0 units. Fall, spring. (students take every semester of their matriculation). Hours arranged.

Principles and Practice in the Music Industry  
MPAMB-GE.2101 30 hours: 3 units. Fall.

The Law and the Music Industry  
MPAMB-GE.2102 30 hours: 3 units. Fall.

Environment of the Music Industry  
MPAMB-GE.2103 30 hours: 3 units. Spring. Prerequisite: Principles and Practice in the Music Industry MPAMB-GE.2101.

Artist Management and Management Science in the Music Industry  
MPAMB-GE.2104 30 hours: 3 units. Fall. Prerequisite: Principles and Practice in the Music Industry MPAMB-GE.2101.

Concert Management  
MPAMB-GE.2105 30 hours: 3 units. Spring. Prerequisite: Principles and Practice in the Music Industry MPAMB-GE.2101.

Graduate A&R Seminar  
MPAMB-GE.2201 30 hours per unit: 3 units. Fall.

Promotions and Publicity in the Music Industry  
MPAMB-GE.2202 30 hours: 3 units. Spring. Prerequisite: Principles and Practice in the Music Industry MPAMB-GE.2101.
Emerging Models & Markets for Music  
MPAMB-GE.2203 30 hours: 3 units. Fall (offered in summer in alternate years in Rio de Janeiro, Brazil).  

Ethics of the Entertainment Industry  
MPAMB-GE.2204 30 hours: 3 units. Spring.  
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE.2101.

Strategic Marketing in the Music Industry  
MPAMB-GE.2206 30 hours: 3 units. Fall.  
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE.2101.

Global Music Management  
MPAMB-GE.2207 30 hours: 3 units. Spring (taught in January intersession at NYU in London).  
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE.2101.

Music Business Graduate Internship  
MPAMB-GE.2301 1 unit per semester (a total of 3 required for the degree). Fall, spring, summer. 200 hrs.

Colloquy in Music Business  
MPAMB-GE.2401 30 hours: 3 units. Fall, spring, summer. Registration by advisement only.

MUSIC EDUCATION/MPAME-GE

Creative Performance Opportunities in Music Education  
MPAME-GE.2031 15 hours per unit: 1-3 units. Fall.

Music Education Technology in the Classroom  
MPAME-GE.2055 20 hours plus hours arranged: 2 units. Spring.

Problems in Music Education: Computer-Assisted Instruction  
MPAME-GE.2056 30 hours plus hours arranged: 3 units.

Dalcroze Eurythmics  
MPAME-GE.2077 30 hours: 3 units.

Choral Materials and Techniques  
MPAME-GE.2082 30 hours: 2 units.

Choral Conducting Practicum for Music Education  
MPAME-GE.2093 15 hours: 1 unit. Fall.

Advanced Instrumental Conducting  
MPAME-GE.2096 30 hours: 3 units. Spring.

Fundamentals of Conducting  
MPAME-GE.2102 15 hours: 1 unit.

Guitar Practicum for Music Education  
MPAME-GE.2103 15 hours: 1 unit. Fall, spring.

Brass Practicum for Music Education  
MPAME-GE.2104 15 hours: 1 unit. Fall, spring.

Woodwind Practicum for Music Education  
MPAME-GE.2105 15 hours: 1 unit. Fall, spring.

Vocal Practicum for Music Education  
MPAME-GE.2108 15 hours: 1 unit. Fall, spring.

Strings Practicum for Music Education  
MPAME-GE.2106 15 hours: 1 unit. Fall, spring.

Percussion Practicum for Music Education  
MPAME-GE.2107 15 hours: 1 unit. Fall, spring.

Instrumental Conducting Practicum for Music Education  
MPAME-GE.2111 15 hours: 1 unit. Fall, spring.

Music for Children  
MPAME-GE.2113 30 hours: 2 units. Spring.

Music for Exceptional Children  
MPAME-GE.2114 45 hours: 3 units. Fall, spring.

Instrumental Materials, Techniques, and Technology in Music  
MPAME-GE.2115 15 hours plus hours arranged of fieldwork: 2 units. Spring.

Teaching of Music in the Elementary Grades  
MPAME-GE.2119 45 hours: 2 units. Fall, spring.

Research in Music and Music Education  
MPAME-GE.2130 30 hours: 3 units. Spring.

Basic Concepts in Music Education  
MPAME-GE.2139 30 hours: 3 units. Spring.

Supervised Student Teaching of Music in the Elementary School  
MPAME-GE.2141‡ 1 Minimum 180 hours: 3 units. Fall, spring.

Supervised Student Teaching of Music in the Secondary School  
MPAME-GE.2145‡ 1 Minimum 180 hours: 3 units. Fall, spring.

Orff Method  
MPAME-GE.2149 30 hours: 3 units. Fall, spring.

Colloquy in Music Education  
MPAME-GE.2939 15 hours per unit: 1-4 units. Fall, spring. For master’s candidates in music education.

MUSIC TECHNOLOGY/MPATE-GE

Audio Mastering  
MPATE-GE.2013 30 hours: 3 units. Fall, spring.

Advanced Musical Acoustics  
MPATE-GE.2036 30 hours: 3 units. Spring, summer.

Software Synthesis  
MPATE-GE.2037 30 hours: 3 units. Fall, spring.

Creating with Interactive Media: KYMA  
MPATE-GE.2038 30 hours: 3 units. Spring.

Advanced Computer Music Composition  
MPATE-GE.2047 30 hours: 3 units. Fall, summer.

Independent Study in Music Technology  
MPATE-GE.2300 1-4 units. Fall, spring, summer.

Fundamentals of Digital Signal Theory LAB  

Fundamentals of Digital Signal Theory  
Courses, continued

Music Technology: Digital Audio Processing I
IMPATE-GE.2600 30 hours: 3 units. Fall.

Music Technology: Digital Audio Processing II
IMPATE-GE.2601 30 hours: 3 units. Spring.

Audio for Games and Immersive Environments
IMPATE-GE.2604 30 hours: 3 units. Spring.

Graduate Internships in Music Technology
IMPATE-GE.2605 50-300 hours: 1-6 units. 50 hours per unit. Fall, spring, summer.

Advanced Digital Signal Theory
IMPATE-GE.2607 30 hours: 3 units. Spring.

Java Music Systems
IMPATE-GE.2608 30 hours: 3 units. Fall, spring.

Electronic Music Performance
IMPATE-GE.2609 30 hours: 2 units. Spring, summer.

Advanced Programming—Max/MSP/Jitter
IMPATE-GE.2610 30 hours: 3 units. Fall, spring.
Prerequisite: working understanding of Max/MSP or IMPATE-GE.1014 MIDI Tech II.

Concert Recording I
IMPATE-GE.2611 30 hours: 3 units (Fall), 2 units (Summer).

Concert Recording II
IMPATE-GE.2612 30 hours: 2 units (Spring), 3 units (Summer).

3-D Audio
IMPATE-GE.2613 30 hours: 3 units. Spring.

Max Programming I
IMPATE-GE.2614 30 hours: 3 units. Fall, spring.

Electronics by Computer Simulation
IMPATE-GE.2615 30 hours: 3 units. Fall.

Colloquy in Music Technology: Master's Thesis Preparation
IMPATE-GE.2616 30 hours: 3 units. Fall, spring, summer.

C Programming for Music Technology
IMPATE-GE.2618 30 hours: 3 units. Fall.

Audio for Video I
IMPATE-GE.2620 30 hours: 2-3 units. Fall, summer.

Audio for Video II
IMPATE-GE.2621 30 hours: 3 units. Spring, summer.
Prerequisite: Audio for Video I IMPATE-GE.2620.

Music Information Retrieval
IMPATE-GE.2623 30 hours: 3 units. Fall.

Aesthetics of Recording
IMPATE-GE.2627 30 hours: 3 units. Fall.

Audio for the Web
IMPATE-GE.2628 30 hours: 3 units.

Advanced Audio Production
IMPATE-GE.2629 45 hours: 3 units. Fall, spring.

The Art of Sound Reinforcement
IMPATE-GE.2631 45 hours: 3 units. Fall, spring.

Advanced Audio for Games
IMPATE-GE.2635 45 hours: 3 units.

PERFORMING ARTS ADMINISTRATION/MPAPA-GE

Internship in the Administration of Performing Arts Centers
MPAPA-GE.2001† A minimum of 450 hours: 3 units. Fall, spring; hours to be arranged.

Internship in the Administration of Performing Arts Centers
MPAPA-GE.2002† A minimum of 450 hours: 3 units. Fall, spring; hours to be arranged.

Law and the Performing Arts
MPAPA-GE.2008 McClimon. 30 hours: 3 units. Spring.

Marketing the Performing Arts
MPAPA-GE.2105 Gutman. 30 hours: 3 units. Fall.

Planning and Finance in the Performing Arts
MPAPA-GE.2120 30 hours: 3 units. Spring.

Environment of Performing Arts Administration
MPAPA-GE.2130 (formerly E88.2130) Wry. 30 hours: 3 units. Fall.

Principles and Practices of Performing Arts Administration
MPAPA-GE.2131 (formerly E88.2130) Wry. 30 hours: 3 units. Fall.
Corequisite: Environment of Performing Arts Administration MPAPA-GE.2130.

Development for the Performing Arts
MPAPA-GE.2132 Dorfman. 30 hours: 3 units. Spring.

Governance and Trusteehip in Performing Arts Organizations
MPAPA-GE.2133 Wry. 30 hours: 3 units. Spring.

Seminar in Cultural Policy: Issues in Performing Arts Administration
MPAPA-GE.2222 Wry. 30 hours: 3 units. Fall, spring.
Prerequisites: MPAPA-GE.2001, 2002, and substantial completion of the Program in Performing Arts.

DRAMA THERAPY/MPADT

Introduction to Drama Therapy
MPADT-GE.2114 (formerly MPATEGE.2114) Landy. 30 hours plus hours arranged: 3 units. Fall.
Prerequisite: matriculation in the Program in Drama Therapy or registration by permission of adviser.

Drama Therapy for Clinical Populations
MPADT-GE.2109 (formerly MPAPET-GE.2109) McMullian. 30 hours plus hours arranged: 3 units. Spring.
Prerequisite: Introduction to Drama Therapy MPADT-GE.2114.

Psychodrama and Sociometry
MPADT-GE.2115 (formerly MPAPET-GE.2115) Garcia. 30 hours: 3 units. Fall.
Prerequisite: Introduction to Drama Therapy MPADT-GE.2114 or permission of instructor.

Advanced Practices in Drama Therapy: Playback, Therapeutic Theatre and Developmental Transformations
MPADT-GE.2116 (formerly MPAPET-GE.2116) Staff. 30 hours: 3 units. Spring.
Prerequisite: matriculation in the Program in Drama Therapy.
Courses, continued

Projective Techniques in Drama Therapy
MPADT-GE.2117 (formerly MPAET-GE.2117) McLellan, Haen. 30 hours: 3 units. Fall.
Prerequisite: Introduction to Drama Therapy MPADT-GE.2114, Drama Therapy for Clinical Populations MPADT-GE.2109, or permission of instructor.

Advanced Theory and Research in Drama Therapy
MPADT-GE.2119 (formerly MPAET-GE.2119). Landy, Hodermarska. 30 hours: 3 units. Spring.
Prerequisites: PSY-GE.2038, APSY-GE.2039, MPADT-GE.2109, MPADT-GE.2114, APSY-GE.2271.

Independent Study
MPADT-GE.2300 (formerly MPAET-GE.2300). 45 hours per unit: 1–6 units. Fall, spring, summer; hours to be arranged.

Internship in Drama Therapy: Lab
MPADT-GE.2302 (formerly MPAET-GE.2302). Hodermarska. 6 units. Fall, spring, summer. 50–400 hours.

Internship in Drama Therapy: Lecture
MPADT-GE.2303. Hodermarska. 4 units. Fall, spring, summer. 50–400 hours.

**MUSIC THERAPY/MPAMT**

Music Therapy Practicum: Children and Adolescents
MPAMT-GE.2043. 135 hours: 3 units. Fall.

Music Therapy Practicum: Adults and Elderly
MPAMT-GE.2053. 135 hours: 3 units. Spring.

Improvisation II: Clinical Vocal Improvisation
MPAVP-GE.2062. 30 hours: 2 units. Spring.

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

Introduction to Music Therapy
MPAMT-GE.2930. 45 hours: 3 units. Spring.

Music Therapy: Advanced Theory and Methods I
MPAMT-GE.2931. 45 hours: 3 units. Fall.

Music Therapy: Advanced Theory and Methods II
MPAMT-GE.2932. 45 hours: 3 units. Spring.

Improvisation I: Clinical Improvisation in Music Therapy
MPAMT-GE.2934. 30 hours: 2 units. Fall.

Internship in Music Therapy
MPAMT-GE.2935, 2936. 100 hours per unit: 5 units each term. Fall, spring; hours to be arranged.

Music Therapy for Adults
MPAMT-GE.2938. 45 hours: 3 units. Spring.

Improvisation III: Advanced Practices of Improvisation in Music Therapy
MPAMT-GE.2940. 45 hours: 3 units. Fall.

Improvisation IV: Theory and Application of Improvisation in Music Therapy
MPAMT-GE.2941. 45 hours: 3 units. Spring.

Key Concepts in Music Therapy
MPAMT-GE.2942. 45 hours: 3 units. Fall.

Theory Development in Music Therapy
MPAMT-GE.2943. 45 hours: 3 units. Spring.

Colloquium in Music Therapy
MPAMT-GE.2947*. 10 hours per unit: 2–6 units each term. Fall, spring; hours to be arranged.

Colloquy in Music Therapy: Final Project
MPAMT-GE.2949. 10 hours per unit: 2–4 units.
DEPARTMENT OF 
Nutrition, Food Studies, and Public Health

DEGREES
M.A., M.S., Ph.D.

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

Notice: The programs, requirements, and schedules listed herein are subject to change without notice. A directory of classes is published each term with a current schedule. For the most up-to-date schedule changes, please consult ALBERT, NYU's student information website.

DEPARTMENT CHAIR: KRISHNENDU RAY
411 LAFAYETTE STREET | 5TH FLOOR | NEW YORK, NY 10003
TELEPHONE: 212-998-5580 | FAX: 212-995-4194 | E-MAIL: nutrition@nyu.edu
WEBSITE: steinhardt.nyu.edu/nutrition

Throughout research, teaching, and community service, the Department of Nutrition, Food Studies, and Public Health’s mission is to generate and disseminate knowledge and to effect sustainable change in the health and well-being of local, urban, and global communities. The department teaches undergraduate and graduate students to be broad, critical thinkers while acquiring expertise in their chosen domain of knowledge. Students partner with alumni, professionals, and the larger community to provide education, research, and services that focus on the role of food, nutrition, and public health in all aspects of life.

The master’s programs in nutrition and dietetics, food studies, and public health educate students through carefully developed curricula containing core, specialization, and elective courses. These programs share an interdependence that provides the next generation of students with a strong foundation for collaborative research and innovative opportunities. For further information, please visit steinhardt.nyu.edu/nutrition.

The master’s programs lead to M.S., M.A., or M.P.H. degrees.

The M.S. program in nutrition and dietetics offers specialized training in either clinical nutrition or foods and nutrition, along with graduate-level dietetic internships fully accredited by the American Dietetic Association (ADA). The clinical nutrition specialization provides the undergraduate courses and post-baccalaureate experience needed to meet the ADA’s requirements for credentialing as a registered dietitian (RD).

The department’s innovative M.A. program in food studies prepares students for leadership positions in numerous food professions. Courses examine the sociocultural, economic, and historical factors that have influenced food production and consumption in local settings under global pressures.

The department participates in the NYU Global Institute of Public Health’s master’s program in public health (M.P.H.), accredited by the Council on Education for Public Health, which offers three areas of concentration: community and international health, public health nutrition, and global health leadership. The program prepares students for careers in communities, organizations, and government agencies that work to improve the health of underserved population groups in the United States and throughout the world.

The department’s Ph.D. programs train students to become researchers, educators, and advanced practitioners in nutrition, food studies, and public health.

Together, these programs focus on the role of food, nutrition, and health as separate but integrated aspects of society. They emphasize the scientific, behavioral, socioeconomic, cultural, and environmental factors that affect health and the ways in which trained professionals can apply this information to help individuals and the public make dietary and other behavioral choices that will promote health and prevent disease. In support of this goal, the programs address the current reality of diet and health patterns. People are increasingly eating meals prepared outside the home in restaurants, workplaces, and supermarkets. Overweight and obesity constitute major health problems, not only in the United States but throughout the world, and coexist with classic conditions of undernutrition and emerging infectious diseases, not least of which is HIV/AIDS. Changes in society and disease risk have increased the need and demand for trained professionals who can employ nutritional, behavioral, sociocultural, and population-based strategies to improve personal, public, and envi-


Carolyn Dimitri, Associate Professor, B.A., 1983, SUNY (Buffalo); Ph.D., 1998, University of Maryland (College Park).

Lori Beth Dixon, Associate Professor, B.A. 1987, Duke; Ph.D. 1994, Penn State; M.P.H. 1999, California (Berkeley).


Sally Guttmacher, Professor, B.S. 1963, Wisconsin; M.Phil. 1973, Ph.D. 1976, Columbia.

Farzana Kapadia, Assistant Professor. B.S. 1995, SUNY (Binghamton); M.P.H. 1997, New York; Ph.D. 2005, Columbia.

Kristie J. Lancaster, Associate Professor. B.A. 1985, Princeton; M.S. 1995, Ph.D. 2000, Penn State; RD.


Niyati Parekh, Assistant Professor, B.S. 1995, St. Xavier’s College; M.S. 1997, Nirmala Niketan College; Ph.D. 2005, Wisconsin.

Domingo J. Piñero, Clinical Assistant Professor. B.S. 1986, Central de Venezuela; M.S. 1991, Simón Bolívar (Venezuela); Ph.D. 1998, Penn State.

Mary Platek, Assistant Professor, B.S. 1981, M.S. 1995, Ph.D. 2008, SUNY (Buffalo), RD


Yumary Ruiz, Clinical Assistant Professor. B.S. 1996, California (Los Angeles); M.P.H. 2000, San Jose State; Ph.D. 2006, Purdue.

Lisa Sasson, Clinical Associate Professor. B.S. 1981, Brooklyn College (CUNY); M.S. 1986, New York; RD.


Master’s Programs

DIRECTOR
Lisa Sasson

411 Lafayette
5th Floor
212-998-5585

The Master of Science Program in Nutrition and Dietetics prepares students for a wide range of careers as dietitians and nutritionists. It provides training for registered dietitians and other students who seek to become registered dietitians or to obtain advanced academic training in one of two areas of concentration: (1) clinical nutrition, which provides all academic and internship requirements of the Academy of Nutrition and Dietetics (AND) for registration eligibility, and (2) foods and nutrition, which provides advanced academic training for credentialed health care professionals. Internships and field placements in specific areas of interest offer exceptional opportunities to apply nutrition knowledge in a great variety of professional settings.

Farzana Kapadia, Assistant Professor. B.S. 1995, SUNY (Binghamton); M.P.H. 1997, New York; Ph.D. 2005, Columbia.

Kristie J. Lancaster, Associate Professor. B.A. 1985, Princeton; M.S. 1995, Ph.D. 2000, Penn State; RD.


Niyati Parekh, Assistant Professor, B.S. 1995, St. Xavier’s College; M.S. 1997, Nirmala Niketan College; Ph.D. 2005, Wisconsin.

Domingo J. Piñero, Clinical Assistant Professor. B.S. 1986, Central de Venezuela; M.S. 1991, Simón Bolívar (Venezuela); Ph.D. 1998, Penn State.

Mary Platek, Assistant Professor, B.S. 1981, M.S. 1995, Ph.D. 2008, SUNY (Buffalo), RD


Yumary Ruiz, Clinical Assistant Professor. B.S. 1996, California (Los Angeles); M.P.H. 2000, San Jose State; Ph.D. 2006, Purdue.

Lisa Sasson, Clinical Associate Professor. B.S. 1981, Brooklyn College (CUNY); M.S. 1986, New York; RD.


Nutrition and Dietetics

These concentrations require the same core sequence of nutritional science and research courses; they differ in prerequisite, specialization, and professional experience requirements.

CAREER OPPORTUNITIES

Although the two concentrations differ most significantly in the level of clinical training, both programs are designed to train students to help individuals and the public choose foods that promote health and prevent disease; manage human, financial, and physical resources to improve the nutritional status of individuals and population groups; monitor trends and issues in the field of nutrition and translate this information into education and training programs; and apply research principles and processes to the examination of nutrition problems.

CLINICAL NUTRITION

This concentration is a 40-unit curriculum for students who would like to obtain the registered dietitian (RD) credential. There is also a 34-unit curriculum for students who already have an RD or have completed an AND-accredited dietetic internship at the time of matriculation, but who would like to obtain a master’s degree that provides advanced training in clinical dietetics.

In order to become a registered dietitian, the AND requires students to fulfill the following three separate sets of training requirements prior to taking the dietetic registration examination: (1) bachelor’s degree from an accredited college; (2) completion and verification of a specific sequence of undergraduate prerequisite courses that meet defined educational competencies and
are known collectively as the Didactic Program in Dietetics (DPD); and (3) completion of an AND-accredited dietetic internship. The department provides two internship options, which are discussed below.

Students who do not hold bachelor’s degrees from AND-accredited nutrition programs should take the following steps: (1) enroll in the 40-unit clinical nutrition graduate program; (2) while enrolled, take undergraduate (DPD) prerequisite courses; (3) take the two graduate courses (Research Methods & Nutrition Education) required for the DPD; (4) apply for admission to a dietetic internship (which may involve master’s-level coursework); and (5) complete the dietetic internship and courses for the master’s degree. All DPD courses must be completed prior to entering a dietetic internship program. For further information about DPD prerequisites, visit the department’s website for the M.S. Program in Nutrition and Dietetics with a concentration in clinical nutrition (steinhardt.nyu.edu/nutrition/dietetics/ms/40).

DEGREE REQUIREMENTS: CLINICAL NUTRITION (GE HONDMS:CNU)

New Graduate Student Seminar NUTR-GE.2000.002 (0 units)
Research Methods (3 unit): Research Methods NUTR-GE.2190
Advanced Seminar in Nutrition (6 units) NUTR-GE.2207
Terminal Experience (3 units): Research Applications NUTR-GE.2061 or Research Apprenticeship NUTR-2063.
Electives Courses: Selected from departmental and other related graduate courses by advisement.

Didactic Program in Dietetics (DPD) Verification

The NYU Graduate Didactic Program in Dietetics (DPD) is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. Evaluation and verification of the AND’s DPD requirements for dietetic registration eligibility may be obtained by students who have completed at least 29 units in residence at NYU. Students must request and file a formal application.

DIETETIC INTERNSHIPS

The NYU Dietetic Internship meets AND requirements for supervised clinical practice for registration eligibility. It is currently accredited by the ACEND until 2021. It also fulfills 18 of the 40 units needed for a Master of Science degree in clinical nutrition. It is a one-year, full-time program that requires registration in three NYU semesters or two semesters and a summer session. The program includes one full semester of coursework, followed by twenty-seven weeks of supervised practice that also involves registration in two consecutive 3-unit courses.

First semester: Interns must complete five graduate courses (12 units) before entering supervised clinical practice: Medical Nutrition Therapy NUTR-GE.2037, Medical Nutrition Therapy Recitation, Research Methods NUTR-GE.2190, Nutrition-Focused Physical Assessment NUTR-GE.2196, Nutrition Counseling Theory and Practice NUTR-GE.2198.

Second and third semesters (or second semester and a summer session): Interns complete supervised clinical practice rotations in clinical nutrition therapy (15 weeks and one week of Pediatric Dental Clinical), community nutrition (three weeks), food service management (six weeks), specialties (one week), and staff relief (three weeks)—a total of at least 1200 practice hours, along with 23 hours of classroom instruction. The supervised practice takes place in one of the many affiliated hospitals, institutions, and agencies located throughout the New York metropolitan area. Because some of these sites train more than one dietetic intern, starting dates for the supervised clinical practice may vary.

Concurrently with the supervised practice, interns register in two consecutive semesters for Clinical Practice in Dietetics I and II NUTR-GE.2146, 2147. Class sessions cover the Code of Ethics of the AND/Commission on Dietetic Registration (CDR) and the Standards of Practice for dietetic professionals; political, legislative, and economic factors affecting dietetic practice; and development of effective communication and counseling skills.

Admission requirements: Applicants must (1) hold a baccalaureate from an accredited college or university; (2) present an official AND Verification Statement of Completion of a DPD, or a statement of Declaration of Intent to Complete a DPD, with original signatures; (3) apply and gain acceptance into the clinical nutrition M.S. program; and (4) apply and be accepted into the NYU Dietetic Internship. Preference will be given to applicants with an overall academic average of B or better.

Application procedures: Because students in the NYU Dietetic Internship take courses in the clinical nutrition M.S. program, and because the NYU Dietetic Internship participates in national computer matching and the electronic centralized application process (DICAS), the admission process requires three separate applications to (1) the NYU Steinhardt School of Culture, Education, and Human Development M.S. program in clinical nutrition (HOND-CNU), (2) the NYU Dietetic Internship, and (3) the na-
Nutrition and Dietetics, continued

FOODS AND NUTRITION (HONF: FNU)

This 34-unit program provides a flexible curriculum designed for students who have bachelor’s degrees and hold credentials in the health professions (such as an RD, RN, DDS, RPh, or MD) and who are interested in further training in this field but who do not intend to practice nutrition and do not want to become registered dietitians.

This program differs from the clinical nutrition concentration in three important respects: It requires fewer prerequisite courses, calls for a different set of specialization course requirements, and does not fulfill AND requirements for registration eligibility. For more information about this program, visit steinhardt.nyu.edu/nutrition/dietetics/ms/food.

ACADEMIC PREREQUISITES

Students must take or present evidence of having taken all graduate course prerequisites: Introduction to Modern Chemistry UA-CHM 0002, Principles of Organic Chemistry UA-CHM 0240, Introduction to Foods and Food Science NUTR-UG.0085, Nutrition and Health NUTR-UG.0119, Food Microbiology and Sanitation NUTR-UG.1023, Nutritional Biochemistry NUTR-UG.1064, Introduction to Human Physiology NUTR-UG.1068, Diet Assessment and Planning NUTR-UG.1260, Nutrition and the Life Cycle NUTR-UG.1269, and any others that may be required for specific elective courses.

DEGREE REQUIREMENTS

New Graduate Student Seminar NUTR-GE.2000.002 (0 units).

Research Methods (3 units): Research Methods NUTR-GE.2190.


Food and Nutrition Specialization (6 units): Food Science and Technology NUTR-GE.2184 and Food and Culture FOOD-GE.2191.

Terminal Experience (3 units): Research Applications NUTR-GE.2061 or Research Apprenticeship NUTR-GE.2063.

Elective Courses (8–13 units): Selected from departmental and other related graduate courses.

ADMISSION REQUIREMENTS

See general admission section, page 167. For specific admission requirements please visit steinhardt.nyu.edu/nutrition.

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

Food Studies

Food Studies at New York University is the first master’s degree program in the United States devoted to food scholarship. Since its initiation as a state-accredited academic entity in 1996, the department has helped foster and develop Food Studies as an emerging field. Food Studies offers an interdisciplinary approach to the study of food as a bio-cultural system focused on the urban environment. Employing approaches from the humanities and the social sciences, the MA in Food Studies prepares students to analyze the current American food system, its global connections, and local alternatives. The program’s location in a department that includes Nutrition and Public Health affords it a privileged optic into food in the modern biomedical system, allowing students and faculty to interrogate the intersection between expertise and everyday experience, illness, wellness and the politics of professions. Students learn the ways in which food cultures and food systems are implicated in larger issues of public health and nutrition.

Food Studies emphasizes the ways individuals, communities, and societies relate to and represent food within a spatial, cultural and historical context. Food Studies examines the political, economic, and geographic framework of food production, while attending equally to the study of consumption, including gastronomy, and media portrayals of chefs and cuisines, along with attention to problems that follow consumption, the re-making of bodies, accumulation of waste, and burdens of externalizing costs. Students investigate cities in relation to flows of people, commodities, produce, and media products.

In 2007, we broadened Food Studies by emphasizing urban food systems within the Food Studies program, which specifically focuses on issues related to food production and distribution.

DIRECTOR

Jennifer Schiff Berg

411 Lafayette, 5th Floor
212-998-5580

DEGREE

M.A.
Our uniquely urban approach, engages with the New York City food systems for applied and theoretical research. This new focus aligns an academic discussion of economic, political, agricultural, and global concerns with larger contemporary arguments beyond the academy. The Food Studies M.A. program includes three areas of interest:

- Policy and Advocacy
- Business and Social Entrepreneurship
- Media, Social and Cultural Analysis

The overall program includes 40 credits.

The Program:
1. challenges students with core, specialization, and elective courses offered by the department and by New York University’s Steinhardt School of Culture, Education, and Human Development; Stern School of Business; Wagner School of Public Service, Graduate School of Arts and Sciences, or Tisch School of the Arts.

2. broadens work experience. The program helps students locate internships in a vast array of potential employment sites and places them in positions where they can develop new skills and gain access to potential employers.

3. gives access to food production companies, non-profit food organizations, policy organizations and advocacy groups, publishers, public relations and marketing firms, magazines, food distributors, food producers and educational institutions, as well as to the food professionals who work in them and enrich the program by serving as adjunct faculty and guest lecturers.

4. emphasizes development of critical thinking and research skills that help students analyze and solve problems that may be encountered in professional work.

5. offers experiential learning courses in global, domestic and urban venues.

**CAREER OPPORTUNITIES**

Food studies careers focus on the conceptual and creative aspects related to the role of food in culture and society. They involve product development; advertising, marketing and public relations; communications and media; writing and editing; styling, photographing, and testing; teaching; policy advocacy; consulting; economic development; and research. Food studies careers can also occur in any place where food products are developed, produced, purchased, prepared, distributed, transported or served, including corporations and companies, hotels, resorts, spas, convention centers, airlines, educational institutions, health care facilities, community sites, government agencies, production companies, non-profit organizations, and consulting firms.

**DEGREE REQUIREMENTS**

The requirements for the Program in Food Studies include the following: Food Studies: FOOD-GE.2000 Current Research in Food Studies, FOOD-GE.2017 Contemporary Issues: Sustainability and Cultural Sovereignty, FOOD-GE.2033 Food Systems I, FOOD-GE.2061 Research Applications, FOOD-GE.2191 Food and Culture, FOOD-GE.2215 Nutrition in Food Studies


Students may choose electives from alternative areas of study or other courses of interest within NYU: other departments in Steinhardt (such as MCC, Environmental Conservation Education, etc.), Stern School of Business, Wagner School of Public Service, Tisch School of the Arts, and the Graduate School of Arts and Sciences.

**SPECIAL OPPORTUNITIES**

The department offers experiential courses, such as 4-credit graduate summer study abroad programs on food and nutrition in Tuscany, Hong Kong, Puebla, Paris, Florence, and New Orleans. These programs immerse participants in full experiences of global food, diet, culture, and history through classroom instruction, field trips, guest speakers, and hands-on workshops.

**ADMISSION REQUIREMENTS**

See general admission section, page 167.

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

DIRECTOR
James Macinko
240 Greene Street, 2nd Floor
212-992-6741

DEGREE
M.P.H.

Steinhardt participates in the Global Institute of Public Health’s Master of Public Health Program, which seeks to prepare students to become effective public health researchers, practitioners, and leaders by advancing public health knowledge and practice through research, education, outreach, and community engagement. By doing so, we aim to improve the health of diverse population groups at the local, national, and global levels. The NYU MPH program’s unique university-wide configuration allows it to draw upon faculty and other professionals from across the university and from partner organizations worldwide to design and deliver multidisciplinary educational, research, and practice-based training to enhance student experiences and promote continued professional development.

The NYU MPH program offers concentrations in Community and International Health, Global Health Leadership, and Public Health Nutrition.

For complete information on the NYU MPH program, including degree requirements, admissions, and program services, please refer to the NYU MPH website and bulletin at giph.nyu.edu/mph..

Doctoral Programs

DIRECTORS
Carolyn Dimitri
Food Studies
Niyati Parekh
Nutrition
James Macinko
Public Health

411 Lafayette, 5th Floor
212-998-5580

DEGREE
Ph.D.

The department offers doctoral education in (1) nutrition and dietetics, (2) food studies, and (3) participates in the doctoral program in public health through the NYU Global Institute of Public Health. Because the nutrition and dietetics and food studies are small and highly selective, the department administers them jointly. Within the overall program structure, students are encouraged to select specific courses, course sequences, and dissertation proposal and research topics that meet their individual interests and goals. Each program is developed individually by students in consultation with advisers who are specialists in the course of study.

Application procedures, general admission requirements, examination and research requirements, and overall course requirements are the same for all doctoral programs. Program admission requirements and prerequisites differ for each doctoral area and are described under that area.

GENERAL ENTRANCE REQUIREMENTS
Master’s degree from an accredited institution and GRE scores for the verbal and quantitative sections; TOEFL scores (if applicable); demonstrated leadership potential as shown by honors, awards, publications, active participation in professional organizations or agencies, or independent research; a statement of goals (500 words) explaining why the applicant is seeking a doctoral degree and how doctoral training will help achieve career goals and contribute to the profession; and three letters of recommendation from employers, former professors, or professional colleagues who have observed the applicant’s work. Applicants whose credentials pass an initial screening are interviewed in person or by telephone.

DEGREE REQUIREMENTS
For doctoral requirements of the Steinhardt School of Culture, Education, and Human Development, see pages 178-81. In addition to school requirements, the department requires 18 units of specialization courses.

Nutrition and Dietetics
The interdisciplinary Ph.D. program of advanced study in nutrition and dietetics provides broad training in education, specialization, and research theory and applications. The program is designed specifically to meet the needs of employed professionals who desire further education in advance in their careers or to develop a career in academics. The program prepares graduates for teaching, research, administrative, and leadership positions in academic, public health, government, industry, and other institutions.

ADMISSION REQUIREMENTS
In addition to the general requirements listed above, applicants must have previous academic training in nutrition or dietetics at the undergraduate or master’s level. Preference is given to applicants with at least three years of full-time (or six years of part-time) work experience, with major emphasis in nutrition or dietetics.

See general admission section, page 167.

Public Health
For information on the doctoral program in public health, please visit giph.nyu.edu/phd.

STEINHARDT FELLOWS
PROGRAM AND RESEARCH ASSISTANTSHIPS
See page 180, ▶

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

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

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Coursenumber</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUTRITION/NUTR-GE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Nutrition Therapy</td>
<td>NUTR-GE.2037</td>
<td>45:4</td>
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<tr>
<td>Beverages</td>
<td>NUTR-GE.2025</td>
<td>45:3</td>
</tr>
<tr>
<td>Pediatric Nutrition</td>
<td>NUTR-GE.2041</td>
<td>30:3</td>
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<tr>
<td>Maternal and Child Nutrition</td>
<td>NUTR-GE.2042</td>
<td>30:3</td>
</tr>
<tr>
<td>Critical Care Nutrition</td>
<td>NUTR-GE.2043</td>
<td>30:3</td>
</tr>
<tr>
<td>Sports Nutrition</td>
<td>NUTR-GE.2045</td>
<td>30:3</td>
</tr>
<tr>
<td>Research Applications</td>
<td>NUTR-GE.2061</td>
<td>30:3</td>
</tr>
<tr>
<td>Field Experience</td>
<td>NUTR-GE.2077</td>
<td>45:3-4</td>
</tr>
<tr>
<td>Advanced Nutrition: Proteins, Fats, and Carbohydrates</td>
<td>NUTR-GE.2139</td>
<td>30:3</td>
</tr>
<tr>
<td>Advanced Nutrition: Vitamins and Minerals</td>
<td>NUTR-GE.2144</td>
<td>30:3</td>
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<tr>
<td>Clinical Practice in Dietetics I</td>
<td>NUTR-GE.2146</td>
<td>150:3</td>
</tr>
<tr>
<td>Clinical Practice in Dietetics II</td>
<td>NUTR-GE.2147</td>
<td>150:3</td>
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<tr>
<td>Nutrition Assessment Methods in Research</td>
<td>NUTR-GE.2178</td>
<td>30:3</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>NUTR-GE.2184</td>
<td>45:3</td>
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<tr>
<td>International Nutrition</td>
<td>NUTR-GE.2187</td>
<td>10:1-3</td>
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<tr>
<td>Research Methods</td>
<td>NUTR-GE.2190</td>
<td>30:3</td>
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<tr>
<td>Nutritional Epidemiology</td>
<td>NUTR-GE.2192</td>
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<tr>
<td>Weight Management</td>
<td>NUTR-GE.2194</td>
<td>30:3</td>
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<tr>
<td>Nutrition-Focused Physical Assessment</td>
<td>NUTR-GE.2196</td>
<td>30:2</td>
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<tr>
<td>Nutrition Counseling Theory and Practice</td>
<td>NUTR-GE.2198</td>
<td>30:3</td>
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<tr>
<td>Nutrition Education</td>
<td>NUTR-GE.2199</td>
<td>30:3</td>
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<tr>
<td>Seminar in Advanced Nutrition: Nutrigenetics and Nutrigenomics</td>
<td>NUTR-GE.2287</td>
<td>30:3</td>
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<tr>
<td>Independent Study</td>
<td>NUTR-GE.2300</td>
<td>30:3</td>
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<tr>
<td><strong>FOOD STUDIES</strong></td>
<td></td>
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<tr>
<td>Current Research in Food Studies</td>
<td>FOOD-GE.2000</td>
<td>10:1</td>
</tr>
<tr>
<td>The Politics of Food</td>
<td>FOOD-GE.2200</td>
<td>30:3</td>
</tr>
<tr>
<td>Food Legislation, Regulations &amp; Enforcement</td>
<td>FOOD-GE.2200</td>
<td>30:3</td>
</tr>
<tr>
<td>Food Advocacy</td>
<td>FOOD-GE.2200</td>
<td>30:3</td>
</tr>
<tr>
<td>Economics of Food I: Consumer Behavior</td>
<td>FOOD-GE.2200</td>
<td>30:3</td>
</tr>
<tr>
<td>Economics of Food II: Strategic Firm Behavior</td>
<td>FOOD-GE.2200</td>
<td>30:3</td>
</tr>
<tr>
<td>Foods Entrepreneurship</td>
<td>FOOD-GE.2200</td>
<td>30:3</td>
</tr>
<tr>
<td>Food History</td>
<td>FOOD-GE.2200</td>
<td>45:3</td>
</tr>
<tr>
<td>Agricultural Policy</td>
<td>FOOD-GE.2200</td>
<td>30:3</td>
</tr>
<tr>
<td>Food Markets: Concepts and Cases</td>
<td>FOOD-GE.2200</td>
<td>30:3</td>
</tr>
<tr>
<td>Contemporary Issues: Sustainability and Sovereignty</td>
<td>FOOD-GE.2200</td>
<td>30:3</td>
</tr>
<tr>
<td>Comparative Cuisines</td>
<td>FOOD-GE.2200</td>
<td>30:3</td>
</tr>
<tr>
<td>Food Writing</td>
<td>FOOD-GE.2200</td>
<td>30:3</td>
</tr>
<tr>
<td>Beverages</td>
<td>NUTR-GE.2205</td>
<td>45:3</td>
</tr>
</tbody>
</table>
Waste, Water, and the Urban Environment
FOOD-GE.2036 30 hours: 3 units.

Research Apprenticeship in Food and Nutrition
FOOD-GE.2063 30 hours: 3 units.

International Food Regulation
FOOD-GE.2110 30 hours: 3 units.

Theoretical Perspectives
FOOD-GE.2205 30 hours: 3 units.

Food Photography
FOOD-GE.2271 15 hours: 1 unit.

Techniques of Regional Cuisine
FOOD-GE.2183 30 hours: 2 units.

Food and Culture
FOOD-GE.2191 30 hours: 3 units.

Food in the Arts
FOOD-GE.2204 30 hours: 2 units.

Nutrition in Food Studies
NUTR-GE.2215 30 hours: 3 units.

Advanced Foods
FOOD-GE.2216 15 hours per unit: 1-3 units. Prerequisite: NUTR-GE.0085 or equivalent.

Fieldtrips in Foods
FOOD-GE.2230 10 hours: 1 unit.

Fieldtrips in Foods: Community Support Agriculture
FOOD-GE.2231 10 hours: 1 unit.

Fieldtrips in Foods: Urban Agriculture
FOOD-GE.2232 10 hours: 1 unit.

Fieldtrips in Foods: Ethnic New York City
FOOD-GE.2233 10 hours: 1 unit.

Fieldtrips in Foods: Food Manufacturing
FOOD-GE.2254 10 hours: 1 unit.

Fieldtrips in Foods: Food Systems
FOOD-GE.2240 30 hours: 3 units.

Fieldtrips in Foods: The Agro-Industrial Complex
FOOD-GE.2241 30 hours: 3 units.

Fieldtrips in Foods: Women and Food
FOOD-GE.2242 30 hours: 3 units.

Fieldtrips in Foods: Food and Popular Culture
FOOD-GE.2243 20 hours: 2 units.

Fieldtrips in Foods: Food and Fine Arts
FOOD-GE.2245 30 hours: 3 units.

Fieldtrips in Foods: Food in Western Art
FOOD-GE.2246 30 hours: 3 units.

Fieldtrips in Foods: Global Food Cultures
FOOD-GE.2250 40 hours: 4 units.

Fieldtrips in Foods: Global Food Cultures: Hong Kong
FOOD-GE.2251 40 hours: 4 units.

Fieldtrips in Foods: Global Food Cultures: Puebla, Mexico
FOOD-GE.2252 40 hours: 4 units.

Fieldtrips in Foods: Sustainability of Food Systems
FOOD-GE.2260 20 hours: 2 units.

Fieldtrips in Foods: Sustainability on the East End of Long Island
FOOD-GE.2261 20 hours: 2 units.

Fieldtrips in Foods: Food and Culture
FOOD-GE.2270 30 hours: 3 units.

Fieldtrips in Foods: Food and Culture: New Orleans
FOOD-GE.2271 30 hours: 3 units.

Fieldtrips in Foods: Food and Culture: Vermont
FOOD-GE.2272 30 hours: 3 units.

See Departmental Courses section for additional listings.

Public Health/PUHE

Epidemiology
PUHE-GE.2306 40 hours: 3 units.

Infectious Disease and Nutrition
PUHE-GE.2307 30 hours: 3 units.

Nutrition in Public Health
PUHE-GE.2215 30 hours: 3 units.

International Health and Economic Development
PUHE-GE.2314 30 hours: 3 units.

Public Health Through Film and Fiction
PUHE-GE.2315 30 hours: 3 units.

International Community Health Seminars
PUHE-GE.2316 30–180 hours: 6 units.

Global Issues in Public Health (Puebla, Mexico)
PUHE-GE.2317 30 hours: 3 units.

Assessing Community Health Needs
PUHE-GE.2318 45 hours: 3 units.

Writing Grants and Funding Proposals for Health-Related Programs
PUHE-GE.2319 30 hours: 3 units.

History and Principles of Public Health
PUHE-GE.2322 30 hours: 3 units.

Advocating for Community Health
PUHE-GE.2335 30 hours: 3 units.

Program Planning and Evaluation
PUHE-GE.2349 30 hours: 3 units.

Social and Behavioral Determinants of Health
PUHE-GE.2355 30 hours: 3 units.

Environmental Health Problems
PUHE-GE.2356 30 hours: 3 units.

Internship and Seminar in Public Health
PUHE-GE.2360 Minimum of 180 hours: 3 units. Fall, spring, summer.

Research Methods in Public Health
PUHE-GE.2361 30 hours: 3 units. Fall. Open only to public health students.

Professional Writing in Public Health
PUHE-GE.2365 30 hours: 3 units.
Courses, continued

Perspectives on Reproductive Health
PUHE-GE.2374 30 hours: 3 units.

International Population and Family Health
PUHE-GE.2383 30 hours: 3 units.

Health Communications: Theory and Practice
PUHE-GE.2405 30 hours: 3 units.

Community-Based Health Interventions
PUHE-GE.2410 30 hours: 3 units.

DEPARTMENTAL COURSES/

Nutrition, Food Studies, and Public Health: New Graduate Student Seminar
FOOD-GE.2000.001 and NUTR-GE.2000.002 3 hours: 0 units.

Sensory Evaluation of Foods
FOOD-GE.2010 30 hours: 3 units.
Prerequisite: NUTR-UG.1185.

Research Applications
NUTR-GE.2061 30 hours: 3 units.

Research Apprenticeship in Food and Nutrition
NUTR-GE.2063 45 hours per unit: 1-6 units.

Food Science and Technology
NUTR-GE.2184 45 hours: 3 units.
Prerequisite: NUTR-UG.0085, V25.0002.

Research Methods
NUTR-GE.2190 30 hours: 3 units.

Independent Study
NUTR-GE.2300 45 hours per unit: 1-6 units; hours to be arranged through advisement.

Doctoral Seminar
NUTR-GE.3098 10 hours: 1 unit.
For over 65 years, New York University’s Department of Occupational Therapy has continued to be preeminent in the extent of its contribution to occupational therapy education, as well as the number and quality of its outstanding graduates. The goal of occupational therapy is to help individuals achieve independence, meaning, and satisfaction in all aspects of their lives. Occupational therapists develop, improve, sustain, or restore independence to any person who has an injury, illness, disability, or psychological dysfunction. The occupational therapist consults with the individual and family or caregivers and, through evaluation and treatment, promotes the client’s capacity to participate in satisfying daily activities. Intervention may address the person’s capacity to perform, the activity being performed, or the environment in which it is performed. The occupational therapist’s goal is to provide the client with skills for the job of living—those necessary to function in the community or in the client’s chosen environment.

The Department of Occupational Therapy is a leading academic center committed to the development of ethical therapists and scholars who are prepared to respond to the challenges of society’s ever-changing needs. The department offers professional-level graduate education for entry into occupational therapy practice and post-professional master’s and doctoral degrees for graduates of approved occupational therapy programs.
Faculty

Offiong Aqua, Clinical Associate Professor. M.D. 1986, Moscow.

Jane Bear-Lehman, Department Chair and Associate Professor. B.S., Wisconsin (Madison); M.S., Illinois (Chicago); Ph.D., New York; OTR/L. Fellow of the American Occupational Therapy Association (FAOTA).

Karen A. Buckley, Clinical Assistant Professor. B.S. 1973, SUNY (Buffalo); M.A. 1977, New York; OT/L. Neuro Development Treatment (NDT) Certified.


Tsu-Hsin Howe, Assistant Professor. B.Sc. 1982, National Taiwan; M.A. 1987, Ph.D. 2004, New York; OTR.

Kristie Koenig Patten, Assistant Professor. B.S. 1987, Elizabethtown (PA); M.S. 1994, Ph.D. 2003, Temple; OTR/L. Fellow of the American Occupational Therapy Association (FAOTA).


Sally E. Poole, Clinical Assistant Professor. B.A. 1968, M.A. 1975, New York; OT, Certified Hand Therapist (CHT).


Number of Adjunct Faculty: 22

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

Professional Program

**DEGREE**

**M.S.**

**FACULTY**

Aqua, Bear-Lehman, Buckley, Goverover, Hinojosa, Howe, Koenig, Perr, Poole, Voelbel

**MASTER OF SCIENCE**

The Master of Science Program in Occupational Therapy provides the professional education necessary for initial certification as an occupational therapist. Affiliated with 450 sites, the program provides student intervention experiences in challenging settings, which are integrated into the curriculum through connection with courses or as full-time fieldwork.

**CAREER OPPORTUNITIES**

Occupational therapy is a fast-growing profession, and graduates are sought by employers nationwide.

**DEGREE REQUIREMENTS**

Academic Prerequisites: Undergraduate coursework in abnormal psychology; developmental psychology; behavioral sciences; one additional course in either psychology, anthropology, or sociology; human anatomy and physiology I and II; and basic statistics.

The program’s full-time course of study is 27 months. Students are required to participate in two full-time, three-month fieldwork experiences, which usually take place during the summer and fall. The program requires successful completion of 69 units in anatomy; kinesiology; human growth and development; activity group process; psychiatric, medical, surgical, orthopedic, and neuromuscular conditions; theoretical foundations of occupational therapy; and research, analysis, and synthesis of activities as they relate to human occupation through emphasizing evaluation and intervention in the occupational therapy process.

**Fall, First Year** (15 units): New Student Seminar OT-GE.2000 (0 units), Human Anatomy (Lecture) OT-GE.2002 (3 units), Foundations of Occupational Therapy OT-GE.2701 (3 units), Activity Group Process OT-GE.2707 (3 units), Performance and Development Across the Lifespan OT-GE.2709 (3 units), Neuroscience OT-GE.2010 (3 units).

**Spring, First Year** (13.5 units): Human Anatomy (Lab) OT-GE.2003 (1 unit), Kinesiology OT-GE.2710 (2 units), Research Methods for Occupational Therapy OT-GE.2025 (2 units), Medical and Psychiatric Conditions OT-GE.2039 (3 units), Theoretical Bases for the Scope of Practice OT-GE.2030 (3 units), Analysis of Human Activity and Occupational Performance I OT-GE.2035 (2 units), Professional Issues I 0.5 OT-GE.2040 (0.5 unit).

**Summer, First Year** (5 units): Research Design in Occupational Therapy OT-GE.2724 (2 units), Analysis of Human Activity and Occupational Performance II OT-GE.2736 (2 units), Fieldwork I OT-GE.2720 (1 unit).

**Fall, Second Year** (13 units): Fieldwork I OT-GE.2721 (1 unit), Research Interpretation of Occupational Therapy OT-GE.2725 (3 units), Orthopedic Evaluation and Intervention OT-GE.2741 (3 units), Neurological Evaluation and Intervention OT-GE.2743 (3 units), Mental Health Evaluation and Intervention OT-GE.2745 (3 units).

**Spring, Second Year** (16.5 units): Fieldwork I OT-GE.2722 (1 unit), Rehabilitation Evaluation and Intervention OT-GE.2742 (3 units), Cognitive Evaluation and Intervention OT-GE.2744 (3 units), Geriatric Evaluation and Intervention OT-GE.2749 (3 units), Pediatric Evaluation and Intervention OT-GE.2748 (3 units), Health Advocacy and Administration OT-GE.2750 (3 units), Professional Issues II 0.5 OT-GE.2041 (0.5 unit).
Post-professional Programs

DEGREES
M.A., D.P.S., Ph.D.

FACULTY
Aqua, Bear-Lehman, Goverover, Hinojosa, Howe, Koenig, Perr, Poole, Voelbel

The Department of Occupational Therapy offers three post-professional programs in occupational therapy leading to the M.A., D.P.S., or Ph.D. degree for occupational therapists. These programs integrate the theoretical foundation of occupational therapy and the knowledge, skills, and attitudes necessary for engaging in scholarly activity. Students develop the analytical skills necessary for assuming leadership roles while cultivating a network of professional contacts through their studies, clinical experiences, and collaborative research. One of the most outstanding features is the strong peer support network provided by an active cadre of post-professional students.

Applicants are encouraged to visit NYU’s Office of Financial Aid website, www.nyu.edu/financial.aid, and the Steinhardt School’s Office of Graduate Admissions website, www.steinhardt.nyu.edu/graduate.admissions, for more information.

Master of Arts: Post-professional Advanced Occupational Therapy (OTTH)

INDIVIDUALLY DESIGNED SEQUENCE OF COURSES

The post-professional master’s degree program is designed for occupational therapists who want master’s-level study regarding current theories, research, frames of reference, and issues related to practice. Each student takes a core of graduate-level courses in occupational therapy theory, research, and professional skills. Domestic students may begin their studies in the fall, spring, or summer term. International students may begin their studies in the fall. This 30-unit program may be completed as full-time or part-time study.

Students select an area of specialization such as pediatrics, mental health, assistive technology, physical disabilities, upper quadrant, or school-based practice. Selection of courses is made by advisement. Electives may be taken in other New York University schools, divisions, and programs, including psychology, education, special education, ergonomics and biomechanics, public administration, and others.

Department Core Courses (12 units):

Department Research Project (6 units):
Directed Project Design in Occupational Therapy OT-GE.2805, Directed Project in Occupational Therapy OT-GE.2806.

Elective/Specialization (12 units): by advisement.

ADMISSION REQUIREMENTS

In addition to the admission criteria of the school, the following specific requirements apply: (1) certification as an occupational therapist or eligibility for certification; (2) baccalaureate degree in occupational therapy; (3) a strong grade-unit average; (4) a personal statement; and (5) interview(s) as requested by the department.

Doctor of Professional Studies (OTHS)—We are no longer admitting students to this program

Through the Doctor of Professional Studies (D.P.S.) Program, students have the opportunity to advance their knowledge and critical thinking via coursework that builds a foundation of critical analysis, evidence-based practice, ethics, and theory. The D.P.S. prepares advanced, skilled occupational therapists to deliver, present, and collaborate with interdisciplinary professionals to provide high-quality care. Full-time or part-time study is available. Students are offered two areas of advanced clinical specialization: pediatrics and upper quadrant.

DEGREE REQUIREMENTS

Occupational therapists who hold a master’s degree complete (1) 36 units of approved coursework with a minimum cumulative grade unit average of 3.0, (2) presentation and successful defense of
evidence-based professional portfolio, and (3) completion of all requirements for the D.P.S. within seven years. Full-time or part-time study is available.

**Department Core Courses** (6 units): Theoretical Foundations for Intervention OT-GE.2762, Ethics and Analytical Reasoning OT-GE.2764.

**Program Requirements** (6 units): Evidence-Based Practice OT-GE.3301, Advanced Assessments for the Practicing Therapist OT-GE.3306.

**Clinical Specialization** (12 units).

**Electives** (9 units): Students are required to complete 9 units of electives from University-wide offerings.

**Terminal Project** (3 units): Professional Portfolio: Advanced Practice OT-GE.3310.

**ADMISSION REQUIREMENTS**
In addition to the admission criteria of the school, the following specific requirements apply: (1) GRE score; (2) graduation from an approved professional occupational therapy program; (3) master’s degree or equivalent*; (4) a personal statement; (5) three letters of recommendation; and (6) interviews as requested by the department. The application deadlines are November 15 and March 15 for the D.P.S.

*There is a special single decision option that allows occupational therapists with a bachelor’s degree in occupational therapy to apply directly to the clinical doctoral degree program and to earn a master’s degree during the educational process. Applicants for the single-option select the M.A. degree, program code OTTH, and document a desire to progress to the D.P.S. program in the personal statement. The application deadline is February 1 for the single-option M.A./D.P.S.

**Doctor of Philosophy (OTHX)**
The Ph.D. program Research in Occupational Therapy was established in 1973 and was the first such doctoral program in the world. The program provides students with the knowledge and skills to work in the profession as researchers, scholars, and educators. Doctoral students take post-professional coursework in occupational therapy and courses in other disciplines both in the school and throughout the University.

All full-time Ph.D. students receive a multi-year fellowship, which provides full tuition and an annual stipend.

**DEGREE REQUIREMENTS**
Occupational therapists who hold a master’s degree (1) complete a total of 82 units, including coursework with a strong grade unit average, and (2) complete a dissertation. Students who hold a master’s degree in post-professional occupational therapy from NYU enter with advanced standing and must take a minimum of 42 units and complete a dissertation. Full-time or part-time study is available.


**Cognate Courses** (6 units)

**Occupational Therapy** (3 units): Departmental Seminar: OT-GE.3406.


**Dissertation-Related Courses** (15 units): Occupational Therapy Doctoral Colloquium (1 unit): OT-GE.3408.

**ADMISSION REQUIREMENTS**
In addition to the admission criteria of the school, the following specific requirements apply: (1) GRE score; (2) graduation from an approved professional occupational therapy program; (3) a strong grade unit average; (4) master’s degree or equivalent; (5) a personal statement; (6) three letters of recommendation; and (7) interviews as requested by the department.
### Courses

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

**NOTES TO COURSES**

*Registration closed to special students.

*Pass/fail basis.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>OT-GE</th>
<th>Credits</th>
<th>Term</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Seminar in Occupational Therapy</td>
<td>OT-GE.2000</td>
<td>Staff. 20 hours: 0 units.</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>Principles of Human Anatomy</td>
<td>OT-GE.2001</td>
<td>Staff. 30 hours: 3 units.</td>
<td>Spring</td>
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<tr>
<td>Human Anatomy Lecture</td>
<td>OT-GE.2002</td>
<td>Staff. 53 hours: 3 units.</td>
<td>Fall</td>
<td>Prerequisites: Human Anatomy and Physiology I and II.</td>
</tr>
<tr>
<td>Human Anatomy Laboratory</td>
<td>OT-GE.2003</td>
<td>Staff. 49 lab hours: 1 unit.</td>
<td>Spring</td>
<td>Prerequisite: OT-GE.2002.</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>OT-GE.2010</td>
<td>45 hours: 3 units.</td>
<td>Fall</td>
<td>Prerequisites: Human Anatomy &amp; Physiology I and II.</td>
</tr>
<tr>
<td>Research Methods for Occupational Therapy</td>
<td>OT-GE.2025</td>
<td>Bear-Lehman. 20 hours: 2 units.</td>
<td>Spring</td>
<td>Prerequisite: Statistics.</td>
</tr>
<tr>
<td>Research Methods for Occupational Therapy</td>
<td>OT-GE.2025</td>
<td>Howe. 30 hours: 3 units.</td>
<td>Fall</td>
<td>Prerequisite: Statistics.</td>
</tr>
<tr>
<td>Theoretical Bases for the Scope of Practice</td>
<td>OT-GE.2030</td>
<td>Buckley. 40 hours: 3 units.</td>
<td>Spring</td>
<td>Prerequisites: OT-GE.2701 and OT-GE.2709.</td>
</tr>
<tr>
<td>Analysis of Human Activity and Occupational Therapy Performance I</td>
<td>OT-GE.2035</td>
<td>Buckley, Poole. 20 hours: 2 units.</td>
<td>Spring</td>
<td>Prerequisite: successful completion of all first-semester occupational therapy courses.</td>
</tr>
<tr>
<td>Medical and Psychiatric Conditions</td>
<td>OT-GE.2039</td>
<td>Voelbel, Poole. 40 hours: 3 units.</td>
<td>Spring</td>
<td>Prerequisites: General Psychology; Abnormal Psychology; OT-GE.2002; OT-GE.2010; OT-GE.2709.</td>
</tr>
<tr>
<td>Professional Issues I</td>
<td>OT-GE.2040</td>
<td>Rangel-Padilla. 10 hours: 0.5 unit.</td>
<td>Spring</td>
<td>Prerequisite: OT-GE successful completion of all Fall first-year courses.</td>
</tr>
<tr>
<td>Professional Issues II</td>
<td>OT-GE.2041</td>
<td>Singh. 10 hours: 0.5 unit.</td>
<td>Spring</td>
<td>Prerequisites: satisfactory completion of all level I fieldwork in the first year. Students must be in good standing in academic courses for the second year.</td>
</tr>
<tr>
<td>Disability in a Global Context</td>
<td>OT-GE.2170</td>
<td>Staff. 30 hours: 3 units.</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td>OT-GE.2180</td>
<td>Staff. 45 hours per unit: 1–6 units.</td>
<td>Fall</td>
<td>Prerequisites: successful completion of all Fall first-year courses.</td>
</tr>
<tr>
<td>Treating Children with Sensory Regulatory Dysfunction</td>
<td>OT-GE.2332</td>
<td>Koenig. 30 hours: 3 units.</td>
<td>Summer</td>
<td></td>
</tr>
<tr>
<td>Successful Intervention in Schools</td>
<td>OT-GE.2335</td>
<td>Koenig. 30 hours: 3 units.</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>Reframing the Meaning of Disability to Families</td>
<td>OT-GE.2337</td>
<td>Grossman. 30 hours: 3 units.</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>Foundations of Occupational Therapy</td>
<td>OT-GE.2701</td>
<td>Poole. 20 hours: 3 units.</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>Fieldwork II in Occupational Therapy (Specialty)</td>
<td>OT-GE.2704</td>
<td>Bear-Lehman. Minimum of 480 hours per unit: 6 units required. Fall, spring, summer; hours to be arranged. Registration by permission of instructor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fieldwork II in Occupational Therapy</td>
<td>OT-GE.2703</td>
<td>Bear-Lehman. Minimum of 480 hours per unit: 3 units (6 units required). Fall, spring, summer; hours to be arranged. Registration by permission of instructor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity Group Process</td>
<td>OT-GE.2707</td>
<td>Staff. 30 hours: 3 units.</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>Performance and Development Across the Life Span</td>
<td>OT-GE.2709</td>
<td>Howe. 30 hours: 3 units.</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>Kinesiology</td>
<td>OT-GE.2710</td>
<td>Poole. 35 hours: 2 units.</td>
<td>Spring</td>
<td>Prerequisite: OT-GE.2002.</td>
</tr>
<tr>
<td>Fieldwork I in Occupational Therapy</td>
<td>OT-GE.2720</td>
<td>Bear-Lehman. 20 hours: 2 units.</td>
<td>Spring</td>
<td>Prerequisites: OT-GE.2030 and OT-GE.2709.</td>
</tr>
<tr>
<td>Fieldwork I in Occupational Therapy</td>
<td>OT-GE.2721</td>
<td>Bear-Lehman. 45 hours: 3 units.</td>
<td>Fall</td>
<td>Prerequisite: OT-GE.2721.</td>
</tr>
<tr>
<td>Fieldwork I in Occupational Therapy</td>
<td>OT-GE.2722</td>
<td>Bear-Lehman. 120 hours: 1 unit.</td>
<td>Spring</td>
<td>Prerequisite: OT-GE.2725.</td>
</tr>
<tr>
<td>Research Design in Occupational Therapy</td>
<td>OT-GE.2724</td>
<td>Bear-Lehman. 20 hours: 2 units.</td>
<td>Summer</td>
<td>Prerequisite: OT-GE.2025.</td>
</tr>
<tr>
<td>Research Interpretation for Occupational Therapy</td>
<td>OT-GE.2725</td>
<td>Bear-Lehman. 45 hours: 3 units.</td>
<td>Fall</td>
<td>Prerequisite: OT-GE.2724.</td>
</tr>
<tr>
<td>Analysis of Human Activity and Occupational Performance II</td>
<td>OT-GE.2736</td>
<td>Perr. 20 hours: 2 units.</td>
<td>Summer</td>
<td>Prerequisite: OT-GE.2035.</td>
</tr>
<tr>
<td>Orthopedic Evaluation and Intervention</td>
<td>OT-GE.2741</td>
<td>Poole. 45 hours: 3 units.</td>
<td>Fall</td>
<td>Prerequisite: successful completion of all first-year courses.</td>
</tr>
<tr>
<td>Rehabilitation Evaluation and Intervention</td>
<td>OT-GE.2742</td>
<td>Perr. 45 hours: 3 units.</td>
<td>Spring</td>
<td>Prerequisite: successful completion of all first-year courses.</td>
</tr>
</tbody>
</table>
Department of Occupational Therapy

The Steinhardt School of Culture, Education, and Human Development Bulletin 2013–2015

Courses, continued

Neurological Evaluation and Intervention
OT-GE.2743 Buckley. 45 hours: 3 units. Fall.
Prerequisite: successful completion of all first-year courses.

Cognitive Evaluation and Intervention
OT-GE.2744 Goverover. 30 hours: 3 units. Spring.
Prerequisite: successful completion of all first-year courses.

Mental Health Evaluation and Intervention
OT-GE.2745 Voelbel. 44 hours: 3 units. Fall.

Pediatric Evaluation and Intervention
OT-GE.2748 Koenig. 45 hours: 3 units. Spring.
Prerequisite: successful completion of all first-year courses.

Geriatric Evaluation and Intervention
OT-GE 2749 Tepfer. 30 hours: 3 units. Spring.
Prerequisite: successful completion of all first-year courses.

Health Advocacy and Administration
OT-GE.2750 Gentile. 45 hours: 3 units. Spring.
Prerequisite: OT-GE.2701.

Theoretical Foundations for Intervention
OT-GE.2762 Hinojosa. 30 hours: 3 units. Fall.

Developing a Guideline for Intervention
OT-GE.2763 Hinojosa. 30 hours: 3 units. Spring.
Prerequisite: OT-GE.2762.
It is a required course for OTHS (DPS) curriculum.

Ethics and Analytical Reasoning
OT-GE.2764 Hinojosa. 30 hours: 3 units. Summer.

Clinical Anatomy of the Upper Quadrant, Face, Neck, and Selected Cavities
OT-GE.2801 Aqua. 30 hours: 3 units. Spring.

Directed Project Design in Occupational Therapy
OT-GE.2805 Goverover. 30 hours: 3 units. Fall.
Corequisite: Research Methods. OT-GE2025

Directed Project in Occupational Therapy
OT-GE.2806 Howe. 30 hours: 3 units. Spring.
Prerequisite: OT-GE.2805.

Developing Assistive Technology
OT-GE.2900 Perr. 30 hours: 3 units. Spring.

Evidence-Based Practice
OT-GE.3301 Howe. 30 hours: 3 units. Spring.

Advanced Assessment for the Practicing Therapist
OT-GE.3306 Koenig. 30 hours: 3 units. Fall.

Professional Portfolio: Advanced Practice
OT-GE.3310 Hinojosa. 30 hours: 0–3 units. Fall, spring.
Professional Portfolio has a 1-credit option for those OTHS students to use for continuing in the e-portfolio seminar after conclusion of coursework, and a 0-credit option for those continuing in the e-portfolio seminar while enrolled in other courses.

Departmental Seminar: Occupational Therapy
OT-GE.3406† Goverover. 30 hours: 0–3 units. Spring.
Departmental Seminar has a 0-credit option for those Ph.D. students who have been advised to continue in the seminar after passing candidacy.

Occupational Therapy Doctoral Colloquium
OT-GE.3408 Bear-Lehman. 15 hours: 0–1 unit. Fall, spring.
Zero-credit option to be used for those Ph.D. candidates who are enrolled in other courses.
The Department of Physical Therapy at New York University has been a leader in physical therapy education since 1942. The professional entry-level doctoral program began in 1998. New York University offered the first M.A. program and the first Ph.D. program in physical therapy in the United States. The University continues to lead in physical therapy graduate education. Graduate programs in physical therapy leading to the M.A. or Ph.D. degree are open to physical therapists who are graduates of accredited physical therapy programs. Students have the opportunity to work with our experienced faculty in state-of-the-art research laboratories. In addition, federal- and state-level grants provide significant financial aid for qualified full-time students.

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

**Notice:** The programs, requirements, and schedules listed herein are subject to change without notice. A directory of classes is published each term with a current schedule. For the most up-to-date schedule changes, please consult ALBERT, NYU’s student information website.
Faculty

Offiong Aqua, Clinical Associate Professor. M.D. 1986, Friendship (Russia).

Mitchell Batavia, Department Chair and Associate Professor. B.S. 1981, Delaware; M.A. 1986, Columbia; Ph.D. 1997, New York; PT.


Elliot D. Fishbein, Clinical Instructor. B.S. 1998, Maryland, B.S. 2000, Stony Brook (SUNY); PT.


Louis N. Iannuzzi, Clinical Assistant Professor. B.S. 1978, Wisconsin (Milwaukee); B.S. 1980, New York; D.P.T. 2011, Boston; PT.

Wen K. Ling, Associate Professor. B.S. 1978, National Taiwan; M.A. 1980, Ph.D. 1984, New York; PT.

Tseg A. Mehreteab, Clinical Professor. B.S. 1973, Hunter College (CUNY); M.S. 1977, Rutgers; D.P.T. 2005, Temple; PT.

Marilyn Moffat, Professor. B.S. 1962, Queens College (CUNY); M.A. 1964, Ph.D. 1973, New York; D.P.T. 2006, MGH; PT.

Smita Rao, Assistant Professor. B.S. 1998, M.S. 2000, Mumbai; Ph.D. 2006, Iowa; PT.

Kevin Weaver, Clinical Assistant Professor. B.S. 1990, M.A. 1995, New York; D.P.T. 2005, Temple; PT.

Number of Adjunct Faculty: 65

Advanced Certificate Program in Orthopedic Physical Therapy

**DIRECTOR**
Kevin Weaver

380 Second Avenue,
4th Floor
212-998-9411

**DEGREE**
Advanced Certificate

**FACULTY**
Batavia, Rao, Weaver

**ADJUNCT FACULTY**
Deyle, Dickerson-Schnatz, Gornell, Hegedus, Hicks, Manal, Puniole, Rowe

The Advanced Certificate Program in Orthopedic Physical Therapy is designed for licensed physical therapists to obtain advanced knowledge and clinical skills in orthopedic physical therapy.

**DEGREE REQUIREMENTS**
This certificate program requires the completion of 16 credits. The program includes a didactic component consisting of six courses and a clinical component consisting of three internship experiences requiring 1,632 hours (34 clinical hours per week for 48 weeks). Courses are offered throughout the year in summer, fall, and spring on weekends as well as on weekdays. Students complete this program in 12 months.

**ADMISSION REQUIREMENTS**
Only licensed physical therapists with at least a baccalaureate degree in physical therapy will be considered as candidates for matriculation in the Advanced Certificate Program in Orthopedic Physical Therapy. Applicants must have a strong grade point average in a physical therapy professional program, competence in conveying ideas in an organized manner through written communications, and two letters of recommendation.

Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.
The Master of Arts degree concentration in the kinesiology of persons with disabilities prepares physical therapists for advanced practice, clinical research, and teaching. Students develop competent clinical research skills to examine motor control problems in individuals with physical disabilities. This 34-unit concentration gives students expertise in the analysis and synthesis of human motion, measurement and evaluation of human motion, and research design and implementation. Students study both normal and abnormal human motion. Electro-goniometry, electromyography, dynamometry, and cinematography are used to illustrate the most advanced theories and techniques for measurement and evaluation of human motion. Coursework and independent study enhance capacities for scientific thought and develop skills in research methodology and data analysis.

CAREER OPPORTUNITIES
Graduates from this program work as clinical researchers, teachers, administrators, and clinicians in a variety of settings.

DEGREE REQUIREMENTS
This concentration requires a minimum of 34 units including a master’s thesis pertaining to the scientific study of pathological human motion or intervention procedures designed to improve motor control. A total of 6 units may be taken outside of New York University and may be transferred for credit to the degree as long as prior permission and approval have been obtained from the adviser and the Graduate Studies Office.


Elective Courses (6 units): Gross Human Anatomy PT-GE.2120.

ADMISSION REQUIREMENTS
Only graduate physical therapists with a minimum of a baccalaureate degree in physical therapy will be considered as candidates for matriculation in the Pathokinesiology master’s concentration. It is anticipated that the candidate will have one year of clinical experience prior to undertaking this M.A. concentration. Foreign-trained physical therapists should first request review of their credentials from the World Education Services, www.wes.org. See general admission section, page 167.

SPECIAL OPPORTUNITIES
Opportunities exist for graduate students to perform instruction in portions of the basic professional courses under the supervision of full-time faculty. These teaching experiences may be formulated on an individual basis by the student’s adviser. This type of experience is considered essential, as many candidates for this degree are contemplating a teaching career in physical therapy.

Doctor of Physical Therapy
Entry-Level Program

The Doctor of Physical Therapy degree program is the professional physical therapist educational program at New York University that prepares students for entry into the practice of physical therapy. Since physical therapy is a dynamic profession with an established theoretical base and widespread clinical applications, particularly in the preservation, development, and restoration of maximal physical functions, this program is designed to develop competent practitioners for contemporary practice.

The program enables students to become physical therapists who seek to prevent injury, impairments, functional limitations, and disabilities; to maintain and promote fitness, health, and quality of life; and to ensure availability, accessibility, and excellence in the delivery of physical therapy services to the patient. Since physical therapists are essential participants in the health care delivery system, graduates are prepared to assume leadership roles in prevention and health maintenance programs and rehabilitation services and to assist in the development of health policy standards tied to physical therapy practice.

In order to meet the changing needs of the health care delivery system, the Doctor of Physical Therapy program seeks to graduate an autonomous practitioner with the expertise and skills to examine, evaluate, and diagnose physical impairments as a result of injury, disease, or disability. After assessment, the physical therapist practitioner will apply appropriate interventions and treatments and reassess patient

DIRECTOR
Marilyn Moffat
380 Second Avenue, 4th Floor
212-998-9406

DEGREE
D.P.T.

FACULTY
Aqua, Batavia, Becker, Fishbein, Gutierrez, Iannuzzi, Ling, Mehreteab, Moffat, Rao, Weaver

ADJUNCT FACULTY
Ciotoli, Cooper, Edelstein, Friedman, Garritan, Haas, Keller, Keohane, Kharlamb, Levy-Santoro, Lim, Malyango, Markowicz, McGuinness, O’Brien, Pensavalle, Roy, Wishe, Zane
Doctor of Physical Therapy for Practicing Physical Therapists Program

**DIRECTOR**
Tsegaye Mehreteab
380 Second Avenue, 4th Floor
212-998-9410

**DEGREE**
D.P.T.

**FACULTY**
Aqua, Batavia, Becker, Fishbein, Gutierrez, Iannuzzi, Ling, Mehreteab, Moffat, Rao, Weaver

**ADJUNCT FACULTY**
Ciotoli, Cooper, Edelstein, Friedman, Garritan, Haas, Keller, Keohane, Kharlamb, Levy-Santoro, Lim, Malango, Markowicz, McGuinness, O’Brien, Pensavalle, Roy, Wishe, Zane

The Doctor of Physical Therapy (D.P.T.) for Practicing Physical Therapists Program is designed to educate professional physical therapists who are knowledgeable, self-assured, adaptable, reflective, humanistic, and service-oriented who, by virtue of critical thinking, lifelong learning, and ethical values, render independent judgments concerning patient/client needs.

The D.P.T. for Practicing Physical Therapists Program enables currently practicing, licensed physical therapists to upgrade their clinical knowledge and skills to today's entry-level professional doctoral degree. Practicing physical therapists who were educated at the certificate, baccalaureate, or master's level have the opportunity to increase their knowledge and skills in the areas of anatomy, exercise science, physical therapist examinations and interventions, business practices, and critical inquiry. Upgrading the knowledge and skill of practicing physical therapists to the doctoral level (D.P.T.) enables them to better serve their patients and clients.

**DEGREE REQUIREMENTS**
This part-time program requires a total of 36 credits beyond the baccalaureate degree.

**ADMISSION REQUIREMENTS**
Only physical therapists with a minimum of a baccalaureate degree will be considered as candidates for matriculation in the Doctor of Physical Therapy for Practicing Physical Therapists Program. Applicants must have a strong grade unit average; competence in conveying ideas in an organized manner through written communication; two letters of reference; and scores from the Graduate Record Examination. Applicants whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL). All records from foreign colleges must be submitted for credentials evaluation in accordance with University policy.

*See general admission section, page 167.*

**DOCTOR OF PHYSICAL THERAPY TUITION**
Under the D.P.T. Secured Tuition Plan, students pay a flat rate of tuition each term based on a total tuition amount that is secured for the duration of their studies. Students must maintain consecutive registrations (excluding maintenance of matriculation and/or leave of absence) in order to be eligible for the flat tuition rate guaranteed at the time of their matriculation.

New tuition rates for the D.P.T. Secured Tuition Plan are posted on our website: www.steinhardt.nyu.edu/pt.

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

**DIRECTOR**
Wen Ling
380 Second Avenue, 4th Floor
212-998-9415

**DEGREE**
Ph.D.

**FACULTY**
Batavia, Gutierrez, Ling, Moffat, Rao

**ADJUNCT FACULTY**
Haas, Magill, McHugh, Raghavan

**The formulation of theory-based studies** of human motion in healthy and physically challenged persons that make a contribution to the body of pathokinesiology literature are fundamental to the physical therapy doctoral program. The Ph.D. program emphasizes the study of kinesiology, the measurement of human motion, and issues in motor control. Studies are encouraged that contribute to the alleviation of physical disabilities. The program emphasizes preparation in research design and methodology along with pathokinesiology practicum in research settings under the supervision of experienced researchers in metropolitan New York and New Jersey human performance laboratories.

**CAREER OPPORTUNITIES**
Of the 61 graduates of this doctoral program, all are actively engaged in teaching and research in physical therapy in institutions of higher learning in the United States as well as Nigeria, Kuwait, Egypt, Thailand, and Taiwan. For example, Dr. Isaac Owoye is conducting research and teaching at the University of Ibadan, Nigeria; Dr. Chuchuka Enwemeka is the dean of the College of Health Sciences, University of Wisconsin–Milwaukee, and has developed an international reputation in research on the healing of connective tissues; Dr. Prapos Pohtongsunun is the chair of the Physical Therapy Program at Chiang Mai University, Thailand; and Dr. Sue Ann Sisto, director of research in the Department of Physical Therapy, Stony Brook University, has received federal and private funding to conduct research addressing movement disorders of individuals with disabilities.

**DEGREE REQUIREMENTS**
Foundation Courses (6 units): from, for example, Foundations of Education: Educational Sociology SOED-GE.2400, Educational Psychology APSY-GE.1014, Introduction to Philosophy of Education PHED-GE.2003.

Seminar (3 units): Departmental Seminar PT-GE.3006.

Content Preparation in Study of Human Motion (18 units): Practicum in Pathokinesiology Research I and II PT-GE.3001, 3002, Analysis and Synthesis of Human Motion I PT-GE.2116, Analysis and Synthesis of Human Motion II PT-GE.2118, Measurement and Evaluation of Human Motion I PT-GE.2187, Measurement and Evaluation of Human Motion II PT-GE.2188.

Cognate Courses (6 units) Investigative Skills (3 units): Experimental and Quasi-Experimental Design and Analysis Research RESCH.2134.


**ADMISSION REQUIREMENTS**
Candidates for admission must be graduates of an accredited physical therapy program, possess a master’s degree, and submit positive recommendations from two graduate faculty members. See general admission section, page 167.

**RESEARCH FACILITIES**
The Arthur J. Nelson Jr. Human Performance Laboratory houses state-of-the-art equipment for research in the neuromuscular, musculoskeletal, and cardiopulmonary areas, including a computerized 3-D motion analysis system with three force plates and an eight-channel, tethered electromyographic unit; an isokinetic dynamometer; a four-channel, hard-wired kinesiological electromyographic unit; a computerized pressure mat for gait analysis; a plantar pressure shoe insert system; and an oxygen analyzer with electrocardiogram and ergometer.

**SPECIAL OPPORTUNITIES**
Several clinical research laboratories are available to doctoral candidates to work under the supervision of an experienced researcher in physical therapy: Arthur J. Nelson Jr. Human Performance Laboratory, NYU Department of Physical Therapy; Motor Recovery Laboratory of the NYU Rusk Institute of Rehabilitation Medicine; and Rehabilitation Engineering Research Center, VA Medical Center, New York City.
Courses

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

PHYSICAL THERAPY/PT

ADVANCED CERTIFICATE IN ORTHOPEDIC PHYSICAL THERAPY

Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System I
PT-GE.2601 45 hours: 3 units. Fall.

Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System II
PT-GE.2602 45 hours: 3 units. Spring.

Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System III
PT-GE.2603 45 hours: 3 units. Summer.

Seminar: Orthopedic Physical Therapy
PT-GE.2604 30 hours: 2 units. Summer.

Advanced Evidence-Based Orthopedic Physical Therapy
PT-GE.2605 30 hours: 2 units. Spring.

Advanced Anatomy, Physiology, and Pathophysiology of the Musculoskeletal System
PT-GE.2610 45 hours: 3 units. Fall.

Mentored Orthopedic Physical Therapy Clinical Practice I
PT-GE.2611 532-537 hours: 0 units. Fall.

Mentored Orthopedic Physical Therapy Clinical Practice II
PT-GE.2612 532-537 hours: 0 units. Spring.

Mentored Orthopedic Physical Therapy Clinical Practice III
PT-GE.2613 532-537 hours: 0 units. Summer.

M.A./PH.D. PHYSICAL THERAPY

Research in Physical Therapy I
PT-GE.2016 30 hours: 3 units. Fall, spring.

Research in Physical Therapy II
PT-GE.2018 30 hours: 3 units. Spring, summer.

Analysis and Synthesis of Human Motion I
PT-GE.2116 45 hours: 3 units. Fall.
Prerequisites: courses in human anatomy, kinesiology, and physiology.

Analysis and Synthesis of Human Motion II
PT-GE.2118 45 hours: 3 units. Spring.
Prerequisites: courses in human anatomy, kinesiology, and physiology.

Measurement and Evaluation of Human Motion I
PT-GE.2187 45 hours: 3 units. Fall.

Measurement and Evaluation of Human Motion II
PT-GE.2188 45 hours: 3 units. Spring.
Prerequisite: PT-GE.2187.

Independent Study
PT-GE.2300 Variable credit.

Practicum in Pathokinesiology Research I
PT-GE.3001 90 hours: 3 units. Fall.

Practicum in Pathokinesiology Research II
PT-GE.3002 90 hours: 3 units. Spring.

Departmental Seminar
PT-GE.3006 30 hours: 3 units. Spring.

Doctoral Colloquium: Physical Therapy
PT-GE.3010 15 hours: 1 unit. Fall, spring.
Pass/fail.

DOCTOR OF PHYSICAL THERAPY

SUMMER

Histology/General Pathology
PT-GE.2004 45 hours: 3 units.

CPR/First Aid Advanced Emergency Techniques
PT-GE.2030 30 hours: 2 units. Pass/fail.

Gross Human Anatomy
PT-GE.2120 60 hours: 4 units.
$65 laboratory fee required.

Professional Behavior
PT-GE.2281 30 hours: 2 units.

FALL, FIRST YEAR

The Physical Therapist as an Educator/Communicator
PT-GE.2020 30 hours: 2 units.

Applied Anatomy/Physiology of the Cardiopulmonary System
PT-GE.2024 45 hours: 3 units.

Life Span Development
PT-GE.2209 45 hours: 3 units.

Physical Agents and Mechanical Modalities (including Aseptic Techniques/Infection and Disease Control)
PT-GE.2215 60 hours: 4 units.

Exercise Physiology
PT-GE.2225 60 hours: 4 units.

Applied Anatomy/Physiology of the Musculoskeletal System
PT-GE.2230 45 hours: 3 units.

SPRING, FIRST YEAR

Manual Techniques
PT-GE.2008 45 hours: 3 units.

Clinical Sciences/Pathology/Imaging/Pharmacology of the Cardiopulmonary System
PT-GE.2026 60 hours: 4 units.

Kinesiology/Biomechanics/Ergonomics
PT-GE.2220 60 hours: 5 units.

Principles of Exercise
PT-GE.2227 45 hours: 3 units.

Fitness Theory and Practice
PT-GE.2229 30 hours: 2 units.

Critical Inquiry and Clinical Decision Making I
PT-GE.2286 30 hours: 2 units.

SUMMER, FIRST YEAR

Clinical Affiliation I
PT-GE.2450 40 hours per week for 6 weeks: 2 units.
<table>
<thead>
<tr>
<th>Courses, continued</th>
<th>FALL, SECOND YEAR</th>
<th>SUMMER, SECOND YEAR</th>
<th>SUMMER, THIRD YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Sciences/Pathology/Pharmacology/Imaging of the Musculoskeletal System</td>
<td>PT-GE.2231 60 hours: 4 units.</td>
<td>Clinical Affiliation II</td>
<td>PT-GE.2451 40 hours per week for 8 weeks: 3 units</td>
</tr>
<tr>
<td>Applied Anatomy/Physiology of the Neuromuscular System</td>
<td>PT-GE.2232 45 hours: 3 units.</td>
<td>Allopathy/Physiology of the OB/GYN, Integumentary, and Endocrinology Systems</td>
<td>PT-GE.2233 45 hours: 3 units.</td>
</tr>
<tr>
<td>Physical Therapy Examinations of the Cardiopulmonary System</td>
<td>PT-GE.2250 60 hours: 4 units.</td>
<td>Physical Therapy Examinations of the Neuromuscular System</td>
<td>PT-GE.2243 60 hours: 4 units.</td>
</tr>
<tr>
<td>Physical Therapy Examinations of the Musculoskeletal System</td>
<td>PT-GE.2251 60 hours: 4 units.</td>
<td>Critical Inquiry and Clinical Decision Making I</td>
<td>IPT-GE.2287 30 hours: 2 units.</td>
</tr>
<tr>
<td>Critical Inquiry and Clinical Decision Making I</td>
<td>IPT-GE.2287 30 hours: 2 units.</td>
<td>Clinical Observation I</td>
<td>PT-GE.2455 1 day per week for 12 weeks: 1 unit.</td>
</tr>
<tr>
<td>Physical Therapy Interventions/Prevention Programs/Wellness Programs for the Cardiopulmonary System</td>
<td>PT-GE.2260 60 hours: 4 units.</td>
<td>Critical Inquiry/Clinical Decision Making III</td>
<td>PT-GE.2288 30 hours: 2 units.</td>
</tr>
<tr>
<td>Physical Therapy Interventions/Prevention Programs/Wellness Programs for the Musculoskeletal System</td>
<td>PT-GE.2261 60 hours: 4 units.</td>
<td>Clinical Observation III</td>
<td>PT-GE.2457 1 day per week for 12 weeks: 1 unit.</td>
</tr>
<tr>
<td>Electrotherapeutic Modalities</td>
<td>PT-GE.2218 45 hours: 3 units.</td>
<td>The Physical Therapist as an Administrator/Delegator/Manager</td>
<td>PT-GE.2019 30 hours: 3 units.</td>
</tr>
<tr>
<td>Prescription, Application, and, as Appropriate, Fabrication of Assistive, Adaptive, Orthotic, Protective, Supportive, and Prosthetic Devices and Equipment</td>
<td>PT-GE.2219 45 hours: 3 units.</td>
<td>Physical Therapy Interventions/Prevention Programs/Wellness Programs for the Neuromuscular System</td>
<td>PT-GE.2262 90 hours: 6 units.</td>
</tr>
<tr>
<td>Clinical Sciences/Pathology/Pharmacology/Imaging of the Neuromuscular System</td>
<td>PT-GE.2242 60 hours: 4 units.</td>
<td>Physical Therapy Interventions/Prevention Programs/Wellness Programs for the OB/GYN, Integumentary, and Endocrinology Systems</td>
<td>PT-GE.2263 60 hours: 4 units.</td>
</tr>
<tr>
<td>Clinical Observation II</td>
<td>PT-GE.2456 1 day per week for 12 weeks: 1 unit.</td>
<td>Business Practices/Reimbursement/Marketing/Technology/Management of Care Delivery System</td>
<td>PT-GE.2295 60 hours: 4 units.</td>
</tr>
<tr>
<td>Clinical Observation IV</td>
<td>PT-GE.2458 1 day per week for 12 weeks: 1 unit.</td>
<td>Clinical Affiliation III</td>
<td>PT-GE.2452 40 hours per week for 16 weeks: 6 units.</td>
</tr>
</tbody>
</table>
The Department of Applied Psychology includes both theoretical and applied courses in the fields of psychology and counseling, as well as courses in research methods and measurement. At the doctoral level, students study to become scientific practitioners, researchers, and scholars. At the master’s level, students are offered opportunities to pursue professional preparation and/or studies foundational to further graduate work. As part of an urban university, the Department is concerned with the multiethnic, multicultural issues, and problems that characterize New York City and other urban environments. As a department in the Steinhardt School of Culture, Education, and Human Development, faculty and students are actively involved in research and community outreach, with particular emphasis on promoting positive human development.

The Department houses doctoral, certificate, and master’s programs in several areas of applied psychology, including counseling and guidance, mental health and wellness, human development and social intervention, counseling psychology, psychological development, psychology and social intervention. Innovative joint offerings across program areas, collaborative research, and curricular offerings reflect the current needs of the field.

Departmental faculty have ongoing research projects in many areas, including cognition, language, social and emotional development, health and human development, applied measurement and research methods, working people’s lives, spirituality, multicultural assessment, group and organizational dynamics, psychopathology and personality, sexual and gender identities, trauma and resilience, self-regulation and academic achievement, intervention and social change, schools and communities, and cultural contexts and immigration. The Counseling Psychology doctoral program provides the opportunity for graduates to sit for the New York State Psychology Licensing Examination, provided they also meet the experiential requirements, some of which are postdoctoral. The Ph.D. degree in Counseling Psychology is fully accredited by the American Psychological Association. The M.A. program in Counseling for Mental Health and Wellness provides the credentials required for graduates to sit for the New York State Examination as a Licensed Mental Health Counselor. The M.A. program in School Counseling leads to New York State Certification.
Faculty


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


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


Mary M. Brabeck, Professor of Applied Psychology and Gail and Ira Druker Dean of the NYU Steinhardt School of Culture, Education, and Human Development. B.A. 1967, Minnesota; M.S. 1970, St. Cloud; Ph.D. 1980, Minnesota.

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


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


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

Perry N. Halkitis, Professor of Applied Psychology and Associate Dean for Research and Doctoral Studies. B.A. 1984, Columbia; M.S. 1988, Hunter College (CUNY); M.Phil. 1993, Ph.D. 1995, Graduate Center (CUNY).


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


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


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


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


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

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

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


Special Departmental Features

STUDY ABROAD
The Department of Applied Psychology offers a range of study abroad opportunities during winter sessions, intersessions, and summers. Further information is provided through the Office of Academic Initiatives and Global Programs, www.steinhardt.nyu.edu/studyabroad.

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

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

THE CENTER FOR RESEARCH ON CULTURE, DEVELOPMENT, AND EDUCATION
By 2040, people identified as “ethnic minority” will comprise half the U.S. population. New waves of immigrants continue to arrive, ensuring fundamental but unknown changes in the intercultural dynamics of homes and schools. In urban cities, the vast majority of children entering preschool/elementary school and high school are Latino, Asian or African American, and how well these children and their families adjust to these high-stake transitions will have long-term implications for children’s developmental trajectories as well as the future of the United States.

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

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

For more information, visit the Center for Research on Culture, Development, and Education website, www.steinhardt.nyu.edu/crcde.

THE CHILD AND FAMILY POLICY CENTER
The chief mission of the Child and Family Policy Center is to bring state-of-the-field knowledge about how to promote healthy childhood development and school success to the forefront of policymaking and program implementation. The Center conducts applied research that can inform efforts to develop effective programs and policies for young children and families.

Through conferences, technical assistance activities, partnership projects, and publications, the Center also communicates important knowledge about children and families to policymakers, leaders in the nonprofit sector, practitioners, the media, and other stakeholders.

The Child and Family Policy Center is uniquely positioned to stimulate and support new initiatives that will benefit children in New York City and New York State. The Center’s director, Dr. LaRue Allen, is a leading child development scholar who currently directs a number of projects involving University-community partnerships. The Center also draws on expertise from other sectors of the University and the Steinhardt School.

New York University’s Steinhardt School of Culture, Education, and Human Development brings together the disciplines of applied psychology, education studies (e.g., early childhood, special education), and health programs.
INSTITUTE FOR HUMAN DEVELOPMENT AND SOCIAL CHANGE

Global forces are dramatically changing the environments of children, youth, and adults both in the United States and throughout the world. First- and second-generation immigrant children are on their way to becoming a majority in the U.S., bringing linguistic and cultural diversity to the institutions with which they come into contact. Technological developments will proceed at a pace that may outstrip the capacity of school systems to adequately prepare children. Families will increasingly be concentrated in mega-cities of unprecedented size and potentially unprecedented poverty.

How does human development unfold in the context of these rapidly changing social forces? The Institute for Human Development and Social Change (IHSDC) at New York University addresses these urgent societal questions. The institute aims to break new intellectual ground through its support for interdisciplinary research and training across a range of disciplines. IHSDC has fostered a network of more than 40 faculty affiliates from the social, behavioral, health, and policy sciences in performing cutting edge research to study how complex social forces such as globalization, technology, and immigration affect human development.

The IHSDC is a joint initiative of the Steinhardt School of Culture, Education, and Human Development; the Wagner School of Public Service; the Faculty of Arts and Sciences; and the Office of the Provost. With a total portfolio of over $40 million in active federally and privately funded research and training grants, IHSDC is the largest interdisciplinary research center on the NYU Washington Square Campus. The Institute’s governing committee includes Professor Lawrence Aber; Professor Christopher Flinn, Department of Economics, FAS; Professor Cathie Tamis-Lemonda, Department of Applied Psychology; Paul Horn, Senior Vice Provost; C. Cybele Raver, Vice Provost for Academic, Faculty, and Research Affairs; Dean Perry Hakitis, Professor of Psychology, Public Health and Medicine and Associate Dean for Research and Doctoral Studies; and Professor Larry Wu, Department of Sociology, FAS, who also serves as the Deputy Director of the Institute. The Institute’s director is Dr. Richard Arum, Professor of Sociology and Education.

Counseling and Guidance: School Counseling or Bilingual School Counseling

Counseling and Guidance for Mental Health and Wellness

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

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

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

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

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

Career Opportunities
A degree in counseling can open the door to a range of professional opportunities. Graduates of the school counseling or bilingual school counseling program move on to positions in elementary, middle, and high schools, working with students on counseling and guidance-related issues. Graduates of the program in Counseling for Mental Health and Wellness will be well-placed to seek careers in both public and private agencies, including community mental health programs, university counseling centers, hospitals, HIV and AIDS outreach programs, and substance abuse treatment centers. Completion of New York State licensure requirements allows one to engage in private psychotherapy practice. Some graduates go on to pursue advanced degrees, including doctoral study.

Degree Requirements

Master of Arts in Counseling and Guidance: School Counseling or Bilingual School Counseling

Students in this program complete 48 units of coursework. All students are required to take 36 units in the following courses: Professional Orientation and Ethical Issues in School Counsel-
Health and Wellness, Counseling for Mental Guidance and Development of applied units of coursework.

Students are required to complete 39 units in the following areas:

- Professional Orientation and Ethical Issues in Counseling for Mental Health and Wellness (APSY-GE.2651),

- Foundations of Counseling for Mental Health and Wellness (APSY-GE.2661),

- Counseling: Theory and Process (APSY-GE.2657),

- Research and Evaluation in Behavioral Sciences (APSY-GE.2070),

- Individual Counseling Practice (APSY-GE.2271),

- Human Growth and Development (APSY-GE.2138),

- or Adolescent Development: Theory and Research (APSY-GE.2272),

- Group Dynamics (APSY-GE.2620),

- Career Counseling (APSY-GE.2635),

- Program Development and Evaluation (APSY-GE.2663),

- and Interpretation and Use of Tests in Counseling (APSY-GE.2673).

In addition to the basic curriculum, students complete a year-long, 6-unit internship in a school that is selected by the student in consultation with the director of internships. Coursework for this sequence includes Internship in School Counseling I (APSY-GE.2667) and Internship in School Counseling II (APSY-GE.2668).

Students must also take one course in applied content area (see below), as well as one course (3 units) that focuses on special populations, including women and mental health; gay, lesbian, bisexual, and transgender people; and substance abusers, among others.

Graduates of the School Counseling, K-12 concentration, are eligible for certification in New York State as school counselors in grades K-12. Students who wish to become certified as bilingual school counselors may pursue this goal within the framework of the school counseling program, with an additional bilingual concentration.

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

Master of Arts in Counseling for Mental Health and Wellness

Students in Counseling for Mental Health and Wellness must complete 60 units of coursework. All students are required to take 39 units in the following courses: Professional Orientation and Ethical Issues in Counseling for Mental Health and Wellness (APSY-GE.2651),

- Foundations of Counseling for Mental Health and Wellness (APSY-GE.2661),

- Counseling: Theory and Process (APSY-GE.2657),

- Individual Counseling Practice (APSY-GE.2271),

- Human Growth and Development (APSY-GE.2138),

- Abnormal Psychology (APSY-GE.2038),

- Group Dynamics: Theory and Practice (APSY-GE.2620),

- Dynamics of Vocational Development (APSY-GE.2634),

- Program Development and Evaluation (APSY-GE.2663), and Interpretation and Use of Tests in Counseling (APSY-GE.2672). In addition to the curriculum specified above, students also complete a 6-unit year-long (600 hours) supervised internship. The internship experience is chosen by the student in consultation with the director of internships.

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

In addition, students choose one course (3 units) that focuses on special populations, including women and mental health; gay, lesbian, bisexual, and transgender people; and substance abusers, among others.

Students must also take 12 units in applied content areas.

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

Applied Content Area

To fulfill their requirements for applied content area credits, students may choose courses from offerings in the program, department, and school that enable them to pursue specialized interests. Students may also elect to take applied coursework in other schools within the University. Applied content areas may include grief and bereavement counseling; career counseling; women and mental health; gay, lesbian, bisexual, and transgender studies; drama therapy, art therapy, or music therapy; and marriage and family. Students in the Program in Counseling for Mental Health and Wellness should consult with an adviser to develop this applied content area sequence.

Comprehensive Exams

All students in the M.A. Programs in Counseling must pass the Counselor Preparation Comprehensive Examination (CPCE) for satisfaction of the terminal experience requirement. This exam is produced by the Center for Credentialing and Education, Inc. (CCE), an affiliate of the National Board for Certified Counselors, Inc. (NBCC). The exam is held in the spring and fall semesters, and students can take the exam up to two times. If they are unsuccessful in their initial attempt, they must also complete a designated project.

ADMISSION REQUIREMENTS

Applications are reviewed for fall entrance only.

This is a full-time master’s program with strict course sequencing and a research requirement that is best completed on a full-time basis. Part-time matriculation will only be considered on an exceptional, case-by-case basis.

CERTIFICATE OF ADVANCED STUDY

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

The Ph.D. Program in Counseling Psychology is fully accredited by the American Psychological Association (APA). Counseling psychologists are defined as those who enter into professional relationships with individuals and groups and bring to those relationships knowledge of psychology as a science, knowledge of counseling theory and research, a personally integrated theory of counseling, and an ethical responsibility. The major principles underlying the Program in Counseling Psychology are a focus on a developmental understanding of clients; commitment to a health model of intervention; and appreciation of the gendered, cultural, and institutional contexts of people’s lives, as these contexts affect both clients and counselors. The program follows a— the scientist-practitioner model of training—and is organized in three areas: general psychology, including statistics and research methodology; counseling and vocational psychology; and patterns of learning experiences designed to meet the professional goals of program matriculants.

CAREER OPPORTUNITIES
Graduates of the program are eligible to sit for the New York State psychology licensing examination and are prepared to practice in diverse settings such as colleges, clinics, hospitals, and community agencies, as well as pursue careers in research and teaching.

DEGREE REQUIREMENTS
For completion of the doctorate, 96 points beyond the bachelor’s degree are required. Additionally as part of undergraduate or other graduate work, 18 credits in psychology are prerequisites to the Ph.D. program. In the Counseling Psychology required curriculum (33 credits), students complete work in counseling theory and process, cross-cultural counseling, group counseling, abnormal psychology, program seminar, seminars in vocational development and counseling theory, and practica in individual counseling and counselor training. Students also must take counseling psychology specialty electives (9 credits); clinical assessment and testing (9 credits); and statistics and research design (18 credits).

Students also must complete departmental and state licensure course requirements covering history and systems, principles of learning, personality, developmental psychology, social psychology, and the biological basis of behavior.

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

Some courses may be waived, exempted or passed by examination. A minimum of 54 credits must be completed at New York University for students admitted with a bachelor’s degree (36 credits for students admitted with a masters degree).

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

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

STEINHARDT FELLOWS

PROGRAM AND RESEARCH ASSISTANTSHIPS
See page 180. ▶

Educational Psychology

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

The M.A. Program in Educational Psychology offers students a solid graduate foundation in psychology, including developmental psychology, personality theories, social psychology, and measurement and research methods in the context of an individualized and goal-directed plan of study.

During the course of study, students acquire a solid base in psychological theory and consider the ways that basic psychological research might be applied to address the challenges faced by individuals in our society—particularly those living in the multicultural environment of urban New York City.

In addition to taking foundation courses in applied psychology, students select a series of courses from one of two concentrations that match their specific interests and professional goals. Toward the end of the M.A. degree program, students apply their theoretical knowledge base to a relevant fieldwork or research experience under the supervision of a faculty member who shares a scholarly interest in the student’s chosen topic. These independently pursued projects should be related to and emerge out of the student’s studies in his or her selected areas of emphasis. In most instances, the fieldwork/research experience will focus on a timely, applied issue in psychology, situated in contexts such as family, hospital, school, or community.

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

CAREER OPPORTUNITIES
In addition to being a basic entry into doctoral study in psychology, the M.A. degree program in applied psychology offers the basic training for employment in such areas as research and data col-
Electives: Under faculty advisement, students are encouraged to pursue courses (6 units) that complement their programs of study, such as multiculturalism and diversity, counseling, or women’s studies.


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

The demand for those with training in psychological measurement and evaluation has increased. This 36-unit concentration prepares individuals in the application of measurement, research, and evaluation principles in various settings in educational, social, community, health, and business sectors. The concentration provides theoretical and applied training and experience through a carefully sequenced selection of courses in measurement, test construction, and research methods. In addition, students choose courses from various areas in psychology, such as developmental, learning, and personality. As a final project, each student conducts a field-based research study and prepares a journal-quality paper.

**DEGREE REQUIREMENTS**

Academic prerequisites: a minimum of 12 semester hours in the behavioral sciences. These requirements may be met by taking additional courses as part of the concentration.

The psychological measurement and evaluation concentration requires 36 units for completion. The curriculum includes the following:

- **Core Requirements** (9 units): Survey of Developmental Psychology/Advanced APSY-GE.2271, plus two courses from the following: Social Psychology APSY-GE.2038; Abnormal Psychology APSY-GE.2039; Psychological Disturbances in Children APSY-GE.2181; Cognitive Development APSY-GE.2198; Learning Theories APSY-GE.2214; and

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

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

Human Development and Social Intervention

**INTERIM DIRECTOR**

Jennifer Astuto
Kimball Hall
212-998-5555

**DEGREE**

M.A.

**FACULTY**

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

The M.A. in Human Development and Social Intervention offers a distinct curriculum that emphasizes the practical skills of research design and methods, grant writing and management, and program development and evaluation from a community psychology perspective. The curriculum is firmly rooted in the traditions and lexicon of community, social, personality, and developmental psychology. Students will learn how issues such as poverty, race, gender, and culture influence the daily lives of individuals. Hands-on research and grant writing will aid students in efforts to apply social interventions to these issues.

The program is designed for recent college graduates with backgrounds in the social sciences, including psychology; social work; sociology; anthropology; and race, gender or ethnic studies, as well as those who have work or volunteer experiences in nonprofit organizations, schools, health facilities, and community centers and seek to further or change the direction of their careers. All students in this program will receive training in:

1. Theories of human development;
2. Theories and techniques of preventive and promotive interventions;
3. Theories and concepts of the influence of culture and context in various settings;
4. Conceptualization and analysis of individual and social change;
5. Research methodology including program management and evaluation; and
6. Grant preparation and grant management.

In addition to a core of research methodology and psychology courses, students will also pursue one of the following three areas of study:

- **Developmental Psychology:** Students will examine classical as well as contemporary literature on developmental changes in emotional, social, and cognitive areas, with specific attention to the roles of culture and context (e.g., family, school, community) in these processes.
- **Health:** Students will examine the individual level, socioecological, and sociopolitical factors that shape physical and mental health outcomes for individuals, families, and communities.
- **Methodology:** Students will gain expertise in research design and in the use of various methods of quantitative and qualitative reasoning and analysis of data.

**CAREER OPPORTUNITIES**

The degree prepares students to pursue careers as research project directors, research coordinators, grant writers, research scientists, and program evaluators in university-based research centers, community agencies, hospitals, school systems, and private industry, including evaluation research firms. In addition, the program prepares students to pursue doctoral study in the social sciences, such as human development, public policy, or social and community psychology.

**DEGREE REQUIREMENTS**

Academic prerequisites: Prior to matriculation in the graduate program, students must have completed a basic statistics course (with content similar to Basic Statistics I RESCH-GE.2085) within the past three years. Students also must have completed five courses in psychology prior to matriculation in the graduate program.

The HDSI program requires 42 units for completion. The curriculum includes the following:

- **Required Core Courses** (15 units): Grant Writing and Grant Management for the Social Sciences APSY-GE.2077; Culture, Context, and Psychology APSY-GE.2105; Survey of Developmental Psychology: Advanced APSY-GE.2271; Risk and Resilience APSY-GE.2279; Development and
Human Development and Social Intervention, continued

Prevention Science APSY-GE 2094.


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

Research Requirement: For the internship requirement, students participate on a research team for 10–12 hours a week each semester. During the summer between the first and second year or during the final semester, students complete an externship at a research site off campus in order to strengthen and broaden their skills. Students have an opportunity each spring to participate in the department’s annual research conference for MA students. Second year HDISI students are required to submit an application for this conference.

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

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

Psychological Development

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

The Program in Psychological Development educates its students to think creatively about how psychological theory and research can address the social challenges that individuals face. Through their coursework and research experiences, students in the Ph.D. Program in Psychological Development gain expertise in the following:

- The core areas of developmental psychology with a focus on how current research methodologies are applied to issues in human development
- A wide range of quantitative and qualitative research methodologies, including longitudinal, experimental, observational, ethnographic, narrative, and case study methods
- The skills to identify the roles of family members, peers, schools, neighborhoods, and communities in the life of the individual, as well as how the individual shapes his or her own experiences
- An understanding of how ethnicity, race, social class, gender, and culture influence human development within and across national boundaries
- The application of assessment tools to address the needs of diverse populations
- A proficiency in implementing and evaluating primary preventive interventions with parents and children from at-risk populations

Areas of research focus for doctoral students may include the following:

- Cognitive, emotional, and social development in infants and young children
- Social and emotional development among urban ethnic-minority children and adolescents in the United States and worldwide
- Family, school, and cultural influences on human development
- Ethiology of risk behaviors, resiliency, and coping in at-risk populations
- School-, family-, and community-based interventions
- Children's learning, academic achievement, and emotional self-regulation in school settings
- Quantitative modeling of high-risk health behaviors and decisions
- Test and scale development, validity and reliability studies, and the study of individual differences

CAREER OPPORTUNITIES

Graduates are prepared for careers as professors in academic settings; researchers in academic and governmental agencies; human service professionals in hospitals, schools, and community settings; directors and evaluators of mental health and health-promotion programs; as well as primary prevention programs.
School Psychology

DIRECTOR
LaRue Allen
Kimball Hall
212-998-5555

DEGREES
Ph.D., Psy.D.
Certificate as a School Psychologist

FACULTY
Alpert, Cappella, Fodor, McClowry, Suárez-Orozco

Note: The Psy.D., the Ph.D., and the certificate programs are currently not admitting students.

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

As a psychological specialist and educational consultant, the school psychologist is concerned with the psychological well-being of children as it affects their educability, the educational program as it affects the psychological development of children, and the total physical, social, and emotional setting in which children and adolescents spend their formative years.

School psychology represents not the place one works, but rather the way one works—in other words, a professional mindset accompanied by relevant skills. The school psychologist, whether a researcher, teacher, or practitioner in diverse settings, is sensitive to the ecosystem of the child. This includes recognition that fulfillment of the child’s developmental needs requires successful negotiation of both the family system and the school system, while listening to and respecting the inner world of the child.

Several fundamental premises underlie the training of a psychologist with NYU Steinhardt’s Program in School Psychology. The school psychologist is both a scientist and a practicing professional involved in the extension and application of psychological knowledge. On the practitioner side, this includes training in assessment; designing and evaluating interventions; consultation; working with culturally diverse populations; working with parents, teachers, and school personnel; training in ethics; and knowledge of clinical research. On the researcher side, beyond grounding in basic quantitative and research methodology, school psychologists are trained in utilizing research skills in applied settings. Both sets of skills—clinical and research skills—are grounded in the context of familiarity with the school setting, with educational principles and problems, with the teaching-learning process and preventive mental health principles, as well as with the wider social context of family, community, and society. Accordingly, the Program in School Psychology offers courses of study to students seeking the scientist-practitioner model (the Ph.D. program) or the applied practitioner model (the Psy.D. program). For students who prefer not to pursue a doctoral degree, a program leading to a certificate of qualification in school psychology is available.

CAREER OPPORTUNITIES
Graduates from the certificate and doctoral programs will be certified as school psychologists in New York State and legally qualified to work as school psychologists in most states. They may choose to work in public or private schools or in community mental health and hospital settings. Certificate graduates also find employment in clinical and educational children’s settings such as learning disability centers, child guidance clinics, pediatic services, hospitals, and social service agencies. Doctoral graduates also work in clinical settings such as hospitals or mental health clinics, for social service agencies as staff psychologists, as mental health consultants to other types of organizations, as researchers and teachers at colleges and universities, or in private practice conducting psychological testing and/or psychotherapy with children, adults, and families. Some doctoral graduates teach in college or university settings.

ACADEMIC PREREQUISITES
Certificate applicants are expected to have completed 12 undergraduate credits in psychology (four courses) including experimental (laboratory course), personality, and two other psychology courses, as well as 6 undergraduate credits in education (two courses) from the following areas: curriculum or educational methods, remedial reading or learning disabilities, special education or exceptional children, or educational administration or supervision.

Doctoral applicants (Ph.D.) are expected to have completed 15 undergraduate credits in psychology (five courses), including experimental (laboratory course), personality, developmental, and two other psychology courses, as well as 6 undergraduate credits in education (two courses) from the following areas: curriculum or educational methods, remedial reading or learning disabilities, special education or exceptional children, or educational administration or supervision.

School Psychology, continued

Integrative Seminars (12 units): Pronevise-
nar in School Psychology APSY-GE.2274; 
Internship and Seminar in School Psychology APSY-GE.3011, 3012; Seminar in Current Issues in Developmental Psychology APSY-GE.3021.

Other Requirements: During the first 
three years of the program, students are 
required to spend at least one 
day per week in an unpaid externship. 
Students are also required to complete 
a workshop, The Social Responsibilities 
of Teachers TCHL-GE.2999.

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

Certificate as a School Psychologist 
This certificate program requires 69 
units beyond the bachelor’s degree in 
addition to related field experiences 
and internship. Students with previous 
graduate work will receive advanced 
standing. Those lacking sufficient 
undergraduate work will need additional 
credits. Students who lack a master’s degree in psychology upon admission 
earn a supplementary master’s degree in 
school psychological services en route. 
The basic curriculum for certificate 
students includes courses in the 
following areas:

Psychological Foundations: 18 
units including Neuropsychology of 
Behavior APSY-GE.2001, Psychological 
Disturbances in Children APSY-GE.2181, 
Survey of Developmental Psychology 
APSY-GE.2271, Social Psychology APSY- 
GE.2003, Measurement and Evaluation: 
Construction of Psychological Tests 
APSY-GE.2142, and Learning Theories 
APSY-GE.2214.

Educational Foundations: 6 units from 
those prerequisite areas not covered 
by undergraduate courses, including 
such courses as The Study of Reflective 
Teaching ECED-GE.2357, Teaching 
for Multicultural Understandings 
ECED-GE.2011, Literature for Younger 
Children ECED-GE.2521, Psychological 
Foundations of Learning Disabilities 
SPCED-GE.2131, Education of 
Exceptional Children SPCED-GE.2124, 
Teaching Students with Disabilities in 
General Education SPCED-GE.2165,

Education Law EDLED-GE.2207, 
and Leadership in the Adoption of 
Innovation EDLED-GE.2305.

School Psychology Practica (30 units): 
Laboratory in Intellectual and Cognitive 
Assessment APSY-GE.2027, 2028; 
Laboratory in Behavior Change APSY- 
GE.2160, 2161; Laboratory in Projective 
Techniques and Personality Assessment 
APSY-GE.2065, 2066; Laboratory in 
School Consultation APSY-GE.2275, 
2276 Advanced Practicum in School 

Doctor of Philosophy 
The Ph.D. Program in School Psychology 
is based on the scientist-practitioner 
model. The program emphasizes 
research, behavioral assessment and 
treatment, psychoeducational and 
psychodiagnostic assessment, school 
consultation, and psychotherapy. The 
Ph.D. program is fully accredited by the 
American Psychological Association 
(APA) and by the National Association of 
School Psychologists (NASP).

Graduates are eligible for New 
York State certification as a school 
psychologist and, on completion of an 
additional year of supervised practice 
after completion of the doctorate, 
qualify for the New York State licensing 
examination for the professional 
practice of psychology. 
This program calls for 99 units 
beyond the bachelor’s degree in 
addition to related field experiences, 
internship requirements, and scholarly 
requirements. Students with previous 
graduate work will receive advanced 
standing. Those lacking sufficient 
undergraduate work will need additional 
credits. Students who lack a master’s degree in psychology upon admission earn a supplementary master’s degree in 
school psychological services en route.

DEGREE REQUIREMENTS 
The basic curriculum for Ph.D. students 
includes courses in the following areas:

Psychological Foundations (18 
units): including Neuropsychology of 
Behavior APSY-GE.2001, Psychological 
Disturbances in Children APSY-GE.2181, 
Historical Perspectives of Psychological 
Theory (History and Systems) 
APSY-GE.3103, Social Psychology APSY- 
GE.2003, Measurement and Evaluation: 
Construction of Psychological Tests 
APSY-GE.2142, Learning Theories APSY- 
GE.2214.

School Psychology Practica (30 units): 
See Certificate of Qualification descrip-
tion above for specific details.

Educational Foundations: 6 units from 
those prerequisite areas not covered 
by undergraduate courses, including 
such courses as The Study of Reflective 
Teaching CHDED-GE.2357, Multicul-
tural Perspectives in Social Studies 
CHDED-GE.2011, Literature for Younger 
Children CHDED-GE.2521, Psychologi-
cal Foundations of Learning Disabilities 
SPCED-GE.2131, Education of Exception-
al Children SPCED-GE.2124, Teaching 
Students with Disabilities in General 
Education SPCED-GE.2165, Education 
Law EDLED-GE.2207, and Leadership 
in the Adoption of Innovation EDLED- 
GE.2305.

The Steinhardt School Foundations 
(6 units): Examples of courses include 
Feminist Philosophies of Education 
PHED-GE.2000, What Are Schools 
For? Historical Perspectives HSED- 
GE.2175, and Sociology of Complex 
Organizations SOED-GE.2089.

Specialty Sequence (9 units): A 
specialty sequence must be planned 
by each student in consultation with an 
advisor. The following is a sample of a 
typical sequence: Psychoanalytic Theory 
of Childhood APSY-GE.2089, Practicum 
in Psychotherapy with Children and 
Adolescents APSY-GE.2061, 2062.

Measurement and Research Courses/ 
Dissertation Requirements (21 units). 
Examples of courses include Educa-
tional Statistics RESCH-GE.2001, 2002; 
Research Design and Methodology in 
the Behavioral Sciences I and II APSY- 
GE.2073, 2074; Dissertation Proposal 
Seminar in Applied Psychology APSY- 
GE.3001, plus one additional year of 
research elective.

Integrative Seminars (9 units): See 
above section for details.

OTHER REQUIREMENTS 
During the first three years of the 
program, students are required to spend 
at least one day per week in unpaid 
externships and two of these years in 
research apprenticeships to complete 
spiritual requirements, a dissertation 
proposal, and other dissertation 
requirements. Subsequently, students 
are also required to complete a full-year 
internship. Students typically require 
more than four years of full-time
study to complete all requirements. The scholarly requirements include a publishable scholarly paper sponsored by a faculty member and a dissertation based on research sponsored by a committee of faculty. A final doctoral oral will constitute a defense of the dissertation. All students are also required to pass a departmental comprehensive examination and the English Essay Examination.

**Doctor of Psychology**
The Psy.D. Program in Professional Child/School Psychology is based on the practitioner-scholar model. The program emphasizes behavioral assessment and intervention, psychoeducational and psychodiagnostic assessment, school consultation, psychotherapy, and scholarly writing. The Psy.D. program is fully accredited by the APA and NASP. Graduates receive state certification as a school psychologist and, on completion of an additional year of supervised practice after completion of the doctorate, qualify for the New York State licensing examination for the professional practice of psychology.

Some requirements for completion of the Psy.D. are similar to those indicated for the Ph.D. in school psychology. The program also calls for 99 units beyond the bachelor’s degree in addition to related field experiences, internship requirements, and scholarly requirements. Some students with previous graduate work will earn advanced standing, and others lacking appropriate undergraduate work will require additional credits. The basic curriculum in foundations coursework and practica is similar to the Ph.D., with fewer units required in the measurement and research component and more units allocated to an elective specialty sequence. A series of three Psy.D. scholarly papers replaces the formal dissertation, and an oral examination emphasizes professional competency in professional practice.

Students who lack a master’s degree in psychology upon admission earn a supplementary master’s degree in school psychological services en route.

**DEGREE REQUIREMENTS**
The basic curriculum for Psy.D. students includes courses in the following areas:

- Psychological Foundations (18 units),
- School Psychology Practica (30 units),
- Educational Foundations (6 units), and
- Steinhardt School Foundations (6 units). (See descriptions above for specific details.) An 18-unit specialty sequence must be planned by each student in consultation with an adviser. The following is a sample of a typical sequence divided into two subspecialties, one in psychotherapy, one in infancy: Psychoanalytic Theory of Childhood APSY-GE.2089; Practicum in Psychotherapy with Children and Adolescents APSY-GE.2061, 2062; Psychological Research in Infancy APSY-GE.2115; Infant and Toddler Assessment APSY-GE.2116; The Education of Infants and Toddlers ECED-GE.2701.

**Measurement and Research Courses:**

**Integrative Seminars** (9 units): See above section for details.

**OTHER REQUIREMENTS**
Students spend one-and-a-half days per week on field placement during year one, two-and-a-half days per week on externship in years two and three, and one summer in a variety of assigned settings pertinent to their particular stage of training. Students are also required to complete a full-year internship. Additionally, students are required to complete three publishable, scholarly papers working with various full-time or adjunct faculty sponsors before going on an internship and to compile a professional portfolio that also includes an intensive professional work sample. A final doctoral oral will be an examination of competency for professional practice. All students are also required to pass a departmental comprehensive examination.

**ADMISSION REQUIREMENTS**
Note: The Psy.D. and Ph.D. programs are not currently admitting students.

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**Psychology and Social Intervention**

**DIRECTOR**
Pamela A. Morris
Kimball Hall
212-998-5555

**DEGREE**
Ph.D.

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

The goal of the Ph.D. Program in Psychology and Social Intervention is to train action scientists to work in a variety of settings in order to understand, transform, and improve the contexts and systems (ranging from families, small groups, schools, communities, and neighborhoods to public policies) in which humans develop across the lifespan. The program has a strong emphasis on (a) understanding and assessing social settings, systems, and policies; (b) creating, improving, implementing and evaluating prevention and intervention programs; and (c) understanding various forms of diversity and structural inequality among individuals, institutions, communities, and societies.

Students learn how varied ecologies influence individual functioning and well-being and receive theoretical and methodological training in the conceptualization and assessment of such ecologies. Students also learn about successful and unsuccessful efforts in these domains across multiple levels of analysis. Students are expected to have an interest in studying and understanding various forms of diversity and structural inequality among groups of individuals, institutions, communities, and societies.

The program maintains a heavy focus on research in applied settings for the purposes of understanding and changing social settings. Program faculty members study a wide range of ecologies (e.g., schools, neighborhoods, policy, programs) and preventive and policy interventions (psychological, social, education, and health programs) locally, nationally, and internationally. Program faculty members also conduct research on how cultural factors and identities influence and interact with experiences of these ecologies and interventions. The University’s New York City location provides an ideal urban setting for studying many kinds of communities, combined with gateways to the world at large. The main objectives of the program are to provide students with basic grounding in fundamentals of psychology and behavioral science and intensive training in theories of ecological psychology;
Psychology and Social Intervention, continued

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

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

 JSONArray

Courses

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

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

APPLIED PSYCHOLOGY/APSY-GE

Neuropsychology of Behavior
APSY-GE.2001 30 hours: 3 units.
Prerequisite: a course in psychology or educational psychology.

Social Psychology
APSY-GE.2003 30 hours: 3 units.
Prerequisite: a course in general or educational psychology.

Experimental Psychology
APSY-GE.2005 45 hours: 3 units.
Prerequisite: one year of statistics or measurement, or permission of instructor.

Sexual Decision Making and Risk Taking in Adolescence
APSY-GE.2008 30 hours: 3 units.

Psychology of Women
APSY-GE.2014 30 hours: 3 units.
Prerequisite: a course in general psychology or equivalent.

Health Psychology and Human Development
APSY-GE.2022 30 hours: 3 units.

Cognitive Behavior Therapy: Theory and Applications
APSY-GE.2025 30 hours, 3 units.

Abnormal Psychology
APSY-GE.2038 30 hours: 3 units.
Prerequisite: APSY-GE.2039 or equivalent.
Courses, continued

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

Theories of Personality
APSY-GE.2039 30 hours: 3 units.
Prerequisite: a graduate course in general, developmental, or educational psychology.

Women and Mental Health
APSY-GE.2041 30 hours: 3 units.
Prerequisite: a course in general psychology or equivalent.

Action Approaches to Mental Health Counseling
APSY-GE.2045 30 hours: 3 units.

The Development of Child Language
APSY-GE.2055* 45 hours: 3 units.
Prerequisite: a course in developmental psychology or linguistics.

Issues in Counseling People with Disabilities
APSY-GE.2068 30 hours: 3 units.

Research and Evaluation in the Behavioral Sciences
APSY-GE.2070 45 hours: 3 units.

Research Design and Methodology in the Behavioral Sciences I
APSY-GE.2073* 45 hours: 3 units.
Required of doctoral students in the Department of Applied Psychology.
Open by permission of instructor.

Research Design and Methodology in the Behavioral Sciences II
APSY-GE.2074* 45 hours: 3 units.
Prerequisite: APSY-GE.2073 or permission of instructor.

Grant Writing and Grant Management for the Social Sciences
APSY-GE.2077 30 hours: 3 units.
Prerequisites: APSY-GE.2271 and APSY-GE.2105.

Gestalt Therapy: An Overview of Theory and Practice
APSY-GE.2093 30 hours: 3 units.

Developmental and Prevention Science
APSY-GE.2094 30 hours: 3 units.

Social Development of Children and Adolescents
APSY-GE.2097 30 hours: 3 units.

Culture, Context, and Psychology
APSY-GE.2105 30 hours: 3 units.

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

Human Growth and Development
APSY-GE.2138 30 hours: 3 units.

Measurement: Classical Test Theory
APSY-GE.2140 (formerly APSY-GE.2035) 45 hours: 3 units.
Prerequisite: APSY-GE.2140 or equivalent, or permission of instructor.

Evaluation Methodology in the Behavioral Sciences I
APSY-GE.2173 45 hours: 3 units.
Prerequisites: RESCH-GE.2001, APSY-GE.2041.

Evaluation Methodology in the Behavioral Sciences II
APSY-GE.2174 45 hours: 3 units.
Prerequisite: APSY-GE.2173.

Psychological Disturbances in Children
APSY-GE.2181 30 hours: 3 units.

Temperament-Based Intervention
APSY-GE.2184 30 hours: 3 units.

Cognitive Development
APSY-GE.2198 30 hours: 3 units.

Cross-Cultural Research Methods
APSY-GE.2222 30 hours: 3 units.

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

Early Childhood: The Development of Self-Regulation
APSY-GE.2265 30 hours: 3 units.
Prerequisite: Introductory graduate-level course in statistics and developmental psychology.

Intervention/Prevention in Early Childhood Contexts
APSY-GE.2270 30 hours: 3 units.
Prerequisite: Introductory graduate-level course in developmental psychology or permission of instructor.

Survey of Developmental Psychology: Advanced
APSY-GE.2271 30 hours: 3 units.
Prerequisite: an introductory course in psychology or educational psychology.

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

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

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

Applied Psychology: Integrative Seminar
APSY-GE.2335 30 hours: 3 units.
Open only to master’s candidates in applied psychology.

Academic Achievement Gaps: Socio-psychological Dynamics
APSY-GE.2345 45 hours: 3 units.
Prerequisite: course in educational or developmental psychology, or permission of instructor.

HIV Prevention and Counseling: Psychoeducational Perspectives
APSY-GE.2450 30 hours: 3 units.

Trauma: Theoretical and Clinical Perspectives
APSY-GE.2500 30 hours: 3 units.
Prerequisite: APSY-GE.2500 or permission of instructor.

Case Seminar in Trauma Studies: Transdisciplinary Perspectives of Clinical Work
APSY-GE.2505 30 hours: 3 units.
Prerequisite: APSY-GE.2500 or permission of instructor.

Social Psychology, Intervention, and Social Change
APSY-GE 2605 30 hours: 3 units.

Group Dynamics: Theory and Practice
APSY-GE.2620* 45 hours: 3 units.

Advanced Group Dynamics: Consultation and Facilitation
APSY-GE.2625* 45 hours: 3 units.
Prerequisite: APSY-GE.2620.

Dynamics of Vocational Development
APSY-GE.2634 30 hours: 3 units.
Career Counseling  
APSY-GE.2635  30 hours: 3 units.  
Prerequisites: APSY-GE.2634 and APSY-GE.2657.

Professional Orientation and Ethical Issues in School Counseling  
APSY-GE.2650*  20 hours: 2 units.

Professional Orientation and Ethical Issues in Counseling for Mental Health and Wellness  
APSY-GE.2651*  20 hours: 2 units.

Internship in Counseling for Mental Health and Wellness I and II  
APSY-GE.2655*, 2656*  45 hours: 4 units per term. Hours arranged. APSY-GE.2655 is prerequisite for APSY-GE.2656.

Individual Counseling: Theory and Process  
APSY-GE.2657  45 hours: 3 units.

Individual Counseling: Practice I  
APSY-GE.2658**  50 hours: 3 units; hours to be arranged.

Individual Counseling: Practice II  
APSY-GE.2659**  50 hours: 3 units. Prerequisite: APSY-GE.2658.

Foundations of Counseling for Mental Health and Wellness  
APSY-GE.2661*  20 hours: 2 units.

Foundations of School Counseling  
APSY-GE.2662*  20 hours: 2 units.

Program Development and Evaluation in Counseling  
APSY-GE.2663*  30 hours: 3 units. Prerequisite: APSY-GE.2070 or equivalent, or permission of instructor.

Internship in School Counseling I  
APSY-GE.2667*  45 hours: 4 units. Hours arranged.

Internship in School Counseling II  
APSY-GE.2668*  45 hours: 4 units. Hours arranged. Prerequisite: APSY-GE.2667.

Religiosity and Spirituality: Theory, Research, and Counseling  
APSY-GE.2669  30 hours: 3 units.

Interpretation and Use of Tests in Counseling Adults  
APSY-GE.2672*  45 hours: 3 units. Prerequisite: APSY-GE.2657 or equivalent.

Interpretation and Use of Tests in Counseling Children and Adolescents  
APSY-GE.2673*  45 hours: 3 units. Prerequisite: APSY-GE.2657 or equivalent.

Cross-Cultural Counseling  
APSY-GE.2682  30 hours: 3 units. Prerequisite: APSY-GE.2657 or equivalent.

Grief and Bereavement Counseling  
APSY-GE.2683  30 hours: 3 units. Prerequisite: APSY-GE.2681 or related work experience.

Marriage, Couple, and Family Counseling  
APSY-GE.2684  30 hours: 3 units. Prerequisite: APSY-GE.2657 or equivalent.

Special Topics in Applied Psychology: Workshop on Research Development  
APSY-GE.2686  15 hours per unit: 0–6 units. Prerequisite or co-requisite: Basic graduate-level research design or statistics. Only open to graduate students in applied psychology.

Drug Use, Abuse, and Addiction: Bio-psychosocial Perspectives  
APSY-GE.2691  30 hours: 3 units.

Substance Use, Abuse, and Addiction: Treatment Perspectives  
APSY-GE.2692  30 hours: 3 units.

Special Topics in Crisis Intervention and Management: Disaster Mental Health  
APSY-GE.2701  30 hours: 3 units.

Understanding and Measuring the Social Contexts for Development  
APSY-GE.2825 (formerly Organizational and Community Processes, G89.2290)  30 hours: 3 units.

Intervention and Social Change  
APSY-GE.2826 (formerly G89.2269)  30 hours: 3 units.

Practicum in Intervention Research or Policy Research I and II  
APSY-GE.2827 (formerly Practicum in Community Research, G89.3287)  45 hours: 3 units. APSY-GE.2828 (formerly Practicum in Community Research, G89.3288)  45 hours: 3 units.

Advanced Seminar in Psychology and Social Intervention  
APSY-GE.2830* (formerly Advanced Seminar in Community Psychology, G89.3290)  30 hours: 3 units. Only open to doctoral students in psychology and social intervention, or permission of instructor.

Families and Schools  
APSY-GE.2831  30 hours: 3 units.

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

Research: Using Mixed Methods  
APSY-GE.2835  30 hours: 3 units. Prerequisites: RESCH-GE.2140 and APSY-GE.2073.

Project Research Seminar I  
APSY-GE.2837  30 hours: 0 units. Only open to master’s students in human development and social intervention.

Project Research Seminar II  
APSY-GE.2838  30 hours: 3 units. Prerequisite: APSY-GE.2837. Only open to master’s students in human development and social intervention.

Project Research Seminar: PSI  
APSY-GE.2839  30 hours: 3 units.

Play and Drama Therapy with Children and Adolescents  
APSY-GE.2840 (formerly E86.2120)  30 hours: 3 units.

Positive Psychological Development: Innovations in Theory, Research, and Practice  
APSY-GE.2870  30 hours: 3 units.

Psychology of Gender Roles and Sex Differences  
APSY-GE.2880  30 hours: 3 units.

Gay, Lesbian, Bisexual, and Transgender People: Individual Study  
APSY-GE.2892  20 hours per unit: 2–3 units. Requires permission of the instructor.

Counseling Gay, Lesbian, Bisexual, and Transgender Youth  
APSY-GE.2895  30 hours: 3 units.
Counseling Gay, Lesbian, Bisexual, and Transgender Adults and Older Adults
APSY-GE.2896  30 hours: 3 units.

Dissertation Proposal Seminar in Applied Psychology
APSY-GE.3001* 30 hours: 3 units. Open only to doctoral students in applied psychology, or by permission of instructor.

Departmental Seminar: Theories of Change in Applied Psychology
APSY-GE.3009* 30 hours: 3 units. Open to doctoral candidates in applied psychology.

Internship in Counseling Psychology
APSY-GE.3016  0 units. Full-time one-year internship required of all doctoral students in counseling psychology. Prerequisites: Doctoral candidacy and approved doctoral dissertation proposal.

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

Listening Guide Method of Psychological Inquiry
APSY-GE.3040  30 hours: 3 units.

Advanced Listening Guide
APSY-GE.3045  30 hours: 3 units.

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

Supervised Advanced Counseling Practicum: Individual and Group I, II
APSY-GE.3607, 3608** 225 hours: 2 units each term. Hours arranged. Registration by permission of program adviser and practicum director. Open to candidates in counseling psychology.

Counseling Psychology Program Seminar
APSY-GE.3611, 3612* 60 hours: 3 units each term. Prerequisite: doctoral matriculation. Required of all doctoral students in counseling psychology during the first or second year in the program.

Forum in Counseling Psychology
APSY-GE.3620 30 hours : 3 units. Prerequisite: doctoral matriculation. Required of all doctoral students in counseling psychology during the first or second year in the program.

Practicum in Counselor Training
APSY-GE.3629** 45 hours: 3 units. Prerequisite: permission of instructor. Enrollment limited to advanced sixth-year and doctoral students in counseling psychology.

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

Seminar in Vocational Development Theory and Research
APSY-GE.3657 30 hours: 3 units. Prerequisite: Open to advanced sixth-year and doctoral students in counseling psychology.

Clinical Assessment in Counseling Psychology I and II
APSY-GE.3665, 3666* 45 hours: 3 units each term. Prerequisites: graduate courses in test interpretation, abnormal psychology, and personality theory.

IES-Predoctoral Interdisciplinary Training Seminar on Causal Interference I and II
APSY-GE 3901, 3902 30 hours: 3 units each term.
Research and scholarship in the Department of Teaching and Learning is concerned with teaching and learning at a variety of levels, in a variety of settings, particularly in urban settings. The department focuses primarily on academic subject areas and includes the learning and teaching of students, community members, teachers, teacher educators, and researchers. In addition, faculty members study the impact of sociocultural and historical factors on learning and teaching. Investigations range from micro to macro studies and applied research within a broad range of theoretical perspectives.

Faculty in Teaching and Learning teach NYU undergraduates, prospective teachers at both the undergraduate and master’s level, practicing teachers and other educational professionals, and doctoral students. NY State certification-granting teacher education programs include specializations in TESOL, bilingual education, foreign language education, childhood education, early childhood education, special education, English education, literacy education, mathematics education, science education, and social studies education, as well as several programs that do not lead to certification including environmental education. The department offers a mix of traditional university-based programs as well as intensive “residency” model teacher education programs tied to urban public schools. The doctoral program in Teaching and Learning also offers a special focus in urban education. Faculty members serve as resources to schools, businesses, communities, and professional organizations involved with teaching and learning.
The teacher education programs prepare their students to meet the challenges of teaching and leadership in today’s demanding educational environment. Program graduates will not only be able to succeed in their first years of teaching but will have a sufficiently thorough foundation in theory and practice to keep improving their educational work throughout their careers. NYU teachers are highly regarded in the metropolitan area and beyond. Many teacher education program graduates are in leadership positions in schools, universities, and other educational institutions.

The Department of Teaching and Learning offers many initial certification teaching curricula. These certification programs fully comply with the latest regulations of the New York State Education Department that became effective in 2004.

In designing and implementing these curricula, the department has drawn on its faculty’s extensive experience as Pre-K-12 teachers as well as teacher educators, current teachers and principals in the New York City schools, and graduates’ work and feedback. Each program integrates practical experience and hands-on knowledge with a rich theoretical understanding of how children learn and how they can best be taught.

The introductory course for all of the programs, Inquiries into Teaching and Learning, sets a conceptual foundation for the department’s approach to teacher education. This course creates a dialogue between the learner’s own prior educational experience, the experiences of students in the New York City public schools—where all Inquiries students are offered substantial opportunities for observation—and the foundational research-based literature of the study of education. Inquiries into Teaching and Learning is designed to allow students to raise questions and consider alternatives as they participate in the dialogue and refine their core philosophy while engaging deeply with the philosophies and experiences of a wide range of other scholars, teachers, and students.

Most of the courses that students take prior to the student teaching experience have a participant/observation requirement that sends them into schools, which allows students to test their emerging conceptions of teaching in actual practice and makes the transition to their own student teaching classroom easier and more productive. The on-campus courses also focus on issues of curriculum development, classroom management, assessment, and the use of technology so that all program graduates are prepared to step into the high-pressure world of standards and high-stakes tests.

In addition to the pedagogical core requirements for all programs, which include multicultural education, language and literacy, and special education, each curriculum also enables future teachers to deepen and enrich their background in the fields they will be teaching. Discipline-based courses integrate content and pedagogical approaches so that students may simultaneously consider an aspect of the subject—history, mathematics, science, literature, and so on—and how it could be most effectively taught.

The early childhood and childhood curricula offer both a normal and an accelerated schedule of completion of the M.A. degree and certification requirements. Part-time students may need more time to complete the program. The particulars of the requirements of each specific curriculum are detailed below. Students should contact the advisers listed for more details and responses to more specific questions about these programs.

For teachers who already have initial certification, the Department of Teaching and Learning also offers a full range of courses leading to M.A. degrees and professional certification in areas such as English, foreign languages, mathematics, science education, social studies, and special education. The department has developed other programs that lead to the state’s new category of initial/professional certification. For those seeking to become literacy specialists in either elementary or secondary schools, these M.A. degrees allow teachers either to deepen and enrich their professional knowledge in the field they are already certified in or to add a second certification in such areas as literacy, special education, teaching English to speakers of other languages, or bilingual education. For details on these professional certification M.A. degree programs, see the appropriate pages later in this bulletin.

Note: Students seeking certification in Early Childhood Education and in the dual program Early Childhood Education/Early Childhood Special Education are to enroll in Placement in Early Childhood CHDED-GE.2255 and will be supervised by NYU faculty during this portion of their fieldwork. Students are expected to attend the assigned school site no fewer than three mornings a week for the duration of the semester. A faculty supervisor will visit the site each week, and student schedules must take into consideration the days the supervisor will be at the site.
New York State mandates that all students seeking certification in teacher education satisfy a number of field requirements. All students seeking teacher certification must complete no fewer than 100 hours of fieldwork prior to student teaching and no fewer than two semesters of student teaching. Students seeking certification in more than one area, i.e. enrolled in a dual program, will be required to complete no fewer than 150 hours of fieldwork prior to student teaching. The Office of Clinical Studies coordinates the field assignments for all students in the Department of Teaching and Learning. The office has a network of approved schools that will host students completing all their fieldwork. The current list of cooperating schools may be viewed by visiting the website of the Office of Clinical Studies at steinhardt.nyu.edu/teachereducation. The office is located on the 2nd floor of the East Building at 239 Greene Street.

PRE-STUDENT TEACHING FIELDWORK

The initial semester of a course of study in the Department of Teaching and Learning typically aims to provide students with a foundation of understanding of teaching and learning approaches and strategies. To provide some practical application of classroom teaching, many courses either have a specific field component or assign projects requiring observation and participation in school classrooms. To accommodate these requirements, all M.A. students (except students in Early Childhood Education and Early Childhood Education/Early Childhood Special Education*) are required to register for Fieldwork in Schools and Other Educational Settings TCHL-GE.2005. The Office of Clinical Studies will assign students to one of our cooperating schools. Full-time students are expected to attend the assigned school site no fewer than three mornings a week for the duration of the semester. The students arrange a mutually agreeable weekly schedule with the classroom teacher and/or school liaison and maintain that schedule throughout the semester. The goal is to ensure continuity in students’ presence in the school, allowing them to experience the development of teaching and learning over time, while providing support to the school and community. Part-time students will coordinate with their faculty advisors and the Office of Clinical Studies the number of hours of fieldwork to be completed. Students not seeking teacher certification complete the number of hours, at least 15, required by any course that includes a field experience.

The course meets monthly and includes an introduction to New York City educational settings, an information session on student teaching, and an explanation of the requirements for New York State Teacher Certification.

Attendance will be logged on the appropriate Fieldwork Time Sheets available on the 2nd floor of the East Building at 239 Greene Street. Completed time sheets (at least 100 hours) will be submitted at the end of the semester to instructors or directly to the Office of Clinical Studies on the 2nd floor of the East Building at 239 Greene Street.

Beyond the field-based assignments of campus-based courses, and the opportunities provided by the field setting, students will engage in activities that may include, but are not limited to, the following:

- Observations of one or more classrooms
- Assisting teachers
- Looking at curriculum and discussing curriculum with teachers
- Sitting in on planning sessions or staff development meetings
- Looking at students’ work samples and discussing them with students and/or teachers
- Visiting classrooms outside of your subject area
- Discovering what resources and services the schools offer (special education, auxiliary programs, etc.)
- Shadowing a student in all or most of his or her classes throughout the school day
- Attending teacher professional development programs
- Visiting local community agencies

STUDENT TEACHING

All students must complete two semesters of supervised student teaching, each in a different school and in a different grade. Entry into the initial student teaching experience and continuation into further experiences requires a minimum GPA of 2.5 in courses in the area of specialization and a positive faculty review of performance in the field.

At least one of the placements must be in a school serving a population of students of whom at least 50 percent are eligible for free or reduced lunch. Each semester, the Office of Clinical Studies arranges student teaching orientation meetings—known as Student Teaching Convocations—during which students have the opportunity to inquire about general requirements and speak to faculty about schools sites. Students will be assigned to partner schools with which NYU has established relationships over time. The current list of cooperating schools may be viewed by visiting the website of the Office of Clinical Studies at steinhardt.nyu.edu/teachereducation.

While the amount of time spent in a school may vary from one semester to the other, students will spend no fewer than 20 hours per week for each week of the semester distributed over multiple days in their assigned school. Students must check with their faculty advisor as to the exact time requirement of student teaching. Students in secondary education must be at the school each day their assigned class meets (typically five days per week). All programs expect students to assume increasing teaching responsibilities over time until taking over full control of one classroom period per day. All student teaching placements are supervised by NYU faculty.

Any variation from the above guidelines and requirements must be approved by the Office of Clinical Studies and the faculty advisor of the student.

ACCREDITATION

The Steinhardt School of Culture, Education, and Human Development’s teacher education program has been accredited by the Teacher Education Accreditation Council (TEAC) for a period of seven years from 2012 until 2019. The accreditation certifies that the Steinhardt School teacher education program has provided evidence that it adheres to TEAC’s quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop and improve its programs that prepare teachers. For more information, contact TEAC, One DuPont Circle, Suite 320, Washington, DC 20036; 202-466-7236; www.teac.org.
Field Experiences, continued

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

Faculty


Anne Burgunder, Master Teacher. B.S. 1987, Duquesne University, Pittsburgh; M.S. 1994, Bank Street College, New York.


Miriam Eisenstein-Ebsworth, Associate Professor. B.A. 1968, Brooklyn College (CUNY); M.A. 1971, Columbia; Ph.D. 1979, Graduate Center (CUNY).

Lisa Fleisher, Associate Professor. B.A. 1972, Brooklyn College (CUNY); M.S. 1977, Ph.D. 1979, Illinois (Urbana-Champaign).

James W. Fraser, Professor. B.A. 1966, California (Santa Barbara); M.Div. 1970, Union Theological Seminary; Ph.D. 1975, Columbia.


Jay Gottlieb, Professor. B.S. 1964, City College (CUNY); M.S. 1966, Ph.D. 1972, Yeshiva.


Ohkee Lee, Professor. BA 1981, Kyungpook National University; MA 1983 Kyungpook National University; Ph.D. 1989, Michigan State University.


Jasmine Ma, Assistant Professor. BS 2000, Yale University; Ed.M. 2005, Harvard; Ph.D. 2012, Vanderbilt.

Richard A. Magill, Professor and Department Chair. B.S. 1966, Philadelphia College of Bible; Ed.M. 1969, Temple; Ph.D. 1974, Florida State.


Catherine Milne, Associate Professor. B.Ed. 1978, B.Sc. 1979, James Cook (Queensland); M.Sc. 1993, Ph.D. 1998, Curtin University of Technology.


Susan Neuman, Professor. BA 1968, American University; MA 1974, California State University, Hayward; Ed.D 1977, University of the Pacific, Stockton.

Faculty, continued


Harriet Y. Pitts, Clinical Assistant Professor. B.A. 1972, Hunter College (CUNY); M.S. 1976, Ed.D. 1984, Rutgers.


Patricia A. Romandetto, Master Teacher. B.S. 1965, M.S. 1966, St. John’s; M.S. 1975, Lehman College (CUNY).


Katherine Stahl, Clinical Associate Professor. B.S. 1976, West Chester; M.Ed. 1984, Georgia Southern; Ed.D. 2003, Georgia.


Diana B. Turk, Associate Professor. B.A. 1990, Hamilton College; M.A. 1993, Ph.D. 1999, Maryland (College Park).


Orit Zaslavsky, Professor. B.Sc. 1972, Hebrew University in Jerusalem; M.Sc. 1980, Ph.D. 1987, Technion (Haifa, Israel)

Number of Adjunct Faculty: 84

Doctoral Programs

The third is the mentorship available to doctoral students in teaching, research, and program development. The department is home to distinguished teacher preparation programs, to numerous projects serving the continuing professional education of teachers, and to an array of research projects.

The fourth is an intellectually focused and interpersonally supportive community of professors, researchers, and peers. It is a community small, diverse, and focused enough to provide an incomparable degree of guidance and support to doctoral students. Under the direction of a faculty adviser, each student fashions a unique program of studies.

PROGRAMS OF STUDY

The department offers a number of different degree programs leading to the Ph.D. and Ed.D. degrees. Each degree program has specific requirements, yet they have more in common than not, as outlined below. The degree programs are as follows:

- Ph.D. Program in Teaching and Learning. See page 141.
- Ph.D. Program in English Education, including a concentration in applied linguistics. See page 146.
- Ph.D. Program in Bilingual Education. See page 151.
- Ph.D. Program in TESOL/Colleges. See page 152.
- Ph.D. Program in Positions of Leadership: Early Childhood and Elementary Education. See pages 142-144.

THEMES OF STUDY

Doctoral study in the Department of Teaching and Learning focuses on several areas of scholarship and practice. These reflect the strengths and interests of the department’s faculty and the opportunities available among the department’s programs for doctoral students to have mentored learning experiences. The themes are as follows:

- Teaching and teacher education across all levels from early childhood to university, including preparatory teacher education and continuing teacher education, and across a variety of teaching fields. The department particularly invites interests in teaching within urban settings, teaching diverse students, the role of content knowledge in teaching,
and changing conceptions of teaching and teacher education.

- Educational reform, including school reform, curriculum reform, and reform of policies that bear on teaching and learning. The department particularly invites interests in the problems of urban education, in designing learning environments that work well for diverse learners, in rethinking curriculum and school designs, and in the role of teacher learning within educational reform. In making admission decisions, the department’s faculty strives for balance across these areas, each year admitting a small number of highly qualified students with interest in each (regardless of the students’ degree preferences).

- Literacies across all levels of education and content areas. The department particularly invites interests in early literacy, adolescent and adult literacy, issues in acquiring academic literacy, and the role of culture in literacy.

- Language and culture. The department particularly invites interests in language acquisition and in issues related to education in multilingual and multicultural settings.

**DEGREE REQUIREMENTS**

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 139.

Degree requirements vary according to degree pattern, and prospective applicants should consult program descriptions (see degree program page references above). Prospective applicants should also plan to contact particular program directors prior to completing an application. Despite the variations, however, all doctoral study in the Department of Teaching and Learning shares the following characteristics:

- Unit requirements of 45 to 60 units beyond the master’s degree, depending on previous coursework. Units are earned through a combination of courses, seminars (see list below), independent study, and mentored learning experiences.

- Training in one or more research methodologies, completed in department and in cross-department courses, as well as in mentored research experiences.

- Candidacy examination or candidacy portfolio presentation (generally in the third semester of coursework).

- Dissertation proposal seminar (generally in the final semester of coursework), focused on the preparation and launching of a dissertation research project. Or project design mentorship (for students in the Ed.D. degree pattern).

- Preparation and defense of a dissertation involving original research. Or the launch of a significant project within a context of practice (for students in the Ed.D. degree pattern).

See pages 178-180 for a list of school-wide requirements for doctoral study at NYU Steinhardt.

**STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS**

See page 180.

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_Degree and Professional Certifications_**

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**Early Childhood and Childhood Education**

*Program Director*

Barbara Schwartz
East Building, Room 200
212-998-5527
barbara.schwartz@nyu.edu

**Childhood Program Director**

Okhee Lee, Acting East Building Room 635
212-998-5882

**Degrees**

M.A., Ph.D.

**Faculty**

Doucet, Friedlander, Kirch, Krasnow, Lee, Mulligan, O’Connor, Rafter, Romandetto, Neuman, Schwartz

Programs in early childhood and childhood education prepare teachers and other professionals to work with children from birth through later childhoods. Graduate preservice programs lead to the Master of Arts degree and fulfill academic requirements for initial/professional or permanent teacher certification in New York State depending on the student’s background. To meet certification requirements, preservice students may need liberal arts units in addition to those taken for their undergraduate degree (see Admission Requirements). For those seeking graduate studies beyond the master’s level, a doctoral program is also offered.

The students in the Programs in Early Childhood and Childhood Education are not a homogeneous group. They vary widely in age and background. Many were liberal arts or business majors as undergraduates. Some are making a career change. All have chosen teaching because they are interested in children and are seeking a career that is personally rewarding.

The childhood teacher certification program aims to help prospective teachers develop as decision makers and reflective practitioners who are committed to working in urban schools and to using the city as a core resource for their learning. Prospective teachers are immersed in thoughtful discussions and interactions around the critical contemporary issues in education, especially those of developmental, linguistic, cultural, and racial diversity and educational equity. Each course in the program is tied to either fieldwork or student teaching, generating rich and authentic reflections upon theory and practice. The program

- Involves deep study of how children learn at different developmental stages and in different contexts, as well as strategies for supporting the learning;

- Fosters an understanding of the relationships between and among schools, families, and community-based organizations as they intersect to impact student learning;

- Develops both content knowledge and pedagogical knowledge with an understanding that both are needed at high levels by teachers; and

- Supports the growth of teachers as social advocates for educational equity in a pluralistic culture.

The foremost concern of the program is to create quality care and education for all children. The belief in social justice is inherent in the multiple strands of the graduate early childhood teacher certification program at New York University.

The programs:

- Involve deep study of how children develop in multiple contexts;

- Offer recursive teaching experiences in a variety of settings;

- Provide a strong principle-based set of practices regarding learning environments and educational experiences;

- Support children and adults in learning to accept and respect each other’s differences;

- Foster a critical view of people’s histories;
Children are viewed as competent persons actively engaged in meaning making in the multiple contexts in which they find themselves. The program recognizes the singular importance of parents and families in nurturing young children from birth through grade two and their families. The family’s rich knowledge of their children should help inform caregiving and educational practices, and our advocacy efforts should take that knowledge into consideration.

The central component of teachers’ development as teacher-researchers is continual reflection on their own and others’ educational practices. Careful reflection and examination will help preservice teachers to develop powerful tools as caring, talented, and committed professionals.

CERTIFICATION CURRICULA

Two master’s initial certification programs are available for students who do not hold teaching certification but wish to become teachers: the early childhood program for those desiring to work with children from birth through grade two and the childhood program for those who seek to teach children from grades one through six.

Early Childhood Education

The Early Childhood Education Program reflects three central themes: (1) creating quality care for all children through the development of strong relationships with families and their communities; (2) developing teaching practice as reflective practitioners and teacher researchers; and (3) a commitment to social justice for young children and their families. The program can be completed in an accelerated full-time format in a little more than 12 months, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. It can also be completed in a more traditional three- or four-semester program beginning in the fall.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 139.

Master of Arts

Initial Certification M.A. Program in Early Childhood Education, Birth-Grade 2 (41 units)

Foundations (6 units): course offerings include Inquiries in Teaching and Learning III TCHL-GE.2010 (or other course approved by faculty) and Language and Literacy in the Early Years LIIT-GE.2001.


Content in Special Education (3 units): Education Children with Special Needs in Early Childhood Settings SPCED-GE.2160.

Observation, Fieldwork, and Student Teaching (7 units): Field Placement in Early Childhood ECED-GE.2255, Field Experiences in Schools and Other Settings- Infancy Experience TCHL-GE.2005, Student Teaching in Early Childhood I and II EDEC-GE.2903, 2904.

Culminating Experience (2 units): Integrating Seminar ECED-GE.2004. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999 (0 units).

Childhood Education

The Childhood Education Program views the following themes as central to its curriculum: (1) understanding learning, the learner, communities of learners, and the contexts in which learning occurs; (2) understanding the nature, structure, and tools of inquiry of the disciplines taught; and (3) using knowledge of pedagogy to create and adapt supportive learning environments based on formal and informal assessments. The program aims to help prospective teachers who are committed to work in urban schools for educational equity. It has multiple entry units. It may be completed in four academic semesters or on an accelerated full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. Dual certification in childhood/childhood special education is also available. (See Special Education section.)

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 139.

Master of Arts

Initial Certification M.A. Program in Childhood Education, Grades 1–6 (42 units)

Foundations (9 units): course offerings include Inquiries into Teaching and Learning III TCHL-GE.2010, Foundations of Curriculum in Childhood Education CHDED-GE.2070.


Fieldwork and Integrating Seminars (6 units): Fieldwork in Schools and Other Educational Settings TCHL-GE.2005, Student Teaching in Childhood I CHDED-GE.2251, Student Teaching in Childhood II CHDED-GE.2252, Integrative Seminar I: Study of Teaching CHDED-GE.2259.

Culminating Experience (3 units): Integrative Seminar II: Study of Teaching CHDED-GE.2010. Also required for New York State certification is The Social
Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999 (0 units).

**Doctoral Program**
The doctoral program, which leads to a Ph.D., requires a minimum of 60 units beyond the master's degree. The program is designed for people seeking leadership roles such as serving on a college or university faculty, as an educational researcher, or as a curriculum specialist. Extensive individual mentoring is available by our skilled faculty representing many dimensions of early childhood and childhood education (see Doctoral Program section).

Units are distributed among courses in the foundations, cognate areas, research, specialization, and dissertation research and preparation. The program is flexible and highly individualized, providing specialties in such related areas as teacher education, curriculum development, child development, innovations in schooling, and specific content areas such as literacy, numeracy, and social studies. Extensive faculty mentoring is a distinctive feature of the doctoral program. See page 141 for information on all the doctoral programs in the Department of Teaching and Learning and pages 178–180 for general degree requirements.

**CAREER OPPORTUNITIES**
Graduates of the Early Childhood and Childhood Education Programs have a number of career opportunities: teaching children in public or private childcare centers, early childhood centers, and elementary schools; educating teachers and conducting research in schools and universities; and directing curriculum development and educational programs in schools, colleges, and universities. In non-school settings, graduates write, edit, and publish educational materials for children and work in children’s television.

**SPECIAL OPPORTUNITIES: SUMMER STUDY ABROAD**
The Programs in Early Childhood and Childhood Education, English Education, Literacy Education, and Social Studies Education offer a study abroad option: a three-week, 6-unit graduate summer study abroad program in England.

The program in Oxford and London is aimed at educators in English education, primary education (early childhood and childhood), literacy education, and social studies education. It gives participants the opportunity to deepen their knowledge of language development and literacy learning as well as develop a thorough understanding of the history and contemporary context of immigration and the impact it has on teaching and learning in schools. Multidimensional instructional experiences include writing; response to literature, drama, and poetry; analysis of historical materials, and art. Students visit schools in London as a basis for comparing British and American school systems and curricula, especially in relation to the education of new immigrant children and young people. The program also includes visits to museums, theatres, and historical sites in both London and Oxford. Critical issues for both teachers and students, such as approaches to collaboration, assessment, and evaluation, are an integral part of this program of study.

Additional summer study abroad programs, intersession (winter break), and spring break programs are being updated. Please check the Steinhardt website for the most current study abroad options.

**ADMISSION REQUIREMENTS**
Applicants for the initial certification M.A. Program in Early Childhood Education and the Preservice M.A. Program in Childhood Education must meet specific liberal arts requirements for New York State certification. Applicants must have completed a major in liberal arts or 30 units in a liberal arts concentration as well as college-level work in English, social science, mathematics, natural or physical science, and a language other than English, or American Sign Language, by the time of M.A. degree completion and recommendation for New York State certification.

See general admission section, page 167.

**FINANCIAL AID OPPORTUNITIES**
Teaching fellowships may be available for qualified applicants to doctoral study.

See general financial aid section, page 178.
The programs in English education, widely recognized as among the finest in the country, are founded on the uncommon belief that content, theory, and method are inseparable. To support this through practice, coursework focuses on transactional processes between speaker and listener, writer and audience, reader/viewer and work, teacher and student, school and community, and theory and practice.

The distinguishing characteristics of these programs are the faculty’s commitment to a transactional social constructionist view of learning that is embodied in the following principles: (1) learning is most significant when one attends to one’s own and others’ needs, concerns, and enjoyments; (2) individuals learn not by memorizing but by constructing their own version of that knowledge in relation to what they already know, believe, and have experienced; (3) language learning and use proceed most naturally from whole to part, from known to unknown, and from experience to reflection; (4) language learning has no ceiling; and (5) learning is acquired through using language in its various modes.

English education has been designed around five areas of study: curriculum and instruction, educational linguistics, teaching of reading and literature, writing, and research and reflection. The courses offered examine these areas from various foundational, individual, social and cultural, and epistemological and ethical perspectives. Students may choose to focus on a particular area of study or explore the breadth of offerings available. Students are invited to share—both within and outside these courses—in the ongoing development of the curriculum.

**CAREER OPPORTUNITIES**

Many graduates teach English in intermediate and secondary schools and in two- and four-year colleges; others educate teachers and conduct research in schools and universities, teach writing and administer writing programs, and direct curriculum development and educational programs in schools, colleges, and universities. In non-school settings, alumni work as editors and consultants in publishing and education and direct curriculum and training programs in industry.

**DEGREE REQUIREMENTS**

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 139.

**Master’s Programs**

The M.A. Degree Program in Teaching English, Grades 7–12 (ENGL), serves professionals seeking preparation for initial New York State certification. It may be completed in four academic semesters or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. For initial certification, a minimum of 39 units are needed.

Pedagogical Content Courses in English Education (12 units).

English Teacher Certification Sequence (24 units), which includes Teaching and Learning English Language Arts in the Middle School ENGEL-GE.2041, Adolescent Development APSY-GE2272, and Educating Students with Disabilities in Middle Childhood and Adolescent Settings SPCED-GE.2162. Inquiries into Teaching and Learning III TCHL-GE.2010, Student Teaching in English Education ENGEL-GE.2911, 2912, and The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999 (0 units).

The Professional Certification M.A. Degree Program in English Education (ENG) serves professionals holding initial certification in English in New York State and seeking preparation for professional certification. The curriculum is tailored to the professional and personal needs of individual students, with an emphasis on courses in curriculum and instruction, educational linguistics, reading and literature, writing, and related areas. This degree requires a minimum of 36 units.

Required Courses (6 units): Master’s Seminar in English Education ENGED-GE.2501 and a concluding seminar, Curriculum and Research in ELA ENGED-GE.2120.

Courses Related to the Student’s Professional Goals (6 units).

Specialization (18 units): to be chosen by the student in consultation with the adviser.

The M.A. Degree Program in Teaching English Language and Literature in College (ENGC) serves professionals seeking preparation for two-year college teaching and nonteaching positions in such fields as publishing and educational policy making, as well as certified teaching professionals seeking additional coursework in educational theory and research methods in preparation for doctoral-level study. The curriculum is tailored to the professional and personal needs of individual students, with possible concentrations in curriculum and instruction, educational linguistics, reading and literature, writing, and related areas.

The Master of Arts: Educational Theatre, All Grades, with English, 7–12 (ETED) responds to the many opportunities available in the New York City area for English teachers at the middle and high school levels. The need for modes of artistic expression that lead toward literate engagements with texts has never been greater than it is today. The concern that technologies such as film, television, and the Internet are replacing basic reading and writing skills can be addressed by providing opportunities for students to explore ideas and concepts in the novels and plays they read in the English classroom through drama and theatre strategies. To respond to these concerns, the University offers Educational Theatre K–12 with English, 7–12 to serve professionals seeking preparation for initial New York State certification. The curriculum reflects an integration of coursework offered by the current faculty in the Program in Educational Theatre in collaboration with the faculty in the Program in English Education.

Students must have earned 30 units in English or dramatic literature or their equivalent and 30 units of theatre or educational theatre. Students with fewer than 30 prerequisite units in these areas upon admission may be required to take additional coursework as part of their master’s program.

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

Foundations in Educational Theatre (12 units): Development of Theatre and Drama MPAET-GE.2021 or MPAET-GE.2022, Methods of Research in Educational Theatre MPAET-GE.2077, Drama with Special Education Popu-
English Education, continued

Lentions MPAET-GE.2960, Drama in Education I MPAET-GE.2193.


Theory and Methods of English Education (14 units): Teaching/Learning English Language Arts in Middle School ENGED-GE.2041, Teaching/Learning English Language Arts in High School ENGED-GE.2042, Negotiating the Curriculum ENGED-GE.2120.

Language Development and Reading Literature (3 units) ENGED-GE.2139 or Literature and the Adolescent Experience (3 units) ENGED-GE.2521; Foundations of Educational Linguistics (3 units) ENGED-GE.2505 or Teaching Expository Writing (3 units) ENGED-GE.2511.


Certificate of Advanced Study

The sixth-year Certificate of Advanced Study in teaching English language and literature is intended primarily for those secondary school English teachers seeking further study in preparation for leadership roles at the secondary or school district (K-12) levels. The primary areas of study are curriculum and instruction, educational linguistics, reading and literature, and writing. This certificate is granted only to students who have completed 30 units (with grades better than B) of graduate study beyond the M.A.

Ph.D. Degree Program in English Education

The doctoral program is directed primarily toward students seeking or already holding positions in higher education. Areas of concentration include literature, reading, media education, composition education, curriculum development, and applied linguistics. The doctorate requires a minimum of 54 units beyond the M.A. and successful completion of a candidacy essay and dissertation. Specific requirements for the Ph.D. degree are determined in consultation with the adviser.

ADMISSION REQUIREMENTS

In addition to the general requirements, applicants for the M.A. program must present at least 30 units in college-level English. Applicants for the Preservice M.A. Degree Program in Teaching English 7-12 must also have completed a college-level language course other than English or American Sign Language. Applicants for the In-Service M.A. Degree Program in English 7-12 must hold provisional New York State certification in English 7-12. Applicants for the Certificate of Advanced Study must hold an acceptable M.A. degree in English or English education and must have completed three years of successful teaching. Doctoral applicants must present a master's degree in English education, English, or a related field such as reading, linguistics, or TESOL.

See general admission section, page 167.

FINANCIAL AID OPPORTUNITIES

The Department of Teaching and Learning offers numerous teaching fellowships and graduate assistantships. The NYU Expository Writing Program offers teaching fellowships (preceptor positions) for graduate students interested in teaching writing. Application must be made by February 1 for the fall semester. An on-campus interview is mandatory. For further information and application materials, contact the director of the Expository Writing Program at 212-998-8860.

See general financial aid section, page 178.
Environmental Conservation Education

For more than 30 years, the 37-unit M.A. Program in Environmental Conservation Education has prepared graduates for environmental careers in the field of education.

The program’s interdisciplinary approach draws on both theory and practice and integrates the natural and social sciences with education and fieldwork to help students gain an understanding of the profound effects of human activity on the planet and the role of education in solving environmental problems.

The program draws on faculty from a wide variety of disciplines within the University, including education, history, philosophy, law, journalism, science, health, and the arts. Core courses in environmental thought, environmental debates, and environmental politics introduce students to the theories, policies, and ethics that have shaped public discourse and understanding of the environment.

Electives allow students to tailor their program of study to fit their particular conservation education interests in areas such as environmental justice, curriculum design, teacher education, policy studies, sustainable development, ecology, youth education, wildlife education, and sustainability. M.A. students can take electives within Steinhardt, the Robert F. Wagner Graduate School of Public Service, and the Graduate School of Arts and Science. The program also has a strong affiliation with the Program in Science Education in this department, and the Wallerstein Collaborative for Urban Environmental Education provides students with numerous opportunities to study and work closely with science education faculty on research, curriculum projects, and other environmental initiatives.

The integration of coursework with required fieldwork provides students with a unique urban experience in environmental education. The program makes ample use of the vast resources available in New York City, through which students study contemporary environmental issues and programs; evaluate, develop, or implement educational initiatives for children, youth, and adults; or undertake applied research in environmental education.

Students complete internships in a wide variety of organizations, including New York City Audubon, Council on the Environment of New York City, Jane Goodall Institute, New York City Soil and Water Conservation District, the United Nations, New York League of Conservation Voters, the Mayor’s Office of Environmental Coordination, Wildlife Conservation Society, High School of Environmental Studies, Harbor School, the American Museum of Natural History, the New York State Department of Environmental Conservation, and Wave Hill. The University’s own Sustainability Initiative provides additional opportunities for involvement and learning.

CAREER OPPORTUNITIES

The program prepares individuals to assume leadership roles in schools, non-profit organizations, cultural institutions, and government agencies. Graduates work as educators, program managers, consultants, advocates, administrators, and community leaders. In addition to careers in education, students may pursue careers in policy, advocacy, the media, and numerous other professions in the public and private sectors.

Some graduates go on to law school or doctoral programs in environmental education, environmental studies, environmental science, and related areas. The University offers many opportunities to explore employment possibilities through the program’s internships and the extensive network of organizations with which the program is associated, including NYU’s Wallerstein Collaborative for Urban Environmental Education. For profiles of graduates, please visit steinhardt.nyu.edu/humsossci/environmental.

DEGREE REQUIREMENTS

Students in the Master of Arts program complete 37 units of coursework.

Core courses (12 units minimum):

Electives (13 units minimum): Electives in related areas are selected by advisement. Students take courses in the department and throughout the University in such areas as environmental policy, ecoleadership, science education, economics, history, ecology, media, and the arts.

Other requirements (6 units): two courses in ecology or a related area.

ADMISSION REQUIREMENTS

Applicants to the Program in Environmental Conservation Education must follow both the Steinhardt School and the program admission procedures and deadlines. All school and program admissions materials must be received by December 15. Specific admission to the Program in Environmental Conservation Education includes the submission of a statement of purpose and two letters of recommendation.

See general admission section, page 167.
Two master’s degree programs are offered by the Department of Teaching and Learning’s Program in Literacy Education. These programs prepare certified classroom teachers as literacy specialists. In addition, these curricula are also designed to prepare classroom teachers at the early childhood and elementary levels or content-area teachers at middle school and high school levels who wish to reach all students in their classes and integrate the strategic teaching of reading and writing. In either curriculum, full-time students can finish in an accelerated 12-month format (fall, spring, and summer semesters), and part-time students can finish in two years.

One master’s degree program is for candidates interested in students from birth through grade 6 (LITB), the other, from grade 5 through grade 12 (LITC). To apply for these programs, a candidate must hold either initial or professional certification in teaching at the appropriate level (see section on Admission Requirements for details). On completion of a program, the candidate is eligible for New York State certification as a literacy specialist for the appropriate grade levels (see above) and will meet all requirements for the new literacy specialist certification.

The literacy master’s programs represent literacy as the means by which people think, learn, and communicate, including reading, writing, listening, and speaking. The curricula are designed to help teachers understand the principles of language and literacy learning and the development of diverse learners, especially those who experience difficulty with literacy learning, across developmental levels, academic disciplines, and social and cultural contexts. These programs support the development of teaching expertise in the role of literacy specialist and in a particular area of specialization within the curriculum selected by students—such as the integration of strategic teaching of reading and writing within different content areas (e.g., social studies, science, or math) or clinical work in literacy. The course of study builds on the participants’ professional experiences, involves the application of theory to practice and vice versa, and stresses the use of data for decision making. Similarly the curriculum for children in schools builds on the language and literacy learning that students bring to school and ongoing observation of their learning in order to closely match instruction to student level. Professional seminars explore critical issues that inform the role of literacy specialists and classroom teachers in schools. Finally, two practica at two different age levels within each program—a seminar on practical inquiry and the responsibilities of literacy specialists, and a culminating project—allow the candidates to apply program learning and address the leadership and teaching responsibilities of literacy specialists and the professional interests and concerns of each student.

ADMISSION REQUIREMENTS
Candidates must hold an appropriate teaching certificate as a prerequisite for admission to these M.A. programs. For admission to the literacy program, birth-grade 6 (LITB) candidates must hold at least an initial certificate in early childhood/childhood education or an initial certificate in either early childhood education or childhood education. For admission to the literacy program, grades 5–12 (LITC), candidates must hold at least an initial certificate in middle or secondary education or an initial certificate in either middle childhood or adolescence education. Candidates holding an out-of-state base certificate must apply for a comparable New York State certificate with the New York State Education Department (see www.highered.nysed.gov/tcert) prior to program completion in order to be recommended for the literacy certification in New York State.

CAREER OPPORTUNITIES
The graduates of this program will qualify for literacy specialist positions. Those graduating from the LITB program work in day care, preschools, and public schools through grade six either as teachers with special expertise teaching in reading and writing or as literacy specialists. Those graduating from the LITC program work at the middle school or high school levels as teachers in particular content area with special expertise in integrating the teaching of language and literacy into their curricula or as literacy specialists. Graduates will also be qualified to work in after-school programs, clinical settings in hospitals and community centers, new educational companies that focus on literacy learning, and private tutoring practice. In addition, this degree provides excellent background for positions in the educational publishing industry that concentrate on the development of literacy materials and literacy assessment.

DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 139.

Master of Arts
Both programs can be taken as full-time or part-time programs. The Steinhardt School of Culture, Education, and Human Development provides a wealth of choices for the two electives—courses from areas such as bilingual education, special education, drama education, educational communication and technology, media ecology, English education, educational administration, or educational psychology.

Literacy Education, Birth–Grade 6 (LITB) (34 units) Courses are offered in two phases. Phase I includes Literacy Education I and II: Early Childhood/Childhood LITC-GE.2012, 2013; Language and Literacy Development LITC-GE.2010; Reading and Writing: Foundations LITC-GE.2016; and Texts, Tools, and Culture ECED-GE.2017. Phase II includes Literacy Assessment LITC-GE.2011, Literacy of the Special Learner SPCED-GE.2055, Supervised Practicum in Early Childhood and Childhood LITC-GE.2030 (two placements, at two different instructional levels, for 2 units each), and Organization and Supervision of Literacy Programs LITC-GE.2065. The program requires two electives that can be taken at any point in the program.

Literacy Education, Grades 5–12 (LITC) (34 units) The courses are offered in two phases. Phase I includes Literacy Education I and II: Middle Childhood and Adolescence LITC-GE.2014, 2015; Language and Literacy Development LITC-GE.2010; Reading and Writing LITC-GE.2016; and Text, Tools, and Culture LITC-GE.2017. Phase II includes Literacy Assessment LITC-GE.2011, Literacy of the Special Learner SPCED-GE.2055, Supervised Practicum in Middle Childhood and Adolescence LITC-GE.2031 (two placements, one at each level, for 2 units each), and Organization and Supervision of Literacy Programs LITC-GE.2065.
program requires two electives that can be taken at any point in the program.

**FINANCIAL OPPORTUNITIES**
Loans and scholarships may be available for qualified applicants to master’s study.

*See general financial aid section, page 178.*

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**Mathematics Education**

**PROGRAM CODEIRECTORS**
Orit Zaslavsky
oritzaslavsky@nyu.edu

Martin Simon
(Doctoral Program)
m.simon@nyu.edu

East Building,
239 Greene Street
212-998-5870

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

**FACULTY**
Burgunder, Green, Ma,
Simon, Zaslavsky

The Department of Teaching and Learning offers master’s and doctoral-level degrees in mathematics education. At the master’s level, the department offers a program leading to initial secondary certification for aspiring teachers and a program for secondary mathematics teachers leading to professional secondary certification. At the doctoral level, students can pursue a mathematics education doctorate with a focus on any level of schooling (elementary, secondary, post-secondary). Students in these programs may take their mathematics courses at NYU’s world-renowned Courant Institute of Mathematical Sciences. Faculty from the Courant Institute also serve, when appropriate, on the dissertation committees of doctoral students in the Program in Mathematics Education.

Members of the mathematics education faculty have been, and continue to be, active in cutting-edge research. They encourage and support students in the programs to become involved in research, funded projects, and professional activities. Current research of the mathematics education faculty include studies of the mechanisms of mathematics concept development; the teaching of rational numbers; the use of examples in mathematics teaching and teacher education; and the interplay between examples, definitions, and proof in developing mathematical thinking and conceptual understanding.

**CAREER OPPORTUNITIES**
Graduates have many career opportunities open to them both within and outside the academic community here and abroad. These include research in mathematics education, mathematics teacher education, mathematics curriculum development, mathematics education leadership, and the teaching of mathematics and related subjects (including statistics) at all levels from elementary school through college.

**SPECIAL OPPORTUNITIES**
Conferences, institutes, and seminars at NYU’s Washington Square campus feature distinguished visiting faculty and topics of professional concern.

The Programs in English Education and Early Childhood and Childhood Education offer summer graduate study abroad programs in Oxford and London, England. The curriculum offers educators an opportunity to explore British approaches to the teaching and learning of language and literacy across all school levels, from early childhood through college. The program is designed for teachers, mentor-teachers, and curriculum specialists in elementary education, literacy and language, and English. Participants engage in the process of developing literacy curricula that reflect depth of content and include pedagogy and instructional practices that have potential to reach a wide range of students. Critical issues for both teachers and students, such as approaches to collaboration, assessment, and evaluation, are an integral part of this program of study.

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The preservice M.A. program in teaching mathematics, grades 7-12, is a 42-unit program that prepares students to teach mathematics in grades 7-12 and culminates in students being eligible for initial New York State certification. This curriculum may be completed in four academic semesters or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. There is an option of extending the certificate to include grades 5-6.

**Required Courses:** General Pedagogical Core Courses (15 units), including Inquiries into Teaching and Learning III TCHL-GE.2010, Education of Students with Disabilities SPCE-GE.2162, Language and Literacy TCHL-GE.2275, and Adolescent Learners in Urban Context TCHL-GE.2215.


Mathematics Content Courses (6 units) taken, by advisement, either in the Graduate School of Arts and Science or selected math content courses offered through the Program in Mathematics Education itself, with Mathematical Proof and Proving MTHED-GE.2050 required.

Field Work and Student Teaching (6 units), including Student Teaching in Mathematics Education: Middle and High Schools I & II MTHED-GE.2911, 2922. Also required for New York State certification is the Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention (0 units) TCHL-GE.2999.

The in-service M.A. program in teaching mathematics, grades 7-12, serves professionals holding initial New York State certification in mathematics and seeking preparation for professional certification. It is a 30-unit program that combines advanced mathematics content courses with pedagogy courses to enhance the student’s understanding of both content and teaching. Course requirements include Mathematics Content Courses (9 units, by advisement), Pedagogical Content Knowledge Courses (12 units, by advisement), Courses on Current Issues in Education (9 units), and a Culminating Project.
**Ph.D. Program Teaching and Learning with an emphasis in Mathematics Education**

Students interested in a doctoral program in mathematics education apply for admission to the Ph.D. Program in Teaching and Learning with an emphasis in mathematics education.

The program includes coursework in mathematics education, mathematics and related fields (e.g., statistics), and in educational research. The coursework, along with involvement in faculty research projects, is designed to produce graduates who are capable of high-quality research in mathematics education. In addition, the program prepares students to be strong mathematics teachers and teacher educators, who have a strong understanding of mathematics.

The PhD program in Teaching and Learning with an emphasis in mathematics education requires a minimum of 36 units of graduate coursework beyond the master’s degree. Most students take at least 48 units. Although there are required courses and competencies, there is also significant flexibility in student programs for pursuit of particular interests.

With appropriate background in a combination of mathematics and education, a full-time student can complete the program in approximately four years. Students in this program must also take and pass a comprehensive examination following their coursework and complete a doctoral dissertation.

Required courses include Professional Seminar in Mathematics Education I MTHED-GE.3021 on research on mathematics teaching and teacher education; Qualitative Research in Mathematics in Education MTHED-GE.3010; Qualitative Research in Mathematics in Education II MTHED-GE.3011; and Learning Theories in Mathematics Education Research MTHED-GE.3014. Based on the student’s coursework and prior experience, courses in mathematics, statistics, and research design are generally required.

**ADMISSION REQUIREMENTS**

See general admission section, initial certification page 198.

Applicants to the preservice M.A. degree program in teaching mathematics, grades 7–12, must hold a bachelor’s degree with a strong mathematics GPA. They must also have completed a minimum of 30 units of acceptable mathematics content at a Calculus I level and above. Two semesters of Calculus should have been taken as part of the 30 units. Applicants who did not take a course in Linear Algebra and a course in Geometry may be required to complete one or both courses, in addition to the program requirements, prior to their graduation from NYU. Applicants must also have taken and passed three semester hours at the college level of a foreign language or sign language.

Under special circumstances, applicants with fewer than the required number of units but whose grades indicate the ability to do well in mathematics may be allowed to take the missing coursework as a part of the program, in addition to the regular requirements.

Applicants to the professional certification M.A. degree program in mathematics, grades 7–12, must also have completed a bachelor’s degree and hold initial New York State certification in secondary mathematics.

PhD Program: See department doctoral admissions requirements.

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**Multilingual Multicultural Studies**

**Bilingual Education, Foreign Language Education, Teaching English to Speakers of Other Languages (TESOL)**

**FACULTY**

Eisenstein-Ebsworth, Harvey, Lloso, Neri, Tang

**ADJUNCT FACULTY**

Blaber, Camhi, Carpenter, Chan, Clark-Gareca, Comer, DeCapua, DeFazio, Geller-Marlowe, Graham, Grulich, Gure, Kardos-Kaplan, Lan, Lee, Longshaw, Marsh, McSweeney, Montgomery, Niu, Pally, Vigour, Wu

**DEGREES**

M.A., Ph.D.

**CERTIFICATES**

Post-baccalaureate Certificate, Advanced Certificate, Post-Master’s Certificate of Advanced Study

**Multilingual Multicultural Studies** is a unit in the Department of Teaching and Learning that includes three distinct but related programs: Bilingual Education, Foreign Language Education, and the Teaching of English to Speakers of Other Languages (TESOL). Unit faculty are committed to an additive approach to multilingualism, cultivating an appreciation for cultural diversity in various educational settings. The programs are open to qualified pre- and in-service teachers at the elementary, secondary, college, and adult levels and welcome teacher-educators, researchers, supervisors, program coordinators, and curriculum and materials specialists for schools and other related settings. Graduates of our teacher certification programs may receive certification in New York State with reciprocity in most other states throughout the country. Students can avail themselves of an innovative course of study designed around a core of subjects shared by the three programs. Depending on individual interests, programs allow for courses in any of the following related areas: English education, applied linguistics, early childhood and elementary education, literacy, anthropology, foreign languages, and linguistics. The programs also include seminars and workshops in materials and curriculum development and language through content and assessment. Field experiences consist of classroom observation, supervised student teaching or internship, study abroad, and research opportunities.

**CAREER OPPORTUNITIES**

Graduates of the Multilingual Multicultural Studies programs are in great demand as language teachers, program coordinators, curriculum specialists, and evaluators in elementary and secondary schools, community colleges, and universities throughout the New York metropolitan area, across the country, and worldwide. Doctoral graduates are sought by research institutions, colleges, and universities. As globalization increases, more people are seeking to broaden their skills through language learning and cultural awareness. Opportunities are rapidly growing in many
non-school settings as well, such as community organizations, immigrant resettlement agencies, publishing houses, training programs for multinational corporations, and international educational agencies both here and abroad.

DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences.

M.A. Program in Bilingual Education.
The Master of Arts program (34 units) prepares teachers to use bilingual approaches with their students in such areas as early childhood education, childhood education, middle childhood education, adolescence education, a special subject (mathematics, science, social studies), literacy education, career education, and technical education.

Doctoral Program.
The Doctoral Program in Bilingual Education (Ph.D.) prepares teacher educators, supervisors, and researchers for bilingual and bicultural settings. The program emphasizes research in language acquisition, bilingualism, and pedagogy in linguistically diverse environments in addition to the foundations of education, research methods, departmental content seminars, and dissertation proposal seminar. Students are required to take 54 units of coursework and 1 unit per semester for advisement while preparing their doctoral dissertations.

Bilingual Extension (Advanced Certificate: Bilingual Education for Teachers).
The 15-unit bilingual extension program includes courses in linguistics, culture, bilingual and second language pedagogy, and language through content.

Post-M.A. Advanced Certificate in Bilingual Education.
The Post-M.A. Advanced Certificate in Bilingual Education is for bilingual teachers, supervisors, teacher trainers, administrators, and materials developers who wish to continue their education beyond the master’s level. The 30-unit program is appropriate for those who wish to continue their study of bilingual education or add to their teaching and learning experience. The Post-M.A. Advanced Certificate can also serve as a bridge between master’s and doctoral study. The bilingual extension can also be earned through this program.

M.A. Program in Teaching a Foreign Language 7-12 (Chinese, French, Italian, Japanese, and Spanish).
Students seeking certification must complete 44 units of coursework. Courses include foundations in linguistics, target language, methods, culture, second language research, and student teaching placement at the secondary level. Students may also take Teaching Foreign Languages to Elementary School Children E29.2018 to extend their certification to K-6. This curriculum may be completed in four academic semesters or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

M.A. Program in Teachers of Foreign Languages.
Students wishing to teach at the college or adult level may earn an M.A. without achieving state certification. The program requires the completion of 34 units.

M.A. Program in Teaching French as a Foreign Language 7-12 and TESOL 7-12 (Steinhardt and NYU Paris)
This unique transatlantic program, offered jointly with Steinhardt and NYU Paris, Department of French, Graduate School of Arts and Science, combines two semesters in Paris and two semesters in New York City leading to dual certification in New York State in Teaching of French and Teaching English as a Second Language (ESL). The two full-time semesters (fall and spring) spent in Paris in the first year allow students to immerse themselves in French language and culture under the mentorship of faculty from NYU in Paris and from French universities. Field experiences in Paris allow degree candidates to work as English Language Teaching Assistants of English in secondary schools in Paris as well as interact closely with teachers and students in France. Students complete their remaining course work at NYU’s Washington Square campus in New York City on a full- or part-time basis. Curriculum includes core courses covering general pedagogical issues as well as knowledge critical to foreign language and ESL teaching and learning. Students complete their required two semesters of student teaching at New York City public schools, with one semester in a secondary school for French and a second semester in a secondary school for ESL. Students seeking initial certification must complete 50 units of course work to teach French, grades 7-12, and ESL grades K-12 in New York State. Students also have the option of taking an additional summer course to extend their certification to include teaching foreign languages at K-6 level.

M.A. Program in Teaching a Foreign Language (7-12) and Teaching English to Speakers of Other Languages (All Grades).
This dual teacher certification program enables students to learn to teach English as a second language and to teach a foreign language. The program of study integrates second/foreign language pedagogy, linguistics, cross-cultural studies, and second language acquisition research. Students have to fulfill student teaching requirements at the elementary level for ESL and the secondary level for the target language. Students who complete this 51-unit program will be certified in teaching ESL (all grades) and a foreign language (7-12). Students may also take the course Teaching Foreign Languages to Elementary School Children FLGED-GE.2018 to extend their certification to grades K-6.

Post-Master’s Certificate of Advanced Study in Foreign Language Education.
The certificate program in foreign language education consists of 30 units beyond the master’s degree and three years of relevant education experience. Students are required to take courses in teaching methodology, curriculum development, and research methods.

Teachers of English to Speakers of Other Languages (TESOL).
The TESOL Program prepares teachers of English to speakers of other languages at elementary, secondary, and college levels.

Post-baccalaureate Advanced Certificate in TESOL.
This 15-unit program is designed for those who are interested in teaching English abroad and who decide to choose a second career in teaching English as a second/foreign language and those who either do not seek a master’s degree or are undecided about matriculating for a master’s degree. Coursework includes foundation in methods, structure of American English, and internship.
M.A. Program in TESOL (All Grades—Leading to New York State Teacher Certification).

Students seeking state certification must complete 44 units of coursework, which includes foundations in linguistics, structure of American English, methods, culture, second language research, and two student teaching placements at elementary and secondary levels. This curriculum may be completed in four or more academic semesters, studying full or part time, or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

M.A. Program in TESOL (Not Leading to New York State Teacher Certification).

Students wishing to teach at the college level or abroad may earn an M.A. degree without achieving New York State teacher certification. The program requires the completion of 34 units of coursework, which includes foundations in linguistics, structure of American English, methods, culture, second language research, and field experiences.

Post-Master's Certificate of Advanced Study.

The certificate program in foreign language education consists of 30 units beyond the master's degree and three years of relevant education experience. Students are required to take courses in teaching methodology, curriculum development, and research methods.

Ph.D. Program in TESOL.

The Doctoral Program in TESOL (Ph.D.) prepares teacher educators, supervisors, and researchers for TESOL and bicultural settings. The program emphasizes research in second language acquisition and pedagogy in linguistically diverse environments. Courses include foundations of TESOL, research methods, departmental content seminars, and a dissertation proposal seminar. Students are required to take 54 units of coursework and 1 unit per semester for advisement while preparing their doctoral dissertations.

ADMISSION REQUIREMENTS

Note: All MMS programs require TOEFL scores for international students who have not received bachelor's degrees from institutions in English-speaking countries. Upon arrival, all international students have their English assessed by NYU's American Language Institute. The ALI may recommend additional English development.

Bilingual Extension Post-baccalaureate Advanced Certificate.

Applicants must have an undergraduate degree in liberal arts or sciences. There are additional requirements for those desiring the bilingual extension.*

Bilingual Education M.A. Program.

Applicants should have completed a bachelor's degree with a major in one of the liberal arts or sciences and must demonstrate advanced proficiency in English and an additional language. To obtain the bilingual extension, the candidate must be eligible for certification in his or her primary area. Students not seeking the bilingual extension for New York State certification should have completed a bachelor's degree with a major in one of the liberal arts or sciences and demonstrate advanced proficiency in English and an additional language.

Bilingual Education Post-Master's Advanced Certificate Program.

Applicants for the Post-Master's Advanced Certificate must have completed a master's degree in a related area.

Ph.D. Program in Bilingual Education.

Applicants must present a master's degree, current GRE scores, two letters of recommendation, and a sample of written work in English.

M.A. in Foreign Language Education (Chinese, French, Italian, Japanese, and Spanish).

Students seeking New York State certification should have completed a bachelor's degree in the target foreign language, a bachelor's degree in one of the liberal arts and science areas with a concentration in the target foreign language, or an equivalent of 30 units in the target foreign language. These students should apply for the M.A. Program in Teachers of Foreign Languages 7-12 M.A. Program for Teachers of Foreign Languages. Students not seeking New York State certification should have completed a bachelor's degree with a major in one of the liberal arts or sciences, have a strong GPA in their undergraduate studies, and demonstrate advanced proficiency in the target language. These students may enroll in the M.A. Program for Teachers of Foreign Language (FLED) only.

M.A. Program in Teaching French as a Foreign Language 7-12.

Applicants must hold a baccalaureate degree with a minor or major in French language or literature or an equivalent degree. To be recommended for teacher certification upon completion of this M.A. program, applicants must have completed at least 25 college units in French prior to admission. Applicants who are deficient in units or who do not meet this unit requirement should take the CLEP exam to earn an equivalency of 12 college units or take NYU SCPS's language proficiency test to earn an equivalency of up to 16 college units. Interested candidates apply through NYU Steinhardt. Applicants must submit GRE scores, three letters of recommendation, and an academic writing sample in French that may not exceed 25 pages. The in-office deadline for all materials is April 15.

M.A. Program in Teaching Spanish as a Foreign Language 7-12 and TESOL 7-12 (Steinhardt and NYU Paris)

This unique transatlantic program, offered jointly with Steinhardt and NYU Madrid, Department of Spanish and Portuguese, Graduate School of Arts and Science, combines two semesters in Madrid and two semesters in New York City leading to dual certification in New York State in Teaching of Spanish and Teaching English as a Second Language (ESL). The two full-time semesters (fall and spring) spent in Madrid in the first year allow students to immerse themselves in Spanish language and culture under the mentorship of faculty from NYU in Madrid and from Spanish universities. Field experiences in Madrid allow degree candidates to work as English Language Teaching Assistants of English in charter schools in Madrid as well as interact closely with teachers and students in Spain. Students complete their remaining course work at NYU's Washington Square campus in New York City on a full- or part-time basis. Curriculum includes core courses covering general pedagogical issues as well as knowledge critical to foreign language and ESL teaching and learning. Students complete their required two semesters of student teaching at New York City public schools, with one semester in a secondary school for Spanish and a second semester in a elementary school for ESL. Students seeking initial certification must complete 50 units of course work to teach Spanish, grades 7-12, and ESL grades K-12 in New York State. Students also have the option of taking an ad-
Multilingual Multicultural Education, continued

ditional summer course to extend their certification to include teaching foreign languages at K-6 level.

M.A. Program in Teaching a Foreign Language (7-12) and Teaching English to Speakers of Other Languages (All Grades) (FLTS).
Applicants must have completed a bachelor’s degree with a major in the target language or have 30 units or equivalent. In addition, students must have taken as part of their general education courses at least 3 units each in mathematics, science, and social studies.

Post-Master’s Certificate of Advanced Study in Foreign Language Education.
Applicants must hold a master’s degree in a related area with a strong GPA and must demonstrate advanced proficiency in the target language. Post-baccalaureate Advanced Certificate in TESOL.
Applicants must have completed a bachelor’s degree in an accredited college or university.

M.A. in TESOL (All Grades) Leading to New York State Teacher Certification.
Applicants should have completed a bachelor’s degree with a major in one of the liberal arts or sciences. In addition, students must have taken as part of their general education coursework or an equivalent for 3 units in mathematics, science, and social studies and 12 units of a language other than English or an equivalent of language proficiency.

M.A. in TESOL Not Leading to New York State Teacher Certification.
Applicants should have completed a bachelor’s degree with a major in English or one of the liberal arts or sciences.

Post-Master’s Advanced Certificate.
Students must have completed a master’s degree in a related area.

Ph.D. Program in TESOL.
Applicants must present a master’s degree in a related area, current GRE scores, two letters of recommendation, and a sample of written work in English.

GLOBAL STUDY
The Programs in Multilingual Multicultural Studies (MMS) and in International Education jointly offer a three-week, 6-unit graduate summer study abroad program in Shanghai, China. The curriculum offers educators an opportunity to examine intercultural perspectives in multilingual multicultural education in China and to explore the teaching of language, particularly English and Chinese, across all school levels. The program is designed for graduate students, teachers, and curriculum specialists in TESOL, bilingual education, foreign language education, English education, and international education.

Science Education

PROGRAM DIRECTOR
Pamela Fraser-Abder
East Building, Suite 637 212-998-5208 pal@nyu.edu

DEGREE
M.A.

FACULTY
Blonstein, Fraser-Abder, Milne

ADJUNCT FACULTY
Wallace

The Program in Science Education offers graduate study designed to meet the needs of several types of students. The University offers a preservice teacher education program for teachers of science at the 7-12 level and an in-service program that meets the academic requirements for professional certification. The master’s programs in Science Education provide an excellent opportunity for those who are presently teaching in schools or colleges to develop additional expertise in specific areas such as curriculum development, supervision, research, computers in science education, or science, technology, and society. Many courses focus on strategies for teaching science to urban at-risk students.

The focus of the Program in Science Education is the preparation of science educators who will provide academic and professional leadership in the area of science and technology education in an urban environment.

Clinically Rich Integrated Science Program (CRISP), M.A.
This selective one-year full-time teacher residency master’s degree program immerses career changes and top college graduates in the science classroom. Students are mentored by master teachers and coached by skilled senior educators, take academic coursework on-site and at NYU’s Washington Square campus and participate as a full member in your host school’s community. Graduates are eligible for initial/professional certification in Teaching Science (Biology, Chemistry, or Physics), grades 7-12. Please see the department website for more information.

CRISP strives to prepare teachers who:
- know science deeply and are connected to a community of scientists and science educators;
- know intimately and are prepared to meet the challenges of teaching students affected by poverty, disabilities, and deficits in academic literacy;
- have the skills, tools, dispositions, and connections to learning communities in order to thrive as early-career teachers and to ensure their students thrive as well; and
- will stay in teaching, serving students in greatest need of their teaching.

DEGREE REQUIREMENTS
Students complete 12 units in the practice of science teaching, 11 in science content, and 12 in core learning in special education, the learning sci-
Science Education, continued

ences, literacy, and assessment. Some elements of the curriculum span more than one semester. Students complete 35 units through continuous study, commencing in the first summer and concluding in July of the following year. While the residency component of the program starts in July with a three-week session, the majority of the residency program takes place from September through June, following the calendar of the public school year. Students are required to study full time in this program.

RESDENCY
CRISP Fellows spend three weeks in July followed by a full school year in a mentored teacher residency placement. In July, Fellows begin their residency—and their first experiences in an urban school—in a structured and mentored setting in a host school in Brooklyn. They work closely with teachers to plan lessons, first observing, then team teaching middle school students in science. Starting in September and continuing through the following June, Fellows follow and participate in the life of the school, teachers, classroom, curriculum, and students through a full public school year.

During the introductory, three-week teacher residency in July, you will work closely with classroom teachers to plan lessons, observe classroom teachers in action as they deliver those lessons, then teach them together with your classroom teacher. You will also partner with NYU science education faculty as well as engineering faculty from NYU Poly and faculty from the NYU School of Medicine to engage students in science learning and discovery. This special teacher residency introduces you to urban public schools in a summer setting and prepares you for your teacher residency immersion in September. Your school’s science faculty, assistant principal, and principal will also mentor you informally throughout your teacher residency.

CAREER OPPORTUNITIES
This program provides foundation for entering science education during a predicted shortage of science teachers at all levels. Graduates teach at both private and public schools. However, science communication skills are also the basis for a variety of careers outside the formal school system as well. Newspapers and magazines, radio and television, museums and science centers, science- and technology-based organizations, and corporations all need people who have a sound science background and can communicate scientific ideas to the general public.

The in-Service M.A. Degree program.

FINANCIAL AID OPPORTUNITIES
Special sources of financial assistance include state and federal government scholarships and fellowships. Challenger Scholarships designated for New York State residents entering science teaching, and scholarships for under-represented populations in science education. Noyce graduate scholarships are available to undergraduates who have a major in science. Minority group scholarships are available to students entering science teaching through the Teacher Opportunity Corps. Scholarships may also be available. See general financial aid section, page 178.

SPECIAL OPPORTUNITIES
At present there are a limited number of opportunities to participate in research internships with scientists in a laboratory setting during the summer semester. As the level of involvement with scientists grows, such opportunities will become more numerous. In addition, departmental seminars are held on a regular basis in which visiting speakers describe current areas of research in science education. All graduate students are welcome at such events.
The master’s program in social studies education leads to New York State certification for grades 7-12, with an extension in middle school education available for grades 5-6. Staffed by professional historians, education scholars, and veteran social studies teachers, the program emphasizes both content mastery and proficiency in pedagogies to provoke critical thought and inquiry-based learning. Of particular concern is the importance of inspiring civic engagement in today’s students. With courses rich in historical, educational, and philosophical content, social studies M.A. students learn ways that they as educators can promote democratic citizenship and civic responsibility in a multicultural society.

The Program in Social Studies Education is dedicated to vitalizing the teaching of history, the social sciences, and the humanities in the middle and upper grades and inspiring civic engagement and social responsibility among students and teachers. Toward this end, the program begins with coursework taught by historians designed to ensure that social studies teachers from NYU have a strong mastery of history and an understanding that history is more than a compilation of names and dates. Using primary source documents, material culture, oral histories, and other nontraditional sources as their evidence, students learn to teach history as a critical discipline involving analysis of divergent interpretations of the complex and often contradictory historical record, with the goal that their own classes will become exciting, inquiry-based workshops that will bring history to life and inspire students to become lifelong learners of history. The program promotes an interdisciplinary approach to social studies, which means that its students strive to transcend textbook-centered schooling by learning how to integrate historical narrative with novels, film, music, photography, and other visual art forms as well as with the tools of social scientists. The program encourages teaching for social justice and democratic engagement.

To succeed in classroom instruction, social studies teachers must understand their students and the reality of life and work in schools. Since most graduates will be teaching teenagers, the program focuses on helping students understand the ways the young learn and sometimes resist learning. Social studies methods courses are taught by experienced secondary and middle school teachers, who explore pedagogical theory as well as practical strategies for dealing with the social and behavioral issues relevant to middle- and secondary-level students. Additional coursework in adolescent behavior, language and literacy, and special education will help provide students with tools for understanding and addressing broader teaching and learning issues related to this age group.

Master of Arts
The Program in Social Studies Education offers two tracks leading to the Master of Arts degree: for students seeking initial certification to teach middle- and secondary-level social studies and for students seeking professional certification who already are certified in middle- and secondary-level social studies.

DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences.

Preserve Master’s Degree Program in Teaching Social Studies 7-12 (35 units).
Pedagogical Core (9 units): Inquires into Teaching and Learning TCHL-GE.2010, Integration of Media and Technology in Secondary Curriculum and Learning EDCT-GE.2018, Educating Students with Disabilities in Middle Childhood and Adolescent Settings SPCED-GE.2162, Adolescent Learners in Urban Contexts TCHL-GE.2515.
Student Teaching (5 units): Teaching Practicum: Social Studies in the Middle and Secondary Schools SOCED-GE.2053, Supervised Student Teaching I SOCED-GE.2911, Supervised Student Teaching II SOCED-GE.2922.
Elective (3 units): In consultation with adviser, students select one course as an elective from offerings in the Steinhardt School of Culture, Education, and Human Development or the Graduate School of Arts and Science.

Culminating Experience (3 units): Culminating Experience: Social Studies and History Workshop SOCED-GE.2140.
Other: The Social Responsibility of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999 (0 units).

In-Service/Professional Certification Program in Social Studies Education (30 units): Applicants must have met all the requirements for New York State initial certification in adolescent social studies. In addition, applicants must have a bachelor’s degree from an accredited college or university with a minimum GPA of 3.0 in social studies content coursework.
At least 18 units of the program must be at the 2000 level of study.


In addition, students take a total of 15 units from Course Listings II and III. The specific courses selected are agreed upon by both the student and his or her academic adviser and are based on the student’s previous social studies coursework and professional needs and interests. Possible courses include those below. Others are available by advisement.

II. Content specialization (Courses in social studies content taken within the Program in Social Studies Education, in the Department of History or Humanities and Social Sciences in the Professions, or in another department related to social studies within the Graduate School of Arts and Science) Possible courses include The City as Resource in Historical Research SOCED-GE.2304, What Are Schools...
III. Courses addressing theories and strategies for adapting curriculum and instruction (Courses that offer theories and strategies for adapting curriculum to meet the special needs of students). Possible courses include Language and Literacy for Upper Grades LITC-GE.2002, Foundations of Curriculum for Diverse Learners SPCED-GE.2051, Educating Students with Special Needs in Middle Childhood and Adolescent Settings SPCED-GE.2162, Adolescent Development: Theory and Research APSY-GE.2272.

IV. Culminating seminar (3 units): Culminating Experience: Social Studies and History Workshop SOCED-GE.2140.

Note: Students who complete our professional certification program require three years of teaching to be eligible for New York State professional certification.

CAREER OPPORTUNITIES
The Program in Social Studies Education prepares teachers, teacher educators, and curriculum specialists in social studies for positions in middle and secondary schools. It also provides an introduction for those who seek to work in the school reform movement. Many alumni of the program work as social studies teachers and department chairs in middle and high schools in New York City and across the United States. Some of our graduates work in educational agencies and community colleges and in the statewide and national school reform movements.

Students who earn the M.A. in social studies complete the appropriate coursework and field experience necessary for New York State certification in social studies. Once you have completed your M.A. work at NYU, you will be qualified to teach social studies in many other states that have certification requirements similar to New York’s. Coursework includes courses in history and the social sciences, professional education in social studies, student teaching, and related activities. Certification in secondary social studies entitles the candidate to teach social studies, history, and the humanities at both the middle and high school levels (grades 7 through 12).

ADMISSION REQUIREMENTS
Preservice Master’s Degree Program in Teaching Social Studies 7-12. All applicants should have completed a bachelor’s degree with a major in one of the following areas: history, geography, economics, or political science/government. In addition, students must have completed at least a total of 15 semester hours of study in the history and geography of the U.S. and the world. An additional 6 unit hours in history will be taken as part of the program. Students must have also completed coursework in economics (3 units), political science/government (3 units), and an additional 3 units in history, geography, economics, political science/government, sociology, or anthropology.

In certain instances, the program will accept students who have not satisfied all of the above requirements. In these cases, such students will be required to complete at NYU all outstanding coursework, in addition to their program requirements, prior to their graduation from NYU. The applicant must also have successfully completed study at the college level of a language other than English or American Sign Language.

In-Service M.A. Degree Program in Social Studies Education Applicants must hold provisional New York State certification in social studies 7-12.

See general admission section, page 167.

Master of Arts: Educational Theatre, All Grades, with Social Studies, 7-12

Social studies and theatre have a powerful alliance when learners are provided with the chance to explore a period of history, historical concepts, and historical debates through the use of drama-based frameworks. This innovative dual certification program is built on the school’s teacher certification programs in Educational Theatre, All Grades, and Teaching Social Studies, 7-12. Students are provided with opportunities to explore key ideas in primary source documents or historical texts through the use of interactive dramatic strategies. The dual certification program adheres to state learning standards for both theatre and social studies, and the curriculum reflects an integration of coursework offered by the current faculty in the program in Educational Theatre, in collaboration with the faculty in the program in Social Studies Education. Each of the competencies now necessary for teacher certification programs are met by the coursework, fieldwork, and student teaching requirements in both programs, as well as all the faculty and institutional requirements.

ADMISSION REQUIREMENTS
Students must have earned 24 units in theatre and 24 units in social studies. For social studies, students must have completed at least 15 units in the history and geography of the U.S. and the world; at least 3 units in economics; at least 3 units in government or political science; and at least 3 units in one of the social sciences with the exception of psychology and philosophy. For theatre, students must have earned 24 units in drama, theatre, dramatic literature, or their equivalent. Students with fewer than 24 units in these areas on admission will be required to take additional coursework in educational theatre and/or social studies. To be recommended for certification in social studies and theatre, students will have completed a total of 30 content units in each area. Six units are included in the following program of study.

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


Specialized Pedagogical Core in Theatre and Social Studies (14 units): Teaching Social Studies in the Middle

**Student Teaching in Theatre and Social Studies** (8 units): Supervised Student Teaching; Social Studies in the Secondary School SOCED-GE.2051, Supervised Student Teaching Theatre in the Elementary Classroom MPAET-GE.2134.

**Terminal Experience** (0 units): Social Studies and History Workshop SOCED-GE.2140 or culminating research project in educational theatre.

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

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**Special Education**

**PROGRAM CODIRECTOR**
Joan Rosenberg
jer4@nyu.edu

East Building,
Room 200
212-998-5460

**DEGREE**
M.A.

**FACULTY**
Alter, Fleisher, Friedlander, Gottlieb, Krasnow, Rosenberg, Schwartz, Vukovic

**ADJUNCT FACULTY**
Duggan, Harris, Heller, Koslov, Maitland, Okuma, Santvoord, Siegel

The programs in special education prepare teachers for positions working with students with and without disabilities from birth through grade 6. As described below, at NYU we offer M.A. programs designed to meet New York State requirements for the various teacher certificates:

**Early Childhood Education (Birth–Grade 2)**
- Early Childhood Education and Special Education: Early Childhood (dual certification) (ESEE)
- Special Education: Early Childhood (SEEC)

**Childhood Education (Grades 1–6)**
- Childhood Education and Special Education: Childhood (dual certification) (CSEC)
- Special Education: Childhood (SECH)

Special education refers to specialized services or environmental modifications, differentiated instruction, adapted curricula, or other supports provided to students with disabilities. NYU students are encouraged to view all children and their families as individuals with varying degrees of skills and untapped potential for quality lives in school, work, and recreation in their communities. Classroom, home, and community interventions are designed to meet the characteristics, needs, and visions for a valued future of each child, not limited by traditional categories of disability. Respecting the critical role that families play in the lives of children, and the multidimensional nature of providing quality services for complex students, the program’s graduates are prepared to work collaboratively with families, other professionals, and the community organizations that represent the wide cultural variations characteristic of urban settings.

Theory and practice are integrated throughout each program, thus allowing graduate students to reflect, question, and refine their knowledge and skills. Observation and fieldwork, plus student teaching placements, enable participants to practice application of their skills with children representing the full range of abilities and disabilities, in a range of settings, and within the full age range of the teaching certificate. The participants in the M.A. Programs in Special Education vary widely in age and background. Some were education majors, but many were liberal arts, business, or fine arts majors as undergraduates. Some are making a career change. The diversity of the student population contributes to the richness of the programs. Consequently, program requirements and curricula offerings are designed to be responsive to the diverse backgrounds of our participants. Although graduate students have the option of beginning the program part-time, they must be available during the school day throughout the program to participate in observations and fieldwork. Once the participants begin student teaching, however, full-time commitment is required.

**M.A. Programs in Special Education at the Early Childhood Level (Birth–Grade 2)**

- The M.A. programs in early childhood special education focus on the value of early childhood educational experiences in all aspects of the young child’s life. Play is the basis of learning in all spheres of development, and relationships with peers and adults are key to children’s learning from their experiences. Accordingly, NYU graduates are prepared to work collaboratively with families, other professionals, and the community organizations that represent the wide cultural variations characteristic of urban settings.

**The Dual-Certification Master’s Program in Early Childhood Education and Special Education: Early Childhood (ESEE) (47 units)**

This program is open to participants who have a bachelor’s degree but who are not yet certified to teach. Upon successful completion of the program, participants will be eligible for New York State certification in both general and special education at the early childhood level (birth–grade 2). Students may complete this program on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

**DEGREE REQUIREMENTS**
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. General Pedagogical Core (76 units): Inquiries in Teaching and Learning III TCHL-GE.2010 (or other course approved by faculty), Language and Literacy in the Early Years LITC-GE.2001.

Specialized Pedagogical Courses—Early Childhood (143 units): Issues in Early...

Specialized Pedagogical Courses—


Culminating Experience (3 units): Integrating Seminar in Early Childhood Special Education II SPCED-GE.2512.

Also required for New York State Certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999 (0 units).

**SPECIFIC ADMISSION REQUIREMENTS**

To meet certification requirements, students seeking their initial certificate may need liberal arts units in addition to those taken for their undergraduate degree. Applicants for the M.A. Program in Early Childhood Special Education leading to initial teacher certification must have completed college-level work in English, social science, mathematics, natural or physical science, and a language other than English, as well as a 30-unit concentration in one of the liberal arts or sciences by the time of M.A. degree completion. Students may complete liberal arts deficiencies any time before program graduation. For admission to the accelerated program, candidates must have met the liberal arts requirements before entering the program.

See general admission section, page 167.

**The M.A. Program in Special Education: Early Childhood (SEEC) (30 units)**

This program is open to participants who have a bachelor’s degree and who hold certification or are eligible for certification in early childhood education. Upon successful completion of the program, participants will be eligible for New York State certification in special education at the early childhood level (birth-grade 2).

**DEGREE REQUIREMENTS**

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 139.

**Specialized Pedagogical Courses (18 units):** The Young Special Needs Child: Child, Family, and Community I SPCED-GE.2126; The Young Special Needs Child: Child, Family, and Community II SPCED-GE.2127; Educating Children with Special Needs in Early Childhood Settings, SPCED-GE.2160; Principles and Practices of Early Childhood Special Education SPCED-GE.2128; Education of Students with Severe and Multiple Disabilities SPCED-GE.2052; Integrating Seminar in Early Childhood Special Education I SPCED-GE.2511.

Observation, Fieldwork, and Student Teaching (minimum 4 units): Observations in Early Childhood Special Education Settings SPCED-GE.2502, Student Teaching in Early Childhood Special Education II SPCED-GE.2520. Electives (9 units): Student Teaching in Early Childhood Special Education I SPCED-GE.2519, others by advisement. Culminating Experience (3 units): Integrating Seminar in Early Childhood Special Education II SPCED-GE.2512. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999 (0 units).

**SPECIFIC ADMISSION REQUIREMENTS**

Candidates must hold or be eligible for provisional or initial certification in early childhood education.

**M.A. Programs in Special Education at the Childhood Level (Grades 1–6)**

These programs are designed to engage prospective teachers in thoughtful discussion of and interaction around critical contemporary issues in education, especially in the areas of developmental, linguistic, cultural, and racial diversity and educational equity. Assuming a person-centered approach to service delivery, NYU students learn to understand, create, and adapt assessments, curricula, and environments in order to address the spectrum of cognitive, behavioral, and emotional needs of the students with whom they will work.

The Dual-Certification Master’s Degree Program in Childhood Education and Special Education: Childhood (CSEC) (46 units)

This program is open to participants who have a bachelor’s degree but who are not yet certified to teach. Upon successful completion of the program, participants will be eligible for New York State certification in both general and special education at the childhood level (grades 1–6). Students may complete this program on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

**DEGREE REQUIREMENTS**

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 139.

Special Education, continued

GE.2011, Integrative Seminar I: Study Teaching CHDED-GE.2359.


Observation, Fieldwork, and Student Teaching (8 units): Observations in Special Education SPCED-GE.2501, Student Teaching in Childhood Education CHDED-GE.2901, Student Teaching in Childhood Special Education II SPCED-GE.2902.

Culminating Experience (3 units): Integrating Seminar in Childhood Special Education II SPCED-GE.2508. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999 (0 units).

SPECIFIC ADMISSION REQUIREMENTS

To meet certification requirements, students seeking their initial certificate may need liberal arts units in addition to those taken for their undergraduate degree. Applicants for the M.A. Program in Early Childhood Special Education leading to initial teacher certification must have completed college-level work in English, social science, mathematics, natural or physical science, and a language other than English, as well as a 30-unit concentration in one of the liberal arts or sciences by the time of M.A. degree completion. Students may complete liberal arts deficiencies any time before program graduation. For admission to the accelerated program, candidates must have met the liberal arts requirements before entering the program.

See general admission section, page 167.

The M.A. Program in Childhood Special Education (SECH) (30 units)

This program is open to participants who have a bachelor’s degree and who hold certification or are eligible for certification in childhood education. Upon successful completion of the program, participants will be eligible for New York State certification in special education at the childhood level (grades 1–6).

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 139.

General Pedagogical Core (6 units): Foundations of Curriculum for Diverse Learners SPCED-GE.2051, Individuals with Disabilities in Schools and Communities SPCED-GE.2124.

Specialized Pedagogical Courses (12 units): Education of Children with Special Needs in Childhood Settings SPCED-GE.2161, Strategies for Working with Children with Emotional/Behavioral Disabilities SPCED-GE.2108, Assessment and Instructional Design for Students with Mild/Moderate Disabilities SPCED-GE.2133, Education of Students with Severe/Multiple Disabilities SPCED-GE.2052.

Observation, Fieldwork, and Student Teaching (minimum 4 units): Observations in Special Education SPCED-GE.2501, Student Teaching in Childhood Special Education II SPCED-GE.2522.

Electives (8 units): Student Teaching in Childhood Special Education I SPCED-GE.2521, Psychological Foundations of Learning Disabilities SPCED-GE.2151, Literacy of the Special Learner SPCED-GE.2055, Psychological and Educational Assessment in Special Education, SPCED-GE.2156, or others by advisement.

Culminating Experience (3 units): Integrating Seminar in Childhood Special Education II SPCED-GE.2508. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999 (0 units).

SPECIFIC ADMISSION REQUIREMENTS

Candidates must hold or be eligible for provisional or initial certification in childhood education.
Teaching and Learning

PROGRAM CODIRECTORS
Sarah Beck
sarah.beck@nyu.edu

Lorena Llosa
lorena.llosa@nyu.edu

Pless Building,
2nd Floor
212-998-5460
steinhardt.nyu.edu/
teachlearn/doctoral

DEGREES
Ed.D., Ph.D.

FACULTY
Alter, Beck, Cohen,
Doucet, Eisenstein- Ebsworth, Fraser,
Kirkland, Llosa,
McCallister, Noguera,
O’Connor, Tang,
Tobias, Turk, Vukovic

The Doctoral Program in Teaching and Learning in the Steinhardt School of Culture, Education, and Human Development at New York University aims to prepare first-rate scholars and practitioners in teaching and teacher education, curriculum design and evaluation, educational reform, and public policy as it affects teaching and learning. The program offers either the Ph.D. or the Ed.D. degree, with applicants expressing a preference at the time of application and confirming the choice on admission to candidacy (generally during the third semester of full-time study). There are differences between the two degrees with respect to course and other requirements. In addition, Ph.D. students complete a dissertation, while Ed.D. students complete a major project.

Both degree paths are designed to draw on four sources of learning: (1) The experience of professional practice that students bring to their studies, which provides context and depth of field (For this reason, the program admits only distinguished practitioners and prefers applicants who have at least five years of teaching experience and a master’s degree.); (2) A rich set of courses, seminars, and independent learning experiences available to program students within the Department of Teaching and Learning, other departments in the Steinhardt School, and other schools at NYU; (3) Mentorship in research, teaching, and program development, including participation in research and development projects that focus on the problems and potential of urban schools, urban teachers, and urban youth; (4) An intellectually focused and interpersonally supportive community of professors, researchers, and peers.

DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 139.

Following matriculation, students are required to complete between 48 and 60 units of study (depending on prior experience and coursework). These units address three broad requirements: knowledge of content in teaching and learning, skill in applying research methods, and intellectual breadth. Units can be earned in courses, seminars, independent learning experiences, mentored experiences, or study abroad.

In addition to earning units, students must also achieve candidacy (generally in their third semester of full-time study) as the result of presenting and discussing a portfolio of their work. They must also prepare a dissertation or project proposal (Ph.D. or Ed.D., respectively), generally in their fourth or fifth semester of full-time study and they must complete and defend the dissertation or project within 10 years of their initial date of matriculation.

Because the development and completion of a dissertation or major project depend on individual interest and work, the program emphasizes the individual tailoring of students’ programs from the very beginning. It aims to suit students’ unique interests and experiences—both those they bring to the program initially and those that develop as they study.

ACCREDITATION
The Steinhardt School of Culture, Education, and Human Development’s teacher education program has been accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years. The accreditation certifies that the Steinhardt teacher education program has provided evidence that it adheres to TEAC’s quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop and improve its programs that prepare teachers. For more information, contact TEAC, One Dupont Circle, Suite 320, Washington, DC 20036; 202-466-7236; www.teac.org.
### Courses

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

#### NOTES TO COURSES

*Registration closed to special students.

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### DEPARTMENTAL COURSES/TCHL-GE

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Hours and Units</th>
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<tbody>
<tr>
<td><strong>Field Consultation</strong></td>
<td>TCHL-GE.2000 Minimum of 30 hours per unit: 1-3 units per term. May be repeated for total of 6 units. Fall, spring. Hours to be arranged.</td>
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<tr>
<td><strong>Inquiries in Teaching and Learning I</strong></td>
<td>TCHL-GE.2010 60 hours plus hours arranged: 4 units. Fall, spring.</td>
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<tr>
<td><strong>Applied Research Design</strong></td>
<td>TCHL-GE.2013 30 hours: 3 units. Fall, spring. Prerequisites: RESCH.UP.1085,1086, or RESCH.GE.2001, 2002, or equivalent.</td>
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<tr>
<td><strong>Evaluating Educational Programs</strong></td>
<td>TCHL-GE.2132 30 hours: 3 units. Spring.</td>
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<tr>
<td><strong>Reading Recovery: Related Theory and Research I</strong></td>
<td>RDREC-GE.2206 45 hours: 3 units. Fall. Prerequisite: LITC-GE.2001 or permission of the instructor.</td>
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<tr>
<td><strong>Reading Recovery: Related Theory and Research II</strong></td>
<td>RDREC-GE.2207 45 hours: 3 units. Spring. Prerequisite: RDREC-GE.2206 or permission of the instructor.</td>
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<tr>
<td><strong>Research on Urban and Minority Education</strong></td>
<td>TCHL-GE.2512 30 hours: 3 units. Fall.</td>
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<tr>
<td><strong>The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention</strong></td>
<td>TCHL-GE.2999 15 hours: 0 units. Fall, spring.</td>
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<tr>
<td><strong>Dissertation Proposal Seminar I</strong></td>
<td>TCHL-GE.3001* 30 hours: 3 units. Fall, spring. Prerequisites: limited to doctoral students in the Steinhardt School of Culture, Education, and Human Development who have achieved candidacy and have completed at least one course in research methodology.</td>
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<tr>
<td><strong>Dissertation Proposal Seminar II</strong></td>
<td>TCHL-GE.3002* 30 hours: 3 units. Fall, spring. Prerequisites: satisfactory completion of TCHL-GE.3001 and a completed application form.</td>
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<tr>
<td><strong>Doctoral Seminar in Curriculum and Instruction</strong></td>
<td>TCHL-GE.3013 40 hours: 4 units. Spring.</td>
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<tr>
<td><strong>Proseminar for Doctoral Students in Teaching and Learning I and II</strong></td>
<td>TCHL-GE.3037, 3038 20 hours: 1-3 units. Fall.</td>
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<tr>
<td><strong>Topics in Teaching and Learning: Schooling and Race</strong></td>
<td>TCHL-GE.3101 30 hours: 3 units.</td>
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<tr>
<td><strong>Student Teaching in Childhood Education II</strong></td>
<td>CHDED-GE.2902 10 weeks, full days: 2 units. Fall, spring.</td>
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<tr>
<td><strong>Integrating Seminar in Childhood I: Study of Teaching</strong></td>
<td>CHDED-GE.2359 20 hours: 2 units. Fall, spring.</td>
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<tr>
<td><strong>Independent Study</strong></td>
<td>CHDED-GE.2300 45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged.</td>
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</tbody>
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### EARLY CHILDHOOD EDUCATION/ECED-GE

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Hours and Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multicultural Perspectives in Social Studying in Early Childhood</strong></td>
<td>ECED-GE.2012 30 hours: 3 units. Fall, spring.</td>
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<tr>
<td><strong>Issues in Early Childhood Education</strong></td>
<td>ECED-GE.2024 15 hours minimum of field experience: 3 units. Summer, fall.</td>
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<tr>
<td><strong>Curriculum in Early Childhood Education: Theory and Methods in Integrated Curriculum</strong></td>
<td>ECED-GE.2037 30 hours: 2 units. Fall, spring.</td>
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<tr>
<td><strong>Curriculum in Early Childhood Education: Materials and Practice</strong></td>
<td>ECED-GE.2038 30 hours: 3 units. Fall, spring.</td>
<td></td>
</tr>
<tr>
<td><strong>Integrating Seminar in Early Childhood Education II</strong></td>
<td>ECED-GE.2002 10 hours per unit: 1-3 units. Summer, fall. Accompanies field or student teaching placement.</td>
<td></td>
</tr>
<tr>
<td><strong>Integrating Seminar in Early Childhood Education</strong></td>
<td>ECED-GE.2003 30 hours: 2 units. Fall, spring. Accompanies field or student teaching placement.</td>
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<tr>
<td><strong>Integrating Seminar in Early Childhood</strong></td>
<td>CHDED-GE.2250 30 hours: 3 units. Fall.</td>
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<tr>
<td><strong>Working with Parents</strong></td>
<td>CHDED-GE.2297 30 hours: 3 units. Summer.</td>
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<tr>
<td><strong>Integrating Seminar II: Study of Teaching</strong></td>
<td>CHDED-GE.2010 30 hours: 3 units. Fall, spring.</td>
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<tr>
<td><strong>Multicultural Perspectives in Social Studying</strong></td>
<td>CHDED-GE.2011 30 hours: 2 units. Fall, spring.</td>
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</tr>
<tr>
<td><strong>Child Development and the Program in Childhood Education</strong></td>
<td>CHDED-GE.2021 30 hours, 20 hours minimum of field experience: 3 units, plus 20 hours. Fall, spring.</td>
<td></td>
</tr>
<tr>
<td><strong>Foundations of Curriculum in Childhood Education</strong></td>
<td>CHDED-GE.2070 45 hours: 3 units.</td>
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<tr>
<td><strong>Student Teaching in Childhood Education I</strong></td>
<td>CHDED-GE.2901 10 weeks, half days: 2 units. Fall, spring.</td>
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</tr>
<tr>
<td><strong>Student Teaching in Early Childhood I</strong></td>
<td>ECED-GE.2903 20 full days minimum: 2 units. Fall.</td>
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</tr>
<tr>
<td><strong>Student Teaching in Early Childhood II</strong></td>
<td>ECED-GE.2904 20 full days minimum: 3 units. Spring.</td>
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</tr>
</tbody>
</table>

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Field Placement in Early Childhood  
ECED-GE.2255  15 hours: 1-2 units. Fall.  
Prerequisite: 55 hours minimum of field placement.

Science and Social Studies in the Early Years  
ECED-GE.2314  30 hours, 2 units, Fall, spring.

The Education of Infants and Toddlers  
ECED-GE.2701  30 hours, 3 units, Fall, spring.

Early Childhood and Elementary Education: Theory and Research  
ECED-GE.3037, 3038  30 hours: 3 units each. Fall, spring.

Additional Courses

Independent Study  
ECED-GE.2300  45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged.  
For description, see page 173.

ENGLISH EDUCATION/ENGED-GE

CURRICULUM AND INSTRUCTION

LANGUAGE AND LEARNING ACROSS THE CURRICULUM  
ENGED-GE.2023  30 hours: 3 units. Summer.

The Teaching of Language and Literature  
ENGED-GE.2044  30 hours: 3 units. Summer.

Social Contexts and Cultural Studies: Teaching English in the Inner City  
ENGED-GE.2049  Kirkland. 30 hours: 3 units.

Negotiating the Curriculum  
ENGED-GE.2120  30 hours: 3 units. Spring.

English Curriculum Implications from Contemporary Research  
ENGED-GE.2149  30 hours: 3 units. Summer.

Current Problems in Educational Linguistics  
ENGED-GE.2233  30 hours: 3 units. Spring.

Developing Curricula in the English Language Arts  
ENGED-GE.2575  30 hours: 3 units.

Pluralistic Approaches to Cultural Literacy  
ENGED-GE.2577  Kirkland. 30 hours: 3 units. Fall.

LANGUAGE AND LINGUISTICS

Language Development and Reading Literature  
ENGED-GE.2397  30 hours: 3 units. Spring (alternating years).

Foundations of Educational Linguistics  
ENGED-GE.2505  Kirkland. 30 hours: 3 units. Fall, spring.

Dramatic Activities in the English Classroom  
ENGED-GE.2507  30 hours: 3 units. Spring.

Teaching Reading in the English Classroom  
ENGED-GE.2509  Beck. 30 hours: 3 units. Fall.

Linguistics, Society, and the Teacher  
ENGED-GE.2515  Kirkland. 30 hours: 3 units. Fall.

Literature and the Adolescent Experience  
ENGED-GE.2521  30 hours: 3 units. Spring.

Doctoral Seminar in Reading and Teaching Literature  
ENGED-GE.3014  30 hours: 3 units. Spring (even years).

Doctoral Seminar in Educational Linguistics  
TCHL-GE.3017  30 hours: 3 units. Fall.

WRITING AND RHETORIC

Intermediate Expository Writing  
ENGED-UG.2005  45 hours: 3 units. Fall, spring.  
Enrollment limited to 12 students.

Practicum: Individualizing Writing Instruction  
ENGED-GE.2101  30 hours: 3 units. Fall, spring.

Practicum: Teaching Expository Writing  
ENGED-GE.2511  Beck. 30 hours: 3 units. Spring.

Doctoral Seminar in Written Discourse  
ENGED-GE.3919  Beck. 30 hours: 3 units. Fall (even years).

CORE EXPERIENCES IN TEACHING AND RESEARCH

Master’s Seminar in English Education  
ENGED-GE.2501  30 hours: 3 units. Fall.

TEACHING, RESEARCH, AND REFLECTION

Teaching and Learning English Language Arts in the Middle School  
ENGED-GE.2041  30 hours: 3 units.

Teaching and Learning English Language Arts in the High School  
ENGED-GE.2042  30 hours: 3 units.

Mentorship in English Education  
ENGED-GE.2402  45 hours per unit: 1-6 units. Fall, spring.  
Registration by permission of the sponsoring professor.

Student Teaching in English Education: Middle School  
ENGED-GE.2911  Minimum of 20 days: 4 units.

Student Teaching in English Education: High School  
ENGED-GE.2922  Minimum of 20 days: 4 units.

The English Teacher as Reflective Practitioner  
ENGED-GE.2540  30 hours: 3 units. Fall, spring.

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

ENVIRONMENTAL CONSERVATION EDUCATION/ENYC-GE

Foundations of Environmental Thought  
ENYC-GE.2019  30 hours: 3 units. Fall.

Contemporary Debates in Environmental Ethics  
ENYC-GE.2020  30 hours: 3 units. Spring.

Environmental Politics  
ENYC-GE.2021  30 hours: 3 units. Spring.
Final Seminar in Environmental Conservation Education  
ENYC-GE.2025 30 hours: 3 units. Fall, spring.

Internship in Environmental Conservation Education  
ENYC-GE.2030 45 hours per unit: 1–12 units. Fall, spring; hours to be arranged.

Environmental Education: Theory and Practice  
ENYC-GE.2070 30 hours: 3 units. Spring.

LITERACY EDUCATION/LITC-GE

Language and Literacy in the Early Years  
LITC-GE.2001 30 hours, 15 hours minimum of field experience: 3 units. Fall, spring.

Language and Literacy for Upper Grades (3–6)  
LITC-GE.2002 30 hours: 3 units. Fall, spring, summer.

International Literature for Children  
LITC-GE.2003 30 hours: 3 units. Spring.

Critical Reading and Response to Literature  
LITC-GE.2005 30 hours: 3 units. Fall.

Language as a Basis for Teaching Reading and Writing  
LITC-GE.2008 30 hours: 3 units. Spring. Prerequisites: a course in child development and in the teaching of reading or permission of instructor.

Language and Literacy Development  
LITC-GE.2010 30 hours: 3 units. Fall.

Literacy Assessment  

Literacy Education I: Reading Practices in Early Childhood and Childhood  
LITC-GE.2012 30 hours: 3 units. Fall, spring.

Literacy Education II: Writing Practices in Early Childhood and Childhood  
LITC-GE.2013 30 hours: 3 units. Fall.

Literacy Education I: Reading Practices in Middle Childhood and Adolescence  
LITC-GE.2014 30 hours: 3 units. Fall, spring.

Literacy Education II: Writing Practices in Middle Childhood and Adolescence  
LITC-GE.2015 30 hours: 3 units. Fall.

Reading and Writing: Foundations  
LITC-GE.2016 30 hours: 3 units. Fall.

Text, Tools, and Culture  
LITC-GE.2017 30 hours: 3 units. Spring.

Practicum in Literacy Education (Grades 3–6)  
LITC-GE.2991 48 hours: 2 units (repeatable for 4 units). Spring, summer. Prerequisite: LITC-GE.2011.

Practicum in Literacy Education (Grades 5–12)  
LITC-GE.2992 48 hours: 2 units (repeatable for 4 units). Spring, summer. Prerequisite: LITC-GE.2011.

Literacy for the Special Learner  
SPCED-GE.2055 30 hours: 3 units. Spring. Prerequisites: LITC-GE.2010, LITC-GE.2013 or LITC-GE.2015, LITC-GE.2016, and LITC-GE.2017 or permission of instructor.

Organization and Supervision of Literacy Programs  
LITC-GE.2065 30 hours: 3 units. Spring, summer. Prerequisite: LITC-GE.2011 or permission of instructor.

MATHEMATICS EDUCATION/ MTHED-GE

Curriculum and Assessment in Secondary Mathematics  
MTHED-GE.2007 30 hours: 3 units. Fall.

Research Investigations in Mathematics Education  
MTHED-GE.2008 30 hours: 3 units.

Explorations in Mathematics-Geometry  
MTHED-GE.2026 15 hours: 1 unit.

Explorations in Mathematics-Data and Chance  
MTHED-GE.2027 15 hours: 1 unit.

Explorations in Mathematics-Fractions, Decimal, and Percents  
MTHED-GE.2028 15 hours: 1 unit.

The Teaching of Rational Numbers, Grades 5–12  
MTHED-GE.2031 45 hours: 3 units. Fall.

The Teaching of Data Collection and Analysis, Grades 7–12  
MTHED-GE.2032 45 hours: 3 units.

The Teaching of Secondary School Mathematics  
MTHED-GE.2033 45 hours: 3 units. Summer, fall.

Educational Technology in Secondary School Mathematics  
MTHED-GE.2034 45 hours: 3 units.

The Teaching of Algebra, Grades 7–12  
MTHED-GE.2035 45 hours: 3 units. Spring.

The Teaching of Geometry, Grades 7–12  
MTHED-GE.2036 45 hours: 3 units. Spring.

The Teaching of Pre-calculus and Trigonometry in High School  
MTHED-GE.2037 45 hours: 3 units.

Mathematical Content Courses: 3 unit courses: A study of basic concepts of mathematics related to secondary school from an advanced viewpoint.

Selected Topics in Modern Mathematics I: Number Theory  
MTHED-GE.2043 30 hours.

Selected Topics in Modern Mathematics II: Discrete Mathematics  
MTHED-GE.2044 30 hours.

Mathematical Proof and Proving  
MTHED-GE.2050 45 hours. Fall.

Professionalized Subject Matter in Mathematics I: Geometry  
MTHED-GE.2101 30 hours.

Professionalized Subject Matter in Mathematics II: Linear Algebra  
MTHED-GE.2102 30 hours.

Mathematical Modeling  
MTHED-GE.2103 30 hours.

Mathematical Investigations and Problem Posing  
MTHED-GE.2104 45 hours.

History of Mathematics  
MTHED-GE.2061 30 hours: 3 units.

Supervision of Mathematics in the Schools  
MTHED-GE.2135 30 hours: 3 units.
Courses, continued

**Student Teaching in Mathematics Education: Middle and High Schools I**
MTHED-GE.2911  A minimum of 20 days: 3 units. Fall, spring.

**Student Teaching in Mathematics Education: Middle and High Schools II**
MTHED-GE.2922  A minimum of 20 days: 3 units. Fall, spring.

**Teaching Elementary School Mathematics: Foundations and Concept Development**
MTHED-GE.2115  30 hours: 3 units.

**Teaching Elementary School Mathematics: Problem Solving and Procedures**
MTHED-GE.2116  20 hours: 2 units.

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

**Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity**
SCMTH-GE.2000  30 hours: 3 units.

**Doctoral Courses**

**Qualitative Research in Mathematics Education I: Research Design**
MTHED-GE.3010  30 hours: 3 units.

**Qualitative Research in Mathematics Education II: Guided Data Analysis**
MTHED-GE.3011  30 hours: 3 units.

**Learning Theories in Mathematics Education Research**
MTHED-GE.3014  30 hours: 3 units.

**Mathematics Curriculum Research and Evaluation**
MTHED-GE.3015  30 hours: 3 units.

**Professional Seminar in Mathematics Education I**
MTHED-GE.3021  30 hours: 3 units.

**Professional Seminar in Mathematics Education II**
MTHED-GE.3022  30 hours: 3 units.

**MULTILINGUAL MULTICULTURAL STUDIES/ BILED-GE, FLGED-GE, LANED-GE, TESOL-GE**

**BILINGUAL EDUCATION PROGRAMS**

**FOREIGN LANGUAGE EDUCATION**

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)**

**Bilingual Multicultural Education: Theory and Practice**
BILED-GE.2001  30 hours: 3 units. Fall, spring, summer.

**Teaching Second Languages: Theory and Practice**
TESOL-GE.2002  30 hours: 3 units. Fall, spring, summer.

**Linguistic Analysis**
LANED-GE.2003  30 hours: 3 units. Fall, spring, summer.

**Intercultural Perspectives in Multilingual Multicultural Education**
LANED-GE.2005  30 hours: 3 units. Fall, spring, summer.

**Teaching Foreign Languages to Elementary School Children**
FLGED-GE.2018  30 hours: 3 units. Summer only.

**Applied Linguistics in French**
FLGED-GE.2027  30 hours: 3 units. Fall.

**Advanced Individual Project in Multilingual Multicultural Studies**
FLGED-GE.2039  45 hours per unit: 3–6 units. Fall, spring, summer. Hours to be arranged.

**Teaching Second Languages in a Technological Society**
LANED-GE.2040  30 hours: 3 units. Fall, spring, summer.

**Language Evaluation and Assessment**
LANED-GE.2060  30 hours: 3 units. Fall, spring.

**Student Teaching in Foreign Languages Education (Grades K–6)**
FLGED-GE.2911  100 hours: 2–3 units. Fall, spring. Closed to nonmatriculated students. Other restrictions listed in bulletin under “Supervised Student Teaching.”

**Student Teaching in Foreign Languages Education (Grades 7–9)**
FLGED-GE.2912  20 days minimum for 2-3 units: Fall, spring.

**The Second Language Classroom: Elementary and Secondary Schools**
LANED-GE.2201  40 hours: 4 units. Fall, spring.

**The Second Language Classroom: Colleges and Adults**
LANED-GE.2202  40 hours: 4 units. Fall, spring.

**Culminating Seminar in Multilingual Multicultural Studies**
LANED-GE.2099  30 hours: 3 units. Fall, spring.

**Bilingual Exceptional Child**
BILED-GE.2103  30 hours: 3 units. Fall, spring, summer.

**Methods of Teaching Language Arts and Literacy with a Bilingual Approach**
BILED-GE.2110  30 hours: 3 units. Summer only.

**Advanced Chinese for Teachers of Chinese I**
FLGED-GE.2124  30 hours: 3 units. Fall.

**Advanced Chinese for Teachers of Chinese II**
FLGED-GE.2125  30 hours: 3 units. Spring.

**Advanced Spanish for Teachers of Spanish**
FLGED-GE.2128  30 hours: 3 units. Spring.

**Spanish Syntax for Teachers of Spanish**
FLGED-GE.2427  30 hours: 3 units. Spring.

**Advanced French for Teachers of French**
FLGED-GE.2129  30 hours: 3 units. Spring.

**Student Teaching in Bilingual Education (Grades K–6)**
BILED-GE.2991  20 days minimum: 3 units. Fall, spring.

**Student Teaching in Bilingual Education (Grades 7–12)**
BILED-GE.2992  20 days minimum: 3 units. Fall, spring.
Linguistics, Literacy, and Bilingualism
LANED-GE.2203  30 hours: 3 units. Summer.

Teaching Second Languages Across Content Areas
LANED-GE.2204  30 hours: 3 units. Fall, spring.

Structure of American English
LANED-GE.2205  30 hours: 3 units. Fall, spring, summer; hours to be arranged.

Second Language Acquisition: Theory and Research
LANED-GE.2206  30 hours: 3 units. Fall, spring.

Student Teaching in TESOL (Grades K-6)
TESOL-GE.2901  20 days minimum: 3 units. Fall, spring.

Student Teaching in TESOL (Grades 7-12)
TESOL-GE.2902  20 days minimum: 3 units. Fall, spring.

Classroom Observation Seminar in Teaching Second Languages
TESOL-GE.2250  30 hours: 3 units. Fall, spring.

Teaching EFL in International Settings
TESOL-GE.2223  30 hours: 3 units. Fall, spring.

Independent Study
LANED-GE.2300  45 hours per unit. Fall, spring, summer; hours to be arranged.

Independent Study
TESOL-GE.2300  45 hours per unit. Fall, spring, summer; hours to be arranged.

Independent Study
FLGED-GE.2300  45 hours per unit. Fall, spring, summer; hours to be arranged.

Independent Study
BILED-GE.2300  45 hours per unit. Fall, spring, summer; hours to be arranged.

Applied Linguistics in Chinese
FLGED-GE.2417  30 hours: 3 units. Fall.

Applied Linguistics in Spanish
FLGED-GE.2419  30 hours: 3 units. Fall.

Applied Linguistics in Japanese
FLGED-GE.2421  30 hours: 3 units. Spring.

Advanced Research Seminar: TESOL/Foreign Language and Bilingual Education
LANED-GE.2800  30 hours: 3 units. Spring.

Research and Practice in Academic English Writing for ELLs
TESOL-GE.2810  30 hours: 3 units. Fall, spring

Workshop in Foreign Language Education
FLGED-GE.2914  10 hours per unit: 1–6 units. Fall, spring, summer.

Field Experience and Seminar in Foreign Language Teaching
FLGED-GE.2918  30 hours: 3 units. Fall, spring.

Doctoral Seminar: Bilingual Education and TESOL
LANED-GE.3005, 3006, 3007, 3008  30 hours for each session: 3 units. Fall, spring.

SCIENCE EDUCATION/SCIED-GE

Science Experiences in the Elementary School I
SCIED-GE.2009  30 hours: 2 units. Fall.

Science Experiences in the Elementary School II

Breakthroughs in Science
SCIED-GE.2018  30 hours: 3 units. Fall.

Methods I: Teaching of Science in Middle Schools
SCIED-GE.2039  45 hours: 3 units. Fall.

Methods II: Teaching of Science in High School
SCIED-GE.2040  45 hours: 3 units. Spring.

Using New York City’s Nonformal Science Resources to Teach Science
SCIED-GE.2050  30 hours: 3 units. Spring, summer.

Science Curriculum: Intermediate and Secondary Schools
SCIED-GE.2092  30 hours: 3 units. Fall.

Culminating Seminar: Teacher as Researcher, Reflective Practitioner, and Curriculum Developer
SCIED-GE.2100  10 hours: 1 unit.

Student Teaching in Science Education: Middle School
SCIED-GE.2911  A minimum of 20 days: 2 units. Fall, repeated spring; hours to be arranged.

Student Teaching in Science Education: High School
SCIED-GE.2922  A minimum of 20 days: 2 units. Fall, repeated spring; hours to be arranged.

Research Internship in Science/Mathematics for Educators
SCMTH-GE.2002  60 hours: 1–6 units. Summer.

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

Residency I: Initial
SCIED-GE.2400  30 hours: 1–3 units. Summer, Fall.

Residency I: Other Contexts
SCIED-GE.2401  20 hours: 2 units. Fall.

Data and Assessment for Educators
SCIED-GE.2405  30 hours: 3 units. Fall.

Science Curriculum and Teaching Methods
SCIED-GE.2420  30 hours: 0–3 units. Fall, Spring.

Concepts in Modern Science
SCIED-GE.2410  30 hours: 0–3 units. Fall, Spring.

Residency II: Advanced
SCIED-GE.2402  30 hours: 0–3 units. Spring, Summer.

Residency II: Specialized
SCIED-GE.2403  30 hours: 2 units. Spring.

SOCIAL STUDIES EDUCATION/SOCED-GE

Teaching Social Studies in the Middle and Secondary School
SOCED-GE.2042  30 hours: 3 units. Fall, spring, summer.
Courses, continued

The Social Studies Curriculum: U.S. History
SPCED-GE.2047 30 hours: 3 units. Fall.

The Social Studies Curriculum: World History
SPCED-GE.2048 30 hours: 3 units. Spring.

Student Teaching in Social Studies Education: Middle School
SPCED-GE.2911 140 hours: 3 units. Fall, spring.

Student Teaching in Social Studies Education: High School
SPCED-GE.2922 140 hours: 3 units. Fall, spring.

Culminating Experience: Social Studies and History Workshop
SPCED-GE.2140 30 hours: 3 units. Summer.

Humanities and Social Studies
SPCED-GE.2145 30 hours: 3 units. Spring.

M.A. Seminar in Social Studies
SPCED-GE.2146 30 hours: 3 units. Fall, summer.

SOCIAL STUDIES EDUCATION/SPCED-GE

Developing Strategies That Support Children's Social Behavior
SPCED-GE.2025 30 hours: 3 units. Fall, spring.

Foundations of Curriculum for Diverse Learners
SPCED-GE.2051 30 hours: 3 units. Summer, fall. Corequisite: SPCED-GE.2124.

Education of Students with Severe and Multiple Disabilities
SPCED-GE.2052 30 hours: 3 units. Fall, spring.

Literacy for the Special Learner
SPCED-GE.2055 30 hours: 3 units. Spring. Prerequisite: ECED-GE.2012 or at least 6 units in literacy and permission of instructor.

Strategies for Teaching Students with Emotional and Behavioral Disabilities
SPCED-GE.2108 30 hours: 3 units. Fall, spring. Prerequisite: SPCED-GE.2124.

Individuals with Disabilities in Schools and Communities
SPCED-GE.2124 30 hours: 3 units. Summer, fall.

The Young Special Needs Child: Child, Family, and Community I
SPCED-GE.2126 30 hours: 3 units. Summer, fall.

The Young Special Needs Child: Child, Family, and Community II
SPCED-GE.2127 30 hours: 3 units. Spring. Prerequisite: SPCED-GE.2126.

Principles and Practices in Early Childhood Special Education
SPCED-GE.2128 30 hours: 3 units. Summer, spring. Prerequisite: SPCED-GE.2160.

Psychological Foundations of Learning Disabilities
SPCED-GE.2131 30 hours: 3 units.

Assessment and Instructional Design for Students with Mild to Moderate Disabilities
SPCED-GE.2133 30 hours: 3 units. Fall. Prerequisite: SPCED-GE.2161.

Psychological and Educational Assessment in Special Education
SPCED-GE.2136 30 hours: 3 units. Fall.

Educating Students with Special Needs in Early Childhood Settings
SPCED-GE.2160 30 hours: 3 units. Fall, spring.

Educating Students with Special Needs in Childhood Settings
SPCED-GE.2161 30 hours: 3 units. Fall, spring. Prerequisite: SPCED-GE.2051.

Educating Students with Special Needs in Middle Childhood and Adolescent Settings
SPCED-GE.2162 30 hours: 3 units. Fall, spring.

Transdisciplinary Special Educational Program Development and Implementation
SPCED-GE.2249 30 hours: 3 units.

Observation in Special Education
SPCED-GE.2501 20 hours of field experience: 1 unit. Fall.

Observation in Early Childhood Special Education
SPCED-GE.2502 20 hours of field experience: 1 unit. Fall, spring.

Integration Seminar in Special Education I
SPCED-GE.2507 20 hours: 2 units. Fall, spring.

Integration Seminar in Special Education II
SPCED-GE.2508 30 hours: 3 units. Fall, spring. Prerequisite: all program coursework preceding student teaching.

Integrating Seminar in Early Childhood Special Education I
SPCED-GE.2511 30 hours: 1–3 units. Fall, spring.

Integrating Seminar in Early Childhood Special Education II
SPCED-GE.2512 30 hours: 2–3 units. Spring, summer.

Student Teaching in Special Education I: Early Childhood (Grades B–2)
SPCED-GE.2903 Minimum 20 days: 3 units. Fall, spring.

Student Teaching in Special Education II: Early Childhood (Grades B–2)
SPCED-GE.2904 Minimum 20 days: 3 units. Fall, spring, summer.

Student Teaching in Special Education I: Early Childhood (Grades 1–6)
SPCED-GE.2901 Minimum 20 days: 2 units. Fall, spring.

Student Teaching in Special Education II: Early Childhood (Grades 1–6)
SPCED-GE.2902 Minimum 20 days: variable 2–3 units. Fall, spring.
Admission

Admission to NYU Steinhardt is offered to applicants who hold the bachelor’s degree or equivalent international credentials and who show promise of scholarly achievement. An applicant is judged on the basis of a variety of criteria that include academic record, letters of recommendation, and academic or professional honors. Where relevant, an applicant may also be judged by test scores and practical experience.

Graduate students are classified as follows:

1. Matriculated (degree) students—those who have been accepted for study toward a degree or certificate. Matriculation begins with the student’s first registration. A student is not permitted to be matriculated for two degrees or programs at the same time.

   Students who hold acceptable degrees from regionally accredited institutions may be considered for matriculation in the Steinhardt School of Culture, Education, and Human Development for the degrees of Master of Arts, Master of Fine Arts, Master of Music, Master of Science, Doctor of Philosophy, Doctor of Education, Doctor of Psychology1, Doctor of Arts1, Doctor of Physical Therapy, Doctor of Professional Studies, or for the Advanced Certificates. See also admission information under individual programs.

   Students are advised that enrollment in other than state-registered or otherwise approved programs may jeopardize their eligibility for certain student aid awards. All of the Steinhardt School’s programs are registered by the New York State Education Department. A copy of the State Inventory of Registered Programs is available for student review in the Office of the Associate Dean for Academic Affairs, 82 Washington Square East, 5th floor.

2. Special (nondegree) students—those who have filed a special student application and credentials showing that they are qualified to take courses but are not degree candidates in the Steinhardt School of Culture, Education, and Human Development. Special students must meet the same minimum requirements for admission as matriculants. Students not intending to matriculate for a degree and who are classified as special students must meet the required average for admission.

   Special students are permitted to enroll for up to 18 units during their entire status as a special student.

APPLICATION INFORMATION AND DEADLINES

Information regarding the application process, financial aid, and housing for graduate students may be obtained from the Office of Graduate Admissions, Steinhardt School of Culture, Education, and Human Development, New York University, 82 Washington Square East, 3rd Floor, New York, NY 10003-6680; 212-998-5030; steinhardt.nyu.edu/graduate_admissions.

Components of a Degree Application

An application is considered complete and ready for review by the Admissions Committee when all appropriate materials have been received. The following items are necessary before the committee will review an application:

- Completed and signed Application for Graduate Admission
- Statement of purpose/personal statement
- Résumé/Curriculum vitae
- Official transcripts in a sealed envelope from each postsecondary school attended
- A $75.00 nonrefundable application fee
- Art/Music Portfolio: Most art and music programs require a portfolio or a performance audiotape, videotape, CD, or DVD for evaluation. Visit the respective program website for specific requirements.

- Supplemental materials if required by the desired program. Prospective applicants must check the the online Graduate Admissions Application Guide for information on supplemental materials. The guide is located at www.steinhardt.nyu.edu/guide.

- GRE scores: Required for all doctoral applicants and applicants to the following master’s programs:
  - M.A. in Media, Culture, and Communication (MDCC)
  - M.S. Program in Communicative Sciences and Disorders (CSDM),
  - M.A. in Human Development and Social Intervention (HDSI)
  - M.A. in Education and Jewish Studies (EDJS)
  - M.A. in Education and Jewish Studies and Hebrew and Judaic Studies (Dual Degree: Steinhardt/GSAS) (EJHJ)
  - M.A. in Teaching French as a Foreign Language (Joint Degree: Steinhardt/GSAS) (FLTF)
  - M.A. in Teaching Spanish as a Foreign Language (Joint Degree: Steinhardt/GSAS) (FLTF)

All other master’s and advanced certificate programs do not require GRE scores. An unofficial copy of your test scores should accompany your graduate application materials, and official scores must be on file by the deadline before a decision will be rendered. NYU Steinhardt’s ETS institution code is 2556; a departmental code is not required. Visit www.gre.org for more information about the exam.

- TOEFL scores: The TOEFL exam is required for all applicants whose native language is not English and who did not receive the equivalent of a four-year U.S. undergraduate education from an institution where English is the official language of instruction. Applicants holding or completing only a graduate degree from an English-speaking institution are still required to submit a TOEFL score unless the graduate program was four or more years in duration. To clarify: if your

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1 Students are not being admitted to this doctoral program.
graduate education was less than four years in duration at an institution where English was the official language of instruction, the TOEFL would still be required. All doctoral applicants whose native language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). An official score report must be sent to NYU Steinhardt before the appropriate deadline, using institution code 2556. No department code is necessary. Visit www.toefl.org for more information about the exam.

■ Recommendation letters: All doctoral applicants must submit three letters of recommendation. Most master’s and advanced certificate applicants require two letters. Applicants should check the online Application Guide at www.steinhardt.nyu.edu/guide for more detailed information relevant to their program of interest.

All programs reserve the right to request additional information and materials if deemed necessary for admission or financial aid consideration.

Students who have been denied admission as matriculants in a particular program may not take courses as a special student in that program, except where specifically permitted to do so by the director of enrollment management, Office of Graduate Admissions.

Special students contemplating eventual matriculation for a master’s degree should take note that 18 units of coursework toward any master’s degree must be completed after matriculation is established for that degree.

Applicants with foreign credentials and/or nonimmigrant visas should see below.

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

Doctoral Programs
Ph.D. and Ed.D. programs (fall only)—December 1
D.P.T. entry-level program PTSP (summer only)—December 1
D.P.S. program OTHS (fall or spring)—March 15 for fall or November 1 for spring

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

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

Summer Study Abroad
For up-to-date information on applying for study abroad, prospective candidates should visit steinhardt.nyu.edu/summer_abroad/how_to_apply.

INTERNATIONAL STUDENTS AND APPLICANTS WITH INTERNATIONAL CREDENTIALS
NYU Steinhardt encourages applications from international students. We offer a diversity of programs that attract master’s and doctoral candidates from all over the world. A few important points for international students:

1. Apply on time! Because additional mailing time and processing are required for international credentials, applicants should have all application materials in the Office of Graduate Admissions well before the appropriate deadline.

2. Transcripts and Degree Information. You must have the equivalent of a U.S. bachelor’s degree to be considered for admission. Candidates holding an artist diploma may be considered for the music performance, music theory, or composition programs. For each post-secondary school attended, one transcript in the original language and one English translation are required to be submitted with your application. In determining what items to submit, please understand that the Admissions Committee must be able to review four elements related to your prior studies: (1) the courses taken as part of your studies; (2) the grades received for those courses; (3) the actual degree/title conferred; and (4) the date the degree was conferred/awarded.

Due to accrediting and internship requirements, applicants to the M.S. in clinical nutrition (HOND) who have non-U.S. credentials must present a course-by-course evaluation of their international credentials along with their completed application. A number of agencies can provide this service. NYU Steinhardt recommends World Education Services (www.wes.org). To locate other independent foreign degree evaluation agencies visit www.eattright.org/students/getstarted/international/agencies.aspx.

3. The Test of English as a Foreign Language (TOEFL) is mandatory for all applicants whose native language is not English or who did not receive a bachelor’s degree at an English-speaking college or university. Applicants holding or completing only a graduate degree from an English speaking institution are still required to submit a TOEFL score unless the graduate program was four or more years in duration. Other English language proficiency exams such as the IELTS can not be submitted for the TOEFL. With the exception of the above-mentioned conditions, the TOEFL cannot be waived, and conditional admission is not given to applicants who have not taken the TOEFL. Include a copy of your TOEFL score report from Educational Testing Service (ETS) if possible with your application. The official scores must be reported to the Office of Graduate Admissions Office by ETS by the appropriate application deadline. Although we do not have a required TOEFL score, successful applicants typically score 100 or above on the internet-based test or 600 or above on the paper-based test. Our TOEFL test code the ETS is 2556. A department code is not required. Visit www.toefl.org for registration information.

4. American Language Institute (ALI). Regardless of the TOEFL score, all accepted applicants whose native
language is not English may be instructed by NYU Steinhardt’s Office of Student Affairs to take an English proficiency examination, for an additional fee, at New York University’s American Language Institute (ALI) on arrival. Depending on your performance on this examination, you may be required to take noncredit remedial English coursework before or while you are taking regular academic coursework. Such remedial course work may lengthen the time and expense of graduate study and should therefore be taken into account by students and their funding sources.

5. Financial Aid. NYU Steinhardt encourages international applicants to investigate scholarship support offered by their home country. Master’s and advanced certificate applicants who are not U.S. citizens or permanent residents are not eligible for federal financial aid and typically do not receive consideration for school-based financial aid. Full-time doctoral applicants, regardless of country of citizenship, will receive consideration for fellowships and assistantships.

6. Visa Information. All international applicants wishing to obtain the F1 student visa will list “New York University” as the “expected visa sponsor” on the graduate admissions application. When completing your admissions application, please be sure to use your full legal name as it appears on your passport. The use of any other names, such as nicknames, will cause serious delays in applying for your U.S. visa. All international applicants must have an international address as their permanent address. The U.S. government mandates that international candidates have a permanent, international address to receive their visa. Please be prepared to pay additional fees for processing your I-20 and your student visa from NYU and your student visa from the U.S. government. Heightened security measures may result in delays in processing your

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**The American Language Institute**
The American Language Institute of the School of Continuing and Professional Studies of New York University offers intensive courses in English for students with little or no proficiency in the language. All international students must take the American Language Institute's English Diagnostic Test. Appointments for the test can be made by calling 212-998-7040. Results are sent to the student and to NYU Steinhardt's Office of Student Affairs. Before being advised by an academic adviser, students must be interviewed by an adviser in the Office of Student Affairs for appropriate English courses and course load in their programs. These recommendations are forwarded to the student’s faculty adviser.

Individuals who wish to obtain additional information about the American Language Institute are invited to contact them: American Language Institute, School of Continuing and Professional Studies, New York University, 7 East 12th Street, Room 821 New York, NY 10003; telephone: 212-998-7040; fax: 212-995-4135; www.scps.nyu.edu/alii; email: alii@nyu.edu.

**New International Student Seminar**
Participation in the New International Student Seminar (SAHS-GE 2003) is required of all new international graduate students during their first semester in residence. The seminar explores professional issues and provides additional orientation and guidance to the school, the University, and the city. Consult the Office of the Associate Dean for Student Affairs, Pless Hall, 2nd floor; 212-998-5065; steinhardt.nyu.edu/orientation/international for further information.

**CAMPUS VISITS**
All prospective students are invited to visit the New York University campus. Many programs host information sessions throughout the academic year. Please call the Office of Graduate Admissions at 212-998-5030 or visit steinhardt.nyu.edu/graduate_admissions to learn of the dates.

For more information, go to NYU's Visitor Information page at www.nyu.edu/about/visitor-information.html.
Registration and Advisement

Registration

All degree students are assigned advisers and are urged to take full advantage of all opportunities for securing advice before selecting courses.

**DEGREE STUDENTS**

Degree students are required to obtain adviser approval prior to registration. The adviser assigned to each student is familiar with the requirements and opportunities within his or her program of study. The adviser will consult with the individual student concerning (1) the selection of courses or where alternate choices are possible, (2) the sequence in which courses may best be taken, and (3) the methods by which exemptions may be secured. For the most up-to-date and detailed information on requirements and procedures, students should check with their department. By approval and signature, the adviser attests to the courses selected as meeting degree requirements. The responsibility for meeting the degree requirements, however, rests with the student.

**SPECIAL (NONMATRICULATED) STUDENTS**

Graduates of accredited four-year colleges holding acceptable degrees may register as special students in courses for which they meet the prerequisites and that are open to special students. Such a student should submit (with fee) an undergraduate transcript indicating degree conferral and an application for admission as a special student. Special students are required to meet with the special student adviser prior to registration. Approval to register as a nondegree student does not imply or guarantee admission into a degree program.

All special students must meet the academic standards of the school. The approval as a special graduate student is for one semester unless otherwise noted. Extensions may be granted upon reapplication. The application form may be obtained by contacting the Office of Graduate Admissions, Steinhardt School of Culture, Education, and Human Development, New York University, Pliss Hall, 82 Washington Square East, 3rd Floor, New York, NY 10003-6680; 212-998-5030. The application may also be downloaded at steinhardt.nyu.edu/graduate_admissions.

**VETERANS**

Various Department of Veterans Affairs programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel, subject to certain restrictions. Under most programs, the student pays tuition and fees at the time of registration but will receive a monthly allowance from Veterans Affairs.

Veterans with service-connected disabilities may be qualified for educational benefits under Chapter 31. An applicant for this program is required to submit to the Department of Veterans Affairs a letter of acceptance from the college the applicant wishes to attend. On meeting the requirements of Veterans Affairs, the applicant will be given an Authorization for Education (VA Form 22-1905), which must be presented to the Office of the University Registrar, 25 West 4th Street, before registering for course work.

Allowance checks are usually sent directly to veterans by the Department of Veterans Affairs. Veterans and eligible dependents should contact the Office of the University Registrar each term for which they desire Veterans Affairs certification of enrollment.

All veterans are expected to reach the objective (master’s degree, doctorate, or certificate) authorized by Veterans Affairs with the minimum number of units required. The Department of Veterans Affairs may not authorize allowance payments for credits that are in excess of scholastic requirements, that are taken for audit purposes only, or for which nonpunitive grades are received.

Veterans may obtain applications or assistance in the Office of the University Registrar, 25 West 4th Street, 1st Floor.

Since interpretation of regulations governing veterans’ benefits is subject to change, veterans should keep in touch with the Department of Veterans Affairs or NYU’s Office of the University Registrar.

**AUDITING**

Graduate matriculated students may audit a maximum of two Steinhardt School of Culture, Education, and Human Development (-GE) courses per term with the approval of the course instructor. The total number of credit and audit courses for full-time students may not exceed 18 units in a given term; the total number of credit and audit courses for part-time students may not exceed 11 units in a given term, nor do audit courses count toward full-time status. No credit will be given or letter grades recorded, no withdrawals will be honored or refunds granted on courses so audited. Students receiving any form of financial aid must show evidence of full-time credit registration before requesting auditing privileges. Tuition remission may not be applied. Auditing forms may be obtained from the Steinhardt Office of Advisement and Registration Services, Pliss Hall, 2nd Floor, and must be filed in the Office of...
the University Registrar, 25 West 4th Street, prior to the beginning of the third week of the term in question.

**DROP/ADD AND WITHDRAWAL POLICIES**

Courses added without adviser approval may be considered as not meeting degree requirements. Students and faculty are urged to monitor this procedure carefully. Only an official adviser is authorized to sign a student’s drop/add form.

Students are permitted to add to their program during the first two weeks of regular classes. A student may not add a course beyond the end of the second week of the term with the exception of courses that begin midsemester.

Students may register for midsemester courses prior to the first meeting of the class through the ALBERT registration system, or a Change of Program Form and must have the approval of the academic adviser.

No change in schedule is valid unless it is reported to the Office of the University Registrar on the forms provided or by using the ALBERT registration system. Change of Program forms may be obtained from the program adviser. Courses officially dropped during the first three weeks of the term will not appear on the transcript. Those dropped from the beginning of the fourth week through the ninth week of the term will be recorded with a grade of “W.” After the ninth week, no one may withdraw from a course.

**FULL-TIME EQUIVALENCY**

The University defines full-time coursework to be a minimum of 12 units each term. It is considered to be equivalent to 40 hours of study per week. Full-time equivalency students are expected to spend no less than 40 hours per week on a combination of coursework and the items that appear below.

Full-time equivalency status may affect financial aid. Financial aid is based on billable credit hours (the actual number of credits for which a student is enrolled) and not any additional approved equivalency credits that a student is eligible to receive.

### Eligibility Categories for Full-Time Equivalency

1. **Required Internship:** Students may receive full-time equivalency for 40 hours per week of required internship. This category may be prorated: e.g., students may receive 3 units of equivalency for 10 hours per week of required internship.

   **Please note:** Student teaching does not fall under the guidelines of an internship and is, therefore, not eligible for equivalency.

2. **Master’s Final Experience/Thesis:**
   a. A student working 40 hours per week on a master’s thesis may receive full-time equivalency for one semester. (This category may be prorated for a maximum of two semesters depending on program requirements.)
   b. A student working on a master’s final project and not registered for units of credit for this requirement may receive 3 units of equivalency for one semester only.
   c. A student working 40 hours per week on a culminating gallery showing or performance with verification from the department may receive full-time equivalency for one semester. (This category may be prorated for a maximum of three semesters depending on program requirements.)

3. **Candidacy Examination:** A matriculated student preparing for the doctoral candidacy examination may receive 3 units of equivalency for one term only.

4. **Supervised Research on Topic for Proposal:**
   a. A doctoral candidate working on the topic for the dissertation may receive 3 units of equivalency for one term only if the adviser certifies that the candidate is doing at least 10 hours of research per week.
   b. A doctoral candidate enrolled in the Dissertation Proposal Seminar is eligible for 3 additional units of equivalency.

5. **Supervised Research on Proposal:** A doctoral candidate may receive full-time equivalency for working on the proposal for a maximum of two consecutive years (including the respective summer sessions). The candidate must have an approved chairperson. In all cases, full-time equivalency may be granted only if the dissertation committee chairperson attests that the candidate is working 40 hours per week toward the proposal. If a candidate is working 20 hours of work per week toward the proposal, that candidate would be eligible for half-time equivalency.

6. **Supervised Research on Dissertation:** A doctoral candidate who has completed all required coursework, has an approved dissertation committee, and whose proposal has been approved may request full-time equivalency if the candidate is working 40 hours per week on the dissertation and if clear evidence indicates that the student is making satisfactory progress toward submission of the dissertation.

   **Please note:** There can be no full-time equivalency for students when they have full-time employment unless they are interns fulfilling a degree requirement. Students are not eligible for equivalency if they are not registered for any unit-bearing coursework; therefore, students registered for leave of absence, maintenance of matriculation, or zero-unit courses will not be considered for equivalency. Certification of full-time study must be determined at the time of registration. The only way in which full-time equivalency can be officially established is by a fully completed equivalency form being filed with the Steinhardt Office of Advisement and Registration Services. Information relating to both full-time and half-time equivalency status may be obtained from the Steinhardt Office of Advisement and Registration Services, Pless Hall, 2nd Floor.

**LEAVE OF ABSENCE**

Students who are planning a leave of absence are referred by their adviser to the Office of Counseling and Student Services, Pless Hall, 2nd Floor, to complete an interview as part of the official “leave” process.

A leave of absence may not exceed two semesters or one academic year. There is no fee for the leave of absence.
as there is no access to University facilities during the period of the leave.

Please note: Doctoral students, with the exception of DPT and DPS students, are not eligible for leaves of absence (see page 179).

MAINTENANCE OF MATRICULATION

To maintain matriculation in a master’s degree or advanced certificate program, a candidate is required to complete at least one 3-unit course each academic year at New York University, under the auspices of the Steinhardt School of Culture, Education, and Human Development. In lieu of such completion, student’s must pay a maintenance fee of $300 per academic year plus a nonreturnable registration and services fee. All course requirements must be completed within six years from the date of matriculation. Continuous maintenance of matriculation is required. (See Tuition, Fees, and Expenses, page 165.)

Please note: Doctoral students, with the exception of DPT and DPS students, are not eligible for maintenance of matriculation (see page 179).

PERMITTED COURSE LOADS

A full-time graduate student may register for a minimum of 12 units per term. The maximum number permitted any student is 18 units (16 units in summer). Graduate students registering for fewer than 12 units who wish to establish full-time status should consult their advisers for specific regulations governing such procedures. (See Full-Time Equivalency, above.)

GRADUATION APPLICATION

Students may officially graduate in September, January, or May. The Commencement ceremony for all schools is held in May. Students must apply for graduation via ALBERT. A student must be enrolled for either coursework or maintenance of matriculation during the academic year of graduation. In order to graduate in a specific semester, you must apply for graduation within the application deadline period indicated on the calendar. (Students view the graduation deadlines calendar and general information about graduation on the Office of the Registrar’s webpage at www.nyu.edu/registrar.) It is recommended that the student apply for graduation no later than the beginning of the semester in which he or she plans to complete all program requirements. If the student does not successfully complete all academic requirements by the end of the semester, he or she must reapply for graduation for the following cycle.

OFFICIAL TRANSCRIPTS

Official copies of a student’s University transcript can be requested when a stamped and sealed copy of the student’s University records is required. Requests for official transcripts require the signature of the student requesting the transcript. Currently, we are not accepting requests for a transcript by email.

A transcript may be requested by either (1) completing the online request form at www.nyu.edu/registrar/transcript-form.html and mailing or faxing the signature page (recommended method) or (2) writing a request letter (see below) and mailing or faxing the completed and signed letter. Our fax number is 212-995-4154; our mailing address is New York University, Office of the University Registrar, Transcripts Department, P.O. Box 910, New York, NY 10227-0910.

There is no charge for academic transcripts.

Writing a Request Letter: A request letter must include all of the following information:

- University ID Number
- Current name and any other name under which you attend/attended NYU
- Current address
- Date of birth
- School of the University you attend/attended and for which you are requesting the transcript
- Dates of attendance
- Date of graduation
- Full name and address of the person or institution to which the transcript is to be sent

There is no limit for the number of official transcripts that can be issued to a student. The student should indicate in his or her request if he or she would like the University to forward the transcripts to the student’s home address, but NYU still requires the name and address of each institution.

Unofficial transcripts are available on ALBERT.

If the student initiates his or her transcript request through the online request form, the student will receive email confirmation when the Office of the University Registrar has received the student’s signed request form. Contact the office at 212-998-4280.

Once a final examination period has begun, no transcript will be forwarded for any student who is currently enrolled in courses until all the student’s final grades have been received and recorded. Students must notify the Office of the University Registrar immediately of any change of address.

Students are able to access their grades at the end of each semester via ALBERT, NYU’s Web-based registration and information system. ALBERT can be accessed via NYUHome at home.nyu.edu.

INFORMATION ON HOW TO REQUEST ENROLLMENT VERIFICATION

Students can view and print their own enrollment certification directly from ALBERT using integrated National Student Clearinghouse student portal. This feature can be accessed from the “Enrollment Certification” link on the ALBERT homepage. Eligible students are also able to view and print a Good Student Discount Certificate, which can be mailed to an auto insurer or any other company that requests proof of status as a good student (based on cumulative GPA). This feature is available for students in all schools except the School of Law.

Verification of enrollment or graduation may also be requested by submitting a signed letter with the following information: University ID number, current name and any name under which the student has attended NYU, current address, date of birth, school of the University attended, dates attended, date of graduation, and the full name and address of the person or institution to which the verification is to be sent. Requests should be submitted to the Office of the University Registrar, Transfer and Certification Department, New York University, P.O. Box 910, New York, NY 10227-0910. Or students can fax their signed request to 212-995-4154. Students must allow seven business days from the time the Office of the University Registrar is in receipt of a request. To confirm receipt of a request, students must contact our office at 212-998-4280. Currently we are not accepting requests for certification by email.
ARREARS POLICY
The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charge (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

DIPLOMA ARREARS POLICY
Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Office of the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

Advisement

ATTENDANCE
Regulations governing required or voluntary class attendance in the school are determined by individual departments and instructors.

CHANGE OF PROGRAM AND/OR DEGREE OBJECTIVE
Students who are changing their program and/or degree objective must complete the appropriate forms available from the Office of Graduate Admissions, Pless Hall, 3rd Floor. Students who are changing from one program or concentration to another within the same department or from one department to another department within the Steinhardt School of Culture, Education, and Human Development must submit an Internal Transfer Form and submit all appropriate documents for the desired program. Students desiring a change of degree must submit a new Application for Graduate Admission and the appropriate documents for the desired degree. Students who are transferring from NYU Steinhardt to another school at New York University (GSAS, Stern, etc.) must file an application and appropriate documents with the admissions office of the appropriate graduate division.

GRADES
The scale of grades is based on a 4-unit scale as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Note:
- If a student repeats a course in which he or she had received a failing grade, only the second grade is counted in the average; the lower grade, although it does not count towards the degree, is not removed from the transcript.
- Note: F grades and all other permanent grades may not be changed unless the original grade resulted from a clerical error.
- Note: There are no A+, D-, or F+ grades.

W = Official withdrawal. Courses officially dropped during the first three weeks of the term will not appear on the transcript. Those dropped from the beginning of the fourth week through the ninth week of the term will be recorded with a grade of “W.” After the ninth week, no one may withdraw from a course.

R = Registered paid auditor, not graded.
P = Pass, not counted in average.
N = Not counted (see IP).
IP = Incomplete but passing—term paper or other work or final examination lacking (grade given only with the permission of the instructor); may be made up within time limits (see note below). If not made up, grade lapses to N.
IF = Incomplete but not passing; may be made up within time limits. If not made up, grade lapses to F and will be computed in the student’s grade unit average.

Note: “GE” courses: A grade of “I” must be removed within the time limit set by the instructor; which limit may not exceed six months after the close of the course. Students with 9 credits or more of IP, IF, or N on their transcripts at any given semester will be considered as not making satisfactory progress in their programs of study and will be subject to probation. Students who have two consecutive probationary terms will be subject to dismissal. (Any N grade course that has been repeated with a passing grade will not be counted in these totals, nor will courses in which “I” grades are normally given, e.g., Dissertation Proposal Seminar.)

The lowest passing graduate grade is D.

A general average of 2.5 is required for the master’s degree, and a general average of 3.0 is required for the sixth-year Certificate of Advanced Study and doctoral degrees.

Note: Students taking “GG,” “GH,” and “GC” courses in other graduate divisions of NYU are urged to check with the appropriate school for details of their grading policies because they may differ from those of the Steinhardt School of Culture, Education, and Human Development.

INDEPENDENT STUDY
It should be noted that independent study requires a minimum of 45 hours of work per unit. Independent study cannot be applied to the established professional education sequence in teaching curricula.

Each departmental program has established its own maximum credit allowance for independent study. This information may be obtained from a student’s departmental adviser.

Prior to registering for independent
study, each student should obtain an Independent Study Approval Form from the adviser; this form will provide a title to the independent study (it is not a registration form). When completed, this form must be submitted to the Office of the University Registrar, 25 West 4th Street.

**PASS/FAIL OPTION**
Matriculated students have the option to take courses on a pass/fail basis. The maximum of such courses is determined by the program but may not exceed 25 percent of the student’s total program. The student is responsible for adherence to these regulations.

Courses that are departmentally designated as pass/fail shall not be included in the 25 percent pass/fail option open to students. This pass/fail option can be applied only to “-GA”, “-GE” and “-GG” courses. Once this option is utilized, such a decision cannot be changed nor will the letter grade be recorded. The lowest passing grade is D. An F grade is counted in the average. Pass/fail grades are not considered “weighted grades.” Pass/fail option forms may be obtained from the Office of Advisement and Registration Services, Pless Hall, 2nd Floor, and must be filed in the Office of the University Registrar prior to the end of the fifth week of the term for fall and spring term courses. The fifth meeting of the class is the final date for filing pass/fail option forms for courses taken during the summer sessions.

**STUDY ABROAD**
Students may fulfill a limited number of their course requirements through various study abroad programs.

Such programs are offered through the Office of Academic Initiatives and Global Programs (for further information, visit www.steinhardt.nyu.edu/studyabroad or call the office at 212-992-9380).

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**POLICIES CONCERNING PLAGIARISM**
The Bylaws of the University define the educational conduct of students to be under faculty jurisdiction. Given this charge, the Steinhardt School of Culture, Education, and Human Development has established the following guidelines to avoid plagiarism, a form of academic misconduct.

Students in the process of learning acquire ideas from others and exchange ideas and opinions with classmates, professors, and others. This exchange occurs in reading, writing, and discussion.

Students are expected—and often required—to build their own work upon that of other people, just as professional researchers and writers do. Giving credit to someone whose work has helped one’s own is courteous and honest. Plagiarism, on the other hand, is a form of fraud. Proper acknowledgment marks the difference.

A hallmark of the educated student is the ability to recognize and acknowledge when information is derived from others. The Steinhardt School of Culture, Education, and Human Development expects that a student will be scrupulous in crediting those sources that have contributed to the development of his or her ideas. In particular, it is the responsibility of the student to learn the proper forms of citation: directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from another’s work must be acknowledged. The following definition of plagiarism has been adopted by the faculty members of the Steinhardt School of Culture, Education, and Human Development:

—Plagiarism is presenting someone else’s work as though it were your own. More specifically, plagiarism is to present as your own: a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer’s work; facts or ideas gathered, organized, and reported by someone else, orally and/or in writing.

—Since plagiarism is a matter of fact, not of the student’s intention, it is crucial that acknowledgment of sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.

NYU Steinhardt imposes heavy penalties for plagiarism in order to safeguard the degrees that the University grants. Cases of plagiarism are considered among the most serious of offenses. (See NYU Steinhardt’s Statement on Academic Integrity in the Steinhardt School of Culture, Education, and Human Development Student Handbook.)

**DISCIPLINE**
Students are expected to familiarize themselves and to comply with the rules of conduct, academic regulations, and established practices of the University and the Steinhardt School of Culture, Education, and Human Development. If, pursuant to such rules, regulations, or practices, the withdrawal of a student is required before the end of the term for which tuition has been paid, a refund will be made according to the standard schedule for refunds.

**GRADUATE COMMISSION**
The voting membership of the commission is composed of the dean and an elected faculty member from each of the schools offering a graduate program as well as academic officers from the central administration. Each school is also represented by a member of its student body.
UNIVERSITY POLICY ON PATENTS
Students offered research opportunities are reminded that inventions arising from participation in such research are governed by the University’s Statement of Policy on Patents, a copy of which may be found in the Faculty Handbook or obtained from the dean’s office.

NEW YORK UNIVERSITY WEAPONS POLICY
New York University strictly prohibits the possession of all weapons, as described in local, state, and federal statutes, that includes, but is not limited to, firearms, knives, explosives, etc., in and/or around any and all University facilities—academic, residential, or other. This prohibition extends to all buildings—whether owned, leased, or controlled by the University, regardless of whether the bearer or possessor is licensed to carry that weapon. The possession of any weapon has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are duly authorized law enforcement personnel who are performing official federal, state, or local business and instances in which the bearer of the weapon is licensed by an appropriate licensing authority and has received written permission from the executive vice president of the University.

NEW YORK UNIVERSITY SIMULATED FIREARM POLICY
New York University strictly prohibits simulated firearms in and/or around any and all University facilities—academic, residential, or other. This prohibition extends to all buildings, whether owned, leased, or controlled by the University. The possession of a simulated firearm has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are instances in which (1) the bearer is in possession of written permission from a dean, associate dean, assistant dean, or department head and (2) such possession or use of simulated firearms is directly connected to a University- or school-related event (e.g., play, film production). Whenever an approved simulated firearm is transported from one location to another, it must be placed in a secure container in such a manner that it cannot be observed. Storage of approved simulated firearms shall be the responsibility of the Department of Public Safety in a location designated by the Vice President for Public Safety. Under no circumstances, other than at a public safety storage area, may approved simulated firearms be stored in any University-owned, -leased, or -controlled facilities.

CAMPUS SAFETY
The Department of Public Safety is located at 14 Washington Place; telephone: 212-998-2222; 212-998-2220 (TTY).

New York University’s annual Campus Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by NYU, and on public property within or immediately adjacent to the campus. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, drugs, and alcohol. You can obtain a copy of the current report by contacting Thomas Grace, Director of Judicial Affairs and Compliance, Office of the Vice President for Student Affairs (601 Kimmel Center: 212-998-4403), or Jay Zwicker, Crime Prevention Manager, Department of Public Safety (7 Washington Place: 212-998-1451), or by visiting the following website: www.nyu.edu/public.safety/policies.
Tuition, Fees, and Expenses

When estimating the cost of a university education, students should consider two factors: (1) the total cost of tuition, fees, and materials related to a particular program plus costs directly related to the choice of living style (dormitory, apartment, commuting costs); and (2) financial aid that may be available from a variety of sources.

This section provides information on both of these distinct but related topics.

Following is the schedule of fees established by the Board of Trustees of New York University for the years 2013–2015. The Board of Trustees reserves the right to alter this schedule without notice.

Note that the registration and services fee covers memberships, dues, etc., to the student’s class organization and entitles the student to membership in such university activities as are supported by this allocation and to receive regularly those university and college publications that are supported in whole or in part by the student activities fund. It also includes the University’s health services, emergency and accident coverage, and technology fees.

The act of registering generates related tuition and fee charges for which you are financially responsible. The Office of the Bursar is located at 25 West 4th Street. Checks and drafts are to be drawn to the order of New York University for the exact amount of the tuition and fees required. In the case of overpayment, the balance is refunded upon request by filing a refund application in the Office of the Bursar.

A fee will be charged if payment is not made by the due date indicated on the student’s statement.

The unpaid balance of a student’s account is subject to an interest charge of 12 percent per annum from the first day of class until payment is received.

Holders of New York State Tuition Assistance Program Awards will be allowed credit toward their tuition fees in the amount of their entitlement, provided they are New York State residents enrolled on a full-time basis and they present with their schedule/bill the Award Certificate for the applicable term.

Students who receive awards after registration will receive a check from the University after the New York State payment has been received by the Office of the Bursar and the Office of the University Registrar has confirmed eligibility.

DIPLOMA ARREARS POLICY
Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

GRADUATION
No candidate may be recommended for a degree until all required fees have been paid. The University cannot be responsible for the inclusion in the current official graduation list of any candidate who makes payment after the first day of May, September, or January for degrees in May, September, or January, respectively. Following the payment of all required fees, and on approval of the faculty, the candidate will be recommended for the degree as of the date of the next regular meeting of the University Board of Trustees where the awarding of degrees is a part of the order of business.

TUITION
Tuition per unit, per term.............$1,260
Fall term 2013
Nonreturnable registration..........412
and services fee, first unit
Nonreturnable registration..........60
and services fee, per unit, for registration after first unit
Spring term 2014
Nonreturnable registration..........425
and services fee, first unit
Nonreturnable registration..........60
and services fee, per unit, for registration after first unit

Doctor of Physical Therapy (D.P.T.) tuition, see page 117.

GENERAL FEES AND EXPENSES
Basic Health Insurance Benefit Plan (full-time domestic students automatically enrolled; any student can select):
Annual.............................................$1,360
Fall term............................................525
Spring term (coverage for the spring and summer terms).....................835
Summer term (only for students who did not register in the preceding term)..............368

Comprehensive Health Insurance Benefit Plan (international students automatically enrolled; all others can select):
Annual.............................................$2,132
Fall term............................................823
Spring term (coverage for the spring and summer terms).....................1,309
Summer term (only for students who did not register in the preceding term)..............576

Stu-Dent Plan (dental service through NYU’s College of Dentistry):
Initial Enrollment.........................$225
Spouse/Partner.....................................225
Dependent...........................................80
Renewal.............................................185
Late tuition payment fee (other than late registration).........................25
Penalty fee..........................................10

1Waiver option available.
2Students automatically enrolled in the Basic Plan or the Comprehensive Plan can change between plans or waive the plan entirely (and show proof of other acceptable health insurance).
Application fee for admission:
Graduate degree (nonreturnable, see page 176) .................... $75
Graduate special student status
(nonreturnable), payable one time only (see page 176) .......... $75
Deposit upon graduate acceptance, depending on the program, (nonreturnable) ........ $200 to 750

Late registration
Additional fee payable by any student permitted to register commencing with the second week of classes .......... $25
commencing with the fifth week of classes ...................... $50

Maintenance of matriculation
(per academic year) .................... $300
Plus
Registration and services fee
Fall 2013 ........................................ $344
Spring 2014 .................................. 357
(master’s and sixth-year students only; doctoral students should consult page 190.)

Duplicate rating sheet ................ $2
Makeup examination ..................... $20

COURSE-RELATED FEES
Music and Performing Arts Professions Private instruction fee:

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>COST</th>
<th>SECTIONS</th>
<th>TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEARSAMFA</td>
<td>$350</td>
<td>ALL</td>
<td>Art studio</td>
</tr>
<tr>
<td>GEARSMMA</td>
<td>$350</td>
<td></td>
<td>Photo Lab</td>
</tr>
<tr>
<td>GEARSTDMA</td>
<td>$350</td>
<td></td>
<td>Art studio</td>
</tr>
<tr>
<td>GEARSTMMA</td>
<td>$350</td>
<td></td>
<td>Art studio</td>
</tr>
</tbody>
</table>

MPABR-GE $105 ALL Private Lesson
MPAJZ-GE $235 ALL Tickets
MPAJZ-GE $105 ALL Private Lesson
MPAME-GE $100 ALL Recital
MPAPE-GE $100 ALL Private Lesson
MPAPE-GE $100 ALL Recital
MPAPS-GE $105 ALL Private Lesson
MPASS-GE $105 ALL Private Lesson
MPASS-GE $105 ALL Private Lesson
MPATC-GE $105 ALL Recital
MPATC-GE $105 ALL Private Lesson
MPATC-GE $105 ALL Private Lesson
MPATC-GE $105 ALL Private Lesson
MPATC-GE $105 ALL Private Lesson
MPAWV-GE $105 ALL Private Lesson
MPAWV-GE $105 ALL Private Lesson
MPAWV-GE $105 ALL Private Lesson
MPAWW-GE $105 ALL Private Lesson

OT-GE $50 ALL Lab
PT-GE $65 ALL Lab Fee

GEPTPSDPT Variable DPT Flat Rate

DOCTORAL ADVISEMENT FEE
Doctoral students should consult page 190.

DEFERRED PAYMENT PLAN
The Deferred Payment Plan allows you to pay 50 percent of your net balance due for the current term on the payment due date and defer the remaining 50 percent until later in the semester. This plan is available to students who meet the following eligibility requirements:

■ Matriculated and registered for 6 or more units
■ Without a previously unsatisfactory University credit record
■ Not in arrears (past due) for any University charge or loan

The plan includes a nonrefundable application fee of $50, which is to be included with the initial payment on the payment due date.

Interest at a rate of 1 percent per month on the unpaid balance will be assessed if payment is not made in full by the final installment due date.

A late payment fee will be assessed on any late payments.

A separate deferred payment plan application and agreement is required for each semester this plan is used. The Deferred Payment Plan application will be available at www.nyu.edu/bursar/forms in July for the fall semester and in December for the spring semester.

For additional information, please visit the Office of the Bursar website at www.nyu.edu/bursar/payment.info/plans.html or call 212-998-2806.

TUITIONPAY PLAN
TuitionPay (formerly called AMS) is a payment plan administered by SallieMae. The plan is open to all NYU students with the exception of the SCPS noncredit division. This interest-free plan allows for all or a portion of a student’s educational expenses (including tuition, fees, room, and board) to be paid in monthly installments.

The traditional University billing cycle consists of one large lump sum payment due at the beginning of each semester (August for the Fall semester and January for the Spring semester). TuitionPay is a budget plan that enables a family to spread payments over the course of the academic year. By enrolling in this plan, you spread your fall semester tuition payments over a four-month period (June through September) and your spring semester tuition payment over another four-month period (November through February).

With this plan, you budget the cost of your tuition and/or housing, after deducting any financial aid you will be receiving and/or any payments you have made directly to NYU.

A nonrefundable enrollment fee of $50 is required when applying for the fall and spring TuitionPay plan. You must enroll in both the fall and spring plans. Monthly statements will be mailed by TuitionPay, and all payments should be made directly to them. For additional information, contact TuitionPay at 800-625-0120 or visit the NYU Bursar website at www.nyu.edu/bursar/payment.info/plans.html.
WITHDRAWAL AND REFUND OF TUITION

A student who for any reason finds it impossible to complete a course for which he or she has registered should consult with an academic adviser and file a completed Change of Program form with the Office of the Bursar. (Note: An official withdrawal must be filed if a course has been canceled, and, in this case, the student is entitled to a refund of tuition and fees paid.) Withdrawal does not necessarily entitle the student to a refund of tuition paid or a cancellation of tuition still due. A refund of tuition will be made provided such withdrawal is filed within the scheduled refund period for the term (see schedule below as well as the separate schedule for intensive Weekend Graduate Study).

Merely ceasing to attend a class does not constitute official withdrawal, nor does notification to the instructor. A stop payment of a check presented for tuition does not constitute withdrawal, nor does it reduce the indebtedness to the University. The nonreturnable registration and services fee and a penalty of $20 for a stopped payment must be charged in addition to any tuition not canceled.

The date on which the Change of Program form is filed, not the last date of attendance in class, is considered the official date of withdrawal. It is this date that serves as the basis for computing any refund granted the student.

The refund period (see schedule below) is defined as the first four calendar weeks of the term for which application for withdrawal is filed. The processing of refunds takes approximately two weeks.

Refund Period Schedule (Fall and Spring Terms Only)

This schedule is based on the total applicable charge for tuition excluding nonreturnable fees and deposits.

<table>
<thead>
<tr>
<th>Week of the Term</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 1st Day of Term</td>
<td>100% tuition only</td>
</tr>
<tr>
<td>1st Week</td>
<td>70% tuition only</td>
</tr>
<tr>
<td>2nd Week</td>
<td>55% tuition only</td>
</tr>
<tr>
<td>3rd Week</td>
<td>25% tuition only</td>
</tr>
<tr>
<td>After 3rd Week</td>
<td>0% tuition only</td>
</tr>
</tbody>
</table>

Withdrawal on or before the official opening date of the term and for the first two weeks of the semester: 100% (100% of tuition and fees)

Withdrawal of all courses on the second day after the official opening date of the term through the end of the first calendar week: 100% (100% of tuition only)

The first calendar week consists of the first seven (7) calendar days beginning with the official opening date of the term (Note: not the first day of the class meeting).

Withdrawal within the second calendar week from the opening date of the term: 70% tuition only

Withdrawal within the third calendar week from the opening date of the term: 55% tuition only

Withdrawal within the fourth calendar week from the opening date of the term: 25% tuition only

Withdrawal after completion of the fourth calendar week of the term: 0% tuition only

Please note: A student may not withdraw from a class the last three weeks of the fall or spring term or the last three days of each summer session.

Exceptions to the published refund schedules may be appealed in writing to the refund committee of the school and should be supported by appropriate documentation regarding the circumstances that warrant consideration of an exception. Exceptions are rarely granted. Students who withdraw should review the “Refunds” page on the Office of the Bursar’s website: www.nyu.edu/bursar.

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 semester 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 semester a student receives any aid, that semester will be counted in the satisfactory academic progress standard. This may require the student to make up credits before receiving any further aid.

1It should be noted that the registration and services fee is not returnable beginning with the second day after the official opening date of the term.

Financial Aid

New York University believes that students should be able to choose the college that offers them the best range of educational opportunities. In order to make that choice possible, New York University attempts to aid students who are in need of financial assistance.

Financial aid is awarded in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student’s demonstrated need. Renewal of assistance depends on annual reevaluation of a student’s need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Detailed information on financial aid is available with the admission application and is also available on the Office of Financial Aid website, www.nyu.edu/financialaid.

Many awards are granted purely on the basis of scholastic merit. Others are based on financial need. However, it is frequently possible to receive a combination of awards based on both. Thus, University scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. To ensure that maximum sources of available support will be investigated, students must apply for financial aid by the appropriate deadline.

A student who has received a financial aid award must inform the NYU Office of Financial Aid or the Office of Graduate Admissions if he or she subsequently decides to decline all or part of that award. To neglect to do so may prevent use of the award by another student. If a student has not claimed his or her award (has not enrolled) by the close of regular (not late) registration and has not obtained written permission...
from the Office of Financial Aid and the Office of Graduate Admissions for an extension, the award will be canceled, and the student may become ineligible to receive scholarship or fellowship aid in future years.

Determination of financial need is also based on the number of credits for which the student indicates he or she intends to register. A change in registration therefore may necessitate an adjustment in financial aid.

HOW TO APPLY
Students must submit the Free Application for Federal Student Aid (FAFSA), and later, New York State residents must also complete the New York State Tuition Assistance Program (TAP) application. (The TAP application is available on the Internet when using FAFSA on the Web. See www.nyu.edu/financialaid/tap.html.)

The FAFSA (available online at www.fafsa.ed.gov) is the basic form for all student aid programs; be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to New York University (NYU’s federal code number is 002785).

Students requiring summer financial aid must submit a summer aid application in addition to the FAFSA and TAP application. The application becomes available in February and can be obtained from the NYU Financial Aid website at www.nyu.edu/financialaid.

ELIGIBILITY
To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration.

Generally, University-administered aid is awarded to full-time students. Half-time students (fewer than 12 but at least 6 units per semester) may be eligible for a federal Stafford Student Loan or a federal PLUS Loan, but they must also maintain satisfactory academic progress.

Citizenship
In order to be eligible for aid both from NYU and from federal and state government sources, students must be classified either as U.S. citizens or as eligible noncitizens. Students are considered to be eligible for financial aid if they meet the criteria listed on NYU’s Financial Aid website at www.nyu.edu/financialaid.

Renewal Eligibility
Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the NYU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing.

Withdrawal
Students should follow the official academic withdrawal policy described in this bulletin. Those receiving federal aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government. The amount of federal aid “earned” up to that unit is determined by the withdrawal date and a calculation based on the federally prescribed formula. Generally, federal assistance is earned on a pro rata basis.

UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS
Through the generosity of its alumni and other concerned citizens, as well as from funds supplied by the federal government, the University is able to provide an extensive financial aid program for its students. Awards are competitive and based on academic achievement, test scores, and, in most cases, financial need.

Scholarships and Grants
Scholarships and grants awarded by the school generally range from $500 to full tuition.

Part-Time Employment
Wasserman Center for Career Development. Most financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses.

It is not necessary to be awarded work-study earnings in order to use the services of the Wasserman Center. All students may use the center as soon as they have paid their tuition deposit and may also wish to use the center as a resource for summer employment. Extensive listings of both on-campus and off-campus jobs are available. The Wasserman Center for Career Development is located at 133 East 13th Street, 2nd Floor; 212-998-4730.

New York City. As one of the largest urban areas in the world, New York City offers a wide variety of opportunities for part-time work. Many students work in order to gain experience in a field that they wish to enter after graduation and to help meet educational expenses. Many employers list positions with NYU’s Wasserman Center for Career Development.

NYU STEINHARDT SCHOOL-SPONSORED PROGRAMS
Application deadlines, criteria, award amounts, and other detailed information for school-based scholarships and fellowships may be found on the Graduate Admissions website at steinhardt.nyu.edu/financial_aid.

SCHOLARSHIPS
There are a number of scholarships available to both master’s and doctoral students and for full-time and part-time study. Scholarships typically provide partial tuition support, and decisions are based on merit and need. School-based scholarships include the following:

Full-Time Study
21st Century Scholarships
Steinhardt Graduate Study Scholarships
NYU Opportunity Scholarships
Deans Opportunity Scholarships
Next Step Scholarships
Peace Corps Returnee Scholarships
Historically Black Colleges and Universities (HBCU) Scholarships
Health Professions Opportunity Scholarships

Part-Time Study
Centennial Scholarships
Jonathan Levin Urban Education Scholarships
Mayor’s Graduate Scholarship Program

Internship in Student Personnel Administration. The Program in Higher and Postsecondary Education offers paid internships in a variety of student personnel positions at NYU and at area colleges. Interns enroll in three courses per term and work 20 hours per week for compensation, which includes various contributions of stipend, tuition, and room and board. Internship candidates must be applicants to or
current students in the M.A. Program in Higher and Postsecondary Education. For information, contact the Program in Higher and Postsecondary Education, Steinhardt School of Culture, Education, and Human Development, New York University, Pless Hall 82 Washington Square East, 6th Floor, NY 10003-6674; 212-998-5656.

The Juventud Española de Brooklyn Scholarship. This scholarship was established to provide financial assistance to matriculated students who intend to earn a degree that will enable them to teach Hispanic culture and/or language. Individuals interested in applying for this scholarship should forward a letter of interest, an official transcript of previous college work, and two letters of recommendation to the Office of the Associate Dean for Student Affairs, Steinhardt School of Culture, Education, and Human Development, New York University, Pless Hall, 2nd Floor, 82 Washington Square East, New York, NY 10003-6680. The letter of interest should show evidence of the seriousness of purpose the applicant has to teach Hispanic culture and language.

UNIVERSITY FELLOWSHIPS AND ASSISTANTSHIPS

Resident Assistantships. Resident assistants are student paraprofessional staff members living on individual floors and assigned areas in each resident hall. Resident assistants are the first resource for residents concerning roommate relations, programming information, referrals to other offices or staff, or general information about the University, the city, or the neighborhood. Resident assistants are carefully selected and trained to provide support and assistance. The application and selection process for this highly selective leadership position begins late in the fall term. Students interested in becoming resident assistants should contact the Office of Residential Life and Housing Services, New York University, 726 Broadway, 7th Floor, New York, NY 10003 212-998-4600; www.nyu.edu/residential.education/staff/fai.

NYU’s America Reads/Counts. NYU’s program is the largest in the nation. This is an excellent opportunity for graduate students to earn money while working in a rewarding job. Under the supervision of classroom teachers, NYU students work to help school children acquire literacy and/or math skills. Tutors need not be enrolled in a teacher preparation program or have prior tutoring experience, but they must be able to make a minimum weekly commitment of six hours in blocks of no less than two hours during the school day (8:30 a.m.–3:00 p.m.). Tutors must have a Federal Work-Study Program allotment determined on the basis of the FAFSA. For more information, please visit steinhardt.nyu.edu/americareads.

STEINHARDT DOCTORAL FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

The Steinhardt School offers all full-time Ph.D. students a complete funding and mentoring program. The Steinhardt Fellows program is designed to help Ph.D. students undertake full-time study and research, to participate in superior academic and scholarly experiences, and to complete their studies in a timely manner. Depending on the student’s program of study and degree requirements, financial support includes two or three years of full tuition and fees and a generous living stipend of $24,000 through the completion of the student’s required coursework, and one to three years with a $15,000 scholarship to support the development and completion of their dissertation. In addition, each of the school’s academic departments has developed a set of benchmarks and milestones, such as conference presentations, exhibitions, authored manuscripts, grant submissions, and sample syllabi, that faculty mentors help their students achieve in order to prepare them academically and professionally for postdoctoral work.

Selected doctoral students may alternatively be appointed to a Research Assistantship. Research Assistants are funded by external grants and work with a principal investigator on a funded research project. Unlike Steinhardt Fellows, RAs agree to work 20 hours per week on an ongoing research project, typically with a team of faculty and other students. Steinhardt Fellows may become Research Assistants when Steinhardt faculty win funding for projects that require research assistance. All admitted full-time Ph.D. students are awarded a full funding package and are assigned to a faculty mentor. There is no special application for this funding program.

OTHER SOURCES OF AID

State Grants and Fellowships

New York State and other states offer a variety of grants (see the Higher Education Services Corporation website: www.hesc.com). Although application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when drawing up the student’s financial aid package. All applications for state scholarship aid should be filed at least two months before bills are due or by the deadline the state specifies, whichever is earlier.

New York State Tuition Assistance Program. Legal residents of the state of New York who are enrolled in a full-time degree program of at least 12 units a term, or the equivalent, may be eligible for awards under this program. The award varies depending on income and tuition cost.

Students applying for TAP must do so via a FAFSA application. For more information about TAP, visit www.nyu.edu/bursar/loans.awards/tap.html.

States Other Than New York. Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at New York University. Contact your state financial aid agency (call 800-433-3243 to get its telephone number and address) to ask about program requirements and application procedures. When you receive an eligibility notice from your state program, you should submit it to the New York University Office of Financial Aid in advance of registration.

Scholarships and Grants from Other Organizations

In addition to the sources of gift aid described above, students may also be eligible for a private scholarships or grants from an outside agencies or organizations. Some sources to explore are employers, unions, professional organizations, and community and special interest groups.

Veterans Benefits

Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs the amount of benefits varies.
Applications and further information may be obtained from the student’s regional office of the Department of Veterans Affairs or by visiting www.va.gov. Additional guidance may be obtained from the Office of the University Registrar, 25 West Fourth Street, 1st Floor.

**Loans**

If you have applied for financial aid, and are eligible, you will be able to access your award package via the Financial Aid section on your Albert Student Center—here you will have the option to accept or decline the award.

A financial aid package at NYU may suggest several types of loans for which a student is eligible, based on certain criteria (such as anticipated units/credits, housing status, financial need, etc.) and, for campus-administered loans, the availability of funds. Some Federal Loan Programs, such as the Perkins Loan, Health Professions Student loan, and Nursing Loan, allocate limited funds to New York University for campus-based disbursement and administration. NYU will require you to complete a promissory note to ensure appropriate loan disbursement and corresponding credit on your bursar bill. Promissory notes are posted to the Albert Student Center for eligible students in July/August, and must be printed, completed, and returned to the Office of Financial Aid. Applicants for the spring semester will receive notice on the Albert Student Center in January/February. If, once the semester begins and you were awarded one of these loans, and you did not receive credit on your tuition bill, you should contact or visit the Office of Financial Aid to review your file to determine if all the necessary documents are on file. In addition, please be sure to keep your mailing address current on your Albert Student Center, via NYU Home.

Other federal loans are secured and disbursed to the student in cooperation with the U.S. Department of Education. Your award package may include information about Federal Direct Loans. This means that you may be eligible for the type and amount of loan(s) specified, based upon the information we have about you at the time the award is offered. It does not mean you will automatically receive the loan(s), but rather informs you of your current eligibility and how to apply. The suggested loan amounts on your Albert Student Center are the maximum you are eligible for and are the amount that NYU will certify for you. If you wish to utilize these loans, you must accept them on the Albert Student Center and follow the instructions given. If you wish to borrow an amount lower than suggested, you may indicate the specific amount when you are accepting the loan on your Albert Student Center.

A variety of additional, private (non-federal) alternative loans are also available from individual lending institutions. Please think carefully about your obligations as a borrower before pursuing any educational loan. Consider your educational investment at NYU as well as your long-term financial commitments when borrowing.

**Federal Direct Subsidized/Unsubsidized Loan program.**

Undergraduate students may qualify for both subsidized and unsubsidized Stafford loans (please note Graduate student will be eligible only for unsubsidized loans). The interest on the Federal Direct Subsidized Loan is paid by the U.S. Government while the student is in school and remains enrolled at least half-time. The Federal Direct Unsubsidized Loan terms and conditions are the same as the subsidized loan, with the exception, that the federal government does not pay the interest while the student is in school; instead, the interest is accrued and added to the principal of the loan upon payment. For details about Federal Direct Subsidized/Unsubsidized Loans see www.nyu.edu/admissions/financial-aid-and-scholarships/types-of-financial-aid.html or www.nyu.edu/admissions/financial-aid-and-scholarships/federal-direct-loans. html.

**Federal Direct PLUS Loan program.**

The Federal Direct PLUS Loan is available to parents of dependent undergraduate students and to qualifying graduate and professional students. Direct PLUS loans help pay for education expenses up to the cost of attendance minus all other financial aid received. The U.S. Department of Education will evaluate the borrower’s credit history to determine if they are eligible to utilize this loan. Interest is accruing and charged annually for this loan. If the borrower’s has adverse credit history, they may be denied this loan. Borrowers may contact the Department of Education at 1-800-848-0979 for additional information.

**Private (non-federal) alternative loan programs.**

A private (nonfederal) loan may be a financing option for students and families who are not eligible for federal aid or who need additional funding beyond the maximum amounts offered by federal loans. For more information on private alternative loan visit our website: www.nyu.edu/financial.aid/private-loans.php

**Federal Work Study**

Most financial aid award packages include Federal Work-Study. This means that students may earn up to the amount recommended in their financial aid award package. Work-Study is not deducted from your Bursar bill. Work-study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses. Students may look for employment through the Wasserman Center for Career Development. The Wasserman Center for Career development is located at 133 East 13th Street, 2nd floor, and the phone number is 212-998-4730.

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.

**Employee Education Plans**

Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and NYU employees who receive tuition remission from NYU must notify the Office of Financial Aid if they receive this benefit.
Student Activities/ 
School and 
University Services

The Office of the Associate Dean for Student Affairs (Pless Hall, 2nd floor, 212-998-5025, steinhardt.nyu.edu/blogs/studentaffairs) is integral to the school’s educational mission of human development, collaborating with faculty, other school and University offices, and students to provide programs, services, and opportunities that are responsive to the dynamic nature of the educational process. Our goal is to enrich the educational experience and embody the school’s concern for all phases of student development and the diversity of student needs.

The Office of Student Affairs includes the Office of Counseling and Student Services, the Office of Advisement and Registration Services, the Office of Graduate Studies, Teacher Certification, and Special Student Advisement. The staff works closely with the academic units of the school in facilitating the advisement process and other policies and procedures that derive from faculty and school actions such as student academic progress, student discipline, student awards and honors, and the New Student Seminars.

School Services

OFFICE OF COUNSELING AND STUDENT SERVICES
Jeanne Bannon, Director
Pless Hall, 2nd floor, 212-998-5065
E-mail: jeanne.bannon@nyu.edu

Counseling Services
To help promote healthy personal, educational, and career development within a diverse undergraduate and graduate student body while complementing the excellence of the academic program, a professional staff offers a range of individual and group counseling, as well as skills development workshops and seminars. This staff includes on-site counselors from the Student Health Center and the Wasserman Center for Career Development.

Student Services
Student services include recruitment activities for prospective students, orientation programs for new students, preadvisement, cocurricular workshops, school receptions, and student colloquium.

The Office of Counseling and Student Services works collaboratively with student services and activities offered throughout the University. The professional staff serves in an advisory capacity to the Graduate Student Organization.

INTERNATIONAL STUDENT SERVICES
The Office of Counseling and Student Services provides liaison services and assists in the guidance and advisement of international students (Pless Hall, 2nd Floor; 212-998-5065). The Office of Counseling and Student Services is responsible for overseeing the New Graduate Student Seminar for International Students (SAHS-GE.2003), a required noncredit course that meets for eight weeks during the student’s first semester at the school. The seminar assists in orienting new students to the services and requirements of the school, the University, and the New York City community.

For all matters pertaining specifically to student visas, international students are directed to the Office of Global Services, 561 La Guardia Place, ground floor.

GRADUATE STUDENT ORGANIZATION
The Graduate Student Organization (GSO) develops programs, activities, and services to help meet the cultural, social, and professional needs of its constituency. The GSO is governed by an executive board of officers and representatives from each department at NYU Steinhardt. The GSO, in conjunction with the USG (Undergraduate Student Government), funds student-initiated projects and plays an active role in the governance of the school and University and is responsible for appointing students to serve on designated school/University committees.

Additional information may be obtained by contacting the GSO Office in Pless Hall, 3rd floor; 212-998-5351; steinhardt.gso@nyu.edu.
SPECIAL AWARDS FOR EXCELLENCE AND SERVICE TO THE SCHOOL
The Office of Student Affairs administers special awards for scholarship and service to the school. Nominations for these awards are solicited from all members of the NYU Steinhardt community. The John W. Withers Memorial Award and the E. George Payne Memorial Award are awarded to graduating seniors and graduate students who have shown evidence of exemplary scholarship and service to the school. The Ida Bodman Award and the Samuel Eshborn Service Award are given on the basis of the quality of their cumulative record of service to their fellow students, faculty, and administration of the school. Information regarding applications and a complete listing of awards and deadlines for awards can be found at steinhardt.nyu.edu/graduation/awards.

THE DEAN’S GRANTS FOR STUDENT RESEARCH
Outstanding undergraduate and graduate students in the Steinhardt School of Culture, Education, and Human Development are invited to apply for the Dean’s Grants for Student Research Competition. Graduate students must adhere to guidelines established by the University Committee on Activities Involving Human Subjects. Grant recipients are expected to submit a written report once research is completed, including the question under investigation, research methods, results, conclusions, and how the monies from the Dean’s Grant were used. Grant recipients are also expected to present their findings at the Dean’s Grants to Support Student Research Colloquium. For details and to download an application, visit steinhardt.nyu.edu/research/student.

PREDOCTORAL SUMMER RESEARCH GRANT COMPETITION
Doctoral students with approved doctoral proposals are invited to apply for a Predoctoral Summer Research Grant to support travel, data collection, and/or writing associated with their dissertation research. Grants are up to $1,000 and are faculty sponsored. For details and to download an application, visit steinhardt.nyu.edu/research/student.

DOCTORAL STUDENT TRAVEL GRANTS
The Doctoral Student Travel Fund assists students with expenses associated with presenting papers at scholarly and professional conferences. The fund will offer reimbursement for a maximum of $500. Reimbursement is limited to expenses for travel, food, lodging, and conference fees. Doctoral students are encouraged to apply by completing the Doctoral Student Travel Fund form, which is available in the Office of Research, 82 Washington Square East, 5th Floor. Requests will be considered, as funds are available. For details and to download an application, visit steinhardt.nyu.edu/research/student.

University Services and Student Activities

STUDENT ACTIVITIES
Student Resource Center
Kimmel Center for University Life
60 Washington Square South, Suite 210
Telephone: 212-998-4411
Email: student.resource@nyu.edu
Website: www.nyu.edu/src

Center for Student Activities, Leadership, and Service
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4700
Email: osa@nyu.edu
Website: www.osa.nyu.edu

Program Board
Kimmel Center for University Life
60 Washington Square South, Suite 707
Telephone: 212-998-4984
Email: program.board@nyu.edu

Fraternity and Sorority Life
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4710
Email: osa.fsl@nyu.edu

Ticket Central Box Office
Telephone: 212-998-4949
Website: www.nyu.edu/ticketcentral

Palladium Athletic Facility
140 East 14th Street
Telephone: 212-992-8500
Website: www.nyu.edu/palladiumathleticfacility

Skirtball Center
566 La Guardia Place

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

BOOKSTORES
Main Bookstore
726 Broadway
Telephone: 212-998-4667
Website: www.bookstores.nyu.edu

Computer Store
242 Greene Street
Telephone: 212-998-4672
Email: computer.store@nyu.edu
Website: www.bookstores.nyu.edu

Professional Bookstore
530 La Guardia Place
Telephone: 212-998-4680
Email: prof.books@nyu.edu
Website: www.bookstores.nyu.edu
(Serves the Leonard N. Stern School of Business [Graduate Division], the School of Law, and the Robert F. Wagner Graduate School of Public Service)

ATHLETICS
Department of Athletics, Intramurals, and Recreation
Jerome S. Coles Sports and Recreation Center
181 Mercer Street
Telephone: 212-998-2020
Email: coles.sportscenter@nyu.edu
Website: www.nyu.edu/athletics

CAREER SERVICES
Wasserman Center for Career Development
133 East 13th Street, 2nd Floor
Telephone: 212-998-4730
Fax: 212-995-3827
Website: www.nyu.edu/careerdevelopment

COMPUTER SERVICES AND INTERNET RESOURCES
Information Technology Services (ITS)
10 Astor Place, 4th Floor (Client Services Center)
Telephone Help Line: 212-998-3333
Website: www.nyu.edu/its

COUNSELING SERVICES
Counseling and Behavioral Health Services (CBH)
726 Broadway, Suite 471
Telephone: 212-998-4780
Email: university.counseling@nyu.edu
Website: www.nyu.edu/counseling

DINING
NYU Campus Dining Services
Telephone: 212-995-3030
Website: www.nyu.dining.com

DISABILITIES, SERVICES FOR STUDENTS WITH
Henry and Lucy Moses Center for Students with Disabilities
726 Broadway, 2nd Floor
Telephone: 212-998-4980
(voice and TTY)
Website: www.nyu.edu/csd

HEALTH
Wellness Exchange
726 Broadway, Suite 402
Telephone: 212-443-9999
Website: www.nyu.edu/999

Student Health Center (SHC)
726 Broadway, 3rd and 4th Floors
Telephone: 212-443-1000
Website: www.nyu.edu/health

Counseling (see Counseling and Behavioral Health Services, above)

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

Insurance
Telephone: 212-443-1020
Email: health.insurance@nyu.edu
Website: www.nyu.edu/shc/about/insurance.html

Pharmacy Services
Telephone: 212-443-1050
Website: www.nyu.edu/shc/medservices/pharmacy.html

HOUSING
Office of Residential Life and Housing Services
726 Broadway, 7th Floor
Telephone: 212-998-4600
Fax: 212-995-4099
Email: housing@nyu.edu
Website: www.nyu.edu/Life/living-at-nyu

Office of Off-Campus Housing
4 Washington Square Village
(corner of Mercer and Bleecker)
Telephone: 212-998-4620
Website: www.nyu.edu/Life/living-at-nyu/off-campus-living

Summer Housing
Telephone: 212-998-4621
Website: www.nyu.edu/summer

INTERNATIONAL STUDENTS AND SCHOLARS
Office for International Students and Scholars (OISS)
561 La Guardia Place
Telephone: 212-998-4720
Email: intl.students.scholars@nyu.edu
Website: www.nyu.edu/oiss

LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDENTS
Office of Lesbian, Gay, Bisexual, and Transgender Student Services
Kimmel Center for University Life
60 Washington Square South, Suite 602
Telephone: 212-998-4424
Email: lgbt.office@nyu.edu
Website: www.nyu.edu/lgbt

MULTICULTURAL EDUCATION AND PROGRAMS
Center for Multicultural Education and Programs (CMEP)
Kimmel Center for University Life
60 Washington Square South, Suite 806
Telephone: 212-998-4343
Website: www.cmepp.nyu.edu

RELIGIOUS AND SPIRITUAL RESOURCES
Catholic Center
371 Sixth Avenue/Avenue of the Americas
Telephone: 212-9981065
Website: washingtonsquarecatholic.org

Edgar M. Bronfman Center for Jewish Student Life–Hillel at NYU
7 East 10th Street
Telephone: 212-998-4114
Website: www.nyu.edu/bronfman

Protestant Campus Ministries
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4711
Website: www.protestantministrynyu.com

Hindu Students Council
Website: www.nyu.edu/clubs/hsc

The Islamic Center
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4712
Website: www.icnyu.org

Spiritual Diversity Network
Telephone: 212-998-4956
Email: spiritual.life@nyu.edu

For a complete list of student religious and spiritual clubs and organizations at NYU, visit www.osa.nyu.edu/clubdocs/website.php.

SAFETY ON CAMPUS
Department of Public Safety
14 Washington Place
Telephone: 212-998-2222; 212-998-2220 (TTY)
Email: public.safety@nyu.edu
Website: www.nyu.edu/public.safety
The central mission of the NYU Steinhardt School of Culture, Education, and Human Development is to prepare professionals for careers of service in the fields of education, health, communications, and the arts. In its preprofessional and advanced degree programs, the school places hundreds of students each semester in community settings where they teach, perform psychology internships, and provide therapeutic services and nutritional counseling.

NYU Steinhardt recognizes the importance of non-career-related community service and offers a rich array of programs that allows NYU graduate and undergraduate students, staff, and faculty to participate in volunteer community service activity. Undergraduates and graduate students who want to deepen their theoretical and practical understanding of community service may also enroll in a 2-unit learning course, Students in the Community: Service, Leadership, and Training, APSY-UE 1040.

Among the many community service activities conducted, sponsored, or administered by NYU Steinhardt are the following:

America Reads and America Counts: The school’s Office of Field Projects places more than 1,000 tutors each year in 90 New York City public schools as part of NYU’s America Reads and America Counts program. This rewarding work is available to any NYU student who qualifies for Federal Work-Study. Interested students should email areads@nyu.edu or visit steinhardt.nyu.edu/americareads. This work qualifies as a field placement for students in teacher preparation courses, but is available to all students, whatever their program or major.

College Connection: In this program, the University welcomes more than 2,000 sixth through ninth grade public school students to the campus each year. NYU undergraduate student volunteers talk with the student visitors on the importance of postsecondary education and what is involved in preparing for college, and then lead a tour of the University campus.

The school maintains an Office of Field Projects, which monitors and oversees all of these projects and assists students from all areas of the University in participating in these programs. For further information, students are invited to contact Lee Frissell, Director of Field Projects, Steinhardt School of Culture, Education, and Human Development, New York University, 82 Washington Square East, New York, NY 10003–6680; telephone: 212-998-5021; fax: 212-995-4277; or email: lf1@nyu.edu.
Graduate Study/General Requirements

CONTENTS
The general requirements for each graduate degree or certificate program in the Steinhardt School of Culture, Education, and Human Development are described in this section.

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NEW INTERNATIONAL STUDENT SEMINAR
Participation in the seminar (SAHS-GE.003) is required of all new graduate international students during their first term in residence. The seminar explores professional issues and provides additional orientation and guidance to the school, University, and city. For further information, consult the Office of the Associate Dean for Student Affairs, Piess Hall, 2nd Floor.

GRADUATION
Students may officially graduate in September, January, or May. The Commencement ceremony for all schools is held in May. You must apply for graduation through ALBERT, which can be accessed via your NYUHome account. In order to graduate in a specific semester, you must apply for graduation within the application deadline period indicated on the calendar. (Students may view the graduation deadlines calendar and general information about graduation on the Office of the University Registrar’s webpage at www.nyu.edu/registrar.) It is recommended that students apply for graduation no later than the beginning of the semester in which they plan to complete all program requirements. If students do not successfully complete all academic requirements by the end of the semester, they must reapply for graduation for the following cycle.

A student must be enrolled for either course work or maintenance of matriculation during the academic year of graduation.

Master’s Degree

The student must complete satisfactorily a minimum of 30 units in graduate courses (see Note 1, below). At least 24 of these units must be earned under the auspices of the Steinhardt School of Culture, Education, and Human Development in courses of the second (2) level or above, taken under advisement in the Steinhardt School of Culture, Education, and Human Development. Master’s degree students are required to take a minimum of 18 units of graduate coursework after establishment of matriculation (which occurs at the time of their first registration), even if this involves taking more courses than minimally required. Coursework in progress during the semester in which matriculation is established may be counted toward this requirement. This policy applies to all new students who register as nonmatriculated special students (nondegree) but who plan on applying for a degree.

The student’s program of study is determined through consultation with the program adviser.

The residence requirement for a master’s degree consists of 24 units, all of which must be in courses on the second (2) level or above. Undergraduate (0-level or 1-level) courses may not be counted as credit toward a master’s degree.

At least one year, fall and spring terms, must elapse between the conferment of the bachelor’s and master’s degrees. A student is not permitted to be matriculated for more than one degree at a time.
GRADE AVERAGE
A scholastic average of 2.5 for both the total record and for courses in the student’s specialization is required for graduation. Individual academic programs may have higher average grade requirements.

MAINTENANCE OF MATRICULATION
To maintain matriculation, a candidate must complete at least 3 units at New York University, under the auspices of the Steinhardt School of Culture, Education, and Human Development each academic year (fall and spring) or, in lieu of such completion, must pay a maintenance fee of $300 per year, plus the nonreturnable registration and service fees each term. A candidate for a master’s degree must complete all requirements within six years of the date of matriculation. If continuous matriculation has not been maintained, a reevaluation of credentials is necessary, and only those courses completed within the last 10-year period will be credited.

SUPERVISED STUDENT TEACHING
Courses in supervised student teaching and field experiences are open only to matriculated students who have satisfactorily completed courses in the content area of the subject(s) they plan to teach, in the necessary pre-student teaching fieldwork, and in professional study, which would lead to state certification. The program of these courses includes work in selected early childhood, elementary, and secondary private and public schools (teaching centers) and in other appropriate educational institutions.

Students in pre-student teaching fieldwork are assigned to a variety of educational settings to complete a minimum 100 hours of observation and participation prior to student teaching. The Office of Clinical Studies in conjunction with the course instructors will arrange placements.

Students should consult their curriculum advisers well in advance regarding prerequisites for clearance to student teaching as well as requirements for successful completion of the student teaching course(s). Full-time employment concurrent with student teaching is prohibited. No more than 16 units should be taken during the term in which the student registers for 6 units of student teaching. Registration in fewer than 6 units of student teaching allows consideration of an absolute maximum of 18 units. Students must receive a recommendation from their advisers in order to take more than 16 units in any student teaching semester.

GENERAL REQUIREMENTS FOR ALL APPLICANTS FOR STUDENT TEACHING
1. All applicants must be matriculated for a degree at New York University during the term in which they are registered for student teaching.
2. All applicants must have an overall grade average of 2.5.
3. Graduate transfer students from other institutions must have completed a minimum of 8 units of credit at New York University, selected in consultation with their curriculum advisers, prior to the term in which student teaching is undertaken.
4. All applicants must submit to the Office of Clinical Studies a completed Student Teaching Health Assessment Form prior to the first student teaching placement. This form requires proof of up-to-date immunization records.
5. All applicants must be interviewed by the appropriate department faculty and recommended for student teaching.
6. Students need approval of their advisers to register for field experience courses. For each semester, an online Request for Placement Form must be completed following attendance of a Student Teaching Convocation event.

TEACHER CERTIFICATION
On satisfactory completion of teaching programs (including student teaching) and degree conferral, students will have completed academic requirements for teacher certification in New York State.

Notes
1. The New York State Education Department requires that all prospective teachers receive instruction relating to the nature and effects of alcoholic drinks, narcotics, habit-forming drugs, school violence prevention and intervention, and signs of child abuse, including instruction in the best methods of teaching these subjects. This requirement is met by successful completion of TCHL-GE.2999, The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention.
2. The Education Department also requires employees in New York State school districts, BOCES, or charter schools to be fingerprinted. The legislation does not require a student teacher or a person in a field placement to be fingerprinted unless such an individual is being compensated for their service and therefore considered to be an employee. For students in early childhood education, assignments in a pre-school-age setting may require fingerprinting under the auspices of the New York City Health Department prior to entering the field.
3. All prospective teachers must pass the required New York State Teacher Certification Examinations. Scores are automatically reported to the New York State Education Department. Please consult your departmental certification liaison for details.
4. All prospective teachers in early childhood and childhood education must have the following, on either the undergraduate or graduate level:
   a. College-level work in English, mathematics, science, social studies, and a language other than English (American Sign Language is acceptable)
   b. A concentration in one of the liberal arts or sciences

Notice: New York State and Title II Of the 1999 National Higher Education Act specify that the institutional pass rates on State Teacher Exams be published for schools offering teacher education programs. Statistics on the New York State Teacher Certification Examinations for the Steinhardt School of Culture, Education, and Human Development at New York University are as follows for 2011-2012: 388 students completed the Assessment of Teaching Skills Written (ATS-W). Of those, 381 passed, and this yielded a pass rate of 98 percent. A total of 416 students completed the Liberal Arts and Sciences Test (LAST). Of those, 396 passed and this yielded a pass rate of 95 percent.

NOTE 1: A thesis may be substituted for 4 units of residence courses on the first (1) level, if program requirements allow.
NEW YORK STATE TEACHER CERTIFICATION

Initial Certificate—The first teaching certificate obtained by a candidate who has met the requirements of the current regulations. Requirements include the completion of a program registered under these regulations and passing scores on the required New York State Teacher Certification exams. The Initial Certificate will be issued only to students completing programs that are registered as leading to the Initial Certificate.

Candidates receiving an Initial Certificate will need to qualify for a Professional Certificate.

Professional Certificate—The Professional Certificate is the final teaching certificate awarded that qualifies a candidate who has met the requirements of the current regulations to teach in the public schools of New York State. Requirements include an appropriate master’s degree and three years of teaching experience, including one year of mentored teaching experience. Holders of the Professional Certificate are required to complete 175 hours of professional development every five years.

TERMINAL EXPERIENCE

An appropriate terminal academic experience is required for all students. Students should consult their departments for details. If a thesis is to be used as the terminal experience, the student should secure a thesis form from the Office of Research Doctoral Studies, Pless Hall, 5th Floor. On completion, the master’s thesis approval form signed by the thesis sponsor and reader is to be filed in the Office of Research and Doctoral Studies in accordance with the published deadlines for filing. (See steinhardt.nyu.edu/blogs/studentaffairs for deadlines.)

TRANSFER CREDIT

Students will be allowed to transfer up to (but not to exceed) 30 percent of the total number of credits required by the program. The number of courses accepted for transfer will be determined by the program adviser. Credit may be granted for graduate coursework, completed at an accredited graduate institution, not applied to another degree, and not more than 10 years old if a grade of B or better was earned for any such coursework. In all cases, the 24-unit residency requirement must be met.

Graduation Requirements: Master’s Programs

M.A. CHECKLIST

1. Apply for graduation.
   Apply for graduation four to six months prior to your anticipated graduation date. Exact deadline dates are available from the Office of Graduation Services (Registrar). Telephone: 212-998-4260.

2. Information needed.
   a. Master’s degree statement of requirements. Count the number of units required for your degree.
   b. List of the prerequisite and graduate courses required for your curriculum. Each program provides students with this information at the time of matriculation.
   c. Transcript. List the courses and credits you have completed.
   d. List any courses you transferred (via filing a transfer credit form).

3. Meeting schoolwide requirements.
   a. Course requirements: Check all courses taken at NYU or transferred to NYU against the list of prerequisite graduate courses required.

b. Transfer credit allowances:
   i. Upon admission, students are allowed to transfer credits up to (but not exceeding) 30 percent of the total required by the program. The number of courses accepted for transfer will be determined by the program adviser. Credit may be granted for graduate course work completed at an accredited graduate institution not applied to another degree and not more than 10 years old. In all cases, the 24-unit residency requirement must be met.
   ii. For those already matriculated, transfer credit may be accepted for a maximum of 30 percent of a student’s graduate program (including any advanced standing previously approved upon initial matriculation).
   iii. Transfer credit may be accepted only if a minimum grade of B has been earned for such coursework.
   iv. Transfer credit may be accepted for a maximum of 30 percent of the total required by the program. Credit may be granted for graduate coursework, completed at an accredited graduate institution, not applied to another degree, and not more than 10 years old if a grade of B or better was earned for any such coursework. In all cases, the 24-unit residency requirement must be met.

   c. The Steinhardt School of Culture, Education, and Human Development graduate credit requirements: A minimum of 24 credits must be taken.

   d. The Steinhardt School of Culture, Education, and Human Development residency requirements: A minimum of 24 credits must be completed in residence. Count the number of credits of graduate (2000-level nonprerequisite) courses taken at NYU.

   e. Total credit requirements: A minimum of 30 credits must be completed. (Program requirements vary and may exceed this number.) Count the number of credits taken in 2000-level nonprerequisite courses at NYU or transferred in. Do not count courses taken as prerequisites.

   f. Grade unit requirements: minimum of 2.5 scholastic average.
Sixth-Year Program

ADVANCED CERTIFICATE IN EDUCATION
The school offers a sixth-year program of studies leading to the award of a Certificate of Advanced Study in education with specialization in a particular area. Availability of the sixth-year program should be ascertained by consulting the department of specialization sought.

CERTIFICATE REQUIREMENTS
The sixth-year program requires a minimum of 30 units and is open only to students holding a master’s degree from a recognized institution.

- Of these 30 units, a minimum of 15 units must be completed under the auspices of the Steinhardt School of Culture, Education, and Human Development after the term in which matriculation is approved.
- Of these 30 units, a minimum of 24 units must be completed in residence.
- Of these 30 units, a maximum of 6 units of advanced standing may be applied. Undergraduate (0-level or 1-level) courses may not be counted as credit toward the Certificate of Advanced Study.
- While professional work experience is not required prior to matriculation, the certificate will be granted only after the student has had three years of satisfactory, related professional experience, obtained either before or during the pursuit of the sixth-year program.

GRADE AVERAGE
A scholastic average of 3.0 in required courses is necessary for graduation.

MAINTENANCE OF MATRICULATION
To maintain matriculation, a candidate must complete at least 3 units at New York University, under the auspices of the Steinhardt School of Culture, Education, and Human Development, each academic year (fall and spring) or, in lieu of such completion, must pay a maintenance fee of $300 per year, plus the nonreturnable registration and services fees each term. A candidate has a six-year period following the date of matriculation for the completion of all requirements. If continuous matriculation has not been maintained, a reevaluation of credentials is necessary, and only those courses completed within the last 10-year period will be credited.

TRANSFER CREDIT
On recommendation of the adviser, credit for graduate coursework completed at an accredited graduate institution, not applied to another degree, and not more than 10 years old, may be granted to a maximum of 6 units if a grade of B or better was earned for any such coursework.

Doctoral Programs: General Requirements

The purposes of the doctoral programs in the school are to prepare people who will advance knowledge; to prepare people who will transmit knowledge; and to prepare people for educational, administrative, and other professional services. Doctoral programs require a minimum of three academic years of full-time graduate-level study (a minimum of 12 units per semester) after the baccalaureate degree, or their equivalent in part-time study.

Students are reminded that, in general, the degree requirements applying to them are defined in the bulletin for the academic year in which their matriculation is established.

REQUIREMENTS FOR DOCTORAL MATRICULATION
All applicants for admission to doctoral study in the Steinhardt School of Culture, Education, and Human Development must submit a completed admission application; official transcripts documenting higher education; official scores from the Graduate Record Examination (GRE) general test, including the verbal, quantitative, and analytical sections; and payment of the required fees, along with any other program-specific requirements as outlined in the Application for Graduate Admissions. The Test of English as a Foreign Language (TOEFL) is mandatory for all applicants whose native language is not English and who did not receive a bachelor’s degree at an English-speaking college or university.

Applicants should arrange to take the GRE through the Educational Testing Service, Princeton, NJ 08541. Scores, to be official, must be reported through the Educational Testing Service to the Office of Graduate Admissions (Institution Code 2556), Steinhardt School of Culture, Education, and Human Development, New York University, Pless Hall, 82 Washington Square East, 3rd Floor, New York, NY 10003-6680.

Applications for doctoral study are considered for the fall semester only. All admitted doctoral students are expected to enroll for the semester they are accepted or must reapply for admission for the next academic year (reapplication does not guarantee readmission).

Advisement and Registration. Applicants who are accepted and permitted to register and who wish to begin their programs as full-time students may register during no more than one term for a maximum of 18 units prior to the establishment of official matriculation. Similarly, applicants who wish to begin as part-time students may register during no more than two terms for a maximum of 18 units prior to the establishment of official matriculation.

In all matters relating to the program of specialization, the student works closely with the program adviser. This includes information on any additional prescreening procedures or other conditions unique to the division or program (such as residency requirement, additional prescreening procedures, selection and sequence of courses in specialization, etc.).

Establishment of Formal Matriculation in Doctoral Programs. Each program has a doctoral admissions committee that evaluates the applicant’s application based on the following:
1. The applicant’s grade unit average from previous degree programs
2. The applicant’s verbal and quantitative scores on the Graduate Record Examination (GRE) (All GRE scores must be official as determined by the Office of Graduate Admissions.)
3. All supplemental materials required by the program
4. Personal interview, where appropriate
5. The applicant’s work and academic background

Doctoral students are required to complete the degree within 8 years of the date of matriculation. A student is not permitted to be matriculated for more than one degree at a time.

TRANSFER CREDIT
There is no provision for advanced standing at the doctoral level. Graduate study completed at an accredited institution; not applied to another graduate degree; completed with a grade of A, B, or Pass; and not more than 10 years old may be presented for consideration of exemption from certain coursework, if appropriate, without reference to transfer of units.

ADMISSION TO CANDIDACY
Successful completion of the Departmental Candidacy Examination, a comprehensive examination in the program of specialization, provides the basis of acceptance into doctoral candidacy following formal matriculation. Below are the two schoolwide prerequisites to the taking of the candidacy examination as well as regulations concerning the examination itself.

1. Matriculation. Only doctoral students who are fully matriculated are eligible for the Departmental Candidacy Examination. Matriculation is established during the first semester of registration in the doctoral program.
2. Good Academic Standing. All doctoral students are required to have a cumulative, doctoral grade unit average of 3.0 to qualify for the Departmental Candidacy Examination. At an early stage of doctoral study, doctoral students should confer with their departmental advisers in order to plan the remaining courses necessary as preparation for the candidacy examination. Doctoral students may not sit for the candidacy examination more than twice. Candidacy examination applications are available at the Office of Research and Doctoral Studies, Pless Hall, 82 Washington Square East, 5th Floor.

If doctoral candidacy is not accepted, matriculation will be suspended. If candidacy is subsequently accepted, the original date of matriculation will be restored.

FINAL ORAL EXAMINATION
The final oral examination for doctoral degrees will be conducted by a commission of five faculty members. If a two-member dissertation committee is appointed, the final oral examination commission shall be composed of four members. A candidate is eligible for this examination only after the approved dissertation, abstract, and necessary forms (which may be obtained from the Office of Research and Doctoral Studies) have been transmitted for examination purposes and all other scholastic requirements have been met. (Consult steinhardt.nyu.edu/policies_doctoral/forms for dates for filing dissertations.) Consult steinhardt.nyu.edu/policies_doctoral/forms for the final oral examination calendar. Final oral exams may not be scheduled outside of the final oral examination period posted on the website. The examination need not be restricted to a defense of the dissertation.

Note: If a candidate fails the oral examination, he or she may appeal to the associate dean for research and doctoral studies, who may grant the privilege of a second oral examination by the same examining commission, provided that the examination shall not be given before six months have elapsed and provided further that no more than two oral examinations shall be permitted any one candidate. Such an appeal should be filed in the Office of Graduate Studies.

TERMINATION OF CANDIDACY
A member of the major faculty or dissertation committee may at any time recommend to the associate dean for student affairs the termination of a student’s candidacy for a doctoral degree, provided that such recommendation is accompanied by substantiating evidence.

DOCTORAL ADVISEMENT FEE SYSTEM (MAINTENANCE OF MATRICULATION)
Effective since fall 1991, the following Doctoral Advisement fee system is in effect for all Steinhardt School of Culture, Education, and Human Development doctoral students:

1. Any semester in which a student is not registered for at least one 3-unit course, the student must register for DCADV-GE.3400, Doctoral Advisement, or departmentally approved 1-unit substitution.
Registration for this course will entitle students to use the libraries and other research facilities, consult members of the faculty, participate in University activities, and use the student health service and the Coles Sports and Recreation Center. (Additional fees for Coles may apply.)
2. Doctoral Advisement will be a 1-unit fee course. These credits will not count toward the student’s total unit requirement.
3. Students who register for Doctoral Advisement may be given full-time equivalency if they are eligible according to the Steinhardt School of Culture, Education, and Human Development regulations.
4. Students must register for Doctoral Advisement each semester exclusive of summers. Students who are away from the area must consult with advisers by telephone or e-mail and may register via ALBERT for Doctoral Advisement during the official registration periods.
5. If a student who is still within his or her eight-year time period for degree completion (or 10-year period for those students matriculated prior to fall 2008) does not register each semester for either one 3-unit course or for Doctoral Advisement, his or her matriculation will lapse after one year. With the approval of the student’s adviser, matriculation may be reinstated, at which time the student will be required to pay all missed tuition and fees. Students who do not register for any given semester must also pay missed tuition and fees for Doctoral Advisement upon reregistration.
Doctor of Philosophy/Doctor of Education

APPOINTMENT OF DISSERTATION COMMITTEE
When a student has matriculated and candidacy has been approved, the associate dean will, on the written request of the candidate, appoint a dissertation committee of two or three faculty members, at least one of whom, the chairperson, shall be from the candidate’s area of specialization (as defined by the two-digit number that designates the academic program in which the candidate is matriculated). Three-member committees may be reduced subsequently to two-member committees at the discretion of the associate dean and under certain special circumstances.

Further, in order to ensure a diversity of perspectives being available to the student during the proposal and dissertation development process, at least one member of the committee must hold professorial appointment in a program/department different from the candidate’s program or area of specialization.

It is the candidate’s responsibility to nominate the chairperson of this committee, whose consent to serve must be indicated on the application form, obtainable in and returnable to the Office of Research and Doctoral Studies, Pless Hall, 82 Washington Square East, 5th Floor. The membership of the committee will be reviewed and approved by the associate dean.

Students may elect to request the appointment of a dissertation committee chairperson without requesting the appointment of the other one or two remaining committee members. Should the student elect to request the advance appointment of a chairperson in this manner, the student must request appointment of the remaining member(s) within one year of the date on which the committee chairperson was apunited.

DISSERTATION
Candidates for the Ph.D. degree must show ability for independent research and scholarly technique by means of a dissertation, the preparation of which will usually represent a substantial amount of research activity. Candidates for the Ed.D. must present a successfully completed dissertation involving applied research in the field of education. Alternate projects to the dissertation for the Ed.D. are provided, subject to approval of faculty. No dissertation or final document will be read regardless of any other consideration unless the English is technically accurate and the style and appearance satisfactory. (Consult steinhardt.nyu.edu/policies_doctoral/deadlines for dates for filing the dissertation.)

MINIMUM RESIDENCE REQUIREMENT
Consult department of specialization for further information. Some departments require a one-year residency with full-time student status.

All candidates for the Doctor of Philosophy or Doctor of Education degree must complete a minimum of 36 units in residence beyond the master’s degree on the second (2) level or above. Those candidates matriculating for the doctorate directly from the baccalaureate are required to complete a minimum 54 units in residence on the second (2) level or above. Undergraduate (0-level or 1-level) courses may not be counted as credit toward a doctoral degree.

DISSERTATION PROPOSAL
Following appointment of the dissertation committee, the candidate will prepare an original research proposal for approval by the committee and for review by the appropriate proposal review panel. All proposals must also be submitted to the Office of Research and Doctoral Studies. The proposal must be approved before data collection and the dissertation writing are begun. In the proposal, the candidate is expected to indicate clearly and concisely what is proposed, where information is to be obtained, and how the research is to be carried out. Guidelines for submission of the proposal are available in the Office of Research and Doctoral Studies, Pless Hall, 5th Floor.

GENERAL DEGREE REQUIREMENTS (PH.D. AND ED.D.)
1. All candidates are required to take 6 units of foundations work. The foundations courses must be taken during the first 24 units of doctoral study.

Graduate courses qualify for the foundations requirement when they are upper-division courses (Steinhardt 2000-level courses or their equivalent in other schools) and designed to broaden students’ access to knowledge outside of the areas of specialization. To this end, courses are considered foundational when they (1) provide broad basic content, are not limited to a single profession, are outside the student’s specialization, and do not require prerequisites; (2) are based on current scholarship in the arts, humanities, sciences, and/or social sciences; and (3) have wide applicability to common issues of the student’s specialization and profession.

2. All candidates are required to complete a 3-unit course in specialized methods of research.
3. Six units of cognate study (study related to but not in the field of specialization)
4. A 3-unit course in dissertation proposal seminar
5. A departmental or program seminar (3 units)
6. Fifteen units of research electives specifically addressed to preparing the student to design and conduct his or her research
7. Specialization courses as specified on the Statement of Requirements in addition to the requirements (1–6) above
8. A scholastic average of 3.0 for both the total record and courses in specialization is required for graduation.
9. Doctoral students are expected to be able to explain and defend all aspects of the data analysis and interpretations appropriate to the design of their dissertation research.
Degree and Certificate Programs as Registered by the New York State Education Department

(See pages 194-95 for teacher certification programs.)

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NOTES

²Leads to New York State certification.
³Not currently accepting applications.
⁴Professional license qualifying.
⁵Students will no longer be admitted into this program beginning fall 2005.
⁶Dual degree. Only M.A. leads to certification.
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Travel Directions to the Washington Square Campus*

Lexington Avenue Subway (#6): Local to Astor Place Station. Walk west on Astor Place to Broadway, then south on Broadway to Waverly Place, and west on Waverly Place to Washington Square.

Broadway Subway (N, R): Local to Eighth Street Station. Walk south on Broadway to Waverly Place, then west on Waverly Place to Washington Square.

Sixth or Eighth Avenue Subway (A, B, C, D, E, F, V): To West Fourth Street—Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.

Seventh Avenue Subway (#1): Local to Christopher Street—Sheridan Square Station. Walk east on West Fourth Street to Washington Square.

Port Authority Trans-Hudson (PATH): To Ninth Street Station. Walk south on Avenue of the Americas (Sixth Avenue) to Waverly Place, then east to Washington Square.

Fifth Avenue Bus: Bus numbered 1 to Broadway and Ninth Street. Walk south on Broadway to Waverly Place, and west to Washington Square. Buses numbered 2, 3, and 5 to Eighth Street and University Place. Walk south to Washington Square.

Broadway Bus: Bus numbered 6 to Waverly Place. Walk west to Washington Square.

Eighth Street Crosstown Bus: Bus numbered 8 to University Place. Walk south to Washington Square.

*See Washington Square Campus map and key for specific addresses.
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<tr>
<td>Bobst Library</td>
<td>212-998-2500</td>
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<td>NYU Bookstore</td>
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<td>726 Broadway</td>
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<td>Bursar</td>
<td>212-998-2806</td>
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<td>Counseling and Student Services</td>
<td>212-998-5065</td>
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<td>Counseling Services, University</td>
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<td>Students with Disabilities Adviser</td>
<td>212-998-4980 (voice and TTY)</td>
<td>719 Broadway, 2nd floor</td>
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<td>Financial Aid</td>
<td>212-998-4444</td>
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<td>Student Health Center</td>
<td>212-443-1000</td>
<td>726 Broadway</td>
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<td>Higher Education Opportunity Program</td>
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<td>East Building, 239 Green Street, room 800</td>
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<td>Housing (University)</td>
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<td>Housing (Off-Campus)</td>
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<td>212-998-9475</td>
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<td>212-998-5470</td>
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### THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT DEPARTMENTS

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<tr>
<td>Applied Psychology</td>
<td>212-998-5555</td>
<td>Kimball Hall, 246 Green Street, 8th floor</td>
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<tr>
<td>Art and Art Professions</td>
<td>212-998-5700</td>
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