

# New York University Bulletin



GRADUATE 2017-2019



**NYU | STEINHARDT**

Applied Psychology

Art

Education

Health

Media

Music

# New York University Bulletin

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GRADUATE 2017-2019

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

### Announcement for the 127th and 128th Sessions

New York University  
Washington Square  
New York, NY 10003

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## NOTICES

### About This Bulletin

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

### Fieldwork Placement Advisory

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

### Campus Security Report

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, NYU prepares an annual campus security and fire safety report containing information about crimes and policies related to security and safety at the University. All prospective students may view the full text of this report at [nyu.edu/life/safety-health-wellness/be-safe/public-safety/crime-reports-statistics.html](http://nyu.edu/life/safety-health-wellness/be-safe/public-safety/crime-reports-statistics.html). The report is also available in hard copy by contacting [public.safety@nyu.edu](mailto:public.safety@nyu.edu) or can be viewed at the NYU Department of Public Safety's Command Center located at 7 Washington Place.

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# An Introduction to New York University

**T**he founding of New York University in 1831 by a group of eminent private citizens was a historic event in American education. In the early 19th century, a major emphasis in higher education was on the mastery of Greek and Latin, with little attention given to modern or contemporary subjects. The founders of New York University intended to enlarge the scope of higher education to meet the needs of persons aspiring to careers in business, industry, science, and the arts, as well as in law, medicine, and the ministry. The opening of the University of London in 1828 convinced New Yorkers that New York, too, should have a university.

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

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

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

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

(in order of their founding)

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

# New York University and New York

## NEW YORK UNIVERSITY LIBRARIES

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

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

The Fales Library, a special collection within Bobst Library, is home to the unparalleled Fales Collection of English and American Literature; the Food Studies Collection, a rich and growing trove of cookbooks, food writing, pamphlets, paper, and archives dating from the 1790s; and the Downtown Collection, an extraordinary multimedia archive documenting the avant-garde New York art world since 1975. Bobst Library also houses the Tamiment Library, the country's leading repository of research materials in the history of left politics and labor. Two fellowship programs bring scholars from around the world to Tamiment to explore the history of the Cold War and its wide-ranging impact on American institutions

and to research academic freedom and promote public discussion of its history and role in our society. Tamiment's Robert F. Wagner Labor Archives contain, among other resources, the archives of the Jewish Labor Committee and of more than 200 New York City labor organizations.

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

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

The NYU Division of Libraries continually enhances its student and faculty services and expands its research collections, responding to the extraordinary growth of the University's academic programs in recent years and to the rapid expansion of electronic information resources. Bobst Library's professional staff includes more than 30 subject specialists who select materials

and work with faculty and graduate students in every field of study at NYU. The staff also includes specialists in undergraduate outreach, instructional services, preservation, electronic information, and digital library technology.

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

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

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

## THE LARGER CAMPUS

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

Professors whose extracurricular activities include service as editors for publishing houses and magazines; as advisers to city government, banks, school systems, and social agencies;

and as consultants for museums and industrial corporations bring to teaching an experience of the world and a professional sophistication that are difficult to match.

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

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

The chief center for undergraduate and graduate study is at Washington

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

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

### A PRIVATE UNIVERSITY

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

The University is committed to a policy of equal treatment and opportunity in every aspect of its relations with its faculty, students, and staff members, without regard to race, color, religion, sex, sexual orientation,

gender and/or gender identity or expression, marital or parental status, national origin, ethnicity, citizenship status, veteran or military status, age, disability, and any other legally protected basis.

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

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

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# Steinhardt School of Culture, Education, and Human Development



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

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

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

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

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

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# Academic Programs

## Program and Concentration Codes

(See page 16-17 for teacher certification programs)

### ADMINISTRATION, LEADERSHIP AND TECHNOLOGY

#### Business Education

Business and Workplace Education  
Workplace Learning

#### CODES

GEBWEMMA  
GEBEWLADCR

#### DEGREES

MA  
Advanced Certificate

#### Educational Administration

Educational Administration  
Educational Administration

GEEDAEDD  
GEEDADPHD

EdD  
PhD

#### Educational Leadership

Educational Leadership: School Building Leader  
Educational Leadership: School District Leader  
Educational Leadership, Politics, and Advocacy

GEELSBMA  
GEELSDADCR  
GEELPAMA

MA  
Advanced Certificate  
MA

#### Educational Communication and Technology

Educational Communication and Technology  
Digital Media Design for Learning  
Digital Media Design for Learning  
Games for Learning

GEEDCTPHD  
GEDMDLADCR  
GEDMDLMA  
GEGLETMS

PhD  
Advanced Certificate  
MA  
MS

#### Higher Education

Higher Education and Student Affairs

GEHESAMA

MA+

### APPLIED PSYCHOLOGY

#### Counseling and Guidance

Bilingual School Counseling K-12  
Counseling and Guidance  
Counseling for Mental Health Wellness  
LGBT Health, Education, and Social Services  
LGBT Health, Education and Social Services  
School Counseling K-12  
Counseling for Mental Health and Wellness/  
LGBT Health, Education, and Social Services  
Counseling for Mental Health and Wellness/  
LGBT Health, Education, and Social Services

GECNGUMA: GECBG001  
GECNGUADCR: GECGU001  
GECMHWMA  
GELGBTADCR  
GELGBDADCR  
GECNGUMA: GECGS001

MA  
Advanced Certificate  
MA  
Advanced Certificate  
Advanced Certificate/MPH Public Health  
MA

#### Counseling Psychology

Counseling Psychology

GECNPSPHD

PhD

#### Psychology and Social Intervention

Psychology and Social Intervention

GEPSSIPHD

PhD

#### Human Development and Social Intervention

Human Development and Social Intervention  
Human Development and Social Intervention/  
LGBT Health, Education, and Social Services  
Human Development and Social Intervention/  
LGBT Health, Education, and Social Services

GEHDSIMA  
GEHDLGMA  
GEHDLGADCR

MA  
MA  
Advanced Certificate

\* Leads to New York State certification.

† Professional license qualifying.

‡ Students are no longer admitted into this program.

**Programs and  
Concentration Codes,  
continued**

**Developmental Psychology**

Developmental Psychology	GEPSDVPHD	PhD
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**School Psychology**

Professional Child/School Psychology	GEPSCHPSYD	PsyD
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**APPLIED STATISTICS, SOCIAL SCIENCE, AND HUMANITIES**

**Applied Statistics in Social Research**

Applied Statistics in Social Science Research	GEASSRMS	MS
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**History of Education**

History of Education	GEHSEDMA	MA
History of Education	GEHSEDPHD	PhD

**Education and Jewish Studies**

Education and Jewish Studies	GEEDJSMA	MA
Education and Jewish Studies/ Hebrew and Judaic Studies	GEEJHJMA	MA (dual degree with GSAS)
Education and Jewish Studies	GEEJSTPHD	PhD

**Education & Social Policy**

Education and Social Policy	GEEDSPMA	MA	GEEDSPMA	M.A.
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**International Education**

International Education	GEINTEPHD	PhD
International Education:		
Cross-Cultural Exchange and Training	GEINTEPHD: GECII001	PhD
International Education: Global Education	GEINTEPHD: GEGED001	PhD
International Education:		
International Development Education	GEINTEPHD: GECOP001	PhD
International Education	GEINTSMA	MA
International Education	GEINTSADCR	Advanced Certificate

**Sociology of Education**

Sociology of Education	GESOEDPHD	PhD
Sociology of Education	GESOEDMA	MA
Sociology of Education: Education Policy	GESOEDMA: GEEDP001	MA
Sociology of Education:		
Social and Cultural Studies of Education	GESOEDMA: SCS001	MA

**ART AND ART PROFESSIONS**

**Studio Art**

Studio Art	GEARSAMFA	MFA
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**Art Education**

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

**Art Therapy**

Art Therapy	GEARTTMA	MA
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**Visual Arts Administration**

Visual Arts Administration	GEARVAMA	MA
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**COMMUNICATIVE SCIENCES AND DISORDERS**

Communicative Sciences and Disorders	GECSDCADCR	Advanced Certificate
Communicative Sciences and Disorders	GECSDMMS	MS
Communicative Sciences and Disorders	GECSDPHD	PhD

**MEDIA, CULTURE, AND COMMUNICATION**

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

\* Leads to New York State certification.

† Professional license qualifying.

‡ Students are no longer admitted into this program.

## MUSIC AND PERFORMING ARTS PROFESSIONS

### Educational Theatre

Educational Theatre: All Grades	GEEDTAMA	MA
Educational Theatre: All Grades and English 7-12	GEETEDMA	MA
Educational Theatre:		
All Grades and Social Studies 7-12	GEETSSMA	MA
Educational Theatre in Colleges and Communities	GEEDTCMA/GEEDTCPHD	MA/PhD

### Music — Instrumental

Instrumental Performance/	UEMSNDBMUS:	
Teaching Music All Grades (dual degree)	UEEDU007	BMus/MA
Instrumental Performance	GEMUIPMM	MM
Instrumental Performance:	GEMUIPMM:	
Jazz Instrumental Performance	GEJIP001	MM

### Music — Piano

Piano Performance/		
Teaching Music All Grades (dual degree)	UEMSPDBMUS: UEEDU005	BMus/MM
Piano Performance	GEMUPPMM	MM
Piano Performance: Collaborative Piano	GEMUPPMM: GECPI001	MM
Piano Performance: Solo Piano	GEMUPPMMGESPI001	MM

### Music — Voice/Vocal Performance

Vocal Performance/		
Teaching Music All Grades (dual degree)	UEMUSVBBMUS: UEEDU003	BMus/MA
Vocal Performance	GEMUVPMM	MM
Vocal Performance: Classical Voice	GEMUVPMM: GECLV001	MM
Vocal Performance: Music Theatre Performance	GEMUVPMM: GEMTP001	MM

### Music Business

Music Business	GEMUBGMA	MA
Music Business: Music Technology	GEMUBGMA: GETTT001	MA

### Music Education

Music Education, for College and University Faculty	GEMUSEMA:MCU	MA
Music Education, for College and University Faculty	GEMUSEEDD: GEMCU001	EdD
Music Education, for College and University Faculty	GEMUSEPHD: GEMCU003	PhD
Teachers of Music in Elementary and		
Secondary Schools, Music Teacher K-12	GEMUSEADCR: GEMES004	Advanced Certificate
Music Education, Music Teacher K-12	GEMUSEEDD: GEMES001	EdD
Music Education: Music Teacher K-12	GEMUSEPHD: GEMES003	PhD
Teaching Music All Grades	GEMUSAMA	MA
Teaching Music: All Grades (dual degree)	GEMUSDMA	BMus/MA

### Music Technology

Music Technology (dual degree)	UEMTBDBMUS/GEMTMDMM	BMus/MM
Music Technology	GEMUMTMM	MM
Music Technology	GEMUTDPHD	PhD

### Theory and Composition

Theory and Composition/		
Teaching Music: All Grades (dual degree)	UEMTCDBMUS	BMus/MA
Music Theory and Composition	GEMATCMM	MM
Music Theory and Composition	GEMTACMM: GEFMS001	MM
Music Theory and Composition	GEMTACMM: GESDW001	MM

### Dance and Dance Education

Teachers of Dance: All Grades	GEDATPMA	MA
Teaching Dance: All Grades	GEDATCMA	MA
Teaching Dance: All Grades	GEDATDADCR	Advanced Certificate
Teaching Dance in the Professions	GEDAPRMA	MA
The American Ballet Theater Pedagogy	GEDAPRMA: GEABT002	MA
Teaching Dance: All Grades/Dance (MFA)	GEDEDAMA	MA/MFA

### Drama Therapy

Drama Therapy	GEDRMTMA	MA
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<b>Music Therapy</b>		
Music Therapists	GEMUSTMA	MA
<b>Music Performance and Composition</b>		
Music Performance and Composition	GEMUCPPHD	PhD
Music Performance and Composition:		
For Composers	GEMUCPPHD: GECMP001	PhD
Music Performance and Composition: Performance	GEMUCPPHD: GEPER001	PhD
<b>Vocal Pedagogy</b>		
Vocal Pedagogy	GEMVPCADCR	Advanced Certificate
Vocal Pedagogy/Vocal Performance (dual degree)	GEMVPRMM/GEMVPDMM	MM
Vocal Performance: Classical Voice	GEMUVPMM:GEVCL	MM
Vocal Performance:		
Musical Theatre Performance	GEMUVPMM:GEMTH	MM
Vocal Performance/Vocal Pedagogy		
Classical Voice (dual degree)	GEMVPRMM: GECLV003	MM/Advanced Certificate
Vocal Performance/Vocal Pedagogy		
Musical Theatre (dual degree)	GEMVPRMM: GEMTH001	MM/Advanced Certificate
Vocal Performance/Teaching Music: All Grades (dual degree)		
Vocal Performance: Musical Theatre/ Teaching Music: All Grades (dual degree)	UEMSVDBMUS: UEMVO	BMus/MA
<b>Performing Arts Administration</b>		
Performing Arts Administration	GEAADPMA	MA
Theater (BFA)/Performing Arts Administration	GEAAPDMA	BFA/MA
<b>NUTRITION, FOOD STUDIES, AND PUBLIC HEALTH</b>		
<b>Nutrition and Dietetics</b>		
Nutrition and Dietetics, Clinical Nutrition	GEHONDMS: GECNU002	MS
Nutrition and Dietetics, Foods and Nutrition	GEHONDMS: GEFNU001	MS
Nutrition and Dietetics	GEHONDPHD	PhD
<b>Food Studies</b>		
Food Studies — Food Culture	GEFOODMA: GECUL001	MA
Food Studies — Food Systems	GEFOODMA: GESYS001	MA
Food Studies and Food Management	GEHOFPHD	PhD
<b>OCCUPATIONAL THERAPY</b>		
Occupational Therapy	GEOTHRMS	MS
Occupational Therapy	GEOTHSOTD	OTD
Research in Occupational Therapy	GEOTHXPHD	PhD
<b>Post Professional Occupational Therapy</b>		
Advanced Occupational Therapy	GEOTTHMA	MA
<b>PHYSICAL THERAPY</b>		
PPhysical Therapy (for entry-level physical therapists)	GEPTPSDPT	DPT
Physical Therapy (for practicing physical therapists)	GEPTPPDPT	DPT
Orthopedic Physical Therapy	GEPTHDADCR	Advanced Certificate
Physical Therapy: Pathokinesiology	GEPHPMA: GEKIN001	MA
Research in Physical Therapy	GEPTHRPHD	PhD

## TEACHING AND LEARNING

### Early Childhood and Elementary Education

Childhood Education	GECHEDMA	MA
Childhood Education	GECHEPMA	MA
Childhood Education/ Special Education, Childhood	GECSECMA	MA
Early Childhood Education	GEECEDMA	Advanced Certificate
Early Childhood/ Special Education, Early Childhood	GESEEMA	MA
Positions of Leadership: Early Childhood and Elementary Education	GEELLDACR	Advanced Certificate
Positions of Leadership: Early Childhood and Elementary Education	GEELDPHD	PhD

### English Education

English Education Secondary and College	GEENGEPHD	PhD
English Education Secondary and College: Applied Linguistics	GEENGEPHD: GEAPLO01	PhD
English Education Secondary and College: Literature, Reading, Media Education, Composition Education and Curriculum Development	GEENGCPHD: GELRM001	PhD
Teachers of English Language and Literature in Colleges	GEENGACR	Advanced Certificate
English Education: Teachers of English 7-12	GEENGMA	MA
English Education: Teaching English 7-12	GEENGLMA	MA
English Education: Clinically Based English Education	GECBEEACR	Advanced Certificate
English Education: Clinically Based English Education	GECBEEMA	MA
English and American Literature/Teaching English 7-12 (dual degree, initial certification)	GEENGDMA	MA
Teachers of English 7-12/Teaching Students with Disabilities 7-12	GEENGMA	MA

### Environmental Conservation Education

Environmental Conservation Education	GEENYMA	MA
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### Literacy Education

Literacy B-6	GELITMA	MA
Literacy 5-12	GELITMA	MA

### Mathematics Education

Professors of Mathematics and Mathematics Education in Colleges	GEMAECPHD	PhD
Teachers of Mathematics 7-12	GEMTHMA	MA
Teaching Mathematics 7-12	GEMTHEMA	MA
Mathematics/Teaching Mathematics 7-12	GEMTEDMA	MA

### Bilingual Education

Bilingual Education for Teachers	GEBILMA	MA
Bilingual Education (initial/professional certification)	GEBILNPHD	PhD
Bilingual Education for Teachers	GEBILCACR	Advanced Certificate
Post-Masters Study in Bilingual Education	GEBEPMACR	Advanced Certificate
Foreign Language Education	GEFLEDMA	
Foreign Language Education	GEFLEDMA	MA
Teaching a Foreign Language 7-12: Chinese	GEFLCEMA	MA
Teaching a Foreign Language 7-12: Chinese (Mandarin)	GEFLCEMA: MAN	MA
Teachers of Chinese 7-12	GEFLCPMA	MA
Teaching a Foreign Language 7-12 French	GEFLFHMA	MA
Teachers of French 7-12	GEFLFPMA	MA
Teaching a Foreign Language 7-12, Italian	GEFLINMA	MA
Teachers of Italian 7-12	GEFLIPMA	MA
Teaching a Foreign Language 7-12 Japanese	GEFLJEMA	MA

**Programs and  
Concentration Codes,  
*continued***

Teachers of Japanese, MA	GEFLJPMA	MA
Teaching a Foreign Language 7-12, Spanish	GEFLSHMA	MA
Teachers of Spanish 7-12.	GEFSSPMA	MA
Teaching French as a Foreign Language (Joint Degree — GSAS)	SGFLTFMA: SGFLT001	MA
Teaching French as a Foreign Language/ and TESOL (joint degree — GSAS)	SGFLTFMA-SGESL001	MA
Teaching Spanish as a Foreign Language (joint degree — GSAS)	SGFLTSMMA: SG	MA
Post-Masters Study for Teachers of Foreign Languages in Colleges	GEFLPMADCR	Advanced Certificate
<b>Science Education</b>		
Science Education:		
Clinically Rich Integrated Science Program	GECSRSPMA	MA
Teachers of Biology 7-12	GESBLPMA	MA
Teaching Biology 7-12	GESBLYMA	MA
Teachers of Chemistry 7-12	GESCHPMA	MA
Biology/Teaching Biology 7-12	GESBIDMA	MA
Teaching Chemistry 7-12	GESCHYMA	MA
Chemistry/Teaching Chemistry 7-12	GESCHDMA	MA
Teachers of Physics 7-12	GESPHPMA	MA
Teaching Physics 7-12	GESPHYMA	MA
Physics/Teaching Physics 7-12	GESPHDMA	MA
<b>Secondary Education</b>	GEYEMTMAT	MAT
<b>Social Studies Education</b>		
Teaching Social Studies 7-12	GESSSTMA	MA
Teachers of Social Studies 7-12	GESSSPMA	MA
History/Teaching Social Studies 7-12	GESSTDMA	MA
Teaching Social Studies 7-12/Teaching Students with Disabilities 7-12	GESOCGMA	MA
Clinically Based Social Studies 7-12/ with 5-6 extension	GEARESMA	MA
Clinically Based Social Studies 7-12/ with 5-6 extension	GESSSSPMA	Advanced Certificate
<b>Teaching English to Speakers of Other Languages</b>		
Post-Baccalaureate Study in Teaching English to Speakers of Other Languages	GETEPBADCR	Advanced Certificate
Post-Masters Study in TESOL in Colleges, Advanced Certificates	GETEPMADCR	Advanced Certificate
Teaching English to Speakers of Other Languages - All Grades	GETSOGMA	MA
Teachers of English to Speakers of Other Languages	GETSOLMA	MA
Teaching a Foreign Language 7-12 and Teaching English to Speakers of Other Languages	GEFLTSMMA	MA
Teaching English to Speakers of Other Languages in College	GEENTCPHD	PhD
<b>Doctoral Programs</b>		
Teaching and Learning	GETLEDGEDD	PhD
Teaching and Learning	GETLPHGPHD	EdD
<b>Special Education</b>		
Special Education Childhood, MA	GESECHMA	MA
Special Education: Early Childhood, MA	GESEECMA	MA
<b>INTERDISCIPLINARY, INTER-PROFESSIONAL PROGRAM</b>		
Interdisciplinary Sciences	GERHSCPHD	PhD



# Teacher Certification Programs\*

	<b>CODES</b>	<b>DEGREES</b>
<b>ART AND ART PROFESSIONS</b>		
Studio Art/Teaching Art, All Grades, dual degree (initial/professional certification)	UEARAGBFA/GEAREDMA	BFA/MA
Teaching Art: All Grades (professional certification)	GEAREPMA	MA
Teaching Art: All Grades (initial/professional certification)	GEAREIMA	MA
Teaching Art: All Grades/Teaching Social Studies 7-12 (initial/dual)	GEARESMA	MA
<b>MUSIC AND PERFORMING ARTS PROFESSIONS</b>		
Educational Theatre: All Grades (initial/professional certification)	GEEDTAMA	MA
Educational Theatre: All Grades and English 7-12 (dual certification, initial/professional certification)	GEETEDMA	MA
Educational Theatre: All Grades and Social Studies 7-12 (dual certification, initial/professional certification)	GEETSSMA	MA
Instrumental Performance/Teaching Music All Grades, dual degree (initial/professional certification)	UEMSNDBMUS: UEEDU007/GEMUSDMA	BMus/MA
Piano Performance/Teaching Music All Grades (initial/professional certification)	UEMSPDBMUS: UEEDU005/GEMUSDMA	BMus/MA
Vocal Performance/Teaching Music All Grades (initial/professional certification)	UEMUSVBBMUS: UEEDU003/GEMUSDMA	BMus/MA
Theory and Composition/Teaching Music All Grades (initial/professional certification)	UEMTCDBMUS/GEMUSDMA	BMus/MA
Teachers of Dance: All Grades (professional certification)	GEDATPMA	MA
Teaching Dance: All Grades (initial/professional certification)	GEDATCMA	MA
Teaching Dance: All Grades for MAs/MFAs (initial/professional certification)	GEDATDADCR	Advanced Certificate
Teaching Dance: All Grades/Dance (initial/professional certification)	GEDEDAMA	MA
<b>TEACHING AND LEARNING</b>		
Childhood Education (initial certification)	GECHEDMA	MA
Childhood Education (professional certification)	GECEPMA	MA
Childhood Education/Childhood Special Education, Childhood (dual certification, initial/professional certification)	GECSECMMA	MA
Early Childhood Education (initial/professional certification)	GEECEDMA	MA
Early Childhood/Early Childhood Special Education (dual certification, initial/professional certification)	GEESEEMA	MA
English Education: Teachers of English 7-12 (professional certification)	GEENGPMMA	MA
English Education: Teaching English 7-12 (initial/professional certification)	GEENGLMA	MA
English Education: Clinically-Based English Education (initial certification)	GECBEEADCR	Advanced Certificate
English Education: Clinically-Based English Education (initial/professional certification)	GECBEEMA	MA
English and American Literature/Teaching English 7-12; Dual Degree with CAS (initial certification)	GEENGDMA	MA
Teaching English 7-12/Teaching Students with Disabilities (dual certification, initial/professional certification)	GEENGGMMA	MA
Bilingual Education for Teachers (initial certification)	GEBILCADCR	Advanced Certificate
Bilingual Education for Teachers (professional certification)	GEBILMMA	MA
Post-Masters Study In Bilingual Education (initial/professional certification)	GEBEPMADCR	Advanced Certificate
Special Education Childhood, MA (initial/professional certification)	GESECHMA	MA
Special Education: Early Childhood, MA (initial/professional certification)	GESEECMA	MA
Secondary Education	GEYEMTMAT	MAT

\* Many of these programs are approved by the Department of Veterans Affairs. Please consult with the Office of Graduate Admissions for further information.

**Teaching a Foreign Language 7-12:  
(initial/professional certification)**

Chinese (initial/professional certification)	GEFLCEMA	MA
Chinese: Mandarin (initial/professional certification)	GEFLCEMA: MAN	MA
French (initial/professional certification)	GEFLFHMA	MA
Italian (initial/professional certification)	GEFLINMA	MA
Japanese (initial/professional certification)	GEFLJEMA	MA
Spanish (initial/professional certification)	GEFLSHMA	MA

**(Professional certification)**

Teachers of Chinese	GEFLCPMA	MA
Teachers of Chinese: Mandarin	GEFLCPMA: MAN	MA
Teachers of French	GEFLFPMA	MA
Teachers of Italian	GEFLIPMA	MA
Teachers of Japanese	GEFLJPMA	MA
Teachers of Spanish	GEFSSPMA	MA
Teaching French as a Foreign Language (Joint Degree-GSAS) (dual certification, initial/professional certification)	SGFLTfMA: SGFLT001	MA
Teaching French as a Foreign Language/and TESOL (Joint Degree-GSAS) (dual certification, initial/professional certification)	SGFLTfMA:SGESL001	MA
Teaching Spanish as a Foreign Language (Joint Degree-GSAS) (dual certification, initial/professional certification)	SGFLTSMa: SG	MA
Teaching a Foreign Language 7-12 and Teaching English to Speakers of Other Languages (dual certification, initial/professional certification)	GEFLTSMa	MA
Teaching English to Speakers of Other Languages: All Grades (initial/professional certification)	GETSOGMA	MA

**Teaching Science**

Science Education: Clinically Rich Integrated Science Program (initial/professional certification)	GECSRPMa	MA
Teachers of Biology 7-12 (professional certification)	GESBLPMa	MA
Teaching Biology 7-12 (initial/professional certification)	GESBLYMa	MA
Teachers of Chemistry 7-12 (professional certification)	GESCHPMa	MA
Teaching Chemistry 7-12 (initial/professional certification)	GESCHYMa	MA
Teaching Mathematics 7-12 (initial/professional certification)	GEMTHEMa	MA
Teachers of Mathematics 7-12 (professional certification)	GEMTHPMa	MA
Mathematics/Teaching Mathematics 7-12 (dual degree, initial certification)	GEMTEDMa	MA
Teachers of Physics 7-12 (professional certification)	GESPHPMa	MA
Teaching Physics 7-12 (initial/professional certification)	GESPHYMa	MA
Teaching Social Studies 7-12 (initial/professional certification)	GESSTMa	MA
Teachers of Social Studies 7-12 (professional certification)	GESSPMa	MA
Teaching Social Studies 7-12/Teaching Students with Disabilities (initial/professional certification)	GESOCGMA	MA
Clinically Based Social Studies 7-12/with 5-6 extension (initial/professional certification)	GESOCMMa	MA
Clinically Based Social Studies 7-12/with 5-6 extension (initial certification)	GESOCCADR	Advanced Certificate

# Application Deadlines

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

## DOCTORAL PROGRAMS

PhD and EdD programs (fall only) — December 15

DPT entry-level program PTPS (summer only) — December 1

OTD program OTHS (fall or spring) — March 15 for fall or October 1 for spring

## 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](http://www.steinhardt.nyu.edu/guide). Candidates may also contact Graduate Admissions at 212-998-5030 or [steinhardt.gradadmissions@nyu.edu](mailto:gradadmissions@nyu.edu).

## SPRING SEMESTER PROGRAMS

Several master's and advanced certificate programs and the DPS-OTHS review applications midyear in the spring semester. To determine if a program reviews applications in the spring, please visit the online Graduate Application Guide at [www.steinhardt.nyu.edu/guide](http://www.steinhardt.nyu.edu/guide).

# 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

- 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 credit 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 credit, which includes seven hours of outside study per class meeting.
- Undergraduates within 12 credits of the baccalaureate may, upon approval of their adviser and the instructor of the course, register for a 2000-level course.
- Undergraduates within 32 credits of the baccalaureate may, upon approval of their adviser, the instructor, and the chairperson of the department offering the course, register for a 2000-level course.

# Course Number Prefixes

DEPARTMENT/PROGRAM	CODE	DEPARTMENT/PROGRAM	CODE
<b>Administration, Leadership and Technology</b>	<b>AMLT-GE</b>	<b>Nutrition, Food Studies, and Public Health</b>	
Educational Leadership	EDLED-GE	Food Studies	FOOD-GE
Educational Communication and Technology	EDCT-GE	Nutrition and Dietetics	NUTR-GE
Higher and Post-Secondary Education	HPSE-GE	Public Health	PUHE-GE
<b>Applied Psychology</b>	<b>APSY-GE</b>	<b>Occupational Therapy</b>	<b>OT-GE</b>
American Sign Language	ASL-GE	<b>Physical Therapy</b>	<b>PT-GE</b>
<b>Applied Statistics, Social Science, and Humanities</b>	<b>HMSS-GE</b>	<b>Teaching and Learning</b>	<b>TCHL-GE</b>
Applied Statistics	APSTA-GE	Bilingual Education	BILED-GE
Arts and Humanities Education, Studies in	AHUM-GE	Childhood Education	CHDED-GE
Education and Jewish Studies	EJST-GE	Early Childhood and Elementary Education	ECED-GE
Education and Social Policy	EDPLY-GE	English Education	ENGED-GE
History of Education	HSED-GE	Environmental Conservation Education	ENYC-GE
International Education	INTE-GE	Foreign Language Education	FLGED-GE
Philosophy of Education	PHED-GE	Language Education	LANED-GE
Sociology of Education	SOED-GE	Literacy Education	LITC-GE
<b>Art and Art Professions</b>	<b>ARTP-GE</b>	Mathematics Education	MTHED-GE
AArt Education	ARTED-GE	Reading Recovery	RDREC-GE
Art Therapy	ARTT-GE	Science and Mathematics Education	SCMTH-GE
Art Theory and Critical Studies	ARTCR-GE	Science Education	SCIED-GE
Costume Studies	ARCS-GE	Secondary Education	EMAT-GE
Studio Art	ART-GE	Social Studies Education	SOCED-GE
Visual Arts Administration	ARVA-GE	Special Education	SPCED-GE
<b>Communicative Sciences and Disorders</b>	<b>CSCD-GE</b>	Teachers of English to Speakers of Other Languages	BILED-GE
<b>Interdepartmental Research Studies</b>	<b>RESCH-GE</b>	Teaching English as a Second Language	TESOL-GE
<b>Media, Culture, and Communication (graduate)</b>	<b>MCC-GE</b>		
<b>Music and Performing Arts Professions</b>			
Dance Education	MPADE-GE		
Drama Therapy	MPADT-GE		
Music Therapy	MPAMT-GE		
Performing Arts Administration	MPAPA-GE		
Educational Theatre	MPAET-GE		
Music Education	MPAME-GE		
Instrumental			
Strings	MPASS-GE		
Jazz	MPAJZ-GE		
Percussion	MPAPS-GE		
Brass	MPABR-GE		
Woodwinds	MPAWW-GE		
Piano	MPAPE-GE		
Voice	MPAVP-GE		
Music Business	MPAMB-GE		
Music Technology	MPATE-GE		
Theory and Composition	MPATC-GE		

# Administration, Leadership, and Technology

**DEGREES**

MA, EdD, PhD, Advanced Certificate

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

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

**DEPARTMENT CHAIR: COLLEEN L. LARSON**

JOSEPH AND VIOLET PLESS HALL  
82 WASHINGTON SQUARE EAST, SUITE 700 | NEW YORK, NY 10003  
TELEPHONE: 212-998-5520 | FAX: 212-995-4041 | WEBSITE: [steinhardt.nyu.edu/alt](http://steinhardt.nyu.edu/alt)

**T**he 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

**June Ahn**, Associate Professor. BA 2003, Brown University; MA 2006, University of Maryland; PhD 2010, University of Southern California.

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

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

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

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

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

**Edward Fergus**, Assistant Professor. BA 1996, Beloit College; MA 2000, PhD 2002, University of Michigan.

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

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

**Antoinette G. Gifford**, Visiting Clinical Assistant Professor. BA 1985, Swarthmore College; MA 1987, University of California, Berkeley; PhD 2011, New York University.

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

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

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

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

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

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

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

**Bridget N. O'Connor**, Professor. BA 1973, University of Evansville; MS 1978, PhD 1983, Indiana University.

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

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

**Ralph Vacca**, Visiting Assistant Professor. BA Baruch College; MA, PhD, New York University.

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

**Gregory Wolniak**, Associate Professor. BS 1997, Iowa State University; MA 2000, University of Illinois; PhD 2004, University of Iowa.

**Number of Adjunct Faculty: 23**

## *Affiliated Faculty*

**Michael Bronner**, Professor Emeritus of Business Education.

**Joan Malczewski**, Assistant Professor. BA 1985, University of Michigan; MA 1995, PhD 2002, Columbia University.

**Richard Richardson**, Professor Emeritus of Higher Education. BS Castleton State College; MA Michigan State University; PhD University of Texas at Austin.

**Leslie Santee Siskin**, Research Associate Professor. BA Middlebury College; MA 1987, PhD 1992, Stanford University.

**Catharine R. Stimpson**, Professor. BA 1958, Bryn Mawr; BA 1960, MA 1966, Cambridge University; PhD 1967, Columbia University.

**Harold Wechsler**, Professor. BA 1967, MA, 1969, PhD 1973, Columbia University.

# Educational Leadership

## DIRECTOR

Noel Anderson

Pless Hall,  
82 Washington  
Square East  
Suite 700, Office 773  
TELEPHONE:  
212-998-5176  
FAX: 212-995-4041

## DEGREES

MA, EdD, PhD,  
Advanced Certificate

## FACULTY

G. Anderson,  
N. Anderson, Fergus,  
Larson, Siskin

## ADJUNCT FACULTY

Feijoo, Gibson,  
Nieves, Ebenstein

## The Program in Educational Leadership

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

Effective immediately the Educational Leadership program has begun accepting applications for doctoral studies every other year. Hence, no applications will be reviewed for fall 2017 matriculation. Prospective applicants will need to apply during academic year 2017 for fall 2018 matriculation.

## OVERVIEW

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

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

## CAREER OPPORTUNITIES

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

## 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, nonprofit management, 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, youth, and community advocacy organizations; policy and research centers; public, private, charter, and independent schools; and international and non-governmental organizations (NGOs).

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

The program of study consists of 36 credits of coursework and continuous field-based experience. It is designed to accommodate full-time or part-time study; coursework typically starts each September (but students can also start spring semester or summer session), and full-time students can complete the program in three 12-credit semesters, or two semesters and two summers. Each course examines multiple theoretical perspectives, themes of equity and social justice, a focus on the needs and experiences of low-income children and youth, and implications for leadership within and outside of educational settings. Twenty-four of the 36 credits represent required courses focusing on content requirements: Advocacy and Education *EDLED-GE 2205*, Internship in Educational Leadership, Politics, and Advocacy *EDLED-GE 2160*, Organizational Theory I *AMLT-GE 2053*, Education Policy Analysis *EDLED-GE 2355*, Participatory Action Research *RESCH-GE 2143*, Demographic Analysis and School/Community Planning *EDLED-GE 2367*, Leadership for Educational Change *EDLED-GE 2305*, and Decision Making and Leadership *EDLED-GE 2343*.

All students participate in an internship in community-based advocacy organizations, schools, or research centers. Placements take into consideration



each student's interests. Additional field-based opportunities are also embedded in coursework throughout the program. The remaining 12 credits represent electives. Based on the recommendations of faculty advisers, students pursue additional study relevant to one of the three major foci of the program: policy analysis and evaluation, nonprofit management, or out-of-school youth organizations, or a self-designed concentration.

This program is well-suited for individuals who have a sound background in education as well as for those who have little formal experience but want to study and work at the nexus of leadership, politics, 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 among 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 (assistant principal or principal). Students interested in obtaining state certification through a master's degree participate in the MA 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 credits 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 credits are required courses that focus on the content requirements, and 3 credits are linked to the culminating

internship. Internship in Educational Leadership, *EDLED-GE 2159*. 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 Educational Change *EDLED-GE 2305*, Politics of Multicultural School Communities *EDLED-GE 2342*, Decision Making and Leadership *EDLED-GE 2343*, and Organizational Theory I *AMLT-GE 2053*.

The additional 12 credits 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. The final 3 credits (though up to 6 credits total) are a required internship.

Strong candidates for this program must have experience in Pre-K through 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 MA program will be eligible for the Master of Arts degree in Educational Leadership: School Building Leader. Completion of the MA 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 credits, including 21 credits of coursework, continuous leadership experiences, and a 3-credit culminating internship.

Required courses include School Finance, Budget, and Facilities *EDLED-GE 2012*; School District Leadership *EDLED-GE 2035*; Education Law *EDLED-GE 2207*; Leadership for School Improvement *EDLED-GE 2305*; Politics of Education *EDLED-GE 2341*; Decision Making and Leadership Development *EDLED-GE 2343*; and Demographic Analysis and School/Community Planning *EDLED-GE 2367*.

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 (EdD) degree program in educational leadership is designed for individuals who intend to pursue leadership positions in the practicing profession. The Doctor of Philosophy (PhD) program is designed for those who wish to pursue careers as professors or researchers. Coursework emphasizes critical analysis of contemporary problems of practice in collaborative study environments with professors, school administrators, and colleague doctoral students. The EdD and PhD programs require 42–60 credits of coursework beyond the master's degree. The minimum of 42

credits applies to students who have earned two master's degrees or a master's degree and a certificate of advanced study; however, these are not required for admission.

**Administrative Core** (15 credits): Educational Reform and Leadership in the New Economy *AMLT-GE 3301*, Organizational Theory II *AMLT-GE 2054*, Professional Seminar in Administration I *EDLED-GE 3097*, Information Strategies for Educational Policy and Practice *EDLED-GE 3015*, Educational Policy Analysis *EDLED-GE 3005*.

**Research in the EdD Program** (15 credits): Dissertation Proposal Seminar *AMLT-GE 3400*, Research in Educational Leadership *EDLED-GE 3001*, and 9 credits of research electives.

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

## ACCREDITATION

The Educational Leadership [School Building Leader] at New York University is awarded accreditation through TEAC Quality Principles by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, (October 2015 to October 2022). The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

## ADMISSION APPLICATION

Applicants must follow the schoolwide application requirements for NYU Steinhardt degree programs. In doing so, applicants should specify professional experiences in schools and other organizations that work with children and youth, including volunteer work with nonprofit organizations, service learning projects, community organizing activities, or any other leadership activities in the community and/or other relevant or related

experiences; address an interest in and potential for educational leadership in their statement of purpose; and provide two letters of recommendation written by people who have been responsible for evaluating academic or professional work, such as professors and workplace supervisors.

## STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 200. ►

# Programs in Educational Technology: Games for Learning; Digital Media Design for Learning; Educational Communication and Technology

## DIRECTORS

Jan Plass  
Maaïke Bouwmeester

2 MetroTech Center,  
Brooklyn, NY  
8th Floor, Room 868  
TELEPHONE:  
646-997-0734

## DEGREES

MS, MA, Advanced  
Certificate, PhD

## FACULTY

Ahn, Bergner,  
Bouwmeester,  
Goldman, Hoadley,  
Matuk, Plass, Vacca

## ADJUNCT FACULTY

Britez, Maddox,  
Majzlin, McAlpin,  
Reardon

### The Program in Games for Learning

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

### The Program in Digital Media Design for Learning

(DMDL) awards the Master of Arts degree and the Certificate of Advanced Study. The curriculum focuses on the design, use, and evaluation of digital media learning environments.

### The Program in Educational Communication and Technology

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

The graduate programs in educational technology at NYU connect cutting-edge research from the cognitive and learning sciences with practice in designing digital learning tools for varied contexts — K-12 schools, universities, workplaces, museums, nonprofits, and international development. Our programs are unique in their focus across broad learning contexts and in the linkage between design and research (including our studio-based learning approach).

Our master's in Digital Media Design for Learning and Advanced Certificate in Digital Media Design for Learning (formerly Educational Communication and Technology) prepare students to create, use, and evaluate media and technology for learning, from software and websites, to games, video and mobile phone applications. The master's degree in Games for Learning prepares students to create, use, and evaluate serious games for learning and social change. The PhD in Educational Communication and Technology prepares world-class scholars to theorize and study the relationship between design, media, technology, and learning in a variety of paradigms: from social science, to design, to humanistic and cultural studies.

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 Learning, Collaboration & Experience. CREATE's goal is to advance the cognitive science and sociocultural foundations by conducting empirical research on the educational design and use of advanced digital media for learning, with projects in areas such as secondary chemistry education, medical education, and learning through videogames. The 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-credit program. Six credits are in the learning foundations: Foundations of Cognitive Science *EDCT-GE 2174* and Foundations of the Learning Sciences *EDCT-GE 2175*. Twelve credits are in the design foundations: Video Games and Play in Education *EDCT-GE 2500*, Designing Simulations and Games for Learning *EDCT-GE 2505*, Narrative, Digital Media and Learning *EDCT-GE 2510*, and Research on Simulations and Games for Learning *EDCT-GE 2520*. Twelve electives are chosen from either design electives and professional applications

or from games-related courses in other NYU graduate programs. The final 6 credits are the Master of Science capstone or thesis project, Research in Educational Communications and Technology *EDCT-GE 2095*.

### Master of Arts

The DMDL Master of Arts is a 36-credit program. Six credits are in the learning foundations: Foundations of Cognitive Science *EDCT-GE 2174* and Foundations of the Learning Sciences *EDCT-GE 2175*. Nine credits are in the design foundations category: Design Process for Learning Experiences *EDCT-GE 2158*, User Experience Design *EDCT-GE 2015*, and Learning Environment Design *EDCT-GE 2017*. Nine credits are selected from the design elective category, games foundation category and/or the professional applications category; 6 credits of electives are chosen from other NYU graduate programs; and 6 credits are the Master of Arts capstone or thesis project, Research in Educational Communications and Technology, *EDCT-GE 2095*. Students who take three of the four foundations of games for learning courses may declare a formal concentration in games for learning to be notated on the transcript.

### Certificate of Advanced Study

The DMDL Advanced Certificate is a 30-credit program. Fifteen credits are in the foundation courses: Design Process for Learning Experiences *EDCT-GE 2158*, Foundations of Cognitive Science *EDCT-GE 2174*, Foundations of the Learning Sciences *EDCT-GE 2175*, User Experience Design *EDCT-GE 2015*, and Learning Environment Design *EDCT-GE 2017*. Nine credits are selected as specialization courses and 6 credits of electives are 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-credit program. Doctoral students are required to take seven specialization courses, 21 credits in total. This includes two courses in the foundations of educational communication and technology category: Foundations of Cognitive Science *EDCT-GE 2174* and Foundations of the Learning Sciences *EDCT-GE 2175*. One course is a doctoral seminar, Advanced Seminar in Research and Practice in Educational Technology *EDCT-GE 3076*. The remaining four courses are ECT electives.

An additional requirement of 36 credits, in categories established by NYU Steinhardt, include six courses on research design and methods; two courses in educational foundations; the ECT content seminar, Content Seminar: Research in Instructional Technology *EDCT-GE 3317*; 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 credits.

### **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 five ques-

tions: 1) What are your professional goals in the field of educational communication and technology? 2) What areas of knowledge and skills do you expect to develop while in the certificate program? 3) What professional work experiences in education and technology have you had, and how will this certificate program contribute to your professional development? 4) In your view, what are several of the strengths of media and technology when designed and used for educational purposes? 5) What technology skills do you have, e.g., skills in computer-based multimedia, website creation, or productivity tools; in videography or editing?

Applicants may also submit samples of previous academic or professional work in the field and shortlisted applicants must attend an admissions interview.

#### **Doctoral Program**

In addition to the standard Steinhardt application form, the ECT doctoral program requires a supplemental application requirement — a set of half-page essay responses to the following questions: 1) What are your professional goals? 2) What areas of knowledge and skills do you expect to develop while in the doctoral program, and how will these be useful to your professional plans and goals? 3) What academic, personal, or professional experiences have led to your interest in pursuing a doctorate in educational communication and technology? What considerations led to your decision? 4) Summarize the area of knowledge, set of issues or problems, and body of literature in the field of educational communication and technology or related fields with which you are most conversant. 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**

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### **SPECIAL OPPORTUNITIES**

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

All admitted full-time PhD students are awarded a full funding package and are assigned to a faculty mentor. There is no special application for this funding program. Part-time doctoral and all master's or advanced certificate students should not expect to receive teaching or research assistantships; see the Steinhardt financial aid webpage for more information.

# Programs in Higher and Postsecondary Education

## DIRECTOR

Teboho Moja

Pless Hall,  
82 Washington Square  
East, Suite 700,  
Office 778  
TELEPHONE:  
212-998-5005  
FAX: 212-995-4041

## DEGREES

MA, PhD, EdD

## FACULTY

Flores, Funk, Marcus,  
Moja, O'Connor,  
Stage, Teranishi

## AFFILIATED FACULTY

Malczewski,  
Richardson, Stimpson

## ADJUNCT FACULTY

Bailey, Bordoloi-Pazich,  
Ellett, Goldfarb, Klein,  
Nolan, Shapses-  
Wertheim, Smith

## The Program in Higher and Postsecondary Education

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

The Master of Arts in Business and Workplace Education, the Advanced Certificate in Workplace Learning, and the Post-Master's Certificate in Workplace Education 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 PhD program in higher and postsecondary education and the EdD program in higher and postsecondary education. Both programs emphasize broad knowledge of the field, including an international dimension; issues of access and equity; state and federal policy; student learning and development; workplace learning; and institutional development and assessment. While the programs share some commonalities, the goals and objectives are quite different. The PhD program is a research degree designed for students who aspire to conduct research throughout their careers in roles such as faculty, researchers, government employees, policy scholars, or institutional researchers. The EdD program, on the other hand, is designed for current practitioners who aspire to senior leadership positions in colleges, universities, and other public and private organizations and who may occasionally participate in

designing research studies but will more frequently use their knowledge gained in the program to interpret the research of others for their own institution.

## CAREER OPPORTUNITIES

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

Graduates of the MA Program in Teachers of Business and Workplace Education, the Post-Baccalaureate Advanced Certificate in Workplace Learning, and the Post-Master's Advanced Certificate in Workplace Learning 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

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

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

workplace learning leadership, and social justice.

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

## Required Courses in Higher Education

(21 credits): College Student Learning and Development *HPSE-GE.2069*, Foundations of Higher Education *HPSE-GE.2090*, Internship in Higher Education *HPSE-GE.2141*, Diversity in Higher Education *HPSE-GE.2161*, Leadership in Higher Education *HPSE-GE.2097*, Internationalization and Study Abroad *HPSE-GE.2045*, *AMLT-GE.2072*, Research Approaches and Techniques in Postsecondary Education *HPSE-GE.2088*, and electives (15 credits) by advisement.

### Business and Workplace Education

The MA 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 credits are required in the following areas

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

**Content** (9 credits): 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.



#### **Core Specialization** (18 credits):

Students have two required courses, Research Approaches and Techniques in Postsecondary Education *HPSE-GE.2088* and Informal Learning in the Workplace *HPSE-GE.2010*. The remainder credits can be chosen from additional specialization courses.

#### **Advanced Certificate**

The program offers two advanced certificates. The post-baccalaureate Certificate Program in Workplace Learning consists of 18 credits and provides opportunities for organizational learning and performance professionals to study in an integrated curriculum that has immediate applicability to their professional responsibilities. Students have two required courses, Research Approaches and Techniques in Postsecondary Education *HPSE-GE.2088* and Informal Learning in the Workplace Learning *HPSE-GE.2010*. The remainder credits can be chosen from additional specialization courses.

The program also offers a post-master's Advanced Certificate of Study in Workplace Learning that consists of 30 credits 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**

##### *PhD Program in Higher and Postsecondary Education*

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

to their fields of study.

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

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

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

The PhD Program in Higher and Postsecondary Education accepts applications every other year. Prospective applicants will need to apply in December 2018 for fall 2019 matriculation.

##### *EdD Program in Higher and Postsecondary Education*

The EdD program is a part-time cohort program that focuses on issues of how research can be used to inform professional practice and centers on an extensive program of coursework in higher and postsecondary education. It requires 51 credits beyond the MA degree. Required courses for EdD study: Doctoral Seminar *HPSE-GE.3009*, Doctoral Colloquium in Higher Education *HPSE-GE.3001*, Theoretical 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 EdD program, applicants should have substantial work experience in a college or university or serving an educational leadership role in a private or public organization, a current administrative position of significant scope, several years of sequentially more responsible administrative experience, and the ability to commit to a three-year course of study. Prior academic history, GRE scores, academic and professional references, and an interview with program faculty are important elements of the application process.

#### **SUPPLEMENTAL APPLICATION REQUIREMENTS**

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

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

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

#### **SPECIAL OPPORTUNITIES**

The Department of Administration, Leadership, and Technology also conducts programs in Turkey,

Abu Dhabi, India, and Israel, in conjunction with the University of Pretoria in South Africa, and offers an intensive 6-credit summer study-abroad program that focuses on education reforms that have been implemented following major social reforms in South

Africa. The course is relevant for people with broad interests in education reform issues, including educational administrators, teachers, researchers, policy analysts, and anyone interested in learning about other cultures and other educational systems.

## Courses

The courses listed herein are to be offered 2017–2019.

### NOTES TO COURSES

\*Registration closed to students in specific circumstances.

### DEPARTMENTAL COURSES/ AMLT-GE

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

#### Organizational Theory I

AMLT-GE 2053 *Astuto*. 30 hours: 3 credits; fall, spring.

#### Organizational Theory II

AMLT-GE 2054 *Astuto*. 30 hours: 3 credits; spring.  
*Prerequisite:* AMLT-GE.2053 or permission of instructor.

#### International Perspectives on Education Reform

AMLT-GE 2072 *Moja*. 30 hours: 3 credits; fall.

#### Educational Reform and Leadership in the New Economy

AMLT-GE 3301 *Anderson*. 30 hours: 3 credits; spring.

#### Dissertation Proposal Seminar

AMLT-GE 3400 *Staff*. 45 hours: 3 credits; fall, spring.

### BUSINESS EDUCATION/ HPSE-GE

#### Readings in Business and Workplace Learning

HPSE-GE 2004 *O'Connor*. 30 hours: 3 credits; spring.

#### Informal Learning in Organizations

HPSE-GE 2010 *O'Connor*. 30 hours: 3 credits; spring.

#### Curriculum Development in Organizations and Post-Secondary Education

HPSE-GE 2046 *Staff*. 30 hours: 3 credits; fall.

#### Colloquium in Workplace Education

HPSE-GE 2070 *O'Connor*. 30 hours: 3 credits; spring.

#### Designing and Managing Organizational Learning Programs

HPSE-GE 2081 *O'Connor*. 30 hours: 3 credits; fall.

#### Institutional Assessment in Higher Education

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

#### Internship in Business Education

HPSE-GE 2105, 2106\* *O'Connor*. 90 hours: 3–6 credits each term; fall, spring; hours to be arranged. Registration by permission of instructor.

#### Independent Study

HPSE-GE 2300 *Staff*. 45 hours per credit: 1–6 credits; fall, spring, summer; hours to be arranged.

### EDUCATIONAL LEADERSHIP/ EDLED-GE

#### Professional Seminar in Educational Leadership

EDLED-GE 2005 *Staff*. 30 hours: 3 credits; fall.

#### School Finance, Budget, and Facilities

EDLED-GE 2012 *Staff*. 30 hours: 3 credits.

#### School District Leadership

EDLED-GE 2035 *Staff*. 30 hours: 3 credits.

#### Excellent School Seminar I: School Design

EDLED-GE 2080 *Staff*. 30 hours: 3 credits; fall.

#### Excellent School Seminar II: Teachers and Students

EDLED-GE 2085 *Astuto*. 30 hours: 3 credits; spring.

#### Internship in Educational Leadership

EDLED-GE 2159 *N. Anderson*. 3 credits; fall, spring, summer.

#### Internship in Educational Leadership, Politics, and Advocacy

EDLED-GE 2160 *N. Anderson*. 3 credits; fall, spring, summer.

#### Internship Seminar in School Leadership

EDLED-GE 2161 *Astuto*. 30 hours: 3 credits; fall, spring, summer.

#### Advocacy and Education

EDLED-GE 2205 *G. Anderson*. 30 hours: 3 credits; fall, spring.

#### Education Law

EDLED-GE 2207 *Staff*. 30 hours: 3 credits; summer.

#### Transforming the Urban High School

EDLED-GE 2240 *Siskin*. 30 hours: 3 credits; spring.

#### Independent Study

EDLED-GE 2300\* *Staff*. 45 hours per credit: 1–6 credits; fall, spring, summer; hours to be arranged.

#### Leadership for School Improvement

EDLED-GE 2305 *Staff*. 30 hours: 3 credits; fall, summer.

#### Politics of Education

EDLED-GE 2341 *Staff*. 30 hours: 3 credits; spring.

#### The Politics of Multicultural School Communities

EDLED-GE 2342 *Larson*. 30 hours: 3 credits; spring, summer.

#### Data-Supported Inquiry, Decision Making, and Leadership

EDLED-GE 2343 *N. Anderson*. 30 hours: 3 credits; spring.



### **Educational Policy Analysis**

EDLED-GE 2355 *Dumas*. 30 hours:  
3 credits; fall, spring.

### **Demographic Analysis and School-Community Planning**

EDLED-GE 2367 *Staff*. 30 hours:  
3 credits; spring.

### **Individual Learning Systems for Administrators**

EDLED-GE 2901\* *Astuto*. 30-120 hours:  
3-12 credits; fall, spring, summer.

### **Research in Educational Leadership**

EDLED-GE 3001 *Staff*. 30 hours:  
3 credits; fall.

### **Educational Policy Analysis**

EDLED-GE 3005 *Dumas*. 30 hours:  
3 credits; spring.

### **Information Strategies for Educational Policy and Practices**

EDLED-GE 3015 *Staff*. 30 hours:  
3 credits; spring.

### **Professional Seminar in Educational Leadership Studies I and II**

EDLED-GE 3097\*, 3098\* *Staff*.  
30 hours: 3 credits; fall, spring.

## **EDUCATIONAL COMMUNICATION AND TECHNOLOGY/EDCT-GE**

### **FOUNDATIONS OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY**

#### **Educational Design for Media Environments**

EDCT-GE 2158 *Bouwmeester, Hoadley*.  
30 hours: 3 credits; fall.

#### **Cognitive Science and Educational Technology I**

EDCT-GE 2174 *Goldman, Schwartz*.  
45 hours: 3 credits; spring.

#### **Cognitive Science and Educational Technology II**

EDCT-GE 2175 *Goldman, Matuk*.  
30 hours: 3 credits; fall.

### **EDUCATIONAL MEDIA DESIGN FOUNDATIONS**

#### **Architecture of Learning Environments**

EDCT-GE 2017 *Ahn, Goldman, Reardon*.  
30 hours: 3 credits; spring.

### **Interaction Design for Learning Environments**

EDCT-GE 2015 *Ahn, Vacca, Plass*.  
30 hours: 3 credits; fall.

### **FOUNDATIONS OF GAMES FOR LEARNING**

#### **Video Games and Play in Education**

EDCT-GE 2500 *Staff*. 30 hours:  
3 credits; spring.

#### **Designing Simulations and Games for Learning**

EDCT-GE 2505 *Plass*. 30 hours:  
3 credits; fall.

#### **Narrative, Digital Media, and Learning**

EDCT-GE 2510 *Goldman, Reardon*.  
30 hours: 3 credits; fall.

#### **Research on Simulations and Games for Learning**

EDCT-GE 2505 *Plass*. 30 hours:  
3 credits; spring.

### **MEDIA DESIGN ELECTIVES**

#### **Educational Video: Design and Production I**

EDCT-GE 2153 30 hours: 3 credits;  
spring.

#### **Media for Museums and Public Spaces**

EDCT-GE 2200 *Majzlin*. 30 hours: 3  
credits; spring.

#### **Current Topics in Developing Learning Technologies**

EDCT-GE 2220 30 hours: 3 credits;  
summer.

#### **Educational Design for the World Wide Web I**

EDCT-GE 2251 *Staff*. 30 hours: 3 credits;  
fall.

#### **Educational Technology in Global Context**

EDCT-GE 2031 *Neuman*. 30 hours:  
3 credits; fall, spring.

#### **Educational Video: Design and Production II**

EDCT-GE 2154 *Staff*. 30 hours: 3 credits;  
fall. Prerequisite: EDCT-GE 2153 or  
permission of the instructor.

#### **Advanced Video Design Workshop**

EDCT-GE 2156 *Staff*. 30 hours: 3 credits;  
fall. Prerequisite: EDCT-GE 2154 or  
permission of instructor.

### **Simulations and Games for Education**

EDCT-GE 2176 *Plass*. 30 hours:  
3 credits; fall. Prerequisites: EDCT-GE  
2174, EDCT-GE 2175, or permission  
of instructor.

### **Advanced World Wide Web Design Lab**

EDCT-GE 2177 *Staff*. 30 hours: 3 credits;  
spring. Prerequisite: EDCT-GE 2251 or  
equivalent.

### **Educational Technology Studio**

#### **Practicum: Special Topics**

EDCT-GE 2550 *Wise*. 10-40 hours:  
1-4 credits; fall, spring, summer.

### **PROFESSIONAL APPLICATIONS**

#### **Professional Applications of Educational Media in New York City**

EDCT-GE 2211 *Majzlin*. 30 hours: 3  
credits; fall.

#### **Integrating Media and Technology in the K-12 Curriculum**

EDCT-GE 2018 *Staff*. 10 hours per credit:  
1-3 credits; fall, spring, summer.

#### **Media Practicum: Internships**

EDCT-GE 2197 *Majzlin*. 180 hours:  
3 credits; 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 *Majzlin*. 180 hours:  
3 credits; fall, spring. Includes fieldwork  
and seminar on campus. May be taken  
a maximum of two times. Permission  
of the instructor is required.

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

#### **Educational Communication and Technology Research**

EDCT-GE 2095 *Bouwmeester*. 15 hours  
per credit: 1-3 credits; fall, spring.  
Restricted to ECT majors. Permission  
of the program coordinator is required.

### **RESEARCH AND DOCTORAL SEMINARS**

#### **Digital Video Ethnography: Cultural Interpretations with New Media**

EDCT-GE 2075 *Goldman*. 30 hours:  
3 credits; spring.

**Content Seminar in Research in Instructional Technology**

EDCT-GE 3311 *Goldman, Plass, Hoadley. 45 hours: 3 credits; spring. Permission of instructor required. Restricted to ECT majors.*

**Advanced Seminar in Research and Practice in Educational Technology**

EDCT-GE 3076 *Goldman, Plass, Hoadley. 30 hours: 3 credits; fall. Prerequisite: EDCT-GE 3311.*

**Doctoral Colloquium in Educational Communication and Technology**

EDCT-GE 3315 *Plass, Goldman. 15 hours per credit: 1–3 credits; fall, spring, summer. Permission of instructor required.*

**INDEPENDENT STUDY**

**Independent Study**

EDCT-GE 2300 *Staff. 45 hours per credit: 1–6 credits; fall, spring, summer; hours to be arranged. See page 193.*

**HIGHER AND POSTSECONDARY EDUCATION/HPSE-GE**

**The College Environment**

HPSE-GE 2015 *30 hours: 3 credits.*

**The College Presidency**

HPSE-GE 2025 *30 hours: 3 credits; fall.*

**Comparative Higher Education Studies**

HPSE-GE 2041 *30 hours: 3 credits; fall.*

**The Community College**

HPSE-GE 2057 *30 hours: 3 credits; spring.*

**The Impact of College on Student Success**

HPSE-GE 2068 *30 hours: 3 credits.*

**College Student Learning and Development**

HPSE-GE 2069 *30 hours: 3 credits; spring.*

**Enrollment Management and Retention Programs in Higher Education**

HPSE-GE 2070 *30 hours: 3 credits; spring.*

**Managing Administrative Services in Colleges**

HPSE-GE 2085 *30 hours: 3 credits; summer.*

**Institutional Assessment in Higher Education**

HPSE-GE 2087 *30 hours: 3 credits; fall.*

**Research Approaches and Techniques in Postsecondary Education**

HPSE-GE 2088 *30 hours: 3 credits; fall.*

**Foundations of Higher Education**

HPSE-GE 2090 *30 hours: 3 credits.*

**Professional Seminar in Higher Education**

HPSE-GE 2093 *Marcus. 30 hours: 3 credits; spring.*

**Leadership in Higher Education**

HPSE-GE 2097 *Marcus. 30 hours: 3 credits; fall.*

**Higher Education and the Law**

HPSE-GE 2115 *Nolan. 30 hours: 3 credits; spring.*

**Financing Higher Education**

HPSE-GE 2117 *Staff. 30 hours: 3 credits; spring.*

**Higher Education Studies, Administrative Work, and Field Experiences**

HPSE-GE 2121 *135 hours: 3 credits; fall, spring. Permission of instructor required.*

**Learning in Higher and Workplace Education**

HPSE-GE 2122 *O'Connor. 30 hours: 3 credits; spring.*

**Higher Education and Contemporary Society**

HPSE-GE 2131 *Staff. 30 hours: 3 credits; summer.*

**The Politics of Higher Education**

HPSE-GE 2135 *Flores. 30 hours: 3 credits; fall.*

**Internship in Higher Education**

HPSE-GE 2141 *Funk. 135 hours: 3 credits; fall.*

**Global Perspectives in Higher Education**

HPSE-GE 2151 *30 hours: 3 credits. Semesters offered may be repeated once.*

**Diversity in Higher Education**

HPSE-GE 2161 *Funk. 30 hours: 3 credits; spring.*

**Independent Study**

HPSE-GE 2300 *Staff. 45 hours per credit: 1–6 credits; fall, spring, summer; hours to be arranged.*

**Doctoral Colloquium in Higher Education**

HPSE-GE 3001 *Marcus. 30 hours: 1–3 credits.*

**Doctoral Seminar in Higher Education**

HPSE-GE 3009 *Staff. 30 hours: 3 credits; fall; hours to be arranged.*

**Globalization and Higher Education Reforms**

HPSE-GE 3109 *Moja. 30 hours: 3 credits; spring.*

**Economics and Finance of Higher Education**

HPSE-GE 3110 *Wolniak. 30 hours: 3 credits; spring.*

**Governance of Colleges and Universities**

HPSE-GE 3119 *Staff. 30 hours: 3 credits; spring.*

**Theoretical Perspectives for Research on College Students**

HPSE-GE 3120 *Staff. 30 hours: 3 credits; fall.*

# Applied Psychology

## DEGREES

MA, PhD, Advanced Certificate

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

*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: LA RUE ALLEN

KIMBALL HALL, 246 GREENE STREET, NEW YORK, NY 10003-6674

TELEPHONE: 212-998-5555 | FAX: 212-995-3654 | WEBSITE: [steinhardt.nyu.edu/appsyach](http://steinhardt.nyu.edu/appsyach)

**T**he Department of Applied Psychology includes both theoretical and applied courses in the fields of psychology and counseling, as well as courses in research methods and measurement. At the doctoral level, students study to become scientific practitioners, researchers, and scholars. At the master's level, students are offered opportunities to pursue professional preparation and/or studies foundational to further graduate work. As part of an urban university, the department is concerned with the multiethnic, multicultural issues, and problems that characterize New York City and other urban environments. As a department in the Steinhardt School of Culture, Education, and Human Development, faculty and students are actively involved in research and community outreach, with particular emphasis on promoting positive human development.

The department houses doctoral, certificate, and master's programs in several areas of applied psychology, including counseling and guidance; mental health and wellness; human development and social intervention; lesbian, gay, bisexual, and transgender health, education, and social services; counseling psychology; developmental psychology; and psychology and social intervention. Innovative joint offerings across program areas, collaborative research, and curricular offerings reflect the current needs of the field.

Departmental faculty have ongoing research projects in many areas, including cognition, language, social and emotional development, health and human development, applied measurement and research methods, working people's lives, spirituality, multicultural assessment, group and organizational dynamics, psychopathology and personality, sexual and gender identities, trauma and resilience, self-regulation and academic achievement, intervention and social change, schools and communities, and cultural contexts and immigration.

The counseling psychology doctoral program provides the opportunity for graduates to sit for the New York State Psychology Licensing Examination, provided they also meet the experiential requirements, some of which are postdoctoral.

The PhD degree in Counseling Psychology is fully accredited by the American Psychological Association.

The MA program in Counseling for Mental Health and Wellness provides the credentials required for graduates to sit for the New York State Examination as a Licensed Mental Health Counselor.

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

# Faculty

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

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

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

**Judith L. Alpert**, Professor of Applied Psychology. BA 1966, Tufts University; MA 1969, PhD 1973, Columbia University.

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

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

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

**Clancy Blair**, Professor of Applied Psychology. BA 1984, McGill University; MA 1993, MPH 1996, PhD 1996, University of Alabama (Birmingham).

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

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

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

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

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

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

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

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

**Perry N. Halkitis**, Professor of Applied Psychology, Public Health and Medicine; Associate Dean of Academic Affairs Global Institute of Public Health. BA 1984, Columbia University; MS 1988, Hunter College (CUNY); MPhil 1993, PhD 1995, Graduate Center (CUNY).

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

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

**David Klemanski**, Visiting Assistant Professor of Applied Psychology. BA 1998, Baldwin-Wallace College; MS 2000, Florida State University; MA 2004, University of Hartford; M.P.H. 2016, Columbia; PsyD 2006, University of Hartford.

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

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

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

**Pamela A. Morris**, Professor of Applied Psychology. B.A. 1990, Columbia University; MA 1996, PhD 1998, Cornell University.

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

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

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

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

**Julia Shiang**, Clinical Associate Professor of Applied Psychology. BS 1971, Wheaton College; MS 1977, Bank Street College of Education; EdD, 1984, Harvard University; PhD 1992, Pacific Graduate School of Psychology.

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

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

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

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

**Norissa Williams**, Visiting Assistant Professor of Psychology. BS 2001, Saint John's University; MSW 2003 Stony Brook University, State University of New York; PhD 2014, Fordham University.

**Hirokazu Yoshikawa**, Courtney Sale Ross University Professor of Globalization and Education at Steinhardt. BA 1997, Yale University; MM 1989, Juilliard School; MA 1992, PhD 1998, New York University.

#### **Internship Coordinator**

**Maxine Nwigwe, BA 2006**, Cornell University; PsyD 2010, George Washington University.

**Number of Adjunct Faculty:** 61

## 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 Global Affairs, [www.steinhardt.nyu.edu/global/](http://www.steinhardt.nyu.edu/global/).

### **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 Professor Perry Halkitis. For more information, visit [www.steinhardt.nyu.edu/appsyh/chibps](http://www.steinhardt.nyu.edu/appsyh/chibps).

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

The Center for Research on Culture, Development, and Education (CRCDE) advances research on the learning and development of infants, children, and adolescents from culturally diverse backgrounds. Its work focuses on the intersection between culture and developmental processes in language, cognitive, social, and emotional domains.

CRCDE is a research and training site for faculty, staff, students, and postdoctoral fellows, as well as a venue for hosting colloquia and workshops on culture and development. Its aim is to examine the development and learning of children from diverse cultural communities in the contexts of home and school.

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

- The language experiences and development of infants and toddlers from diverse cultural and linguistic backgrounds, including dual-language learners

- Infant, pre-schoolers, and adolescents' cognitive and social-emotional development
- Children and adolescents' academic performance, family relations, peer relations, and concepts of self and ethnic and gender identities
- The influences of micro-level (parents, family, peers, schools) and macro-level (social and economic policies, stereotypes) contexts on the development of children and adolescents

Research teams conduct their studies and outreach efforts in partnerships with hospitals, school systems, and community agencies throughout New York City and internationally, with ongoing projects in Nanjing, China; Hong Kong; and Seoul, South Korea.

The Center is seeking grants to advance new research in such areas as infants' and toddlers' learning through play, the early development of math cognition, the language experiences and development of dual-language learners, adolescents' ethnic and gender identity, mothers' socialization of gender and race, and the influences of gender and racial socialization on social, emotional, and cognitive development. Research findings lay the groundwork for promoting children's school readiness, successful academic engagement and performance, and positive social and emotional development. Findings are shared with parents, children, educators, practitioners and other key stakeholders in local communities, nationally, and internationally with global partners.

## THE CHILD AND FAMILY POLICY CENTER

The 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, Department Chair LaRue Allen, is a leading child development scholar who currently directs a number of projects involving University-community partnerships. The center also draws on expertise from other sectors of the University and the Steinhardt School. New York University's Steinhardt School of Culture, Education, and Human Development brings together the disciplines of applied psychology, education studies (e.g., early childhood, special education), and health programs.

## GLOBAL TIES FOR CHILDREN

With funding from NYU Abu Dhabi and NYU New York, University Professors Larry Aber and Hiro Yoshikawa have recently established a new international research center, Global TIES for Children: Transforming Intervention Effectiveness and Scale. This center aims to generate high-quality research in order to contribute to the design, implementation, evaluation, and scale-

up of effective programs and policies to promote children's holistic development in low-income and conflict-affected countries around the world. To do so, an interdisciplinary team of scientists from across the Global Network University will leverage the interdisciplinary sciences of social settings and human development to generate evidence as to how programs and policies to promote children's development work, for whom, and in what contexts. Specifically, TIES for Children proposes to work with internationally recognized strategic partner organizations to:

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

## INSTITUTE FOR HUMAN DEVELOPMENT AND SOCIAL CHANGE

Global forces are dramatically changing the environments of children, youth, and adults both in the United States and throughout the world. First- and second-generation immigrant children are on their way to becoming a majority in the United States, bringing linguistic and cultural diversity to the institutions with which they come into contact. Technological developments

will proceed at a pace that may outstrip the capacity of school systems to adequately prepare children. Families will increasingly be concentrated in mega-cities of unprecedented size and potentially unprecedented poverty.

How does human development unfold in the context of these rapidly changing social forces? The Institute for Human Development and Social Change (IHDSC) at New York University addresses these urgent societal questions. The institute aims to break new intellectual ground through its support for interdisciplinary research and training across a range of disciplines. IHDSC has fostered a network of more than 40 faculty affiliates from the social, behavioral, health, and policy sciences in performing cutting edge research to study how complex social forces such as globalization, technology, and immigration affect human development.

The IHDSC is a joint initiative of the Steinhardt School of Culture, Education, and Human Development; the Wagner School of Public Service; the Faculty of Arts and Sciences; and the Office of the Provost. With a total portfolio of more than \$40 million in active federally and privately funded research and training grants, IHDSC is the largest interdisciplinary research center on the NYU Washington Square campus. The Institute's governing committee includes Professor Lawrence Aber; Professor Christopher Flinn, Department of Economics, FAS; Professor Cathie Tamis-LeMonda, Department of Applied Psychology; Paul Horn, Senior Vice Provost; C. Cybele Raver, Vice Provost for Academic, Faculty, and Research Affairs; Dean Perry Halkitis, Professor of Applied Psychology, Public Health, and Medicine; Associate Dean of Academic Affairs, Global Institute of Public Health; and Professor Larry Wu, Department of Sociology, FAS, who also serves as the Deputy Director of the Institute.



# Counseling and Guidance: School Counseling or Bilingual School Counseling

## Counseling and Guidance for Mental Health and Wellness

### DIRECTOR

Lisa Suzuki

Kimball Hall  
TELEPHONE:  
212-998-5555

### DEGREE

MA, Dual MA  
Advanced Certificate

### FACULTY

Ali, Chacko,  
Constantine,  
Grossman, Halkitis,  
Javdani, McClowry,  
Okazaki, Richardson,  
Shiang, Suzuki

### AFFILIATED FACULTY

Landy

### DIRECTOR OF INTERNSHIP

Nwigwe

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

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

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

- *Counseling for Mental Health and Wellness*, which prepares graduates as mental health counselors working with both individuals and groups in a broad spectrum of settings, including community agencies, university counseling programs, mental health centers, hospitals, HIV and AIDS outreach programs, and substance abuse treatment centers. Graduates of the program are eligible for New York State licensure as a mental health counselor and additionally are eligible to take the National Counselors Exam to become a national certified counselor.

### CAREER OPPORTUNITIES

A degree in counseling can open the door to a range of professional opportunities. Graduates of the school counseling or bilingual school counseling program move on to positions in elementary, middle, and high schools, working with students on counseling and guidance-related issues. Graduates of the program in Counseling for Mental Health and Wellness will be well-placed to seek careers in both public and private agencies, including community mental health programs, university counseling centers, hospitals, HIV and AIDS outreach programs, and substance abuse treatment centers. Completion of New York State licensure 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 credits of coursework. All students are required to take 36 credits in the following courses: Professional Orientation and Ethical Issues in School Counseling *APSY-GE 2650*, Foundations of School Counseling *APSY-GE 2662*, Counseling: Theory and Process *APSY-GE 2657*, Research and Evaluation in Behavioral Sciences *APSY-GE 2070*, Individual Counseling Practice Lab I *APSY-GE 2658*, Practicum in School Counseling *APSY-GE 2648*, Cross-Cultural Counseling *APSY-GE 2682*, Human Growth and Development *APSY-GE 2138*, Group Dynamics *APSY-GE 2620*, Career Counseling *APSY-GE 2635*, Program Development and Evaluation *APSY-GE 2663*, and Assessment of Children and Adolescents *APSY-GE 2673*.

In addition to the basic curriculum, students in the school counseling program complete a year-long, 6-credit (600 hours) internship in a school that is selected by the student in consultation with the Director of Internships

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

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

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

Students in Counseling for Mental Health and Wellness must complete 60 credits of coursework. All students are required to take 39 credits in the following courses: Professional Orientation and Ethical Issues in Counseling for Mental Health and Wellness *APSY-GE 2651*, Foundations of Counseling for Mental Health and Wellness *APSY-GE 2661*, Counseling: Theory and Process *APSY-GE 2657*, Individual Counseling Practice: Lab I *APSY-GE 2658*, Practicum in Counseling for Mental Health and Wellness *APSY-GE 2812*, Cross-Cultural Counseling *APSY-GE 2682*, Research and Evaluation



in Behavioral Sciences *APSY-GE 2070*, Human Growth and Development *APSY-GE 2138*, Abnormal Psychology *APSY-GE 2038*, Group Dynamics: Theory and Practice *APSY-GE.2620*, Dynamics of Vocational Development *APSY-GE 2634*, Program Development and Evaluation *APSY-GE 2663*, and Interpretation and Use of Tests in Counseling Adults *APSY-GE 2672*. In addition to the curriculum specified above, students also complete a year-long (600 hours) supervised internship. The internship experience is chosen by the student in consultation with the director of internships. Students have the option of completing this degree on campus or online.

Coursework for this sequence includes Internship in Counseling for Mental Health and Wellness I *APSY-GE 2655* (3 credits) and Internship in Counseling for Mental Health and Wellness II *APSY-GE 2656* (3 credits). In addition, students choose one course (3 credits) 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 credits in applied content areas.

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

### Applied Content Area

To fulfill their requirements for applied content area credits, students may choose courses from offerings in the program, department, and school that enable them to pursue specialized interests. Students may also elect to take applied coursework in other schools within the University. Applied content areas may include grief and bereavement counseling; career counseling; women and mental health; gay, lesbian, bisexual, and transgender studies; drama therapy, art therapy, or music therapy; and marriage and family. Students in the Program in Counseling for Mental Health and Wellness should consult with an adviser to develop this applied content area sequence.

### Comprehensive Exams

All students in the MA Programs in Counseling must pass the Counselor Preparation Comprehensive Examination (CPCE) for satisfaction of the terminal experience requirement. This exam is produced by the Center for Credentialing and Education (CCE), an affiliate of the National Board for Certified Counselors (NBCC). The exam is held in the spring and fall semesters, and students can take the exam up to two times. If they are unsuccessful in their initial attempt, they must also complete a designated project.

### ADMISSION REQUIREMENTS

Applications are reviewed for fall entrance only.

This is a full-time master's program with strict course sequencing and a research requirement that is best completed on a full-time basis. Part-time matriculation will only be considered on an exceptional, case-by-case basis.

### ACCREDITATION

The MA in School Counseling and the MA in Mental Health and Wellness Programs are accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) for the period of January 2015 through January 2025.

# Counseling Psychology

## DIRECTOR

Sumie Okazaki

Kimball Hall  
TELEPHONE:  
212-998-5555

## DEGREE

PhD

## FACULTY

Ali, Chacko,  
Constantine,  
Grossman, Halkitis,  
Javdani, McClowry,  
Okazaki, Richardson,  
Suzuki

## The PhD Program in Counseling

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

The major principles underlying the Program in Counseling Psychology are a focus on a developmental understanding of clients; commitment to a health model of intervention; and appreciation of the gendered, cultural, and institutional contexts of people's lives, as these contexts affect both clients and counselors. The program follows the scientist-practitioner model of training and is organized in three areas: general psychology, including statistics and research methodology; counseling and vocational psychology; and patterns of learning experiences designed to meet the professional goals of program matriculants.

## CAREER OPPORTUNITIES

Graduates of the program are eligible to sit for the New York State psychology licensing examination and are prepared to practice in diverse settings such as colleges, clinics, hospitals, and community agencies, as well as pursue careers in research and teaching.

## DEGREE REQUIREMENTS

For completion of the doctorate, 79 credits beyond the bachelor's degree are required. Additionally as part of undergraduate or other graduate work, 18 credits in psychology are prerequisites to the PhD program. In the Counseling Psychology required curriculum (46 credits), students complete work in counseling theory and process, cross-cultural counseling, group counseling, abnormal psychology, program seminar, seminars in vocational development and counseling theory, clinical assessment, statistics and research design, and practica in individual counseling and counselor

training and supervision. Students also must take a counseling psychology specialty elective (3 credits); and statistics and research design electives (9 credits).

Students also must complete departmental and state licensure course requirements covering measurement, history and systems, cognitive and affective bases of behavior, personality, developmental psychology, social psychology, and the biological basis of behavior (21 credits). In addition to course requirements, students must pass a comprehensive examination to be admitted to candidacy, complete a full-year full-time internship, have an approved dissertation proposal and dissertation, and pass a final oral examination of the dissertation.

Some courses may be waived, exempted or passed by examination. A minimum of 54 credits must be completed at New York University for students admitted with a bachelor's degree (36 credits for students admitted with a master's degree).

Required courses include: Cross Cultural Counseling *APSY-GE 2682*, Group Dynamics *APSY-GE 2620*, Individual Counseling: Practice I and II *APSY-GE 2658* and *2659*, Advanced Practicum *APSY-GE 3607* and *3608*, Practicum in Counselor Training *APSY-GE 3629*, Forum in Counseling Psychology *APSY-GE 3620*, Counseling Theory and Process *APSY-GE 2657*, Seminar in Counseling Theory and Research *APSY-GE 3633*, Seminar in Vocational Development *APSY-GE 3657*, Departmental Seminar: Theories of Change *APSY-GE 3009*, Counseling Psychology Program Seminar *APSY-GE 3671*, Measurement: Classical Test Theory *APSY-GE 2140*, Interpretation and Use of Tests *APSY-GE 2672*, Clinical Assessment I and II *APSY-GE 3665* and *3666*, and Statistics for the Behavioral and Social Sciences II *PSTA-GE 2002*. Research Design in the Behavioral & Social Sciences *APSY-GE 2073*, Theories of Personality *APSY-GE 2039*, Abnormal Psychology *APSY-GE 2038*, Social Psychology *APSY-GE 2003*, Survey of Developmental Psychology *APSY-GE*

*2271*, Neuropsychology of Behavior *APSY-GE 2001*, Historical Perspectives of Psychological Theory *APSY-GE 3103*, Emotional Development: Organization, Cognition and Neurobiology *APSY-GE 2261*, Dissertation Proposal Seminar *APSY-GE 3001*, and Internship *APSY-GE 3016*.

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

## ADMISSION REQUIREMENTS

Applicants to the Program in Counseling Psychology must follow both the Steinhardt School's and the program's admission procedures and deadlines. All admissions materials must be received by December 1. The GRE must be taken in time to allow the required five weeks for scores to arrive by December 1. Psychology GRE scores are not required.

Applicants must also submit an autobiographical statement, following a program outline, and three letters of recommendation. Contact the program directly for full details on program admission criteria.

## STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 199. ►

# Human Development and Social Intervention

## PROGRAM DIRECTOR

Sandee McClowry

Kimball Hall  
TELEPHONE:  
212-998-5555

## DEGREE

MA, Dual MA/  
Advanced Certificate

## FACULTY

Tamis-LeMonda, Way

**The MA in Human Development and Social Intervention (HDSI)** offers a distinct curriculum that emphasizes the practical skills of research design and methods, grant writing and management, and program development and evaluation from a community psychology perspective. The curriculum is firmly rooted in the traditions and lexicon of community, social, personality, and developmental psychology. Students will learn how issues such as poverty, race, gender, and culture influence the daily lives of individuals. Hands-on research and grant writing will aid students in efforts to apply social interventions to these issues.

The program is designed for recent college graduates with backgrounds in the social sciences, including psychology; social work; sociology; anthropology; and race, gender, or ethnic studies, as well as those who have work or volunteer experiences in nonprofit organizations, schools, health facilities, and community centers and seek to further or change the direction of their careers. All students in this program will receive training in the following:

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

In addition to a core of research methodology and psychology courses, students will also pursue one of the following three areas of study:

- **Developmental Psychology:** Students will examine classical as well as contemporary literature on developmental changes in emotional, social, and cognitive areas, with specific attention to the roles of culture and context (e.g., family, school, community) in these processes.
- **Health:** Students will examine the individual level, socioecological, and sociopolitical factors that shape physical and mental health outcomes for individuals, families, and communities.

- **Methodology:** Students will gain expertise in research design and in the use of various methods of quantitative and qualitative reasoning and analysis of data.

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

## CAREER OPPORTUNITIES

The program prepares students to pursue careers as research project directors, research coordinators, grant writers, research scientists, and program evaluators in university-based research centers, nonprofit agencies, hospitals, school systems, and private industry, including evaluation research firms. In addition, the program prepares students to pursue doctoral study in the social sciences, such as human development, public policy, or social and community psychology.

## DEGREE REQUIREMENTS

**Academic prerequisites:** Prior to matriculation in the graduate program, students must have completed a basic statistics course (with content similar to Basic Statistics I *APSTA-GE 2085*) within the past three years. Students also must have completed five courses in psychology prior to matriculation in the graduate program.

The HDSI program requires 42 credits for completion. The curriculum includes the following:

**Required Core Courses** (15 credits): Grant Writing and Grant Management for the Social Sciences *APSY-GE 2077*; Development and Prevention Science *APSY-GE 2094*; Culture, Context, and Psychology *APSY-GE 2105*; Survey of Developmental Psychology *APSY-GE 2271*; Risk and Resilience *APSY-GE 2279*; HDSI Integrative Seminar *APSY-GE 2335* (0 units);

**Required Courses in Statistics and Research Methods** (15 credits): Basic Statistics II *APSTA-GE 2086*, Evaluation Methodology in Behavioral Science *APSY-GE 2173*, *APSTA-GE 2086*; Intermediate Quantitative Methods *APSTA-GE 2003*, Measurement: Classical Test Theory *APSY-GE 2140*, Project Research Seminar I *APSY-GE 2837*, Project Research Seminar II *APSY-GE 2838*

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

health, or methodology.

**Research Requirement:** For the research requirement, students participate on a research team for 10–12 hours a week each semester. During the summer between the first and second year if full-time, or during the final semester if studying part-time, students complete an externship for a minimum of 120 hours at a research site off campus in order to strengthen and broaden their skills. Students have an opportunity each spring to participate in the department's annual research conference for MA students. Second year HDSI students are required to submit an application for this conference.

**Terminal Experience:** All students complete a thesis or capstone project as their culminating experience. The capstone project allows students to apply the knowledge and research skills acquired in the HDSI program to resolve an agency problem or to develop a new agency initiative. Students must declare their selection of the thesis or capstone project during the spring semester of their first year. Students enroll in *APSY-GE 2335* HDSI Integrative Seminar for 0 credits during the spring semester of their second or final year. This course follows a workshop format and is designed to support students at an advanced stage of their thesis or capstone project. Although they do not register for this course until the second/final year, students are expected to have made significant progress with their thesis or capstone project prior to taking this course.

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

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

## DIRECTOR

Lisa Suzuki

Kimball Hall  
TELEPHONE:  
212-998-5655

## DEGREES

Advanced Certificate

## AFFILIATED FACULTY

Ali, Cahill, Grossman,  
Guilamo-Ramos,  
Halkitis, Martin

## The LGBT Health, Education, and

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

This 12-credit advanced certificate is designed for professionals who already hold a master's degree in:

- social work
- counseling
- psychology
- public health
- public policy and management
- health policy and management
- teacher education
- educational leadership or a related field of study

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

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

The Advanced Certificate is a joint initiative of three NYU schools that have long studied and served LGBT populations and individuals:

- NYU Steinhardt School of Culture, Education, and Human Development Department of Applied Psychology
- Silver School of Social Work
- Robert F. Wagner Graduate School of Public Service

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

## Required Core Courses (6 credits)

LGBT Health Issues *GPH-GU 2357*, (3 credits)  
Counseling Gay, Lesbian, Bisexual, and Transgender Youth *APSY-GE 2895* (3 credits) or  
Counseling Gay, Lesbian, Bisexual, and Transgender Adults and Older Adults *APSY-GE 2896* (3 credits)

## Electives (6 credits)

Students may take two courses to be selected from the following:

Contemporary Gay, Lesbian, Bisexual and Transgender Issues *MSWEL-GS 2095* (3 credits) or  
HIV/AIDS Public Health Promotion *GPH-GU 2343* (3 credits)

Women and Mental Health *APSY-GE 2041* (3 credits)

Sexual Decision-Making & Risk Taking in Adolescence *APSY-GE 2008* (3 credits)

Developing Targeted Community Level HIV/AIDS Prevention Interventions: Domestic & Global Perspectives *MSWEL-GS 2139* (3 credits)

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

*APSY-GE 2895* (3 credits) or *APSY-GE 2896* (3 credits)

LGBT Issues in Public Policy *PADM-GP.2444* (3 credits)

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## Dual Degree Program with Human Development and Social Intervention

Students who pursue the Advanced Certificate in LGBT Health, Education, and Social Sciences may count 6 credits from the curriculum towards the elective component of their HDSI curriculum. The total amount of credits required for the HDSI MA degree with the certificate is 48. New applicants to the HDSI program will be able to designate their interest in enrolling in the certificate program when they apply to the MA program.

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

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

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

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## Dual Degree Program with Counseling for Mental Health and Wellness

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

### **Admissions Information and Requirements:**

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

### **Admissions Information and Requirements:**

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

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

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

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## Dual Degree Program with School Counseling

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

### **Admissions Information and Requirements:**

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

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

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

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

# Developmental Psychology

## DIRECTOR

Catherine  
Tamis-LeMonda

Kimball Hall  
TELEPHONE:  
212-998-5555

## DEGREES

PhD

## FACULTY

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

## AFFILIATED FACULTY

Aber, Allen

### The mission of the PhD Program in

**Developmental Psychology** is to provide students with a strong foundation in developmental theories and cutting edge research tools and methods for studying development in context.

The Developmental Psychology program emphasizes intersections among biology, culture and context in developmental processes across areas of social, cognitive, language and emotional development. Students apply a variety of methods (e.g., experimental, quasi-experimental, survey, observational, semi-structured interviews) to the study of individual and environmental influences on the development of infants, preschoolers, children, and adolescents at multiple, nested levels. Students are required to take classes in developmental content areas and analytic methods and research, and advanced seminars on theories of change and theories of culture. Students engage in community and/or laboratory-based research for the entire length of their studies under the supervision of primary and secondary faculty mentors. Our research is conducted in laboratories at New York University and the homes, daycares, schools, hospitals, neighborhoods, and community settings of the multi-ethnic and richly diverse city of New York. Additionally, international research is a cornerstone of the program, with faculty and students engaged in studying developmental processes and contextual influences across countries such as China, India, South Africa, Korea and Peru. We work closely with our affiliated global faculty at NYU Shanghai and NYU Abu Dhabi campuses.

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

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

### CAREER OPPORTUNITIES

Graduates are prepared for careers as professors in academic settings; researchers in academic and governmental agencies; human service professionals in hospitals, schools, and community settings; directors and evaluators of mental health and health-promotion programs; as well as primary prevention programs.

### DEGREE REQUIREMENTS

Students take 72 credits. Academic offerings and requirements include the following:

- Courses in the foundational areas of psychology (e.g., developmental, social, personality, cognitive, learning, experimental, historical, neuropsychology)
- Courses in developmental psychology (e.g., cognitive, emotional, social, language, perceptual)
- Advanced content seminars in human development
- Sequences in research designs, methods, and statistics
- Active research involvement and attendance at weekly research colloquia
- Completion of a data-based dissertation

### ADMISSION REQUIREMENTS

Admission to this program requires a bachelor's or a master's degree in psychology or a related field, GRE scores (verbal and quantitative), three letters of recommendation, prior research experience, and a personal interview with the program faculty.

See *general admission section*, page 187.

### STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 200. ►

# Psychology and Social Intervention

## DIRECTOR

Edward Seidman

Kimball Hall

TELEPHONE:

212-998-5555

## DEGREE

PhD

## FACULTY

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

## The mission of the Doctoral Training Program in Psychology and Social Intervention

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

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

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

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

Program faculty also direct or co-direct affiliated institutes and centers at NYU, including the Institute for Human Development and Social Change; Global TIES for Children; the Center for Health, Identity, Behavior, and Prevention Studies; the Child and Family Policy Center; and the Center for Research on Culture, Development, and Education.



# Courses

The courses listed herein are to be offered in 2017–2019

## NOTES TO COURSES

\*Registration closed to special students.

\*Pass/fail basis.

30 hours: 3 credits

*Prerequisite: a course in psychology or educational psychology*

### Social Psychology

APSY-GE 2003 30 hours: 3 credits.  
*Prerequisite: a course in general or educational psychology.*

### Experimental Psychology

APSY-GE 2005 45 hours: 3 credits.  
*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 credits.

### Psychology of Women

APSY-GE 2014 30 hours: 3 credits.  
*Prerequisites: a course in general psychology or equivalent.*

### Cognitive Behavior Therapy: Theory and Applications

APSY-GE 2025 30 hours: 3 credits.

### Abnormal Psychology

APSY-GE 2038 30 hours: 3 credits.  
*Prerequisite: APSY-GE 2039 or equivalent.*

### Theories of Personality

APSY-GE 2039 30 hours: 3 credits.  
*Prerequisite: a graduate course in general, developmental, or educational psychology.*

### Women and Mental Health

APSY-GE 2041 30 hours: 3 credits.  
*Prerequisite: a course in general psychology or equivalent.*

### Action Approaches to Mental Health Counseling

APSY-GE 2045 30 hours: 3 credits.

### Child Language Development

APSY-GE 2055\* 45 hours: 3 credits.  
*Prerequisite: a course in developmental psychology or linguistic.*

### Issues in Counseling People with Disabilities

APSY-GE 2068 30 hours: 3 credits.

### Research and Evaluation in the Behavioral Sciences

APSY-GE 2070 45 hours: 3 credits.

### Research Design and Methodology in the Behavioral Sciences I

APSY-GE 2073\* 45 hours: 3 credits.  
*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 credits.  
*Prerequisite: APSY-GE 2073 or permission of instructor.*

### Grant Writing and Grant Management for the Social Sciences

APSY-GE 2077 30 hours: 3 credits.  
*Prerequisites: APSY-GE 2271 and APSY-GE 2105.*

### Developmental and Prevention Science

APSY-GE 2094 30 hours: 3 credits.

### Social Development of Children and Adolescents

APSY-GE 2097 30 hours: 3 credits.

### Culture, Context, and Psychology

APSY-GE 2105 30 hours: 3 credits.

### Psychological Research in Infancy

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

### Human Growth and Development

APSY-GE 2138 30 hours: 3 credits.

### Measurement: Classical Test Theory

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

### Measurement: Modern Test Theory

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

### Evaluation Methodology in the Behavioral Sciences I

APSY-GE 2173 45 hours: 3 credits.  
*Prerequisites: APSTA45 hours: 3 credits.  
Prerequisite: APSY-GE 2173.*

### Child and Adolescent Psychopathology

APSY-GE 2181 30 hours: 3 credits.

### Temperament-Based Intervention

APSY-GE 2184 30 hours: 3 credits.

### Cognitive Development

APSY-GE 2198 30 hours: 3 credits.

### Conflict Analysis and Resolution

APSY-GE 2205 30 hours: 3 credits.

### Cross-Cultural Research Methods

APSY-GE 2222 30 hours: 3 credits.

### Emotional Development:

#### A Cognitive Perspective

APSY-GE 266 30 hours: 3 credits.  
*Prerequisite: Introductory graduate-level course in statistics and developmental psychology.*

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

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

### Intervention/Prevention in Early Childhood Contexts

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

### Survey of Developmental Psychology: Advanced

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

### Adolescent Development: Theory and Research

APSY-GE 2272 30 hours: 3 credits.  
*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 credits.  
*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 : 1–6 credits.  
*Hours to be arranged.*

**HDSI: Integrative Seminar**

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

**Academic Achievement Gaps:  
Socio-psychological Dynamics**

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

**Externship in Human Development  
and Social Intervention**

APSY-GE 2354: 0 credits.

**HIV/AIDS Public Health Promotion**

GPH-GU 2343 30 hours: 3 credits.

**Trauma: Theoretical and  
Clinical Perspectives**

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

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

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

**Social Psychology, Intervention,  
and Social Change**

APSY-GE 2605 30 hours: 3 credits.

**Brief Psychodynamic Therapy**

APSY-GE 2611 30 hours: 3 credits.

**Group Dynamics: Theory and Practice**

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

**Dynamics of Vocational Development**

APSY-GE 2634 30 hours: 3 credits.

**Career Counseling**

APSY-GE 2635 30 hours: 3 credits.

**Practicum in School Counseling**

APSY-GE 2648\*† 50 hours: 3 credits.

**Internship in Counseling for  
Mental Health and Wellness I and II**

APSY-GE 2655\*, 2656\* 45 hours:  
3 credits per term.

Hours arranged.

APSY-GE 2655 is prerequisite for  
APSY-GE 2656.

**Individual Counseling: Theory  
and Process**

APSY-GE 2657 45 hours: 3 credits.

**Individual Counseling: Practice I**

APSY-GE 2658\*† 50 hours: 3 credits.

**Foundations of Counseling for  
Mental Health and Wellness**

APSY-GE 2661\* 30 hours: 3 credits.

**Foundations of School Counseling**

APSY-GE 2662\* 30 hours: 3 credits.

**Program Development and  
Evaluation in Counseling**

APSY-GE 2663\* 30 hours: 3 credits.  
Hours arranged.

**Internship in School Counseling II**

APSY-GE 2668\* 45 hours: 3 credits.  
Hours arranged.

Prerequisite: APSY-GE.2667.

**Interpretation and Use of Tests in  
Counseling Adults**

APSY-GE 2672\* 45 hours: 3 credits.  
Prerequisite: APSY-GE.2657 or  
equivalent.

**Assessment of Children and  
Adolescents**

APSY-GE 2673\* 45 hours: 3 credits.  
Prerequisite: APSY-GE.2657 or  
equivalent.

**Cross-Cultural Counseling**

APSY-GE 2682 30 hours: 3 credits.

**Grief and Bereavement Counseling**

APSY-GE 2683 30 hours: 3 credits.

**Marriage, Couple, and Family  
Counseling**

APSY-GE 2684 30 hours: 3 credits.  
Prerequisite: APSY-GE 2657 or  
equivalent.

**Special Topics in Applied Psychology:  
Workshop on Research Development**

APSY-GE 2686 15 hours per credit:  
0-6 credits.

Prerequisite or co-requisite: basic gradu-  
ate-level research design or statistics  
Only open to graduate students in  
applied psychology.

**Substance-related & Addictive  
Disorders**

APSY-GE 2691 30 hours: 3 credits.

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

APSY-GE 2692 30 hours: 3 credits.

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

APSY-GE 2701 30 hours: 3 credits.

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

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

**Intervention and Social Change**

APSY-GE 2826 30 hours: 3 credits.

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

APSY-GE 2827 45 hours: 3 credits.

**Advanced Seminar in Psychology  
and Social Intervention**

APSY-GE 2830\* 30 hours: 3 credits.  
Only open to doctoral students in  
psychology and social intervention,  
or permission of instructor.

**Families and Schools**

APSY-GE 2831 30 hours: 3 credits.

**Child Development and Social Policy**

APSY-GE 2832 30 hours: 3 credits  
Prerequisite: graduate course in devel-  
opmental psychology or equivalent.

**Research: Using Mixed Methods**

APSY-GE 2835 30 hours: 3 credits  
Prerequisite: A graduate course  
in basic research methodology.

**Project Research Seminar I**

APSY-GE 2837 30 hours: 0 credits.  
Only open to master's students  
in human development and social  
intervention.

**Project Research Seminar II**

APSY-GE 2838 30 hours: 3 credits.  
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 credits.

**Play and Drama Therapy with  
Children and Adolescents**

APSY-GE 2840 30 hours: 3 credits.

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

APSY-GE 2870 30 hours: 3 credits.

**Psychology of Gender Roles and Sex Differences**

APSY-GE 2880 30 hours: 3 credits.

**Gay, Lesbian, Bisexual, and Transgender People: Individual Study**

APSY-GE 2892 20 hours per credit:

2-3 credits.

*Requires permission of the instructor.*

**Counseling Gay, Lesbian, Bisexual, and Transgender Youth**

APSY-GE 2895 30 hours: 3 credits.

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

APSY-GE 2896 330 hours: 3 credits

*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 credits

*Open to doctoral candidates in applied psychology.*

**Internship in Counseling Psychology**

APSY-GE 3016:

*Prerequisites: Doctoral candidacy and approved doctoral dissertation proposal.*

**Research Practicum in Development Psychology**

APSY-GE 3020 30 hours: 1-3 credits.

**Seminar: Current Issues in Developmental Psychology**

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

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

**The Developmental Psychology Seminar: Current Topics in Developmental Science**

APSY-GE 3023 30 hours: 3 credits.

**Listening Guide Method of Psychological Inquiry**

APSY-GE 3040 30 hours: 3 credits.

**Advanced Listening Guide**

APSY-GE 3045 30 hours: 3 credits.

**Historical Perspectives of Psychological Theory**

APSY-GE 3103 30 hours: 3 credits.

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

APSY-GE 3607, 3608\*\* 225 hours:

260 hours: 3 credits each term

*Prerequisite: doctoral matriculation*

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

**Forum in Counseling Psychology**

APSY-GE 3620 30 hours:

*Practicum in Counselor Training*

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

*Prerequisite: permission of instructor*

*Enrollment limited to advanced sixth-year and doctoral students in counseling psychology.*

**Seminar in Counseling Theory and Research**

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

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

**Seminar in Vocational Development Theory and Research**

APSY-GE 3657 30 hours: 3 credits.

*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 credits each term.

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

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

APSY-GE 3901, 3902 30 hours:

3 credits each term.

# Applied Statistics, Social Science, and Humanities

## DEGREES

MA, MS, PhD, Advanced Certificate

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

*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: JAMES W. FRASER

KIMBALL HALL | 246 GREENE STREET, 3RD FLOOR | NEW YORK, NY 10003-6677

TELEPHONE: 212-998-9457 | FAX: 212-995-4832

WEBSITE: [steinhardt.nyu.edu/humsocsci](http://steinhardt.nyu.edu/humsocsci)

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

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

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

### ■ Social-Cultural Disciplinary Studies of

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

### ■ Interdepartmental Research Studies and

**Applied Statistics** — The department program offers a wide array of qualitative and quantitative research courses for graduate students in all programs across the school and also offers a masters in applied statistics for social science research.

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

# Faculty

**Richard Arum**, Professor (joint appointment with the Department of Sociology, College of Arts and Science). BA 1985, Tufts University; MEd 1988, Harvard University; PhD 1996, University of California, Berkeley.

**Jack Buckley**, Research Associate Professor. BA 1994, Harvard University; MA 2001, PhD 2003, State University of New York at Stony Brook.

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

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

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

**Robert Cohen**, Professor (joint appointment with the Department of Teaching and Learning). BA 1976, EdM 1978, State University of New York at Buffalo. MA 1980, PhD 1987, University of California, Berkeley.

**Sean Corcoran**, Associate Professor. BBA 1996, Wichita State University; MA 1999, PhD 2003, University of Maryland.

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

**Peter F. Halpin**, Assistant Professor. BA, 2002, University of Calgary; MSc 2005, University of Calgary; PhD 2010, Simon Fraser University.

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

**Jennifer Hill**, Professor. BA 1991, Swarthmore College; MA 1995, Rutgers University; MS 1997, PhD 2000, Harvard University.

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

**Philip M. Hosay**, Professor. BA 1962, Wayne State University; MA 1964, PhD 1969, University of Michigan.

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

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

**Joan Malczewski**, Assistant Professor (joint appointment with the Department of Teaching and Learning). BA 1985, University of Michigan; MA 1995, PhD 2002, Columbia University.

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

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

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

**Leanna Stiefel**, Professor (joint appointment with the Robert F. Wagner Graduate School of Public Service). BA 1967, University of Michigan; PhD 1972, University of Wisconsin-Madison; Adv. Prof.Cert. 1984, New York University.

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

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

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

**Jonathan Zimmerman**, Professor. BA 1983, Columbia University; MA 1990, PhD 1993, Johns Hopkins University.

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

## *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 Science.

## *Faculty Emeriti*

**Floyd Hammack**, Sociology of Education  
**Donald Johnson**, Global Education  
**Berenice Fisher**, Philosophy of Education  
**Joy Gould Boyum**, Arts and Humanities  
**Gabriel Moran**, Religious Education

# Applied Statistics for Social Science Research (A3SR)

## CODIRECTORS

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

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

## DEGREES

MS

## FACULTY

Buckley, Cimpian,  
Halpin, Harel, Hill,  
Lu, Mijanovich, Scott,  
Simonoff (Stern/IOMS,  
affiliate), Weinberg,  
Wu (FAS/Soc.,  
affiliate)

## 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 MS program is a good choice for students who want to gain greater knowledge of statistics and its application to everyday problems and policies and to sharpen their data-analysis and 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 master's degrees are offered. See *datascience.nyu.edu/academics/* for some discussion of each program's focus.

## DEGREE REQUIREMENTS

This is a variable credit program, 34–47 credits, 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.

Theoretical foundations are covered in Empirical Research Methods *RESCH-GE 2132*. Inference and regression are covered in Intermediate Quantitative Methods *APSTA-GE 2003* or Regression and Multivariate Data Analysis *STAT-GB 2301*. More advanced techniques and causal inference methods are covered in Advanced Modeling I: Topics in Multivariate Analysis *APSTA-GE 2004*, Causal Inference *APSTA-GE 2012* and Generalized Linear and Multilevel Growth Curve Models *APSTA-GE 2997*. 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*.

Theoretical and practical issues in survey methodology are covered in Survey Research I *RESCH-GE 2139* and Applied Statistics: Using Large Databases in Education Research *APSTA-GE 2110*. Multilevel models are covered in three classes: Multilevel Models: Growth Curves *APSTA-GE 2040*, Practicum in Multilevel Models *APSTA-GE 2041* and Multilevel Models: Nested Data *APSTA-GE 2042*. Missing data techniques are covered in Advanced Topics in Quantitative Methods: Missing Data *APSTA-GE 2013*. All students must complete the statistical consulting research seminar and internship, *APSTA-GE 2401* and *APSTA-GE 2300*.

Two applied statistics and two unrestricted electives courses may be taken within and outside the Department of Applied Statistics, Social Science, and Humanities. Within the department, two of Advanced Topics in Quantitative Methods: Classification and Clustering *APSTA-GE 2011*, Applied Spatial Statistics *APSTA-GE 2015*, Educational Data Science Practicum *APSTA-GE 2017*, Structural Equation Modeling *APSTA-GE 2094* and Applied Statistical Modeling and Inference *APSTA-GE 2122*, 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.

## ADMISSION REQUIREMENTS

- Two 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.*



# Education and Jewish Studies

## DIRECTOR

Robert Chazan

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

## DEGREES

MA, dual MA, PhD

## FACULTY

Chazan, Horowitz

## EDUCATION AND JEWISH STUDIES

This program prepares teachers, practitioners, researchers, and aspiring administrators for leadership positions in a wide range of Jewish educational settings, such as schools, informal education programs, community organizations and other nonprofit organizations, 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 graduate programs prepare students for leadership in Jewish educational settings. Job prospects include administrator or teacher at a Jewish day or supplementary school; official at a bureau of Jewish education or a national or local Jewish educational organization; professor of Jewish education at a seminary, college of Jewish studies, or university; researcher in Jewish education at a foundation or communal service organization; director of a Jewish 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 MA program requires a minimum of 38 credits, including a 12-credit core that covers the history of Jewish education, the social context of Jewish education, and sociology of education: The History of Jewish Education — The Modern Period *EJST-GE 2003*, The Social Context of Jewish Education *EJST-GE 2005*, Sociology of Education *SOED-GE 2002*, and The History of Jewish Education over the Ages *HBRJD-GA 1518*. Students choose 12 credits of electives from four areas of study: teaching and learning, leadership and administration, applied psychology, or humanities and social sciences. Students also complete 6 credits of electives taken in the Skirball Department of Hebrew and Judaic Studies in the Graduate School of Arts and Science and 3 credits in Steinhardt outside the chosen area of study. A yearlong, 5-credit culminating seminar in Jewish education (Master's Seminar in Education and Jewish Studies *EJST-GE 2008*) supports the terminal project — a traditional MA thesis or a capstone project. Students may enroll in this program for full-time or part-time studies.

*Note: This program is no longer accepting applications for enrollment.*

### Dual MA (Master of Arts, Education and Jewish Studies and Master of Arts, Hebrew and Judaic Studies)

Students in the dual MA program complete two MA degrees concurrently for a total of 58 credits: 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 credits of Hebrew and Judaic studies electives count toward the requirement for the MA in education and Jewish studies, and 6 credits of Steinhardt School electives will count toward the requirements for the MA in Hebrew in Judaic studies, which reduces the length of study and tuition.

Dual MA students must complete 38 credits for the Steinhardt MA, as described above, with 6 credits counting toward the MA in Hebrew and Judaic studies. Students earn the MA in Hebrew and Judaic studies by successful completion of the following four requirements: 32 credits in coursework, with 6 credits counting toward the MA 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.

*Note: This program is no longer accepting applications for enrollment.*

### Doctor of Philosophy

The PhD program is conceptualized in terms of three sets of academic experiences: 1) courses at the Steinhardt School of Culture, Education, and Human Development (42 credits), which include a combination of foundational courses, research courses, specialization courses, and cognate courses appropriate to the individual student's particular career interests and needs (see Career Opportunities, above); 2) courses in the Skirball Department of Hebrew and Judaic Studies (24 credits), including core courses in Judaic studies and specialization electives covering a wide range of Jewish history and



tradition (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 credits), which involves a two-year doctoral seminar focused on issues in Jewish education, *EJST-GE 2010, 2011, 2012* and *2013*. Students entering with a bachelor's degree must complete the entire 78 credits of coursework. Graduate study in education, Judaic studies, Jewish education, or allied subjects, completed at an accredited institution, may be presented for consideration of exemption from certain coursework. This may reduce the total number of credits required for the degree, as follows: Students entering with an MA in education may be exempted from up to two courses in education, reducing the total degree to 72 credits. Students entering with an MA in Jewish studies may be exempted from up to 21 credits of Judaic studies coursework, reducing the total degree to 57 credits. Students entering with an MA in Jewish education may be exempted from up to two courses in education and four courses in Judaic studies, reducing the total degree to 60 credits. Students entering with an MA in a field other than education, Jewish studies, or Jewish education may be exempted from up to two courses of equivalent and relevant coursework, reducing the total degree to 72 credits.

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

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

The completed education and Jewish studies PhD admissions application package must include the Steinhardt School admissions application form, a curriculum vitae, official GRE score report, official transcript(s), a personal statement, a research focus essay, and three letters of recommendation. Applicants to the PhD program should specify in their admissions essays their intended area of specialization in education: administration, teaching and learning, or humanities and social sciences or applied psychology. All applicant finalists are interviewed by the 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 full-time doctoral study are considered for the Steinhardt Fellowship. This fellowship provides up to four years of full-time tuition support and a living stipend. All fellowships support the preparation of the next generation of leaders and scholars in education and Jewish studies.

# Education and Social Policy

## DIRECTOR

Leanna Stiefel

Institute for Education  
and Social Policy  
Kimball Hall,  
3rd Floor East  
TELEPHONE:  
212-998-5758

## DEGREE

MA

## FACULTY

Arum, Cimpian,  
Corcoran, Schwartz,  
Stiefel, Weinstein,  
Ziol-Guest

## The MA Program in Education and

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

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

## ADMISSION REQUIREMENTS

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

## Public Education Policy Seminar and Practicum

This 13-credit immersion sequence offered in fall brings together upper-level graduate students in education, policy, business, and law from NYU, Columbia, Dartmouth, Harvard, Michigan, Stanford, and other universities. Participants engage in a rigorous and rewarding learning experience, including:

- An intensive seminar in the institutional and programmatic design, leadership, and transformation of public school systems, charter management organizations, nonprofits, and other K-12 public- and social-sector institutions
- A high-priority project researching, designing and implementing solutions to a complex problem at the core of a public-education organization's mission to improve the educational outcomes and life chances of children
- Applied training in qualitative research methods, project management, effective communication, and team-based problem-solving
- The program is offered by the Consortium for Public Research and Leadership (CPRL), a partnership between the Steinhardt School and professional schools at the universities listed above. The course is open to education and social policy students in the fall of their second year. James Liebman, Columbia law professor and former senior official at the New York City Department of Education, leads the course and conducts its academic seminar. Experienced education researchers, former K-12 educators and leaders, or consultants help guide the projects. Special scholarships available. For more information and how to apply, visit [steinhardt.nyu.edu/humsocsci/policy](http://steinhardt.nyu.edu/humsocsci/policy).

## CAREER OPPORTUNITIES

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

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

## DEGREE REQUIREMENTS

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

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

# History of Education

## DIRECTOR

James Fraser

Kimball Hall, 3rd Floor

TELEPHONE:

212-998-5413

FAX: 212-995-4832

## DEGREES

MA, PhD

## FACULTY

Cohen, Fraser,  
Malczewski, Norman,  
Stulberg, Zimmerman

## AFFILIATED FACULTY

Turk

**Study in the history of education** prepares scholars for research and teaching careers, mainly at schools of education.

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

## CAREER OPPORTUNITIES

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

## DEGREE REQUIREMENTS

### *Master of Arts*

The MA program requires 36 credits that can be completed in two years of full-time study. Students take 18 credits in courses in the history of education, 12 credits in courses in other disciplines, and 6 credits working on a final integrating paper that emerges from this program of study. Required courses include: Foundations of Education: History of Education *HSED-GE 2400*, History of American Education *HSED-GE 2009*, History of American Education and Society *HSED-GE 2173*, What Are Schools For? *HSED-GE 2175*, Twentieth Century Educational Thought *HSED-GE 2235*, Intellectual Roots of American Education *HSED-GE 2902*.

### *Doctor of Philosophy*

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

## ADMISSION REQUIREMENTS

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

*See general admission section, page 187.*

# International Education

## DIRECTOR

Dana Burde

Kimball Hall, 3rd Floor  
TELEPHONE:  
212-995-5052

## DEGREES

MA, PhD, Advanced  
Certificate

## FACULTY

Arcilla, Arum, Burde,  
Cherng, Corcoran,  
Hosay, King, Norman,  
Spreen, Zimmerman

## ADJUNCT FACULTY

Halpern, Moran,  
Zegelbonee

## AFFILIATED FACULTY

Berenson, Castañeda,  
Denoon, Hull, Kazemi,  
Ludden, Rajagopal,  
Schain, Smoke

## EMERITUS FACULTY

D. Johnson

## 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 MA and PhD programs, students participate in a job-related internship that provides professional work experience and reinforces academic skills. Internships may be arranged in the United States or abroad through such organizations as the United Nations, the Institute for International Education, Metro International, the US Department of State, the Hudson Institute, and the Asia Society.

## DEGREE REQUIREMENTS

### Master of Arts

The MA program requires a minimum of 40 credits: Foundations in International Education (12 credits: Foundations of International Education *INTE-GE 2803*, Sociological and Anthropological Approaches to International Education *INTE-GE 2023*, Political Issues in International Education *INTE-GE 2025*), Area Studies and Specialization in International Education (16–17 credits), Research Methods (8 credits: Introduction to Qualitative Methods in International Education *INTE-GE 2007*, Introduction to Quantitative Methods in International Education *INTE-GE 2008*), Internship (3–4 credits: Field Study in International Education *INTE-GE 2802*).

## Advanced Certificate

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

### Doctor of Philosophy

The PhD degree requires the completion of a minimum of 54 credits and a dissertation: departmental doctoral seminar (3 credits: Department Seminar I *HMSS-GE 3011*), core courses in international education (12 credits: Foundations of International Education *INTE-GE 2803*, Sociological and Anthropological Approaches to International Education *INTE-GE 2023*, Political Issues in International Education *INTE-GE 2025*), specialization in international education (8–12 credits), area studies (8–12 credits), research courses (12 credits), international education doctoral seminars (12 credits: Content Seminar in International Education I *INTE-GE 3097* or *3098*, Research in International Education I *INTE-GE 3801* or *3802*), readings and dissertation proposal seminars (0–12 credits: Doctoral Seminar I and II *HMSS-GE 3002* and *3003*).

## ADMISSION REQUIREMENTS

No specific undergraduate major is required to gain admission to the MA program, but an applicant should have some course work in the social sciences and be able to demonstrate aptitude for analytical work on a range of issues in education.

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

## STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 200. ►

## 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 Student Board sponsors lectures and meetings on topics of current interest. The program also cosponsors several summer study abroad programs in cooperation with other programs across the University.

# Interdepartmental Research Studies

## CODIRECTORS

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

Lisa M. Stulberg,  
Qualitative  
Methodology  
Kimball Hall, 3rd Floor  
TELEPHONE:  
212-992-9373

## FACULTY

Anderson, Arum,  
Buckley, Corcoran,  
Halpin, Harel, Hill,  
Larson, Lu, Mijanovich,  
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 register for these research courses only after consultation 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.

Doctoral students interested in doing quantitative dissertations should take Principles of Empirical Research *RESCH-GE 2132*, or its equivalent, and Statistics *APSTA-GE 2001* and *APSTA-GE 2002*

in their first year. For Survey Research Studies, *RESCH-GE 2139* may then be taken. More advanced course work requires *APSTA-GE 2003, 2004* (intermediate and multivariate models).

Additional courses in specialized topics include analysis of complex surveys, classification and clustering, casual inference, categorical data, factor analysis and latent variables, missing data, sampling, spatial data 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*, Classification and Clustering *APSTA-GE 2011*, Causal Inference *APSTA-GE 2012*, Missing Data *APSTA-GE 2013*, Factor Analysis I: Exploratory Factor Analysis and Item Response Theory *APSTA-GE 2093*, Multilevel Modeling: Growth Curve *APSTA-GE 2040*, Practicum in Multilevel Modeling: Growth Curves *APSTA-GE 2041*, Multilevel

Modeling: Nested Data *APSTA-GE 2042*, Factor Analysis II: Structure Equation Models *APSTA-GE 2094*, Biostatistics I *APSTA-GE 2995*, Biostatistics II *APSTA-GE 2996*, and Generalized Linear and Multilevel Growth Curve Models *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/priism](http://steinhardt.nyu.edu/priism).

# Sociology of Education

## DIRECTOR

Lisa M. Stulberg

Kimball Hall, 3rd Floor  
TELEPHONE:  
212-992-9475

## DEGREES

MA, PhD

## FACULTY

Arcilla, Arum, Stulberg

## ADJUNCT FACULTY

Nelson

**Founded in the 1920s**, the the Program in Sociology of Education at New York University is one of the nation's oldest professional programs applying sociology to the study of education. It remains focused on helping educators and others to better understand the social aspects of educational problems. The program provides students with a solid foundation in sociology as it applies to education and related fields and enhances their ability to address the challenges that education faces. Course opportunities draw on the resources of the Steinhardt School of Culture, Education, and Human Development as well as the Department of Sociology in the Graduate School of Arts and Science and the Robert F. Wagner Graduate School of Public Service. Students interested in the development and analysis of educational policy and its effects will find this program particularly useful.

## CAREER OPPORTUNITIES

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

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

## DEGREE REQUIREMENTS

### Master of Arts

Students enrolling in the 40-credit MA 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 science perspectives, and Education Policy, which equips students interested in policy research with additional 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 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 2002*, Principles of Empirical Research *RESCH-GE 2132*, Classical Social Theory *SOED-GE 3030*, Planned Change in Organizational Settings *SOED-GE 2090*, and Learning of Culture *SOED-GE 2325*. Methods courses include Statistics for Behavioral and Social Sciences I and II *APSTA-GE 2001, 2002* and Approaches to Qualitative Inquiry *RESCH-GE 2140*.

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

### Doctor of Philosophy

The PhD program trains students to analyze educational problems and issues using the theoretical tools and research methods of sociology. Students are expected to become thoroughly familiar with the primary sociological perspectives, and question theories, and then they are required to develop substantial awareness of the problems investigated by sociologists and the major empirical findings in these problem areas. Candidacy, dissertation proposal, and dissertation are required. The Sociology of Education PhD program is 48 credits for students who matriculate with an MA and 65 credits for students who matriculate with a BA only. Required courses include: The Learning of Culture *SOED-GE 2325*, Classical Social Theory *SOED-GE 3030*, Intro to Sociology of Education *SOED-GE 2002*, Planned Change in Organizational Settings *SOED-GE 2090*, Principles of Empirical Research *RESCH-GE 2132*, Educational Research in the United States: Problems and Possibilities *HMSS-GE 3011*.

## ADMISSION REQUIREMENTS

Admission to the Master of Arts program requires two letters of recommendation and a writing sample. 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 187.

## STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 180. ►

# Courses

The courses listed herein are to be offered in 2017–2019.

## NOTES TO COURSES

\*Pass/fail basis.

## APPLIED STATISTICS/APSTA-GE

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

### Basic Statistics I

APSTA-GE 2085 45 hours: 3 credits; fall, spring. May not be taken concurrently with APSTA-GE 2086.

Does not serve as prerequisite for more advanced statistics courses.

### Basic Statistics II

APSTA-GE 2086 45 hours: 3 credits; fall, spring. Prerequisites: a course in algebra and APSTA-GE 2085.

May not be taken concurrently with APSTA-GE 2085.

Does not serve as prerequisite for more advanced statistics courses.

### Statistics for Behavioral and Social Science I and II

APSTA-GE 2001, 2002 45 hours: 3 credits each term; fall, spring.

APSTA-GE 2001 is prerequisite to GE 2002.

### Biostatistics I and II

APSTA-GE 2995, 2996 30 hours: 3 credits each term; fall, spring.

### Intermediate Quantitative Methods: The General Linear Model

APSTA-GE 2003 45 hours: 3 credits; fall. Prerequisites: APSTA-GE 2001, 2002 or APSTA-GE 2995, 2996 or equivalent.

### Survey of Multivariate Analysts

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

### Advanced Topics in Quantitative Methods

APSTA-GE 2010 1–6 credits; fall or spring.

### Classification and Clustering

APSTA-GE 2011 30 hours: 2 credits; spring. Not offered every year.

Prerequisites: APSTA-GE 2003, 2004 or the equivalent as approved by the instructor.

### Causal Inference

APSTA-GE 2012 30 hours: 3 credits; fall, spring.

Prerequisites: APSTA-GE 2003, 2004 or the equivalent as approved by the instructor.

### Missing Data

APSTA-GE 2013 20 hours: 2 credits.

May be offered alternate years.

### Statistical Analysis of Networks

APSTA-GE 2014 30 hours: 3 credits.

Not offered every year.

### Applied Spatial Statistics

APSTA-GE 2015 20 hours: 2 credits.

May be offered alternate years.

### Educational Data Science Practicum

APSTA-GE 2017 20 hours: 2 credits; spring. Not offered every year.

### Multilevel Models: Growth Curves

APSTA-GE 2040 20 hours: 2 credits; fall.

### Practicum in Multilevel Models

APSTA-GE 2041 10 hours: 1 credit; fall.

### Nested-data Models and Longitudinal Data

APSTA-GE 2042 20 hours: 2 credits; spring.

### Generalized Linear and Multilevel Growth Curve Models

APSTA-GE 2043 10 hours: 1 credit; fall. (Formerly APSTA-GE 2997.)

### Factor Analysis I: Exploratory Factor

Analysis and Item Response Theory

APSTA-GE 2093 20 hours: 2 credits; fall. (Formerly APSTA-GE 2016.)

### Factor Analysis II:

#### Structural Equation Modeling

APSTA-GE 2094 30 hours: 3 credits. May be offered alternate years.

### Applied Statistics: Using Large Databases in Education

APSTA-GE 2110 40 hours: 4 credits.

### Applied Statistical Modeling and Inference

APSTA-GE 2122 30 hours: 3 credits; spring.

### Experimental and Quasi-Experimental Design and Analysis

APSTA-GE 2134 45 hours: 3 credits. May be offered alternate years.

### Survey Research Methods

APSTA-GE 2139 45 hours: 3 credits.

### Independent Study

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

### Internship

APSTA-GE 2310 45 hours per credit: 1–6 credits; fall, spring, summer.

### Practicum in Applied Probability

APSTA-GE 2351 15 hours: 1 credit.

### Practicum in Statistical Computing

APSTA-GE 2351 15 hours per credit: 1–2 credits.

### Statistical Consulting Research Seminar

APSTA-GE 2401 15 hours per credit: 1–3 credits.

## DEPARTMENTAL SEMINARS

### Comparative Perspectives:

#### Belonging and Estrangement

HMSS-G3 2701 3 credits; fall.

### Department Seminar I

HMSS-GE 3011 3 credits; fall.

### Department Seminar II

HMSS-GE 3012 3 credits; spring.

### Doctoral Seminar I

HMSS-GE 3002 3 credits.

May be repeated for a total of 12 credits; fall, spring. Arranged with program director. Required of all students prior to candidacy.

### Doctoral Seminar II

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



### Doctoral Seminar III

HMSS-GE 3004 1 credit; fall, spring.  
May be repeated by advisement in lieu of doctoral advisement fee.  
Does not count toward the degree.  
Required every semester of all students whose dissertation proposals have been approved.

### EDUCATION AND JEWISH STUDIES/EJST-GE

#### History of Jewish Education: The Modern Period

EJST-GE 2003 3 credits; fall, spring.

#### Jewish Education in Social Context

EJST-GE 2005 3 credits; spring.

#### Theory and Practice Experiential Jewish Education

EJST-GE 2006 3 credits; fall, spring.

#### Master's Seminar in Education and Jewish Studies I

EJST-GE 2008 2 credits; fall.

#### Master's Seminar in Education and Jewish Studies II

EJST-GE 2009 2 credits; spring.

#### Seminar in Education and Jewish Studies I

EJST-GE 2010 3 credits; fall.

#### Seminar in Education and Jewish Studies II

EJST-GE 2011 3 credits; spring.  
A continuation of EJST-GE.2010, which is a prerequisite for registration for this seminar.

#### Seminar in Education and Jewish Studies

IIIEJST-GE 2012 3 credits; fall.

#### Seminar in Education and Jewish Studies

IVEJST-GE 2013 3 credits; spring.

#### Independent Study

EJST-GE 2300 1-6 credits; fall, spring.

### EDUCATION AND SOCIAL POLICY/ EDPLY-GE

#### Financing Schools

EDPLY-GE 2020 3 credits.

#### Economics of Education

EDPLY-GE 2025 30 hours: 3 credits.

#### Education and Social Policy

EDPLY-GE 2030 3 credits; fall.

#### Capstone: Applied Research in Education Policy

EDPLY-GE 2050 40 hours: 4 credits.

#### Internship

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

#### Independent Study

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

### HISTORY OF EDUCATION/ HSED-GE

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

#### History of American Education

HSED-GE 2009 45 hours: 4 credits.

#### History of American Higher Education

HSED-GE 2067 Staff. 30 hours: 3 credits; fall.

#### Public Problems: Education and Social Policy

HSED-GE 2070 30 hours: 3 credits.

#### Education and the City:

#### History of the Helping Professions

HSED-GE 2071 30 hours: 3 credits.

#### The Rise and fall of Progressive Education (John Dewey and His Contemporaries)

HSED-GE 2079 30 hours: 3 credits.

#### Philosophy of Scientific Inquiry

HSED-GE 2089 30 hours: 3 credits.

#### History of American Education and Society: Education and the Culture Wars

HSED-GE 2173 30 hours: 3 credits.

#### History of American Education and Society: Race and Ethnicity

HSED-GE 2174 Wechsler. 30 hours: 3 credits.

#### What Are Schools For? Historical Perspectives

HSED-GE 2175 30 hours: 3 credits.

#### What's Worth Knowing? Historical Perspectives

HSED-GE 2176 30 hours: 3 credits.

#### What Are Teachers For? Historical Perspectives

HSED-GE 2177 30 hours: 3 credits.

#### 20th-Century Educational Thought

HSED-GE 2235 30 hours: 3 credits.

#### Readings in the History of Western Thought

HSED-GE 2240 30 hours: 3 credits.

#### Independent Study

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

#### Foundations of Education: History of Education

HSED-GE 2400 30 hours: 3 credits.

#### Intellectual Roots of American Education

HSED-GE 2902 30 hours: 3 credits.

#### Doctoral Seminar: History of Education I

HSED-GE 3006 30 hours: 3 credits.

#### Doctoral Seminar: History of Education II

HSED-GE 3007 30 hours: 3 credits.

## INTERDEPARTMENTAL RESEARCH STUDIES/RESCH-GE

### RESEARCH DESIGN: METHODS, AND PRINCIPLES

#### Principles of Empirical Research

RESCH-GE 2132 30 hours: 3 credits; fall.

#### Writing Empirical Research: Education, Behavioral, Health, Humanities, and Social Science Professions

RESCH-GE 2138 45 hours: 3 credits; fall.

#### Participatory Action Research

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

#### Dissertation Proposal Seminar

RESCH-GE 3001 30 hours: 3 credits  
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 credits;  
spring.

#### Aesthetic Inquiry

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

#### Approaches to Qualitative Inquiry

RESCH-GE 2140 45 hours: 3 credits;  
fall, spring.

#### Case Study and Ethnographic Inquiry

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

#### Interview and Observation

RESCH-GE 2142 30 hours: 3 cred-  
its; 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 credits.  
Prerequisite: at least one doctoral-level  
course in qualitative research methods.

#### Fieldwork: Data Collection

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

#### Fieldwork: Data Analysis

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

## INTERNATIONAL EDUCATION/ INTE-GE

### CORE COURSES

#### Introduction to Qualitative Analysis in Comparative Education

INTE-GE 2007 40 hours: 4 credits; fall.

#### Introduction to Qualitative Analysis in Comparative Education

INTE-GE 2008 40 hours: 4 credits; fall,  
spring.

#### The Practice of Study Abroad and International Student Services

INTE-GE 2009 30 hours: 3 credits.

#### Sociological and Anthropological Approaches to International Education

INTE-GE 2023 40 hours: 4 credits; fall.

#### Political Issues in International Education

INTE-GE 2025 40 hours: 4 credits;  
spring.

#### International Perspectives on Gender and Education

INTE-GE 2027 30 hours: 3 credits.

#### Foundations of International Education

INTE-GE 2803 40 hours: 4 credits; fall.

#### International Educational and Cultural Relations

INTE-GE 2804 30 hours: 3 credits; fall.

#### Globalization and Education I

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

#### The Practice of International Education

INTE-GE.2806 30 hours: 3 credits; fall.

#### International Studies in Human Rights Education

INTE-GE 2809 30 hours: 3 credits; fall.

#### Teaching Toward International

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

#### Cross-Cultural Education for the Global Economy

INTE-GE 2812 30 hours: 3 credits;  
spring.

#### International Approaches to Restorative Justice and Education

INTE-GE 2815 30 hours: 3 credits.

#### International Ethics: Rights, Responsibilities, Obligations

INTE-GE 2819 30 hours: 3 credits; fall.

#### International Development Education

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

#### United Nations at Work

INTE-GE 2878 30 hours: 3 credits.

#### Comparative Politics, Education, and Conflict

INTE-GE 2028 30 hours: 3 credits;  
spring.

#### Good Work in the Era of Globalization

INTE-GE 2030 30 hours: 3 credits.

#### Contemporary International Relations: Peace and Security Education

INTE-GE 2173 30 hours: 3 credits;  
spring.

#### Interdisciplinary Perspectives on the New Immigration

INTE-GE 2545 30 hours: 4 credits.

### INDEPENDENT STUDY AND FIELD STUDY

#### Independent Study

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

#### Field Study and Seminar in International Education

INTE-GE 2802<sup>+</sup> 3 hours per credit:  
4 credits; fall, spring.  
Hours to be arranged.

#### Content Seminar in International Education I and II

INTE-GE 3097, 3098 30 hours:  
3 credits each term.

**Research in International Education I and II**

INTE-GE 3801, 3802 30 hours;  
3 credits 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 credits.

**Philosophy of Education:  
Social Foundations**

PHED-GE 2011 30 hours: 3 credits.

**Values, Morals & School**

PHED-GE 2013 3 credits.

**Professional Ethics**

PHED-GE 2015 3 credits.

**Religion and Public Education  
in an International Context**

PHED-GE 2016 3 credits.

**Philosophy of Progressivism**

PHED-GE 2055 3 credits.

**Frontiers of Knowledge**

PHED-GE 2083 3 credits.

**Philosophy Perspectives-20th Century**

PHED-GE 2155 3 credits.

**Independent Study**

PHED-GE 2300 45 hours per credit:  
1-6 credits; fall, spring, summer;  
hours to be arranged.

**Foundations of Education:**

**Philosophy of Education**

PHED-GE 2400 3 credits.

**SOCIOLOGY OF EDUCATION/  
SOED-GE**

**An Introduction to the Sociology of Education**

SOED-GE 2002 45 hours: 3 credits; fall.

**Planned Change in Organizational Settings**

SOED-GE 2090 30 hours: 3 credits;  
spring.

**Latinos in Urban Schools**

SOED-GE 2097 30 hours: 3 credits; fall.

**Sociology of Higher Education**

SOED-GE 2163 30 hours: 3 credits;  
spring.

**Schools, Neighborhoods, and Educational Achievement in the U.S**

SOED-GE 2175 30 hours: 3 credits;  
spring.

**Independent Study**

SOED-GE 2300 45 hours per credit:  
1-6 credits; fall, spring, summer; hours  
to be arranged.

**The Learning of Culture**

SOED-GE 2325 30 hours: 3 credits; fall.

**Social Inequality and Education**

SOED-GE 2371 30 hours: 3 credits;  
summer.

**Gender and Inequality: The Role of Schools**

SOED-GE 2373 3 credits.

**Thesis Seminar I and II**

ISOED-GE 2510, 2511 30 hours:  
3 credits; fall.

**Classical Social Theory**

SOED-GE 3030 30 hours: 3 credits;  
spring.

# Art and Art Professions

## DEGREES

MA, MFA

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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: JESSE BRANSFORD

BARNEY BUILDING, SUITE 300 | 34 STUYVESANT STREET | NEW YORK, NY 10003-7599

TELEPHONE: 212-998-5700 | FAX: 212-995-4320 | WEBSITE: [steinhardt.nyu.edu/art](http://steinhardt.nyu.edu/art)

**L**ocated in New York's legendary East Village, NYU Steinhardt's Department of Art and Art Professions is closely tied to the international art world in all its dimensions. The department's interdisciplinary approach to art, with its commitment to autonomy and experimentation, as well as research, collaboration, and community practice, underscores the central role of visual art within contemporary culture. Downtown New York has long been a magnet for the world's most innovative artists. Within this cosmopolitan environment, NYU creates a home for visual artists and art professionals who work side by side with acclaimed artists, writers, critics, performers, scientists, theorists, and philosophers to explore the frontiers of creative practice.

## DEGREE PROGRAMS IN STUDIO ART

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

## DEGREE PROGRAMS IN THE ARTS PROFESSIONS

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

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

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

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

**The MA Program in Visual Arts Administration** promotes a thorough understanding of the cultural forces affecting the visual arts for professionals managing arts organizations. Students develop keen management, marketing, and financial skills and work with both for-profit and nonprofit organizations. In addition to taking coursework in the department, students 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 program also offers study abroad in the Netherlands, Berlin, and London. In these international seminars, students explore current cultural and social issues affecting international arts practices. Working professionals gain fresh insights into managing arts organizations while acquiring an overview of European cultural policies.

**Global Study NYU** offers a range of summer and winter session courses abroad. Classes and workshops taught by NYU faculty and local artists, scholars, and professionals introduce students to the local art scene and explore the differences in global cultures that are influencing contemporary art. The university is also expanding its new campus in Abu Dhabi in the coming years.

**Faculty** The close relationship between the faculty and students is at the heart of each of the department's programs. 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 faculty additions to the department include Marlene McCarty, Jonathan Berger, Amy Whitaker, Nicola Lees, and Andrew Weiner. 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 the six-story Beaux Arts building. Facilities include studio classrooms and workshops for sculpture, printmaking, painting, drawing, ceramics, metalsmithing, sewing, photography, computer and digital printing, 3D fabrication, and video. The MFA studios are spacious and private, with windows on New York City's East Village. Students have many exhibition opportunities throughout the department and can participate as curators and exhibitors in the Rosenberg Gallery and the Commons, which also serve as venues for interdisciplinary collaborations, performances, receptions, workshops, meetings, and public events. The department's 2,800-square-foot 80 Washington Square East Galleries (80WSE) provide exceptional exhibition space in the heart of the campus. The galleries are a vital interface with the larger community and host exhibitions of graduating MFA students, as well as reviewed exhibitions curated by faculty,

alumni, students, and guests. Broadway Windows and Washington Square Windows serve as street-side galleries for exhibitions of student work and curated projects.

**Special Departmental Features** The Visiting Artist Lecture Series is a vibrant public program that includes lectures, performances, panels and screenings. Visiting artists include Michel Auder, Ellen Berkenblit, Keith Edmier, Lia Gangitano, Bruce Hainley, Kurt Kauper, Wayne Koestenbaum, Matthew Day Jackson, Leigh Ledare, Nick Mauss, Rick Moody, Rebecca Morris, Laurel Nakadate, Jack Pierson, Andrea Scott, Erin Shirreff, Sue Williams, B Wurtz, R.H. Quaytman, and Martha Schwendener.

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

New York University is one of the nation's leading research universities, with 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

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

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

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

**Marygrace Berberian**, Clinical Assistant Professor. BS 1994, MA 1994. MSW 2002, New York University.

**Jonathan Berger**, Clinical Assistant Professor. BFA 2002, California Institute of the Arts; MFA 2006, New York University.

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

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

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

**David Darts**, Department Chair, Assistant Professor. BA 1992, BEd 1995, MEd 2002, PhD 2004, British Columbia University.

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

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

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

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

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

**Rose Lee Goldberg**, Clinical Associate Professor. 1970 Courtland Institute, London.

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

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

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

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

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

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

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

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

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

## Number of Adjunct Faculty

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

# Studio Art

**MFA IN STUDIO ART**  
**PROGRAM DIRECTOR**  
Maureen Gallace  
mag6@nyu.edu

## DEGREE PROGRAMS

### *MFA in Studio Art* **60 credits**

The NYU Steinhardt MFA Program in Studio Art offers students the opportunity to work with accomplished artists and scholars in a truly interdisciplinary setting. The two-year program provides private studios and access to facilities in painting, printmaking, ceramics, photography, digital media, and sculpture. During the course of study, students engage in team-taught critique classes, as well as one full afternoon a week of individual studio meetings with visiting artists. The NYU faculty and visiting artists are made up of acclaimed artists, critics, and writers with diverse interests, who see teaching as a part of their creative practice.

### **VISITING ARTIST LECTURE SERIES AND STUDIO VISITS**

The weekly visiting artist lecture series is an important part of the MFA Studio Art Program. Each week, students meet individually with selected visiting artists, followed by a lecture. With the University's location in the center of New York,

these lectures regularly bring innovative artists, writers, and critics into the department.

**Recent visiting artists and curators include** Michel Auder, Ellen Berkenblit, Keith Edmier, Lia Gangitano, Bruce Hainley, Kurt Kauper, Wayne Koestenbaum, Matthew Day Jackson, Leigh Ledare, Nick Mauss, Rick Moody, Rebecca Morris, Laurel Nakadate, Jack Pierson, Andrea Scott, Erin Shirreff, Sue Williams, B Wurtz, R.H. Quaytman, and Martha Schwendener.

### **CAREER OPPORTUNITIES**

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

### **DEGREE REQUIREMENTS**

Students must complete 60 credits and are required to take four semesters of ART-GE.2990 Graduate Studio and ART-GE.2993 Visiting Artist Critiques. In the last and final semester students also must take the Thesis Project course ART-GE.2997 as well as participate in

the MFA Exhibition at 80WSE Galleries. Additional course requirements include art theory/criticism, MFA seminars, and studio electives.

### **ADMISSION REQUIREMENTS**

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

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

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## Painting and Drawing

**Area Director: John Torreano**  
jt2@nyu.edu

The making of shapes, marks, colors and textures on a 2-dimensional plane, that can express 3- and 4-dimensional ideas, requires a particularly complex level of abstract thinking. Our program confronts the challenges of painting with a community of faculty, students, and other experienced practitioners. Peer-to-peer discourse and camaraderie is our most important educational component. These artists represent a rich diversity of points of view reflecting the complexity of our contemporary global

culture. Of course we support skill development, but most emphatically encourage experimentation and expansion of ideas toward an inspired, expressive, and personalized life-affirming process. The painting and drawing faculty is led by John Torreano and includes Ross Bleckner, Jesse Bransford, Maureen Gallace, Marlene McCarty as well as many acclaimed adjunct and visiting faculty, including Cecily Brown, Juliet Jacobsen, Erika Ranee, Max Razdow, David Salle, and Sue Williams.

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## Sculpture

**Area Director: Sue de Beer**

sue.debeer@nyu.edu

Sculpture courses allow artists and students to explore their ideas in media as varied as video, ceramics, architecture, 3-D printing, fabric, drawing, text, 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, a plaster and moldmaking studio with a walk-in spray booth, and a studio housing a new state-of-the-art CNC router. Shop technicians are available for information and oversight of the studio. The sculpture faculty includes Area Director Sue deBeer, who recently completed solo exhibitions in Berlin, 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 taught by Keith Edmier and Ian Cooper.

## Sculpture: Craft Media

A vibrant cross-disciplinary movement in contemporary art has created renewed connections between fine arts, design, and craft media. Courses in ceramics, moldmaking, mixed-media sculpture, metalsmithing, jewelry, and sewn fabrics allow artists to expand their ideas and practices through a wide range of materials and skills in the art department's studio facilities. In ceramics, the fully equipped, naturally lit studio housing electric, down, and updraft gas kilns, wheels and hand building areas provide an ideal facility for a dynamic working environ-

ment 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.

Faculty, including Matt Nolen, Beverly Semmes, Kathy Butterly, Klaus Burgel, Shida Kuo, Sayumi Yokouchi, and Ann Mulford, discuss work within an historical, contemporary, and theoretical framework designed to foster technical, literary, and critical skills. Both the artist and the artist/teacher are prepared to meet professional standards for a global career.

## Printmaking

**Area Director: Noel W. Anderson**

nwa1@nyu.edu

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

The print studio, with 14-foot high ceilings and northern light, is equipped to realize ideas in multiple techniques, including silkscreen, etching, relief print, book arts and letterpress, digital imaging/printing, as well as departmental facilities for laser cutting, 3-D printing and CNC machining. New York City at large provides a unique context for the

study of print, which includes numerous special print exhibitions, vast museum collections, the annual New York City Print Week, and a vibrant DIY, zine, and street art scene. The print area faculty, led by Area Director Noel Anderson, includes Kiki Smith, Valerie Hammond, Noah Breuer, and Ruby Sky Stiler.

## Digital Art

**Area Director: Kevin McCoy**

km89@nyu.edu

As we look toward the future of technology, the role of artists in realizing the potential, as well as the potential difficulties, inherent in rapid cultural change is more central now than at any time since the Bauhaus. The vision of artists in humanizing technology, allowing individuals to respond to mass media, is a unique form of resistance as well as a source of creative energy. The computer

studio 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. Area Director Kevin McCoy recently completed major installations for the British Film Institute and MoMA in New York.

## Photography

**Area Director: Gerald Pryor**

gp1@nyu.edu

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

The Art Department maintains state-of-the-art photo analogue and digital facilities. The analogue studio includes a 24-inch color processor, separate group black-and-white and color labs,

and eight individual darkrooms. The digital facilities housed in three separate areas include computer video editing, LED and projected viewing, and digital printing with two large digital Epson printers, including the Epson 9900. The classrooms, which can be converted into shooting studios, are equipped with iMacs, all computer programs, video and slide projectors, scanners, and digital photo printers. There is a large selection of equipment for loan including 35mm, digital, 4 x 5, and video cameras, light meters, tripods, and professional strobe lights. Introductory, intermediate, and advanced classes

are offered in black-and-white, color, digital, video, performance, installation, and photographic theory along with the techniques of lighting and use of large-format cameras.

Photographic artists and thinkers share faculty duties in this innovative area, led by Gerald Pryor. Outstanding faculty members include Lyle Ashton Harris, Nancy Barton, Hiroshi Sunairi, Adam Putnam, O Zhang, Tommy Hartung, Rita Barros, Gautam Kansara, Lior Shvil, Delia Gonzalez, Kim Hoeckele, and Linzy Kalup.

## Video

**Area Director: Gerald Pryor**

gp1@nyu.edu

Video has been a major force in the art world since the 1970s; with new advances in technology, video will soon become a dominant force in commercial film industries, as well. Artists working in video have been at the forefront of these new developments, exploring

both the public impact of mediated imagery and the personal resonance of increasingly convenient technologies. The department computer studio for video and new media, houses 16 innovative iMac workstations, a laptop lounge, viewing areas, projection,

and video equipment checkout. An advanced video suite contains two additional editing stations and a 24p camera. The video faculty include Jennifer Krasinski, Alex McQuilkin, and Priyanka Dasgupta.

## Environmental Art Activism

**Area Director: Natalie Jeremijenko**

nj6@nyu.edu

Natalie Jeremijenko, one of the most visible and dynamic artists working at the intersection of art, technology, engineering, and environmental studies, has established the Environmental Health Clinic, a laboratory to diagnose

environmental ills and create solutions for a greener future. Working with designers, farmers, and computer scientists aka "doctors without disciplinary borders" Jeremijenko, who is herself an engineer as well as an artist,

has established a cross-disciplinary team of artists and researchers who contribute to a slate of poetic, political, and spectacular projects that engage diverse participants in measurably improving shared environmental health.

# Art Education

## DIRECTOR

Dipti Desai  
dd25@nyu.edu

## DEGREE

MA

### The MA Programs in Art and Education

aspire to transform the landscape of the field through a radical approach to visual arts education and artistic practice. With a special focus on contemporary art and its social context, the programs position the artist-teacher as cultural producer, intellectual, and activist able to work in schools, museums, community-based programs, alternative educational sites, and in the public realm. Our programs also prepare students to be innovative researchers and persuasive advocates for the arts in schools and society. There are three master's degrees offered:

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

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

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

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

MA program.

Required courses include: Inquiries into Teaching & Learning *TCHL-GE 2010*, School Arts I: Issues in Pedagogy and Curriculum (Elementary) *ARTED-GE 2271*, School Arts II: Issues in Pedagogy and Curriculum (Secondary) *ARTED-GE 2272*, Contemporary Art & Critical Pedagogy *ARTED-GE 2015*, Drug & Alcohol Ed/Child Abuse Identification/Violence Prevention *TCHL-GE 2999*, Colloquium in Art Education *ARTED-GE 2000*, Student Teaching: Elementary *ARTED-GE 2901*, Special Education: Disabilities Studies and Contemporary Art *ARTED-GE 2081*, Student Teaching: Secondary *ARTED-GE 2902*, Media Literacy and Art in the Classroom *ARTED-GE 2277*, Interdisciplinary Grad Projects — Art in Dialogue *ART-GE 2972*, Research in Art Education *ARTED-GE 2299*, Final Project *ARTED-GE 2301*

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

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

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

Required courses include: Contemporary Art & Critical Pedagogy *ARTED-GE 2015*, Current Issues in Art Education *ARTED-GE 2070*, Colloquium

in Art Education *ARTED-GE 2000* and *2301*, Art Education in Alternative Settings *ARTED-GE 2021*, Media Literacy and Art in the Classroom *ARTED-GE 2277*, Interdisciplinary Grad Projects — Art in Dialogue *ART-GE 2972*, Research in Art Education *ARTED-GE 2299*, Final Project *ARTED-GE 2301*

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

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

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

This program does not lead to certification for teaching.

Students take foundational courses in the three core program modules: Contemporary Artistic Practice, Educational Theory, and Social Activism, as well as complete a final project. In addition, students can choose elective courses from across the university to customize their degree focus and experiences. Required courses include: Graduate Studio Critique *ART-GE 2880*, Art and Ideas: What is Social Practice Art? *ARTCR-GE 2451*, Current Issues in Art Education *ARTED-GE 2070*, Praxis in Contemporary Art and Community Museum Partnerships,

ARVA-GE 2121, Research in Art Education ARTED-GE 2299, Internship in Studio Art ART-GE 2010, Final Project ARTED-GE 2301

### CAREER OPPORTUNITIES

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

The Art, Education, and Community Practice program serves individuals interested in socially engaged art and who want to work outside or in collaboration with traditional avenues (museum, gallery 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

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

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

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

### ADMISSION REQUIREMENTS

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

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

- 36 semester hours in studio art and art history (a maximum of 12 hours can be in art history)
- 3 semester hours of a language other than English (American Sign Language is acceptable)

For international applicants, a minimum TOEFL score of 100 IBT is required. Applicants to these programs must submit official scores from the GRE or Miller Analogies Test (MAT) by the application deadline.

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

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

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

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

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

### ACCREDITATION

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

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

# Visual Arts Administration

## (Nonprofit and For-Profit Concentration)

### DIRECTOR

Sandra Lang  
sl65@nyu.edu

### DEGREE MA

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

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

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

globalism and mobility, cultural identity, and diversity, among other issues.

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

## CAREER OPPORTUNITIES

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

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

## DEGREE REQUIREMENTS

### I. Core Courses (9 credits)

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

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

#### Arts Management

Exhibition and Display of Art and Material Culture *ARVA-GE 2027* (3 credits), Development for the Visual Arts *ARVA-GE 2032* (3 credits), Strategy, Planning and Governance *ARVA-GE 2133* (3 credits)

#### Arts Market

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

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

Leonard N. Stern School of Business or Robert F. Wagner Graduate School of Public Service: Leadership in Organizations *COR1-GB 1302* (3 credits), Financial Accounting *COR1-GB 1306* (3 credits), Marketing Concepts and Strategies *COR1-GB 2310* (3 credits)

### IV. Internships (3 credits required)

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

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

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

## SECONDARY AREAS OF STUDY

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

### VI. Curatorial Studies

Exhibition Design *ARVA-GE.2019* (3 credits), Collections and Exhibition Management *ARVA-GE 2198* (3 credits), Graduate Projects: Curatorial Praxis *ARVA-GE 2911* (3 credits), Praxis *ARVA-GE 2911* (3 credits)

## VII. Arts Advocacy/Art Education

Art Education in Museums  
*ARVA-GE.2021* (3 credits), Arts  
Advocacy: Concept and Practice  
*ARVA-GE.2035* (3 credits), Urban  
Development and Visual Arts *ARVA-  
GE.2112* (3 credits)

## VIII. Electives by advisement are

selected from, but not limited to,  
the following as well as courses  
offered throughout the University  
(9 credits):

Function and Structure of Muse-  
ums *ARVA-GE.2015* (3 credits);  
Exhibition and Display of Art and  
Material Culture *ARVA-GE.2027.095*  
(London), *ARVA-GE.2060* (3 cred-  
its); Business and the Visual Arts  
*ARVA-GE.2118* (3 credits); Cultural  
Branding in Arts Organizations *AR-  
VA-GE.2134* (3 credits); Corporate  
Sponsorship in the Arts *ARVA-  
GE.2212* (1.5 credits); Introduction  
to Galleries and Museums *ARVA-  
GE.2002* (3 credits); Issues and  
Practice in Arts Administration: The  
European Context *ARVA-GE.2215* (3  
credits) (Netherlands and Berlin);  
History of Taste 1850–present  
*ARTCR-GE.2141* (3 credits); History  
of Contemporary Art and New Me-  
dia *ARTCR-GE.2235* (3 credits); Art  
and Ideas *ARTCR-2450*; Art Theory  
and Criticism I *ARTCR-GE.2801* (3  
credits); Art Theory and Criticism  
II *ARTCR-GE.2802* (3 credits);  
Current Issues in Art Education  
*ARTED-GE.2070* (3 credits); Art  
Education in Alternative Set-  
tings *ARTED-GE.2276* (3 credits);  
Cultural Tourism *MPAPA-GE.2225*  
(1.5 credits); Graduate Projects:  
Art Market Analysis and Invest-  
ment *ARVA-GE.2915* (1.5 credits);  
Graduate Projects: High-Impact  
Media *ARVA-GE.2919* (1.5 credits);  
Economics of the Visual Arts *ARVA-  
GE.2024* (3 credits); *ARVA-GE.2917*  
(3 credits); Graduate Projects in  
Visual Arts Administration: The New  
Art World: Biennials, Periodic Art  
Exhibitions, Art Fairs, and the Con-  
temporary World; *ARVA-GE.2120*  
(3 credits); Contemporary Art and  
Community Museum Partnerships;  
*ARVA-GE.2912* (2 credits) Facets of  
the Art Dealer

**Program Total: 51 credits**

For program information, please consult  
the website: [steinhardt.nyu.edu/art/  
admin](http://steinhardt.nyu.edu/art/admin).

## ADMISSION REQUIREMENTS

[steinhardt.nyu.edu/graduate\\_admissions](http://steinhardt.nyu.edu/graduate_admissions)

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

International students must have a  
minimum TOEFL score of 100 IBT to ap-  
ply to the program.

## STUDY ABROAD

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

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

## COUNCIL ON ARTS MANAGEMENT PROGRAMS

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



# Costume Studies

## DIRECTOR

Nancy Deihl  
nbd2012@nyu.edu

## DEGREE

MA in Costume  
Studies

Dual MA in Costume  
Studies and  
MS 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 MA program in Costume Studies has focused on the history of costume and textiles in its broadest aesthetic and cultural contexts. It was the first curriculum in the United States to educate specialists in this field. An additional dual degree option between the Department of Art and Art Professions and Long Island University Post's Palmer School of Library and Information Science bridges theory and practice, so that students benefit from the programs' complementary strengths in teaching information science and costume studies.

The programs offer courses that emphasize the relation of costume studies to material culture and the fine and decorative arts. The 36-credit MA curriculum includes core courses as well as electives in exhibition and museum topics, art theory and criticism, and the decorative arts. The 55-credit dual MA and MS offers many of the same core course with the additional unique combination of courses that address costume studies, and library and information science.

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

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

The Department of Art and Art Professions has partnered with Long Island University's Palmer School of Library and Information Science to offer a dual

degree program in Costume Studies and Library Science. In addition to an MA in Costume Studies (ARCS), students can earn an MS in Library and Information Science (MSLIS), which is accredited by the American Library Association. The program combines the rigorous study of costume studies with professional qualification to give graduates a competitive edge in the evolving fields of information science, digital humanities, curatorial studies, and data archiving.

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

## Courses and Location

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

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

## Program of Study

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

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

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

experiences and one individual meeting each semester with the Dual Degree Program Coordinator

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

## Program Tracks

### **The Dual Degree Mentorship Track**

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

### **The Dual Degree Internship Track**

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

## How to Apply

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

## CAREER OPPORTUNITIES

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



## DEGREE REQUIREMENTS

### *MA in Costume Studies*

**Core Courses** (15 credits): Literature and Methodology of Costume Studies *ARCS-GE 2012*; History of Costume: 1500-1804 *ARCS-GE 2061*; History of Costume: The 19th Century *ARCS-GE 2062*; History of Costume: The 20th Century *ARCS-GE 2063*; History of Costume: Contemporary Dress *ARCS-GE 2064*.

**Specialization Courses** (12-18 credits): Costume Conservation and Display *ARCS-GE 2069*; History of Textiles: The Ancient World Through 1700 *ARCS-GE 2077*; History of Textiles: The Modern Era *ARCS-GE 2078*; Design and Culture: The 20th Century *ARCS-GE 2102*; Graduate Projects in Costume Studies *ARCS-GE 2910*; History of Fashion Photography *ARCS-GE 2911*; Contemporary Design and Culture *ARCS-GE 2912*; Dress in World Culture *ARCS-GE 2913*.

**Electives** (9 credits): 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*.

**Internship** (0 credits): Internship in

Costume Studies *ARCS-GE 2302*.

**Final Project** (3 credits): Research in Costume Studies *ARCS-GE 2022* (2 credits), Final Project *ARCS-GE 2301* (1 credit).

## DEGREE REQUIREMENTS

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

**Core Courses** (15 credits): Literature and Methodology of Costume Studies *ARCS-GE 2012*, History of Costume: 1500-1804 *ARCS-GE 2061*, History of Costume: The 19th Century *ARCS-GE 2062*, History of Costume: The 20th Century *ARCS-GE 2063*, History of Costume: Contemporary Dress *ARCS-GE 2064*.

**Electives** (9 credits): Costume Conservation and Display *ARCS-GE 2069*, History of Textiles: The Ancient World Through 1700 *ARCS-GE 2077*, History of Textiles: The Modern Era *ARCS-GE 2078*, Design and Culture: The 20th Century *ARCS-GE 2102*, Graduate Projects in Costume Studies *ARCS-GE 2910*, History of Fashion Photography *ARCS-GE 2911*, Contemporary Design and Culture *ARCS-GE 2912*, Dress in World Culture *ARCS-GE 2913*, Exhibition Design *ARVA-GE 2019*, History of Taste

*ARTCR-GE 2141*, Appraisal and Valuation of Art *ARVA-GE 2171*, Independent Study *ARCS-GE 2300*.

**Internship** (0 credits): Internship in Costume Studies *ARCS-GE 2302*.

**Final Project** (3 credits): Research in Costume Studies *ARCS-GE 2022* (2 credits), Final Project *ARCS-GE 2301* (1 credit).

**Core Courses** (12 credits): Introduction to Library and Information Science *LIS-510*, Information Sources and Services *LIS-511*, Introduction to Knowledge Organization *LIS-512*, Introduction to Research in Library and Information Science *LIS-514*.

**Mentoring** (3 credits) Graduate Internship *LIS-690*.

**Electives** (12 credits) from Library and Information Science (LIS) offerings.

## ADMISSION REQUIREMENTS

Applicants to the program must hold an undergraduate degree in a major field such as history, art history, theatre, anthropology, or sociology. Applicants with other majors and strong liberal arts backgrounds, appropriate internships, and/or work experience will be considered. Reading ability in one foreign language is recommended.

# Art Therapy

### DIRECTOR

Ikuko Acosta  
ia4@nyu.edu

### DEGREE

MA

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

and practice clinical applications of art therapy unique to specific cultural contexts, such as in Tanzania, Peru, South Africa, Brazil, India, Ghana, and Bolivia.

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

In the diagnosis, planning, and treatment of individuals and groups, the art therapist functions typically as a member of a multidisciplinary team. Professional skills include a working knowledge of the concepts and methods of art therapy, as well as the ability

to communicate its approach and methods to the team. Students are required and encouraged to study a wide range of psychological frameworks. In the course of a variety of classes, students become familiar with a range of theoretical approaches.

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

## CAREER OPPORTUNITIES

Art therapy is a rapidly growing field that had its beginnings in the treatment of severely emotionally disturbed children and adults through the use of

art. In recent years, it has expanded to reach a broad range of populations, such as substance abusers, the homeless, survivors of trauma, and elderly with Alzheimer's disease and dementia. Art therapists frequently work in such settings as hospitals, community mental health centers, Child Life programs, shelters, prisons, nursing homes, and schools.

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

### PROFESSIONAL REGISTRATION AND DEVELOPMENT

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

### ADMISSION REQUIREMENTS

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

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

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

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

International students must submit scores from one of the following exams:

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

### DEGREE REQUIREMENTS (60 CREDITS)

**Art Therapy** (39 credits): Art Therapy with Children ARTT-GE 2033, Art for Art Therapists ARTT-GE 2160, Art Therapy with Adults ARTT-GE 2037, Pictorial Analysis for Assessment and Diagnosis ARTT-GE 2040, Art Therapy with

Groups ARTT-GE 2032, Art Therapy with Adolescents ARTT-GE 2034, 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 2224, Research in Art Therapy ARTT-GE 2280, Final Project in Art Therapy ARTT-GE 2301, Family Art Therapy ARTT-GE 2036, Adaptive Techniques in Art Therapy ARTT-GE 2171, Clinical Interventions for Specialized Populations ARTT-GE 2170, Ethical Issues in Art Therapy ARTT-GE 2149

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

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

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

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## Doctoral Studies

NYU Steinhardt offers a PhD in Rehabilitation Sciences for students with a background in art therapy. See more information on this PhD and find out how to apply here: [http://steinhardt.nyu.edu/rehabilitation\\_sciences/](http://steinhardt.nyu.edu/rehabilitation_sciences/)

# Courses

The courses listed herein are to be offered in 2017–2019

## NOTES TO COURSES

\*Registration closed to special students.

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

## DEPARTMENTAL COURSES

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

#### Graduate Studio

ART-GE 2990 60 hours: 4 credits.

#### Visiting Artist, Curator, and Faculty Critiques

ART-GE 2993 60 hours: 4 credits.  
Corequisite: ART-GE 2990.

#### MFA Seminar

ART-GE 2996 15 hours per credit: 1–4 credits.

#### Thesis Project

ART-GE 2997 40 hours: 4 credits.

#### Interdisciplinary Projects

ART-GE 2980 and 2910 60 hours: 3 credits.

#### Art Criticism I and II

ART-GE 2804 and 2805 60 hours: 4 credits.

### INTERNSHIP

#### Internship in Studio Art

ART-GE 2010 45 hours per credit: 1–6 credits. Hours to be arranged.

## STUDIO ART

### DRAWING

#### Drawing Methods and Materials

ART-GE 2120 60 hours: 4 credits.

#### Projects in Drawing

ART-GE 2180 60 hours: 3 credits.

#### Advanced Projects in Drawing

ART-GE 2190 60 hours: 3 credits.

### PAINTING

#### Painting Methods and Materials

ART-GE 2140 60 hours: 4 credits.

#### Projects in Painting

ART-GE 2181 60 hours: 3 credits.

#### Advanced Projects in Painting

ART-GE 2191 60 hours: 3 credits.

### PRINTMAKING

#### Printmaking Methods and Materials

ART-GE 2162 60 hours: 4 credits.

#### Projects in Printmaking

ART-GE 2182 60 hours: 3 credits.

#### Advanced Projects in Printmaking

ART-GE 2192 60 hours: 3 credits.

### SCULPTURE

#### Sculpture Methods and Materials

ART-GE 2230 60 hours: 4 credits.

#### Projects in Sculpture

ART-GE 2280 60 hours: 3 credits.

#### Advanced Projects in Sculpture

ART-GE 2290 60 hours: 3 credits.

### SCULPTURE: CRAFT MEDIA

#### Craft Arts I: Glass

ART-GE 2514 60 hours: 3 credits.

#### Craft Arts II: Metalsmithing

ART-GE 2515 60 hours: 3 credits.

#### Ceramics I

ART-GE 2517 60 hours: 3 credits.

#### Ceramics II

ART-GE 2518 60 hours: 3 credits.

#### Craft Arts Methods and Materials

ART-GE 2520 60 hours: 4 credits.

#### Ceramics Methods and Materials

ART-GE 2540 60 hours: 4 credits.

#### Projects in Metalsmithing

ART-GE 2581 60 hours: 3 credits.

#### Projects in Glass

ART-GE 2582 60 hours: 3 credits.

#### Projects in Ceramics

ART-GE 2584 60 hours: 3 credits.

#### Advanced Projects in Craft Arts

ART-GE 2590 60 hours: 3 credits.

#### Advanced Projects in Ceramics

ART-GE 2594 60 hours: 3 credits.

### PHOTOGRAPHY

#### Photography Methods and Materials

ART-GE 2320 60 hours: 4 credits.

#### Projects in Photography

ART-GE 2380 60 hours: 3 credits.

#### Advanced Projects in Photography

ART-GE 2390 60 hours: 3 credits.

### DIGITAL

#### Digital Art Methods and Materials

ART-GE 2340 60 hours: 3 credits.

#### Projects in Digital Art

ART-GE 2381, 2653 60 hours: 3 credits.

#### Advanced Projects in Digital Art

ART-GE 2391 60 hours: 3 credits.

### VIDEO

#### Video Methods and Materials

ART-GE 2360 60 hours: 4 credits.

#### Projects in Video Art

ART-GE 2382 60 hours: 3 credits.

#### Advanced Projects in Video Art

ART-GE 2392 60 hours: 3 credits.

#### Projects in Art and Media

ART-GE 2393 60 hours: 3 credits.

### ENVIRONMENTAL ART ACTIVISM

#### Interdisciplinary Graduate Projects in Studio Art: Environmental Art Activism

ART-GE 2983 10–20 hours per credit: 1–3 credits.

## ART THEORY AND CRITICAL STUDIES/ARTCR-GE

### Modern Art Seminar

ARTCR-GE 2050 30 hours: 3 credits.

### Introduction to Critical Theory

ARTCR-GE 2060 30 hours: 3 credits.

### The History of Taste: 1850 to the Present

ARTCR-GE 2141 30 hours: 3 credits.

### History of Contemporary Art and New Media

ARTCR-GE 2235 30 hours: 3 credits.

### Dynamics of 20th-Century Art Theories

ARTCR-GE 2252 30 hours: 3 credits.

### Art and Ideas

ARTCR-GE 2450 45 hours: 3 credits.

### Art Theory and Criticism I

ARTCR-GE 2801 30 hours: 3 credits.

### Art Theory and Criticism II

ARTCR-GE 2802 30 hours: 3 credits.

### Methods and Practices of Art Criticism

ARTCR-GE 2803 30 hours: 3 credits.

### Advanced Critical Theory

ARTCR-GE 2869 30 hours: 3 credits.

## ART EDUCATION/ARTED-GE

### Contemporary Art and Critical Pedagogy: Identity, Representation, and Multiculturalism

ARTED-GE 2015 45 hours: 3 credits.

### Current Issues in Art Education

ARTED-GE 2070 30 hours: 3 credits.

### School Art: Issues in Pedagogy and Curriculum I

ARTED-GE.2271 60 hours (45 hours fieldwork): 3 credits.

### School Art: Issues in Pedagogy and Curriculum II

ARTED-GE 2272 60 hours (45 hours fieldwork): 3 credits.

### Art Education in Alternative Settings: Museums, Community-Based Organizations, and Experimental Spaces

ARTED-GE 2276 45 hours (30 hours fieldwork): 3 credits.

### Media Literacy and Art in the Classroom

ARTED-GE 2277 45 hours: 3 credits.

### Research in Art Education

ARTED-GE 2299 30 hours: 2 credits.

### Final Project

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

### Student Teaching in Art Education: Elementary School

ARTED-GE 2901 150 hours fieldwork: 3 credits fall, spring.

### Student Teaching in Art Education: Secondary School

ARTED-GE 2902 150 hours fieldwork: 3 credits.

## VISUAL ARTS ADMINISTRATION/ARVA-GE

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

### Introduction to Galleries and Museums of New York

ART-GE 2002 45 hours: 3 credits.

### The Function and Structure of Museums

ARVA-GE 2015 30 hours: 3 credits.

### Art Collecting

ARVA-GE 2016 30 hours: 3 credits.

### Exhibition Design

ARVA-GE 2019 30 hours: 3 credits.

### Art Education in Museums

ARVA-GE 2021 30 hours: 3 credits.

### Exhibition and Display of Art and Material Culture

ARVA-GE.2027 30 hours: 3 credits.

### The Law and the Visual Arts

ARVA-GE 2028 30 hours: 3 credits.

### The Environment of Visual Arts Administration

ARVA-GE 2030 30 hours: 3 credits.

### Development for the Visual Arts

ARVA-GE 2032 30 hours: 3 credits.

### The Artist's Career

ARVA-GE 2060 30 hours: 3 credits.

### Visual Arts Markets

ARVA-GE 2076 30 hours: 3 credits.

### Digital Technologies and the Art Organization: From Strategy to Practice

ARVA-GE 2109 30 hours: 3 credits.

### Urban Development and the Visual Arts

ARVA-GE 2112 30 hours: 3 credits.

### Business and the Visual Arts

ARVA-GE 2118 45 hours: 3 credits.

### Strategic Planning and Governance for the Visual Arts

ARVA-GE 2133 30 hours: 3 credits.

### Contemporary Art and Community Museum Partnerships

ARVA-GE 2120 3 credits.

### Cultural Branding in Arts Organizations

ARVA-GE 2134 30 hours: 3 credits.

Prerequisite: B01.2310 or P11.2119.

### Appraisal and Valuation of Art

ARVA-GE 2171 30 hours: 3 credits.

### Collections and Exhibition Management

ARVA-GE 2198 30 hours: 3 credits.

### Cultural Marketing in the Arts: Corporate Sponsorship

ARVA-GE 2212 15 hours: 1.5 credits.

### Research in Visual Arts Administration

ARVA-GE 2299 20 hours: 2 credits.

### Final Project in Visual Arts Administration

ARVA-GE 2301 10 hours: 1 credit.

### Graduate Projects in Visual Arts Administration: Curatorial Practice

ARVA-GE 2911 10 hours per credit 1-4 credits.

### Graduate Projects in Visual Arts Administration: Performa Intensive: Contemporary Art in the Era of the Biennial

ARVA-GE 2913 10 hours per credit 1-4 credits.

### Graduate Projects in Visual Arts Administration: Cultural Heritage

ARVA-GE 2915 10 hours per credit 1-4 credits.

**Graduate Projects in Visual Arts  
Administration: Art Market Analysis and  
Investment**

ARVA-GE 2915 1.5 credits.

**Graduate Projects in Visual Arts  
Administration: Video and Beyond**

ARVA-GE 2918 10 hours per credit 1–4  
credits.

**Graduate Projects in Visual Arts  
Administration: High Impact Media**

ARVA-GE 2919 1.5 credits.

## **COSTUME STUDIES/ARCS-GE**

**Literature and Methodology of  
Costume Studies**

ARCS-GE 2012 30 hours: 3 credits.

**Research in Costume Studies**

ARCS-GE 2022 20 hours: 2 credits.

**History of Costume: 1500–1804**

ARCS-GE 2061 30 hours: 3 credits.

**History of Costume: The 19th Century**

ARCS-GE 2062 30 hours: 3 credits.

**History of Costume: The 20th Century**

ARCS-GE 2063 30 hours: 3 credits.

**History of Costume: Contemporary  
Dress**

ARCS-GE 2064 30 hours: 3 credits.

**Costume Conservation and Display**

ARCS-GE 2069 30 hours: 3 credits.

**History of Textiles: The Ancient World  
Through 1700**

ARCS-GE 2077 30 hours: 3 credits.

**History of Textiles: The Modern Era**

ARCS-GE 2078 30 hours: 3 credits.

**Design and Culture: The 18th Century**

ARCS-GE 2100 30 hours: 3 credits.

**Design and Culture: The 19th Century**

ARCS-GE 2101 30 hours: 3 credits.

**Design and Culture: The 20th Century**

ARCS-GE 2102 30 hours: 3 credits.

**Contemporary Design and Society**

ARCS-GE 2451 30 hours: 3 credits.

**History of Fashion Photography**

ARCS-GE 2452 30 hours: 3 credits.

**Final Project in Costume Studies**

ARCS-GE 2301 45 hours per credit: 1  
credit.

**History of Fashion Photography**

ARCS-GE 2911 30 hours: 3 credits.

**Graduate Projects in Costume Studies:  
Contemporary Design and Culture**

ARCS-GE 2912 30 hours 3 credits.

## **ART THERAPY/ARTT-GE**

**Theory and Practice of Art Therapy**

ARTT-GE 2145 45 hours: 3 credits.

**Art for Art Therapists**

ARTT-GE 2160 45 hours: 3 credits.  
Prerequisite: ART-GE.1156.

**Pictorial Analysis for Assessment  
and Diagnosis**

ARTT-GE 2040 45 hours: 3 credits

**Art Therapy with Children**

ARTT-GE 2033 45 hours: 3 credits.

**Art Therapy with Adolescents**

ARTT-GE 2034 45 hours: 3 credits.

**Art Therapy with Groups**

ARTT-GE 2032 45 hours: 3 credits.

**Research in Art Therapy**

ARTT-GE 2280 30 hours: 3 credits.

**Diverse Populations in Art Therapy:  
Trauma**

ARTT-GE 2222 10 hours: 2 credit.

**Art Therapy with Adults**

ARTT-GE 2037 45 hours: 3 credits.

**Art Therapy with Families**

ARTT-GE 2036 20 hours: 2 credits.

**Cultural Diversity in Art Therapy:**

ARTT-GE 2223 10 hours: 2 credits.

**Final Project in Art Therapy**

ARTT-GE 2301 10 hours: 1 credit.

**Internship Supervision Seminar**

ARTT-GE 2302 22.5 hours: 4 credits.

**Ethical Issues in Art Therapy**

ARTT-GE 2149 20 hours: 2 credits.

**Adaptive Techniques in Art Therapy**

ARTT-GE 2171 45 hours: 3 credits.

**Clinical Interventions for Specialized  
Populations**

ARTT-GE 2170 45 hours: 3 credits.

**Introduction to Art Therapy\***

ARTT-GE 2010 45 hours: 3 credits.

**Supervision Techniques in Art Therapy\***

ARTT-GE.2150 10 hours: 1 credit.

# Communicative Sciences and Disorders

## DEGREES

MS, PhD

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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: CHRISTINA REUTERSKIÖLD

665 BROADWAY, 9TH FLOOR | NEW YORK, NY 10012-2330

TELEPHONE: 212-998-5230 | FAX: 212-995-4356 | WEBSITE: [steinhardt.nyu.edu/csd](http://steinhardt.nyu.edu/csd)

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

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



# Faculty

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

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

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

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

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

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

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

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

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

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

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

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

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

## *Clinical Staff*

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

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

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

**Jacquelline Mezzacappa**, Clinic Manager.

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

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

## **Adjunct Faculty 25**



# Master of Science

## ASSOCIATE DIRECTOR

Maria Grigos

665 Broadway,  
8th Floor  
TELEPHONE:  
212-998-5228

## DEGREE

MS

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

## CAREER OPPORTUNITIES

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

## ACADEMIC PREREQUISITES

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

There are two ways to meet the foundational requirements for courses specific to the MS degree:

1. The foundational courses may be taken at another university before the student begins the program at NYU Steinhardt. All courses must be completed within five years prior to the first day of the fall term.
2. The foundational courses may be taken at Speech@NYU (distance education program) once the student begins the MS program. Once

students begin the CSD program, they may not take courses at another university for transfer credit into the program at NYU Steinhardt.

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

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

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

*CSCD-GE 2002* Anatomy & Physiology of the Speech and Swallow Mechanisms — 2 units

*CSCD-GE 2003* Neurological Bases of Cognition, Behavior, and Communication — 2 units

*CSCD-GE 2004* Introduction to Audiology and Aural Rehabilitation — 2 units

*CSCD-GE 2006* Phonetics — 2 units

*CSCD-GE 2007* Science of Language — 2 units

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

## Total required foundational/ prerequisite units: 14

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

## DEGREE REQUIREMENTS

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

### Nondisorder courses (14 credits):

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 Issues in CSD *CSCD-GE 2141*, and Professional Issues in CSD *CSCD-GE 2142*.

### Disorders courses (27 credits minimum):

The disorder areas of language, voice, articulation, fluency, dysphagia, and hearing must be covered with a complete course in each area. Samples of disorders courses include Adult Language Disorders *CSCD-GE 2021*, Fluency Disorders *CSCD-GE 2028*, Voice Disorders *CSCD-GE 2037*, Language Disorders in Children *CSCD-GE 2039*, Language Development and Disorders in School-Aged Children *CSD-GE 2035*, Motor Speech Disorders *CSCD-GE 2016*,

Speech and Swallowing Management in the Medically Complex Child *CSCD-GE 2067*, Dysphagia in Adults and Children *CSCD-GE 2060*, Additional elective coursework is offered in Augmentative and Alternative Communication *CSCD-GE 2015*, Speech Sound Disorders in Children *CSCD-GE 2108*. A course in aural rehabilitation is required; if this requirement has been satisfied at the undergraduate level, students may substitute two additional elective credits in its place. Students who demonstrate completion of equivalent graduate-level courses within a previous five-year period and have earned at least a B may make substitutions for advanced-level courses by adviser approval.

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

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

**Practicum requirements:** Students' clinical experiences include a variety of clinical settings, client populations, backgrounds, and age groups. Graduate students complete a minimum of five semesters of clinical practicum. The first three semesters of clinical education are completed in the on-campus clinic. The first two semesters focus on the clinical diagnostic processes, and the third semester focuses on treatment.

Following the successful completion of the on-campus practicum, students are placed off campus for two semesters. Typically, the first clinical field placement is in a pediatric setting, and the second is in an adult care setting. If students have not completed the necessary clock hours following the five clinical education placements indicated above, a sixth placement is required. All students are required to complete a minimum of 400 supervised clinical hours. Twenty-five hours are spent in clinical observation, and at least 350 clinic clock hours are completed during the graduate program. Prior to placement in a practicum, all students must be evaluated for speech and language performance in accordance with the policies outlined in the Department of Communicative Sciences and Disorders Master of Science Student Handbook.

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

**Terminal experience:** Students may choose from two options to meet the comprehensive examination requirement for the Master of Science degree. The first option is to earn a passing score of 162 or greater on the PRAXIS Examination in Speech-Language Pathology (0331) offered by ETS and recognized by ASHA. The second way to meet the terminal experience is for master's students to conduct a research project in place of the comprehensive examination. If a student selects the research option, he or she must also successfully complete one semester of the research colloquium course and one semester of independent study, as a 1-credit elective. During the first semester of the colloquium, with the guidance of a faculty member, the student selects a research topic and submits a written proposal. The project is to be completed by the end of the second semester.

## ADMISSION PREREQUISITES

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

## SPECIAL OPPORTUNITIES

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

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# Doctoral Program

## DIRECTOR

Adam Buchwald

665 Broadway,  
8th Floor  
TELEPHONE:  
212-998-5260

## DEGREE

PhD

**The Doctoral Program** in Communicative Sciences and Disorders provides students with training as academic researchers and scholars. This five-year full-time program includes several academic research milestones and comes with a competitive funding package (described below).

## CAREER OPPORTUNITIES

Alumni from NYU's doctoral program have become prominent professors and researchers at many leading universities in the metropolitan area and across the country.

## DEGREE REQUIREMENTS

In addition to research requirements, doctoral candidates take advanced-level courses in the department, school, and University. To obtain the PhD, candidates who hold a master's degree must take doctoral coursework (43 credits total), complete the candidacy research and scholarship requirements, and develop and defend a dissertation consisting of original research that makes a novel contribution to the field. Incoming students without a master's degree must minimally complete the prerequisite courses for an MS degree in this area in addition to the doctoral requirements (minimum 73 credits).

The program is structured around research milestones. Students are required to produce two research papers using two different methodologies during their first few years in the department. These papers may supplement or form the basis for the dissertation work. These papers are followed by the dissertation proposal and ultimately the dissertation. The 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. Students in the program are required to spend a minimum of one semester working in another lab to fulfill the lab rotation component of the program. During this semester, students will attend lab meetings and become involved in one of the research projects in the second lab. Students typically enroll in a 1-credit independent study during that semester, and complete a term paper at the end of the semester. The precise nature of the experience will be decided upon by the student, the lab director, and primary advisor. The coursework for the program will be different for each student depending on his or her interests and background. General requirements, including rigorous training in research methodology and statistics (15 credits) 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 credits) and are expected to attend the department Doctoral Seminar and Research Colloquium. Students are required to attend these two courses each semester for their first three years in the program, and must take each of these courses three times for 1 credit during that span. Students beyond their third year are not required to take these courses. The remaining credits 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

Given the goals of the program, we admit students whose backgrounds can demonstrate a commitment and

aptitude to perform academic research in communicative sciences disorders. This is evaluated on the basis of three letters of recommendation, a personal interview, academic history, and GRE scores. Applicants are also encouraged to specify a general area of study and to identify professors in the program with whom they would like to work.

See general admission section, page 187.

## STEINHARDT DOCTORAL FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

The Steinhardt School offers all full-time PhD students a complete funding and mentoring program. The Steinhardt Fellows program is designed to help PhD students undertake full-time study and research, to participate in superior academic and scholarly experiences, and to complete their studies in a timely manner. Depending on the student's program of study and degree requirements, financial support includes four years of full tuition and fees and a living stipend of approximately \$25,000 through the completion of the student's required coursework. Selected doctoral students may alternatively be appointed to a research assistantship. Research assistants are funded by external grants and work with a principal investigator on a funded research project. Unlike Steinhardt Fellows, research assistants agree to work 20 hours per week on an ongoing research project, typically with a team of faculty and other students. Steinhardt Fellows may become research assistants when Steinhardt faculty win funding for projects that require research assistance.

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

# Speech-Language-Hearing Clinic

## DIRECTOR

Iris Fishman

665 Broadway,  
Suite 900  
TELEPHONE:  
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 2017–19.

## NOTES TO COURSES

\*Registration closed to special students.

### **Anatomy and Physiology of the Speech and Hearing Mechanism**

CSCD-UE 231 45 hours: 4 credits; spring.

### **Neuroanatomy and Physiology of Communication**

CSCD-UE 241 45 hours: 4 credits; fall.

### **Phonetics and Phonemics**

CSCD-UE 201 45 hours: 4 credits; fall.

### **Acoustic Phonetics**

CSCD-UE 1202 45 hours: 4 credits; spring.

Prerequisite: CSCD-UE 201.

### **Audiology: Intervention Strategies Across the Lifespan**

CSD-UE 1222 45 hours: 4 credits; fall.

### **Introduction to Audiology**

CSCD-UE 221\* 45 hours: 4 credits; fall.

### **Language Development in the Preschool Years**

CSCD-UE 1601\* 45 hours: 4 credits; fall.

### **Science of Language**

CSCD-UE 110 45 hours: 4 credits; spring.

### **Masters Student Seminar**

CSD-GE 2000 30 hours: 0 credits; fall, spring.

### **Augmentative and Alternative Communication**

CSCD-GE 2015 10 hours: 1 credit; fall.

### **Motor Speech Disorders**

CSCD-GE 2016\* 30 hours: 3 credits; spring.

### **Therapeutic Approaches to Speech Pathology: Voice Disorders**

CSCD-GE 2019 30 hours: 3 credits; fall.

### **Therapeutic Approaches to Speech Pathology: Aphasia**

CSCD-GE 2020 30 hours: 2 credits; spring.

### **Adult Language Disorders**

CSCD-GE 2021\* 30 hours: 3 credits; fall, spring.

### **Craniofacial Anomalies**

CSCD-GE 2022\* 30 hours: 3 credits; summer, fall.

### **Neurogenic Speech Disorders in Children**

CSCD-GE 2023\* 30 hours: 2 credits; spring.

### **Fluency Disorders**

CSCD-GE 2028\* 30 hours: 3 credits; spring.

### **Language and Communication in Children with Autism Spectrum Disorders (ASD)**

CSCD-GE 2030 20 hours: 2 credits; spring.

### **Language Development and Disorders in School-Aged Children**

CSCD-GE 2035 30 hours: 3 credits; fall, spring.

### **Voice Disorders**

CSCD-GE 2037\* 30 hours: 3 credits; fall.

### **Language Disorders in Children**

CSCD-GE 2039\* 30 hours: 3 credits; fall.

### **Dysphagia in Adults and Children**

CSCD-GE 2060\* 30 hours: 3 credits; fall, spring.

### **Dysphagia in Infants and Toddlers**

CSCD-GE 2062 15 hours: 1 credit; fall.

### **Speech and Swallowing Management for the Medically Complex Child**

CSCD-GE 2067 20 hours: 2 credits; spring, fall.

### **Principles of Intervention with Speech-Language Disorders**

CSCD-GE 2075\* 30 hours: 2 credits; fall, spring, summer.

Prerequisites: CSCD-GE 2039 and CSCD-GE 2111.

### **Counseling Skills for Communicative Sciences and Disorders (1)**

CSCD-GE 2077 10 hours: 1 credit; fall, spring.

### **Speech Sound Disorders in Children**

CSCD-GE 2108\* 30 hours: 3 credits; spring, fall.

### **Critical Evaluation of Research in Speech and Hearing Sciences and Disorders**

CSCD-GE 2109\* 30 hours: 2 credits; fall.

### **Multi-Cultural and Professional Issues in Communicative Sciences and Disorders**

CSCD-GE 2110\* 30 hours: 3 credits; summer, fall.

### **Multicultural Issues in Communicative Sciences and Disorders**

CSCD-GE 2141 20 hours: 2 credits; summer, fall.

### **Professional Issues in Communicative Sciences and Disorders**

CSCD-GE 2142 10 hours: 1 credit; summer, spring, fall.

### **Diagnostic Methods in Speech Pathology and Audiology I**

CSCD-GE 2111\* 30 hours: 3 credits; fall, spring.

### **Computerized Analysis of Language Transcripts**

CSCD-GE 2114 10 hours: 1 credit; spring.

### **Advanced Clinical Practicum in CSD**

CSCD-GE 2111, 2115, 2116, 2117, 2118, 2119 45 hours per credit: 1–2 credits; summer, fall, spring.

Registration by permission of adviser.

### **Hearing Loss: Rehabilitation**

CSCD-GE 2127\* 30 hours: 2 credits; fall.

### **Perception and Production of Speech**

CSCD-GE 2130 30 hours: 3 credits; spring.

### **Interdisciplinary Case-Based Management of Dysphagia**

CSCD-GE 2165 10 hours: 1 credit; intersession.

### **Interdisciplinary Habilitation of Speaking Voice and Vocal Performance: Synergistic Remediation Effect**

CSCD-GE 2136 20 hours: 2 credits; intersession.

**Courses, continued**

**Independent Study**

CSCD-GE 2300\* 45 hours per credit:  
1-6 credits; fall, spring, summer; hours  
to be arranged.

**Research in Natural Language:  
Methods and Procedures**

CSCD-GE 2402 15 hours: 1 credit; fall.

**CSD Colloquium I**

CSCD-GE 2420 15 hours: 1 credit; fall,  
spring.

**Honors Research: CSD**

CSCD-GE 2424 0 credits; fall, spring.  
Hours to be arranged.

**Speech Science: Instrumentation**

CSCD-GE 2125 20 hours plus 10 hours  
arranged for lab sessions: 2 credits; fall.

**Seminal Readings in Speech-Language**

**Pathology and Audiology**

CSCD-GE 3001 30 hours: 3 credits;  
spring.

**Advanced Studies in Speech and  
Language**

CSCD-GE 3021 30 hours: 3 credits;  
spring.

**Doctoral Seminar in Speech-Language  
Pathology and Audiology**

CSCD-GE 3400 10 hours: 1 credit; fall,  
spring.

# Media, Culture, and Communication

## DEGREES

MA, MA/MSLIS, PhD

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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: RODNEY BENSON

EAST BUILDING, 8TH FLOOR | 239 GREENE STREET | NEW YORK, NY 10003-6674  
TELEPHONE: 212-998-5191 | FAX: 212-995-4046 | WEBSITE: [steinhardt.nyu.edu/mcc](http://steinhardt.nyu.edu/mcc)

**T**he NYU Department of Media, Culture, and Communication (MCC) is at the forefront of innovative scholarship and teaching in the study of global media and culture,

digital media and new technologies, media history, visual culture, sound studies, media activism, and political communication.

In the rapidly changing landscape of digital media and global cultural flows, the study of media, culture, and communication is crucial to understanding and navigating an increasingly connected world. MCC's faculty aim to equip students with a set of analytical and theoretical tools by which they can engage with ideas in their full complexity. New York City is the University's lab, and its horizons extend globally. MCC coursework is designed so that students can immerse themselves in the vibrant life of the city with opportunities to study abroad, if they so choose. Internships also help master's students gain a foothold in a diverse range of media industries.

# Faculty

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

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

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

**Jamie Skye Bianco**, Clinical Assistant Professor. BA 1992, Sarah Lawrence College; MA 2000, Queens College; PhD 2005, City University of New York.

**Deborah Borisoff**, Professor. BA 1970, MA 1975, PhD 1981, New York University.

**Finn Brunton**, Assistant Professor. BA 2002, University of California, Berkeley; MA 2006, Saas-Fee (Switzerland); PhD 2009, University of Aberdeen (UK).

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

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

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

**Allen Feldman**, Professor. BA 1974, MA 1984; PhD 1988, New School for Social Research.

**JoEllen Fisherkeller**, Associate Professor. BA 1985, University of California, San Diego; MA 1987, PhD 1995, University of California, Berkeley.

**Alexander R. Galloway**, Professor. BA 1996, Brown University; PhD 2001, Duke University.

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

**Lisa Gitelman**, Professor. BA 1983, University of Chicago; MA 1985, PhD 1991, Columbia University.

**Radha S. Hegde**, Director of Graduate Studies and Professor. BA 1973, University of Madras (India); MA 1975, University of Delhi (India); MA 1977, PhD 1991, Ohio State University.

**Ben Kafka**, Associate Professor. BA 1998, Brown University; PhD 2004, Stanford University.

**Ted Magder**, Associate Professor. BA 1982, University of Toronto; MA 1983, Carleton University; PhD 1988, York University.

**Charlton McIlwain**, Associate Professor. BA 1994, Oklahoma Baptist University; MHR 1996, PhD 2001, University of Oklahoma.

**Mark Crispin Miller**, Professor. BA 1971, Northwestern University; MA 1973, PhD 1978, Johns Hopkins University.

**Mara Mills**, Associate Professor. BA 1996, MA 1999, University of California, Santa Cruz; MA 2006, PhD 2008, Harvard University.

**Nicholas Mirzoeff**, Professor. BA 1983, Oxford University; PhD 1990, University of Warwick (UK).

**Kelli Moore**, Assistant Professor. BA 1998, Wellesley College; MA 2009, PhD 2013; University of California, San Diego.

**Susan Murray**, Associate Professor. BA 1989, Wisconsin (Madison); MA 1994, New School for Social Research; PhD 1999, Texas (Austin).

**Helen Nissenbaum**, Professor; Senior Faculty Fellow of the Information Law Institute. BA 1975, University of the Witwatersrand (South Africa); MA 1978, PhD 1983, Stanford University.

**Juan Piñon**, Associate Professor. BA 1986, MA 1996, Universidad Iberoamericana (Mexico); PhD 2007, University of Texas, Austin.

**Arvind Rajagopal**, Professor. B.E. 1981, University of Madras (India); MA 1984, University of Kentucky; PhD 1992, University of California, Berkeley.

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

**Martin Scherzinger**, Associate Professor. BMus 1992, PhD 2001, Columbia University.

**Natasha Schüll**, Associate Professor. BA 1993, MA 1995, PhD 2003, University of California, Berkeley.

**Nicole Starosielski**, Assistant Professor. BA 2005, University of Southern California; MA 2008, PhD 2010, University of California, Santa Barbara.

**Marita Sturken**, Professor. BA 1979, Visual Studies Workshop/Empire State College; PhD 1992, University of California, Santa Cruz.

**Helga Tawil-Souri**, Associate Professor. BA 1992, McGill University; MA 1994, University of Southern California; PhD 2005, University of Colorado, Boulder.

**Aurora Wallace**, Director of Undergraduate Studies, Clinical Associate Professor. BA 1992, Carleton University; MA 1994, PhD 2000, McGill University.



# Media, Culture, and Communication

## DIRECTOR OF GRADUATE STUDIES

Radha Hegde, PhD

## ASSISTANT DIRECTOR

Shima Gorgani, MA

239 Greene Street,  
8th Floor

TELEPHONE:  
212-992-9493

## DEGREES

MA, MA/MSLIS, PhD

### *Master of Arts Program in Media, Culture, and Communication*

The MA in Media, Culture, and Communication is an interdisciplinary program designed to expose students to media and cultural studies. The program is a rigorous engagement with contemporary theory and key debates, with particular emphasis in the areas of Global and Transcultural Studies, Technology and Society, Visual Culture and Cultural Studies, Persuasion and Politics, and Interaction and Social Processes. The curriculum is flexible, allowing electives by advisement from across the University. Master's students are encouraged to participate in academic conferences, enroll in graduate courses abroad, and intern at leading media and cultural institutions. The department has a robust list of internship partners and is dedicated to building relationships with professional organizations in New York City and beyond.

### *Dual-Degree Program in Media and Library Science*

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

This 55-63 credit MA/MSLIS prepares students for highly sought-after positions as subject specialists/scholar-librarians in academic and research institutions or as archivists in libraries, media companies, museums, and other cultural institutions. Dual-degree students take 17 fewer credits than would be required if they pursued each master's separately.

### *PhD Program in Media, Culture, and Communication*

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

## CAREER OPPORTUNITIES

Trained to think analytically, Media, Culture, and Communication MA alumni are well positioned for careers in both the public and private sectors, working in traditional and new media, research and policy, at cultural institutions and media start-ups. Many go on to doctoral study.

PhD graduates have assumed full-time academic positions at Carleton University (Canada), City University of New York, Drexel University, Fordham University, University of London (UK), Manhattan Marymount, Michigan Technological University, NYU, The New School, Northeastern University, Princeton University, Rutgers University, University of Wisconsin-Milwaukee, and the University of Washington, among other academic institutions. Recent graduates have also taken postdoctoral fellowships at Harvard's Berkman Center for Internet and Society, Rutgers' Center for Cultural Analysis, Microsoft Research New England, and Princeton's Center for Information Technology Policy.

## DEGREE REQUIREMENTS

### *MA Degree Program*

The MA degree program requires a minimum of 36 credits.

**Program Requirements** (7-8 credits): Seminar in Media, Culture, and Communication *MCC-GE 2007* and one research course.

**Program Electives** (12-28 credits, with a minimum of 12 credits in a specialization area).

**Electives** (0-12 credits): courses outside the department and internship credit. Culminating Experience (0-4 credits): MA thesis, comprehensive exam, or professional writing course. Students must take a minimum of 18 credits at the 2000 level in residence.

### *Dual-Degree Program*

Students in the dual-degree program transfer 9 NYU credits to Palmer LIU and 8 Palmer credits to NYU in order to complete the required credits for the two degrees.

In addition, there are two tracks for dual-degree students: Mentorship and Internship.

**The Mentorship Track** includes a 160-hour mentoring arrangement in which subject specialists from NYU Libraries work with candidates to introduce them to the requirements of the field, offering the opportunity for hands-on experience within a theoretical framework. The program's core is a series of required modules, which include Reference/Instruction, Collection Development, Digital Scholarship and Professional Development.

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

### PhD Program

The PhD program requires 48 credits of coursework for students with a master's degree; 54 credits are required for those admitted only with a bachelor's degree. Core courses must be taken in sequence: Doctoral Core Seminar I *MCC-GE 3100* (4 credits, first year); Doctoral Core Seminar II *MCC-GE 3200* (4 credits, first year); Introduction to Communication Research *MCC-GE 3101* (4 credits, first or second year); Dissertation Proposal Seminar *MCC-GE 3201* (1 credit, 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 credits); research and methods electives inside or outside the department (14–16 credits); and theoretical or disciplinary foundational study outside the department (12 credits). A minimum of 12 credits from these remaining courses must be taken inside the department.

Students move quickly toward pursuing their dissertation research in the third year of study, accompanied by teaching and research opportunities that will help prepare them for academic positions in the fields of media studies, cultural studies, communication, and related disciplines.

## ADMISSION REQUIREMENTS

### MA Degree Program

Prospective MA students must submit two letters of recommendation, a statement of purpose, and scores from the Graduate Record Examination (GRE) in addition to meeting the Steinhardt School general admissions requirements for master's-level study.

### Dual-Degree Program

Prospective students interested in the dual-degree program at NYU and LIU must apply separately for admission to each school. Students already enrolled in the Media, Culture, and Communication MA program must declare their intention to enroll in the dual-degree program before completing 12 credits. Students already enrolled in the MSLIS program at Palmer may apply for the MCC dual-degree program as long as they have completed no more than 6 credits by the time they enter the program. Students already enrolled in either the Palmer School or NYU should consult with their adviser before submitting an application.

### PhD Program

Requirements for the doctoral program include submission of a curriculum vitae; a statement of purpose essay; a master's thesis or other writing sample offering evidence of sustained intellectual inquiry and research; transcripts, GRE scores; and three letters of recommendation. Final candidates will be interviewed by the faculty committee before an admissions offer is made.

### International Graduate Applicants

For both MA and PhD applications, international students whose native language is not English or who did not receive a bachelor's degree at an English-speaking college or university must also submit one of the following English language exams to the Office of Graduate Admissions by the application deadline: Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Pearson Test of English (PTE Academic).

*See general admission section, page 187.*

## FINANCIAL AID OPPORTUNITIES

The Department of Media, Culture, and Communication offers all admitted doctoral students a complete funding and mentoring program. The Steinhardt Fellows program is designed to help PhD students undertake full-time study and research, to participate in superior academic and scholarly experiences, and to complete their studies in a timely manner.

Funding is classified as fellowship and is independent of teaching or research assistantships; students are paid additional income for serving as teaching and research assistants. For further details, please visit [steinhardt.nyu.edu/mcc/doctoral/funding](http://steinhardt.nyu.edu/mcc/doctoral/funding). Students are expected to maintain satisfactory progress toward their degree completion and to achieve a set of benchmarks in their trajectory through the program in order to receive funding.

*See general financial aid section, page 199.*

## 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 PhD 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.

### Michael Rosenberg Scholarship

Funding awarded each year to exceptional MA candidates. All applicants to the MA program in Media, Culture, and Communication who submit an application for admission are automatically considered for this funding. No scholarship application is required.

### **SPECIAL OPPORTUNITIES**

Students attend special events throughout the year and can apply to present their original research at the department's annual Neil Postman Graduate Conference. Internships in a wide array of media and communication positions are available to master's students through the department's online internship database. Students are encouraged to take advantage of the full academic and professional resources of the University and metropolitan area.

The University and department offer graduate summer and January intersession study-abroad programs to explore globalization, global visual culture, and media and culture in other countries. Locations have included Amsterdam, Beijing, Berlin, Buenos Aires, Hong Kong, London, Paris, Prague, and Shanghai.

These courses typically examine the social, economic, political, and cultural implications of global media and culture in relation to the site of study. Courses integrate lectures, seminars, and site visits and deploy a comparative approach. Courses vary year to year. Recent topics have included Transnational Communities and Media Cultures (London); Visual Culture and the Politics of Memory (Buenos Aires); Censorship, Social Movements and Alternative Media (Paris); and Global Food Cultures (Hong Kong).

# Courses

The courses listed herein are offered in rotation and may be subject to change.

## **MEDIA, CULTURE, AND COMMUNICATION/MCC-GE**

### **Seminar in Media, Culture, and Communication**

MCC-GE 2001 40 hours: 4 credits; fall.

### **The Psychic Life of Media**

MCC-GE 2005 40 hours: 4 credits.

### **Censorship in American Culture**

MCC-GE 2010 40 hours: 4 credits.

### **Amateur Media**

MCC-GE 2024 40 hours: 4 credits.

### **Race and Media**

MCC-GE 2025 40 hours: 4 credits.

### **Media and the Environment**

MCC-GE 2027 40 hours: 4 credits.

### **Architecture as Media**

MCC-GE 2030 40 hours: 4 credits.

### **Seminar in Media Criticism**

MCC-GE 2100, 2101 40 hours: 4 credits each term.

### **The Politics of the Gaze**

MCC-GE 2112 40 hours: 4 credits.

### **Imaging Palestine/Israel:**

**Issues in the Politics of Representation**

MCC-GE 2115 40 hours: 4 credits.

### **Media Policy and Regulation**

MCC-GE 2120 40 hours: 4 credits.

### **New Media Research Studio**

MCC-GE 2129 40 hours: 4 credits.

### **Topics in Digital Media**

MCC-GE 2130 40 hours: 4 credits.

### **Media Archaeology**

MCC-GE 2134 40 hours: 4 credits.

### **Media, Memory, and History**

MCC-GE 2135 40 hours: 4 credits.

### **War and Media Theory**

MCC-GE 2136 40 hours: 4 credits.

### **Memory, Architecture, and Design: Comparative Perspectives on New York and Buenos Aires**

MCC-GE 2137 40 hours: 4 credits.

### **Politics of Digital Media**

MCC-GE 2138 40 hours: 4 credits.

### **Studies in Organizational Communication**

MCC-GE 2140 40 hours: 4 credits.

### **Digital Humanities**

MCC-GE 2144 40 hours: 4 credits.

### **Methods in Interpreting Popular Culture**

MCC-GE 2145 40 hours: 4 credits.

### **The Sitcom**

MCC-GE 2146 40 hours: 4 credits.

### **Reality and Documentary TV**

MCC-GE 2147 40 hours: 4 credits.

### **The Television Business**

MCC-GE 2148 40 hours: 4 credits.

### **A Cultural History of Television**

MCC-GE 2149 40 hours: 4 credits.

### **Media Activism**

MCC-GE 2153 40 hours: 4 credits.

### **Activist Art and Creative Activism**

MCC-GE 2155 40 hours: 4 credits.

### **Transnational Communities and Media Culture**

MCC-GE 2165 40 hours: 4 credits.

### **The Global City and Media Ethnography**

MCC-GE 2166 40 hours: 4 credits.

### **Transnational Media Flows**

MCC-GE 2167 40 hours: 4 credits.

### **Globalization, Memory, and Visual Culture**

MCC-GE 2169 40 hours: 4 credits.

### **Screening History: The Construction of American History in Hollywood**

MCC-GE 2171 40 hours: 4 credits.

### **Professional Writing and Research Applications**

MCC-GE 2174 variable credit: 1-4 credits.

### **Political Communication**

MCC-GE 2175 40 hours: 4 credits.

### **Communication Processes: Gender, Race, and Cultural Identity**

MCC-GE 2182 40 hours: 4 credits.

### **Production of Culture in the Digital Age**

MCC-GE 2184 40 hours: 4 credits.

### **The Languages of Communication**

MCC-GE 2190 40 hours: 4 credits.

### **Print Media and Modernity**

MCC-GE 2191 40 hours: 4 credits.

### **Digital and Computational Media Workshop**

MCC-GE 2199 variable hours: 1-4 credits.

### **Media Events and Spectacle**

MCC-GE 2200 40 hours: 4 credits.

### **Mediating the Bio-Political Body**

MCC-GE 2201 40 hours: 4 credits.

### **Public Sphere Formation**

MCC-GE 2202 40 hours: 4 credits.

### **Disability Studies: Media, Philosophy, and Visual Culture**

MCC-GE 2206 40 hours: 4 credits.

### **Communication and the Culture Industries**

MCC-GE 2220 40 hours: 4 credits.

### **World Communication: Principles, Politics, and Law**

MCC-GE.2225 40 hours: 4 credits.

### **Contemporary Theory and Research in Globalization**

MCC-GE 2229 40 hours: 4 credits.

### **Internship: Communication Studies**

MCC-GE 2235 40 hours: 1-4 credits.

**Communication and Persuasion:  
Sociological Propaganda**  
MCC-GE 2265 40 hours: 4 credits.

**Communication and Political  
Propaganda**  
MCC-GE 2270 40 hours: 4 credits.

**Middle East Media and Cultural Politics**  
MCC-GE 2275 40 hours: 4 credits.

**Religion and Media**  
MCC-GE 2284 40 hours: 4 credits.

**Global Youth Media**  
MCC-GE 2287 40 hours: 4 credits.

**Interpersonal Communication**  
MCC-GE 2290 40 hours: 4 credits.

**Values Embodied in Information  
and Communication Technologies**  
MCC-GE 2295 40 hours: 4 credits.

**Independent Study**  
MCC-GE 2300 variable credit:  
1–4 credits.

**Global Media and International Law**  
MCC-GE 2304 40 hours: 4 credits.

**Mapping Internet Governance**  
MCC-GE 2305 40 hours: 4 credits.

**The Racial Web**  
MCC-GE 2308 40 hours: 4 credits

**Sound Studies**  
MCC-GE 2310 40 hours: 4 credits.

**Social Life of Paper**  
MCC-GE 2344 40 hours: 4 credits.

**Global Food Cultures**  
MCC-GE 2351 40 hours: 4 credits.

**Topics in Globalization**  
MCC-GE 2380 40 hours: 4 credits.

**Global Consumer Culture**  
MCC-GE 2381 40 hours: 4 credits.

**Communication and International  
Development**  
MCC-GE 2382 40 hours: 4 credits.

**Media and Cultural Globalization  
in France**  
MCC-GE 2384 40 hours: 1 credit.

**Topics in Visual Culture and  
Cultural Studies**  
MCC-GE 2400 40 hours: 4 credits.

**Semiotics of Media, Art, and  
Performance**  
MCC-GE 2406 40 hours: 4 credits

**Visual Culture Methods**  
MCC-GE 2420 40 hours: 4 credits.

**Research in Visual Culture**  
MCC-GE 2422 40 hours: 4 credits.

**Culture and Media in Urban China**  
MCC-GE 2836 40 hours: 4 credits.

**Thesis in Media, Culture, and  
Communication**  
MCC-GE 2900 variable credit:  
0–4 credits.

**Theoretical Synthesis for Research,  
Writing, and Teaching**  
MCC-GE 2190, 40 hours, 0–4 credits

## DOCTORAL COURSES

**Special Topics in Critical Theory**  
MCC-GE 3010 40 hours: 4 credits.

**Fetishism**  
MCC-GE 3012 40 hours: 4 credits.

**Marx**  
MCC-GE 3013 40 hours: 4 credits.

**Special Topics in Media History**  
MCC-GE 3031 40 hours: 4 credits.

**Doctoral Seminar in Culture  
and Communication I, II**  
MCC-GE 3100, 3200 47 hours:  
4 credits each term.

**Introduction to Communication  
Research**  
MCC-GE 3101 40 hours: 4 credits  
each term.

**Semiotics**  
MCC-GE.3103 40 hours: 4 credits.

**Special Topics in Cultural and  
Visual Studies**  
MCC-GE 3110 40 hours: 4 credits.

**Theories of Visual Consumption  
and Consumerism**  
MCC-GE 3111 40 hours: 4 credits.

**Deleuze's Aesthetics**  
MCC-GE 3113 40 hours: 4 credits.

**Special Topics in Globalization**  
MCC-GE 3130 40 hours: 4 credits.

**Transcultural Media**  
MCC-GE 3131 40 hours: 4 credits.

**Mapping the Transnational**  
MCC-GE 3132 40 hours: 4 credits.

**Special Topics in Technology Studies**  
MCC-GE 3150 40 hours: 4 credits.

**Heidegger and Deleuze**  
MCC-GE 3151 40 hours: 4 credits.

**Politics of Code**  
MCC-GE 3153 40 hours: 4 credits.

**Science and Technology Studies**  
MCC-GE 3154 40 hours: 4 credits.

**Dissertation Proposal Seminar**  
MCC-GE 3201 40 hours: 1 credit.

**Doctoral Research Colloquium**  
MCC-GE 3400 10 hours: 1 credit.

# Music and Performing Arts Professions

## DEGREES

MA, MM, EdD, PhD,  
Advanced Certificate

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

*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: RONALD SADOFF

35 WEST FOURTH STREET, SUITE 1077 | NEW YORK, NY 10012-1172

TELEPHONE: 212-998-5424 | FAX: 212-995-4043 | WEBSITE: [steinhardt.nyu.edu/music](http://steinhardt.nyu.edu/music)

**T**he 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 PhD and EdD degrees. The master's program in music therapy is accredited by the American Music Therapy Association (AMTA). Teacher certification programs in music education, dance education, and educational theatre are accredited by the Council for the Accreditation of Educator Preparation (CAEP).

# Faculty

**Kenneth Aigen**, Associate Professor. BA 1979, University of Wisconsin; MA 1984, New York; DA 1991, New York.

**Stephanie Baer**, Music Assistant Professor. BM 1998, MM 2000, Mannes College of Music.

**Juan Bello**, Associate Professor. BS 1998, Simón Bolívar University (Venezuela); PhD 2003, University of London (UK).

**Cyrus Beroukhim**, Music Associate Professor. BM 1999, Oberlin Conservatory of Music; MM 2001, DMA 2007, Juilliard School.

**Joseph Bongiorno**, Music Associate Professor. BM 1976, Juilliard School.

**Michael Breaux**, Clinical Assistant Professor. BME 1981, Louisiana State University; MM 1984, Yale University.

**Meg Bussert**, Music Associate Professor. BA 1998, State University of New York at Purchase; MAT 1999, Manhattanville College.

**Carlos Chirinos**, Clinical Assistant Professor. BA/MA 1996 Universidad Central de Venezuela (Venezuela); MM 2005, SOAS, University of London (UK).

**Amy Cordileone**, Master Teacher. BA 2001, University of California, Irvine; MA 2006, PhD 2010, New York University.

**Deborah Damast**, Clinical Assistant Professor, BFA 1988, State University of New York at Purchase; MA 2002, New York University.

**Ryan Driscoll**, Visiting Assistant Professor. BM 2006, MM 2015, Advanced Certificate in Vocal Pedagogy 2015, New York University.

**David J. Elliott**, Professor. BM 1971, BEd 1972, MM 1973, University of Toronto; PhD 1983, Case Western Reserve University.

**Morwaread Farbood**, Assistant Professor. BA 1997, Harvard University; MS 2001, PhD 2006, Massachusetts Institute of Technology.

**Lawrence Ferrara**, Professor. BA 1971, Montclair State University; MM 1973, Manhattan School of Music; PhD 1978, New York University.

**Irwin Fisch**, Music Associate Professor. BS 1979, Syracuse University.

**Phil Galdston**, Master Teacher in Songwriting; Faculty Songwriter-in-Residence. BA 1972, Union College (Schenectady, NY).

**Paul Geluso**, Master Teacher. BS 1988, New Jersey Institute of Technology; MM 2000, New York University.

**John V. Gilbert**, Associate Professor. BA, MusB 1960, Texas Technological College; MA 1962, EdD 1969, Columbia University. MA

**Jonathan Haas**, Professor. BA 1976, Washington University (St. Louis); MM 1979, Juilliard School.

**Eduardus Halim**, Sascha Gorodnitzki Chair in Piano Studies, Music Professor. BM 1984, MM 1986, Juilliard School.

**Dianna Heldman**, Music Assistant Professor. BM 1982, State University of New York at Potsdam; MME 1990, North Texas University; Artist Dipl. 1991, University of Cincinnati.

**Barbara Hesser**, Associate Professor. BM 1970, DePauw University; BS 1973, MS 1974, Combs College of Music; CMT LCAT, FAMI.

**Maria Hodermarska**, Clinical Assistant Professor. BFA, MA, 1983, New York University.

**Samuel Howard-Spink**, Clinical Assistant Professor. BA 1993, University of Bristol (UK); MA 2002, Hunter College; PhD 2012, New York University.

**Susan R. Koff**, Clinical Associate Professor. BFA 1977, University of Arizona; MA 1982, Teachers College, Columbia University; EdD 1995, Temple University.

**Esther Lamneck**, Music Professor. BM 1973, MM 1974, DMA 1980, Juilliard School.

**Robert J. Landy**, Professor. BA 1966, Lafayette College; MS 1970, Hofstra University; PhD 1975, University of California, Santa Barbara.

**Richard G. Maloney**, Clinical Associate Professor. BA 1985, Bates College; BM 1989, Berklee College of Music; GradD 1998, Longy School of Music of Bard College; MS 2000, Boston University; PhD 2010, Northeastern University.

**Sarah Marlowe**, Assistant Professor. BM 2002, MM 2006, University of Massachusetts (Amherst); PhD 2013, Eastman School of Music.

**Panayotis Mavromatis**, Associate Professor. BA 1987, Dipl. Advanced Study in Mathematics 1988, MA 1991, Cambridge University (UK); MA 1995, Boston University; PhD 2005, Eastman School of Music.

**Lawrence Miller**, Clinical Associate Professor. BA 1979, Brandeis University; MBA 1994, Columbia Business School.

**David Montgomery**, Clinical Assistant Professor. BA 1999, Marymount Manhattan College; MA 2001, PhD 2007, New York University.

**Marilyn Nonken**, Associate Professor. BM 1992, Eastman School of Music; MA 1995, MPhil 1995, PhD 1999, Columbia University.

**Tae Hong Park**, Associate Professor. B. Eng. 1995, Korea University; MA 2000, Dartmouth College; MFA 2002, PhD 2004, Princeton University.

**David Pietro**, Music Assistant Professor. BM 1987, North Texas State University; MM 2001, New York University.

**Agnieszka Roginska**, Music Associate Professor. BM 1996, McGill University; MM 1998, New York University; PhD 2004, Northwestern University.

**John Rojak**, Adjunct Instructor. BM 1980, Juilliard School.

**Robert Rowe**, Professor. BM 1976, University of Wisconsin; MA 1978, University of Iowa; PhD 1991, Massachusetts Institute of Technology.



**Kristen Ruiz**, Visiting Assistant Professor. BM 1998, Nyack College; MEd 2009, University of New England (Biddeford); Advanced Certificate in Vocal Pedagogy 2012, New York University.

**S. Alex Ruthmann**, Associate Professor. BM 2000, University of Michigan-Ann Arbor; MM 2002, PhD 2006, Oakland University.

**Ronald Sadoff**, Department Chair and Associate Professor. BM 1976, North Carolina School of the Arts; MM 1978, Juilliard School; PhD 1986, New York University.

**Joe Salvatore**, Clinical Associate Professor. BA 1995, University of Delaware; MFA 1998, University of Massachusetts (Amherst).

**David Schroeder**, Music Associate Professor. BEd 1983, Northern Iowa University; MM 1986, New England Conservatory of Music; DA 1993, New York University.

**Nancy Smithner**, Clinical Associate Professor. BA 1976, Antioch College; PhD 2002, New York University.

**Matthew Sullivan**, Music Assistant Professor. BM 1975, University of Miami.

**Mark Suozzo**, Visiting Associate Professor. BA 1975, Columbia College; MM 1995, Manhattan School of Music.

**Philip Taylor**, Associate Professor. BEd 1980, Rusden State College (Australia); MA 1988, PhD 1992, New York University.

**Judy Tint**, Visiting Professor of Music Business. BA 1976, Rutgers University; JD 1979, Columbia Law School.

**Julia Wolfe**, Assistant Professor. BA 1980, University of Michigan; MM 1986, Yale University; PhD 2012, Princeton University.

**Ana Flavia Zuim**, Music Assistant Professor. BM 2003, State University of Londrina; MM 2006, Lynn University; PhD 2012, Florida Atlantic University; Vocology Certification 2015, University of Utah.

#### **Distinguished Performers and Composers-in-Residence**

Milton Babbitt (1987–1989)  
Leo Kraft (1989–1991)  
Anatol Vieru (1992–1993)  
George Perle (1993–1994)  
Leonard Rosenman (1994–1995)  
Roger Reynolds (1995–1996)  
Robert Craft (1996–1997)  
Morton Subotnick (1996–1997)  
Leo Kraft (1997–1998)  
George Crumb (1997–1998)  
Steven Schick (1997–1998)  
Maya Beyser (1997–1998)  
Sukhi Kang (1998–1999)  
Violeta Di Nescu (1998–1999)  
Morton Subotnick (1998–1999)  
Brentano Quartet (1995–2003)  
Lumina String Quartet (2003–2005)  
“Prizm” Brass Quintet (2003–2005)  
Tania León (2004)  
Quintet of the Americas (2004–present)  
New Hudson Saxophone Quartet (2004–present)  
JACK Quartet (2011–present)  
Justin Dello Joio (present)  
Lars Graugaard (2011–present)

#### **Distinguished Educational Theatre Scholars and Artists-in-Residence**

Enda Walsh, 2005  
Dorothy Heathcote, 2006, 2007  
Rosa Luisa Márquez, 2006–2010  
Cecily O’Neill, 2008  
Johnny Saldaña, 2009  
Michael Rohd, 2010  
Kumagai Yasuhiro, 2010

Julian Boal, 2010–2011  
Ross Prior, 2011  
Jana Sanskrit India theatre troupe, 2011  
Tony Graham, 2012

#### **Number of Adjunct Faculty (by specialization)**

*Music*  
Bass Clarinet **1**  
Bass: Jazz **3**  
Bassoon **3**  
Cello **4**  
Choir **6**  
Clarinet **4**  
Double Bass **3**  
Ensembles **8**  
Flute **7**  
French Horn **3**  
Harp **1**  
Jazz Composition **7**  
Jazz Guitar **5**  
Jazz Percussion **5**  
Jazz Piano **3**  
Jazz Trombone **2**  
Music Composition **16**  
Music History **4**  
Music Theatre **10**  
Music Theory **6**  
Oboe **4**  
Percussion **6**  
Piano **10**  
Saxophone: Classical **2**  
Saxophone: Jazz **8**  
Trombone **3**  
Trumpet: Classical **3**  
Trumpet: Jazz **2**  
Tuba **1**  
Viola **4**  
Violin **14**

*Performing Arts Professions*  
Dance Education **17**  
Drama Therapy **6**  
Educational Theatre **25**  
Music Business **12**  
Music Education **27**  
Music Technology **18**  
Music Therapy **18**  
Performing Arts Administration **5**

## Special Departmental Features

### **ADMISSION REQUIREMENTS FOR MUSIC PROGRAMS**

An interview and, in programs where applicable, an audition and/or composition portfolio review are required. See also individual programs.

*See general admission section, page 187.*

### **SPECIAL DEGREE REQUIREMENTS FOR MUSIC PROGRAMS**

All incoming master’s degree students, excluding those in the Music Business Program, must take Theory, Ear Training, and Music History placement examinations prior to their first semester (consult the department for specific

dates and locations). All master’s programs in music require a final project (Colloquy). See also under individual programs.

# Dance Education

## DIRECTOR

Susan Koff

35 West Fourth Street,  
10th Floor  
TELEPHONE:  
212-998-5400

## DEGREES

MA, Advanced  
Certificate, MFA/MA

## FACULTY

See pages 92-93 for  
a complete listing.

## The mission of the Dance Education

**Program** is to provide high-quality professional development in the theory and practice of dance education for teachers, administrators, performing artists, and research scholars in the fields of dance and education. Our “thinking-centered” approach emphasizes the integration of the developing mind and body in the context of cultural practices through research, pedagogic, and discipline-based inquiries. Our goal is to facilitate the growth of your creative and critical thinking abilities, thereby increasing your knowledge and expertise in dance and dance education.

Created in 1932 by the legendary Martha Hill, the Program in Dance Education is guided by a belief in movement as central to human development and education. From this perspective, dance and education are viewed as complementary domains of knowledge. Dance represents an intelligent expression of human experience and is an important source of understanding that contributes to cognitive, emotional, and physical growth in multicultural settings.

Traditionally, dance is not taught as a domain of understanding; rather, it is taught as received knowledge. Our approach is to move away from a knowledge-centered curriculum — the passive mind, active body ideal—wherein submissive learners “acquire” dance content through a dominant pedagogy. Instead, we provide a curriculum that requires critical and creative thinking about, and deliberate practice with, key concepts in dance, human development, and sociocultural educational settings.

Dance Education’s three master’s (MA) programs are in Teaching Dance in the Professions, Teaching Dance in the Professions with a concentration in American Ballet Theatre ballet pedagogy, and Teaching Dance, All Grades. Discipline-based studies and scholarly research increases students’ knowledge and expertise and transforms the way educators understand and teach dance. For this reason, the programs’ distinguished faculty members focus on creative, pedagogical, and research-based inquiries. A creative-based inquiry allows the dancer to master his or her craft with coursework that includes choreography, technique, and improvisation. Pedagogical-based inquiry enables deep understanding of learning and teaching processes with courses in teaching

methods, curriculum development, and multicultural practices. The research-based inquiry provides theory and methods courses for creating new knowledge in the field of dance education.

The Program in Dance Education offers many opportunities to engage in community outreach, performance, and research in dance. Close partnerships with national, state, and New York City performing arts institutions provide access to a wealth of information about innovative dance education programs for exploration and research. Its student ensemble group, Kaleidoscope Dancers, focuses on community outreach, performs with and for New York City schoolchildren, and conducts workshops on learning in, through, and about dance. It also provides opportunities to learn new repertory from distinguished faculty. Its concerts provide an opportunity for students to develop their choreographic voice.

## CAREER OPPORTUNITIES

Graduates of the Program in Dance Education hold 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 NYS teacher certification (40 credits) for preservice teachers and professional teacher certification (34 credits) for certified teachers who already hold an initial NYS teaching certificate in dance.

**Initial Teacher Certification.** The preservice curriculum is designed to train dance educators who will be prepared to teach all grades (pre-K through 12). A total of 46 credits and 100 hours of field experience are required for this master’s program, distributed as follows:

**Foundations in Dance Education (13 credits: 10 credits required plus**

### **3 elective credits by advisement):**

Includes, but is not limited to, Laban Movement Analysis *MPADE-GE 2044*; Advanced Technique and Pedagogy *MPADE-GE 2075*; Research in Dance Education *MPADE-GE 2403*.

### **General Pedagogical Core (21 credits):**

Inquiries into Teaching and Learning III *TCHL-GE 2010*; Language and Literacy Acquisition, and Development *TCHL-GE 2275*; Human Development and Education in the Arts *MPAIA-GE 2010*; Drug, Alcohol Ed/Child Abuse ID/School Violence/DASA *TCHL-GE 2999*; Methods and Materials in Teaching Dance *MPADE-GE 2265*; Dance for Children with Special Needs *MPADE-GE 2453*.

### **Specialized Pedagogical Core (12 credits):**

Common Hour *MPADE-GE 2001*; Teaching Creative Movement (Elementary Schools) *MPADE-GE 2452*; Teaching Performance of Dance *MPADE-GE 2454*; Jazz Dance, Culture and Pedagogy *MPADE-GE 2272*; Supervised Student Teaching (Elementary and Secondary) *MPADE-GE 2607, 2608*; Seminar in Dance Education *MPADE-GE 2509*.

### **Professional Teacher Certification**

The in-service curriculum is designed to provide professional development for educators holding initial NYS certification in dance to gain professional-level certification. A total of 34 credits and 50 hours of field experience are required for this master’s program, distributed across, but not limited to, the Foundations in Dance Education and Specialized Pedagogical Core described above.

### *Master of Arts: Teaching Dance in the Professions*

A total of 36 credits is required for the Master of Arts Degree Program in Teaching Dance in the Professions. A culminating project is required. The traditional track (DAPR) is intended for those who wish to teach in institutions of higher education or work as educational consultants and directors of education. Students intending to teach in private studios, in conservatories, as teaching-artists, and in community settings may select a concentration in ballet pedagogy, offered in partnership with the American Ballet Theatre (DAPR:ABT). Both tracks prepare students to gain the academic experience necessary to pursue doctoral study.

**DAPR: Required Core (15 credits):** 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 Culture and Pedagogy *MPADE-GE 2272*; Teaching Performance of Dance *MPADE-GE 2454*; Teaching Dance in Higher Education *MPADE-GE 2452*.

**DAPR: Specialization (12 credits):** Intermediate Technique and Pedagogy *MPADE-GE 2040*; Advanced Technique and Pedagogy *MPADE-GE 2075*; College Student Learning and Development *HPSE-32 2069*; Fieldwork in Dance: Higher Education *MPADE-GE 2277*.  
**DAPR: Guided Electives (7 credits):** May include such courses as Alexander Technique *MPASS-GE 2371*; Anatomy and Kinesiology *MPADE-GE 2810*; Dance for Children with Special Needs *MPADE-GE 2453*; Principles of Dance Movement Therapy *MPADE-GE 2502*. Artistic Resources for Dance Education *MPADE-GE 2266*; African Dance *MPADE-GE 2022*.

**DAPR: ABT Required Core (13-14 credits):** 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 Culture and Pedagogy *MPADE-GE 2272*; Teaching Creative Movement in the Studio School *MPADE-GE 2452*.  
**DAPR: ABT Area of Concentration (15 credits):** Theory and Methodology in Ballet Pedagogy *MPADE-GE 2267*; Teaching Apprenticeship in Ballet Pedagogy *MPADE-GE 2268*; Advanced Analysis and Teaching Apprenticeship in Ballet Pedagogy *MPADE-GE 2269*; Environment of Performing Arts Administration *MPAPA-GE.2130 002*.  
**DAPR: ABT Guided Electives (8 credits):** May include such courses as Anatomy and Kinesiology *MPADE-GE 2810*; Dance for Children with Special Needs *MPADE-GE 2453*; Principles of Dance Movement Therapy *MPADE-GE 2502*; Artistic Resources for Dance Education **MPADE-GE 2266**; African Dance *MPADE-GE 2022*; Tap Dance *MPADE-GE 2023*.

## 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 187.

## ACCREDITATION

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

### *The Advanced Certificate in Teaching Dance, All Grades*

The Advanced Certificate in Teaching Dance, All Grades is designed for prospective students who have earned an MA or MFA in Dance, and who wish to attain initial NYS certification in Teaching Dance, Grades Pre-K-12. Rather than earn an additional master's degree, students in this program would take courses (20 credit minimum) that provide the supplementary educational theory, pedagogical development, and instructional practice necessary to fulfill requirements currently in place for New York State Certification in Teaching Dance, All Grades. (Courses that are part of the MA Teaching Dance, All Grades program at NYU's Steinhardt School of Culture, Education, and Human Development.)

## DEGREE REQUIREMENTS

All students must take the following minimum required courses (22 credits): Dance for Children with Special Needs *MPADE-GE 2453* (3 credits); Language and Literacy *TCHL-GE 2275* (3 credits); Inquiries into Teaching and Learning III *TCHL-GE 2010* (3 credits); Fieldwork in Schools and Other Educational Settings *TCHL-GE 0005* (0 credits); Human Development and Education in the Arts *MPAIA-GE 2010* (3 credits); Drug, Alcohol Ed /Child Abuse Id /School Violence Prevention *TCHL-GE 2999* (0 credits); Student Teaching in Dance: Elementary *MPADE-GE 2607* (2 credits); Student Teaching in Dance: Secondary *MPADE-GE 2608* (2 credits); Advanced Technique and Pedagogy *MPADE-GE*

*2075* (3 credits); Teaching Creative Movement *MPADE-GE 2452* (3 credits).

Upon admission, additional courses/credits may be required based upon individual MA/MFA transcript review — in which case students may be required to complete additional courses/credits such as the following: (variable 24-34 credits) Methods and Materials in Teaching Dance *MPADE-GE 2265* (3 credits), Laban Movement Analysis *MPADE-GE 2044* (2 credits), Teaching Performance of Dance *MPADE-GE 2454* (2 credits), Intermediate Technique and Pedagogy *MPADE-GE 2040*, Research in Dance Education *MPADE-GE 2402* (3 credits).

Completion of this program leads to eligibility for Initial and Professional New York State Certification in Teaching Dance, All Grades, (Pre-K-12) with reciprocity in numerous states.

## ADMISSION REQUIREMENTS

Specific requirements for the advanced certificate program in dance include:

- Earned Master of Arts or Master of Fine Arts in Dance or Dance Education
- Strong record of academic achievement
- Completed essay expressing interest in Pre-K-12 education in dance and detailing career goals
- Audition

See general admission section, page 186.

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

### *Dual Degree: Master of Arts in Teaching Dance, All Grades (Steinhardt) and Master of Fine Arts in Dance (Tisch School of the Arts)*

The dual degree allows those admitted into the MFA Degree in Dance (through Tisch) to also pursue the MA in Teaching

Dance, All Grades (through Steinhardt). The graduates of the dual degree MFA/MA will be prepared to teach in the Pre-K-12 setting as a certified dance educator with the addition of the fully realized artistic education and competency.

This dual-degree offering supports the artistic direction of dance in New York City public schools. At the same time, the dual-degree program saves students considerable time and expense in pursuing their academic and professional goals.

The duration of this program is two full-time academic years and one part-time year in which students will take courses from both programs simultaneously. The culminating project, Seminar in Dance Education, brings all the courses together into a curriculum design in Dance Education. Additionally, the terminating experience gives students the opportunity to use their dance and choreographical skills in our resident performing ensemble, the Second Avenue Dance Company (SADC). Students take 76 credits of courses, 29 of which are towards the MA and 47 of which are for the MFA.

#### ADMISSION REQUIREMENTS

Applicants must hold a baccalaureate degree in any area and must be prepared to demonstrate expertise in ballet and modern dance through audition. The candidate must meet the audition requirements of both the Tisch School of the Arts (TSOA) Dance Department and the Steinhardt Dance Education Program including three letters of recommendation, interview, and personal statement. The audition includes both ballet and contemporary technique and a prepared 2-3 minute solo.

Up to five students will be admitted annually to this dual-degree program. Students must apply separately to and be accepted by both the TSOA Dance Department and Steinhardt School of Education, Culture, and Human Development of NYU. Admission to both programs is required for enrollment as a dual-degree student.

A teacher certification candidate seeking initial certification in the special subject area of dance, must have completed an undergraduate or graduate major (in this instance the MFA portion of this degree can apply) in the proposed certification area as well as approximately one half of the program to include study in a general education core in the liberal arts and sciences. The degree must be awarded from an accredited institution.

Additionally, applicants to the Steinhardt School are evaluated based on the relevance and quality of prior professional work, prior academic achievement, letters of reference, and a personal statement. The personal statement must demonstrate a commitment to a career in this field, and an understanding of the aims and content of the program.

#### DEGREE REQUIREMENTS

##### MFA/MA Dual Degree (76 credits)

##### MFA (47 credits)

###### Required Core

Dance Technique IM *DANC-GT 2001* (2nd semester), 2 credits; Dance Technique IIM *DANC-GT 2003* (2nd semester), 4 credits; Dance Theory and Composition IM *DANC-GT 2009*, 3 credits; Dance Theory and Composition IM *DANC-GT 2010* (2nd semester), 2 credits; Dance Theory and Composition IIIM *DANC-GT 2014*, 6 credits; Dance Theory and Composition IIIM *DANC-GT 2015* (2nd semester), 6 credits; Graduate History of Dance *DANC-GT 2102*, 3 credits; Graduate History of Dance *DANC-GT 2103* (2nd semester), 3 credits; Music Resources *DANC-GT 2042*, 3 credits; Music Resources *DANC-GT 2043* (2nd semester), 3 credits; Graduate Kinesthetics of Anatomy *DANC-GT 2026*, 2 credits; Graduate Kinesthetics of Anatomy *DANC-GT 2027* (2nd semester), 2 credits; Graduate Seminar in Dance *DANC-GT 2024*, 3 credits; Graduate Seminar in Dance *DANC-GT 2025* (2nd semester), 3 credits; Graduate Production Crew in Dance *DANC-GT 2018*, 1 credit; Graduate Production Crew in Dance *DANC-GT 2018*, 1 credit.

##### MA (29 credits)

###### Core Research Courses

Laban Movement Analysis *MPADE-GE 2044*, 2 credits; Research in Dance Education *MPADE-GE 2403*, 3 credits.

###### Core Pedagogical Courses

Methods and Materials in Teaching Dance *MPADE-GE 2265*, 3 credits; Dance Common Hour (Kaleidoscope) *MPADE-GE 2001*, 0 credits; Inquiries into Teaching and Learning III *TCHL-GE 2010*, 3 credits; Human Growth and Development *APSY-GE.2138*, 3 credits; Literacy and Language Acquisition and Development *TCHL-GE 2275*, 3 credits; Dance for Students with Special Needs *MPADE-GE 2453*, 3 credits; The Social Responsibilities of Teachers *TCHL-GE 2999*, 0 credits.

###### Content Core Courses

Advanced Tech and Pedagogy *MPADE-GE 2075*, 3 credits; Teaching Creative Movement *MPADE-GE 2452*, 2 credits; Student Teaching in Dance: Elementary *MPADE-GE 2607*, 2 credits; Student Teaching in Dance: Secondary *MPADE-GE 2608*, 2 credits.

###### Culminating Experience

Seminar in Dance Education *MPADE-GE 2509*, 0 credits. Program seminar addresses issues confronting dance educators. Emphasis on integrating theory and practice and on the generation of new ideas, approaches and perspectives in dance education. Required culminating project on dance-related research of curriculum design for elementary, secondary, or postsecondary settings. Particular attention paid to report writing.

Tisch Terminal Experience, 0 credits.

The final year of study culminates in a modeled professional experience in our resident performing ensemble, the Second Avenue Dance Company (SADC). In addition to performing work by guest choreographers, students develop their own choreography, all of which is showcased in four concerts throughout their SADC year.

# Educational Theatre

## DIRECTOR

David Montgomery

Pless Annex,  
Room 23  
TELEPHONE:  
212-998-5868

## DEGREES

MA, EdD, PhD

## FACULTY

See pages 92-93 for  
a complete listing.

## New York University offers the only

academic program in the United States in educational theatre that leads to the MA, EdD, and PhD degrees. The program emphasizes explorations in theatre as an art form, drama education, and applied theatre, with coursework in school-based drama, teaching artistry, theatre for young audiences, play production, innovative research, new play development, performance, design, and community arts. It also provides concentrations in art-based research, dramatic literature, and aesthetic education. The program has a strong social justice agenda and produces plays year-round for audiences in an experimental studio space (the Black Box Theatre) and in the venerable Provincetown Playhouse.

New York City offers opportunities for internships and extensive experience in a variety of professional settings that include private and public schools, nationally prominent theatres, including theatres for young and family audiences, hospitals, media networks, recreational and community centers, and social service agencies. Qualified students may apply for internships with educational theatre companies across New York City.

## CAREER OPPORTUNITIES

Graduates are employed in a variety of educational settings for all ages, in communications, community theatres, New York-based and regional theatres, children's and youth theatre companies, and as consultants and specialists. Institutions from the preschool to the university level seek trained specialists to inaugurate and conduct drama programs; specialists are also needed for programs in social service agencies, recreation centers, and guidance or wellness facilities.

Notable alumni of the program include playwrights and filmmakers (John Patrick Shanley, winner of the 1988 Academy Award for his script for the film *Moonstruck* and the 2005 Pulitzer Prize for his Broadway play *Doubt*; Ramon Esquivel, featured playwright at the New Plays for Young Audiences Series; Lowell Swortzell, playwright, children's theatre authority, co-founder of the NYU Educational Theatre program; Drew Peterson, Artistic Director of Trusty Sidekick Theatre Company); education, outreach, and financial directors (Russell Granet, Vice President

of Lincoln Center Education, Community Engagement, and International; Jonathan Shmidt Chapman, Producer of Family Programming at Lincoln Center; Alexander Sarian, Director of Finance and New Business at Lincoln Center Education; Sharon Counts, Director of Education and Community Outreach at New York City Center; Jennifer DiBella, Associate Education Director at Roundabout Theatre; Alex Santiago-Jirau, Director of Education at New York Theatre Workshop; Courtney Boddie, Director of Education at New Victory Theatre); teachers and school administrators (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; Micaela Blei, storyteller and senior manager, education program at The Moth; David Kilpatrick, manager for Kennedy Center's Theatre for Young Audiences); college professors (Jennifer Katona and Sobha Kavanakudiyil, City College of New York; Dani Snyder-Young, Illinois Wesleyan University; Kevin Bott, Dean for Civic Engagement, Wagner College; Daphnie Sicre, Borough of Manhattan Community College; Jay W. Pecora, Chair/Associate Professor, Department of Theatre and Dance at SUNY Potsdam); authors and evaluators (Russell Granet, founder Arts Education Resource; the late Dr. Nellie McCaslin, prolific author of widely employed texts on drama for children;); and numerous applied theatre professionals and drama educators (including, Javier Cardona, Rehabilitation Through the Arts; James DeVivo, Playwrights Theatre New Jersey; Annie Meek, Director of Professional Development, Creative Aging; Dana Edell, founder of Vibe Theatrical Experience; Edmund Chow, Singapore Prison Authority). The program now offers master's degrees in four areas of specialization: teaching in colleges and communities, New York State teacher certification in Theatre K-12, New York State teacher certification in both English 7-12 and Theatre K-12, and New York State teacher certification in both Social Studies 7-12 and Theatre K-12.

## Master of Arts: Educational Theatre for Teachers in Colleges and Communities (EDTC)

The MA Program in Educational Theatre for Teachers in Colleges and Communi-

ties (EDTC) is a 36-42 credit curriculum that prepares students to explore theatre with diverse communities in unique settings and at the higher education/college level. Graduates of this program hold teaching and administrative positions in contexts where teacher certification is not required, such as private colleges, arts organizations, galleries and museums, educational outreach centers, health education facilities, housing programs, youth and adult detainment centers, and more. This particular track is designed to empower graduates to design, implement, and evaluate theatrical work in a wide range of community contexts, and prepare students who elect to pursue college teaching for innovative research and scholarship in the field.

Students take courses in the foundation areas of applied theatre; drama education production, performance, direction and design, literary foundations; and theatre for young audiences, as well as in the applications of these content areas to a variety of community settings. The New York State Learning Standards for Theatre inform these curriculum pathways. Substitutions, such as study abroad options, can be made through one-to-one advisement. Additional courses not listed below are offered each semester. Students discuss their course selections with the appointed academic adviser each semester.

Students have the option of completing the 36-credit EDTC MA program over three summers. The curriculum and degree requirements for the three-summer option and the regular academic year program are identical. Courses are offered in New York City, London, and Dublin. Summer courses in New York City rotate each year to ensure a variety of course choices.

## ADMISSION REQUIREMENTS

Students are expected to have completed the equivalent of two semesters of acting or directing and two semesters of theatre history and/or dramatic criticism prior to admission. Students who have not taken these prerequisite courses or their equivalent at the undergraduate level must register for them before completing the degree. This may increase the number of credits required to complete the program of study.



## DEGREE REQUIREMENTS

### Foundations and Research (12 credits):

Key principles in the teaching and learning of educational theatre. Drama in Education I *MPAET-GE 2193*; Drama in Education II *MPAET-GE 2194*; Theatre Practices: Leaders in Educational Theatre *MPAET-GE 2151*.

**Research (3 credits):** An introduction to research design. Methods and Materials of Research in Educational Theatre *MPAET-GE 2077*.

**Discipline Content Study (12 credits):** Discipline courses in production, performance, criticism, and aesthetics all of which are informed by the New York State Learning Standards for the Arts. Students who have not taken the asterisked courses (\*) or their equivalent at the undergraduate level must take them before fulfilling the Content Core requirement, which may result in a program of study greater than 36 credits. World Drama I and II *MPAET-GE 2102, 2104*; Advanced Directing *MPAET-GE 2097*; Styles of Acting and Directing\* *MPAET-GE 2099, 1100*; Costume Design *MPAET-GE 2175*; Creative Play in the Arts *MPAET-GE 2059*; Development of Theatre and Drama I, II\* *MPAET-GE 2021, 2022*; Images of Women in the Theatre *MPAET-GE 2023*; Dramatic Criticism *MPAET-GE 2091, 2092*; Shakespeare's Theatre *MPAET-GE 2171, 2172*; Theatre of Brecht and Beckett *MPAET-GE 2177*.

**Pathways (9 credits):** Students develop an area of specialization in line with their career goals. By advisement, they select a pathway or create their own. Choices include Applied Theatre, Drama Education, and Theatre for Young Audiences. Applied Theatre I and II *MPAET-GE 2101, 2102*; Theatre-in-Education Practices *MPAET-GE 2090*; Augusto Boal's Theatre of the Oppressed *MPAET-GE 2965*; Creating Meaning Through Community Drama *MPAET-GE 2979*; Drama and the Curriculum: Dramatic Activities in the Elementary Classroom *MPAET-GE 2030*; Dramatic Activities in the High School *MPAET-GE 2031*; Teaching Through Drama: Classroom Strategies *MPAET-GE 2951*; Drama Across the Curriculum and Beyond *MPAET-GE 2955*; Theatre for Young Audiences: Introduction to Theatre for Young Audiences *MPAET-GE 2005, 2006*; Youth Theatre in Education *MPAET-GE 2075, 2076*; Advanced Playwriting *MPAET-GE 2106*; Creating Theatre with Young People *MPAET-GE 2980, 2981*.

**Culminating Experience (3 credits):** After completing Pathways, students collaborate with advisers to identify a course or create an individualized research project

representative of the culmination of their studies while in the program and indicative of their future work. Seminar in Applied Theatre Research *MPAET-GE 2400*; Human Development and Education in the Arts *MPAIA-GE 2010*; or the Practicum *MPAET-GE 2031*.

### Master of Arts: Educational Theatre, All Grades (EDTA)

The goal of this 47-credit MA teacher certification program in educational theatre, all grades (EDTA), is to educate teachers to provide opportunities for students to explore theatre forms and drama strategies on stage and in the classroom. The curriculum provides integrated course offerings in drama, dramatic literature, and theatre, which are tied to the New York State Learning Standards for the Arts. This course of study enables graduates to be educated as teaching artists and professionally certified in New York State as teachers of theatre, all grades.

## ADMISSION REQUIREMENTS

Students must have earned 36 credits in drama, theatre, dramatic literature, or their equivalent. Students with fewer than 36 credits in these areas on admission will be required to take additional coursework in educational theatre.

## DEGREE REQUIREMENTS

### Content Core Foundation (27 credits):

Development of Theatre and Drama *MPAET-GE 2021, 2022*; Drama in Education I and II *MPAET-GE 2193, 2194*; Drama with Special Education Populations *MPAET-GE 2960*; Methods and Materials of Research in Educational Theatre *MPAET-GE 2077*; Educational Theatre Electives (9 credits).

**Pedagogical Core (9 credits, includes 100 hours of field experience):** Inquiries into Teaching and Learning III *TCHL-GE 2010*; Technology Resources for Performing Arts Educators *MPAIA-GE 2029*; Human Development and Education in the Arts *MPAIA-GE 2010*; The Social Responsibilities of Teachers: Drug and Alcohol Education, Child Abuse Identification, School Violence Prevention, and *DASA TCHL-GE 2999*.

**Specialized Pedagogical Core (11 credits):** Dramatic Activities in the Elementary School *MPAET-GE 2030*; Dramatic Activities in the High School *MPAET-GE 2031*; Supervised Student Teaching in the Elementary Drama Classroom *MPAET-GE 2134*; Student Teaching in the Secondary English/Drama Classroom *MPAET-GE 2174*.

## ADDITIONAL REQUIREMENTS

1. Students being recommended for New York State Teaching Certification via the theatre teacher certification sequence must have taken at least one semester of a foreign language at the college level (sign language is allowed).
2. Students must successfully complete the New York State Teacher Certification examinations. Scores must be submitted to the State Education Department before it will consider issuing certificates to teach in the public schools of New York State.
3. All students are required to complete a Culminating Experience, which consists of a curriculum development project informed by the student's experience in the student teaching practicum and the coursework (by advisement).

### Master of Arts: Educational Theatre, All Grades, with English, 7-12 (ETED)

This 45-credit MA teacher certification program in educational theatre with English, 7-12 (ETED), responds to the many opportunities available in the New York City area for English teachers at the middle and high school levels. The need for modes of artistic expression that lead toward literate engagements with texts has never been greater than it is today. The concern that technologies such as film, television, and the Internet are replacing basic reading and writing skills can be addressed by providing opportunities for students to explore ideas and concepts in the novels and plays they read in the English classroom through drama and theatre strategies. To respond to these concerns, the department offers Educational Theatre K-12 with English, 7-12. The curriculum reflects a collaborative integration of coursework offered by current faculty in the Program in Educational Theatre and the Program in English Education in the Department of Teaching and Learning.

## ADMISSION REQUIREMENTS

Students must have earned 30 credits in English or dramatic literature or their equivalent and 30 credits of theatre or educational theatre. Students with fewer than 30 prerequisite credits in these areas on admission may be required to take additional coursework as part of their master's program.

## DEGREE REQUIREMENTS

**Content Core (18 credits):** Drama in Education I and II *MPAET-GE 2193, 2194*; *ENGED-GE XXXX* Reading Content Elective; *ENGED-GE XXXX* Language Content Elective; *ENGED-GE XXXX* Writing Content Elective; *MPAET-GE XXXX* Educational Theatre Content Elective by advisement.

**General Pedagogical Core (12 credits):** Curriculum and Research in Literacy and Language Arts *ENGED-GE 2120* or Methods and Materials of Research in Educational Theatre *MPAET-GE 2077*; Drama with Special Education Populations *MPAET-GE 2960*; Inquiries into Teaching and Learning III *TCHL-GE 2010*; Adolescent Development *APSY-GE 2272*; and Drug and Alcohol Education/Child Abuse Identification and School Violence/DASA: The Social Responsibilities of Teachers *TCHL-GE 2999*.

**Specialized Pedagogical Core (9 credits):** Teaching and Learning English Language Arts in Middle or High School *ENG-GE.2041*; Dramatic Activities in the Elementary Classroom *MPAET-GE 2030*; Dramatic Activities in the High School *MPAET-GE 2031*; Storytelling *MPAET-GE 295*.

**Student Teaching (6 credits):** Student Teaching in the Elementary Drama Classroom *MPAET-GE 2134*; Student Teaching English Education: Middle and High School Placement 1 *ENGED-GE 2911*; Seminar and Field Experience in Teaching Elementary Drama and Theatre Classrooms *MPAET-GE 2134*.

## ADDITIONAL REQUIREMENTS

1. Students being recommended for New York State Teaching Certification via the English Teacher Certification sequence must have taken at least one semester of a foreign language at the college level (sign language is allowed).
2. Students must successfully complete the New York State Teacher Certification examinations. Scores must be submitted to the State Education Department before it will consider issuing certificates to teach in the public schools of New York State.
3. All students are required to complete a Culminating Experience, which consists of a research project or essay reflecting on the duality of the degree, informed by the student's experience in the student teaching placement (by advisement).

## Master of Arts: Educational Theatre, All Grades, with Social Studies, 7-12

Social studies and theatre have a powerful alliance when learners are provided with the chance to explore a period of history, historical concepts, and historical debates through the use of drama-based frameworks. This innovative dual-certification program is built on the school's teacher certification programs in Educational Theatre, All Grades, and Teaching Social Studies, 7-12. Students are provided with opportunities to explore key ideas in primary source documents or historical texts through the use of interactive dramatic strategies. The dual-certification program adheres to State Learning Standards for both theatre and social studies, and the curriculum reflects an integration of coursework offered by the current faculty in the Program in Educational Theatre, in collaboration with the faculty in the Program in Social Studies Education. Each of the competencies now necessary for teacher certification programs are met by the coursework, fieldwork, and student teaching requirements in both programs, as well as all the faculty and institutional requirements.

## ADMISSION REQUIREMENTS

Students must have earned 24 credits in theatre and 24 credits in social studies. For social studies, students must have completed at least 15 semester credits in the history and geography of the United States and the world; at least 3 credits in economics; at least 3 credits in government or political science; and at least 3 credits in one of the social sciences with the exception of psychology and philosophy. For theatre, students must have earned 24 credits in drama, theatre, dramatic literature, or their equivalent. Students with fewer than 24 credits in these areas on admission will be required to take additional coursework in educational theatre and/or social studies. To be recommended for certification in social studies and theatre, students will have completed a total of 30 content credits in each area. Six credits are included in the following program of study.

See general admission section, page 186.

## DEGREE REQUIREMENTS

A total of 47 credits are required for this master's program, distributed as follows:

## Content Core in Educational Theatre and Social Studies (12 credits):

World Drama I or II *MPAET-GE 2103* or *MPAET-GE 2104*; Drama in Education I or II *MPAET-GE 2193* or *MPAET-GE 2194*; The Social Studies Curriculum: 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 credits):

Drama with Special Education Populations *MPAET-GE 2960* or Educating Students with Disabilities in Middle School and Adolescent Settings *SPCED-GE 2162*; Human Development and Education in the Arts *MPAIA-GE 2010* or Adolescent Learners in Urban Contexts *TCHL-GE 2515*; The Social Responsibilities of Teachers: Drug and Alcohol Education, Child Abuse Identification, School Violence Prevention, and DASA *TCHL-GE 2999* or DASA Training in Harassment, Bullying and Discrimination in Schools *TCH-GE 2998*; Literacy Acquisition and Development *TCHL-GE 2275*; Exploring Social Issues Through Drama *MPAET-GE 2976*; Inquiries into Teaching and Learning III *TCHL-GE 2010*; Integration of Media and Technology *EDCT-GE 2018*.

## Specialized Pedagogical Core in

## Theatre and Social Studies (16 credits):

Teaching Social Studies in the Middle and Secondary School *SOCED-GE 2042*; Methods and Materials of Research in Educational Theatre *MPAET-GE 2077*; Drama Across the Curriculum and Beyond *MPAET-GE 2955*; Dramatic Activities in the Elementary Classroom *MPAET-GE 2030*; Dramatic Activities in the High School *MPAET-GE 2031*; MA Seminar in Social Studies *SOCED-GE 2146*.

## Student Teaching in Theatre and Social

**Studies (6 credits):** Supervised Student Teaching II: Social Studies in the Secondary School *SOCED-GE 2922*; Student Teaching Practicum *SOCED-GE 2053*; Supervised Student Teaching Theatre in the Elementary Classroom *MPAET-GE 2134*.

**Terminal Experience (0 credits):** Social Studies and History Workshop or culminating research project in educational theatre.

Students must successfully complete the New York State Teacher Certification examinations. Scores must be submitted to the State Education Department before it will consider issuing certificates to teach in the public schools of New York State.



**Doctor of Education:  
Educational Theatre in Colleges  
and Communities (EDTC)**

The EdD in Educational Theatre is designed for individuals who intend to pursue leadership positions in the practicing professions, preparing candidates for senior positions as principals, superintendents, arts administrators, researchers, curriculum developers, policy analysts, educational consultants, and theatre practitioners. Through a broadly designed and individualized curriculum, students in the EdD in Educational Theatre will develop their artistic praxis and the leadership skills needed to transform today's learning communities in a variety of educational, cultural, and vocational contexts.

In particular, students will develop authority in one of three areas of specialization:

- Drama in Education (i.e., studies in drama/theatre curriculum, special education, integrated arts, assessment and evaluation)
- Applied Theatre (i.e., studies in community-based theatre, theatre of the oppressed, the teaching artist, diversity and inclusion)
- Theatre for Young Audiences and Play Production (i.e., studies in acting, directing, dramaturgy, playwriting, dramatic literature, arts-based research methodologies)

Students are encouraged to complete their program in five years. A satisfactorily completed master's degree is expected prior to application. A total of 42 credits beyond the master's degree (depending on the student's previous academic background) is required for the EdD degree. Doctoral students must complete a minimum of 36 credits in residence beyond the master's degree. A candidacy examination is given to determine if students have reached competency.

Upon completion of coursework, students must register in a 1-credit collegium in performing arts education research each semester in order to maintain matriculation (Performing Arts Research Collegium MPAIA-GE.3400).

As a culminating study, students design and conduct a practitioner-based study under the direction of doctoral program faculty, developing a project drawn from one or more of the program's specializations (as listed above). This might include dramatic work or other arts-based project, action research project, internship, and/or other applied theatre residency in lieu of a research-based dissertation. The

culminating study will require a formal proposal and approval by doctoral faculty. Three full-time faculty members are required to serve on doctoral students' culminating study committee.

Student should consult the handbook for doctoral study published by the Steinhardt School for the specific requirements of this degree. Course substitutions for any of the general degree requirements must be approved by the academic adviser, the program director, and the associate dean for academic affairs.

**DEGREE REQUIREMENTS**

A minimum of 42 credits beyond the master's degree (depending on the student's previous academic background) is required for the EdD.

**Common Core (9 credits):** Methods and Materials of Research in Educational Theatre *MPAET-GE.2077*; Approaches to Qualitative Inquiry *RESCH-GE.2140*; and The Teaching Artist *MPAET-GE.2953*.

**Content Knowledge (Selected by Advisement) (6 credits):** Coursework includes Drama and Youth: Theoretical Perspectives *MPAET-GE.2075*; Drama and Youth: Practical Implications *MPAET-GE.2076*; Advanced Playwriting *MPAET-GE.2106*; Applied Theatre Praxis *MPAET-GE.2978*; Directing Youth Theatre Productions *MPAET-GE.2982*; Organizational Theory II *AMLT-GE.2054*; Educational Reform and Leadership in the New Economy *AMLT-GE.3301*; Special Topics: Trauma and Creativity *ASPP-GT.2006*; Imagination and Social Change *ASPP-GT.2048*; Educational Policy Analysis *EDLED-GE.3005*; Information Strategies for Education Policy and Practice *EDLED-GE.3015*; Culture of Social Performance: Performance of Everyday Life *PERF-GT.2313*; Topics in Latin American Performance: Memory, Trauma, and Performance *PERF-GT.2407*; On Improvisation *PERF-GT.2560*; Performance and the Law: Constituting the "Good Life" *PERF-GT.2602*; Tokenism, Fetishism, and Idolatry: Fetish in Performance *PERF-GT.2647*; Drama, Theatre, and Performance: Embodiment and Performance *PERF-GT.2746*; or Performance Composition: Performance and Revolution *PERF-GT.4206*.

**Methods of Inquiry (Selected by Advisement) (3 credits):** Coursework includes Historical Research *RESCH-GE.2135*; Case Study and Ethnographic Inquiry *RESCH-GE.2141* Interview and Observation *RESCH-GE.2142* Participatory Action Research *RESCH-GE.2143*; Fieldwork: Data Collection *RESCH-GE.2147*; Statistics for the Behavioral

and Social Sciences I *APSTA-GE.2001*; Statistics for the Behavioral and Social Sciences II *APSTA-GE.2002*.

**Practical Knowledge (Selected by Advisement) (12 credits):** The practical knowledge requirement includes graduate level courses that are designed to broaden students' access to practical applications of educational theatre methodology. To this end, courses are considered practical when they: 1) provide workshop experiences; 2) strongly rely on current scholarship from theatre education; and 3) have wide applicability to common practices in the students' specialization and profession.

**Specialization Course Electives (Selected by Advisement) (6 credits):** Electives closely related to and supportive of the student's area of specialization: drama in education, applied theatre, or theatre for young audiences and play production. Drama in Education: Dramatic Activities in the Elementary Classroom *MPAET-GE.2030*; Dramatic Activities in the High School *MPAET-GE.2031*; Theory of Creative Drama *MPAET-GE.2065*; Methods of Conducting Creative Drama *MPAET-GE.2069*; Drama across the Curriculum *MPAET-GE.2955*; Drama with Special Populations *MPAET-GE.2960*; Exploring Shakespeare in the Classroom *MPAET-GE.2970*; Teaching Literacy through Drama *MPAET-GE.2971*; Assessment of Student Work in Drama *MPAET-GE.2988*; or The English Teacher as Reflective Practitioner *ENGED-GE.2540*; Applied Theatre: Applied Theatre I *MPAET-GE.2101*; Applied Theatre II *MPAET-GE.2102*; Seminar in Applied Theatre Research *MPAET-GE.2400* Introduction to Boal's Theatre of the Oppressed *MPAET-GE.2965*; Advanced Techniques of Theatre of the Oppressed *MPAET-GE.2966*; Exploring Social Issues through Drama *MPAET-GE.2976*; Understanding Diversity: Teaching Pluralism *MPAET-GE.2977*; or Creating Meaning through Community Drama *MPAET-GE.2979*. Theatre for Young Audiences and Play Production: Development of Theatre *MPAET-GE.2021*; Drama and Youth: Theoretical Perspectives *MPAET-GE.2075*; Drama and Youth: Practical Implications *MPAET-GE.2076*; Studies in Dramatic Theory and Criticism I *MPAET-GE.2091*; Advanced Playwriting *MPAET-GE.2106*; Learning through Youth Theatre I *MPAET-GE.2107*; Learning through Youth Theatre II *MPAET-GE.2108*; Theatre Practices: Problems in Play Production *MPAET-GE.2152*; Creating Theatre with Young People I *MPAET-GE.2980*; Creating Theatre with Young People II *MPAET-GE.2981*; or Directing Youth

Theatre Productions *MPAET-GE 2982*.

**Culminating Study (3 credits):** Doctoral Proposal Seminar *MPAET-GE 3005*.

### PREREQUISITES

Prerequisites in theatreform competence are required, especially in theatre history, dramatic literature, acting and directing, and drama criticism. Applicants who have not taken courses in these area at the undergraduate or master's level must take them before fulfilling the Specialization Course Electives requirement, even if it means that more than 42 credits are required to complete this EdD program. Additional courses in theatreform in excess of those required for this degree may be selected by advisement.

Prerequisite courses include: Development of Theatre I/II *MPAET-GE 2021/2022*; Studies in Dramatic Theory and Criticism I *MPAET-GE 2091*; Advanced Directing *MPAET-GE 2097*; Styles of Acting and Directing I/II *MPAET-GE 2099/2100*; Acting: Scene Study *MPAET-GE 2251*; and Acting: Character Study *MPAET-GE 2252*.

### ADMISSION REQUIREMENTS

Specific requirements for the EdD in educational theatre includes 1) demonstration of arts based research credentials, 2) professional arts experience, 3) practitioner's portfolio, 4) leadership in the field of educational theatre, 5) the statement of professional goals, and 6) the interest of at least one faculty member in the applicant's stated area of specialization.

#### **Doctor of Philosophy: Educational Theatre in Colleges and Communities (EDTC)**

A strong research focus exists in the Program in Educational Theatre. Applications for PhD study are accepted from candidates with clearly demonstrated interest in research and scholarship. Acceptance into doctoral study is competitive. Students are encouraged to complete their program in five years. A satisfactorily completed master's degree with a research component is expected prior to application. A total of 54 to 60 credits beyond the master's degree (depending on the student's previous academic background) is required for the PhD degree. This includes 36 credits in general degree requirements and a minimum of 18 credits in educational theatre to be selected in consultation with a doctoral adviser, according to the student's area of interest and professional goals. PhD students must

complete a minimum of 36 credits in residence beyond the master's degree. A candidacy examination is given approximately halfway through the academic work to determine if students have reached competency.

Upon completion of coursework, students must register in a 1-credit collegium in performing arts education research each semester in order to maintain matriculation (Performing Arts Research Collegium *MPAIA-GE 3400*).

Both a proposal and a dissertation are required of all PhD students. PhD students must defend their dissertation during an oral examination. Three full-time faculty members are required to serve on doctoral students' dissertation committee.

Student should consult the handbook for doctoral study published by the Steinhardt School for the specific requirements of this degree. Course substitutions for any of the general degree requirements must be approved by the academic adviser, the program director, and the associate dean for academic affairs.

### DEGREE REQUIREMENTS

#### **Foundations of Education (12 credits):**

An Introduction to the Sociology of Education *SOED-GE 2002*; Educational Psychology *APSY-GE 2114*; Foundations of Education: Philosophy of Education *PHED-GE 2400*; Foundations of Education: History of Education *HSED-GE 2400*.

#### **Specialized Research Methodology Electives (Selected by Advisement (18 credits):**

Coursework includes Seminar in Applied Theatre Research *MPAET-GE 2400* and Methods and Materials of Research in Educational Theatre *MPAET-GE 2077*. Advanced specialized research courses should be taken after candidacy has been received and, preferably, as the dissertation proposal has been shaped to ensure that selections are relevant to the dissertation. For instance, a student doing qualitative inquiry, which demands extensive interviewing of participants, would register for Research Practicum in Field Settings *CHDED-GE 2372*.

#### **Specialization Course Electives**

**(Selected by Advisement) (18–24 credits):** Drama in Education II *MPAET-GE 2194*; Development of Theatre and Drama *MPAET-GE 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*; American Theatre *MPAET-GE 2087, 2088*; Theatre of Brecht and Beckett *MPAET-GE 2177*; World Drama *MPAET-GE 2103, 2104*.

**Cognate Study (6 credits):** Electives closely related to and supportive of the student's area of specialization. This coursework must be taken outside of the student's program, i.e., not *MPAET-GE* courses.

#### **Departmental Content Seminar**

**(3 credits):** Drama in Education *MPAET-GE 2193*. Doctoral Proposal Seminar (3 credits): Doctoral Proposal Seminar *MPAET-GE 3005*.

### ADMISSION REQUIREMENTS

Specific requirements for the PhD in educational theatre include 1) an acceptable MA thesis and/or other writing samples, 2) the statement of professional goals, and 3) the interest of at least one faculty member in the applicant's stated area of research and dissertation concept.

### ACCREDITATION

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

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

# Music Business

**DIRECTOR**  
Larry Miller

35 West Fourth Street,  
10th Floor  
TELEPHONE:  
212-998-5427

**DEGREE**  
MA

**FACULTY**  
See pages 92-93 for  
a complete listing.

**New York University is one of the few universities** in the country to offer a graduate degree in the music business field. Founded in 1993, the Music Business Graduate Program addresses the music industry as a unique business operating within corporate and entrepreneurial structures. The skills students develop in the program will serve them well in a fast-paced industry that needs thoroughly trained personnel who can apply business and administration theory to problems that have a strong aesthetic and artistic dimension.

The Music Business Graduate Program harnesses the strengths of NYU Steinhardt's Department of Music and Performing Arts Professions and the NYU Stern School of Business by requiring classes in both schools. In addition to providing structured courses, the curriculum promotes student autonomy through an interactive classroom atmosphere, internships, international opportunities, and research requirements. Students are encouraged to participate in extracurricular activities such as the MUBG Student Ambassador Board, the NYU Concert Program Board, and radio station WNYU.

## CAREER OPPORTUNITIES

The program prepares highly skilled, disciplined, and thoroughly trained management professionals for the commercial (for profit) music business sector. Graduates serve as managers, new product developers, promoters, record administrators, digital strategists, music publishers, marketers, distributors, entrepreneurs, data analysts, producers, and in many other capacities.

## DEGREE REQUIREMENTS

### *Master of Arts in Music Business*

The program requires 51 credits of coursework and can be completed in two years of full-time study. A part-time course of study is also available. Courses in music business and music technology are offered through the Steinhardt School of Culture, Education, and Human Development; courses in business administration are offered through the Leonard N. Stern School of Business. A supervised final project, in which students are encouraged to do innovative research and analysis, is completed through the required Colloquy course.

### **Music Business Core Courses (24 credits):**

Principles and Practice in the Music Industry *MPAMB-GE 2101*; Law and the Music Industry *MPAMB-GE 2102*; Environment of the Music Industry *MPAMB-GE 2103*; Concert Management *MPAMB-GE 2105*; Colloquy in Music Business *MPAMB-GE 2401*; Artist Management and Management Science in the Music Industry *MPAMB-GE 2104*. Emerging Models and Markets for Music *MPAMB-GE 2203*; MUBG Professional Development Sequence *MPAMB-GE 2001*.

### **Business Courses (12 credits):**

Financial Accounting and Reporting *COR1-GB 1306*; Leadership in Organizations *COR1-GB 1302*; Entertainment Media and Technology Electives. *Music Business Elective Courses (by advisement, 9 credits):* Graduate A&R Seminar *MPAMB-GE 2201*; Promotions and Publicity *MPAMB-GE 2202*; Strategic Marketing in the Music Industry *MPAMB-GE 2206*; Data Analysis in the Music Industry *MPAMB-GE 2211*; Global Music Management *MPAMB-GE 2207*; Ethics in the Entertainment Industry *MPAMB-GE 2204*; Internship Abroad (London) *MPAMB-GE 2301.099*.

**Other Electives (6 credits)** by advisement: these may be Music Business Electives.

### **The Music Technology Concentration**

within the MA in Music Business is intended for students with a background (academic and/or professional) in music technology who wish to exploit that experience in the commercial arena. The focus is on understanding interrelations between music businesses and consumer technologies, audio for games and

other interactive applications, sound design in the digital music space, and emerging platforms for the generation and exploitation of music.

Students in the Music Technology Concentration take two Music Technology Core Courses (6 credits) and three Music Technology Electives (9 credits) in place of Music Business Electives and Other Electives. Core courses are Digital Audio Processing I and II. Electives include Audio for Games, Scoring for Film and Multimedia, and Concert Recording.

### *Accelerated Global Master of Arts in Music Business Option*

#### **Three Semesters with Global Study Requirements**

Our accelerated global master of arts program in Music Business offers students the opportunity to complete the program's full degree requirements in a year and a half while enhancing their New York-based studies with internships and courses taught abroad.

These opportunities abroad draw upon our professors' international connections and allow NYU students to network with music business professionals in other parts of the world, learning how their practices might be the same or different.

## ADMISSION REQUIREMENTS

Students currently in the program in Music Business hold a variety of undergraduate degrees; business, music, and humanities are the most common. Applicants must submit at least two letters of recommendation attesting to their strengths, weaknesses, potential to succeed in a rigorous academic program, and potential for management. Applicants for the Music Technology Concentration submit details of their prior academic and/or professional technology experience. Some work experience is preferred (relevant internships can qualify). Students are admitted only in the fall semester of each year. The music business MA program also participates in the Early Decision option. See admission instructions for details.

Prerequisites to study include a course in statistics or quantitative methods prior to coming into the program. Alternatively, the statistics requirements may be fulfilled while in the program, and the student will graduate with 54 credits 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 impor-

tant 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](http://steinhardt.nyu.edu/commissions/arts_management).

# Music Education

## DIRECTOR

John Gilbert  
Alex Ruthmann

35 West Fourth Street,  
Suite 777  
TELEPHONE:  
212-998-5424  
steinhardt.nyu.edu/  
music/education

## DEGREES

MA, EdD, PhD,  
Advanced Certificate,  
Professional  
Studies in Music  
Dual Degree

## FACULTY

See pages 92-93 for  
a complete listing.

**The Program in Music Education** in New York University's Steinhardt School of Culture, Education, and Human Development seeks to develop students' awareness of the value of the arts and music and the importance of sharing these values with others. Located in one of the most diverse urban centers in the world, the program offers students a unique opportunity to experience a broad spectrum of musical practices and pedagogy.

The Program in Music Education offers opportunities for teacher certification, music education in our communities, enrichment, and an exploration of vital issues confronting the field. A wide range of courses in applied music, theory, and pedagogy is enhanced by a curriculum that includes specialized approaches to teaching music through technology, accessibility and special needs, culturally relevant practices, community music, and a full certification program in Kodály available in summers. Faculty members work closely with teachers, schools, and the community to spearhead new initiatives.

As an integral part of the Department of Music and Performing Arts Professions, students have opportunities for extensive collaboration with other arts professionals. Course offerings within the department enable students to develop expanded contexts for music and music education. Students can explore music technology, songwriting, audio production, film scoring, performance and composition, music therapy, music business, drama therapy, jazz studies, educational theatre, music theatre, and dance education, among others. Performing ensembles, chamber groups, and solo recitals further enhance a solid academic program.

Housed within the department are state-of-the-art recording, computer music, and learning studios. The James L. Dolan Recording Studios and research lab provides access to cutting-edge facilities for audio production and research. The Music Experience Design Lab offers opportunities to research and design new technologies and experiences for music making, learning, and engagement. The Avery Fisher Center for Music and Media, located in Bobst Library, features advanced technology for audio and video reproduction and one of the finest music collections available anywhere.

With such unique faculty, facilities, technologies, and interdisciplinary areas of study, NYU prepares music educators for the challenges facing us now and in the future.

## CAREER OPPORTUNITIES

The program's alumni rank among leaders throughout the world in public school teaching, community music, college and university teaching, performance, and research. The program meets academic requirements for New York State teacher certification 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 in schools, communities, and arts organizations is at an all-time high, and salary scales have been substantially increased. Doctoral graduates compete successfully for positions in teaching, research, and administration at major universities, and increasingly in industry. Career opportunities are readily available for education officers and administrators at cultural institutions — museums, community arts centers, conservatories, and musical societies.

## PROGRAM OF STUDY

The Department of Music and Performing Arts Professions offers graduate-level study in music education for college and school settings. Each concentration of study exists as a template of specific components in which requirements are established through the process of working with a program 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:

**Colleges and Communities.** The Master of Arts in Music Education, Colleges and Communities concentration is highly flexible and emphasizes the preparation of educators and teaching artists for community arts organizations, education companies, colleges, and universities. It is also available to international students who are currently teaching, who have opportunities to teach at the college level, or who may wish to focus on specific aspects and issues of music education and pedagogy in the United States.

**Teaching Music, All Grades.** The Master of Arts in Music Education, All Grades, concentration is designed for applicants with a music background who wish to teach

music at all levels from preschool through high school and are seeking initial teacher certification in New York State. Applicants must have completed a bachelor's degree or the equivalent in music, which includes a minimum of 36 credits of college-level coursework in music. International students may now also complete this program, including student teaching, and be eligible for initial teacher certification in New York State.

The All-Grades Master of Arts Program in Music Education is designed so that applicants already holding provisional or initial certification and who wish to complete the academic requirements for Permanent or Professional New York State Certification may do so.

## 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*

**Music Education in Colleges and Communities (MUSE)(36 credits):** The curriculum consists of core studies in music education (15 credits), music and music education electives (19 credits), ensemble participation (2 semesters), and colloquy, which includes a capstone project or thesis requirement (2 credits). Required courses include: Music Reference and Research Materials *MPAME-GE 2021* and Colloquy in Music Education *MPAME-GE 2939*

To qualify, students must have a bachelor's degree or the equivalent in music. Open also to international students.

### **Teaching Music, All Grades (MUSA)**

**(41 credits):** The curriculum consists of a pedagogical core (9 credits), a music education core (6 credits), a music and music education core (6 credits), a content/pedagogical core (18 credits), ensemble participation (2 semesters), and a capstone professional portfolio (2 credits). To qualify, applicants must have completed a bachelor's degree or the equivalent in music that includes a minimum of 30 credits of college-level coursework in music. Required courses include: Basic Concepts in Music Education *MPAME-GE 2139*, Music Reference and Research Materials *MPAME-GE 2021*, Colloquy in Music Education *MPAME-GE 2939*, Music for the Exceptional Child *MPAME-GE*



2114, Teaching Music in Junior and Senior High School *MPAME-GE 2027*, Teaching Music in Elementary Grades *MPAME-GE 2119*, Vocal and Choral Materials in Music Education *MPAME-GE 2108*, Instrumental Materials and Techniques in Music Education *MPAME-GE 2115*, and Fundamentals of Conducting *MPAME-GE 2102*.

**Dual Degree (BM plus MA in Music Education):**

Dual-degree students take courses in music education in their junior and senior years, which enables them to complete the MA in Music Education in one additional year of study. Upon successful completion of the 5-year degree program continued from their undergraduate program, students will hold both an undergraduate degree in composition or performance and a master's degree in music education. Students graduating with the MA will have met all academic requirements for 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 credits) during student's junior and senior year and graduate courses (30 credits) in their fifth year.

**Colloquy in Music Education (Capstone Requirement):** The culminating experience for all students in all concentrations of the Master of Arts Music Education Program is the Colloquy in Music Education *MPAME-GE 2939*, which requires an applied project or written thesis on a topic related to the program concentration and the student's background and professional goals. The thesis can include creative components such as the creation of a curriculum or compositions and arrangements for specific educational settings, or it can address educational policy, practices, standards, teaching methods, and strategies, issues, and problems. The document is developed in a research context in consultation with a thesis sponsor and is discussed at a public presentation.

**Special Opportunity**

The Kodály Summer Institute offers an intensive program of study for music educators each summer. Students matriculated in the department's in-service master's degree program in music education may take a three-course sequence as part of their program of study: Music for Children: Kodály Level 1 *MPAME-GE 2146*; Music for Children: Kodály Level 2 *MPAME-GE 2147*; and Music for Children: Kodály Level 3 *MPAME-GE 2148*.

**Doctoral Programs**

The Doctor of Education and the Doctor of Philosophy programs require a minimum of 45 credits beyond the master's degree; full-time students can complete the program in three to four years. Study consists of the following:

**Foundations (6 credits):** Courses include Literature and the Arts: Experience and Response *ENGED-GE 2135*; Aesthetic Foundations of the Arts *E88 2051*; and Foundations of Education: Educational Sociology *SOED-GE 2400*.

**Specialized Research Methodology**

**(3 credits):** 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 credits):** Any graduate course that combines music education with another discipline, or any graduate course outside of music education.

**Advised Research (15 credits):** Courses include Music Reference and Research Materials *MPAME-GE 2021*; Research in Music and Music Education *MPAME-GE 2130*; Psychology of Music *MPATC-GE 2042*; and other specialized research courses offered at NYU Steinhardt.

**Guided Electives (9 credits)**

**Departmental Content Seminar**

**(3 credits by advisement)**

**Dissertation Proposal Seminar (3**

**credits):** EdD students must complete and orally defend an applied field research dissertation related to music education; PhD students must complete and orally defend a theoretically grounded dissertation also related to music education.

**Advanced Certificate**

The Professional Studies in Music Curriculum Advanced Certificate requires 18–24 credits music performance, music education, and a terminal experience colloquy class.

**ADMISSION REQUIREMENTS**

All applicants for the music education MA programs are required to audition in person or submit a video or internet link (consisting of two contrasting styles; acceptable only if students live a considerable distance from New York City) prior to acceptance to their degree program. Call the department office at 212-998-5424 for in-person audition dates.

Specific requirements for the doctoral programs in music education include: a master's degree (or equivalent) from an accredited institution in music or a related field; an audition that demonstrates musical performance; and samples of writing and research.

1. **Performance Audition:** Prepare three selections representing three different musical styles across any range of global musical practices and/or historical genres. In addition, prepare a list of repertoire and a list of teachers you have studied with. If you have done arrangements, compositions, or other productions, 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.

See general admission section, page 187.

**STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS**

See page 180. ►

**ACCREDITATION**

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

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

# Music Performance and Music Composition

35 West Fourth Street,  
10th Floor  
TELEPHONE:  
212-998-5424

## DIRECTOR, MUSIC COMPOSITION

Tae Hong Park

## DIRECTOR, PIANO

Marilyn Nonken

## DIRECTOR, STRINGS

Stephanie Baer

## DIRECTOR, WOODWINDS

Esther Lamneck

## DIRECTOR, BRASS

John Rojak

## DIRECTOR, PERCUSSION STUDIES

Jonathan Haas

## DIRECTOR, JAZZ

David Schroeder

## DIRECTOR, VOCAL PERFORMANCE, INCLUDING MUSIC THEATRE AND CLASSICAL VOICE/OPERA

Ana Flavia Zuim

## DEGREES

MM, PhD, Advanced  
Certificate

## FACULTY

See pages 92-93 for  
a complete listing.

**New York University is one of the** few institutions in the United States that offers a PhD degree in music performance and composition. A program of study leading to the Master of Music is also available as is 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:

*Applied Instrumental Studies (Strings, Woodwinds, Brass, Percussion, and Piano)* offers study in piano and all orchestral instruments. 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, percussion, and wind ensembles as well as chamber symphony and symphony orchestras, students can participate in the NYU New Music Ensemble and NYU Contemporary Music Ensemble, which have numerous New York City appearances during the season. In addition, students who focus on new music performance are participants in the Interactive Computer Music Series and the NYU New Music Ensemble 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.

*Jazz Studies* emphasizes performance studies covering the full range of today's jazz music scene. Private instruction for performers and coursework in composition and theory provide a solid foundation.

NYU's Greenwich Village location brings students to the center of jazz activities. Landmark jazz venues such as the Village Vanguard and the Blue Note are within walking distance. At these clubs, students experience jazz luminaries in performance on a regular basis.

Students also sit in at the numerous open jam sessions around the community. The NYU Jazz Orchestra appears at the famous Blue Note Jazz Club, located one block from campus, Dizzy's Club Coca-Cola, and Birdland in midtown. Many of our other NYU jazz ensembles appear in various jazz clubs and concert halls throughout New York City.

All students in Jazz Studies also study composition. Each student must present a completed CD Project adjudicated by a jazz artist within the field.

Performance experience in ensemble and improvisation is designed to prepare students for the highly competitive demands of a professional career in jazz. The department houses over 40 diverse ensembles providing opportunities to explore a wide variety of genres and offering composers opportunities to have their music rehearsed and evaluated.

The ongoing NYU Steinhardt Jazz Interview Series, available online at the NYU Steinhardt Jazz YouTube Channel defines the jazz program as an important center for jazz research and connect to the leading jazz artists of our time.

*Vocal Performance*, offers concentrations in two areas: Classical Voice Studies includes a comprehensive sequence of courses in vocal technique and repertoire for recitals, chamber music, opera, and music theatre. Courses in opera studies are supported by Opera Workshop, studio performance opportunities, and one mainstage opera production each year. Students have the opportunity to study with prominent artists/teachers from the professional music community, including New York City Opera and the Metropolitan Opera.

*Music Theatre Studies* offers a comprehensive sequence of courses that provides training in voice, acting, dance, repertoire, and analysis. Five fully staged musicals — two mainstage and three studio — are produced each year in addition to operas, workshops, and new work development projects. Music theatre workshop classes focus on both preparation of material and its presentation in audition and performance settings. Students are taught and directed by working professionals from the Broadway community, who provide practical insight and guidance for



the student who is about to enter the professional arena.

**Vocal Pedagogy.** The Advanced Certificate in Vocal Pedagogy is designed to meet the needs of students who have completed either a Master of Music or Master of Arts and who wish to teach private voice. This 18-credit program provides students with advanced training based in the most current research findings in the areas of voice science and pedagogical practice. Students receive specialized training in vocal pedagogy, particularly as it relates to the integration of classical and contemporary vocalisms.

The curriculum requires 17 credits from Steinhardt's graduate program in vocal performance, including courses such as Vocal Pedagogy I: Theory *MPAVP-GE 2171*; Vocal Pedagogy II: Practice *MPAVP-GE 2172*; Voice (Private Lessons) *MPAVP-GE 2111*; Vocal Repertoire for Teaching: Classical *MPAVP-GE 2173*; Vocal Repertoire for Teaching: Music Theatre *MPAVP-GE 2174*; and Graduate Diction in Italian, English, German and French *MPAVP-GE 2131, 2132, 2133, 2134*.

The remaining 1 credit is a guided elective by advisement.

**Music Composition.** Students may take a comprehensive sequence of courses in the following areas:

*Concert Music Composition* involves lessons, courses, and seminars aimed toward providing composers a well-rounded education in historical as well as contemporary works and opportunity to hear their compositions performed. Composers choose music electives and composition courses to enhance areas of particular stylistic interests. Opportunities for performance include works for percussion, strings, choir, woodwinds, and brass 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.

*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.

*Scoring for Film and Multimedia, and Songwriting* offers 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 Music/Performance*

This 36-credit program can be completed in three semesters of full-time study. Coursework consists of the following: **Applied Instrument or Voice** (6–9 credits); **Research** (3 credits); **Ensemble** (6 credits); **Literature/Theory** (3 credits); **Performance Practice** (3 credits); **Recitals** (3–6 credits), required; **Guided Electives** (9–12 credits). During the semester of the final recital, performers write a comprehensive paper that pulls together and demonstrates their command of musical repertoire and styles. The terminal experience is Colloquy in Music *MPATC-GE 2026*.

### *Master of Music/Composition*

This 36-credit curriculum can be completed in three semesters of full-time study. Coursework consists of the following: **Composition Seminar** (3 credits); **Composition Private Instruction** (9 credits); **Ensemble** (3 credits); **Literature/Theory** (6 credits); **Orchestration** (3 credits); **Music Technology** (3 credits); **Recital** (3 credits); **Guided Electives** (6–9 credits). The terminal experience is Colloquy in Music *MPATC-GE 2026*.

### *PhD in Music Performance and Composition: Music Composition*

A doctoral degree in music represents highly personalized study working closely with doctoral advisers. Students must declare a concentration in Performance or Composition and may focus their studies in consultation with their adviser.

This degree program requires 49–55 credits for graduation covering foundations and departmental seminars, specialized research and research methods courses (as appropriate for their dissertation research), cognates (course outside your specialization), applied study, recitals, guided electives, and dissertation proposal seminars. Additional credits may be required as the result of placement and candidacy exams. Placement exams are administered for all incoming graduate students. These placement examinations assess achievement in music theory and music history and are mandatory and must be completed by the end of the first semester of study. Additional course requirements over and above the minimal degree requirements may be required as a result of this assessment of individual performance. No transfer credits from other institutions are allowed for doctoral students.

## ADMISSION REQUIREMENTS

Music performance majors must present an audition. Specific repertoire requirements for music performance are available by contacting the respective program director. Students interested in music composition must 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 187.*

# Music Technology

## DIRECTOR

Robert Rowe

35 West Fourth Street,  
6th Floor  
TELEPHONE:  
212-998-5435

## ASSOCIATE DIRECTOR

Agnieszka Roginska  
TELEPHONE:  
212-998-5141

## DEGREES

MM, AC in Tonmeister,  
PhD

## FACULTY

See pages 92-93 for  
a complete listing.

## PROGRAM OFFICE

TELEPHONE:  
212-998-5422

**The Music Technology** The MM program provides students with a foundation in all facets of the music and audio technology field as well as skills in a focused area of study. Our mission is to prepare students both for doctoral study and for successful careers in audio engineering, production and post-production, audio/video mastering, multimedia and software development, audio signal processing, acoustics, music perception and cognition research, music informatics, and video game audio production. Students develop expertise within an academic setting where learning by creative experimentation is encouraged. In the MM Music Technology program, students:

- Integrate musical and technical skills
- 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, musicology, music cognition, music information retrieval, and conceptual art and sound. Our adjunct faculty features leading practitioners such as legendary composer Morton Subotnick, a pioneer of electronic music; award-winning mastering engineer Alan Silverman; Joel Chadabe, founder and president of the Electronic Music Foundation; and Leszek Wojcik, recording studio manager at Carnegie Hall.

## DEGREE REQUIREMENTS

### *Master of Music*

The MM program requires 45 credits for completion. Students may attend full or part-time. Music technology courses address the technical aspects of computer music synthesis, digital recording, and editing. Supportive courses add to the student's critical and aesthetic understanding of the structure of artwork, the quality and components of sound, and the combination of computer music with other media. Electives include an internship, participation in the composers' forum, guided coursework in computers and computer programming, music business, composition, performance, video technology, video art, and additional research in the student's area of interest.

**Core Courses (18 credits):** 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 credits):** Offerings include guided coursework in music technology, internship, composition, computer science, and performance on the related arts. Cognate elective in arts, humanities, or computer programming.

The Master's Program culminates with the submission and defense of an individual thesis document, to be completed under the supervision of one of the full-time Music Technology faculty members. The thesis should reflect an original contribution to the field of music technology, bringing the student's class work experiences and interests together with their potential career paths. Possible research areas include, but are not limited to, technology-based performance and composition techniques, interactive music systems, spatial audio, tools for computer music, music information retrieval, music perception and cognition, digital audio effects, new recording, mixing, mastering or production techniques, and software development for music applications.

## COURSE SEQUENCES

In addition to the general Music Technology course of study, other suggested sequences include Audio Engineering and Music Production, Immersive and Game Audio, Music Informatics and Signal Processing, Music Perception and Cognition, Sound Design for Multimedia, Music Technology in Education, Computer Music with Digital Signal Processing, and the 3-Summer Sequence.

### **General Sequence**

The general Music Technology sequence is intended for students who seek solid general knowledge in the field of music technology, without a specialization in any one particular area.

### **Audio Engineering and Music Production**

The audio engineering and music production sequence is intended for students who wish to specialize in producing recordings and live broadcasts of music.

### **Immersive and Game Audio Sequence**

The Immersive and Game Audio sequence is intended for students with a focus in understanding the process and techniques used in immersive, 3D, and audio for games.

### **Music Informatics and Signal Processing**

This sequence is intended for students who wish to focus on the study of computational and engineering methods for the analysis and manipulation of musical audio signals.

### **Music Perception and Cognition**

This sequence is intended for students who wish to focus on the scientific study of music perception and cognition and focuses on the methodological techniques involved in the empirical exploration of music.

### **Sound Design for Multimedia**

The Sound Design for Multimedia sequence allows students to gain knowledge and experience in all matters pertaining to sound design, interactive installations, technology for film, television and other media.

### **Music Technology in Education**

The Music Technology in Education sequence focuses on the design, development, applications, and uses of music technology in the field of education.

### **Computer Music with Digital Signal Processing**

This sequence prepares students to use emerging techniques in machine learning, artificial intelligence, and digital signal processing to create original works for the concert hall, installations, web content, film, and interactive media.

### **3-Summer Sequence**

The 3-Summer 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 PhD program focuses on research in the fields of computer science, music theory, music cognition, machine learning, mathematics, and artificial intelligence as related to problems in the recording, performance, analysis, perception, and composition of music. Doctoral students are required to complete a minimum total of 48 credits beyond the master's level, including 36 credits in general degree requirements established for all doctoral students in NYU Steinhardt (educational foundations, research, cognate studies, content and dissertation proposal seminar, electives) and 12 specialization electives credits (courses in the Program in Music Technology). All degree candidates are required to take at least three courses (12 credits) in mathematics and computer science, to be selected from the list of available courses at the Courant Institute. These courses may be either research or specialization electives, by advisement.

Doctoral candidates are expected to complete at least one semester as a teaching assistant working with a full-time faculty member in preparing and teaching a class, as well as providing assistance to the students in that class. The student will further be expected to fulfill at least one semester of independent teaching after completing their experience as a teaching assistant. This experience is intended both to prepare students for teaching careers in higher education, as well as to further foster the mentoring relationship between the

candidate and the faculty with whom they will be working on curricular development and teaching.

Doctoral degree candidacy in music technology is based on an oral examination and a written examination. The student will be required to take the doctoral candidacy exam after completing no more than 30 credits toward the degree.

### **FACILITIES**

The Program in Music Technology maintains 12 recording and computer music studios. The James Dolan Music Recording Studio is a 7,500 square foot multifunctional teaching, recording, and research space designed by Gensler and the Walters-Storyk Design Group. It is one of the most technologically advanced audio teaching facilities in the United States. The control room is distinguished by a 25-seat control/classroom which features a fully automated 48 channel SSL console and the first Dangerous Music 10.2 surround installation in New York City. In addition to a live room large enough to accommodate a small orchestra, the floor includes several research laboratories, offices, a conference/seminar room and a large iso/drum booth.

A unique research lab dedicated to 3D audio experimentation is equipped with an innovative, reconfigurable grid outfitted with twenty Genelec speakers, two Genelec subs and multi-channel sound capture, tracking and playback options. The lab also boasts extremely low (.2 second) reverb time.

Music Technology maintains ten additional recording and computer music studios. Two multiple-format recording suites allow students to gain experience with the latest industry-standard equipment, including dozens of professional-level microphones and a fully automated 32-channel SSL mixing console.

Music technology students have access to the arts technology facilities maintained by NYU's Information Technology Services, where they can gain exposure to advanced hardware platforms for computer music, graphics, animation, and multimedia. Collaborative projects can be realized by students from the Program in Music Technology and other NYU programs that combine the arts and technology, such as the Tisch School's Kanbar Institute of Film and Television and Interactive Telecommunications Program.

### **INTERNSHIP PROGRAM**

Students are encouraged to participate in internships at leading recording studios, new-media web-related companies, music-scoring houses, and other music industry enterprises. These valuable opportunities often lead to permanent employment. Music Technology students may also study with some of the best professionals in the field through classes, independent study, and guest lectures.

Students may also participate in internships with faculty members to work on cutting edge research while gaining practical skills applicable to careers in both industry and academia.

### **OPEN HOUSE**

The annual Spring Music Technology Open House showcases our students' work in a public forum. Events include demonstrations and posters of technological projects and a computer music concert featuring student performances and compositions. We encourage students to participate with class and thesis work during both years of their degree.

### **RESEARCH GROUP**

The Music Technology program is a creative and lively community of music technologists conducting research in a variety of exciting fields such as music information retrieval, digital signal processing, music cognition, interactive music systems, and 3D audio. Students and faculty work together to source ideas and develop new technologies, often culminating in academic publications and presentations at professional conferences. Weekly activities include seminars, workshops, and discussion groups featuring the work of guest speakers, faculty, and students.

Our Music and Audio Research Lab (MARL) brings together scholars from the fields of music theory, technology and composition, computer and information science, interactive media, and media studies to explore the intersection between music, computation, and science. Our goal is to combine techniques and methodologies from the arts, the humanities, and the sciences to understand and model human cognitive abilities in music, and innovate the analysis, organization, and creation of music.

## ADMISSION REQUIREMENTS

### *Master of Music*

Applicants must hold a baccalaureate degree, preferably in music or a related program. In addition, all students entering this program must have the experience or coursework equivalent to graduates of the music technology track in the undergraduate program in music technology at NYU.

### *Advanced Certificate in Tonmeister Studies*

Candidates entering the Advanced Certificate in Tonmeister Studies program must demonstrate a substantial background in music theory, recording technology, electronics, and acoustics. If their primary instrument is not piano, they must demonstrate basic piano skills and be able to read and transpose directly from a concert score. An entrance

portfolio of recorded works and an interview will be required to demonstrate technical know-how, prior music production experience, and commitment to the recording arts.

### *Doctor of Philosophy*

Applicants 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

Richard G. Maloney

35 West Fourth Street,  
10th Floor  
TELEPHONE:  
212-998-5505

## DEGREES

MA, BFA/MA

## FACULTY

See pages 92-93 for  
a complete listing.

## The master's degree program in

### performing arts administration

was founded in 1971 and is one of the oldest arts management programs in the country. The program educates prospective and practicing administrators for positions with outstanding arts organizations in this country and abroad. It does this with a combination of courses, specifically designed for arts administrators, in the areas of the environment of arts administration, development for the arts, marketing the performing arts, law and the arts, statistics, and business courses in economics, accounting, behavioral science, and marketing, which are offered through NYU's Leonard N. Stern School of Business.

In addition, the program emphasizes the acquisition of executive skills in the areas of organizational assessment, career planning, and executive presentation through periodic workshops offered only to students enrolled in the master's degree program.

Internships with leading arts managers are a required part of the program of study and enhance coursework. In recent years, interns, who usually receive a small weekly stipend, have trained with managers of organizations as varied as Carnegie Hall, American Ballet Theatre, Brooklyn Academy of Music, Manhattan Theatre Club, and National Endowment for the Arts. In addition, guest lecturers and adjunct faculty from the field regularly speak at special forums.

## CAREER OPPORTUNITIES

Graduates hold positions as executive directors and presidents; directors of development, operations, and planning; and marketing, production, and general managers of such arts organizations as Lincoln Center for the Performing Arts, Metropolitan Opera Association, New York City Ballet, Paper Mill Playhouse, the Philadelphia Orchestra, Newark Symphony Hall, and the Brevard Music School.

## MA in Performing Arts Administration

### DEGREE REQUIREMENTS

The master's program requires 54 credits and can be completed in three to four semesters of full-time study; a part-time sequence of courses is also available. Courses in arts administration are offered through the Steinhardt School of Culture, Education, and Human Development; those in business administration are offered through the Leonard N. Stern School of Business.

### Performing Arts Administration Core

**(27 credits):** Environment of Performing Arts Administration *MPAPA-GE 2130*; Principles and Practices of Performing Arts Administration *MPAPA-GE 2131*; Marketing the Performing Arts *MPAPA-GE 2105*; Law and the Performing Arts *MPAPA-GE 2008*; Development for the Performing Arts *MPAPA-GE 2132*; Seminar in Cultural Policy: Issues in Performing Arts Administration *MPAPA-GE 2222*; Governance and Trusteeship in Performing Arts Organizations *MPAPA-GE 2133*; Planning and Finance in the Performing Arts *MPAPA-GE 2120*; Basic Statistics *RESCH-GE 1085*.

**Management Core (15 credits):** Marketing Concepts and Strategies *COR1-GB 2313*; Financial Accounting *COR1-GB 1306*; Leadership in Organizations *COR1-GB 1302*; Consumer Behavior *MKTG-GB 2347*; management elective.

**Internships (6 credits each):** Internship in the Administration of Performing Arts Centers I and II *MPAPA-GE 2001, 2002*.

**Electives (6 credits):** 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 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 187.

## SPECIAL OPPORTUNITY

Summer Study Abroad in Arts Administration takes degree and visiting students to the Netherlands, Germany, and France to study alternative ways of managing arts organizations through intensive examination of current practices in Europe. The 6-credit graduate course examines the effects of economics, politics, and management on arts policy and practice. Traveling to Utrecht, Amsterdam, Berlin, and Paris, students meet with curators, performing arts managers, and national policymakers and tour a variety of theatres, museums, and cultural institutions. The course is designed for both graduate students and alumni of both visual and performing arts administration programs as well as arts administrators with professional experience in the field.

## COUNCIL ON ARTS MANAGEMENT PROGRAMS

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

**Combined Dual Degree:  
BFA in Theatre/MA in Performing  
Arts Administration**

NYU Steinhardt's Department of Music and Performing Arts Professions is collaborating with the Tisch School of the Arts to offer a dual-degree program that allows students to earn a BFA in Theatre and an MA in Performing Arts Administration in five years of study.

This unique program combines the benefits of a liberal arts education at the undergraduate level with a professional education at the graduate level. Courses develop awareness of the changing dynamics of the arts administration field and build skill sets that are in demand, preparing students for leadership roles in national and international performing arts organizations. Graduates may also go on to pursue careers in the arts, business, and law.

The undergraduate curriculum balances theory with practice and skills with knowledge, giving the student the theatre content and knowledge base needed by a performing arts administrator.

The graduate curriculum incorporates coursework in arts management and related disciplines with internships at leading New York City organizations. Students also hone business skills through classes at the NYU Stern School of Business and/or the NYU Wagner Graduate School of Public Service.

**DEGREE REQUIREMENTS**

The BFA requires 128 credits, or credits, of courses in professional training (in a primary studio category of the student's choice), theatre studies, and the liberal arts. During senior year, students take 18 credits of graduate courses that count simultaneously toward the BFA and the MA.

The MA program of study requires 30 credits of industry-specific courses, management courses taken at NYU Stern and/or Wagner, internships, and a culminating experience.

**ADMISSIONS PROCESS FOR  
FIVE-YEAR BFA/MA PROGRAM:**

1. During the freshman and sophomore years in the TSOA Drama Department, students would self-identify as interested in the combined program.
2. During March/April registration of the sophomore year, interested candidates would enroll in "Micro-economics" and the Drama Theatre Studies course "Leading and Managing Theatres in a Global Context". This Drama course is the gateway to the program.
3. With approval of the Production and Design faculty, in consultation with the Chair, and following the successful completion of "Leading and Managing Theatres in a Global Context" in the fall of the junior year, students who continue to be interested in the program would meet with Richard Maloney, Director of the Performing Arts Administration Program in the Department of Music and Performing Arts Professions at Steinhardt. The result of this meeting would allow a student to move forward in the program during their senior year. Students will be advised to enroll in Statistics in the spring of the junior year.
4. Following the successful completion of the senior fall courses in Performing Arts Administration Program, students would be invited to complete their application for admission into the Steinhardt School to complete the master's degree.
5. Following the successful completion of the senior spring courses students will receive their BFA in Theatre from the Drama Department of the Tisch School of the Arts. Students will then matriculate in the Steinhardt School.

**CURRICULUM**

**I. Undergraduate Curriculum  
(128 credits)**

**A. Professional Training (48 credits)  
Required Courses (32 credits)**

Primary Studio requires a sequence of four consecutive courses in one of the following:<sup>[1]</sup> Adler Conservatory *THEA-UT 20X*; Atlantic Theatre School *THEA-UT 21X*; Experimental Theatre Wing *THEA-UE 23X*; Meisner Extension *THEA-UT 24X*; Playwrights Horizons Theater *THEA-UT 25X*; Strasberg *THEA-UT 26X*; Tech Production Track *THEA-UT 27X*; New Studio on Broadway *THEA-UT 28X* Additional Professional Training (16 credits). Additional Professional Training may include:

Adler Conservatory *THEA-UT 20X*; Atlantic Theatre School *THEA-UT 21X*; Experimental Theatre Wing I *THEA-UE 23X*; Meisner Extension *HEA-UT 24X*; Playwrights Horizons Theater *THEA-UT 25X*; Strasberg I *THEA-UT 26X*; Tech Production Track *THEA-UT 27X*; New Studio on Broadway I (*THEA-UT 28X*) or Classical Studio (*THEA-UT 41X*); Stonestreet Film/TV *THEA-UT 42X*; Style and Character *THEA-UT 43X* Ensemble *THEA-UT 43X*; Internship *THEA-UT 490*.

**B. Theatre Studies (28 Credits)  
Required Theatre Studies courses  
(8 credits).**

Introduction to Theatre Studies *THEA-UT 500*; Introduction to Theatre Production *THEA-UT 510*

**Restricted Electives (Theatre Studies B — Studies in Drama and Performance (focus primarily on Western drama post-WWII) (8 credits)** Students may choose from the following possible courses, as well as others per advisement: Modern Drama *THEA-UT 601*; Modern Drama: Contemporary Europe *THEA-UT 602*; African American Drama *THEA-UT 605*; Modern US Drama *THEA-UT 608*; Major Playwrights *THEA-UT 618*; Leading and Managing Theatres in a Global Context<sup>[2]</sup> *THEA-UE 685*.

<sup>[1]</sup> The student must pick one category of Primary Studio, and then take four sequential courses within the same category. For example, a student may choose Adler Conservatory, and then take Adler Conservatory I, Adler Conservatory II, Adler Conservatory III, and Adler Conservatory IV (one course per semester throughout their first two years). Each course is 8 credits for a total of 32 credits.

<sup>[2]</sup> *THEA-UE 685* is required to enroll in the BFA / MA dual degree.



<sup>[3]</sup> 6 pts of graduate-level electives also count towards MA.

<sup>[4]</sup> Course Description: Study and preparation of papers on selected issues and cases in arts administration. Selected readings. Research papers required.

**Restricted Electives (Theatre Studies — C Theatre History or World Drama**

(date from before WWII or examine non-North American/non-European theatre traditions (8 credits). Students may choose from the following possible courses, as well as others per advisement: Studies in Shakespeare *THEA-UT 700*; Realism and Naturalism European Origins *THEA-UT 705*; Theatre in Ancient Greece *THEA-UT 711*; Renaissance Theatre *THEA-UT 713*; Theatre in Asia *THEA-UT 744*

**Restricted Electives (4 credits)**

Students may select 4 credits from Theatre Studies B or C.

**C. Liberal Arts (32 credits)**

Expository Writing, Humanities, Introduction to Macroeconomics (fulfills social science requirement), *ECON-UA 2*, Basic Statistics I (fulfills social science requirement), *APSTA-UE 1085*, Liberal Arts Elective

**D. Electives<sup>[3]</sup> (8 credits)**

**Unrestricted Undergraduate-Level Electives (2 credits)**

**Graduate-Level Electives (6 credits)**

chosen in consultation with adviser  
Possible courses include the following:  
Cultural Tourism *MPAPA-GE 2225*;  
Corporate Sponsorship in the Arts *ARVA-GE 2212*; Cultural Branding in Arts Organizations *ARVA-GE 2134*; Global Music Management – NYU London *MPAMB-GE 2207*; Artist Management and Management Science in the Music Industry *MPAMB-GE 2104*; Concert Management *MPAMB-GE 2105*; History of Taste 1850–present *ARTCR-GE 2141*; Contemporary Art *ARTCR-GE 2120*; History of Contemporary Art and New Media *ARTCR-GE 2235*.

**OE. Graduate Courses (12 credits)** taken senior year counting towards both BFA and MA; Principles and Practices of Performing Arts Administration *MPAPA-GE 2130*; Environment of Performing Arts Administration *MPAPA-GE 2131*; Law and the Performing Arts *MPAPA-GE 2008*; Development for the Performing Arts *MPAPA-GE 2132*.

**II. Graduate Curriculum (30 credits)**

18 credits taken during BFA count simultaneously towards the MA. See above.

**A. Required Courses, Industry Specific (9 credits)**

Marketing the Performing Arts *MPAPA-GE 2105*; Governance and Trusteeship in the Performing Arts *MPAPA-GE 2133*; Planning and Finance in the Performing Arts *MPAPA-GE 2120*.

**B. Management Core (at Stern School and/or Wagner School) (12 credits)**

Leadership in Organizations *COR1-GB 1302*; Financial Accounting and Reporting *COR1-GB 1306*; Marketing *COR1-GB 2310*; Consumer Behavior *MKTG-GB 2374*.

**C. Practica (6 credits)**

Internship of 20 hours per week for 13 weeks *MPAPA-GE 2001*; Internship of 20 hours per week for 13 weeks *MPAPA-GE 2002*.

**D. Culminating Experience (3 credits)**

Seminar: Issues in Cultural Policy<sup>[4]</sup> (presentation and research paper required to achieve the MA from NYU Steinhardt) *MPAPA-GE 2222*.



# Performing Arts Therapies — Drama

## Drama Therapy

### DIRECTOR

Maria Hodermarska,  
Acting Director

35 West Fourth Street,  
10th Floor  
TELEPHONE:  
212-998-5258

### DEGREE

MA

### FACULTY

See pages 92-93 for  
a complete listing.

**Drama therapy** is the intentional use of theatre techniques to facilitate personal growth and promote health, thus treating individuals with a range of mental health, and cognitive and developmental disorders. New York University was the first in the country to develop an academic program leading to a master of arts degree in drama therapy.

The program attracts theatre professionals and educators, therapists, and those working in the fields of medicine, healthcare, and special education. Students come from diverse cultural and academic backgrounds to study and do field work and internships with leading professionals in the creative arts therapies. Classes are small and instruction individualized. The Drama Therapy Program has been accredited by the North American Drama Therapy Association and the New York State Department of Education. (See also Music Therapy in this department and Art Therapy in the Department of Art and Art Professions.)

In addition, the program is approved by the New York State Department of Education and qualifies students for licensure in Creative Arts Therapy (LCAT) after graduation and 1,500 hours of postgraduate supervised practice.

We host an internationally recognized therapeutic theater series "As Performance." This series investigates the nexus of therapeutic theater and arts-based research. Clinical drama therapists participate as artists, and artists explore a therapeutic process. Therapeutic theater is presented as a primary process where need transforms into action. Productions are made possible by an ongoing grant from the Billy Rose Foundation. As Performance seeks to explore the aesthetic, therapeutic, and ethical issues embedded in the process of making theatre.

The New York metropolitan area offers rich opportunities for clinical internships in hospitals and shelters, drug rehabilitation centers, prisons, and special facilities for the elderly, those with developmental disabilities, and the terminally ill, among others.

## CAREER OPPORTUNITIES

Graduates are employed in a variety of therapeutic settings throughout the world, including public and private hospitals and mental health clinics, centers for adults with developmental disabilities, nursing homes, and drug rehabilitation centers. Drama therapists work in medical facilities as well as artistic ones, in social services as well as private practice. Although drama therapy is a relatively new profession, it is practiced widely with a number of special populations: war veterans and those afflicted with post-traumatic stress disorder, substance abusers, mentally ill individuals, the elderly, and children who have experienced physical and/or sexual abuse. Drama therapists also treat dysfunctional families and, more generally, healthy individuals in need of exploring significant life problems.

### Master of Arts

The NYU Program in Drama Therapy now offers two degree tracks. Incoming students will be required to select their degree track when they apply for admission.

The current 50-credit track (DRMT), which meets all requirements for licensure in New York State as a Creative Arts Therapist (LCAT), will continue to be available. This includes the required coursework in drama therapy and applied psychology with no electives.

We have added a 60-credit alternative (DRRL), which allows students to do advanced training in Role Theory and Method, Psychodrama, Arts-Based Research, or pursue other electives in Applied Theater (e.g., Theater of Oppressed) or in Applied Psychology (e.g., Marriage and Family Counseling). This track meets the degree credit requirements for licensure in most states outside of New York.

Those who intend to practice in New York only, and international students who will not require a license to practice, might continue to prefer the 50-credit alternative. Students intending to practice in states other than New York should consider the 60-credit option. Because requirements and educational course work required for licensure vary state by state, all students are strongly encouraged to determine the licensing requirements of the state(s) in which they hope to practice.

Additionally, all students are required to complete fieldwork and 800 hours of internship with two different populations in selected clinical facilities.

A master's thesis is required.

All drama therapy coursework requires ability to apply theories across disciplines and in practice, strong research skills, and the ability to participate in experiential activities in the classroom.

## DEGREE REQUIREMENTS

**Drama Therapy (28-35 credits)** Introduction to Drama Therapy *MPADT-GE 2114*; Psychodrama and Sociometry *MPADT-GE 2115*; Drama Therapy for Clinical Populations *MPADT-GE 2109*; Advanced Practices in Drama Therapy: Therapeutic Theater *MPADT-GE 2121*; Projective Techniques in Drama Therapy *MPADT-GE 2117*; Advanced Theories and Research in Drama Therapy *MPADT-GE 2119*; Ethics in Drama Therapy *MPADT-GE 2130*; Cross Cultural Understanding for Creative Arts Therapies *MPADT-GE 2105*; Internship in Drama Therapy: Lecture *MPADT-GE 2303*; Internship in Drama Therapy: Lab *MPADT-GE 2302*.

**Counseling and Psychology (15-18 credits)** Abnormal Psychology *ASPY-GE 2038*; Group Dynamics-Theory and Practice *ASPY-GE 2620*; Theories of Personality *APSY-GE 2039*; Human Growth and Development *ASPY-GE 2138*; Individual Counseling: Practice 1 *ASPY-GE 2658*.

**Recommended Electives (10 credits)** Introduction to Arts-Based Research *MPADT-GE 2100*; Advanced Role Theory and Method *MPADT-GE 2134*; Advanced Psychodrama *MPADT-GE 2125*; Theater Aesthetics: DvT *MPADT-GE 2110*.

**Other Electives by Advisement (3 credits)** Choices include but are not limited to: Creative Play and the Arts *MPAET-GE 2059*; Physical Theater *MPAET-GE 2113*; Theater of the Oppressed *MPAET-GE 2965*; Marriage and Family Therapy *ASPY-GE 2684*.

## ADMISSION REQUIREMENTS

All students should have a solid, practical background in the art form of drama and theatre, including experience in improvisational drama and theatre performance. Candidates should also demonstrate a strong academic background in psychology or a related social science, including coursework in developmental and/or abnormal psychology. In certain exceptional cases, alternative experience relevant to drama therapy will be considered. All students are required to submit three letters of recommendation attesting to their strengths, weaknesses, and potential as future drama therapists. Applicants are also required to submit an autobiographical statement of four to six pages which should address all of the following:

1. A significant turning point in your life and how that event contributes to your curiosity and excitement about a career in drama therapy.
2. A brief statement of purpose about what you intend to do with your degree in drama therapy. This should include areas of research interest.
3. At least three references to drama therapy literature. Discuss how those readings influence your thoughts about the significant turning point and/or the field of drama therapy and/or your areas of research interest.

*See general admission section, page 187.*

## FINANCIAL AID

The Program in Drama Therapy offers two work-study positions each year for students to assist the program director.

*See general financial aid section, page 199.*

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

# Performing Arts Therapies — Music

## Music Therapy

### DIRECTOR

Barbara Hesser

35 West Fourth Street,  
10th Floor

TELEPHONE:  
212-998-5452  
music.therapy@  
nyu.edu

### DEGREE

MA

### FACULTY

See pages 92-93 for  
a complete listing.

**Music therapy is a rewarding career** for musicians who wish to use their skills and artistry to benefit people facing a variety of mental, physical, and emotional challenges. Students learn how to work with people of all ages, including children with special needs, adults with psychiatric illness, children and adults with physical illness including the terminally ill, and elderly clients. The program is approved by the American Music Therapy Association (AMTA) and provides a unique combination of advanced clinical training and academic coursework to enable students to develop their own individualized approach to music therapy. Graduating students qualify to apply for certification from the Certification Board of Music Therapists (CBMT). In addition, the program is approved by the New York State Department of Education and qualifies students for licensure in Creative Arts Therapy (LCAT) after graduation and 1,500 hours of postgraduate supervised practice.

## CAREER OPPORTUNITIES

Music therapists work with a wide range of age groups and challenging conditions and are employed in a variety of settings, including mental health facilities, special education settings, medical hospitals, rehabilitation facilities, nursing homes, hospices, public and private schools, community clinics, and in private practice.

## DEGREE REQUIREMENTS

### Master of Arts

The MA program in music therapy offers curricula for students who seek certification and New York State licensure. The curriculum consists of coursework in music therapy theory and methods for children and adults, clinical improvisation, group sessions in music therapy, music therapy theory development, and clinical fieldwork and internships.

The Master of Arts program (48-60 credits) leading to certification includes the following courses:

**Music Therapy Courses:** Music Therapy: Advanced Theory and Methods I and II *MPAMT-GE 2931, 2932* (6 credits); Improvisation I: Clinical Improvisation in Music Therapy *MPAMT-GE 2934* (2 credits); Improvisation II: Clinical Vocal Improvisation *MPAMT-GE 2062* (2 credits); Improvisation III: Advanced Practices of Improvisation in Music Therapy *MPAMT-GE 2940* (3 credits); Improvisation IV:

Theory and Application of Improvisation in Music Therapy *MPAMT-GE 2941* (3 credits); Key Concepts in Music Therapy I *MPAMT 2938* (3 credits); Key Concepts in Music Therapy II *MPAMT-GE 2942* (3 credits); Theory Development in Music Therapy *MPAMT-GE 2943* (3 credits); Music Therapy Practicum: Children and Adolescents *MPAMT-GE 2043* (3 credits); Music Therapy Practicum: Adults and Elderly *MPAMT-GE 2053* (3 credits); Internship in Music Therapy *MPAMT-GE 2935, 2936* (2 semesters, 10 credits); Colloquium in Music Therapy *MPAMT-GE 2947* (4 semesters, 8 credits); Colloquy in Music Therapy: Final Project *MPAMT-GE 2949* (2-4 credits). Other Requirements: Group Dynamics *APSY-GE 2620* (3 credits); Identification and Reporting of Suspected Child Abuse/Maltreatment *APSY-GE 2273* (0-credit workshop).

**Electives (6 credits):** 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 as diverse as medicine, music, psychology, and business. Students are only admitted in the fall semester of each year. Incoming students should take two prerequisite courses: 1) Abnormal Psychology and 2) Developmental Psychology. It is our recommendation that these courses be taken prior to starting the program at NYU. The GRE is not required for application to the MA in music therapy program. International students: Successful candidates typically score 600 on the TOEFL paper-based exam; 250 on the computer-based exam; or 100 on the internet-based exam. Students in the program are strongly encouraged to work at incorporating their primary instrument into their clinical work. In addition, piano and guitar competencies are required for national certification as a music therapist and are the primary harmonic instruments used to support clinical work.

## SPECIAL OPPORTUNITIES

**Off-Campus Clinical Placements:** The Program in Music Therapy offers many clinical opportunities for students at all levels of training. Students have worked with talented professionals in prestigious clinical facilities throughout the New York City area, including Bellevue Hospital, Beth Israel Hospital, the NYU Medical Center and Rusk Institute of Rehabilitation Medicine, Memorial Sloan-Kettering Cancer Center, Baltic Street Outpatient Clinic, and the New York City Department of Education.

### Nordoff-Robbins Center for Music

**Therapy:** The center, located on campus, offers clinical opportunities for student fieldwork and internship experiences with a variety of child, adolescent, and adult clients. The center also offers an advanced training course in clinical techniques and procedures leading to certification in the Nordoff-Robbins Music Therapy approach.

**Guided Imagery and Music:** Students may pursue a special sequence of courses in guided imagery and music, offered by the Program in Music Therapy in cooperation with the Creative Therapies Institute. Guided imagery and music is a therapeutic process that combines the inherent structure, movement, and spirit of music with an individual's own creative process of imagery.

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

# Courses

The courses listed herein are to be offered in 2017-2019

## NOTES TO COURSES

\*Registration closed to special students.

†Pass/fail basis.

‡See Supervised Student Teaching, page 199. 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 credits.  
Prerequisite: 15 hours of field experience.

### Technology Resources for Performing Arts Educators

MPAIA-GE 2029 30 hours plus hours arranged: 3 credits.

### Collaborative Projects in the Performing Arts

MPAIA-GE 2031 30 hours plus hours arranged: 3 credits.

### Dissertation Proposal Seminar

MPAIA-GE 3097 30 hours: 3 credits; fall.

### Performing Arts Research Collegium

MPAIA-GE 3400 10 hours plus hours arranged: 1 credit.  
May be repeated up to 3 credits.

## DANCE EDUCATION/MPADE-GE

### Common Hour Dance

MPADE-GE 2001\*† 20 hours: 1 credit; fall, spring.

### Intercultural Dance

MPADE-GE 2021 45 hours: 3 credits; fall, spring.

### African Dance

MPADE-GE.2022 45 hours: 3 credits; fall.

### Tap Dance

MPADE-GE 2023 45 hours: 2 credits; fall, spring.

### Hip-Hop Dance Technique and Pedagogy

MPADE-GE 2025 45 hours: 1-3 credits; fall, spring.

### Jazz Dance Techniques

MPADE-GE.2029 30 hours: 2 credits; fall, spring.

### Intermediate Technique and Pedagogy

MPADE-GE.2040 45 hours: 2 credits; fall.

### Laban Movement Analysis

MPADE-GE 2044 30 hours: 2 credits.

### Advanced Technique and Pedagogy

MPADE-GE 2075 45 hours: 3 credits; spring.

### Methods and Materials in Teaching Dance

MPADE-GE 2265 30 hours: 3 credits; fall.

### Theory and Methodology in Ballet Pedagogy

MPADE-GE 2267 60 hours: 4 credits; fall.

### Teaching Apprenticeship in Ballet Pedagogy

MPADE-GE 2268 60 hours: 4 credits; spring.

### Advanced Analysis and Teaching Apprenticeship in Ballet Pedagogy

MPADE-GE 2269 60 hours: 4 credits; fall.

### Jazz Dance Culture and Pedagogy

MPADE-GE 2272 45 hours: 2-3 credits; fall, spring.

### Fieldwork in Dance: Elementary/Secondary

MPADE-GE 2276 45 hours per credit: 1-3 credits; fall, spring.

### Fieldwork in Dance: Higher Education and the Professions

MPADE-GE 2277 45 hours per credit: 1-3 credits; fall, spring.

### Dance in Higher Education

MPADE-GE 2278 30 hours: 3 credits; spring.

### Independent Study

MPADE-GE 2300 45 hours per credit: 1-6 credits; fall, spring, summer; hours to be arranged.  
Signature of program director required.

### Research in Dance

MPADE-GE 2403 45 hours: 3 credits; spring.

### Teaching Creative Movement

MPADE-GE 2452 45 hours: 3 credits; fall, spring.

### Dance for Children with Special Needs

MPADE-GE 2453 45 hours: 3 credits; fall.

### Teaching Performance of Dance

MPADE-GE 2454 45 hours: 2 credits; fall.

### Principles of Dance Movement Therapy

MPADE-GE 2502 45 hours: 3 credits; spring.

### Seminar in Dance Education

MPADE-GE 2509 45 hours: 0-2 credits; fall.

### Dance Education in Uganda

MPADE-GE 2520.095 45 hours: 3 credits; January intersession.

### Student Teaching (Elementary)

MPADE-GE 2607 45 hours: 2-3 credits; fall, spring.

### Student Teaching (Secondary)

MPADE-GE 2608 45 hours: 2-3 credits; fall, spring

## EDUCATIONAL THEATRE/MPAET-GE

### Introduction to Theatre for Young Audiences I

MPAET-GE 2005 30 hours: 2 credits; fall.

### Introduction to Theatre for Young Audiences II

MPAET-GE 2006 15 hours per credit: 2-4 credits; spring.

### Design for the Stage

MPAET-GE 2017 15-45 hours: 1-3 credits; fall.

### Development of Theatre and Drama

MPAET-GE 2021, 2022 30 hours: 3 credits each term; fall, spring.

### Images of Women in the Theatre

MPAET-GE 2023 30 hours: 3 credits; spring.

### Dramatic Activities in the Elementary Classroom

MPAET-GE 2030 30 hours, 15 hours of field experience: 2 credits; fall, spring.

### Storytelling

MPAET-GE 2042 10 hours: 1 credit; fall, spring, summer.

### Dramatic Activities in the High School

MPAET-GE 2031 30 hours: 3 credits; spring.

**Creative Play in the Arts**

MPAET-GE 2059 30 hours: 3 credits; fall.

**Musical Theatre: Background and Analysis**

MPAET-GE 2062 30 hours, 15 hours of field experience: 3 credits; fall, spring.

**Theory of Creative Drama**

MPAET-GE 2065 30 hours: 2 credits; fall.

**Methods of Conducting Creative Drama**

MPAET-GE 2067 Staff. 45 hours: 3 credits; spring.  
May be repeated for a total of 6 credits.

**Methods and Materials of Research in Educational Theatre**

MPAET-GE 2077 30 hours: 3 credits; fall, spring, summer.

**Masks and Puppetry**

MPAET-GE 2079 45 hours: 3 credits; fall.

**Theatre-in-Education Practices**

MPAET-GE 2090 30 hours: 3 credits; spring.

**Dramatic Criticism I and II**

MPAET-GE 2091, 2091 30 hours: 3 credits; fall, spring.

**Advanced Directing**

MPAET-GE 2098 90 hours: 3 credits each term; spring.  
Prerequisites: proficient work in Directing MPAET-UE081, 1082 or equivalent and permission of instructor.

**Styles of Acting and Directing I and II**

MPAET-GE 2099, 2100 45 hours: 3 credits each term; fall, spring.

**Applied Theatre**

MPAET-GE 2101 30 hours: 3 credits; fall, spring.

**World Drama**

MPAET-GE 2103, 2104 30 hours: 3 credits each term; fall, spring.

**Beginning Playwriting**

MPAET-GE 2105 30 hours: 2 credits; fall.

**Advanced Playwriting**

MPAET-GE 2106 30 hours: 3 credits; spring.  
Registration by permission of instructor.

**Physical Theatre Improvisation**

MPAET-GE 2113 45 hours: 3 credits; fall, spring.

**Supervised Student Teaching in the Elementary Drama Classroom**

MPAET-GE 2134 45 hours per credit: 4 credits; fall, spring.

**Stage Lighting**

MPAET-GE 2143 45 hours: 3-4 credits; spring.

**Play Production for Artists and Educators**

MPAET-GE 2152 30 hours: 3 credits; summer.

**Shakespeare's Theatre I and II**

MPAET-GE 2171, 2172 30 hours: 3 credits; fall, spring.

**Supervised Student Teaching in the Secondary English/Drama Classroom**

MPAET-GE 2174 4 credits: 45 hours per credit; fall, spring.

**Costume Design**

MPAET-GE 2175 45-60 hours: 3-4 credits; spring.

**Theatre of Brecht and Beckett**

MPAET-GE 2177 30 hours: 3 credits; fall.

**Drama in Education I and II**

MPAET-GE 2193, 2194 30 hours: 3 credits each term; fall, spring.

**Acting: Scene Study**

MPAET-GE 2251 15 hours per credit: 2-3 credits; fall, spring.

**Acting: Character Study**

MPAET-GE 2252 2-3 credits: 15 hours per credit; fall, spring.

**Independent Study**

MPAET-GE 2300 30 hours per credit: 1-4 credits; fall, spring, summer.

**Practicum in Educational Theatre**

MPAET-GE 2301 45 hours per credit: 1-6 credits; fall, spring; hours to be arranged.

**Seminar in Applied Theatre Research**

MPAET-GE 2400 Taylor. 30 hours: 3 credits; fall, spring.  
Prerequisite: Methods and Materials of Research in Educational Theatre MPAET-GE 2077.

**The Teaching Artist**

MPAET-GE 2953 30 hours: 3 credits; fall, spring.

**Drama with Special Education Populations**

MPAET-GE 2960 45 hours: 3 credits; fall, spring, summer.

**Introduction to Boal's Theatre of the Oppressed**

MPAET-GE 2965 30 hours: 3 credits; spring.

**Advanced Techniques of Theatre of the Oppressed**

MPAET-GE 2966 30 hours: 3 credits; spring.

**Teaching Literacy through Drama**

MPAET-GE 2971 10 hours: 1 credit; spring.

**Understanding Diversity/Teaching Pluralism**

MPAET-GE 2977 30 hours: 3 credits; fall.

**Coping with Conflict: Drama as a Catalyst for Social Awareness**

MPAET-GE 2978 30 hours, 3 credits; fall.

**Creating Theatre with Young People I and II**

MPAET-GE 2980, 2981 45 hours: 3 credits; fall, spring.

**Assessment of Student Work in Drama**

MPAET-GE 2988 10 hours: 1 credit; spring.

**Doctoral Proposal Seminar: Educational Theatre**

MPAET-GE 3005 30 hours: 3 credits; spring.

## MUSIC AND MUSIC PROFESSIONS

### THEORY AND COMPOSITION/MPATC-GE

#### Analysis of 19th- and 20th-Century Music

MPATC-GE 2016 30 hours: 3 credits; spring.

#### Advanced Orchestration

MPATC 2020 30 hours: 3 credits; spring.  
Prerequisites: Orchestration: Strings MPATC-UE 1020, Orchestration: Strings Percussion MPATC-UE 1025.

#### Seminar in Theory

MPATC-GE 2208. 30 hours: 3 credits; spring.

#### Colloquy in Music

MPATC-GE 2026\* 15 hours per credit: 3 credits; fall, spring, summer.  
\$75 recital fee required.

#### Seminar in Composition

MPATC 2028 30 hours: 3 credits; fall, spring. (2 semesters required)

#### Composers Forum: Instrumental

##### Techniques and Materials:

##### Chamber Music

MPATC-GE2034 001 0-3 credits, fall, spring. (2 semesters required with 1 credit each)

#### Contemporary Music

MPATC-GE 2039 30 hours: 3 credits; fall.

#### Psychology of Music

MPATC-GE 2042 30 hours: 3 credits; spring, summer.

#### Music Criticism

MPATC-GE 2046 Oestreich. 30 hours: 3 credits; fall.

#### Scoring for Film and Multimedia

MPATC-GE 2048 45 hours: 3 credits; fall, spring, summer.  
Department approval required.

#### Contemporary Scoring:

##### Creative & Technological Practices

MPATC-GE 2049 30 hours: 3 credits; spring.

#### Opera in the 20th Century

MPATC-GE 2069 30 hours: 3 credits; spring.

#### Compositional Process in the Symphony

MPATC-GE 2127 30 hours: 3 credits; fall.

#### Independent Study

MPATC-GE 2300 45 hours per credit: 1-3 credits; fall, spring; hours to be arranged.  
Graduate-level projects to be arranged.

#### Composition (Private Lessons)

MPATC-GE 2321 15 hours: 3 credits; fall, spring.  
May be repeated until a total of 12 credits has been earned.  
Open to department graduate students majoring in music.

#### Film Music: Historical Aesthetics and Perspectives

MPATC-GE 2550 15 hours per credit: 3-4 credits; fall, spring.

#### Music Editing for Film and Multimedia

MPATC-GE 2555 30-40 hours: 3-4 credits.  
Registration by special permission of the instructor.

#### Seminar in Music and Music Education

MPATC-GE 3026\* 15 hours per credit: 2-4 credits; fall, spring, summer.

### VOICE/MPAVP-GE

#### Script Analysis and Dramaturgical Process

MPAVP-GE 2151 45 hours: 3 credits; fall.

#### Opera Workshop

MPAVP-GE 2221 15-45 hours and hours arranged: 1-3 credits; fall, spring.  
May be repeated up to 12 credits.

#### Song Repertoire: English

MPAVP-GE 2261 37.5 hours: 2 credits; fall.

#### Song Repertoire: German

MPAVP-GE 2262 37.5 hours: 2 credits; spring.

#### Song Repertoire: Italian/Spanish

MPAVP-GE 2263 37.5 hours: 2 credits; fall.

#### Song Repertoire: French

MPAVP-GE.2264 37.5 hours: 2 credits; spring.

#### Music Theatre Workshop: Technique and Materials

MPAVP-GE 2321 15-45 hours and hours arranged: 1-3 credits; fall, spring.  
May be repeated up to 12 credits.

#### Music Theatre History I

MPAVP-GE 2351 37.5 hours: 2 credits; fall.

#### Music Theatre History II

MPAVP-GE 2352 37.5 hours: 2 credits; spring.

### JAZZ/MPAJZ-GE

#### New York University Jazz Ensembles

MPAJZ-GE 2088 60 hours: 0-1 credit; fall, spring.  
Registration by audition only.

#### Jazz Improvisation Techniques I

MPAJZ-GE 2075 30 hours: 3 credits; fall.  
Prerequisite: Jazz Theory and Ear Training I MPAJZ-UE. 1039.

#### Jazz Improvisation Techniques II

MPAJZ-GE 2076 30 hours: 3 credits; spring.  
Prerequisite: Jazz Improvisation Techniques I MPAJZ-GE 2075.  
An extension of MPAJZ-GE 2075 with emphasis on style characteristics of selected jazz artists.

#### Jazz Arranging Process and Analysis

MPAJZ-GE 2089 Shemaria. 30 hours and 15 hours arranged: 3 credits; spring.  
Prerequisite: Jazz Arranging and Composition II, MPAJZ-UE 1120 or permission of instructor.

#### Reference and Research in Jazz

MPAJZ-GE 2271 30 hours and 15 hours arranged: 3 credits; fall.  
Open to non-music majors.

#### Jazz Arranging Techniques I

MPAJZ-GE 2273 30 hours and 15 hours arranged: 3 credits; fall.

#### Jazz Arranging Techniques II

MPAJZ-GE 2274 30 hours and 15 hours arranged: 3 credits; spring.  
An extension of MPAJZ-GE 2273 with special emphasis on arrangements for large jazz ensembles.



## WOODWINDS/MPAWW-GE

### Chamber Music: Traditional Ensembles for Winds, Piano, Strings, and Brass Instruments

MPAWW-GE 2034.002 15 to 45 hours: 1–3 credits; fall, spring.

### Woodwind Practicum for Music Education

MPAWW-GE 2105 15 hours: 1 credits; fall. There is a fee for renting instruments.

### Wind or Percussion Instruments (Private Lessons)

MPAWW-GE 2334 15 hours: 3 credits; fall, spring.  
May be repeated until a total of 12 credits has been earned.

## PIANO/MPAPE-GE

### Collaborative Piano: Techniques and Practicum

MPAPE-GE 2170 30 hours: 3 credits, spring.

### Piano Literature II: 18th–20th century

MPAPE-GE 2186 30 hours: 3 credits; fall.

### Piano Literature III: 20th–21st century

MPAPE-GE 2187 30 hours: 3 credits; fall.

### Performance Practices & Entrepreneurship in 20th & 21st Century Piano Music

MPAPE-GE 2189 30 hours: 3 credits, spring.

### Piano (Private Lessons)

MPAPE-GE 2356 15 hours: 3 credits; fall, spring.  
May be repeated until a total of 12 credits has been earned.  
Open to department graduate students majoring in music.

### Influential Pianists and Performance Practice

MPAPE-GE 2181 30 hours: 3 credits; spring.

### Colloquy in Music

MPAPE-GE 2026 2–3 credits; fall, spring.

### Instrumental Techniques and Materials

MPAPE-GE 2034 0–3 credits; fall, spring.

### The Art of Piano I

MPAPE-GE 2041 30 hours: 3 credits; fall.

### The Art of Piano II

MPAPE-GE 2042 30 hours: 3 credits; spring.

## STRINGS-MPASS-GE

### Stringed Instruments (Private Lessons)

MPASS-GE 2111 15 hours: 3 credits; fall, spring.  
May be repeated until a total of 12 credits has been earned.

### Alexander Technique (Private Lessons)

MPASS-GE 2112 2 credits; fall, spring.

### Colloquy in Music

MPASS-GE 2121 2–4 credits; fall, spring.

### Instrumental Techniques and Materials: Chamber Music

MPASS-GE 2131 0–3 credits; fall, spring.

### Baroque Ensemble

MPASS-GE 2132 0–3 credits; fall, spring.

### Masterclass

MPASS-GE 2133 0–3 credits; fall, spring.

### Improvisation Class

MPASS-GE 2135 0–3 credits; fall, spring.

### Violin Class

MPASS-GE 2141 0–3 credits; fall, spring.

### Viola Class

MPASS-GE 2142 0–3 credits; fall, spring.

### Cello Class

MPASS-GE 2143 0–3 credits; fall, spring.

### Bass Class

MPASS-GE 2144 0–3 credits; fall, spring.

### Harp Class

MPASS-GE 2145 0–3 credits; fall, spring.

### Violin Orchestral Repertoire

MPASS-GE 2151 0–3 credits; fall, spring.

### Viola Orchestral Repertoire

MPASS-GE 2152 0–3 credits; fall, spring.

### Cello Orchestral Repertoire

MPASS-GE 2153 0–3 credits; fall, spring.

### Bass Orchestral Repertoire

MPASS-GE 2154 0–3 credits; fall, spring.

### Harp Orchestral Repertoire

MPASS-GE 2155 0–3 credits; fall, spring.

### Violin Pedagogy

MPASS-GE 2161 0–3 credits; fall, spring.

### Cello Pedagogy

MPASS-GE 2163 0–3 credits; fall, spring.

### Bass Pedagogy

MPASS-GE 2164 0–3 credits; fall, spring.

### Harp Pedagogy

MPASS-GE 2165 0–3 credits; fall, spring.

### Violin Technique Class

MPASS-GE 2171 0–3 credits; fall, spring.

### Viola Technique Class

MPASS-GE 2172 0–3 credits; fall, spring.

### Cello Technique Class

MPASS-GE 2173 0–3 credits; fall, spring.

### Bass Technique Class

MPASS-GE 2174 0–3 credits; fall, spring.

### Harp Technique Class

MPASS-GE 2175 0–3 credits; fall, spring.

### Independent Study

MPASS-GE 2300 1–6 credits; fall, spring.

## PERCUSSION/MPAPS-GE

### Percussion (Private Lessons)

MPAPS-GE 2111 15 hours: 3 credits; fall, spring.  
May be repeated until a total of 12 credits has been earned.

### NYU Percussion Ensemble

MPAPS-GE 2131 45 hours: 0–3 credits; fall, spring.

### NYU Percussion Chamber Music Ensemble

MPAPS-GE 2132 45 hours: 0–3 credits; fall, spring.

### NYU Contemporary Ensemble

MPAPS-GE 2221 45 hours: 0–3 credits; fall, spring.

### NYU Audition

MPAPS-GE 2221.005 22.5 hours: 0–3 credits; spring.

### NYU Percussion Quartet

MPAPS-GE 2132.001 45 hours: 0–3 credits; fall, spring.

### Percussion Laboratory

MPAPS-GE 2151 30 hours: 0–3 credits; fall, spring.



## MUSIC BUSINESS/MPAMB-GE

### Music Business Graduate Professional Development Sequence

MPAMB-GE 2001 0 credits; fall, spring.  
Students take every semester of their matriculation. Hours arranged.

### Principles and Practice in the Music Industry

MPAMB-GE 2101 30 hours: 3 credits; fall.

### The Law and the Music Industry

MPAMB-GE 2102 30 hours: 3 credits; fall.

### Environment of the Music Industry

MPAMB-GE 2103 30 hours: 3 credits; spring.  
Prerequisite: Principles and Practice in the Music Industry MPAMB-UE.2101.

### Artist Management and Management Science in the Music Industry

MPAMB-GE 2104 30 hours: 3 credits; fall.  
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE.2101.

### Concert Management

MPAMB-GE 2105 30 hours: 3 credits; spring.  
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE.2101.

### Graduate A&R Seminar

MPAMB-GE.2201 30 hours per credit: 3 credits; fall.

### Promotions and Publicity in the Music Industry

MPAMB-GE 2202 30 hours: 3 credits; spring.  
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE.2101.

### Emerging Models & Markets for Music

MPAMB-GE 2203 30 hours: 3 credits; fall (offered as a January intensive in alternate years in Rio de Janeiro, Brazil).  
Prerequisites: Principles and Practice in the Music Industry MPAMB-GE 2101, Environment of the Music Industry MPAMB-GE 2103.

### Ethics of the Entertainment Industry

MPAMB-GE 2204 30 hours: 3 credits; spring.  
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE 2101.

### Strategic Marketing in the Music Industry

MPAMB-GE 2206 30 hours: 3 credits; fall.  
Prerequisite: Principles and Practice in the Music Industry MPAMB-UE 2101.

### Global Music Management

MPAMB-GE 2207 30 hours: 3 credits; spring (taught in alternate years in January intersession at NYU in London).  
Prerequisite: Principles and Practice in the Music Industry MPAMB-UE 2101.

### Data Analysis in the Music Industry

MPAMB-GE 2211 30 hours: 3 credits; spring.  
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE 2101.

### Music Business Graduate Internship

MPAMB-GE 2301 1 credit per semester (a total of 3 required for the degree); fall, spring, summer. 200 hrs.

### Colloquy in Music Business

MPAMB-GE 2401 30 hours: 3 credits; fall, spring, summer.

## MUSIC BUSINESS/MPAMB-GE

### Music Business Graduate Professional Development Sequence

MPAMB-GE 2001 0 credits; fall, spring.  
Students take every semester of their matriculation. Hours arranged.

### Principles and Practice in the Music Industry

MPAMB-GE 2101 30 hours: 3 credits; fall.

### The Law and the Music Industry

MPAMB-GE 2102 30 hours: 3 credits; fall.

### Environment of the Music Industry

MPAMB-GE 2103 30 hours: 3 credits; spring.  
Prerequisite: Principles and Practice in the Music Industry MPAMB-UE 2101.

### Artist Management and Management Science in the Music Industry

MPAMB-GE 2104 30 hours: 3 credits; fall.  
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE 2101.

### Concert Management

MPAMB-GE 2105 30 hours: 3 credits; spring.  
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE 2101.

### Graduate A&R Seminar

MPAMB-GE 2201 30 hours per credit: 3 credits; fall.

### Promotions and Publicity in the Music Industry

MPAMB-GE 2202 30 hours: 3 credits; spring.  
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE 2101.

### Emerging Models & Markets for Music

MPAMB-GE 2203 30 hours: 3 credits; fall (offered as a January intensive in alternate years in Rio de Janeiro, Brazil).  
Prerequisites: Principles and Practice in the Music Industry MPAMB-GE 2101, Environment of the Music Industry MPAMB-GE 2103.

### Ethics of the Entertainment Industry

MPAMB-GE 2204 30 hours: 3 credits; spring.  
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE 2101.

### Strategic Marketing in the Music Industry

MPAMB-GE 2206 30 hours: 3 credits; fall.  
Prerequisite: Principles and Practice in the Music Industry MPAMB-UE 2101.

### Global Music Management

MPAMB-GE 2207 30 hours: 3 credits; spring (taught in alternate years in January intersession at NYU in London).  
Prerequisite: Principles and Practice in the Music Industry MPAMB-UE 2101.

### Data Analysis in the Music Industry

MPAMB-GE 2211 30 hours: 3 credits; spring.  
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE 2101.

### Music Business Graduate Internship

MPAMB-GE 2301 1 credit per semester (a total of 3 required for the degree); fall, spring, summer. 200 hrs.

### Colloquy in Music Business

MPAMB-GE hh2401 30 hours: 3 credits; fall, spring, summer.  
Registration by advisement only.

## MUSIC EDUCATION/MPAME-GE

### Creative Performance Opportunities in Music Education

MPAME-GE 2031 15 hours per credit; 1–3 credits; fall.

### Technological Trends in Music Education

MPAME-GE 2035 20 hours plus hours arranged; 3 credits; spring.

### Choral Materials and Techniques

MPAME-GE 2082 30 hours: 2 credits.

### Choral Conducting Practicum for Music Education

MPAME-GE 2093 15 hours: 1 credit; fall.

### Advanced Instrumental Conducting

MPAME-GE 2096 30 hours: 3 credits; spring.

### Fundamentals of Conducting

MPAME-GE 2102 15 hours: 1 credit.

### Guitar Practicum for Music Education

MPAME-GE 2103 15 hours: 1 credit; fall, spring.

### Brass Practicum for Music Education

MPAME-GE 2104 15 hours: 1 credit; fall, spring.

### Woodwind Practicum for Music Education

MPAME-GE 2105 15 hours: 1 credit; fall, spring.

### Vocal Practicum for Music Education

MPAME-GE 2108 15 hours: 1 credit; fall, spring.

### Strings Practicum for Music Education

MPAME-GE 2106 15 hours: 1 credit; fall, spring.

### Percussion Practicum for Music Education

MPAME-GE 2107 15 hours: 1 credit; fall, spring.

### Instrumental Conducting Practicum for Music Education

MPAME-GE 2111 15 hours: 1 credit; fall, spring.

### Music for Exceptional Children

MPAME-GE 2114 45 hours: 3 credits; fall, spring.

### Instrumental Materials, Techniques, and Technology in Music

MPAME-GE 2115 15 hours plus hours arranged of fieldwork: 2 credits; spring.

### Teaching of Music in the Elementary Grades

MPAME-GE 2119 45 hours: 2 credits; fall, spring.

### Research in Music and Music Education

MPAME-GE 2130 30 hours: 3 credits; spring.

### Music Education Philosophy

MPAME-GE 2139 30 hours: 3 credits; spring.

### Supervised Student Teaching of Music in the Elementary School

MPAME-GE 2141\*1 Minimum 180 hours: 3 credits; fall, spring.

### Supervised Student Teaching of Music in the Secondary School

MPAME-GE 2145\*1 Minimum 180 hours: 3 credits; fall, spring.

### Colloquy in Music Education

MPAME-GE 2939 15 hours per credit: 1–4 credits; fall, spring.  
For master's candidates in music education.

## MUSIC TECHNOLOGY/MPATE-GE

### Audio Mastering

MPATE-GE 2013 30 hours: 3 credits; fall, spring.

### Advanced Musical Acoustics

MPATE-GE 2036 30 hours: 3 credits; spring, summer.

### Software Synthesis

MPATE-GE 2037 30 hours: 3 credits; fall, spring.

### Creating with Interactive Media: KYMA

MPATE-GE 2038 30 hours: 3 credits; spring.

### Advanced Computer Music Composition

MPATE-GE 2047 30 hours: 3 credits; fall, summer.

### Independent Study in Music Technology

MPATE-GE 2300 1–4 credits; fall, spring, summer.

### Fundamentals of Digital Signal Theory LAB

MPATE-GE 2598 30 hours: 3 credits; fall, spring, summer.

Corequisite: Fundamentals of Digital Signal Theory MPATE-GE.2599.

### Fundamentals of Digital Signal Theory

MPATE-GE 2599 30 hours: 3 credits; fall, spring, summer.

Corequisite: Fundamentals of Digital Signal Theory Lab MPATE-GE.2598.

### Music Technology: Digital Audio Processing I

IMPATE-GE 2600 30 hours: 3 credits; fall.

### Music Technology: Digital Audio Processing II

MPATE-GE 2601 30 hours: 3 credits; spring.

### Audio for Games and Immersive Environments

MPATE-GE 2604 30 hours: 3 credits; spring.

### Graduate Internships in Music Technology

MPATE-GE 2605 50–300 hours: 1–6 credits. 50 hours per credit; fall, spring, summer.

### Advanced Digital Signal Theory

MPATE-GE 2607 30 hours: 3 credits; spring.

### Java Music Systems

MPATE-GE 2608 30 hours: 3 credits; fall, spring.

### Electronic Music Performance

MPATE-GE 2609 30 hours: 2 credits; spring, summer.

### Advanced Programming—Max/MSP/Jitter

MPATE-GE 2610 30 hours: 3 credits; fall, spring.

Prerequisite: working understanding of Max/MPS or MPATE-UE.1014 MIDI Tech II.

### Concert Recording I

MPATE-GE 2611 30 hours: 3 credits (fall), 2 credits (summer).

### Concert Recording II

MPATE-GE 2612 30 hours: 2 credits (spring), 3 credits (summer).

### 3-D Audio

MPATE-GE 2613 30 hours: 3 credits; spring.

### Max Programming I

MPATE-GE 2614 30 hours: 3 credits; fall, spring.

### Electronics by Computer Simulation

MPATE-GE 2615 30 hours: 3 credits; fall.

### Colloquy in Music Technology:

#### Master's Thesis Preparation

MPATE-GE 2616 30 hours: 3 credits; fall, spring, summer.

### C Programming for Music Technology

MPATE-GE 2618 30 hours: 3 credits; fall.

### Audio for Video I

MPATE-GE 2620 30 hours: 2-3 credits; fall, summer.

### Audio for Video II

MPATE-GE 2621 30 hours: 3 credits; spring, summer.  
Prerequisite: Audio for Video I MPATE-GE.2620.

### Music Information Retrieval

MPATE-GE 2623 30 hours: 3 credits; fall.

### Aesthetics of Recording

MPATE-GE 2627 30 hours: 3 credits; fall.

### Audio for the Web

MPATE-GE 2628 30 hours: 3 credits.

### Advanced Audio Production

MPATE-GE 2629 45 hours: 3 credits; fall, spring.

### The Art of Sound Reinforcement

MPATE-GE 2631 45 hours: 3 credits; fall, spring.

### Advanced Audio for Games

MPATE-GE 2635 45 hours: 3 credits.

## PERFORMING ARTS ADMINISTRATION/MPAPA-GE

### Internship in the Administration of Performing Arts Centers

MPAPA-GE 2001\* A minimum of 260 hours: 3 credits; fall, ; hours to be arranged.

### Internship in the Administration of Performing Arts Centers

MPAPA-GE 2002\* A minimum of 260 hours: 3 credits; fall, spring; hours to be arranged.

### Law and the Performing Arts

MPAPA-GE 2008 McClimon. 30 hours: 3 credits; spring.

### Marketing the Performing Arts

MPAPA-GE 2105 Persons. 30 hours: 3 credits; fall.

### Planning and Finance in the Performing Arts

MPAPA-GE 2120 Robinson. 30 hours: 3 credits; spring.

### Environment of Performing Arts Administration

MPAPA-GE 2130 Maloney. 30 hours: 3 credits; fall.  
Corequisite: Principles and Practices of Performing Arts Administration  
MPAPA-GE.2131.

### Principles and Practices of Performing Arts Administration

MPAPA-GE 2131 Maloney. 30 hours: 3 credits; fall.  
Corequisite: Environment of Performing Arts Administration MPAPA-GE.2130.

### Development for the Performing Arts

MPAPA-GE 2132 Himes. 30 hours: 3 credits; spring.

### Governance and Trusteeship in Performing Arts Organizations

MPAPA-GE 2133 Shelton. 30 hours: 3 credits; spring.

### Seminar in Cultural Policy: Issues in Performing Arts Administration

MPAPA-GE 2222 Maloney. 30 hours: 3 credits; fall, spring.  
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 MPAETGE 2114) Landy. 30 hours plus hours arranged: 3 credits; fall.  
Prerequisite: matriculation in the Program in Drama Therapy or registration by permission of adviser.

### Drama Therapy for Clinical Populations

MPADT-GE.2109 (formerly MPAET-GE.2109) McMullian. 30 hours plus hours arranged: 3 credits; spring.  
Prerequisite: Introduction to Drama Therapy MPADT-GE.2114.

### Psychodrama and Sociometry

MPADT-GE 2115 (formerly MPAET-GE 2115) Garcia. 30 hours: 3 credits; fall.  
Prerequisite: Introduction to Drama Therapy MPADT-GE 2114 or permission of instructor.

### Advanced Practices in Drama Therapy: Playback, Therapeutic Theatre and Developmental Transformations

MPADT-GE 2116 (formerly MPAET-GE 2116) Staff. 30 hours: 3 credits; spring.  
Prerequisite: matriculation in the Program in Drama Therapy.

### Projective Techniques in Drama Therapy

MPADT-GE 2117 (formerly MPAET-GE 2117) McLellan, Haen. 30 hours: 3 credits; fall.  
Prerequisite: Introduction to Drama Therapy MPADT-GE 2114, Drama Therapy for Clinical Populations MPADT-GE 2109, or permission of instructor.

### Advanced Theory and Research in Drama Therapy

MPADT-GE 2119 (formerly MPAET-GE 2119) Landy, Hodermarska. 30 hours: 3 credits; spring.  
Prerequisites: PSY-GE 2038, APSY-GE 2039, MPADT-GE 2109, MPADT-GE 2114, APSY-GE 2271.

### Independent Study

MPADT-GE 2300 (formerly MPAET-GE.2300) 45 hours per credit: 1-6 credits; fall, spring, summer; hours to be arranged.

**Internship in Drama Therapy: Lab**

MPADT-GE 2302 (formerly MPAET-GE 2302) *Hodermarska. 6 credits; fall, spring, summer. 50–400 hours.*

**Internship in Drama Therapy: Lecture**

MPADT-GE 2303 *Hodermarska. 4 credits; fall, spring, summer. 50–400 hours.*

**MUSIC THERAPY/MPAMT**

**Music Therapy Practicum: Children and Adolescents**

MPAMT-GE 2043 *135 hours: 3 credits; fall.*

**Music Therapy Practicum: Adults and Elderly**

MPAMT-GE 2053 *135 hours: 3 credits; spring.*

**Clinical Vocal Improvisation**

MPAMT-GE 2062 *30 hours: 2 credits; spring.*

**Independent Study**

MPAMT-GE 2300 *45 hours per credit: 1–6 credits, summer; hours to be arranged.*

**Introduction to Music Therapy**

MPAMT-GE 2930 *45 hours: 3 credits; spring.*

**Music Therapy: Advanced Theory and Methods I**

MPAMT-GE 2931 *45 hours: 3 credits; fall.*

**Music Therapy: Advanced Theory and Methods II**

MPAMT-GE 2932 *45 hours: 3 credits.*

**Research in Music Therapy**

MPAMT-GE 2933 *30 hours: 3 credits; fall.*

**Clinical Improvisation in Music Therapy**

MPAMT-GE 2934 *30 hours: 2 credits; fall.*

**Internship in Music Therapy**

MPAMT-GE 2935, 2936 *100 hours per credit: 5 credits each term; fall, spring; hours to be arranged.*

**Key Concepts in Music Therapy I**

MPAMT-GE 2938 *45 hours: 3 credits; spring.*

**Advanced Practices of Improvisation in Music Therapy**

MPAMT-GE 2940 *45 hours: 3 credits; fall.*

**Theory and Application of Improvisation in Music Therapy**

MPAMT-GE 2941 *45 hours: 3 credits; spring.*

**Key Concepts in Music Therapy II**

MPAMT-GE 2942 *45 hours: 3 credits; fall.*

**Theory Development in Music Therapy**

MPAMT-GE 2943 *45 hours: 3 credits; spring.*

**Contemporary Music Therapy Theory**

MPAMT-GE 2944 *45 hours: 3 credits.*

**Developing Presentations and Publications in Music Therapy**

MPAMT-GE 2945 *45 hours: 3 credits.*

**Music Improvisation for Artistic Growth**

MPAMT-GE 2946 *30 hours: 3 credits; fall, spring.*

**Group Music Therapy I**

MPAMT-GE 2947\* *10 hours per credit: 2–6 credits each term; fall, spring; hours to be arranged.*

**Group Music Therapy II**

MPAMT-GE 2948\* *10 hours per credit: 2–6 credits each term; fall, spring; hours to be arranged.*

**Music Therapy Thesis**

MPAMT-GE 2949 *10 hours per credit: 2–4 credits.*

# Nutrition and Food Studies

## DEGREES

MA, MS, MA/MSLIS, PhD

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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: KRISHNENDU RAY

411 LAFAYETTE STREET | 5TH FLOOR | NEW YORK, NY 10003

TELEPHONE: 212-998-5580 | FAX: 212-995-4194 | E-MAIL: [nutrition@nyu.edu](mailto:nutrition@nyu.edu)

WEBSITE: [steinhardt.nyu.edu/nutrition](http://steinhardt.nyu.edu/nutrition)

**T**hrough research, teaching, and community service, the department's mission is to generate and disseminate knowledge to effect sustainable change in the health and well-being of local, urban, and global communities. The department teaches undergraduate and graduate students to be critical thinkers and creative contributors while acquiring expertise in their chosen domain of knowledge. Students partner with alumni, professionals, and the larger community to provide education, research, and services that focus on the role of food and nutrition in all aspects of life.

The master's programs in nutrition, dietetics, and food studies educate students through carefully developed curricula containing core, specialization, and elective courses. These programs share an interdependence that provides the next generation of students with a strong foundation for collaborative research and innovative opportunities. For further information, please visit [steinhardt.nyu.edu/nutrition](http://steinhardt.nyu.edu/nutrition). The master's programs lead to MS and MA degrees.

The MS program in nutrition and dietetics offers specialized training in either clinical nutrition or foods and nutrition, and graduate-level dietetic internships fully accredited by the Academy of Nutrition and Dietetics (AND). The clinical nutrition specialization provides the undergraduate courses and post-baccalaureate experience needed to meet the AND's requirements for obtaining a dietetic internship and credentialing as a registered dietitian (RD).

The department's innovative MA program in food studies prepares students for leadership positions in numerous food professions. Courses examine the sociocultural, economic, and historical factors that have influenced food production and consumption in local settings under global pressures.

The department's PhD programs train students to become researchers, educators, and advanced practitioners in nutrition and food studies.

Together, these programs focus on the role of food, nutrition, and health as separate but integrated aspects of society. They emphasize the scientific, behavioral, socioeconomic, cultural, and environmental factors that affect health and the ways in which trained professionals can apply this information to help individuals and the public make dietary and other behavioral choices that will promote health and prevent disease. Changes in society and disease risk have increased the need and demand for trained professionals who can employ nutritional, behavioral, sociocultural, and population-based strategies to improve personal, public, and environmental health around the globe.

# Faculty

**Amy Bentley**, Professor. BA 1984, Brigham Young University; MA 1985, PhD 1992, University of Pennsylvania.

**Jennifer Schiff Berg**, Clinical Associate Professor. BS 1984, Cornell University; MA 1996, PhD 2006, New York University.

**Jessica Bihuniak**, Assistant Professor. BS 2007, MS 2010, PhD 2013, University of Connecticut

**Carolyn Dimitri**, Associate Professor. BA 1983, State University of New York at Buffalo; PhD 1998, University of Maryland (College Park).

**Judith A. Gilbride**, Professor. BS 1966, Framingham State University; MA 1970, PhD 1981, New York University; RD.

**Kristie J. Lancaster**, Associate Professor. BA 1985, Princeton University; MS 1995, PhD 2000, Penn State University; RD.

**Charles Mueller**, Clinical Associate Professor. BA 1975, Colgate University; MS 1987, PhD 2002, New York University.

**Marion Nestle**, Goddard Professor. BA 1959, PhD 1968, MPH 1986, University of California, Berkeley.

**Domingo J. Piñero**, Clinical Associate Professor. BS 1986, Central de Venezuela; MS 1991, Simón Bolívar (Venezuela); PhD 1998, Penn State University.

**Krishnendu Ray**, Associate Professor and Department Chair. BA 1984, MA 1986, University of Delhi; MA 1996, PhD 2001, State University of New York at Binghamton.

**Lisa Sasson**, Clinical Associate Professor. BS 1981, Brooklyn College; MS 1986, New York University; RD.

**Gustavo Setrini**, Assistant Professor. BA 2003, Lawrence University; PhD 2011, Massachusetts Institute of Technology.

**Beth C. Weitzman**, Professor. BA 1978, Vassar College; MPA, 1980, New York University; PhD 1987, NYU Wagner.

**Kathleen Woolf**, Assistant Professor. BS 1986, University of Iowa; MS 1991, University of California, Los Angeles; PhD. 2002, Arizona State University.



# Master's Programs

## DIRECTORS

Kristie Lancaster  
Lisa Sasson (Dietetic  
Internship)

411 Lafayette,  
5th Floor  
TELEPHONE:  
212-998-5585

## DEGREE

MS

## Nutrition and Dietetics

**The Master of Science program** in nutrition and dietetics prepares students for a wide range of careers as dietitians and nutritionists. It provides training for registered dietitians and other students who seek to become registered dietitians or to obtain advanced academic training in clinical nutrition, which provides all academic and internship requirements of the Academy of Nutrition and Dietetics (AND) registration eligibility.

### CAREER OPPORTUNITIES

The program is designed to train students to help individuals and the public choose foods that promote health and prevent disease; manage human, financial, and physical resources to improve the nutritional status of individuals and population groups; monitor trends and issues in the field of nutrition and translate this information into education and training programs; and apply research principles and processes to the examination of nutrition problems.

### CLINICAL NUTRITION

The program is a 40-credit curriculum for students who would like to obtain the registered dietitian (RD) credential. There is also a 34-credit curriculum for students who already have an RD or 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-credit 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 MS program in nutrition and dietetics with a concentration in clinical nutrition ([steinhardt.nyu.edu/nutrition/dietetics/ms/40](http://steinhardt.nyu.edu/nutrition/dietetics/ms/40)).

### ACADEMIC PREREQUISITES

The following courses comprise the AND-accredited Didactic Program in Dietetics (DPD). They may be taken while matriculated as a graduate student in clinical nutrition and must be completed prior to enrolling in graduate-level courses. As prerequisites, however, with the exception of two courses, they do not earn graduate credit.

**Basic Science:** Introduction to Modern Chemistry *CHEM-UA.0002*, and Principles of Organic Chemistry *CHEM-UA.0240*, should be taken with laboratory. Food Microbiology and Sanitation *NUTR-UE.1023*, Nutritional Biochemistry *NUTR-UE.1064*, Introduction to Human Physiology *NUTR-UE.1068*.

**Nutrition Science:** Nutrition and Health *NUTR-UE.0119*, Clinical Nutrition Assessment and Intervention *NUTR-UE.1185*, Community Nutrition *NUTR-UE.1209*, Diet Assessment and Planning *NUTR-UE.1260*, Nutrition and the Life Cycle *NUTR-UE.1269*.

**Food Science:** Introduction to Foods and Food Science *NUTR-UE.0085*, Food Management Theory *NUTR-UE.0091*, Food Production and Management *NUTR-UE.1052*, Food Science and Technology *NUTR-UE.1184*.

**Research Methods:** *NUTR-GE.2190* and Nutrition Education *NUTR-GE.2199* (earns graduate credit).

### DEGREE REQUIREMENTS:

#### CLINICAL NUTRITION (GE HONDMS: CNU)

New Graduate Student Seminar *NUTR-GE.2000.002* (0 credits)

**Research Methods (3 credits):** Research Methods *NUTR-GE.2190*

#### Advanced Seminar in Nutrition (6 credits) *NUTR-GE.2207*

**Nutrition Science (6 credits):** Advanced Nutrition: Proteins, Fats, and Carbohydrates *NUTR-GE.2139*, Advanced Nutrition: Vitamins and Minerals *NUTR-GE.2144*.

#### Advanced Clinical Nutrition (6 credits):

Pediatric Nutrition *NUTR-GE.2041*, Critical Care Nutrition *NUTR-GE.2043*, Sports Nutrition *NUTR-GE.2045*, Weight Management *NUTR-GE.2194*, Nutrition and Aging *NUTR-GE.2220*, Nutritional Aspects of Eating Disorders *NUTR-GE.2222*, and others.

#### Terminal Experience (3 credits):

Research Applications *NUTR-GE.2061* or Research Apprenticeship *NUTR.2063*.

**Electives Courses:** Selected from departmental and other related graduate courses by advisement.

### Didactic Program in Dietetics (DPD) Verification

The NYU Didactic Program in Dietetics is currently accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (200 South Riverside Plaza, Suite 2000 Chicago, IL 60606-6995, 800-877-1600) until 2021. Evaluation and verification of the AND's DPD requirements for dietetic registration eligibility may be obtained by students who have completed at least 29 credits in residence at NYU. Students must request and file a formal application.

### DIETETIC INTERNSHIPS

The mission of New York University's Dietetic Internship is to provide graduates with the knowledge and skills needed for practice as entry-level Registered Dietitians. The internship prepares graduates to integrate theory with practice and apply critical thinking and analytical skills in order to help improve the dietary intake, nutritional status, and overall health of individuals and groups.

The NYU Dietetic Internship is housed in the Clinical Nutrition MS program that requires enrollment for 13 months total. The full-time program, which offers fall and spring matches, includes one full semester of coursework followed by 27 weeks of on-site supervised practice for a total of 1,200 full-time, supervised hours. It also fulfills 18 of the 40 credits needed for an MS degree in Nutrition and Dietetics: Clinical

Nutrition (**completion of this degree is not required, but is recommended**). It meets the Academy of Nutrition and Dietetics (AND) requirements for supervised clinical practice for registration eligibility.

Interns must complete five graduate courses (12 credits) 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*.

Interns complete supervised clinical practice rotations in clinical nutrition therapy (13 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 1,200 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 MS 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 MS 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 MS program in clinical nutrition (please refer to [steinhardt.nyu.edu/graduate\\_admissions](http://steinhardt.nyu.edu/graduate_admissions)), 2) the NYU Dietetic Internship, and 3) the national computer matching system. Each requires a separate fee, and all should be filed at the same time.

Deadlines: Applications are accepted twice annually, in September for the following spring, and in February for the following fall. Visit [steinhardt.nyu.edu/nutrition/internships/dietetics](http://steinhardt.nyu.edu/nutrition/internships/dietetics) for specific dates.

The James J. Peters Veterans Affairs Medical Center Dietetic Internship/NYU Master's Degree Program is conducted jointly by NYU's Department of Nutrition and Food Studies and the James J. Peters Veterans Affairs Medical Center (VA). The coordinated program affords the opportunity to complete the dietetic internship and MS in only 16 months. The program meets all requirements for dietetic registration eligibility, as well as for the MS degree in Nutrition and Dietetics: Clinical Nutrition (*GEHONDMS:CNU-34*). The program is accredited by the Academy of Nutrition and Dietetic Accreditation Council for Education in Nutrition and Dietetics.

The program accepts seven students annually and is open only to US citizens. The VA pays each dietetic intern a stipend during the 12-month (1,550-hour) clinical training period. During the first 12 months, interns spend four days a week in internship rotations and one day per week attending classes at NYU. The final four months of the program are spent as full-time master's degree students at NYU. For information, contact the dietetic internship director at the James J. Peters Veterans Affairs Medical Center, 130 West Kingsbridge Road, Bronx, NY 10468; telephone: 718-584-9000, ext. 6845; email: [jean.curran-leitch@va.gov](mailto:jean.curran-leitch@va.gov); website: [www.dieteticinternship.va.gov/bronx.asp](http://www.dieteticinternship.va.gov/bronx.asp).

## ADMISSION REQUIREMENTS

See general admission section, page 187. For specific admission requirements please visit [steinhardt.nyu.edu/nutrition](http://steinhardt.nyu.edu/nutrition).

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

## Food Studies

### DIRECTOR

Jennifer Schiff Berg

411 Lafayette,  
5th Floor  
TELEPHONE:  
212-998-5580

### DEGREES

MA, MA/MSLIS

### Food studies at New York University

is one of the first master's degree programs in the United States devoted to food scholarship. In doing so, in 1996, our department formalized an emerging field as a state-accredited academic entity.

Employing approaches from the humanities and social sciences, the program prepares students to analyze the current American food system, its global connections, and local alternatives. The program examines cultural,

political, economic, environmental, and geographic approaches to food within local, urban, and global contexts. Our mission is to examine the ways in which individuals, communities, and societies produce, distribute, and consume food. Cities at the center of flows of people, produce, and media products, are the prime locus of our investigations.

The program:

- Focuses on policy and advocacy, business and social entrepreneurship, and

media and cultural analysis.

- Challenges students with core, specialization, and elective courses offered by the department and by New York University's Steinhardt School of Culture, Education, and Human Development; Stern School of Business; Wagner School of Public Service; Graduate School of Arts and Sciences; and Tisch School of the Arts.
- Broadens work experience. The program helps students locate internships in a vast array of potential employment

- sites, and places them in positions where they can develop new skills and gain access to potential employers.
- Gives access to food production companies, nonprofit food organizations, policy organizations and advocacy groups, publishers, public relations and marketing firms, magazines, food distributors, food producers and educational institutions, as well as to the food professionals who work in them and enrich the program by serving as adjunct faculty and guest lecturers.
  - Emphasizes development of critical thinking and research skills that help students analyze and solve problems that may be encountered in professional work.
  - Offers experiential learning courses in global, domestic, and urban venues.

### CAREER OPPORTUNITIES

Food studies careers focus on the analytical, conceptual and creative aspects related to the role of food in culture and society. They involve product development; advertising, marketing, and public relations; communications and media; writing and editing; styling, photographing, and testing; teaching; policy advocacy; consulting; economic development; and research. Food studies careers can also occur in any place where food products are developed, produced, purchased, prepared, distributed, transported, or served, including corporations and companies, hotels, resorts, spas, convention centers, airlines, educational institutions, health care facilities, community sites, government agencies, production companies, nonprofit organizations, and consulting firms.

### DEGREE REQUIREMENTS

The requirements for the MA program in food studies include a core curriculum of 19 credits and an additional 21 credits of specialization in policy and advocacy, business and entrepreneurship or media and cultural analysis:

**Core Food Studies (19 credits):** Current Research in Food Studies *FOOD-GE 2000*, Contemporary Issues in Food Studies *FOOD-GE 2017*, Food Systems I *FOOD-GE 2033*, Research Applications *FOOD-GE 2061*, Food and Culture *FOOD-GE 2191*, Nutrition in Food Studies *FOOD-GE 2215*, Global Food Cultures (Hong Kong, Puebla, Paris, India, Ireland, New Orleans, Puerto Rico, etc.) *FOOD-GE 2250* (study abroad may be substituted for a core course, based on advisement), Food Policy and Politics *FOOD-GE 2039*.

**Other courses and credits by advisement may include (21 credits):** Food Legislation, Regulations, and Enforcement *FOOD-GE 2100*; Food Advocacy *FOOD-GE 2040*; Economics of Food I: Consumer Behavior *FOOD-GE 2007*; Economics of Food II: Firm Strategic Behavior *FOOD-GE 2008*; Water, Waste, and the Urban Environment *FOOD-GE 2036*; Sustainability on the East End *FOOD-GE 2261*; International Food Regulations *FOOD-GE 2110*; Global Food Culture: Puebla, Mexico; Puerto Rico *FOOD-GE 2250*; Writing Grants and Fund Proposals *PUHE-GE 2319*; Basic Statistics *RESCH-GE*; Food Entrepreneurship *FOOD-GE 2006*; Foundations of Social Entrepreneurship *MGM-GB 3336*; Financial Accounting and Reporting *CORI-GB 1306*; Business Start-Up Practicum *MGMT-GB 3333*; New Product Development *MGMT-GR 2370*; Marketing *CORI-GB 2310*; Theoretical Perspectives *FOOD-GE 2205*; Comparative Cuisine *FOOD-GE 2019*; Food Writing *FOOD-GE 2021*; Food History *FOOD-GE 2012*; Global Food Cultures *FOOD-GE 2250*; Field Trips in Food *FOOD-GE 2230*; Food Photography *FOOD-GE 2171*; Food in the Arts *FOOD-GE 2204*; Food and Culture: Puerto Rico *FOOD-GE 2271*; Anthropology of Food *ANTH-GA*.

Students may choose electives from alternative areas of study or other courses of interest within NYU: other departments in Steinhardt (such as Media, Culture, and Communication; Environmental Conservation Education, etc.), Stern School of Business, Wagner School of Public Service; Tisch School of the Arts; and the Graduate School of Arts and Science.

The MA/MSLIS program in Food Studies and Library and Information Science is a partnership between NYU Steinhardt's Department of Nutrition and Food Studies and Long Island University's (LIU) Palmer School. Combining rigorous coursework in food scholarship with the professional qualification you need to work in fields like information science, digital humanities, and data archiving, this 59-credit program will prepare you for such sought-after positions as food studies specialist, archivist, and scholar-librarian.

**Food Studies (19 credits):** Current Research in Food Studies *FOOD-GE 2000*; Contemporary Issues in Food Studies *FOOD-GE 2017*; Food Systems I *FOOD-GE 2033*; Research Applications *FOOD-GE 2061*; Food and Culture *FOOD-GE 2191*; Nutrition in Food Studies

*FOOD-GE 2215*; Food Policy and Politics *FOOD-GE 2039* OR Food Policy *FOOD-GE 2015*.

**Library Science (12 credits):** Introduction to Library and Information Science *LIS 510*, Information Sources and Services *LIS 511*, Introduction to Knowledge Organization *LIS 512*, Introduction to Research in Library and Information Science *LIS 514*, Internship *LIS 785*.

### Food Studies Electives

#### Library Science Electives (12 credits of Palmer elective courses)

Students transfer 9 NYU credits to Palmer LIU and 8 Palmer credits to NYU to complete the required credits for the two degrees.

### SPECIAL OPPORTUNITIES

The department offers experiential courses, such as 4-credit graduate summer study abroad programs on food and nutrition, in Tuscany, Hong Kong, Puebla, Paris, Florence, and Puerto Rico. These programs immerse participants in full experiences of global food, diet, culture, and history through classroom instruction, field trips, guest speakers, and hands-on workshops.

### ADMISSION REQUIREMENTS

*Prospective students interested in the dual degree program at NYU and LIU must apply separately for admission to each school. For NYU requirements, see general admission section, page 187.*

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

# Doctoral Programs

## DIRECTORS

Carolyn Dimitri  
*Food Studies*

Kathleen Woolf  
*Nutrition*

Deborah Padgett  
*Public Health*

411 Lafayette,  
5th Floor  
Telephone:  
212-998-5580

## DEGREE

PhD

The department offers doctoral education in 1) nutrition and dietetics and 2) food studies. Because the nutrition and dietetics and food studies programs are small and highly selective, the department administers them jointly. Within each program's overall structure, students are encouraged to select specific courses, course sequences, and dissertation proposal and research topics that meet their individual interests and goals. Each program is also developed individually by students in consultation with advisers who are specialists in the course of study.

Application procedures, general admission requirements, examination and research requirements, and overall course requirements are the same for all doctoral programs. Program admission requirements and prerequisites differ for each doctoral area and are described under that area.

## GENERAL ENTRANCE REQUIREMENTS

Master's degree from an accredited institution and GRE scores for the verbal and quantitative sections (Please note the Food Studies PhD program does not require a Master's degree); TOEFL scores or scores from IELTS or PTE Academic (if applicable); demonstrated leadership potential as shown by honors, awards, publications, active participation in professional organizations or agencies, or independent research; a statement of goals (500 words) explaining why the applicant is seeking a doctoral degree and how doctoral training will help achieve career goals and contribute to the profession; and three letters of recommendation from employers, former professors, or professional colleagues who have observed the applicant's work. Applicants whose credentials pass an initial screening may be interviewed in person or by telephone.

## DEGREE REQUIREMENTS

For doctoral requirements of the Steinhardt School of Culture, Education, and Human Development, see pages 209–211. In addition to school requirements, the department requires 18 credits of specialization courses.

### *Nutrition and Dietetics*

The interdisciplinary PhD program of advanced study in nutrition and dietetics provides broad training in education, specialization, and research theory and applications. The program is designed specifically to meet the needs of employed professionals who desire further education to advance in their careers or to develop a career in academics. The program prepares graduates for teaching, research, administrative, and leadership positions in academic, public health, government, industry, and other institutions. The program requires 54 credits. Required courses include: Advanced Nutrition: Protein, Fats and Carbohydrates *NUTR-GE 2139*, Advanced Nutrition: Vitamins and Minerals *NUTR-GE 2144*, Research Methods *NUTR-GE 2190*, Research Applications *NUTR-GE 2061*, Dissertation Proposal Seminar *APSY-GE 3001* or *3002*, Departmental Doctoral Seminar *NUTR-GE 3098*.

## ADMISSION REQUIREMENTS

In addition to the general requirements listed above, the applicant 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.

### *Food Studies*

The food studies doctoral program at NYU is an interdisciplinary program of advanced study focusing on food as it intersects with society, culture, environment, health, history, and

commerce. This highly selective program prepares students for positions in higher education, including teaching, research, and administrative positions; positions outside the academy, including public policy, government, for-profit and nonprofit private sector; and other positions in education, including secondary institutions seeking teachers with advanced degrees and adult learning communities. The program requires 48 credits. Courses are chosen in consultation with an adviser.

## ADMISSION REQUIREMENTS

In addition to the general requirements listed above, applicants should submit a current résumé or curriculum vitae. Food studies doctoral applicants must also submit a writing sample, which can include a publication or a book review of the applicant's choice.

See general admission section, page 186.

## STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 199. ►

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

# Courses

The courses listed herein are to be offered in 2017-2019.

## NUTRITION

### Medical Nutrition Therapy

NUTR-GE 2037 45 hours: 4 credits.

### Pediatric Nutrition

NUTR-GE 2041 30 hours: 3 credits.

### Maternal and Child Nutrition

NUTR-GE 2042 30 hours: 3 credits.

### Critical Care Nutrition

NUTR-GE 2043 30 hours: 3 credits.

### Sports Nutrition

NUTR-GE 2045 30 hours: 3 credits.

### Research Applications in Nutrition

NUTR-GE 2061 30 hours: 3 credits.

### Field Experience

NUTR-GE 2077 45 hours per credit: 3-4 credits.

### Advanced Nutrition: Proteins, Fats, and Carbohydrates

NUTR-GE 2139 30 hours: 3 credits.

### Advanced Nutrition: Vitamins and Minerals

NUTR-GE 2144 30 hours: 3 credits.

### Clinical Practice in Dietetics I

NUTR-GE 2146 150 hours per credit: 3 credits. Restricted to NYU dietetic interns.

### Clinical Practice in Dietetics II

NUTR-GE 2147 150 hours per credit: 3 credits.

### Nutrition Assessment Methods in Research

NUTR-GE 2178 30 hours: 3 credits.  
Prerequisite: NUTR-UG.0085, UACHEM-0002.

### Food Science and Technology

NUTR-GE 2184 45 hours: 3 credits.

### International Nutrition

NUTR-GE.2187 10 hours per credit: 1-3 credits.

### Research Methods

NUTR-GE 2190 30 hours: 3 credits.

### Nutritional Epidemiology

NUTR-GE 2192 30 hours: 3 credits.

### Weight Management

NUTR-GE 2194 30 hours: 3 credits.

### Nutrition-Focused Physical Assessment

NUTR-GE 2196 30 hours: 2 credits.

### Nutrition Counseling Theory and Practice

NUTR-GE 2198 30 hours: 3 credits.

### Nutrition Education

NUTR-GE 2199 30 hours: 3 credits.

### Seminar in Advanced Nutrition

NUTR-GE 2207 10 hours per credit: 1-6 credits. Departmental permission required.

### Complementary and Alternative Nutrition Therapies

NUTR-GE 2210 30 hours: 3 credits.

### Nutrition and Aging

NUTR-GE 2220 30 hours: 3 credits.

### Nutritional Aspects of Eating Disorders

NUTR-GE 2222 30 hours: 3 credits.

### Seminar in Advanced Nutrition

NUTR-GE 2280 10 hours: 1-6 credits.

### Seminar in Advanced Nutrition: Landmark Studies

NUTR-GE 2281 30 hours: 3 credits.

### Seminar in Advanced Nutrition: Genetics and Pediatrics

NUTR-GE 2281 10 hours: 1 credit.

### Seminar in Advanced Nutrition: Ethical Issues in Nutrition and Health Care

NUTR-GE 2283 10 hours: 1 credit.

### Seminar in Advanced Nutrition: Bariatric Surgery Weight Loss Management

NUTR-GE 2284 10 hours: 1 credit.

### Seminar in Advanced Nutrition: Obesity in Clinical Practice

NUTR-GE 2285 30 hours: 3 credits.

### Seminar in Advanced Nutrition: Diseased Gut

NUTR-GE 2286 30 hours: 3 credits.

### Seminar in Advanced Nutrition: Nutrigenetics and Nutrigenomics

NUTR-GE 2287 30 hours: 3 credits.

### Independent Study

NUTR-GE 2300 30 hours: 3 credits.

See Departmental Courses section for additional listings.

## FOOD STUDIES

### Current Research in Food Studies

FOOD-GE 2000 10 hours: 1 credit

### Food Policy & Politics

FOOD-GE 2039 30 hours: 3 credits.

### Beverages

FOOD-GE 2025 45 hours: 3 credits.

### Food Legislation, Regulations and Enforcement

FOOD-GE 2100 30 hours: 3 credits.

### Food Advocacy

FOOD-GE 2040 30 hours: 3 credits.

### Economics of Food I: Consumer Behavior

FOOD-GE 2007 30 hours: 3 credits.

### Economics of Food II: Strategic Firm Behavior

FOOD-GE 2008 30 hours: 3 credits.

### Entrepreneurship in Food Management

FOOD-GE 2006 30 hours: 3 credits

### Food History

FOOD-GE 2012 45 hours: 3 credits.

### Agricultural Policy

FOOD-GE 2015 30 hours: 3 credits.

### Contemporary Issues in Food Studies

FOOD-GE 2017 30 hours: 3 credits.

### Comparative Cuisines

FOOD-GE 2019 30 hours: 3 credits.

### Food Writing

FOOD-GE 2021 30 hours: 3 credits.

### Beverages

NUTR-GE 2025 45 hours: 3 credits.

### Urban Agriculture Planning and Implementation

NUTR-GE 2030 20 hours: 2 credits.

### Food Systems I

FOOD-GE 2033 30 hours: 3 credits.



**Urban Food Waste and Compost Management**

FOOD-GE 2246 30 hours: 3 credits.

**International Food Regulation**

FOOD-GE 2110 30 hours: 3 credits.

**Theoretical Perspectives in Food Culture**

FOOD-GE 2205 30 hours: 3 credits.

**Techniques of Regional Cuisine**

FOOD-GE 2183 30 hours: 2 credits.

**Food and Culture**

FOOD-GE 2191 30 hours: 3 credits.

**Food in the Arts**

FOOD-GE 2204 30 hours: 2 credits.

**Nutrition in Food Studies**

NUTR-GE 2215 30 hours: 3 credits.

**Advanced Foods**

FOOD-GE 2216 15 hours per credit: 1-3 credits. Prerequisite: NUTR-GE.0085 or equivalent.

**Fieldtrips in Foods: Immigrant New York City**

FOOD-GE 2233 10 hours: 2 credits.

**Fieldtrips in Foods: Food Manufacturing**

FOOD-GE 2234 10 hours: 1 credit.

**Advanced Topics in Studies: Gender and Sexuality**

FOOD-GE.2242 30 hours: 3 credits.

**Advanced Topics in Food Studies: Food and Popular Culture**

FOOD-GE 2243 20 hours: 2 credits.

**Advanced Topics in Food Studies: Food Sociology**

FOOD-GE 2244 30 hours: 3 credits

**Advanced Topics in Food Studies: Food and Fine Arts**

FOOD-GE 2245 30 hours: 3 credits.

**Advanced Topics in Food Studies: Food in Western Art**

FOOD-GE 2246 30 hours: 3 credits.

**Global Food Cultures**

FOOD-GE 2250 40 hours: 4 credits.

**Global Food Cultures: Hong Kong**

FOOD-GE 2251 40 hours: 4 credits.

**Global Food Cultures: Puebla, Mexico**

FOOD-GE 2252 40 hours: 4 credits.

**Sustainability on the East End of Long Island**

FOOD-GE 2261 20 hours: 2 credits.

**Food and Culture**

FOOD-GE 2270 30 hours: 3 credits.

**Food and Culture: Puerto Rico**

FOOD-GE 2271 30 hours: 3 credits.

See Departmental Courses section for additional listings.

**DEPARTMENTAL COURSES**

**Nutrition, Food Studies, and Public Health: New Graduate Student Seminar**

FOOD-GE 2000.001 and NUTR-GE 2000, 002 3 hours: 0 credits.

**Sensory Evaluation of Foods**

FOOD-GE 2010 30 hours: 3 credits. Prerequisite: NUTR-UG.1185.

**Research Applications in Food Studies**

FOOD-GE 2061 30 hours: 3 credits

**Food Studies Doctoral Seminar**

FOOD-GE 3400, 001 10 hours: 1 credit.

**Research Applications in Nutrition**

NUTR-GE 2061 30 hours: 3 credits.

**Research Apprenticeship in Food and Nutrition**

NUTR-GE 2063 45 hours per credit: 1-6 credits.

**Food Science and Technology**

NUTR-GE 2184 45 hours: 3 credits. Prerequisites: NUTR-UG.0085, V25.0002.

**Research Methods**

NUTR-GE 2190 30 hours: 3 credits.

**Independent Study**

NUTR-GE 2300 45 hours per credit: 1-6 credits; hours to be arranged through advisement.

**Doctoral Seminar**

NUTR-GE 3098 10 hours: 1 credit.



# Occupational Therapy

## DEGREES

MS, MA, OTD, PhD

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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: KRISTIE PATTEN KOENIG

JOSEPH AND VIOLET PLESS HALL | 82 WASHINGTON SQUARE EAST, 6TH FLOOR |  
NEW YORK, NY 10003

TELEPHONE: 212-998-5825 | FAX: 212-995-4044 | E-MAIL: [occupational.therapy@nyu.edu](mailto:occupational.therapy@nyu.edu)

WEBSITE: [steinhardt.nyu.edu/ot](http://steinhardt.nyu.edu/ot)

**F**or over 70 years, New York University's Department of Occupational Therapy has continued to be preeminent in the extent of its contribution to occupational therapy education, as well as the number and quality of its outstanding graduates. The goal of occupational therapy is to help individuals achieve independence, meaning, and satisfaction in all aspects of their lives. Occupational therapists develop, improve, sustain, or restore independence to any person who has an injury, illness, disability, or psychological dysfunction. The occupational therapist consults with individuals, families and/or caregivers and, through evaluation and treatment, facilitates the client's capacity to participate in satisfying daily activities. Intervention may address the person's capacity to perform the activity in which he or she wants to engage, or it may address the environment in which the activity is performed. The occupational therapist's goal is to promote the client's occupation — those necessary to function in the community or in the client's chosen environment.

The Department of Occupational Therapy is a leading academic center committed to the development of ethical therapists and scholars who are prepared to respond to the challenges of society's ever-changing needs. The department offers professional-level graduate education for entry into occupational therapy practice and post-professional master's and doctoral degrees for graduates of approved occupational therapy programs. The professional education of occupational therapists involves the study of the biological and social sciences that are fundamental to practice and the role of activities and human occupation in improving, restoring, and sustaining function. Post-professional education emphasizes scientific inquiry and advanced clinical skills to prepare master clinicians, administrators, educators, scientists, and professional leaders. The Department of Occupational Therapy's educational efforts are enhanced by its location among top health and educational facilities in the country. The programs also have highly qualified faculty. The relationships between community and programs help provide unparalleled learning experiences for students and virtually matchless source of diverse practicum sites.

# Faculty

**Offiong Aqua**, Clinical Associate Professor. MD 1986, University of Moscow.

**Kristie Patten Koenig**, Department Chair and Associate Professor. BS 1987, Elizabethtown University; MS 1994, PhD 2003, Temple University; OT/L, Fellow of the American Occupational Therapy Association (FAOTA).

**Tracy Chippendale**, Assistant Professor. BS 1995, Queen's University (Ontario); MA 2002, PhD, 2011, New York University; OTRL.

**Patricia Gentile**, Clinical Assistant Professor. AS 1980, LaGuardia Community College; BS 1982, SUNY Downstate; MS 1989, Hunter College; DPS, 2010, New York University.

**Yael Goverover**, Associate Professor. BS 1992, MA 1995 Tel Aviv University; PhD 2002, New York University; OTR/L. 2004-2005, Post-Doctoral Fellow.

**Jim Hinojosa**, Professor Emeritus. BS 1973, Colorado State University; MA 1977, Columbia University; PhD 1989, New York University; OT/L, FAOTA.

**Tsu-Hsin Howe**, Associate Professor. BSc 1982, National Taiwan University; MA 1987, PhD 2004, New York University; OTR, FAOTA.

**Grace Kim**, Assistant Professor. BS 1996, University of California, Davis; MS 2002, Columbia University; PhD 2016, New York University; OTR/L.

**Ann Mosey**, Professor Emeritus. BS, 1961, University of Minnesota; MA 1965, PhD 1968, New York University; OT/L, FAOTA.

**Janet Njelesani**, Assistant Professor. BSc 2000, Dalhousie University; MCISc 2002, University of Western Ontario; PhD 2012, University of Toronto; OTR/L.

**Anita Perr**, Clinical Associate Professor. BS 1983, Virginia Commonwealth University; MA 1995, New York University; PhD 2014, City University of New York; OT/L, Certified Assistive Technology Practitioner (ATP), FAOTA.

**Sally E. Poole**, Clinical Assistant Professor. BA 1968, MA 1975, New York University; OTD, 2013, University of St. Augustine for Health Sciences; OT/L, Certified Hand Therapist (CHT).

**Gerald Voelbel**, Associate Professor. BA 1997, MS 2001, PhD 2004, Rutgers University.

**Number of Adjunct Faculty:** 22

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## Professional Program

### DEGREE

MS, MS/OTD

### FACULTY

Aqua, Chippendale, Gentile, Goverover, Hinojosa, Howe, Kim, Koenig, Njelesani, Perr, Poole, Voelbel

### CAREER OPPORTUNITIES

Occupational therapy is a fast-growing profession, and graduates are sought by employers nationwide.

### MASTER OF SCIENCE (OTHR)

The Master of Science Program in Occupational Therapy provides the professional education necessary for initial certification as an occupational therapist. Affiliated with 450 sites, the program provides student intervention experiences in challenging settings, which are integrated into the curriculum through connection with courses or as full-time fieldwork.

### MS DEGREE REQUIREMENTS

**Academic Prerequisites:** Undergraduate coursework in abnormal psychology; developmental psychology; behavioral sciences; one additional course in either psychology, anthropology, or sociology; human anatomy and physiology I and II; and basic statistics.

The program's full-time course of study is usually 27 months. Students are required to participate in two full-time, three-month fieldwork experiences, which generally take place during the summer and fall at the completion of the academic coursework. The program requires successful completion of 69

credits in anatomy; kinesiology; human growth and development; activity group process; psychiatric, medical, surgical, orthopedic, and neuromuscular conditions; theoretical foundations of occupational therapy; and research, analysis, and synthesis of activities as they relate to human occupation through emphasizing evaluation and intervention in the occupational therapy process.

## **MS/OTD DEGREE REQUIREMENTS**

**Academic Prerequisites:** Undergraduate coursework in abnormal psychology; developmental psychology; behavioral sciences; one additional course in either psychology, anthropology, or sociology; human anatomy and physiology I and II; and basic statistics.

In addition to the above described MS requirements, the MS/OTD requires additional coursework which will add a year or more to the completion of the degree. All students are required to participate in two full-time, three-month fieldwork experiences. The program requires successful completion of 90 credits of coursework as described below. The additional MS/OTD courses are bolded.

## **MS AND MS/OTD FIELDWORK INFORMATION**

Student preferences are used to understand student's interests in a practice area and geographical preference. However, the Academic Fieldwork Coordinator and the Faculty make the final decision on student placements. While the Academic Fieldwork Coordinator will make every effort to schedule fieldwork during specific time frames, fieldwork site availability may alter this sequence. As a result, students may have extended breaks before or between fieldwork placements.

Be advised that you may be required to undergo general and criminal background checks. Fieldwork placement facilities that provide training required

for the degree and agencies that issue licenses may each require these background checks. The results of the general/criminal background check may determine whether or not the facility/agency accepts you for fieldwork or issues a license. NYU Steinhardt will not be responsible if you are unable to complete the program requirements or cannot obtain a license to practice because of the results of the background checks. Some fieldwork placements may not be available to you in some states due to local legal prohibitions.

# Post-Professional Programs

## DEGREES

MA, OTD, PhD

## FACULTY

Aqua, Chippendale, Gentile, Goverover, Hinojosa, Howe, Kim, Koenig, Njelesani, Perr, Poole, Voelbel

## The Department of Occupational

**Therapy** offers three post-professional programs in occupational therapy leading to the MA, OTD (on-campus and online), or PhD degree for occupational therapists. These programs integrate the theoretical foundation of occupational therapy and the knowledge, skills, and attitudes necessary for engaging in scholarly activities. Students develop analytical skills necessary for assuming leadership roles while cultivating a network of professional contacts through their studies, clinical experiences, and collaborative research. One of the most outstanding features is the strong peer-support network provided by an active cadre of post-professional students.

Applicants are encouraged to visit NYU's Office of Financial Aid website, [www.nyu.edu/financialaid](http://www.nyu.edu/financialaid), and the Steinhardt School's Office of Graduate Admissions website, [www.steinhardt.nyu.edu/graduate.admissions](http://www.steinhardt.nyu.edu/graduate.admissions), for more information.

## *Master of Arts: Post-Professional Advanced Occupational Therapy (OTTH)*

### INDIVIDUALLY DESIGNED SEQUENCE OF COURSES

The post-professional master's degree program is designed for occupational therapists who want master's-level study that involves examining the theoretical rationale underlying practice and acquiring research skills. Each student takes a core of graduate-level courses in occupational therapy theory, research, and professional skills. Domestic students may begin their studies in the fall, spring, or summer term. International students may begin their studies in the fall. This 30-credit program may be completed as full-time or part-time study.

Students select an area of specialization such as pediatrics, mental health, assistive technology, physical disabilities, upper quadrant, or school-based practice. Selection of courses is made by advisement. Electives may be taken in other New York University schools, divisions, and programs, including psychology, education, special education, ergonomics and biomechanics, public administration, and others.

## Department Core Courses (18 credits):

New Student Seminar *OT-GE.2000*; Research Methods in Occupational Therapy *OT-GE.2025*; Research Interpretation of Occupational Therapy *OT-GE.2725*; Health Advocacy & Administration *OT-GE.2750*; Theoretical Foundations for Intervention *OT-GE.2762*; Developing a Guideline for Intervention *OT-GE.2763*; Ethics and Analytical Reasoning *OT-GE.2764*.

## **OT Electives/University electives (12 credits):** By advisement.

## ADMISSION REQUIREMENTS

In addition to the admission criteria of the School, the following specific requirements apply: 1) certification as an occupational therapist or eligibility for certification; 2) baccalaureate degree in occupational therapy; 3) a personal statement; 4) two letters of reference; and 5) interview(s) as requested by the department.

## *MA/OTD Single-Decision Option*

This is a special option that allows occupational therapists with a bachelor's degree in occupational therapy to apply directly to the clinical doctoral degree program and to earn a master's degree during the educational process. Applicants for the single option select the MA degree, program code OTTH, and document a desire to progress to the OTD program in the personal statement. The application deadline is February 1 for the single option MA/OTD. The GRE and three letters of recommendation are required to apply for the single-decision option.

## ADMISSION REQUIREMENTS

In addition to the admission criteria of the School, the following specific requirements apply: 1) certification as an occupational therapist or eligibility for certification; 2) baccalaureate degree in occupational therapy; 3) a personal statement; 4) three letters of reference; 5) GRE scores; and 6) interview(s) as requested by the department.

## *Doctor of Occupational Therapy (On-Campus OTHS) (Online YOTH)*

Through the Doctor of Occupational Therapy (OTD) Program, students have the opportunity to advance their knowledge and critical thinking via coursework that builds a foundation of critical analysis, evidence-based practice, ethics, and theory. The OTD prepares advanced, skilled occupational therapists to deliver, present, and collaborate with interdisciplinary professionals to provide high-quality care. In collaboration with their advisers, students select courses that support their clinical specialization. The program is offered in online and on-campus formats. Students can complete the online program entirely as distance learning. Both formats allow students to take a limited number of courses in either format and can be completed in two years on a full-time basis. Part-time study is also available.

## DEGREE REQUIREMENTS

Occupational therapists who hold a master's degree complete the following: 1) 36 credits of approved coursework with a minimum cumulative grade credit average of 3.0; 2) a presentation and successful defense of evidence-based professional portfolio; and 3) completion of all requirements for the OTD within six years. Full-time or part-time study is available.

## Department Core Courses (9 credits):

Theoretical Foundations for Intervention *OT-GE.2762*; Developing a Guideline for Intervention *OT-GE.2763*; Ethics and Analytical Reasoning *OT-GE.2764*.

## **Program Requirements (6 credits):**

Evidence-Based Practice *OT-GE.3301*; Advanced Assessments for the Practicing Therapist *OT-GE.3306*.

## **Clinical Specialization/Electives (18 credits).**

*Terminal Project (3 credits):* 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; 4) a personal statement; 5) three letters of recommendation; and 6) interviews as requested by the department. GRE Exemption: Applicants who have a graduate school GPA of at least 3.0 and at least five years experience as an occupational therapist do not have to submit GRE scores.

The application deadlines are October 1 for spring admissions and March 15 for fall admissions, for the on-campus program.

### *Doctor of Philosophy (OTHX)*

Our PhD program, Research in Occupational Therapy, established in 1973, was the first occupational therapy doctorate in the world. The program provides students with the knowledge and skills to work in the profession as researchers, scholars, and educators. Doctoral students take post-professional coursework in occupational therapy and courses in other disciplines both in the school and throughout the University.

All full-time PhD students receive a multi-year fellowship, which provides full tuition and an annual stipend.

## DEGREE REQUIREMENTS

Occupational therapists who hold a master's degree complete a total of 52 credits, including coursework with a strong grade credit average, and complete a dissertation. Students who hold a master's degree in post-professional occupational therapy from NYU enter with advanced standing and must take a minimum of 42 credits and complete a dissertation. Full-time or part-time study is available.

Check [ot.steinhardt.nyu.edu](http://ot.steinhardt.nyu.edu) for application deadlines for the online program.

### **Occupational Therapy Specialization**

**(15 credits):** Theoretical Foundations for Intervention *OT-GE.2762*; Developing a Guideline for Intervention *OT-GE.2763*; Ethics and Analytical Reasoning *OT-GE.2764*.

### **Cognate Courses (6 credits)**

#### **Foundations (6 credits)**

**Departmental Seminar (3 credits):** Occupational Therapy *OT-GE.3406*.

**Dissertation Proposal Seminar (3 credits):** *RESCH-GE.3001*.

**Research Course (3 credits):** Research design specific to the dissertation.

**Dissertation-Related Courses (15 credits):** By advisement

### **Occupational Therapy Doctoral**

**Colloquium (1 credit):** *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) master's degree or equivalent; 4) a personal statement; 5) three letters of recommendation; and 6) interviews as requested by the department. The application deadline is December 1.

# Courses

The courses listed herein are to be offered in 2017-2019.

## NOTES TO COURSES

\*Registration closed to special students.

\*Pass/fail basis.

## OCCUPATIONAL THERAPY/OT-GE

### New Student Seminar in Occupational Therapy

OT-GE 2000<sup>+</sup> Staff. 20 hours: 0 credits; fall.

### Principles of Human Anatomy

OT-GE 2001 Aqua. 30 hours: 3 credits; spring.

### Human Anatomy Lecture

OT-GE 2002 Aqua. 53 hours: 3 credits; fall.  
Prerequisites: Human Anatomy and Physiology I and II.

### Human Anatomy Laboratory

OT-GE 2003 Aqua. 49 lab hours: 1 credit; spring.  
Prerequisite: OT-GE.2002.

### Neuroscience

OT-GE 2010 Voelbel. 56 hours: 3 credits; fall.  
Prerequisites: Human Anatomy & Physiology I and II.

### Research Methods for Occupational Therapy

OT-GE 2025 Howe, Goverover. 30 hours: 3 credits; fall.  
Prerequisite/Corequisite: Statistics.

### Theoretical Bases for the Scope of Practice

OT-GE 2030 Howe. 30 hours: 3 credits; spring.  
Prerequisites: OT-GE.2701 and OT-GE.2709.

### Analysis of Human Activity and Occupational Therapy Performance I

OT-GE.2035 Faculty. 20 hours: 2 credits; spring.  
Prerequisite: successful completion of all first-semester occupational therapy courses.

### Medical and Psychiatric Conditions

OT-GE 2039 Voelbel, Poole. 56 hours: 3 credits; spring.  
Prerequisites: General Psychology; Abnormal Psychology; OT-GE 2002; OT-GE 2010; OT-GE 2709.

### Professional Issues I

OT-GE 2040 Rangel-Padilla. 10 hours: 0 credit; spring.  
Prerequisite: successful completion of all fall first-year courses.

### Professional Issues II

OT-GE 2041 Rangel-Padilla. 10 hours: 0 credits; spring.  
Prerequisites: satisfactory completion of all level I fieldwork in the first year. Students must be in good standing in academic courses for the second year.

### Disability in a Global Context

OT-GE 2170 Faculty. 30 hours: 3 credits; spring (January intersession), summer.

### Independent Study

OT-GE 2300 45 hours per credit: 1-6 credits; fall, spring, summer; hours to be arranged.

### Shifting to a Strength Based Paradigm: A Focus on Autism

OT-GE 2332 Koenig. 30 hours: 3 credits; spring (January intersession).

### Successful Intervention in Schools

OT-GE 2335 Koenig. 30 hours: 3 credits; fall, spring.

### Promoting Family Resilience and Family-Centered Services

OT-GE 2338 Grossman. 30 hours: 3 credits; spring (January intersession).

### Foundations of Occupational Therapy

OT-GE 2701 Njelesani. 30 hours: 3 credits; fall.

### Fieldwork II in Occupational Therapy

OT-GE 2703<sup>+</sup> Rangel-Padilla. Minimum of 480 hours per credit: 3 credits (6 credits required); summer, spring, fall; hours to be arranged.  
Registration by permission of instructor.

### Fieldwork II in Occupational Therapy (Specialty)

OT-GE 2704<sup>+</sup> Rangel-Padilla. Minimum of 480 hours (10-12 weeks): 2-3 credits. summer, spring, fall; hours to be arranged.  
Registration by permission of instructor.

### Activity Group Process

OT-GE 2707 Hanif, Tomlinson, Wadler. 30 hours: 3 credits; fall.

### Performance and Development Across the Life Span

OT-GE 2709 Chippendale, Rekoutis. 30 hours: 3 credits; fall.

### Kinesiology

OT-GE 2710 Poole. 35 hours: 2 credits; spring.  
Prerequisite: OT-GE.2002.

### Fieldwork I in Occupational Therapy

OT-GE 2721 Rangel-Padilla. 195 hours: 1 credit; fall.  
Prerequisites: successful completion of all first-year courses.

### Fieldwork I in Occupational Therapy

OT-GE 2722 Staff. 120 hours: 1 credit; spring.  
Prerequisite: OT-GE.2721.

### Research Interpretation for Occupational Therapy

OT-GE 2725 Faculty. 45 hours: 3 credits; spring.  
Prerequisite: OT-GE.2025.

### Analysis of Human Activity and Occupational Performance II

OT-GE 2736 Tranquilli, Webster. 20 hours: 2 credits; spring.  
Lecture and laboratory. Corequisite: OT-GE.2035.

### Orthopedic Evaluation and Intervention

OT-GE 2741 Poole. 45 hours: 3 credits; fall.  
Prerequisite: successful completion of all first-year courses.

### Rehabilitation Evaluation and Intervention

OT-GE.2742 Perr. 45 hours: 3 credits; spring.  
Prerequisite: successful completion of all first-year courses.

### Neurological Evaluation and Intervention

OT-GE 2743 Kim. 45 hours: 3 credits; fall.  
Prerequisite: successful completion of all first-year courses.



**Cognitive Evaluation and Intervention**

OT-GE 2744 *Goverover. 30 hours:*  
3 credits; spring.  
Prerequisite: successful completion  
of all first-year courses.

**Mental Health Evaluation and Intervention**

OT-GE 2745 *Tomlinson. 44 hours:*  
3 credits; fall.

**Pediatric Evaluation and Intervention**

OT-GE 2748 *Koenig. 45 hours:*  
3 credits; fall.  
Prerequisite: successful completion  
of all first-year courses.

**Geriatric Evaluation and Intervention**

OT-GE 2749 *Chippendale. 30 hours:*  
3 credits; spring.  
Prerequisite: successful completion  
of all first-year courses

**Health Advocacy and Administration**

OT-GE 2750 *Gentile. 45 hours:*  
3 credits; spring.  
Prerequisite: OT-GE.2701.

**Theoretical Foundations for Intervention**

OT-GE 2762 *Howe. 30 hours:*  
3 credits; fall.

**Developing a Guideline for Intervention**

OT-GE 2763 *Howe. 30 hours:*  
3 credits; spring.  
Prerequisite: OT-GE.2762.  
It is a required course for OTHS (DPS)  
curriculum.

**Ethics and Analytical Reasoning**

OT-GE 2764 *Koenig. 30 hours:*  
3 credits; spring, summer.

**Clinical Anatomy of the Upper  
Quadrant, Face, Neck, and  
Selected Cavities**

OT-GE 2801 *Aqua. 30 hours:*  
3 credits; spring, summer.

**Advanced Hand and Upper Quadrant  
Evaluation and Intervention**

OT-GE 2802 *Poole. 30 hours:*  
3 credits; spring (January intersession).

**Developing Assistive Technology**

OT-GE 2900 *Perr. 30 hours:*  
3 credits; fall.

**Evidence-Based Practice**

OT-GE 3301 *Njelesani, Kim.*  
30 hours: 3 credits; spring.

**Advanced Assessment for the  
Practicing Therapist**

OT-GE 3306 *Koenig. 30 hours:*  
3 credits; fall, summer.

**Professional Portfolio:  
Advanced Practice\***

OT-GE 3310 *Perr. 30 hours:*  
0–3 credits; 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 *Howe. 30 hours:*  
0–3 credits; spring.  
Departmental Seminar has a 0-credit  
option for those PhD students who  
have been advised to continue in  
the seminar after passing candidacy.

**Occupational Therapy  
Doctoral Colloquium**

OT-GE 3408<sup>+</sup> *Goverover.*  
15 hours: 0–1 credit; fall, spring.  
Zero-credit option to be used  
for those PhD candidates who  
are enrolled in other courses.

# Physical Therapy

## DEGREES

MA, DPT, PhD, Advanced Certificate

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

*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: MITCHELL BATAVIA

380 SECOND AVENUE, 4TH FLOOR | NEW YORK, NY 10010-5615

TELEPHONE: 212-998-9400 | FAX: 212-995-4190 | WEBSITE: [steinhardt.nyu.edu/pt](http://steinhardt.nyu.edu/pt)

**T**he Department of Physical Therapy at New York University has been a leader in physical therapy education since 1927. The professional entry-level doctoral program began in 1998. The Department posts information about scholarships and/or financial aid as it becomes available.

New York University offered the first MA program and the first PhD program in physical therapy in the United States. The University continues to lead in physical therapy graduate education. Graduate programs in physical therapy leading to the MA or PhD degree are open to physical therapists who are graduates of accredited physical therapy programs. Students have the opportunity to work with our experienced faculty in state-of-the-art research laboratories.

# Faculty

**Offiong Aqua**, Clinical Associate Professor. MD 1986, Friendship University of Russia.

**Mitchell Batavia**, Department Chair and Associate Professor. BS 1981, University of Delaware; MA 1986, Columbia University; PhD 1997, New York University; PT; PG Dip 2008, University of London

**Elaine Becker**, Clinical Associate Professor. BS 1968, MA 1983, New York University; DPT 2008, Temple University; PT.

**Greg Gao**, Clinical Assistant Professor. MD 1984 Chengdu, Sichuan, P.R. of China; B.S. PT 1993, Hunter College; Diplomat in Acupuncture 2002 American International Acupuncture Institute; DPT 2005 Institute of Physical Therapy Education.

**Louis N. Iannuzzi**, Clinical Assistant Professor. BS 1978, University of Wisconsin (Milwaukee); BS 1980, New York University; DPT 2011, Boston University; PT.

**Wen K. Ling**, Associate Professor. BS 1978, National Taiwan University; MA 1980, PhD 1984, New York University; PT.

**Anat Lubetzky-Vilnai**, Assistant Professor. BPT 2003, MS 2006, Tel Aviv University; PhD 2014, University of Washington. PT.

**Marilyn Moffat**, Professor. BS 1962, Certificate in PT 1963, Queens College (CUNY); MA 1964, PhD 1973, New York University; DPT 2006, MGH; PT.

**Smita Rao**, Associate Professor. BS 1998, MS 2000, Mumbai University; PhD 2006, University of Iowa; PT.

**John Sutera**, Clinical Assistant Professor. BA 1989, State University of New York at Binghamton; BS 1997 Health Sciences; MS 1997, College of Staten Island; DPT 2013 State University of New York at Stony Brook; PT.

**Kevin Weaver**, Clinical Assistant Professor. BS 1990, MA 1995, New York University; DPT 2005, Temple University; PT.

**Number of Adjunct Faculty (with primary teaching role): 12; other: 31**

# Advanced Certificate Program in Orthopedic Physical Therapy

## DIRECTOR

Kevin Weaver

380 Second Avenue,  
4th Floor

TELEPHONE:  
212-998-9411

## DEGREE

Advanced Certificate

## FACULTY

Batavia, Iannuzzi, Ling,  
Rao, Sutera, Weaver

## ADJUNCT FACULTY

Deyle, Dickerson-  
Schnatz, Lombardo,  
Manal, McLinden,  
Puniello, Rowe,  
Sandow, Wilkowski,  
Wurster

**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.

## ACCREDITATION

New York University is credentialed by the American Physical Therapy Association (APTA) as a post-professional residency program for physical therapists in orthopedic physical therapy.

## 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.

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

# MA Concentration for Physical Therapists in Pathokinesiology

## DIRECTOR

Marilyn Moffat

380 Second Avenue,  
4th Floor

TELEPHONE:  
212-998-9406

## DEGREE

MA

## FACULTY

Batavia, Ling,  
Moffat, Rao

## ADJUNCT FACULTY

Magill, McHugh,  
Rachwani, Raghavan

**The Master of Arts degree concentration** in the kinesiology of persons with disabilities prepares physical therapists for advanced practice, clinical research, and teaching. Students develop competent clinical research skills to examine motor control problems in individuals with physical disabilities. This 34-credit concentration gives students expertise in the analysis and synthesis of human motion, measurement and evaluation of human motion, and research design and implementation. Students study both normal and abnormal human motion. Electro-goniometry, electromyography, dynamometry, and cinematography are used to illustrate the most advanced theories and techniques for measurement and evaluation of human motion. Coursework and independent study enhance capacities for scientific thought and develop skills in research methodology and data analysis.

## 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 credits including a master's thesis pertaining to the scientific study of pathological human motion or intervention procedures designed to improve motor control. A total of 6 credits may be taken outside of New York University and may be transferred for credit to the degree as long as prior permission and approval have been obtained from the adviser and the Graduate Studies Office.

**Requirements (28 credits):** Research in Physical Therapy I *PT-GE.2016*; Research in Physical Therapy II *PT-GE.2018*; Analysis and Synthesis of Human Motion I *PT-GE.2116*; Analysis and Synthesis of Human Motion II *PT-GE.2118*; Measurement and Evaluation of Human Motion I *PT-GE.2187*; Measurement and Evaluation of Human Motion II *PT-GE.2188*; Independent Study *PT-GE.2300*; Basic Statistics I *RESCH-GE.2085* (or an advanced statistics course); Basic Statistics II *RESCH-GE.2086* (or an advanced statistics course); master's thesis. Elective Courses (6 credits): such as Gross Human Anatomy *PT-GE.2120*.

## ADMISSION REQUIREMENTS

Only graduate physical therapists with a minimum of a baccalaureate degree in physical therapy will be considered as candidates for matriculation in the Pathokinesiology master's concentration. Candidates should have one year of clinical experience prior to undertaking this MA concentration. Foreign-trained physical therapists should first request review of their credentials from the World Education Services, [www.wes.org](http://www.wes.org).

*See general admission section, page 187.*

## SPECIAL OPPORTUNITIES

Opportunities exist for graduate students to perform instruction in portions of the basic professional courses under the supervision of full-time faculty. These teaching experiences may be formulated on an individual basis by the student's adviser.

# Doctor of Physical Therapy Entry-Level Program

## DIRECTOR

Marilyn Moffat

380 Second Avenue,  
4th Floor

TELEPHONE:  
212-998-9406

## DEGREE

DPT

## FACULTY

Aqua, Batavia, Becker,  
Iannuzzi, Gao, Ling,  
Lubetzky-Vilnai,  
Moffat, Rao, Sutera,  
Weaver

## ADJUNCT FACULTY

Ciotoli, Cooper,  
Edelstein, Friedman,  
Keller, Keohane,  
Kharlamb, Niv,  
Roy, Soliman,

**The Doctor of Physical Therapy** degree program is the professional physical therapist educational program at New York University that prepares students for entry into the practice of physical therapy. Since physical therapy is a dynamic profession with an established theoretical base and widespread clinical applications, particularly in the preservation, development, and restoration of maximal physical functions, this program is designed to develop competent practitioners for contemporary practice.

The program enables students to become physical therapists who seek to prevent injury, impairments, and disabilities; to maintain and promote fitness, health, and quality of life; and to ensure availability, accessibility, and excellence in the delivery of physical therapy services to the patient. Since physical therapists are essential participants in the health delivery system, graduates are prepared to assume leadership roles in prevention and health maintenance programs and rehabilitation services and to assist in the development of health policy standards tied to physical therapy practice.

In order to meet the changing needs of the health delivery system, the Doctor of Physical Therapy program seeks to graduate an autonomous practitioner with the expertise and skills to examine, evaluate, and diagnose physical impairments as a result of injury, disease, or disability. After the examination, the physical therapist practitioner will apply appropriate interventions and treatments and reassess patient progress. This autonomous practitioner will also evaluate patients as to their prognosis and work with other professionals to develop a comprehensive treatment plan.

## CAREER OPPORTUNITIES

Graduates from this program will practice as physical therapist clinicians in a variety of settings.

## DEGREE REQUIREMENTS

This program requires the completion of 133 credits including three major papers: a review of the literature, a case report, and the development of a research plan. *See courses by semester starting on page 146.*

## ADMISSION REQUIREMENTS

Applicants must have a bachelor's degree; complete the Graduate Record Examination; have an academic record that demonstrates a balance of coursework in the humanities, social sciences, and natural sciences, including at least two laboratory courses in biology, chemistry, and physics; provide evidence of clinical observations in three distinct physical therapy practice settings (total of 24 hours); have a strong GPA in the prerequisite natural science courses; demonstrate competence in conveying ideas in an organized manner through written communication that demonstrates critical and logical thinking; have strong interpersonal communications skills; provide evidence of community service and leadership; and submit two letters of reference, one of which must be from a licensed physical therapist. Candidates apply through PTCAS (the Physical Therapy Centralized Application Service) only.

*See general admission section, page 186.*

## ACCREDITATION

The Doctor of Physical Therapy Program at New York University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; telephone: 703-706-3245; [accreditation@apta.org](mailto:accreditation@apta.org); [capteonline.org](http://capteonline.org).

## DOCTOR OF PHYSICAL THERAPY TUITION

Under the DPT Secured Tuition Plan, students pay a flat rate of tuition each term based on a total tuition amount that is secured for the duration of their studies. Students must maintain consecutive registrations (excluding maintenance of matriculation and/or leave of absence) in order to be eligible for the flat tuition rate guaranteed at the time of their matriculation.

New tuition rates for the DPT Secured Tuition Plan are posted on our website: [www.steinhardt.nyu.edu/pt](http://www.steinhardt.nyu.edu/pt).

# Doctor of Physical Therapy for Practicing Physical Therapists Program

## DIRECTOR

Wen K. Ling

380 Second Avenue,  
4th Floor  
TELEPHONE:  
212-998-9410

## DEGREE

DPT

## FACULTY

Aqua, Batavia, Becker,  
Iannuzzi, Gao, Ling,  
Lubetzky-Vilnai,  
Moffat, Rao, Sutera,  
Weaver

## ADJUNCT FACULTY

Ciotoli, Cooper,  
Edelstein, Friedman,  
Keller, Keohane,  
Kharlamb, Niv,  
Roy, Soliman

## The Doctor of Physical Therapy

(DPT) for Practicing Physical Therapist Program is designed to educate professional physical therapists who are knowledgeable, self-assured, adaptable, reflective, humanistic, and service-oriented and who, by virtue of critical thinking, lifelong learning, and ethical values, render independent judgments concerning patient/client needs.

The DPT for Practicing Physical Therapists Program enables currently practicing, licensed physical therapists to upgrade their clinical knowledge and skills to today's entry-level professional doctoral degree. Practicing physical therapists who were educated at the certificate, baccalaureate, or master's level have the opportunity to increase their knowledge and skills in the areas of anatomy, exercise science, physical therapist examinations and interventions, business practices, and critical inquiry. Upgrading the knowledge and skill of practicing physical therapists to the doctoral level (DPT) enables them to better serve their patients and clients.

## DEGREE REQUIREMENTS

This part-time or full-time program requires a total of 36 credits beyond the baccalaureate degree for physical therapists licensed to practice in the United States and 60 credits for physical therapists licensed to practice outside the United States.

## ADMISSION REQUIREMENTS

Only physical therapists with a minimum of a baccalaureate degree will be considered as candidates for matriculation in the Doctor of Physical Therapy for Practicing Physical Therapists Program. Applicants must have a strong grade credit average; competence in conveying ideas in an organized manner through written communication; two letters of reference; and scores from the Graduate Record Examination (GRE). Applicants whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL), IELTS, or PTE Academic. All records from foreign colleges must be submitted for credentials evaluation in accordance with University policy.

*See general admission section,  
page 186*

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



# Research in Physical Therapy

## DIRECTOR

Wen K. Ling

380 Second Avenue,  
4th Floor  
TELEPHONE:  
212-998-9415

## DEGREE

PhD

## FACULTY

Batavia, Ling,  
Lubetzky-Vilna,  
Moffat, Rao

## ADJUNCT FACULTY

Magill, McHugh,  
Rachwani, Raghavan

## The formulation of theory-based

**studies** of human motion in healthy and physically challenged persons that make a contribution to the body of pathokinesiological literature are fundamental to the physical therapy doctoral program. The PhD program emphasizes the study of kinesiology, the measurement of human motion, and issues in motor control. Studies are encouraged that contribute to the alleviation of physical disabilities. The program emphasizes preparation in research design and methodology along with pathokinesiology practicum in research settings under the supervision of experienced researchers in metropolitan New York and New Jersey human performance laboratories.

## CAREER OPPORTUNITIES

Of the 61 graduates of this doctoral program, all are actively engaged in teaching and research in physical therapy in institutions of higher learning in the United States as well as Nigeria, Kuwait, Egypt, Thailand, and Taiwan. For example, Dr. Isaac Owoye is conducting research and teaching at the University of Ibadan, Nigeria; Dr. Chuchuka Enwemeka is the dean of the College of Health Sciences, University of Wisconsin-Milwaukee, and has developed an international reputation in research on the healing of connective tissues; Dr. Prapos Pothongsunun is the chair of the Physical Therapy Program at Chiang Mai University, Thailand; and Dr. Sue Ann Sisto, director of research in the Department of Physical Therapy, Stony Brook University, has received federal and private funding to conduct research addressing movement disorders of individuals with disabilities.

## DEGREE REQUIREMENTS

The program requires 54 credits:

**Foundation Courses (6 credits):** from, 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 credits):** Departmental Seminar *PT-GE 3006*.

### Specialized Research Methodology (3 credits)

#### Content Preparation in Study of

**Human Motion (18 credits):** Practicum in Pathokinesiology Research I and II *PT-GE 3001, 3002*; Analysis and Synthesis of Human Motion I *PT-GE 2116*; Analysis and Synthesis of Human Motion II *PT-GE 2118*; Measurement and Evaluation of Human Motion I *PT-GE 2187*; Measurement and Evaluation of Human Motion II *PT-GE 2188*.

**Cognate Courses (6 credits):** Experimental and Quasi-Experimental Design and Analysis Research *RESCH 2134*.

**Research Electives (15 credits):** Gross Human Anatomy *PT-GE 2120*; Division of Health Seminar *E45 3005*; Principles of Empirical Research *RESCH-GE 2131*; Educational Statistics I and II *RESCH-GE-GE 2001, 2002*; Advanced Quantitative Methods I and II *RESCH-GE 2081, 2082*.

**Dissertation Proposal Seminar (3 credits):** Dissertation Proposal Seminar I *RESCH-GE 3001*; Dissertation Proposal Seminar: Physical Therapy *PT-GE 3003*.

## 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.

## ADMISSION REQUIREMENTS

In addition to the general requirements for admission to PhD programs, candidates for admission must be graduates of an accredited physical therapy program, possess a master's degree, and submit positive recommendations from two graduate faculty members.

See general admission section, page 187.

## RESEARCH FACILITIES

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 ergonometer.

School-funded fellowships are available for full-time PhD students.

# Courses

The courses listed herein are to be offered in 2017–2019.

## PHYSICAL THERAPY/PT

### ADVANCED CERTIFICATE IN ORTHOPEDIC PHYSICAL THERAPY

**Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System I**  
PT-GE 2601 45 hours: 3 credits; fall.

**Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System II**  
PT-GE 2602 45 hours: 3 credits; spring.

**Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System III**  
PT-GE 2603 45 hours: 3 credits; summer.

**Seminar: Orthopedic Physical Therapy**  
PT-GE 2604 30 hours: 2 credits; summer.

**Advanced Evidence-Based Orthopedic Physical Therapy**  
PT-GE 2605 30 hours: 2 credits; spring.

**Advanced Anatomy, Physiology, and Pathophysiology of the Musculoskeletal System**  
PT-GE 2610 45 hours: 3 credits; fall.

**Mentored Orthopedic Physical Therapy Clinical Practice I**  
PT-GE 2611 532–537 hours: 0 credits; fall.

**Mentored Orthopedic Physical Therapy Clinical Practice II**  
PT-GE 2612 532–537 hours: 0 credits; spring.

**Mentored Orthopedic Physical Therapy Clinical Practice III**  
PT-GE 2613 532–537 hours: 0 credits; summer.

## MA/PHD PHYSICAL THERAPY

**Research in Physical Therapy I**  
PT-GE 2016 30 hours: 3 credits; fall, spring.

**Research in Physical Therapy II**  
PT-GE 2018 30 hours: 3 credits; spring, summer.

**Analysis and Synthesis of Human Motion I**  
PT-GE 2116 45 hours: 3 credits; fall.  
*Prerequisites:* courses in human anatomy, kinesiology, and physiology.

**Analysis and Synthesis of Human Motion II**  
PT-GE 2118 45 hours: 3 credits; spring.  
*Prerequisites:* courses in human anatomy, kinesiology, and physiology.

**Measurement and Evaluation of Human Motion I**  
PT-GE 2187 45 hours: 3 credits; fall.

**Measurement and Evaluation of Human Motion II**  
PT-GE 2188 45 hours: 3 credits; spring.  
*Prerequisite:* PT-GE.2187.

**Measurement and Evaluation of Human Motion III**  
PT-GE 2189 48 hours: 3 credits; summer. *Prerequisites:* PT-GE.2187 and PT-GE.2188.

**Independent Study**  
PT-GE 2300 Variable credit.

**Practicum in Pathokinesiology Research I**  
PT-GE 3001 90 hours: 3 credits; fall.

**Practicum in Pathokinesiology Research II**  
PT-GE 3002 90 hours: 3 credits; spring.

**Departmental Seminar**  
PT-GE 3006 30 hours: 3 credits; spring.

**Doctoral Colloquium: Physical Therapy**  
PT-GE 3010 15 hours: 1 credit; fall, spring; pass/fail.

## DOCTOR OF PHYSICAL THERAPY

### FIRST SUMMER

**Histology/General Pathology**  
PT-GE 2004 45 hours: 3 credits.

**Gross Human Anatomy**  
PT-GE 2120 60 hours: 4 credits.  
\$65 laboratory fee required.

**Professional Behavior**  
PT-GE 2281 30 hours: 2 credits.

**CPR/First Aid/Advanced Emergency Techniques**  
PT-GE 2030 30 hours: 2 credits.

### FALL, FIRST YEAR

**The Physical Therapist as an Educator/Communicator**  
PT-GE 2020 30 hours: 2 credits.

**Applied Anatomy/Physiology of the Cardiopulmonary System**  
PT-GE 2024 45 hours: 3 credits.

**Life Span Development**  
PT-GE 2209 45 hours: 3 credits.

**Biophysical agents I (including Aseptic Techniques/Infection and Disease Control)**  
PT-GE 2215 30 hours: 2 credits.

**Manual Techniques I**  
PT-GE 2008 30 hours: 2 credits.

**Exercise Physiology**  
PT-GE 2225 60 hours: 4 credits.

**Applied Anatomy/Physiology of the Musculoskeletal System**  
PT-GE 2230 45 hours: 3 credits.

*SPRING, FIRST YEAR*

**Manual Techniques II**  
PT-GE 2009 45 hours: 3 credits.

**Clinical Sciences/Pathology/  
Imaging/ Pharmacology of the  
Cardiopulmonary System**  
PT-GE 2026 60 hours: 4 credits.

**Kinesiology/Biomechanics/Ergonomics**  
PT-GE 2220 60 hours: 5 credits.

**Principles of Exercise**  
PT-GE 2227 45 hours: 3 credits.

**Fitness Theory and Practice**  
PT-GE 2229 30 hours: 2 credits.

**Critical Inquiry and Clinical  
Decision Making I**  
PT-GE 2286 30 hours: 2 credits.

*SECOND SUMMER, FIRST YEAR*

**Clinical Affiliation I**  
PT-GE 2450 40 hours per week for  
6 weeks: 2 credits.

*FALL, SECOND YEAR*

**Clinical Sciences/Pathology/  
Pharmacology/Imaging of the  
Musculoskeletal System**  
PT-GE 2231 60 hours: 4 credits.

**Applied Anatomy/Physiology of  
the Neuromuscular System**  
PT-GE 2232 45 hours: 3 credits.

**Physical Therapy Examinations of  
the Cardiopulmonary System**  
PT-GE.2250 60 hours: 4 credits.

**Physical Therapy Examinations of  
the Musculoskeletal System**  
PT-GE 2251 60 hours: 4 credits.

**Critical Inquiry and Clinical Decision  
Making I**  
IPT-GE 2287 30 hours: 2 credits.

**Clinical Observation I**  
PT-GE 2455 1 day per week for 12  
weeks: 1 credit.

*SPRING, SECOND YEAR*

**Physical Therapy Interventions/  
Prevention Programs/Wellness  
Programs for the Cardiopulmonary  
System**  
PT-GE 2260 60 hours: 4 credits.

**Physical Therapy Interventions/  
Prevention Programs/Wellness  
Programs for the Musculoskeletal  
System**  
PT-GE 2261 60 hours: 4 credits.

**Biophysical Agents II**  
PT-GE 2218 45 hours: 3 credits.

**Assistive Technologies**  
PT-GE 2219 45 hours: 3 credits.

**Clinical Sciences/Pathology/  
Pharmacology/Imaging of the  
Neuromuscular System**  
PT-GE 2242 60 hours: 4 credits.

**Clinical Observation II**  
PT-GE 2456 1 day per week for  
12 weeks: 1 credit.

*THIRD SUMMER, SECOND YEAR*

**Clinical Affiliation II**  
PT-GE 2451 40 hours per week  
for 8 weeks: 3 credits.

*FALL, THIRD YEAR*

**Applied Anatomy/Physiology  
of the OB/GYN, Integumentary,  
and Endocrinology Systems**  
PT-GE 2233 45 hours: 3 credits.

**Clinical Sciences/Pathology/  
Pharmacology/Imaging of the  
OB/GYN, Integumentary, and  
Endocrinology Systems**  
PT-GE.2243 60 hours: 4 credits.

**Physical Therapy Examinations  
of the Neuromuscular System**  
PT-GE 2252 60 hours: 5 credits.

**Physical Therapy Examinations  
of the OB/GYN, Integumentary,  
and Endocrinology Systems**  
PT-GE 2253 45 hours: 3 credits.

**Critical Inquiry/Clinical Decision  
Making III**

PT-GE 2288 30 hours: 2 credits.

**Clinical Observation III**  
PT-GE 2457 1 day per week for  
12 weeks: 1 credit.

*SPRING, THIRD YEAR*

**The Physical Therapist as an  
Administrator/Delegator/Manager**  
PT-GE 2019 45 hours: 3 credits.

**Physical Therapy Interventions/  
Prevention Programs/Wellness  
Programs for the Neuromuscular  
System**  
PT-GE 2262 90 hours: 6 credits.

**Physical Therapy Interventions/  
Prevention Programs/Wellness  
Programs for the OB/GYN,  
Integumentary, and Endocrinology  
Systems**  
PT-GE 2263 60 hours: 4 credits.

**Business Practices/Reimbursement/  
Marketing/Technology/Management  
of Care Delivery System**  
PT-GE 2295 60 hours: 4 credits.

**Clinical Observation IV**  
PT-GE 2458 1 day per week for  
12 weeks: 1 credit.

*FOURTH SUMMER, THIRD YEAR*

**Clinical Affiliation III**  
PT-GE 2452 40 hours per week for  
16 weeks: 6 credits.

# Teaching and Learning

## DEGREES

MA, MAT, PhD, Advanced Certificate

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

*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: CATHERINE MILNE

EAST BUILDING, SUITE 612 | 239 GREENE STREET, NEW YORK, NY 10003-6674

TELEPHONE: 212-998-5470 | FAX: 212-995-4198 | WEBSITE: [steinhardt.nyu.edu/teachlearn](http://steinhardt.nyu.edu/teachlearn)

**R**esearch and scholarship in the Department of Teaching and Learning is concerned with teaching and learning at a variety of levels, in a variety of settings, particularly in urban settings. The department focuses primarily on academic subject areas and includes the learning and teaching of students, community members, teachers, teacher educators, and researchers. In addition, faculty members study the impact of sociocultural and historical factors on learning and teaching. Investigations range from micro to macro studies and applied research within a broad range of theoretical perspectives.

Faculty in Teaching and Learning teach NYU undergraduates, prospective teachers at both the undergraduate and master's level, practicing teachers and other educational professionals, and doctoral students. NY State certification-granting teacher education programs include specializations in TESOL, bilingual education, foreign language education, childhood education, early childhood education, special education, English education, literacy education, mathematics education, science education, and social studies education, as well as several programs that do not lead to certification including environmental education. The department offers teacher preparation programs tied to urban public schools, including traditional university-based programs, an intensive "residency" model social studies education program, and a highly innovative teacher residency program in secondary education that integrates in-school teacher preparation in districts around the country with online coursework. The doctoral program in Teaching and Learning also offers a special focus in urban education. Faculty members serve as resources to schools, businesses, communities, and professional organizations involved with teaching and learning.

# Teacher Education Programs

## **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 programs of study. These certification programs fully comply with the latest regulations of the New York State Education Department.

In designing and implementing these programs, the department has drawn on its faculty's extensive experience as Pre-K-12 teachers as well as teacher educators, current teachers and principals in the New York City schools, and graduates' work and feedback. Each program integrates practical experience and hands-on knowledge with a rich theoretical understanding of how children learn and how they can best be taught.

The introductory course for all of the programs, *Inquiries into Teaching and Learning*, sets a conceptual foundation for the department's approach to teacher education. This course creates a dialogue between the learner's own prior educational experience, the experiences of students in the New York City public schools — where all *Inquiries* students are offered substantial opportunities for observation — and the foundational research-based literature of the study of education. *Inquiries into Teaching and Learning* is designed to allow students to raise questions and consider alternatives as they participate

in the dialogue and refine their core philosophy while engaging deeply with the philosophies and experiences of a wide range of other scholars, teachers, and students.

Most of the courses that students take prior to the student teaching experience have a participant/observation requirement that sends them into schools, which allows students to test their emerging conceptions of teaching in actual practice and makes the transition to their own student teaching classroom easier and more productive. The on-campus courses also focus on issues of curriculum development, classroom management, assessment, and the use of technology so that all program graduates are prepared to step into the high-pressure world of standards and high-stakes tests.

In addition to the pedagogical core requirements for all programs, which include multicultural education, language and literacy, and special education, each curriculum also enables future teachers to deepen and enrich their background in the fields they will be teaching. Discipline-based courses integrate content and pedagogical approaches so that students may simultaneously consider an aspect of the subject — history, mathematics, science, literature, 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 MA degree and certification requirements. Part-time students may need more time to complete the program. The particulars of the requirements of each specific curriculum are detailed below. Students should contact 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 MA degrees and professional certification in areas such as English, foreign languages, mathematics education, social studies, and special education. The department has developed other programs that lead to the state's category of initial/professional certification. For those seeking to become literacy specialists in either elementary or secondary schools, these MA degrees allow teachers either to deepen and enrich their professional knowledge in the field they are already certified in or to add a second certification in such areas as literacy, special education, teaching English to speakers of other languages, or bilingual education. For details on these professional certification MA degree programs, see the appropriate pages later in this bulletin.

# Field Experiences

**New York State mandates** that all students seeking certification in teacher education satisfy a number of field requirements. All students seeking teacher certification must complete no fewer than 100 hours of fieldwork prior to student teaching and no fewer than two semesters of student teaching. Students seeking certification in more than one area, i.e. enrolled in a dual program, will be required to complete no fewer than 150 hours of fieldwork prior to student teaching. The Office of Field Studies coordinates the field assignments for all students in the Department of Teaching and Learning and other teacher education disciplines in Steinhardt. The office has a network of approved schools that will host students completing all their fieldwork. The current list of cooperating schools may be viewed by visiting the website of the Office of Field Studies at [steinhardt.nyu.edu/teacher.education](http://steinhardt.nyu.edu/teacher.education). The office is located on the 3rd floor of the East Building at 239 Greene Street.

## PRE-STUDENT TEACHING FIELDWORK

The initial semester of a course of study in the Department of Teaching and Learning typically aims to provide students with a foundation of understanding of teaching and learning approaches and strategies. To provide some practical application of classroom teaching, many courses either have a specific field component or assign projects requiring observation and participation in school classrooms. The Office of Field Studies will arrange the assignments to NYC schools, and will provide an introduction to New York City educational settings, student teaching information sessions, and will also facilitate targeted meetings on the requirements for New York State Teacher Certification.

Full-time students are expected to attend an assigned school site no fewer than three mornings a week for the duration of the semester. The students arrange a mutually agreeable weekly schedule with the classroom teacher and/or school liaison and maintain that schedule throughout the semester. The goal is to ensure continuity in students'

presence in the school, allowing them to experience the development of teaching and learning over time, while providing support to the school and community. Part-time students will coordinate with their faculty advisers and the Office of Field Studies the number of hours of fieldwork to be completed. Students not seeking teacher certification complete the number of hours, at least 15, required by any course that includes a field experience.

All courses with a field component meet monthly and include an introduction to New York City educational settings, an information session on student teaching, and an explanation of the requirements for New York State Teacher Certification. All students engaged in field experiences are required to log their hours using fieldwork time sheets available electronically.

Students participating in field studies as observer or student teacher or resident can expect to engage in activities that may include, but are not limited to, the following:

- 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, which may be in a different grade, discipline, or school depending on the requirements of their program of study. Entry into the initial student teaching experience and continuation into further experiences requires a minimum GPA of

3.0 in courses in the area of specialization and a positive faculty review of performance in the field. At least one of the placements must be in a school serving a population of students of whom at least 50 percent are eligible for free or reduced lunch. Each semester, the Office of Field Studies arranges student teaching information sessions during which students have the opportunity to inquire about general requirements and speak to faculty about 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 Field Studies at [steinhardt.nyu.edu/teacher.education](http://steinhardt.nyu.edu/teacher.education).

While the amount of time spent in a school may vary from one semester to the other, students will spend no fewer than 20 hours per week for each week of the semester distributed over multiple days in their assigned school. Students in secondary education must be at the school each day their assigned class meets (typically five days per week). All programs expect students to assume increasing teaching responsibilities over time until taking over full control of one classroom period per day. All student teaching experiences are supervised and mentored by NYU faculty.

Any variation from the above guidelines and requirements must be approved by the Office of Field Studies and the faculty adviser of the student.

## ACCREDITATION

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



*Be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you*

*to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such*

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

## Faculty

**Nada Ahmed**, Visiting Assistant Professor. BA 2000, Pennsylvania State University; MSc 2003, Bank Street College; PhD 2011, Kings College, University of London.

**Mark Alter**, Professor. BS 1969, Unity College; MS 1973, PhD 1980, Yeshiva University.

**Sarah W. Beck**, Associate Professor. BA 1991, Harvard University; MFA 1993, Washington University (St. Louis); EdD 2002, Harvard University.

**Anne Burgunder**, Clinical Assistant Professor. BS 1987, Duquesne University; MS 1994, Bank Street College.

**Robert Cohen**, Professor BA 1976, EdM 1978, State University of New York, Buffalo; MA 1980, PhD 1987, University of California, Berkeley.

**Sarah Creider**, Visiting Assistant Professor. BA 1993, Sarah Lawrence College; EdM 2011, EdD 2016, Teachers College, Columbia University.

**Fabienne Doucet**, Associate Professor. BA 1995, Messiah College; MS 1998, PhD 2000, University of North Carolina, Greensboro.

**Miriam Eisenstein-Ebsworth**, Associate Professor. BA 1968, Brooklyn College; MA 1971, Columbia University; PhD 1979, Graduate Center of City University of New York.

**Lisa Fleisher**, Associate Professor. BA 1972, Brooklyn College; MS 1977, PhD 1979, University of Illinois (Urbana-Champaign).

**Rachel Fish**, Assistant Professor. AB 2003, Bryn Mawr; MAT 2007, University of Western New Mexico; PhD 2015, University of Wisconsin.

**Jay Gottlieb**, Professor. BS 1964, City College; MS 1966, PhD 1972, Yeshiva University.

**Robin Harvey**, Clinical Assistant Professor. BS 1990, Georgetown University; MA 2003, New York University.

**Michael Kieffer**, Associate Professor. BA 2000, Stanford University; EdM 2006, EdD 2009, Harvard University.

**Susan A. Kirch**, Associate Professor. BA 1989, Mount Holyoke College; PhD 1996, Harvard University.

**David E. Kirkland**, Associate Professor. PhD 2006, Michigan State University.

**Mary J. Leou**, Clinical Professor. BA 1985, MEd 1989, EdD 1997, Columbia University.

**Okhee Lee**, Professor. BA 1981, Kyungpook National University; MA 1983 Kyungpook National University; PhD 1989, Michigan State University.

**Raul Lejano**, Associate Professor of Environmental Conservation Education. BS 1984, University of Philippines; MS 1986, University of California, Berkeley; PhD 1998, University of California, Los Angeles 1998.

**Lorena Llosa**, Associate Professor. BA 1994, Santa Clara University; MA 1996, PhD 2005, University of California, Los Angeles.

**Jasmine Ma**, Assistant Professor. BS 2000, Yale University; EdM 2005, Harvard University; PhD 2012, Vanderbilt University.

**Cynthia McCallister**, Associate Professor. BS 1984, Ball State University; MEd 1990, EdD 1995, University of Maine (Orono).

**Elizabeth McDonald**, Clinical Assistant Professor. BA 1974, Rutgers University; EdM 1977, Lesley University; CAS 1991, Harvard University.

**Catherine Milne**, Professor and Chair. BEd 1978, BSc 1979, James Cook University (Queensland); MSc 1993, PhD 1998, Curtin University of Technology.

**Shondel Nero**, Associate Professor. BA 1984, Concordia University (Canada); MA 1990, EdM 1994, EdD 1997, Columbia University.

**Susan Neuman**, Professor. BA 1968, American University; MA 1974, California State University, Hayward; EdD 1977, University of the Pacific.

**Erin O'Connor**, Associate Professor. BA 1996, Georgetown University; EdM 2000, Columbia University; EdD 2005, Harvard University.

**Rosa Riccio Pietanza**, Clinical Assistant Professor. BA 1970, MA 1975, Hunter College.

**Frank Pignatosi**, Visiting Assistant Professor. MA 1992, Università degli Studi di Bologna; PhD. 2005, New York University.

**Kongji Qin**, Assistant Professor. BA 2000, Central China Normal University; MA 2003, Central China Normal University; PhD 2016, Michigan State University.

**Martin A. Simon**, Professor. BA 1972, New York; MA 1976, St. Mary's College; EdD 1986, University of Massachusetts.

**Shane Anthony Smith**, Visiting Assistant Professor. BS 2004, MS 2006, University of Wisconsin, Whitewater; PhD 2012, University of Wisconsin, Madison.

**Katherine Stahl**, Clinical Professor. BS 1976, West Chester University; MEd 1984, Georgia Southern University; EdD 2003, University of Georgia.

**Natasha M. Strassfeld**, Assistant Professor. BA 2003, Centenary College of Louisiana; JD 2006, University of Wisconsin; PhD 2013, Pennsylvania State University.

**Carolyn H. Strom**, Visiting Assistant Professor and Ed Tech Fellow. BA 1999, University of Pennsylvania; EdM 2006, University of Southern California; PhD 2013, New York University.

**Ayanna Taylor**, Clinical Assistant Professor. BA 1994, University of Pennsylvania; MA 2002, Rutgers University.

**Audrey Trainor**, Associate Professor. BA 1989, MEd 1996, University of North Carolina, Greensboro; PhD 2003, University of Texas, Austin.

**Diana B. Turk**, Associate Professor. BA 1990, Hamilton College; MA 1993, PhD 1999, University of Maryland (College Park).

**Robert Wallace**, Visiting Assistant Professor. BScEd 1964, MS 1970, Northern Illinois University; MA, PhD 1975, Princeton University.

**Orit Zaslavsky**, Professor. BSc 1972, Hebrew University in Jerusalem; MSc 1980, PhD 1987, Technion (Haifa, Israel).

**Number of Adjunct Faculty:** 84

# Doctoral Programs

## PROGRAM CO-DIRECTORS

Okhee Lee  
olee@nyu.edu

Michael Kieffer  
Michael.kieffer@nyu.edu

Pless Building,  
6th Floor  
TELEPHONE:  
212-998-5460  
[steinhardt.nyu.edu/teachlearn/doctoral](mailto:steinhardt.nyu.edu/teachlearn/doctoral)

## DEGREES

PhD

## FACULTY

Alter, Beck, Carothers, Cohen, Doucet, Ebsworth, Fish, Fleisher, Fraser, Gottlieb, Jacobs, Kirch, Kirkland, Lejano, Llosa, Ma, McCallister, McDonald, Milne, Nero, Neuman, O'Connor, Qin, Simon, Strassfeld, Trainor, Turk, Zaslavsky

**Doctoral Programs in the Department of Teaching and Learning** aim to prepare students to assume a variety of leading roles in education, research, and policy across the United States and throughout the world. Built on the traditions and achievements of the oldest graduate school of pedagogy in the United States — founded in 1890 — the department's programs are designed to draw on four sources of learning:

- The first is the experience of professional practice that students bring to their studies. Students are encouraged to reflect on this practice and to use it to ground their study of theory and research.
- The second is a rich set of courses, seminars, and independent learning experiences available to doctoral students within the Department of Teaching and Learning; other departments in the Steinhardt School of Culture, Education, and Human Development; and other schools at New York University. The school is one of the most distinguished and diverse schools of education in the nation. The University is internationally renowned and the nation's largest independent university, located in one of its most intellectually vibrant communities, Greenwich Village.
- The third is the mentorship available to doctoral students in teaching, research, and program development. The department is home to distinguished teacher preparation programs, to numerous projects serving the continuing professional education of teachers, and to an array of research projects.
- The fourth is an intellectually focused and interpersonally supportive community of professors, researchers, and peers. It is a community that is small, diverse, and focused enough to provide an incomparable degree of guidance and support to doctoral students. Under the direction of a faculty adviser, each student fashions a unique program of studies.

## PROGRAMS OF STUDY

The department offers a number of different degree programs leading to the PhD degree. Each degree program has specific requirements, yet they have more in common than not, as outlined below. The degree programs are as follows:

PhD Program in Teaching and Learning. See page 176.

PhD Program in English Education, including a concentration in applied linguistics. See page 160.

PhD Program in Bilingual Education. See page 166.

PhD Program in Teaching English to Speakers of Other Languages (TESOL). See page 168.

PhD Program in Early Childhood and Childhood Education. See pages 157.

## 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 area (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

Degree requirements that are common across all doctoral programs in the Department of Teaching and Learning are described below. Please note that additional degree requirements vary according to the specific program or focus area. Prospective applicants should also consult the specific program descriptions or contact particular program faculty to learn about program-specific requirements.

### Coursework Requirements

Minimum credit requirements and some specific coursework requirements range from 48 to 60 credits, depending on program, focus area, and prior coursework completed. Nonetheless, all doctoral students in Teaching and Learning must complete the following common, core minimum requirements (which count toward those credit totals). Please note that these fulfill the Steinhardt-wide coursework requirements.

- **Pro-Seminar for Department of Teaching and Learning**, to be taken in student's first year of enrollment. This course will introduce students to doctoral-level study and will assist in acclimating students to the department, to scholarship, and to the professional world of research studies. (This requirement may be waived by the student's program adviser to accommodate extenuating circumstances.)
- **Two (2) Cognate Courses**, to be selected by student with approval of adviser. Cognate courses constitute those taken in an area outside of the program/focus area that are supportive to the student's research.
- **Foundations Requirements:** All students are required to complete 6 credits (two courses) of course work in the foundations of education during the first 24 credits of doctoral study. Graduate courses qualify for the foundations requirement when they are upper division courses (Steinhardt 2000-level courses or their equivalent in other schools) and designed to broaden students' access to knowledge beyond the areas of specialization. To this end, courses are considered foundational when they: 1) provide broad basic content, not limited to a single profession, and are outside the student's specialization, and do not require prerequisites; 2) are based on current scholarship in the arts, humanities, sciences and/or social sciences; and 3) have wide applicability to common issues of the student's specialization and profession.
- **Fifteen (15) credits of research methodology courses**, of which one must be a qualitative methods course and one must be a quantitative methods course. Per Department of Teaching and Learning requirements, students should complete one qualitative and one quantitative course in their first year of enrollment.
- **Three (3) credits of specialized methodology.** This advanced, specialized methodology course should directly support the student's area of research and be linked to his or her planned dissertation work.
- **Dissertation Proposal Seminar for Department of Teaching and Learning.** (In some cases, this requirement can be fulfilled through an independent study, with approval of the adviser.)

## Additional Requirements

### 1. Doctoral Research Experience Requirement

*Overview:* In each of the fall and spring semesters of Years 1, 2, and 3 of PhD study, all full-time students are required to enroll in a 0-credit research experience course.

*Purpose:* The purpose of this pass/fail course is for students to gain research skills that prepare them for independent scholarship. This course plays a central role in providing students with the foundational skills of various aspects of the research process, so that they are well prepared to meet the subsequent benchmarks for the PhD including the written and oral candidacy requirements (which may be undertaken concurrently with this course), the dissertation proposal, and the dissertation study. Providing students with this research experience in each of the first six semesters of PhD study prepares students to complete candidacy requirements in a timely manner.

*Scope:* To fulfill the purpose above, students should expect this to be a substantial investment of time. Completing the course will typically involve on average 20 hours per week of research experiences. When applicable, a research assistantship can be an appropriate context for the scholarly activities to fulfill the requirements of this course, when the purposes of the research assistantship and this course align, with approval from the adviser, research assistant supervisor (if different from the adviser), and the department chair. *Instructor:* The instructor for the course will serve as a mentor for the student's research experience. In most cases, the instructor will be the student's adviser or (with adviser approval) another faculty member with appropriate expertise and opportunities.

2. The written candidacy requirement consists of either a qualifying paper or a written exam. If a paper, it should be an original, article-length paper, of one of the following types, as negotiated with the faculty adviser.

- Empirical study (e.g., pilot study, paper based on analysis of faculty mentor's data)
- Conceptual paper (paper based on theory)

- Review of literature on a specific topic  
Individual programs or focus areas may set specific requirements within this range of possibilities (e.g., by requiring a certain type of paper). The qualifying paper should be in addition to work completed for courses. It may be based on a project that a student begins in a course, but if so, it should be substantially revised and expanded upon. If the written candidacy requirement is a written exam, it will consist of several questions that assess different areas of competence and will be administered in a take-home format, with students having 2-3 months to complete the questions.

Whether a qualifying paper or a written exam, the students' work on the written candidacy requirement must be approved by two readers; the first reader will typically be the student's adviser. The paper or exam will be submitted to the two readers preferably no later than the end of spring semester of their second year. Once the student submits the qualifying paper or exam, the readers will respond in one of three ways: acceptance, rejection, or request for revision. In the event of a request for revision, the paper must be resubmitted according to a schedule agreed on by the student and the two readers. Revisions must be approved by the end of the fall of the student's third year. If the qualifying paper is ultimately rejected, either at first or after revision, the student is not permitted to continue in the PhD program.

3. The oral candidacy requirement will consist of a comprehensive exam scheduled after coursework has been completed and preferably no later than the fall semester of the third year. Ordinarily two hours in length, the oral is a comprehensive exam covering between 25-30 readings (books or articles). Depending on the program, this reading list will be either a standard list for all students in the program, or a list that is drawn up by the candidate in consultation with an examining committee of two faculty members. Some, but not all, of the readings on this list may have been covered in coursework they take. Readings will cover subfields that reflect program/departmental expertise. The exam is conducted by an examining committee of two faculty members, and is graded Pass, Fail, or Pass with

Distinction using a rubric common across all programs (see rubric below). On passing the oral examination, the student is admitted to candidacy. A failed oral exam may be retaken once, at a time agreed on by the student and the examining committee but within the time constraints described above. If the student fails the oral again, he or she is not permitted to continue in the PhD program.

4. After successful completion of the written and oral candidacy requirements, the student will complete and file the Application to Doctoral Candidacy.

5. Once advanced to candidacy, the student forms the dissertation committee and proceeds to develop a dissertation proposal. The committee will consist of at least three members: a chair from Teaching and Learning and two additional members from within or outside of Teaching and Learning. At least one member should be in the student's program area.

6. The dissertation proposal should not exceed 40 pages, and should include:

- Statement of problem and research question(s)
- Review of research literature/theory related to the question(s)/topic
- Research methodology
- Statement of significance/expected contributions of the study
- Timeline of stages of research and expected completion date

7. Upon the completion of the proposal, the dissertation committee must meet as a group to discuss and formally approve or recommend revisions to the proposal. Once the proposal has been approved, the committee must sign the appropriate forms and submit them to the appropriate Steinhardt offices.

8. Once the proposal has been approved by the dissertation committee, it must be reviewed and approved by two additional faculty members. Possible recommendations of these two reviewers are Pass, Deferred Pass, or Not Approved. If the proposal receives

a recommendation of Not Approved, the student must rewrite and resubmit the proposal to the dissertation committee and the reviewers.

9. Upon completion of the dissertation and its approval by the dissertation committee members, a defense will be held with the student, chair, committee members, and at least two additional faculty members who did not serve on the dissertation committee, one of whom must come from outside the program. The defense, which will last for approximately two hours, will serve as the final stage of the doctoral process.

See the Steinhardt doctoral webpage for schoolwide policies regarding matriculation, advisement, minimum residency requirements, candidacy, dissertation committees, and other policies and procedures.

### STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 200. ►

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# Computer Science Education

## COMPUTER SCIENCE EDUCATION

### COORDINATOR

Jasmine Y. Ma

East Building,  
Room 404  
TELEPHONE:  
212-992-7658  
j.ma@nyu.edu

### Computer Science Education courses

in the Department of Teaching and Learning prepare teachers and other education professionals to work with students of all ages and levels learning computer science and computational thinking. The sequence of courses, informed by cutting edge international research in computer science pedagogy, learning, and curricula, provide graduate students with deep knowledge of the global terrain of computer science education, and the tools to provide equitable, culturally and personally relevant computer science learning for all students. School teachers, administrators, and out-of-school time educators will be

prepared to make informed curricular choices, develop effective instructional design choices, and engage in rigorous pedagogical practices. Students in graduate programs across the university are eligible to enroll in these courses.

### COURSES

Four courses are offered in Computer Science Education: Teaching of Computer Science *MTHED-GE 2080*, Introduction to Computer Science Education *MTHED-GE 2110*, Principles and Practices of Computer Science Education *MTHED-GE 2079*, Advanced Topics in Computer Science Education. *MTHED-GE 2185*.

### CAREER OPPORTUNITIES

Students who take the Computer Science Education courses have many career opportunities open to them, in a variety of capacities. They may teach Computer Science in formal K-12 school classrooms or informal museum and out-of-school-time programming. Additionally, in school administration and policy work there is an increasing need for individuals with expertise in Computer Science Education.

# Early Childhood and Childhood Education

## EARLY CHILDHOOD

### PROGRAM LEADER

Erin O'Connor  
East Building,  
Room 518  
TELEPHONE:  
212-992-9473  
eoc2@nyu.edu

## CHILDHOOD PROGRAM

### LEADER

Fabienne Doucet  
East Building,  
Room 516  
TELEPHONE:  
212-998-7390  
fd30@nyu.edu

## DEGREES

MA, PhD

## FACULTY

Doucet, Kirch, Lee,  
Neuman, O'Connor,  
Pietanza, Strassfeld

## Programs in Early Childhood and

**Childhood Education** prepare teachers and other professionals to work with children birth through 5th grade.

Graduate preservice programs lead to the master of arts degree and fulfill academic requirements for initial/professional or permanent teacher certification in New York State depending on the student's background. To meet certification requirements, preservice students may need liberal arts credits in addition to those taken for their undergraduate degree (see Admission Requirements.) For those seeking graduate studies beyond the master's level, a doctoral program is also offered.

The NYU graduate students in the Programs in Early Childhood and Childhood Education are not a homogeneous group. They vary widely in age and background. Many were liberal arts or business majors as undergraduates. Some are making a career change. All have chosen teaching because they are interested in children and are seeking a career that is personally rewarding.

The early childhood and childhood teacher certification programs aim to help prospective teachers develop as 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 strategies for supporting their learning
- Fosters an understanding of the relationships between and among schools, families, and community-based organizations as they interact to impact student learning
- Develops both content knowledge and pedagogical knowledge with an understanding that both are needed at high levels by teachers
- Supports the growth of teachers as social advocates for educational equity in a pluralistic culture

The foremost concern of the programs is to create quality care and education for all children. The belief in social jus-

tice is inherent in the multiple strands of the graduate early childhood and childhood teacher certification programs at New York University. The programs:

- Involve deep study of how children develop in multiple contexts
- Offer recursive teaching experiences in a variety of settings
- Provide a strong principle-based set of practices regarding learning environments and educational experiences
- Support children and adults in learning to accept and respect each other's differences
- Foster a critical view of people's histories
- Consider the needs, lifestyles, languages, and cultural patterns of the communities we serve
- Show respect for and encourage equal status for all people
- Encourage taking immediate action to interrupt our own and other's discriminatory behavior
- Advocate institutional changes that value early childhood and childhood education as a vital part of a child's educational experiences

Children are viewed as competent persons actively engaged in meaning making in the multiple contexts in which they find themselves. The programs recognize the singular importance of parents and families in nurturing young children and the need for educators to develop reciprocal relationships with each family. The family's rich knowledge of their children should help inform caregiving and educational practices, and our advocacy efforts should take that knowledge into consideration.

The central component of teachers' development as teacher-researchers is continual reflection on their own and others' educational practices. Careful reflection and examination will help 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 2 and the childhood program for those who seek to teach children from grades 1 through 6.

### 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 may be completed in a traditional three or four semesters beginning in the fall, or on a part-time basis for those who are currently employed in other fields with a specialized plan for completion of student teaching and other field requirements, or for those currently teaching with a part-time program.

## DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 149.

### Master of Arts

**Initial Certification MA Program in Early Childhood Education, Birth-Grade 2 (41 credits)**

**Foundations (6 credits):** course offerings include Issues in Early Childhood Education *ECED-GE 2024* or Inquiries in Teaching and Learning III *TCHL-GE 2010* (or other course approved by faculty) and Language and Literacy in the Early Years *LITC-GE 2001*.

**Pedagogical Content (5 credits):** course offerings include Curriculum in Early Childhood Education: Theory and Methods in Integrated Curriculum *ECED-GE 2037*, Science and Social Studies for the Young Child *ECED-GE 2314* or Multicultural Perspectives in Social Studies in Early Childhood *ECED-GE 2012*, Integrating Seminar in Early Childhood Education II *ECED-GE 2003*, Education of Infants and Toddlers *ECED-GE 2701*, Working with Parents *CHDED-GE 2297*, Integrated Arts in the Early Childhood Curriculum I and II *MPAIA-GE 2050, 2051*, Teaching Elementary Mathematics: Foundations and Concept Development *MTHED-GE 2115*, Developing Strategies that Support Children's Social Behavior *SPCED-GE 2025*, The Young Special Needs Child: Child, Family and Community I *SPCED-GE 2126*.

### Content in Special Education

**(3 credits):** Education of Children with Special Needs in Early Childhood Settings *SPCED-GE 2160*.

### Observation, Fieldwork, and Student Teaching (7 credits):

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 *ECED-GE 2903, 2904*.

**Culminating Experience (2 credits):** 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 credits).

### 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 credits. It may be completed in four academic semesters or on an accelerated full-time basis in three academic semesters. 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.

#### Master of Arts

##### Initial Certification MA Program in Childhood Education, Grades 1-6 (43 credits)

**Foundations (9 credits):** course offerings include Inquiries Into Teaching and Learning III *TCHL-GE 2010*, Individuals With Disabilities in School/Community *SPCED-GE 2124*, Foundations of Curriculum for Diverse Learners, *SPCED-GE 2051*.

##### **Pedagogical Content (17 credits):**

Language and Literacy in the Early Grades I *LITC-GE 2001*, Language and Literacy in the Upper Grades *LITC-GE 2002*, Teaching Elementary School Mathematics: Foundations and Concepts *MTHED-GE 2115*, Science Experiences in the Elementary School I, *SCIED-GE 2009*, Science Experiences in the Elementary School II *SCIED-GE 2010*, Education of Children with Special Needs in Childhood Settings *SPCED-GE 2161*, Integrating Arts in Childhood Settings *CHDED-GE 2055*.

**Fieldwork and Integrating Seminars (2-12 credits):** Fieldwork in Schools and Other Educational Settings *TCHL-GE 2005*, Student Teaching in Childhood I *CHDED-*

*GE 2901*, Student Teaching in Childhood II *CHDED-GE 2902*, Integrative Seminar I: Study of Teaching *CHDED-GE 2359*.

##### **Culminating Experience (3 credits):**

Integrative Seminar II: Study of Teaching *CHDED-GE 2010*. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention *TCHL-GE 2999* (0 credits).

**Electives** (as needed to meet the 43 point requirement): Multicultural Issues in Social Studying *CHDED-GE 2011*; Literacy Assessment *LITC-GE 2011*; *BILED-GE 2103*; Literacy of the Special Learner, *SPCED-GE 2055*; Strategies for Teaching Students with Emotional and Behavioral Disabilities, *SPCED-GE 2108*.

### Doctoral Program

The doctoral program, which leads to a PhD, requires a minimum of 60 credits beyond the master's degree. The program is designed for people seeking research oriented positions in universities, leadership roles such as serving on a college or university faculty, as an educational researcher, or as a curriculum specialist. Extensive individual mentoring is available by our skilled faculty representing many dimensions of early childhood and childhood education (see Doctoral Program section).

Credits are distributed among courses in the foundations, cognate areas, research, specialization, and dissertation research and preparation. The program is flexible and highly individualized, providing specialties in such related areas as teacher education, curriculum development, child development, innovations in schooling, and specific content areas such as literacy, numeracy, and social studies. Extensive faculty mentoring is a distinctive feature of the doctoral program. See page 153 for information on all the doctoral programs in the Department of Teaching and Learning and pages 209-211 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 nonschool settings, graduates write, edit, and publish educational materials for

children and work in children's television.

# Embedded Master of Arts in Teaching in Secondary Education (EMAT)

## PROGRAM LEADER

Diana B. Turk

East Building

6th Floor

TELEPHONE:

212-998-5492

## DEGREES

MAT

## FACULTY

Ahmed, Burgunder, Kiefer, Kirch, Ma, McDonald, Pietanza, Pignatosi, Smith, Taylor, Trainor, Turk, Wallace, Woodley

## NYU Embedded Master of Arts in

**Teaching Program (EMAT)** is a full-time, 13-month residency MA degree program undertaken in partnership with district and charter schools, to prepare candidates for certification in secondary content areas including math, the sciences, social studies, student with disabilities, and English in grades 7-12. District and charter school partners are carefully selected by NYU faculty to provide students with on-the-ground cohorts at each training academy, where they create a community of practice alongside their

teacher mentors. NYU faculty deliver all course instruction in a personalized online environment designed for extensive one-on-one mentorship.

Aspiring teachers serve as resident interns in partner schools where they work as teaching assistants, tutors, and aides, everyday throughout the school year. Resident interns spend a part of each day in the classroom, first as observers, then as co-teachers, and finally as lead teachers, as they prepare for the challenges of full-time teaching. Resident interns work closely with teaching mentors

daily and have formal touch points weekly, while also receiving regular guidance and feedback on their teaching practice from their NYU faculty content mentors who use video-based programs to observe and support their teaching. The program employs robust data analytics to thoroughly and effectively measure teacher performance and combines all the elements necessary to prepare strong and effective teachers for urban, high-needs settings.

## English Education

## PROGRAM LEADER

Sarah W. Beck

East Building,

5th Floor

TELEPHONE:

212-998-5473

sarah.beck@nyu.edu

## DEGREES

MA, MAT, Advanced Certificate, PhD

## FACULTY

Beck, Kieffer, Kirkland, McCallister, Taylor

## ADJUNCT FACULTY

Packer

## SPECIAL OPPORTUNITIES: SUMMER STUDY ABROAD

The Programs in Early Childhood and Childhood Education, English Education, Literacy Education, and Social Studies Education offer a study-abroad option: a three-week, 6-credit graduate summer study-abroad program in England.

The program in Oxford and London is aimed at educators in English education, primary education (early childhood and childhood), literacy education, and social studies education. It gives participants the opportunity to deepen their knowledge of language development and literacy learning as well as develop a thorough understanding of the history and contemporary context of immigration and the impact it has on teaching and learning in schools. Multidimensional instructional experiences include writing; response to literature, drama, and poetry; analysis of historical materials, and art. Students visit schools in London as a basis for comparing British and American school systems and curricula, especially in relation to the education of new immigrant children and young people. The program also includes visits to museums, theatres, and historical sites in both London and Oxford. Critical issues for both teachers and students, such as approaches to collaboration, assessment, and evaluation, are an integral

part of this program of study.

Additional summer study-abroad programs, intercession (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 MA Program in Early Childhood Education and the Preservice MA 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 credits 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 MA degree completion and recommendation for New York State certification.

*See general admission section, page 186.*

## FINANCIAL AID OPPORTUNITIES

Teaching fellowships may be available for qualified applicants to doctoral study.

*See general financial aid section, page 198.*

## The programs in English education,

widely recognized as among the finest in the country, are founded on the uncommon belief that content, theory, and method are inseparable. To support this through practice, coursework focuses on transactional processes between speaker and listener, writer and audience, reader/viewer and work, teacher and student, school and community, and theory and practice.

The distinguishing characteristics of these programs are the faculty's commitment to a transactional social constructionist view of learning that is embodied in the following principles: 1) learning is most significant when one attends to one's own and others' needs, concerns, and enjoyments; 2) individuals learn not by memorizing but by constructing their own version of that knowledge in relation to what they already know, believe, and have experienced; 3) language learning and use proceed most naturally from whole to part, from known to unknown, and from experience to reflection; 4) language learning has no ceiling; and 5) learning is acquired through using language in its various modes.

English education has been designed around five areas of study: curriculum and instruction, educational linguistics, teaching of reading and literature, writing, and research. The courses offered examine these areas from various foundational, individual, social and cultural, and epistemological and ethical perspectives. Students may choose to focus on a particular area of study or explore the breadth of offerings available.

### CAREER OPPORTUNITIES

Many graduates teach English in intermediate and secondary schools and in two- and four-year colleges; others educate teachers and conduct research in schools and universities, teach writing and administer writing programs, and direct curriculum development and educational programs in schools, colleges, and universities. In nonschool settings, alumni work as editors and consultants in publishing and education and direct curriculum and training programs in industry.

### DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences.

*Please see page 149.*

### Master's Programs

**The MA Degree Program in Teaching English, Grades 7-12 (ENGL)**, serves students seeking preparation for initial New York State certification. It may be completed in three academic semesters or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. For initial certification, a minimum of 36 credits are needed.

**Pedagogical Content Courses in English Education (12 credits).**  
**English Teacher Certification Sequence (24 credits)**, which includes Teaching and Learning English Language Arts in the Middle and High School *ENGEL-GE 2041*, Adolescent Learners in Urban Contexts *TCHL-GE 2515*, 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 *ENGED-GE 2911* and *2922*, and The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention *TCHL-GE 2999* (0 credits).

The Professional Certification MA Degree Program in English Education (ENGP) serves professionals holding initial certification in English in New York State and seeking preparation for professional certification. The curriculum is tailored to the professional and personal needs of individual students, with an emphasis on courses in curriculum and instruction, educational linguistics, reading and literature, writing, and related areas. This degree requires a minimum of 30 credits.

**Required Courses (6 credits):** Master's Seminar in English Education *ENGED-GE 2501* and a concluding seminar, Curriculum and Research in English Language Arts *ENGED-GE 2120*.

**Courses Related to the Student's Professional Goals (6 credits).**

**Specialization (18 credits):** to be chosen by the student in consultation with the adviser.

**The MA Degree Program in Teaching English Language and Literature in College (ENGCL)** serves professionals seeking preparation for two-year college teaching and nonteaching positions in such fields as publishing and educational policymaking, as well as certified teaching professionals seeking additional coursework in educational theory and research methods in preparation for doctoral-level study. The curriculum is tailored to the professional and personal needs of individual students, with possible concentrations in curriculum and instruction, educational linguistics, reading and literature, writing, and related areas. This degree requires a minimum of 36 credits.

**Required Courses (6 credits):** Master's Seminar in English Education *ENGED-GE.2501* and a concluding seminar, Curriculum and Research in English Language Arts *ENGED-GE 2120*.

**Specialization Electives (30 credits):** to be chosen by the student in consultation with the adviser.

**The Master of Arts: Educational Theatre, All Grades, with English, 7-12 (ETED)** 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 con-

cepts 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 credits in English or dramatic literature or their equivalent and 30 credits of theatre or educational theatre. Students with fewer than 30 prerequisite credits in these areas upon admission may be required to take additional coursework as part of their master's program.

A total of 45 credits are required for this master's program, distributed as follows:

**English and Theatre Content Core (18 credits):** Reading Content Elective *ENGED-GE.xxxx*, Language Content Elective *ENGED-GE.xxxx*, Writing Content Elective *ENGED-GE.xxxx*, Educational Theatre Content Elective *MPAET-GE.xxxx*, Drama in Education I, II *MPAET-GE.2193, 2194*.

**General Pedagogical Core (12 credits):** Drama with Special Education Populations *MPAET-GE 2960*, Inquiries into Teaching and Learning III, *TCHL-GE 2010*, Adolescent Development: Theory and Research *APSY-GE 2272*, Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention/DASA: The Social Responsibilities of Teachers *TCHL-GE 2999*.

**Specialized Pedagogical Core (9 credits):** Dramatic Activities in the

Elementary Classroom *MPAET-GE 2030*, Dramatic Activities in the Secondary Classroom *MPAET-GE 2031*, Storytelling *MPAET-GE 2951*, Teaching/Learning English Language Arts in Middle and High School *ENGED-GE 2041*, Curriculum and Research in the English Language Arts *ENGED-GE 2120*.

**Student Teaching (6 credits):** Supervised Student Teaching: Drama in the Elementary Drama Classroom *MPAET-GE 2134*, Student Teaching the English Language Arts in Middle and High School *ENGED-GE.2911*.

**Dual Certification MA in Teaching English, Grades 7-12 and Teaching Students with Disabilities, Grades 7-12**

This innovative, dual certification master of arts program prepares you to teach English and Special Education for grades 7-12. Learn pedagogical strategies that address the needs of students with disabilities; build solid foundations in English, literacy, and the language arts; and acquire valuable classroom experience through student teaching placements in New York City schools. You'll double your credentials and expand your career options. This program leads to eligibility for New York State initial teaching certification.

This dual certification MA program combines content courses and general and specialized core pedagogy classes with fieldwork and supervised student teaching. You'll complete two semesters of student teaching in New York City schools, in special and inclusive settings for students with disabilities, as well as in middle and high school English language arts classrooms. This is a great opportunity to integrate theory, practice, and subject content. Cooperating

teachers and NYU faculty will offer feedback and guidance so you can develop and refine your teaching techniques.

A total of 42 credits are required for this master's program, as follows:

Inquiries into Teaching and Learning III *TCHL-GE 2010*, 3 credits

Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention: The Social Responsibilities of Teachers *TCHL-GE 2999*, 0 credits

Adolescent Learners in Urban Contexts *TCHL-GE 2515*, 2 credits

Integrating Education Technology in Teaching and Learning *EDCT-GE 2018*, 1 credit

Educating Students with Disabilities in Middle Childhood and Adolescent Settings *SPCED-GE 2162*, 3 credits

Psychological and Educational Assessments in Special Education *SPCED-GE 2136*, 3 credits

Individuals With Disabilities in School and Community *SPCED-GE 2124*, 3 credits

Strategies for Teaching Students With Emotional/Behavioral Disorders *SPCED-GE 2108*, 3 credits

Education of Students With Severe and Multiple Disabilities *SPCED-GE 2052*, 3 credits

Integration Seminar in Special Education II *SPCED-GE 2508*, 2 credits

Introduction to Assistive Technology for People with Disabilities *OT-GE 2194*, 1 credit

Fieldwork in Schools and Other Educational Settings *TCHL-GE 2005*, 0 credits

Student Teaching in Secondary Special Education *SPCED-GE 2524*, 3 credits

Content Elective *ENGED-GE 2xxx*, 3 credits

Content Elective *ENGED-GE 2xxx*, 3 credits

# Environmental Conservation Education

## DIRECTOR

Mary Leou

East Building,  
239 Greene Street  
TELEPHONE:  
212-998-5474  
mary.leou@nyu.edu

## DEGREE

MA

## FACULTY

Lejano, Leou

## ADJUNCT FACULTY

Chapman, Land,  
Maenza-Gmelch

MA Seminar in English Education  
*ENGED-GE 2501*, 3 credits  
Student Teaching in English Language  
Arts: Middle or High School *ENGED-GE 2911*, 3 credits  
Teaching and Learning English  
Language Arts in Middle or High School  
*ENGED-GE 2041 OR 2042*, 3 credits  
Curriculum and Research in Literacy  
and the English Language Arts *ENGED-GE 2120*, 3 credits

## EMBEDDED MASTER OF ARTS IN TEACHING IN SECONDARY EDUCATION,

See page 158. ►

### *Certificate of Advanced Study*

The sixth-year Certificate of Advanced Study in teaching English language and literature is intended primarily for those secondary school English teachers seeking further study in preparation for leadership roles at the secondary or school district (K-12) levels. The primary areas of study are curriculum and instruction, educational linguistics, reading and literature, and writing. This certificate is granted only to students who have completed 30 credits (with grades better than B) of graduate study beyond the MA.

## *PhD Degree Program in English Education*

The doctoral program is directed primarily toward students seeking or already holding positions in higher education. Areas of concentration include literature, reading, media education, composition education, curriculum development, and applied linguistics. The doctorate requires a minimum of 54 credits beyond the MA and successful completion of a candidacy essay and dissertation. Specific requirements for the PhD degree are determined in consultation with the adviser.

## ADMISSION REQUIREMENTS

In addition to the general requirements, applicants for the MA program must present at least 30 credits in college-level English. Applicants for the Preserve MA 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 MA 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 MA degree in English or English education and must have completed three years of successful teaching. Doctoral applicants must present a master's degree in English education, English, or a related field such as reading, linguistics, or TESOL.

See general admission section,  
page 186.

## 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 198.

## 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.

# Literacy Education

## PROGRAM LEADER

Kay Stahl

East Building,  
239 Greene Street,  
5th Floor  
TELEPHONE:  
212-998-5402  
kay.stahl@nyu.edu

## DEGREE

MA

## FACULTY

Kieffer, Neuman,  
Stahl, Strom

**For more than 30 years**, the 37-credit MA Program in Environmental Conservation Education prepares graduates for environmental careers in the broad field of environmental education.

The program's interdisciplinary approach draws on both theory and practice and integrates the natural and social sciences with education and fieldwork to help students gain an understanding of the profound effects of human activity on the planet and the role of education in solving environmental problems.

The program draws on faculty from a wide variety of disciplines within the University, including education, history, philosophy, law, journalism, science, health, and the arts. Core courses in environmental thought, social ecology, environmental politics, and environmental education introduce students to the theories, policies, and ethics that have shaped public discourse and understanding of the environment.

Electives allow students to tailor their program of study to fit their particular conservation education interests in areas such as environmental justice, curriculum design, teacher education, policy studies, sustainable development, ecology, youth education, wildlife education, and sustainability. MA students can take electives within Steinhardt, the Robert F. Wagner Graduate School of Public Service, and the Graduate School of Arts and Science. The program also has a strong affiliation with the Program in Science Education in this department, and the Wallerstein Collaborative for Urban Environmental Education at NYU provides students with numerous opportunities to study and work closely with science education faculty on research, curriculum projects, and other environmental initiatives.

The integration of coursework with required fieldwork provides students with a unique urban experience in environmental education. The program makes ample use of the vast resources available in New York City, through which students study contemporary environmental issues and programs; evaluate, develop, or implement educational initiatives for children, youth, and adults; or undertake applied research in

environmental education.

Students complete internships in a wide variety of organizations, including New York City Audubon, NYC Department of Environmental Protection, Jane Goodall Institute, New York City Soil and Water Conservation District, the United Nations, Rainforest Alliance, the Mayor's Office of Environmental Coordination, Wildlife Conservation Society, High School of Environmental Studies, Harbor School, the American Museum of Natural History, the New York State Department of Environmental Conservation, and Wave Hill. The University's own Sustainability Initiative provides additional opportunities for involvement and learning.

## CAREER OPPORTUNITIES

The program prepares individuals to assume leadership roles in schools, non-profit organizations, cultural institutions, and government agencies. Graduates work as educators, program managers, consultants, advocates, administrators, and community leaders. In addition to careers in education, students may pursue careers in policy, advocacy, the media, and numerous other professions in the public and private sectors.

Some graduates go on to law school or doctoral programs in environmental education, environmental studies, environmental science, and related areas. The University offers many opportunities to explore employment possibilities through the program's internships and the extensive network of organizations with which the program is associated, including NYU's Wallerstein Collaborative for Urban Environmental Education ([www.nyu.edu/](http://www.nyu.edu/)). For profiles of graduates, please visit <http://steinhardt.nyu.edu/teachlearn/environmental/ma/alumni>.

## DEGREE REQUIREMENTS

Students in the master of arts program complete 37 credits of coursework, including:

**Core courses (15 credits):** Foundations of Environmental Thought *ENYC-GE 2019*, Cities and Their Environments *ENYC-GE 2005*, Environmental Politics *ENYC-GE 2021*, Internship in Environmental Conservation Educa-

tion *ENYC-GE 2024*, Environmental Education: Theory and Practice *ENYC-GE 2022*, and the Final Seminar in Environmental Conservation Education *ENYC-GE 2023*.

## Electives (13 credits minimum):

Electives in related areas are selected by advisement. Students take courses in the department and throughout the University in such areas as environmental policy, sustainability, science education, economics, history, ecology, food studies, media, and the arts.

**Other requirements (6 credits):** two courses in ecology or a related area.

## ADMISSION REQUIREMENTS

Applicants to the Program in Environmental Conservation Education must follow both the Steinhardt School and the program admission procedures and deadlines. All school and program admissions materials must be received by December 15. Specific admission to the Program in Environmental Conservation Education includes the submission of a statement of purpose and two letters of recommendation.

See *general admission section*, page 186.



**Two master's degree programs** are offered by the Department of Teaching and Learning's Program in Literacy Education. These programs prepare certified classroom teachers as literacy specialists. In addition, these curricula are also designed to prepare classroom teachers at the early childhood and elementary levels or content-area teachers at middle school and high school levels who wish to reach all students in their classes and integrate the strategic teaching of reading and writing. In either curriculum, full-time students can finish in an accelerated 12-month format (fall, spring, and

summer semesters), and part-time students can finish in two years.

One master's degree program is for candidates interested in students from birth through grade 6 (LITB), the other, from grade 5 through grade 12 (LITC). To apply for these programs, a candidate must hold either initial or professional certification in teaching at the appropriate level (see section on Admission Requirements for details). On completion of a program, the candidate is eligible for New York State certification as a literacy specialist for the appropriate grade levels and will meet all requirements for the new literacy

specialist certification.

The literacy master's programs represent literacy as the means by which people think, learn, and communicate, including reading, writing, listening, and speaking. The curricula are designed to help teachers understand the principles of language and literacy learning and the development of diverse learners, especially those who experience difficulty with literacy learning, across developmental levels, academic disciplines, and social and cultural contexts. These programs support the development of teaching expertise in the role of literacy specialist and in a particular

# Mathematics Education

## PROGRAM CODIRECTORS

Orit Zaslavsky  
orit.zaslavsky@  
nyu.edu

Martin Simon  
(Doctoral Program)  
m.simon@nyu.edu

East Building,  
239 Greene Street,  
4th Floor  
Telephone:  
212-998-5870

## DEGREES

MA, MAT PhD

## FACULTY

Burgunder, Ma,  
Simon, Zaslavsky

area of specialization within the curriculum selected by students — such as the integration of strategic teaching of reading and writing within different content areas (e.g., social studies, science, or math) or clinical work in literacy. The course of study builds on the participants' professional experiences, involves the application of theory to practice and vice versa, and stresses the use of data for decision making. Similarly the curriculum for children in schools builds on the language and literacy learning that students bring to school and ongoing observation of their learning in order to closely match instruction to student level. Professional seminars explore critical issues that inform the role of literacy specialists and classroom teachers in schools. Finally, a clinical literacy practicum allows the candidates to apply program learning as they develop and apply a tutoring interventions with children who have literacy challenges.

## ADMISSION REQUIREMENTS

Candidates must hold an appropriate teaching certificate as a prerequisite for admission to these MA programs. For admission to the literacy program, birth-grade 6 (LITB) candidates must hold at least an initial certificate in early childhood/childhood education or an initial certificate in either early childhood education or childhood education. For admission to the literacy program, grades 5-12 (LITC), candidates must hold at least an initial certificate in middle or secondary education or an initial certificate in either middle childhood or adolescence education. Candidates holding an out-of-state base certificate must apply for a comparable New York State certificate with the New York State Education Department (see [www.highered.nysed.gov/tcert](http://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

### Master of Arts

Both programs can be taken as full-time or part-time programs. The Steinhardt School of Culture, Education, and Human Development provides a wealth of choices for the two electives — courses from areas such as bilingual education, special education, drama education, educational communication and technology, media ecology, English education, educational administration, or educational psychology.

### Literacy Education, Birth-Grade 6

**(LITB)** (30 credits): Courses are offered in two phases. Phase I includes Reading Theory and Practices in Early Childhood/Childhood *LITC-GE 2012*; Writing Theory and Practices in Early Childhood/Childhood *LITC-GE 2014*; First and Second Language Development: Building a Foundation for Literacy *LITC-GE 2010*; Politics and Policies of Literacy *LITC-GE 2016*; and Texts, Tools, and Culture *LITC-GE 2017*. Phase II includes Literacy Assessment *LITC-GE 2011*; Clinical Literacy Practicum in Early Childhood and Childhood *LITC-GE 2991* (two placements, at two different instructional levels), and Facilitating School Reform *LITC-GE 2065*. The program requires two electives that can be taken at any point in the program.

### Literacy Education, Grades 5-12 (LITC)

(30 credits): The courses are offered in two phases. Phase I includes Reading Theory and Practices in Middle Childhood and Adolescence *LITC-GE 2014*; Writing Theory and Practices in Middle

Childhood and Adolescence *LITC-GE 2016*; First and Second Language *LITC-GE 2010*; Politics and Policies of Literacy *LITC-GE 2016*; and Text, Tools, and Culture *LITC-GE 2017*. Phase II includes Literacy Assessment *LITC-GE 2011*; Clinical Literacy Practicum in Middle Childhood and Adolescence *LITC-GE 2992* (two placements, at two different instructional levels), and Facilitating School Reform *LITC-GE 2065*. The program requires two electives that can be taken at any point in the program.

## FINANCIAL OPPORTUNITIES

Loans and scholarships may be available for qualified applicants to master's study.

See *general financial aid section*, page 198.

### **SPECIAL OPPORTUNITIES**

Conferences, institutes, and seminars at NYU's Washington Square campus feature distinguished visiting faculty and topics of professional concern.

The Programs in English Education, Literacy Education, and Early Childhood and Childhood Education offer summer graduate study-abroad programs in Oxford and London, England. The curriculum offers educators an opportunity to explore British approaches to the teaching and learning of language and literacy across all school levels, from early childhood through college. The program is designed for teachers, mentor-teachers, and curriculum specialists in elementary education, literacy and language, and English. Participants engage in the process of developing literacy curricula that reflect depth of content and include pedagogy and instructional practices that have potential to reach a wide range of students. Critical issues for both teachers and students, such as approaches to collaboration, assessment, and evaluation, are an integral part of this program of study.

**The Department of Teaching and Learning** offers master's- and doctoral-level degrees in mathematics education. At the master's level, the department offers a program leading to initial secondary certification for prospective teachers and a program for in-service secondary mathematics teachers leading to professional secondary certification. At the doctoral level, students can pursue a mathematics education doctorate with a focus on any level of schooling (elementary, secondary, post-secondary). Students in these programs may take their mathematics courses at NYU's world-renowned Courant Institute of Mathematical Sciences. Faculty from the Courant Institute also serve, when appropriate, on the dissertation committees of doctoral students in the Program in Mathematics Education.

Members of the mathematics education faculty have been, and continue to be, active in cutting-edge research. They encourage and support students in the programs to become involved in research, funded projects, and professional activities. Current research of the mathematics education faculty include studies of the mechanisms of mathematics concept development; how people learn mathematics in and out of school settings, and how they learn across settings; the teaching and learning of rational numbers; the roles and use of examples in mathematics teaching and teacher education, as well as in learning to prove.

### **CAREER OPPORTUNITIES**

Graduates have many career opportunities open to them both within and

outside the academic community here and abroad. These include research in mathematics education, mathematics teacher education, mathematics curriculum development, mathematics education leadership, and the teaching of mathematics and related subjects (including statistics) at all levels from elementary school through college.

### **DEGREE REQUIREMENTS**

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. *Please see page 150.*

# Multilingual Multicultural Studies

Bilingual Education,  
Foreign Language  
Education, Teaching  
English to Speakers  
of Other Languages  
(TESOL)

**PROGRAM LEADER**  
Shondel Nero

East Building,  
3rd Floor  
TELEPHONE: 2  
12-998-5757  
shondel.nero@nyu.edu  
www.steinhardt.nyu.  
edu/teachlearn/mms

**DEGREES**  
MA, PhD

**CERTIFICATES**  
Post-Baccalaureate  
Advanced Certificate,  
Post-Master's  
Certificate of  
Advanced Study

**FACULTY**  
Creider, Eisenstein  
Ebsworth, Harvey,  
Llosa, Nero, Qin,  
Woodley

**ADJUNCT FACULTY**  
Ait-Jafour, Barley,  
Blaber, Carpenter,  
Chan, Choong, Coma,  
DeCapua, DeFazio,  
Heath, Graham,  
Hong, Kern, Lan, Lee,  
Lo, Longshaw, Lum,  
McSweeney, Pally,  
Reddington, Ress,  
Vigourt, Wu

## **Master of Arts in Mathematics Education**

The preservice MA program in teaching mathematics, grades 7-12, is a variable 30-40-credit program that prepares students to teach mathematics in grades 7-12 and culminates in students being eligible for initial New York State certification. This curriculum may be completed in four academic semesters or in an accelerated, full-time basis in one calendar year or a little more than one calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. There is an option of extending the certificate to include grades 5-6.

**Required Courses: General Pedagogical Core Courses (14 credits)**, including Inquiries into Teaching and Learning III *TCHL-GE 2010*, Educating Students with Special Needs in Middle Childhood and Adolescent Settings *SPCED-GE 2162*, Language and Literacy Acquisition and Development *TCHL-GE 2275*, Adolescent Learners in Urban Context *TCHL-GE 2515*, and Research Investigations in Mathematics Education *MTHED-GE 2008*.

**Pedagogical Content Knowledge Courses (8-20 credits)**, including Teaching of Secondary School Mathematics *MTHED-GE 2033*, Professional Seminar for Secondary Mathematics *MTHED-GE 2122*, and one to seven courses by advisement from the following: Teaching of Rational Numbers *MTHED-GE 2031*, Teaching of Geometry *MTHED-GE 2036*, Teaching of Algebra *MTHED-GE 2035*, Teaching of Data Collection and Analysis *MTHED-GE 2032*, Educational Technology in Secondary School Mathematics *MTHED-GE 2034*, and Teaching of Pre-calculus and Trigonometry in High School *MTHED-GE 2037*, Teaching of Computer Science *MTHED-GE 2080*, Introduction to Computer Science Education *MTHED-GE 2110*.

**Mathematics Content Courses (2-6 credits)** taken, by advisement, either in the Graduate School of Arts and Science or selected math content courses offered through the Program in Mathematics Education itself, with Mathematical Proof and Proving *MTHED-GE.2050* required.

**Field Work and Student Teaching (6 credits)**, including Student Teaching in Mathematics Education: Middle and High Schools I & II *MTHED-GE 2911*, 2922.

**Also required for New York State certification** is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention (0 credits) *TCHL-GE 2999*.

The in-service MA program in teaching mathematics, grades 7-12, serves professionals holding initial New York State certification in mathematics and seeking preparation for professional certification. It is a 30-credit program that combines advanced mathematics content courses with pedagogy courses to enhance the student's understanding of both content and teaching. Course requirements include **Mathematics Content Courses** (8-9 credits, by advisement), **Pedagogical Content Knowledge Courses** (12-13 credits, by advisement), **Courses on Current Issues in Education** (9 credits), and a **culminating project**.

There are **minimum grade requirements**: Students must get a minimum C in all mathematics courses, with the exception of Mathematical Proof and Proving *MTHED-UE 2050*, in which the minimum grade is B. For pedagogical content courses, the minimum grade is B.

## **ADMISSION REQUIREMENTS**

See *general admission section, initial certification page 186*.

Applicants to the preservice MA degree program in teaching mathematics, grades 7-12, must hold a bachelor's degree with a strong mathematics GPA. They must also have completed a minimum of 30 credits of acceptable mathematics content at a calculus 1 level and above. Two semesters of calculus should have been taken as part of the 30 credits. Applicants who did not take a course in linear algebra and a course in geometry may be required to complete one or both courses, in addition to the program requirements, prior to their graduation from NYU. Applicants must also have taken and passed three semester hours at the college level of a foreign language or sign language.

Under special circumstances, applicants with fewer than the required number of credits but whose grades indicate the ability to do well in mathematics may be allowed to take the missing coursework as a part of the program, in addition to the regular requirements.

Applicants to the professional certification MA degree program in mathematics, grades 7-12, must also have completed a bachelor's degree and hold initial New York State certification in secondary mathematics.

## **EMBEDDED MASTER OF ARTS IN TEACHING IN SECONDARY EDUCATION,** See page 158. ►

### **PhD Program Teaching and Learning With an Emphasis in Mathematics Education**

Students interested in a doctoral program in mathematics education apply for admission to the PhD Program in Teaching and Learning with an emphasis in mathematics education.

The program includes coursework in mathematics education, mathematics and related fields (e.g., statistics), and in educational research. The coursework, along with involvement in faculty research projects (20 hours per week for 3-4 years), is designed to produce graduates who are capable of high-quality research in mathematics education. In addition, the program prepares students to be strong mathematics teachers and teacher educators, who have a strong understanding of mathematics.

The PhD program in Teaching and Learning with an emphasis in mathematics education requires a minimum of 36 credits of graduate coursework beyond the master's degree. Most students take at least 48 credits. Although there are required courses and competencies, there is also significant flexibility in student programs for pursuit of particular interests.

With appropriate background in a combination of mathematics and education, a full-time student can complete the program in approximately four years. Students in this program must also take and pass a comprehensive examination following their coursework and complete a doctoral dissertation.

Required courses include Professional Research Seminar in Mathematics Teacher Education *MTHED-GE 3021*; Qualitative Research in Mathematics Education I: Research Design *MTHED-GE 3010*; Qualitative Research in Mathematics Education II: Guided Data Analysis *MTHED-GE 3011*; and Learning Theories in Mathematics Education Research *MTHED-GE 3014*. Based on the student's coursework and prior experience, courses in mathematics, statistics, and research design are generally required.

Successful completion of the Departmental Candidacy Examination, a comprehensive examination in the program of specialization, provides the basis of acceptance into doctoral candidacy following formal matriculation. Below are the two schoolwide prerequisites to the taking of the candidacy examination as well as regulations concerning the examination itself.

■ **Matriculation.** Only doctoral students who are fully matriculated are eligible for the Departmental Candidacy Examination. Matriculation is established during the first semester of registration in the doctoral program.

■ **Good Academic Standing.** All doctoral students are required to have a cumulative, doctoral grade credit average of 3.0 to qualify for the Departmental Candidacy Examination.

At an early stage of doctoral study, doctoral students should confer with their departmental advisers in order to plan the remaining courses necessary as preparation for the candidacy examination. Doctoral students may not sit for the candidacy examination more than twice. Candidacy examination applications are available at the Office of Research and Doctoral Studies, Pless Hall, 82 Washington Square East, 5th Floor.

If doctoral candidacy is not accepted, matriculation will be suspended. If candidacy is subsequently accepted, the original date of matriculation will be restored.

#### ADMISSION REQUIREMENTS

PhD Program: See department doctoral admissions requirements.

**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 nonschool settings as well, such as community organizations, immigrant resettlement agencies, publishing houses, training programs for multinational corporations, and international educational agencies both here and abroad.

## DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences.

### PROGRAMS IN BILINGUAL EDUCATION

#### MA Program in Bilingual Education.

##### (Leading to New York State certification)\*

The master of arts program (34 credits) prepares teachers to use bilingual approaches with their students in such areas as early childhood education, childhood education, middle childhood education, adolescence education, a special subject (mathematics, science, social studies), literacy education, career education, and technical education. 16 credits of required courses include: Bilingual Multicultural Education: Theory and Practice *BILED-GE 2001*; Intercultural Perspectives in Multilingual Education *LANED-GE 2005*; Structure of American English *TESOL-GE 2205*; Methods of Teaching Language Arts and Literacy with a Bilingual Approach *BILED-GE 2110*; and The Second Language Classroom: Elementary and Secondary Schools *LANED-GE 2201* or Curriculum Adaptations in Bilingual Education *BILED-GE 2101*. The program also requires 12 credits of electives, 3 credits of student teaching, and a 3 credit terminal experience.

*\*This program is open only to applicants already holding teacher certification in a primary area (except in TESOL or Foreign Language Education) in New York State or another US state.*

#### Doctoral Program

The Doctoral Program in Bilingual Education (PhD) 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 credits of coursework and 1 credit per semester for advisement while preparing their doctoral dissertations.

#### Bilingual Extension

##### (Advanced Certificate: Bilingual Education for Teachers)

The 15-credit minimum bilingual extension program includes courses

in linguistics, culture, bilingual and second language pedagogy, and language through content. Required courses include Bilingual Multicultural Education: Theory and Practice *BILED-GE 2001*; Intercultural Perspectives in Multilingual Multicultural Education *LANED-GE 2005*; Language Arts and Literacy with a Bilingual Approach *BILED-GE 2110*; Teaching Second Languages across Content Areas *TESOL-GE 2204* or The Second Language Classroom: Elementary and Secondary *LANED-GE 2201*; and Supervised Student Teaching in Bilingual Education: Elementary and Secondary I or II *BILED-GE 2991* or *2992* or Field Experience and Seminar in Foreign Language Teaching *FLGED-GE 2918*.

#### Post-MA Advanced Certificate in Bilingual Education

The Post-MA Advanced Certificate in Bilingual Education is for bilingual teachers, supervisors, teacher trainers, administrators, and materials developers who wish to continue their education beyond the master's level. The 30-credit program is appropriate for those who wish to continue their study of bilingual education or add to their teaching and learning experience. The Post-MA Advanced Certificate can also serve as a bridge between master's and doctoral study. The bilingual extension can also be earned through this program.

### PROGRAMS IN FOREIGN LANGUAGE EDUCATION

#### MA Program in Teaching a Foreign Language 7-12 (Chinese, French, Italian, Japanese, and Spanish)

Students seeking certification must complete 44 credits of coursework. Courses include foundations in linguistics, target language, methods, culture, second language research, and student teaching placement at the secondary level. Students may also take Teaching Foreign Languages to Elementary School Children *FLGED-GE29 2018* to extend their certification to K-6. This curriculum may be completed in four academic semesters or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

The program consists of a content core (3-9 credits), 8 credits of the general pedagogical core (Field Work in Schools and Other Educational

Settings *TCHL-GE 2005*; Inquiries into Teaching and Learning *TCHL-GE 2010*;

Adolescent Learners in Urban Contexts *TCHL-GE 2515*; and Educating Students with Disabilities in Middle Childhood and Adolescent Settings *SPCED-GE 2162* or Bilingual Exceptional Child *BILED-GE 2103*), 5-11 credits of electives / pedagogical content knowledge core, 13 credits of the specialized pedagogical core (Teaching Foreign Languages: Theory and Practice *FLGED-GE 2069* or Teaching Second Languages: Theory and Practice *TESOL-GE 2002*; Second Language Classroom: Elementary and Secondary Schools *LANED-GE 2201*; Bilingual Multicultural Education: Theory and Practice *BILED-GE 2001* or Intercultural Perspectives in Multilingual Multicultural Education *LANED-GE 2005*; Second Language Acquisition: Theory and Research *LANED-GE 2206*), 6 credits of student teaching (Student in Foreign Language: Middle and High School I and II *FLGED-GE 2911* and *2922*), a 0-credit social responsibilities of teachers course (Drug and Alcohol Ed/Child Abuse Id/School Violence Prevention/DASA *TCHL-GE 2999*), and a 3-credit terminal experience (Advanced Individual Project in MMS *LANED-GE 2039*).

#### MA Program in Foreign Language Education

Students wishing to teach at the college or adult level may earn an MA without achieving state certification. The program requires the completion of 34 credits.

The program requires 9 credits of foundation coursework (Teaching Foreign Languages: Theory and Practice *FLGED-GE 2069* or Teaching Second Languages: Theory and Practice *TESOL-GE 2002*; Linguistic Analysis *LANED-GE 2003*; Bilingual Multicultural Education: Theory and Practice *BILED-GE 2001* or Intercultural Perspectives in Multilingual Education *LANED-GE 2005*), 3-6 credits of language specialization coursework, 9-12 credits of electives, 4 credits of classroom practice (The Second Language Classroom: College and Adults *LANED-GE 2202*), 3-6 credits of field experience coursework, and 3 credits of a terminal experience (Culminating Seminar in MMS *LANED-GE 2099* or Advanced Individual Project in MMS *LANED-GE 2039*).

#### Joint MA Program in Teaching Spanish as a Foreign Language 7-12 and TESOL 7-12 (Steinhardt and NYU Madrid)

This unique transatlantic program, offered jointly with Steinhardt and NYU Madrid, Department of Spanish, 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. Degree candidates can seek opportunities to work as English Language Teaching Assistants of English in secondary 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 an elementary school for ESL. Students seeking initial certification must complete 50 credits 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 additional summer course to extend their certification to include teaching foreign languages at K-6 level.

The program requires 15 credits of content core coursework (Applied Phonetics and Spoken Contemporary Spanish *SPAN-GA 9556*; Stylistics and Semantics of Written Spanish, *SPAN-GA 9108*; Hispanic Dialectology and Sociolinguistics *SPAN-GA 9208*; Structure of American English *TESOL-GE 2205*), 9 credits of general pedagogical core coursework (Inquiries in Teaching and Learning *TCHL-GE 2010*; Adolescent Learners in Urban Contexts; *TCHL-GE 2515*; Educating Students with Disabilities in Middle Childhood and Adolescent Settings *SPCED-GE 2162*; Fieldwork in Schools and Other Educational Settings *TCHL-GE 2005*; Drug and Alcohol Ed/Child Abuse Id/School Violence Prevention/DASA *TCHL-GE 2999*); 7 credits of pedagogical content knowledge coursework (Second Language Acquisition: Theory and Research *LANED-GE 2206*; Intercultural Perspectives in Multicultural Education *LANED-GE 2005*; Applied Linguistics in Spanish *FLGED-GE 2419* or Advanced Spanish for Teachers of Spanish *FLGED-GE 2128*); 7 credits of specialized pedagogical core

coursework (Teaching Foreign Languages: Theory and Practice *FLGED-GE 2069*; Applied Methodology for Teaching Spanish as a Foreign Language *SPAN-GA 9202*); 4 credits of student teaching (Student Teaching Seminar in Foreign Language: Middle and High School *FLGED-GE 2911*; Student Teachign Seminar in TESOL: Elementary and Secondary II *TESOL-GE 2902*); and 1 point of culminating experience (Advanced Individual Project in Multilingual/Multicultural Studies *LANED-GE 2039*). Additional credits to total 50 are electives.

#### **MA Program in Teaching a Foreign Language (7-12) and Teaching English to Speakers of Other Languages (All Grades)**

This dual teacher certification program enables students to learn to teach English as a second language and to teach a foreign language. The program of study integrates second/foreign language pedagogy, linguistics, cross-cultural studies, and second language acquisition research. Students have to fulfill student teaching requirements at the elementary level for ESL and the secondary level for the target language. Students who complete this 50-credit program will be certified in teaching ESL (all grades) and a foreign language (7-12). Students may also take the course Teaching Foreign Languages to Elementary School Children *FLGED-GE 2018* to extend their certification to grades K-6.

The program requires 12 credits of content core coursework (including Linguistic Analysis *LANED-GE 2003* and Structure of American English *TESOL-GE 2205*), 8 credits of general pedagogical core coursework (Inquiries in Teaching and Learning *TCHL-GE 2010*; Adolescent Learners in Urban Contexts; *TCHL-GE 2515*; Educating Students with Disabilities in Middle Childhood and Adolescent Settings *SPCED-GE 2162*; Fieldwork in Schools and Other Educational Settings *TCHL-GE 2005*; Drug and Alcohol Ed/Child Abuse Id/School Violence Prevention/DASA *TCHL-GE 2999*); 8-11 credits of pedagogical content knowledge core coursework (Teaching Second Language across Content Areas *TESOL-GE 2204*; Second Language Evaluation and Assessment *LANED-GE 2060*; Workshop in teaching foreign languages *FLGED-GE 2914*; Research and Practice in Academic English Writing for ELLs *TESOL-GE 2810*; Methods of Teaching Language Arts in Literacy with a Bilingual Approach *BILED-GE*

*2110*), 7 credits of specialization pedagogical core coursework, 6 credits of student teaching (Student Teaching in TESOL: Elementary and Secondary *TESOL-GE 2901*; Student Teaching in Foreign Language: Middle and High School *FLGED-GE 2922*), a course in social responsibilities of teachers (Drug and Alcohol Ed/Child Abuse Id/School Violence Prevention/DASA *TCHL-GE 2999*); and a 3-credit terminal experience (Advanced Individual Project in MMS *LANED-GE 2039*).

#### **Post-Master's Certificate of Advanced Study in Foreign Language Education**

The certificate program in foreign language education consists of 30 credits 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.

#### **Teaching 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-credit 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.

The program requires 12 credits of required courses (Teaching Second Languages: Theory and Practice *TESOL-GE 2002*; Second Language Classrooms: College and Adults *LANED-GE 2202*; Structure of American English *TESOL-GE 2205*; Internship in Teaching Second Language *LANED-GE 2035*) and 3 credits of electives.

#### **MA Program in TESOL (All Grades — Leading to New York State Teacher Certification)**

Students seeking state certification must complete 44 credits of coursework, which includes foundations in linguistics, structure of American English, methods, culture, second language research, and two student teaching placements at

\*Bilingual extension: Applicant must be eligible for New York State certification in their primary areas such as early childhood education; childhood education; middle childhood education; adolescence education; a specialized subject area, such as math, science, or social studies; literacy education; speech pathology; psychology; and career or technical education.

# Science Education

## PROGRAM DIRECTOR

Robert Wallace

East Building,

4th Floor

TELEPHONE:

212-998-5208

rw56@nyu.edu

## DEGREE

MAT, PhD

## FACULTY

Blonstein, Lejano,

Leou, Milne, Wallace

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.

Required coursework includes: Teaching Second Languages: Theory and Practice *TESOL-GE 2002*; Inquiries into Teaching and Learning *TCHL-GE 2010*; Field Work in Schools and Other Educational Settings *TCHL-GE 2005*; Drug and Alcohol Ed/Child Abuse Id/School Violence Prevention/DASA *TCHL-GE 2999*; Linguistic Analysis *LANED-GE 2003*; Structure of American English *TESOL-GE 2205*; The Second Language Classroom: Elementary and Secondary Schools *LANED-GE 2201*; Adolescent Learners in Urban Contexts; *TCHL-GE 2515*; Bilingual Multicultural Education *BILED-GE 2001* or Intercultural Perspectives in Multilingual Multicultural Education *LANED-GE 2005*; Student Teaching Seminar *TESOL-GE 2901* and *2902*; Second Language Acquisition: Theory and Research *LANED-GE 2206*; Educating Students with Special Needs in Middle Childhood/Adolescent Settings *SPCED-GE 2162* or Bilingual Exceptional Children *BILED-GE 2103*; Workshop in Foreign Language Education *FLGED-GE 2914* or Integrating Educational Technology in Teaching and Learning *EDCT-GE 2018*; a multilingual multicultural studies elective course, Advanced Individual Project *LANED-GE 2039* or Culminating Seminar in Multicultural Multilingual Studies *LANED-GE 2099*; and Workshop in Foreign Language Education *FLGED-GE 2914* or Integrating Educational Technology in Teaching and Learning *EDCT-GE 2018*.

### MA Program in TESOL (Not Leading to New York State Teacher Certification)

Students wishing to teach at the college level or abroad may earn an MA degree without achieving New York State teacher certification. The program requires the completion of 30-34 credits of coursework, which includes foundations in linguistics, structure of American English, methods, culture, second language research, and field experiences.

Required courses include: Teaching Second Languages: Theory and Practice *TESOL-GE 2002*; Linguistic Analysis *LANED-GE 2003*; Observation and Seminar in Second Language Teaching

*BILED-GE 2250*; Teaching EFL in International Settings *FLGED-GE 2223* or Research Practice in Academic English Writing for English Language Learners *TESOL-GE 2810*; The Second Language Classroom: College and Adults *LANED-GE 2202*; Structure of American English *TESOL-GE 2205*; Bilingual Multicultural Education *BILED-GE 2001* or Intercultural Perspectives in Multilingual Multicultural Education *LANED-GE 2005*; two Multilingual Multicultural Studies Elective Course; Advanced Individual Project *LANED-GE 2039*; Culminating Seminar in Multicultural Multilingual Studies *LANED-GE 2099*; and Seminar and Practicum in Adult Second/Foreign Language Education *LANED-GE 2035* or an additional Multilingual Multicultural Studies elective course.

### Post-Master's Certificate of Advanced Study

The certificate program in foreign language education consists of 30 credits 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.

### PhD Program in TESOL

The doctoral program in TESOL (PhD) 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 credits of coursework and 1 credit per semester for advisement while preparing their doctoral dissertations.

## ADMISSION REQUIREMENTS

Note: All MMS programs require TOEFL scores (minimum IBT score of 100) or IELTS scores (minimum 7) 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.

Students seeking admissions to all MA programs leading to New York State certification must submit current GRE or MAT (Miller Analogies Test) scores.

### Bilingual Extension Post-Baccalaureate Advanced Certificate

Applicants must have an undergraduate degree in liberal arts or sciences. There are additional requirements for those desiring the bilingual extension.\*

# Social Studies Education

## PROGRAM LEADER

Diana Turk

East Building,

Suite 624

TELEPHONE:

212-998-5492

diana.turk@nyu.edu

## DEGREE

MA, MAT

## FACULTY

Cohen, Turk

## ADJUNCT FACULTY

Berman, Faithful,

Fitzgerald

## Bilingual Education MA 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.

## PhD 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.

## MA in Foreign Language Education (Chinese, French, Italian, Japanese, and Spanish)

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 MA Program for Teachers of Foreign Language (FLED) only.

Students seeking New York State certification should apply for the MA Program in Teaching a Foreign Language 7-12. They 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 credits in the target foreign language.

## Joint MA Program in Teaching Spanish as a Foreign Language 7-12 and TESOL 7-12 (Steinhardt and NYU Madrid)

Applicants must hold a baccalaureate degree with a minor or major in Spanish language or literature or an equivalent degree. To be recommended for teacher

certification upon completion of this MA program, applicants must have completed at least 25 college credits in

Spanish prior to admission. Applicants who are deficient in credits or who do not meet this credit requirement should take the CLEP exam to earn an equivalency of 12 college credits or take the NYU School of Professional Studies language proficiency test to earn an equivalency of up to 16 college credits. Interested candidates apply through NYU Steinhardt. Applicants must also submit GRE or MAT (Miller Analogies Test) scores, three letters of recommendation, and an academic writing sample in Spanish that may not exceed 25 pages. The in-office deadline for all materials is April 15.

## MA Program in Teaching a Foreign Language (7-12) and Teaching English to Speakers of Other Languages (All Grades)

Applicants must have completed a bachelor's degree with a major in the target language or have 30 credits or equivalent. In addition, students must have taken as part of their general education courses at least 3 credits 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 at an accredited college or university.

## MA 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 credits in mathematics, science, and social studies and 12 credits of a language other than English or an equivalent of language proficiency.

## MA 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.

#### **PhD Program in TESOL**

Applicants must present a master's degree in a related area, current GRE scores, two letters of recommendation, and a sample of written work in English.

#### **GLOBAL STUDY**

The Programs in Multilingual Multicultural Studies (MMS) and in International Education jointly offer a three-week, 6-credit graduate summer study-abroad program in Shanghai, China. The curriculum offers educators an opportunity to examine intercultural perspectives in multilingual multicultural education in China and to explore the teaching of language, particularly English and Chinese, across all school levels. The program is designed for graduate students, teachers, and curriculum specialists in TESOL, bilingual education, foreign language education, English education, and international education. Teaching and learning activities include classes and seminars taught by NYU faculty members and lectures by faculty members from local higher education institutions, such as Shanghai Normal University. Internship opportunities are also available in Shanghai.

In addition to the Shanghai program, foreign language and TESOL majors, as well as all graduate students across Steinhardt, may also take advantage of the Multilingual and Multicultural Studies January intersession study-abroad program in the Dominican Republic. This three-week program includes a 3-credit graduate course, where students explore intercultural perspectives in multilingual and multicultural education by an intensive "real time" linguistic and cultural experience in Santiago, Dominican Republic. In addition to the graduate course, students take a one-credit undergraduate course in Spanish, offered by the host university in Santiago to experience language immersion. All students stay with Dominican host families, which enriches their linguistic and cultural experience. The program also takes students on educational tours to Santo Domingo, the capital city, and to other parts of the Dominican Republic.

Students can take advantage of other study-abroad opportunities offered by the Department of Teaching and Learning, such as the English Education summer program in London.

#### **The Science Education Program at NYU**

can help turn your passion for science into a career that matters. Whether as a highly qualified educator in schools or as a science educator in a nonprofit organization or as a sustainability expert the NYU program can help you become creative and effective educator. You will work with faculty who have extensive experience both in science education research and in effective teaching and learning.

#### **EMBEDDED MASTER OF ARTS IN TEACHING IN SECONDARY EDUCATION,**

See page 158.

#### **ADMISSION REQUIREMENTS**

Applicants to the Embedded Master of Arts in Teaching program who are interested in teaching science must have an undergraduate major in biology, chemistry, physics, or earth science. In certain instances, the program will accept students who have not satisfied all of the above requirements. In these cases, such students will be required to complete at NYU all outstanding coursework, in addition to their program requirements, prior to their graduation from NYU.

#### **FOCUS ON SCIENCE AND ENVIRONMENTAL EDUCATION**

The PhD in Teaching and Learning offers a focus on Science and Environmental Education and prepares you to conduct research in science and environmental education at the elementary, secondary, and post-secondary levels.

**The master's program in social studies education** leads to New York State initial teacher certification to teach social studies, history, and the humanities in grades 7-12, with an extension available for grades 5-6. Combine your love of history, geography, economics, or political science and government with inquiry-based teaching methods for adolescents in multicultural, multiethnic, urban schools. Learn to teach with primary sources and divergent historical interpretations. As you develop as a teacher, your lesson plans and classroom teaching will become exciting, inquiry-based history workshops that use innovative technologies to bring the past to life. We follow an interdisciplinary approach to social studies: you'll learn how to enhance your teaching by integrating historical narrative with novels, film, music, photography, and the visual arts.

Our program features small classes and opportunities to work with an outstanding faculty dedicated to improving the teaching of history in high schools and middle schools. The pivotal experience of the program is a two-semester sequence of student teaching at the middle and high school levels — a modified teacher residency experience that follows the calendar of the New York City public school year. Unique graduate study-abroad opportunities broaden your learning experiences.

Join our graduates who teach in public and independent, charter, and magnet school classrooms throughout New York City and across the country. Many other graduates serve as teacher trainers, department chairs, or curriculum specialists in middle and high schools. Still others work in educational print and electronic publishing, educational television, museum education, and in private and nonprofit settings throughout the United States.

We also offer three unique dual certification MA programs: Educational Theatre, all grades, and Teaching Social Studies, grades 7-2; Art Education, all grades, and Teaching Social Studies, grades 7-12; and Teaching Students With Disabilities, Generalist, 7-12, and Teaching Social Studies, grades 7-12.

### **Master of Arts**

The Program in Social Studies Education offers two tracks leading to the master of arts degree: one for students seeking initial certification to teach middle- and secondary-level social studies and one for students seeking professional certification who already are certified in middle- and secondary-level social studies.

### **DEGREE REQUIREMENTS**

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences.

#### **Master's Degree Program in Teaching Social Studies 7-12 Leading to Initial Certification (35 credits)**

**Curriculum Courses (6 credits):** Social Studies Curriculum: U.S. History *SOCED-GE.2047*; Social Studies Curriculum: World History *SOCED-GE.2048*. Pedagogical Content (9 credits): MA Seminar in Social Studies *SOCED-GE.2146*, Teaching Social Studies in the Middle and Secondary School *SOCED-GE.2042*, Language and Literacy Acquisition and Development *TCHL-GE.2275*.

**Pedagogical Core (9 credits):** Inquiries into Teaching and Learning *TCHL-GE.2010*, Integration of Media and Technology in Secondary Curriculum and Learning *EDCT-GE.2018*, Educating Students with Disabilities in Middle Childhood and Adolescent Settings *SPCED-GE.2162*, Adolescent Learners in Urban Contexts *TCHL-GE.2515*.

**Student Teaching (5 credits):** Teaching Practicum: Social Studies in the Middle and Secondary Schools *SOCED-GE.2053*, Supervised Student Teaching I *SOCED-GE.2911*, Supervised Student Teaching II *SOCED-GE.2922*.

**Elective (3 credits):** In consultation with adviser, students select one course as an elective from offerings in the Steinhardt School of Culture, Education, and Human Development or the Graduate School of Arts and Science.

**Culminating Experience (3 credits):** Culminating Experience: Social Studies and History Workshop *SOCED-GE.2140*.

**Other:** The Social Responsibility of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention *TCHL-GE.2999* (0 credits)

# Special Education

## PROGRAM LEADER

Joan Rosenberg  
jer4@nyu.edu

East Building,  
Room 200  
212-998-5460

## DEGREE

MA

## FACULTY

Alter, Fleisher,  
Friedlander, Gottlieb,  
Krasnow, Rosenberg,  
Schwartz, Trainor

## ADJUNCT FACULTY

Duggan, Greenbaum,  
Greenberg, Heller,Izzo,  
Kohn, Korenthal,  
Lesser, Okuma, Siegel

## In-Service/Professional Certification Program in Social Studies Education (30 credits).

Applicants must have met all the requirements for New York State initial certification in adolescent social studies. In addition, applicants must have a bachelor's degree from an accredited college or university with a minimum GPA of 3.0 in social studies content coursework.

At least 18 credits of the program must be at the 2000 level of study.

**I. Courses linking social studies content to social studies pedagogy (12 credits):** The Social Studies Curriculum: U.S. History *SOCED-GE.2047*; The Social Studies Curriculum: World History *SOCED-GE.2048*; Humanities, Literacy, and the Social Studies *SOCED-GE.2145*; MA Seminar in Social Studies *SOCED-GE.2146*.

In addition, students take a total of 15 credits from Course Listings II and III. The specific courses selected are agreed upon by both the student and his or her academic adviser and are based on the student's previous social studies coursework and professional needs and interests. Possible courses include those below. Others are available by advisement.

**II. Content specialization:** Courses in social studies content taken within the Program in Social Studies Education, in the Department of History or Humanities and Social Sciences in the Professions, or in another department related to social studies within the Graduate School of Arts and Science. Possible courses include The City as Resource in Historical Research *SOCED-GE.2304*, What Are Schools For? History of American Education and Society: Race and Ethnicity *HSED-GE.2174*, and Historical Perspectives *HSED-GE.2175*.

**III. Courses addressing theories and strategies for adapting curriculum and instruction:** Courses that offer theories and strategies for adapting curriculum to meet the special needs of students. Possible courses include Language and Literacy for Upper Grades *LITC-GE.2002*, Foun-

dations 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 credits):

Culminating Experience: Social Studies and History Workshop *SOCED-GE.2140*.

*Note:* Students who complete our professional certification program require three years of teaching to be eligible for New York State 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, department chairs, and curriculum coaches and directors 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 MA in social studies complete the appropriate coursework and field experience necessary for New York State certification in social studies. Once you have completed your MA 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

## Master's Degree Program in Teaching Social Studies 7-12 Leading to Initial Certification

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 United States and the world. An additional 6 credit hours in history will be taken as part of the program. Students must have also completed coursework in economics (3 credits), political science/government (3 credits), and an additional 3 credits in history, geography, economics, political science/government, sociology, or anthropology. Students must also have completed one semester's worth of study of a language other than English.

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 MA Degree Program in Social Studies Education Applicants must hold provisional New York State certification in social studies 7-12.

See *general admission section*, page 187.

**Master of Arts: Educational Theatre, All Grades, with Social Studies, 7-12**

Social studies and theatre have a powerful alliance when learners are provided with the chance to explore a period of history, historical concepts, and historical debates through the use of drama-based frameworks. This innovative dual certification program is built on the school's teacher certification programs in Educational Theatre, All Grades, and Teaching Social Studies, 7-12. Students are provided with opportunities to explore key ideas in primary source documents or historical texts through the use of interactive dramatic strategies. The dual certification program adheres to state learning standards for both theatre and social studies, and the curriculum reflects an integration of coursework offered by the current faculty in the program in Educational Theatre, in collaboration with the faculty in the program in Social Studies Education. Each of the competencies now necessary for teacher certification programs are met by the coursework, fieldwork, and student teaching requirements in both programs, as well as all the faculty and institutional

requirements.

## ADMISSION REQUIREMENTS

Students must have earned 24 credits in theatre and 24 credits in social studies. For social studies, students must have completed at least 15 credits in the history and geography of the U.S. and the world; at least 3 credits in economics; at least 3 credits in government or political science; and at least 3 credits in one of the social sciences with the exception of psychology and philosophy. For theatre, students must have earned 24 credits in drama, theatre, dramatic literature, or their equivalent. Students with fewer than 24 credits in these areas on admission will be required to take additional coursework in educational theatre and/or social studies. To be recommended for certification in social studies and theatre, students will have completed a total of 30 content credits in each area. Six credits are included in the following program of study.

## DEGREE REQUIREMENTS

A total of 47 credits are required for this master's program, distributed as follows:

### Content Core in Educational Theatre and Social Studies (12 credits):

World Drama I or II *MPAET-GE 2103* or *MPAET-GE 2104*, Drama in Education I or II *MPAET-GE 2193* or *MPAET-GE 2194*, The Social Studies Curriculum: 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 credits):

Drama with Special Education Populations *MPAET-GE 2960* or Educating Students with Disabilities in Middle School and Adolescent Settings *SPCED-GE 2162*, Human Development and Education in the Arts *MPAIA-GE 2010*, The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/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 (15 credits):

Teaching Social Studies in the Middle and Secondary School *SOCED-GE 2042*, Methods and Materials of Research in Educational Theatre *MPAET-GE 2077*, Drama Across the Curriculum and

Activities in the Elementary School *MPAET-GE 2030*, Dramatic Activities in the Secondary School *MPAET-GE 2031*, MA Seminar in Social Studies *SOCED-GE 2146*.

**Student Teaching in Theatre and Social Studies (6 credits):** 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 credits):** 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.

***Master of Arts in Teaching Social Studies, Grades 7–12 and Teaching Students with Disabilities, Grades 7–12***

This innovative, dual certification master of arts program prepares you to teach Social Studies and Special Education for grades 7–12. Learn pedagogical strategies that address the needs of students with disabilities; build strong foundations in social studies, history, and special education; and gain hands-on classroom experience through student teaching placements in New York City schools. You'll help meet the rising demand for dual-certified secondary school educators. This program leads to eligibility for New York State initial teaching certification.

This dual certification MA program combines content courses and general and specialized core pedagogy classes with fieldwork and supervised student teaching. You'll complete two semesters of student teaching at New York City schools, in special and inclusive settings for students with disabilities, as well as in middle and high school social studies

classrooms. This is a great opportunity to integrate theory, practice, and subject content. Cooperating teachers and NYU faculty will offer feedback and guidance so you can develop and refine your teaching techniques.

# Teaching and Learning

## PROGRAM CODIRECTORS

Okhee Lee  
olee@nyu.edu

Michael Kieffer  
Michael.kieffer@nyu.edu

East Building,  
6th Floor  
TELEPHONE:  
212-998-5470  
[steinhardt.nyu.edu/  
teachlearn/doctoral](mailto:steinhardt.nyu.edu/teachlearn/doctoral)

## DEGREES

PhD

## FACULTY

Alter, Beck, Carothers,  
Cohen, Doucet,  
Ebsworth, Fish,  
Fleisher, Fraser,  
Gottlieb, Jacobs,  
Kirch, Kirkland, Lejano,  
Llosa, Ma, McCallister,  
McDonald, Milne, Nero,  
Neuman, O'Connor,  
Qin, Simon, Strassfeld,  
Trainor, Turk, Zaslavsky

## ADMISSION REQUIREMENTS

Candidates for admission must have a bachelor's degree. The applicant's transcript(s) are evaluated to ensure that the applicant has completed the equivalent major or concentration in one of the liberal arts or sciences. In cases in which teacher candidates have not completed an appropriate liberal arts major or concentration, we will require as a condition of graduation from the master's program that the teacher candidate's complete the necessary major or concentration prior to the completion of the master's degree. For admissions, candidates must also have at least 15 credits in history and/or geography, 3 credits in politics, 3 credits in economics, 3 additional credits in another area of social studies, and a semester of study of language other than English.

## DEGREE REQUIREMENTS

A total of 41 credits are required for this dual certification master's program:

Inquiries into Teaching and Learning III  
*TCHL-GE 2010, 3 credits*  
Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention: The Social Responsibilities of Teachers *TCHL-GE 2999, 0 credits*  
Adolescent Learners in Urban Contexts  
*TCHL-GE 2515, 2 credits*  
Language and Literacy Acquisition and Development *TCHL-GE 2275, 3 credits*  
Integrating Education Technology in Teaching and Learning *EDCT-GE 2018, 1 credit*  
Educating Students With Disabilities in Middle Childhood and Adolescent Settings *SPCED-GE 2162, 3 credits*  
Psychological and Educational Assessments in Special Education  
*SPCED-GE 2136, 3 credits*  
Individuals With Disabilities in School and Community *SPCED-GE 2124, 3 credits*  
Strategies for Teaching Students With Emotional/Behavioral Disorders  
*SPCED-GE 2108, 3 credits*

Education of Students with Severe and Multiple Disabilities *SPCED-GE 2052, 3 credits*

# Courses

The courses listed herein are to be offered in 2017-2019.

## NOTES TO COURSES

\*Registration closed to special students.

## DEPARTMENTAL COURSES/ TCHL-GE

### Field Consultation

TCHL-GE 2000 *Minimum of 30 hours per credit: 1-3 credits per term. May be repeated for total of 6 credits; fall, spring. Hours to be arranged.*

### Inquiries in Teaching and Learning III

TCHL-GE 2010 *60 hours including arranged fieldwork; 3 credits; fall, spring, summer.*

### Applied Research Design

TCHL-GE 2013 *30 hours: 3 credits; fall, spring.*  
*Prerequisites: RESCH.UG.1085,1086, or RESCH.GE.2001, 2002, or equivalent.*

### Evaluating Educational Programs

TCHL-GE 2132 *30 hours: 3 credits; spring.*

### Reading Recovery: Related Theory and Research I

RDREC-GE 2206 *45 hours: 3 credits; fall.*  
*Prerequisite: LITC-GE 2001 or permission of the instructor.*

### Reading Recovery: Related Theory and Research II

RDREC-GE 2207 *45 hours: 3 credits; spring.*  
*Prerequisite: RDREC-GE 2206 or permission of the instructor.*

### Research on Urban and Minority Education

TCHL-GE 2512 *30 hours: 3 credits; fall.*

### The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention

TCHL-GE 2999 *15 hours: 0 credits; fall, spring.*

### Dissertation Proposal Seminar I

TCHL-GE 3001\* *30 hours: 3 credits; 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.*

### Doctoral Seminar in Curriculum and Instruction

TCHL-GE 3013 *40 hours: 4 credits; spring.*

### Proseminar for Doctoral Students in Teaching and Learning

TCHL-GE 3037 *20 hours: 1-3 credits; fall.*

### Topics in Teaching and Learning: Schooling and Race

TCHL-GE 3101 *30 hours: 3 credits.*

### Student Teaching in Childhood Education II

CHDED-GE 2902 *10 weeks, full days: 2 credits; fall, spring.*

### Integrating Seminar in Childhood I: Study of Teaching

CHDED-GE 2359 *20 hours: 2 credits; fall, spring.*

### Independent Study

CHDED-GE 2300 *45 hours per credit: 1-6 credits; fall, spring, summer; hours to be arranged.*

## EARLY CHILDHOOD EDUCATION/ECED-GE

### Multicultural Perspectives in Social Studying in Early Childhood

ECED-GE 2012 *30 hours: 3 credits; fall, spring.*

### Issues in Early Childhood Education

ECED-GE 2024 *30 hours, 15 hours minimum of field experience: 3 credits; summer, fall.*

### Curriculum in Early Childhood Education: Theory and Methods in Integrated Curriculum

ECED-GE 2037 *30 hours: 2 credits; fall, spring.*

### Curriculum in Early Childhood Education: Materials and Practice

ECED-GE 2038 *30 hours: 3 credits; fall, spring.*

### Integrated Arts in Childhood Education II

CHDED-GE 2055 *30 hours: 2 credits; fall, spring.*

### Study of Teaching

CHDED-GE 2250 *30 hours: 3 credits; fall.*

### Working with Parents

CHDED-GE 2297 *30 hours: 3 credits; summer.*

### Integrating Seminar II: Study of Teaching

CHDED-GE 2010 *30 hours: 3 credits; fall, spring.*

### Multicultural Perspectives in Social Studying

CHDED-GE 2011 *30 hours: 2 credits; fall, spring.*

### Child Development and the Program in Childhood Education

CHDED-GE 2021 *30 hours, 20 hours minimum of field experience: 3 credits, plus 20 hours; fall, spring.*

### Foundations of Curriculum in Childhood Education

CHDED-GE 2070 *45 hours: 3 credits;*

### Student Teaching in Childhood Education I

CHDED-GE 2901 *10 weeks, half days: 2 credits; fall, spring.*

### Student Teaching in Early Childhood I

ECED-GE 2903 *20 full days minimum: 2 credits; fall.*

### Student Teaching in Early Childhood II

ECED-GE 2904 *20 full days minimum: 3 credits; spring.*

## EARLY CHILDHOOD AND CHILDHOOD EDUCATION/ CHDED-GE

### Integrating Seminar in

#### Early Childhood Education I

ECED-GE 2002 10 hours per credit:  
1-3 credits; summer, fall.  
Accompanies field or student  
teaching placement.

### Integrating Seminar in

#### Early Childhood Education II

ECED-GE 2003 30 hours: 2 credits;  
fall, spring.  
Accompanies field or student  
teaching placement.

### Field Placement in Early Childhood

ECED-GE 2255 15 hours: 1-2 credits; fall.  
Prerequisite: 55 hours minimum of field  
placement.

### Science and Social Studies in the Early Years

ECED-GE 2314 30 hours, 2 credits,  
fall, spring.

### The Education of Infants and Toddlers

ECED-GE 2701 30 hours, 3 credits,  
fall, spring.

### Early Childhood and Elementary Education: Theory and Research

ECED-GE 3037, 3038 30 hours:  
3 credits each. fall, spring.

### Additional Courses

### Independent Study

ECED-GE 2300 45 hours per credit:  
1-6 credits; 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 credits;  
summer.

### The Teaching of Language and Literature

ENGED-GE 2044 30 hours: 3 credits;  
summer.

### Social Contexts and Cultural Studies: Teaching English in the Inner City

ENGED-GE 2049 30 hours:  
3 credits.

### Negotiating the Curriculum

ENGED-GE 2120 30 hours: 3 credits;  
spring.

### English Curriculum Implications from Contemporary Research

ENGED-GE 2149 30 hours: 3 credits;  
summer.

### Current Problems in Educational Linguistics

ENGED-GE 2233 30 hours: 3 credits;  
spring.

### Developing Curricula in the English Language Arts

ENGED-GE 2575 30 hours: 3 credits.

### Pluralistic Approaches to Cultural Literacy

ENGED-GE 2577 30 hours: 3 credits;  
fall.

### LANGUAGE AND LINGUISTICS

### Language Development and Reading Literature

ENGED-GE 2397 30 hours: 3 credits;  
spring (alternating years).

### Foundations of Educational Linguistics

ENGED-GE 2505 30 hours: 3 credits;  
fall, spring.

### Dramatic Activities in the English Classroom

ENGED-GE 2507 30 hours: 3 credits;  
spring.

### Teaching Reading in the English Classroom

ENGED-GE 2509 30 hours: 3 credits;  
fall.

### Linguistics, Society, and the Teacher

ENGED-GE 2515 30 hours: 3 credits; fall.

### Literature and the Adolescent Experience

ENGED-GE 2521 30 hours: 3 credits;  
spring.

### Doctoral Seminar in Reading and Teaching Literature

ENGED-GE 3014 30 hours: 3 credits;  
spring (even years).

### Doctoral Seminar in Educational Linguistics

TCHL-GE 3017 30 hours: 3 credits; fall.

### WRITING AND RHETORIC

### Intermediate Expository Writing

ENGED-UG 2005 45 hours: 3 credits;  
fall, spring.  
Enrollment limited to 12 students.

### Practicum: Individualizing Writing Instruction

ENGED-GE 2101 30 hours: 3 credits;  
fall, spring.

### Practicum: Teaching Expository Writing

ENGED-GE 2511 30 hours: 3 credits;  
spring.

### Doctoral Seminar in Written Discourse

ENGED-GE 3919 30 hours: 3 credits;  
fall (even years).

### CORE EXPERIENCES IN TEACHING AND RESEARCH

#### Master's Seminar in English Education

ENGED-GE 2501 30 hours: 3 credits;  
fall.

### TEACHING, RESEARCH, AND REFLECTION

#### Teaching and Learning English

##### Language Arts in the Middle School

ENGED-GE 2041 30 hours: 3 credits

#### Teaching and Learning English

##### Language Arts in the High School

ENGED-GE 2042 30 hours: 3 credits.

#### Mentorship in English Education

ENGED-GE 2402 45 hours per credit:  
1-6 credits; fall, spring.

Registration by permission of the  
sponsoring professor.

#### Student Teaching in English Education: Middle School

ENGED-GE 2911 Minimum of 20 days:  
4 credits.

#### Student Teaching in English Education: High School

ENGED-GE 2922 Minimum of 20 days:  
4 credits.

#### The English Teacher as Reflective Practitioner

ENGED-GE.2540 30 hours: 3 credits;  
fall, spring.

#### Independent Study

ENGED-GE 2300 45 hours per credit:  
1-6 credits; fall, spring, summer; hours  
to be arranged.

### ENVIRONMENTAL CONSERVATION EDUCATION/ ENYC-GE

#### Foundations of Environmental Thought

ENYC-GE 2019 30 hours: 3 credits; fall.

#### Contemporary Debates in Environmental Ethics

ENYC-GE 2020 30 hours: 3 credits;  
spring.

### Environmental Politics

ENYC-GE 2021 30 hours: 3 credits;  
spring.

### Final Seminar in Environmental Conservation Education

ENYC-GE 2025 30 hours: 3 credits;  
fall, spring.

### Internship in Environmental Conservation Education

ENYC-GE 2030 45 hours per credit:  
1-12 credits; fall, spring; hours to be  
arranged.

#### Environmental Education: Theory and Practice

ENYC-GE 2070 30 hours: 3 credits;  
spring.

#### Field Ecology at Black Rock Forest

ENYC-GE 2069 30 hours: 3 credits;  
spring.

### LITERACY EDUCATION/LITC-GE

#### Language and Literacy in the Early Years

LITC-GE 2001 30 hours, 15 hours  
minimum of field experience:  
3 credits; fall, spring.

#### Language and Literacy for Upper Grades (3-6)

LITC-GE 2002 30 hours: 3 credits;  
fall, spring, summer.

#### International Literature for Children

LITC-GE 2003 30 hours: 3 credits;  
spring.

#### Critical Reading and Response to Literature

LITC-GE.2005 30 hours: 3 credits; fall.

#### Language as a Basis for Teaching Reading and Writing

LITC-GE 2008 30 hours: 3 credits;  
spring.  
Prerequisites: a course in child  
development and in the teaching of  
reading or permission of instructor.

#### Language and Literacy Development

LITC-GE 2010 30 hours: 3 credits; fall.

### Literacy Assessment

LITC-GE 2011 30 hours: 3 credits; spring.  
Prerequisites: LITC-GE 2013 or LITC-  
GE.2015, LITC-GE 2010, LITC-GE 2016,  
and LITC-GE 2017.

#### Literacy Education I: Reading Practices in Early Childhood and Childhood

LITC-GE 2012 30 hours: 3 credits; fall,  
spring.

#### Literacy Education II: Writing Practices in Early Childhood and Childhood

LITC-GE 2013 30 hours: 3 credits; fall.

#### Literacy Education I: Reading Practices in Middle Childhood and Adolescence

LITC-GE 2014 30 hours: 3 credits; fall,  
spring.

#### Literacy Education II: Writing Practices in Middle Childhood and Adolescence

LITC-GE 2015 30 hours: 3 credits; fall.

#### Reading and Writing: Foundations

LITC-GE 2016 30 hours: 3 credits; fall.

#### Text, Tools, and Culture

LITC-GE 2017 30 hours: 3 credits;  
spring.

#### Practicum in Literacy Education (Grades B-6)

LITC-GE 2991 48 hours: 2 credits  
(repeatable for 4 credits); spring,  
summer.  
Prerequisite: LITC-GE.2011.

#### Practicum in Literacy Education (Grades 5-12)

LITC-GE.2992 48 hours: 2 credits  
(repeatable for 4 credits); spring,  
summer.  
Prerequisite: LITC-GE 2011.

#### Literacy for the Special Learner

SPCED-GE 2055 30 hours: 3 credits;  
spring.  
Prerequisites: LITC-GE 2010, LITC-GE  
2013 or LITC-GE 2015, LITC-GE 2016, and  
LITC-GE 2017 or permission of instructor.

#### Organization and Supervision of Literacy Programs

LITC-GE 2065 30 hours: 3 credits;  
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 credits.

### Research Investigations in Mathematics Education

MTHED-GE 2008 30 hours: 3 credits.

### Explorations in Mathematics–Geometry

MTHED-GE 2026 15 hours: 1 credit.

### Explorations in Mathematics–Data and Chance

MTHED-GE 2027 15 hours: 1 credit.

### Explorations in Mathematics–Fractions, Decimal, and Percents

MTHED-GE 2028 15 hours: 1 credit.

### Teaching of Rational Numbers, Grades 5–12

MTHED-GE 2031 45 hours: 2 credits; fall.  
*Prerequisite/Corequisite: MTHED-GE 2033.*

### Teaching of Data Collection and Analysis, Grades 7–12

MTHED-GE 2032 45 hours: 2 credits.  
*Prerequisite/Corequisite: MTHED-GE 2033.*

### Teaching of Secondary School Mathematics

MTHED-GE 2033 45 hours:  
3 credits; fall.

### Educational Technology in Secondary School Mathematics

MTHED-GE 2034 45 hours: 2 credits.  
*Prerequisite/Corequisite: MTHED-GE 2033.*

### Teaching of Algebra, Grades 7–12

MTHED-GE 2035 45 hours:  
2 credits; fall.  
*Prerequisite/Corequisite:*  
*MTHED-GE 2033 and MTHED-GE 2031.*

### Teaching of Geometry, Grades 7–12

MTHED-GE 2036 45 hours:  
2 credits; spring.  
*Prerequisite/Corequisite:*  
*MTHED-GE 2033 and MATH-UA 270*  
*or equivalent.*

### Teaching of Pre-calculus and Trigonometry in High School

MTHED-GE 2037 45 hours: 2 credits.  
*Prerequisite/Corequisite:*  
*MTHED-GE 2033 and MATH-UA 233,*  
*MATH-UA 235, or equivalent.*

### Selected Topics in Modern Mathematics I: Number Theory

MTHED-GE 2043 30 hours: 3 credits.

### Selected Topics in Modern Mathematics II: Discrete Mathematics

MTHED-GE 2044 30 hours: 3 credits.

### Mathematical Proof and Proving

MTHED-GE 2050 30 hours: 2 credits;  
spring.

### History of Mathematics

MTHED-GE 2061 30 hours: 3 credits.

### Principles and Practices of Computer Science Education

MTHED-GE 2079 30 hours: 3 credits.

### Teaching of Computer Science

MTHED-GE 2080 30 hours: 3 credits.

### Professionalized Subject Matter in Mathematics I: Geometry

MTHED-GE 2101 30 hours: 3 credits.

### Professional Seminar for Secondary School Mathematics

MTHED-GE 2122 45 hours: 3 credits;  
spring.

### Supervision of Mathematics in the Schools

MTHED-GE 2135 30 hours: 3 credits.

### Advanced Topics in Computer Science Education

MTHED-GE 2185 30 hours: 3 credits.

### Student Teaching in Mathematics Education: Middle and High Schools I

MTHED-GE 2911 minimum of 20 days:  
3 credits; fall, spring.  
*Prerequisite/Corequisite: MTHED-GE 2033.*

### Student Teaching in Mathematics Education: Middle and High Schools II

MTHED-GE 2922 minimum of 20 days:  
3 credits; fall, spring.  
*Prerequisite/Corequisite: MTHED-GE 2033.*

### Teaching Elementary School Mathematics: Foundations and Concept Development

MTHED-GE 2115 30 hours: 3 credits.

### Teaching Elementary School Mathematics: Problem Solving and Procedures

MTHED-GE 2116 20 hours: 2 credits.

### Independent Study

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

### Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity

SCMTH-GE 2000 30 hours: 3 credits.

## DOCTORAL COURSES

### Qualitative Research in Mathematics Education I: Research Design

MTHED-GE 3010 30 hours: 3 credits.

### Qualitative Research in Mathematics Education II: Guided Data Analysis

MTHED-GE 3011 30 hours: 3 credits.

### Learning Theories in Mathematics Education Research

MTHED-GE 3014 30 hours: 3 credits.

### Mathematics Curriculum Research and Evaluation

MTHED-GE 3015 30 hours: 3 credits.

### Professional Research Seminar in Mathematics Teacher Education

MTHED-GE 3021 30 hours: 3 credits.

### Professional Seminar in Mathematics Education

MTHED-GE 3022 30 hours: 3 credits.

**MULTILINGUAL  
MULTICULTURAL STUDIES/  
BILED-GE, FLGED-GE,  
LANED-GE, TESOL-GE**

**MULTILINGUAL MULTICULTURAL  
STUDIES**

**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 credits;  
fall, spring, summer.

**Bilingual Exceptional Child**

BILED-GE 2103 30 hours: 3 credits; fall

**Methods of Teaching Language Arts  
and Literacy with a Bilingual Approach**

BILED-GE 2110 30 hours: 3 credits;  
summer only.

**Observation Seminar in L2 Teaching**

BILED-GE 2250 30 hours: 3 credits;  
fall, spring.

**Student Teaching in Bilingual Ed:  
Elementary and Secondary (1)**

BILED-GE 2991 20 days minimum:  
2-3 credits; fall.

**Student Teaching in Bilingual Ed:  
Elementary and Secondary (2)**

BILED-GE 2992 20 days minimum:  
2-3 credits; spring.

**Teaching Foreign Languages:  
Theory and Practice**

FLGED-GE 2069 30 hours: 3 credits;  
fall.

**Teaching EFL in International Settings**

FLGED-GE 2223 30 hours: 3 credits;  
fall, spring.

**Teaching Foreign Languages to  
Elementary School Children**

FLGED-GE 2018 30 hours: 3 credits;  
summer only.

**Advanced French for Teachers  
of French**

FLGED-GE 2129 30 hours: 1-3 credits;  
fall.

**Applied Linguistics in French**

FLGED-GE 2027 30 hours: 1-3 credits;  
spring.

**Applied Linguistics in Spanish**

FLGED-GE 2419 30 hours: 1-3 credits;  
fall.

**Advanced Spanish for Teachers of  
Spanish**

FLGED-GE 2128 30 hours: 1-3 credits;  
spring (alternate spring semesters).

**Spanish Syntax for Teachers of Spanish**

FLGED-GE 2427 30 hours: 1-3 credits;  
spring (alternate spring semesters).

**Spanish Pragmatics for Teachers of  
Spanish**

FLGED-GE 2422 30 hours: 1-3 credits;  
spring (alternate spring semesters).

**Applied Linguistics in Chinese**

FLGED-GE 2417 30 hours: 1-3 credits;  
fall.

**Advanced Chinese for Teachers of  
Chinese I**

FLGED-GE 2124 30 hours: 1-3 credits;  
spring.

**Advanced Chinese for Teachers of  
Chinese II**

FLGED-GE 2125 30 hours: 1-3 credits;  
spring.

**Workshop in Foreign Language  
Education**

FLGED-GE 2914 10 hours per credit:  
1-3 credits; fall, spring, summer.

**Student Teaching in Foreign Language:  
Middle and High School (1)**

FLGED-GE 2911 100 hours: 2-3 credits;  
fall.

Closed to nonmatriculated students.

Other restrictions listed in bulletin  
under "Supervised Student Teaching."

**Student Teaching in Foreign Language:  
Middle and High School (2)**

FLGED-GE 2922 20 days minimum  
for 2-3 credits: spring.

Closed to nonmatriculated students.

Other restrictions listed in bulletin  
under "Supervised Student Teaching."

**Field Experience and Seminar in  
Foreign Language Teaching**

FLGED-GE 2918 30 hours: 3 credits;  
fall, spring.

**Linguistic Analysis**

LANED-GE 2003 30 hours: 3 credits;  
fall, spring.

**Intercultural Perspectives in  
Multilingual Multicultural Education**

LANED-GE 2005 30 hours: 3 credits;  
fall, spring, summer, J-term (Dominican  
Republic).

**Advanced Individual Project in  
Multilingual Multicultural Studies**

LANED-GE 2039 10 hours per credit:  
1-6 credits; fall, spring, summer.

**Language Evaluation and Assessment**

LANED-GE 2060 30 hours: 3 credits;  
fall, spring, summer.

**Culminating Seminar in Multilingual  
Multicultural Studies**

LANED-GE 2099 30 hours: 3 credits;  
fall.

**The Second Language Classroom:  
Elementary and Secondary Schools**

LANED-GE 2201 40 hours: 4 credits;  
fall, spring.

**The Second Language Classroom:  
Colleges and Adults**

LANED-GE 2202 40 hours: 4 credits;  
spring.

**Second Language Acquisition:  
Theory and Research**

LANED-GE 2206 30 hours: 3 credits;  
fall, spring.

**Advanced Research Seminar: TESOL/  
Foreign Language and Bilingual  
Education**

LANED-GE 2800 30 hours: 3 credits;  
spring.

**Doctoral Seminar: Bilingual Education  
and TESOL**

LANED-GE 3005, 3006, 3007, 3008  
30 hours for each session: 3 credits;  
fall, spring.

**Independent Study**

LANED-GE 2300 45 hours per credit;  
fall, spring, summer; hours to be  
arranged.

**Teaching Second Languages:  
Theory and Practice**

TESOL-GE 2002 30 hours: 3 credits;  
fall.

### Structure of American English

TESOL-GE 2205 30 hours: 3 credits;  
fall, spring

### Research and Practice in Academic English Writing for ELLs

TESOL-GE 2810 30 hours plus 4-5  
Friday workshops: 3 credits; fall, spring.

### Teaching Second Languages Across Content Areas

TESOL-GE 2204 30 hours: 3 credits;  
fall, spring, summer.

### Student Teaching in TESOL: Elementary and Secondary (1)

TESOL-GE 2901 20 days minimum  
for 2-3 credits; fall.  
Closed to nonmatriculated students.  
Other restrictions listed in bulletin  
under "Supervised Student Teaching."

### Student Teaching in TESOL: Elementary and Secondary (2)

TESOL-GE 2902 20 days minimum  
for 2-3 credits; spring  
Closed to nonmatriculated students.  
Other restrictions listed in bulletin  
under "Supervised Student Teaching."

## SCIENCE EDUCATION/ SCIED-GE

### Science Experiences in the Elementary School I

SCIED-GE 2009 30 hours: 2 credits; fall.

### Science Experiences in the Elementary School II

SCIED-GE 2010 30 hours:  
2 credits; spring.  
Prerequisite: SCIED-GE.2009.

### Breakthroughs in Science

SCIED-GE 2018 30 hours: 3 credits; fall.

### Methods I: Teaching of Science in Middle Schools

SCIED-GE 2039 45 hours: 3 credits; fall.

### Methods II: Teaching of Science in High School

SCIED-GE 2040 45 hours: 3 credits;  
spring.

### Using New York City's Nonformal Science Resources to Teach Science

SCIED-GE 2050 30 hours: 3 credits;  
spring, summer.

### Science Curriculum: Intermediate and Secondary Schools

SCIED-GE 2092 30 hours: 3 credits; fall.

### Culminating Seminar: Teacher as Researcher, Reflective Practitioner, and Curriculum Developer

SCIED-GE 2100 10 hours: 1 credit.

### Student Teaching in Science Education: Middle School

SCIED-GE 2911 minimum of 20 days:  
2 credits; fall, spring; hours to be  
arranged.

### Student Teaching in Science Education: High School

SCIED-GE 2922 minimum of 20 days:  
2 credits; fall, spring; hours to be  
arranged.

### Research Internship in Science/Mathematics for Educators

SCMTH-GE 2002 60 hours: 1-6 credits;  
summer.

### Independent Study

SCIED-GE 2300\* 45 hours per credit:  
1-6 credits; fall, spring, summer; hours  
to be arranged.

### Residency I: Initial

SCIED-GE 2400 30 hours: 1-3 credits;  
summer, fall.

### Residency I: Other Contexts

SCIED-GE 2401 20 hours: 2 credits; fall.

### Data and Assessment for Educators

SCIED-GE 2405 30 hours: 3 credits; fall.

### Science Curriculum and Teaching Methods

SCIED-GE 2420 30 hours: 0-3 credits,  
fall, spring.

### Concepts in Modern Science

SCIED-GE 2410 30 hours: 0-3 credits;  
fall, spring.

### Residency II: Advanced

SCIED-GE 2402 30 hours: 0-3 credits;  
spring, summer.

### Residency II: Specialized

SCIED-GE 2403 30 hours: 2 credits;  
spring.

## SECONDARY EDUCATION/ EMAT-GE

### Who Are We?

EMAT-GE 2001 30 hours: 3 credits;  
summer.

### What Learning Environments Are Out There?

EMAT-GE 2004 30 hours: 3 credits; fall.

### What Do I Know Now as a Teacher and What Do I Need to Learn?

EMAT-GE 2007 30 hours: 3 credits; fall.

### What Do I Teach?

EMAT-GE 2009 30 hours: 3 credits; fall.

### What is Secondary Education and How Do I Teach Secondary Subjects?

EMAT-GE 2010 30 hours: 3 credits; fall.

### What is English and How Do I Teach It?

EMAT-GE 2011 30 hours: 3 credits; fall.

### What is Math and How Do I Teach It?

EMAT-GE 2012 30 hours: 3 credits; fall.

### What is Science and How Do I Teach It?

EMAT-GE 2013 30 hours: 3 credits; fall.

### What is Social Studies and How Do I Teach It?

EMAT-GE 2014 30 hours: 3 credits; fall.

### How Do I Teach Reading and Writing in my Discipline?

EMAT-GE 2018 30 hours: 3 credits;  
spring.

### What is Special Education?

EMAT-GE 2020 30 hours: 3 credits;  
spring.

### How Do I Know What They Know?

EMAT-GE 2025 30 hours: 3 credits;  
spring.

### What Are My Professional Responsibilities?

EMAT-GE 2030 30 hours: 3 credits;  
spring.

### How Do I Make a Difference with Research?

EMAT-GE 2035 30 hours: 3 credits;  
summer.

## **SOCIAL STUDIES EDUCATION/ SOCED-GE**

### **Teaching Social Studies in the Middle and Secondary School**

SOCED-GE 2042 30 hours: 3 credits;  
fall, spring, summer.

### **The Social Studies Curriculum: U.S. History**

SOCED-GE 2047 30 hours: 3 credits; fall.

### **The Social Studies Curriculum:**

#### **World History**

SOCED-GE 2048 30 hours:  
3 credits; spring.

### **Student Teaching in Social Studies Education: Middle School**

SOCED-GE 2911 140 hours:  
3 credits; fall, spring.

### **Student Teaching in Social Studies Education: High School**

SOCED-GE 2922 140 hours: 3 credits;  
fall, spring.

### **Culminating Experience: Social Studies and History Workshop**

SOCED-GE 2140 30 hours: 3 credits;  
summer.

### **Humanities and Social Studies**

SOCED-GE 2145 30 hours: 3 credits;  
spring.

### **MA Seminar in Social Studies**

SOCED-GE 2146 30 hours: 3 credits;  
fall, summer.

## **SOCIAL STUDIES EDUCATION/ SOCED-GE**

### **Developing Strategies That Support Children's Social Behavior**

SPCED-GE 2025 30 hours: 3 credits;  
fall, spring.

### **Foundations of Curriculum for Diverse Learners**

SPCED-GE 2051 30 hours:  
3 credits; summer, fall.  
Corequisite: SPCED-GE.2124.

### **Education of Students with Severe and Multiple Disabilities**

SPCED-GE 2052 30 hours: 3 credits;  
fall, spring.

### **Literacy for the Special Learner**

SPCED-GE 2055 30 hours:  
3 credits; spring.  
Prerequisite: ECED-GE.2012 or at least  
6 credits in literacy and permission of  
instructor.

### **Strategies for Teaching Students with Emotional and Behavioral Disabilities**

SPCED-GE 2108 30 hours: 3 credits;  
fall, spring.  
Prerequisite: SPCED-GE.2124.

### **Individuals with Disabilities in Schools and Communities**

SPCED-GE 2124 30 hours: 3 credits;  
summer, fall.

### **The Young Special Needs Child: Child, Family, and Community I**

SPCED-GE 2126 30 hours: 3 credits;  
summer, fall.

### **The Young Special Needs Child: Child, Family, and Community II**

SPCED-GE 2127 30 hours: 3 credits;  
spring.  
Prerequisite: SPCED-GE.2126.

### **Principles and Practices in Early Childhood Special Education**

SPCED-GE 2128 30 hours:  
3 credits; summer, spring.  
Prerequisite: SPCED-GE 2160.

### **Psychological Foundations of Learning Disabilities**

SPCED-GE 2131 30 hours: 3 credits.

### **Assessment and Instructional Design for Students with Mild to Moderate Disabilities**

SPCED-GE 2133 30 hours: 3 credits.  
Prerequisite: SPCED-GE 2161.

### **Psychological and Educational Assessment in Special Education**

SPCED-GE 2136 30 hours: 3 credits; fall.

### **Educating Students with Special Needs in Early Childhood Settings**

SPCED-GE 2160 30 hours: 3 credits;  
fall, spring.

### **Educating Students with Special Needs in Childhood Settings**

SPCED-GE 2161 30 hours: 3 credits;  
fall, spring.  
Prerequisite: SPCED-GE 2051.

### **Educating Students with Special Needs in Middle Childhood and Adolescent Settings**

SPCED-GE 2162 30 hours: 3 credits;  
fall, spring.

### **Transdisciplinary Special Educational Program Development and Implementation**

SPCED-GE 2249 30 hours: 3 credits.

### **Observation in Special Education**

SPCED-GE 2501 20 hours of field  
experience: 1 credit. fall.

### **Observation in Early Childhood Special Education**

SPCED-GE 2502 20 hours of field  
experience: 1 credit. fall, spring.

### **Integration Seminar in Special Education I**

SPCED-GE 2507 20 hours: 2 credits;  
fall, spring.

### **Integration Seminar in Special Education II**

SPCED-GE 2508 30 hours: 3 credits;  
fall, spring.  
Prerequisite: all program coursework  
preceding student teaching.

### **Integrating Seminar in Early Childhood Special Education I**

SPCED-GE 2511 30 hours: 1-3 credits;  
fall, spring.

### **Integrating Seminar in Early Childhood Special Education II**

SPCED-GE 2512 30 hours: 2-3 credits;  
spring, summer.

### **Student Teaching in Special Education I: Early Childhood (Grades B-2)**

SPCED-GE 2903 Minimum 20 days:  
3 credits; fall, spring.

### **Student Teaching in Special Education II: Early Childhood (Grades B-2)**

SPCED-GE 2904 Minimum 20 days:  
3 credits; fall, spring, summer.

### **Student Teaching in Special Education I: Early Childhood (Grades 1-6)**

SPCED-GE 2901 Minimum 20 days:  
2 credits; fall, spring.

### **Student Teaching in Special Education II: Early Childhood (Grades 1-6)**

SPCED-GE 2902 Minimum 20 days:  
variable 2-3 credits; fall, spring.

# Rehabilitation Sciences

An interdisciplinary program

**DEGREE**  
PhD

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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.

**FACULTY CHAIR: GERALD VOELBEL, PHD**  
82 Washington Square East, 6th Floor| NEW YORK, NY 10003  
TELEPHONE: 212-992-5827 | EMAIL: gv23@nyu.edu

**T**his innovative PhD program in rehabilitation sciences unites traditional rehabilitation health professions in physical and occupational therapy with art, drama, and music therapies; applied psychology; communicative sciences and disorders; and nutrition. The program prepares scientist-practitioners from these and related disciplines to develop theory and practice that enhances human performance and quality of life for people with disabilities or individuals who may benefit from social, physical, or cognitive adaptations.

The PhD Program in Rehabilitation Sciences is designed to prepare students, with and without professional degrees, for outstanding and fulfilling academic careers in research and teaching. Collaborative mentorship is a core component of the program. Students are expected to commit to involvement in ongoing research in collaboration with one or more faculty members.

# Program Features

## The Program in Rehabilitation Sciences

uses a biopsychosocial paradigm to prepare students to become a scientist-practitioner who studies physical, cognitive, and psychological conditions across the developmental continuum in diverse contexts, both nationally and globally, and promotes those studies for better human development and functioning.

The curriculum is designed around a rigorous scientific training model that includes advanced courses in quantitative and qualitative research design. The core research methodology component offers cutting-edge applied statistical courses and workshops in methods and measurement with options for advanced modeling and statistical analysis relevant to your research interests and goals.

Collaborative mentorship is a core component of the program. Students are expected to commit to involvement in ongoing research in collaboration with one or more faculty members, who will also help them plan coursework, identify sites and resources throughout the city for their research, and focus their specialization toward a dissertation topic.

The PhD Program in Rehabilitation Sciences is designed to prepare students, with and without professional degrees, for outstanding and fulfilling academic careers in research and teaching.

The program consists of 48 credits beyond the master's degree, two publishable papers, and a dissertation. With our full-tuition scholarship and stipend assistance, a student can complete this degree program in five years or less of full-time study.

**Start Date:** Fall semester only

**Application Deadline:** December 1

## DEGREE REQUIREMENTS

The PhD Program in Rehabilitation Sciences comprises a total of 48 credits.

### Core Research Methods Courses (18 credits), including:

Research Design and Methodology in the Behavioral Sciences I *APSY-GE 2073* (3 credits); Measurement: Classical Test Theory *APSY-GE 2140* (3 credits); Statistics for the Behavioral and Social Sciences I&II *APSTA-GE 2001/2002* (6 credits); Quantitative/Qualitative Research Methods Electives (6 credits). Student selection by interest and advisement but may include: Advanced Modeling I: Topics of Multivariate Analysis *APSTA-GE 2004*; Factor Analysis *RESCH-GE 2016*; Approaches to Qualitative Inquiry *RESCH-GE 2140*; Research Using Mixed Methods *APSY-GE 2835*.

### Content Area (6 credits), including:

Transdisciplinary Patient-Based Management *REHAB-GE 3005* (3 credits); and Bioethics Elective *OT-GE 2300* (3 credits).

**Electives (18 credits):** Students must select 18 credits from the following programs by interest and advisement: Applied Psychology, Occupational Therapy, Physical Therapy, Music and Performing Arts Professions, Art and Art Professions, Communicative Sciences and Disorders, Nutrition, Food Studies.

**Research Colloquium, PT-GE 3010** (3 credits).

**Dissertation Proposal Seminar** *RESCH-GE 3001* (3 credits).

## Additional Degree Requirements

Students in this program must:

1. Complete all related credits as determined by the program and mentor with a minimum grade point average of 3.0 prior to candidacy and in compliance with Steinhardt doctoral policies
2. Meet specialized program standards in English competency and scholarly writing
3. Advance to Doctoral Candidacy through completion of two publishable papers, each mentored by a different faculty member at the Rusk Institute of Rehabilitation Medicine at NYU Langone Medical Center or the Steinhardt School of Culture, Education, and Human Development
4. Identify a doctoral dissertation committee
5. Fulfill all conditions for filing a proposal
6. Register for Doctoral Advisement *DCADV.GE.3400* and appoint a dissertation committee before submitting a formal proposal for review
7. Complete and successfully defend orally a doctoral dissertation

Steinhardt School policy requires all doctoral students to complete their degree requirements within eight years of the date of matriculation.



# Admission

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**Admission to NYU Steinhardt** is offered to applicants who hold a bachelor's degree or equivalent international credentials and who show promise of scholarly achievement. An applicant is judged on the basis of a variety of criteria that include academic record, letters of recommendation, and academic or professional honors. When relevant, an applicant may also be judged by test scores and practical experience.

Graduate students are classified as follows:

**Matriculated (degree) students —** those who have been accepted for study toward a degree or certificate. Matriculation begins with the student's first registration. A student is not permitted to be matriculated for two degrees or programs at the same time unless they are enrolled in a state-registered program offering a dual degree.

Students who hold acceptable degrees from regionally accredited institutions may be considered for matriculation in the Steinhardt School of Culture, Education, and Human Development for the degrees of Master of Arts, Masters of Arts in Teaching, Master of Fine Arts, Master of Music, Master of Science, Doctor of Philosophy, Doctor of Education, Doctor of Occupational Therapy, Doctor of Physical Therapy, or for the Advanced Certificates. See also admission information under individual programs.

Students are advised that enrollment in other than state-registered or otherwise approved programs may jeopardize their eligibility for certain student aid awards. All of the Steinhardt School's programs are registered by the New York State Education Department. A copy of the State Inventory of Registered Programs is available for student review in the Office of the Vice Dean for Academic Affairs, 82 Washington Square East, 5th Floor.

**Special (nondegree) students —** those who have filed a special/nonmatriculated student application and credentials showing that they are qualified to take courses but are not degree candidates in the Steinhardt School of Culture, Education, and Human Development. Special students must meet the same minimum requirements for admission as 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](http://steinhardt.nyu.edu/graduate_admissions).

### Components of a Degree Application

An application is considered complete and ready for review by the Admissions Committee when all appropriate materials have been received. The following items are necessary before the committee will review an application:

- Completed and signed Application for Graduate Admission.
- Statement of purpose/personal statement.
- Résumé/curriculum vitae.
- Official transcripts in a sealed envelope from each postsecondary school attended.
- A \$75 nonrefundable application fee.
- Most art and music programs require a portfolio or a performance audiotape, videotape, CD, or DVD for evaluation. Visit the respective program website for specific requirements.

- Supplemental materials if required by the desired program.
- Graduate Record Exam (GRE) or other test scores are required for all doctoral programs and for selected master's programs.
- English Proficiency scores from the Test of English to Speakers of Other Languages (TOEFL), the International English Language Testing System (IELTS), or the Pearson Test of English (PTE Academic) are required of all applicants whose native language is not English and who did not receive the equivalent of a four-year US undergraduate education from an institution where English is the sole and official language of instruction. Applicants holding or completing a graduate degree from an English-speaking institution are required to submit official exam scores if their graduate education was fewer than four years in duration. There is no preference as to which exam to take. The Admissions Committee reserves the right to require any candidate, regardless of country of citizenship, to submit results from an English language exam prior to rendering a decision if it believes English proficiency is an area of concern.
- All doctoral applicants are required to submit three letters of recommendation and an academic writing sample. Most master's and advanced certificate applicants must submit two letters of recommendation.

**IMPORTANT NOTE:** Prospective applicants must check the online Graduate Application Guide for information about supplemental materials, test score requirements, and letters of recommendation. The guide is located at [www.steinhardt.nyu.edu/guide](http://www.steinhardt.nyu.edu/guide).

All programs reserve the right to request additional information and materials if deemed necessary for admission or financial aid consideration.

Students who have been denied admission as matriculants in a particular program may not take courses as a special student in that program, except where specifically permitted to do so by the Director for Enrollment Services, Office of Graduate Admissions. Special students contemplating eventual matriculation for a master's degree should take note that 18 units of coursework toward any master's degree must be completed after matriculation is established for that degree. Applicants with foreign credentials and/or nonimmigrant visas should see below.

#### **Application Deadlines**

Apply early since many programs have 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**

Deadlines vary by program. Specific dates are posted online in the Graduate Application Guide at [www.steinhardt.nyu.edu/guide](http://www.steinhardt.nyu.edu/guide). Candidates may also contact Graduate Admissions at 212-998-5030 or [steinhardt.gradadmissions@nyu.edu](mailto:steinhardt.gradadmissions@nyu.edu).

#### **Master's and Advanced Certificate Programs**

Deadlines vary by program. Specific dates are posted online in the Graduate Application Guide at [www.steinhardt.nyu.edu/guide](http://www.steinhardt.nyu.edu/guide). Candidates may also contact Graduate Admissions at 212-998-5030 or [steinhardt.gradadmissions@nyu.edu](mailto:steinhardt.gradadmissions@nyu.edu).

#### **Online Programs**

Deadlines vary by program and are different than the on-campus programs.

#### **Spring Semester Programs**

Several master's and advanced certificate programs and the OTD-OTHS programs review applications midyear in the spring semester. To determine if a program reviews applications in the spring, please visit the online Graduate Application Guide at [www.steinhardt.nyu.edu/guide](http://www.steinhardt.nyu.edu/guide).

#### **Summer Study Abroad**

For up-to-date information on applying for study abroad, prospective candidates should visit [steinhardt.nyu.edu/study\\_abroad/how\\_to\\_apply](http://steinhardt.nyu.edu/study_abroad/how_to_apply).

### **INTERNATIONAL STUDENTS AND APPLICANTS WITH INTERNATIONAL CREDENTIALS**

NYU Steinhardt encourages applications from international students. We offer a diversity of programs that attract master's and doctoral candidates from all over the world. A few important points for international students:

- Apply on time! Because additional mailing time and processing are required for international credentials, applicants should have all application materials in the Office of Graduate Admissions well before the appropriate deadline.
- Transcripts and Degree Information. You must have the equivalent of a US bachelor's degree to be considered for admission. Candidates holding an artist diploma may be considered for the music performance, music theory, or composition programs. For each post-secondary school attended, one transcript in the original language (if not provided in English) and one certified English translation are required to be submitted with 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 MS in clinical nutrition (HOND), the MA in physical therapy: kinesiology (PTHP) who have non-US credentials must present a course-by-course evaluation of their international credentials along with their completed application. A number of agencies can provide this service. NYU Steinhardt recommends World Education Services ([www.wes.org](http://www.wes.org)). To locate other independent foreign degree evaluation agencies visit [www.eatright.org/students/getstarted/international/agencies.aspx](http://www.eatright.org/students/getstarted/international/agencies.aspx).
- Demonstrated Proficiency in English. Refer to the Components of a Degree Application section to learn more about which English proficiency exams are required for the graduate application. Some candidates may be asked to complete additional evaluation of their English proficiency prior to an admission offer by taking the NYU English Language Proficiency Assessment.
- Financial Aid. NYU Steinhardt encourages international applicants to investigate scholarship support offered by their home country. Master's and advanced certificate applicants who are not US citizens or permanent residents are not eligible for federal financial aid and typically do not receive consideration for school-based financial aid. Full-time doctoral applicants, regardless of country of citizenship, will receive consideration for fellowships and assistantships.
- Visa Information. All international applicants wishing to obtain the F-1 Student Visa will list "New York University" as the "expected visa sponsor" on the graduate admissions application. When completing 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 US visa. All international applicants must have an international address as their permanent address. The US government mandates that international candidates have a permanent, international address to receive their visa. Please be prepared to pay additional fees for processing your I-20 from NYU and your student visa from the US government.

Heightened security measures may result in delays in processing your Form I-20 and your student visa request. Please apply for these credentials as soon as possible, using overnight and express mail whenever possible. Once admitted, international candidates should visit [steinhardt.nyu.edu/welcome/next\\_steps/](http://steinhardt.nyu.edu/welcome/next_steps/) to learn more about the visa process and application for an I-20 (for F-1 students) or DS-2019 (for J-1 students), the document needed to apply for the F-1 or J-1 visa.

- New International Student Seminar. New Student Seminar for International Graduate Students (SAHS-GE 2003) is an opportunity to connect with other students while obtaining valuable information about working on- and off-campus, conducting library research, navigating New York City and NYU Steinhardt, and more. It is required of NYU Steinhardt international graduate students during their first semester of study. Consult the Office of the Associate Dean for Student Affairs, Pless Hall, 2nd Floor, 212-998-5065, for further information.

## CAMPUS VISITS

All prospective students are invited to visit the New York University campus. Many programs host information sessions throughout the academic year. Please call the Office of Graduate Admissions at 212-998-5030 or visit [steinhardt.nyu.edu/graduate\\_admissions](http://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](http://www.nyu.edu/about/visitor-information.html).

# Registration and Advisement

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## Registration

All degree students are assigned advisers and are urged to take full advantage of all opportunities for securing advice before selecting courses.

### DEGREE STUDENTS

Degree students are required to obtain adviser approval prior to registration. The adviser assigned to each student is familiar with the requirements and opportunities within his or her program of study. The adviser will consult with the individual student concerning the selection of courses or where alternate choices are possible, the sequence in which courses may best be taken, and the methods by which exemptions may be secured. For the most up-to-date and detailed information on requirements and procedures, students should check with their department. By approval and signature, the adviser attests to the courses selected as meeting degree requirements. The responsibility for meeting the degree requirements, however, rests with the student.

### SPECIAL (NONMATRICULATED) STUDENTS

Graduates of accredited four-year colleges holding acceptable degrees may register as special students in courses for which they meet the prerequisites and that are open to special students. Such a student should submit (with fee) an undergraduate transcript indicating degree conferral and an application for admission as a special student. Special students 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; Pless Hall; 82 Washington Square East; 3rd Floor; New York, NY 10003-6680; 212-998-5030. The application may also be downloaded at [steinhardt.nyu.edu/graduate\\_admissions](http://steinhardt.nyu.edu/graduate_admissions).

### VETERANS

Various US Department of Veterans Affairs programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel, subject to certain restrictions. Under most programs, the student pays tuition and fees at the time of registration but will receive a monthly allowance from Veterans Affairs.

Veterans with service-connected disabilities may be qualified for educational benefits under Chapter 31. An applicant for this program is required to submit to the Department of Veterans Affairs a letter of acceptance from the college the applicant wishes to attend. On meeting the requirements of Veterans Affairs, the applicant will be given an Authorization for Education (VA Form 22-1905), which must be presented to the Office of the University Registrar, 25 West 4th Street, 1st Floor, before registering for course work.

Allowance checks are usually sent directly to veterans by the Department of Veterans Affairs. Veterans and eligible dependents should contact the Office of the University Registrar each term for which they desire Veterans Affairs certification of enrollment.

All veterans are expected to reach the objective (master's degree, doctorate, or certificate) authorized by Veterans Affairs with the minimum number of credits required. The Department of Veterans Affairs may not authorize allowance payments for credits that are in excess of scholastic requirements, that are taken for audit purposes only, or for which nonpunitive grades are received.

Veterans may obtain applications or assistance in the Office of the University Registrar. Since interpretation of regulations governing veterans' benefits is subject to change, veterans should keep in touch with the Department of Veterans Affairs or NYU's Office of the University Registrar.

### AUDITING<sup>1</sup>

Graduate matriculated students may audit a maximum of two Steinhardt School of Culture, Education, and Human Development (-GE) courses per term with the approval of the course instructor. (Note: Special students are not permitted to audit.) The total number of credit and audit courses for full-time students may not exceed 18 credits in a given term; the total number of credit and audit courses for part-time students may not exceed 11 units in a given term, nor do audit courses count toward full-time status. No credit will be given or letter grades recorded,

no withdrawals will be honored or refunds granted on courses so audited. Students receiving any form of financial aid must show evidence of full-time credit registration before requesting auditing privileges. Tuition remission may not be applied. Auditing forms may be obtained from the Steinhardt Office of Advisement and Registration Services, Pless Hall, 2nd Floor, and must be filed in the Office of the University Registrar, 25 West 4th Street, prior to the beginning of the third week (fall/spring) or third day (summer) of the term in question.

### **DROP/ADD AND WITHDRAWAL POLICIES**

Courses added without adviser approval may be considered as not meeting degree requirements. Students and faculty are urged to monitor this procedure carefully. Only an official adviser is authorized to sign a student's drop/add form.

Students are permitted to add to their program during the first two weeks of regular classes. A student may not add a course beyond the end of the second week of the term with the exception of courses that begin midsemester. Students may register for midsemester courses prior to the first meeting of the class through Albert, NYU's Web-based registration and information system, or a Drop/Add Form and must have the approval of the academic adviser.

No change in schedule is valid unless it is reported to the Office of the University Registrar on the forms provided or by using Albert. Drop/Add forms may be obtained from the program adviser or from Office of Advisement and Registration Services, Pless Hall, 2nd Floor. Drop/Add forms are also available at <http://steinhardt.nyu.edu/studentaffairs/forms>. Courses officially dropped during the first 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. [See note later about units versus credits.]

#### ***Eligibility Categories for Full-Time Equivalency***

- **Required Internship.** Students may receive full-time equivalency for 40 hours per week of required internship. This category may be prorated: e.g., students may receive 3 units of equivalency for 10 hours per week of required internship. Please note: Student teaching does not fall under the guidelines of an internship and is, therefore, not eligible for equivalency.
- **Master's Final Experience/Thesis.** There are three subcategories of final experience/thesis. 1) A student working 40 hours per week on a master's thesis may receive full-time equivalency for one semester. (This category may be prorated for a maximum of two semesters depending on program requirements.) 2) A student working on a master's final project and not registered for units of credit for this requirement may receive 3 units of equivalency for one semester only. 3) A student working 40 hours per week on a culminating gallery showing or performance with verification from the department may receive full-time equivalency for one semester. (This category may be prorated for a maximum of three semesters depending on program requirements.)
- **Candidacy Examination.** A matriculated student preparing for the doctoral candidacy examination may receive 3 units of equivalency for one term only.
- **Supervised Research on Topic for Proposal.** This has two subcategories. 1) A doctoral candidate working on the topic for the dissertation may receive 3 units of equivalency for one term

only if the adviser certifies that the candidate is doing at least 10 hours of research per week. 2) A doctoral candidate enrolled in the Dissertation Proposal Seminar is eligible for 3 additional units of equivalency.

- **Supervised Research on 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 doing 40 hours per week of work toward the proposal. If a candidate is doing 20 hours of work per week toward the proposal, that candidate would be eligible for half-time equivalency.
- **Supervised Research on Dissertation.** A doctoral candidate who has completed all required coursework, has an approved dissertation committee, and whose proposal has been approved may request full-time equivalency if the candidate is working 40 hours per week on the dissertation and if clear evidence indicates that the student is making satisfactory progress toward submission of the dissertation. A student may receive half-time equivalency if his or her committee chairperson attests that he or she is working 20 hours a week on the dissertation.

**Please note:** There can be no full-time equivalency for students when they have full-time employment unless they are interns fulfilling a degree requirement. 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

Masters and advanced certificate students as well as doctoral students in Occupational Therapy (DPS) and Physical Therapy (DPT) who are planning a leave of absence are referred by their adviser to the Office of Counseling and Student Services, Pless Hall, 2nd Floor, 212-998-5065, to complete an interview as part of the official "leave" process.

Doctoral students who are planning a leave of absence are referred by their adviser to the Office of Research and Doctoral Studies, Pless Hall, 5th Floor; further information can be obtained at <http://steinhardt.nyu.edu/doctoral/policies/> and the required form at <http://steinhardt.nyu.edu/doctoral/forms>.

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.

## 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, students must pay a maintenance fee per academic year. All course requirements must be completed within six years from the date of matriculation. Continuous matriculation is required. (See Tuition, Fees, and Expenses, page 196.)

**Please note:** Doctoral students, with the exception of Physical Therapy (DPT) and Occupational therapy (DPS) students, are not eligible for maintenance of matriculation (see page 210).

## 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, a student must apply for graduation within the application deadline period indicated on the calendar. (See the graduation deadlines calendar and general information about graduation on the Office of the Registrar's webpage at [www.nyu.edu/registrar](http://www.nyu.edu/registrar)). If the student does not successfully complete all academic requirements by the end of the semester, he or she must reapply for graduation for the following cycle.

## OFFICIAL TRANSCRIPTS

Official copies of a student's University transcript can be requested when a stamped and sealed copy of the student's University records is required. 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 completing the online request form at [www.nyu.edu/registrar/transcript-form.html](http://www.nyu.edu/registrar/transcript-form.html) and mailing or faxing the signature page (recommended method) or by writing a request letter (see below) and mailing or faxing the completed and signed letter. The fax number is 212-995-4154; the mailing address is New York University, Office of the University Registrar, Transcripts Department, PO Box 910, New York, NY 10276-0910. There is no charge for academic transcripts.

A **request for transcript** 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 to 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, which can be accessed through an NYUHome account at [home.nyu.edu](http://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 10276-0910. 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:

A = 4.0 units	C = 2.0 units
A- = 3.7 units	C- = 1.7 units
B+ = 3.3 units	D+ = 1.3 units
B = 3.0 units	D = 1.0 units
B- = 2.7 units	F = 0 units
C+ = 2.3 units	

There are no A+, D-, or F+ grades. The lowest passing graduate grade is D.

If a student repeats a course in which he or she had received a failing grade, all grades are counted in the average; the lower grade, although it does not count towards the degree, is not removed from the transcript. F grades and all other permanent grades may not be changed unless the original grade resulted from a clerical error.

**W** = Official withdrawal. Courses officially dropped during the first three weeks of the term will not appear on the transcript. Those dropped from the beginning of the fourth week through the ninth 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

**I** = Term paper or other work or final examination lacking (grade given only with the permission of the instructor); may be made up within time limits (see note below). If not made up, grade lapses to F. F grades cannot be changed.

**Note:** "-GE" courses: A grade of "I" must be removed within the time limit set by the instructor; which limit may not exceed one semester after the close of the course. Students with 9 credits or more of I on their transcripts at any given semester will be considered as not making satisfactory progress in their

programs of study and will be subject to probation. Students who have two consecutive probationary terms will be subject to dismissal.

*A general average of 2.5 is required for the master's degree, 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<sup>1</sup>

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 program 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.

<sup>1</sup>Not available to special students.

## PASS/FAIL OPTION<sup>1</sup>

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 graduate 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 program advisors or the Office of Advisement and Registration Services, Pless Hall, 2nd Floor, and must be filed in the Office of the University

<sup>1</sup>Not available to special students.

Registrar prior to the end of the ninth week of the term (fall/spring). For winter or summer session deadlines, please see details on the form. Pass/fail option forms are also available at <http://steinhardt.nyu.edu/studentaffairs/forms>.

## 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](http://www.steinhardt.nyu.edu/studyabroad) or call the office at 212-992-9380.

## TRANSFER OF CREDIT

Permission to study or to accept work taken in an institution outside of New York University must be obtained for graduate students from their program adviser. Transfer credit may be accepted only from accredited colleges and uni-

versities. Coursework must have been completed within the last 10 years with a grade of B or better and may not have been counted toward another degree. Forms for approval of transfer credit are available in the Office of Advisement and Registration Services. All transfer credit must be approved by the program adviser.

For additional information, see graduate study/general requirements beginning on page 206.

# University Policies

## 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.<sup>1</sup>

A hallmark of the educated student is the ability to recognize and acknowledge when information is derived from others. The Steinhardt School of Culture, Education, and Human Development expects that a student will be scrupulous in crediting those sources that have contributed to the development of his or her ideas. In particular, it is the

responsibility of the student to learn the proper forms of citation: directly copied material must always be in quotes; paraphrased material must be acknowledged; and even ideas and organization derived from another's work must be acknowledged. The following definition of plagiarism has been adopted by the faculty members of the Steinhardt School of Culture, Education, and Human Development:

*Plagiarism is presenting someone else's work as though it were your own. More specifically, plagiarism is to present as your own: a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer's work; facts or ideas gathered, organized, and/or reported by someone else, orally and/or in writing. Since plagiarism is a matter of fact, not of the student's intention, it is crucial that acknowledgment of sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.<sup>1</sup>*

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.

<sup>1</sup>Adapted from Expository Writing Program, "Statement on Plagiarism," New York University, undated, mimeographed.

## **UNIVERSITY POLICY ON PATENTS**

Students offered research opportunities are reminded that inventions arising from participation in such research are governed by the University's Statement of Policy on Patents, a copy of which may be found in the Faculty Handbook or obtained from the dean's office.

## **NEW YORK UNIVERSITY WEAPONS POLICY**

New York University strictly prohibits the possession of all weapons, as described in local, state, and federal statutes, that includes, but is not limited to, firearms, knives, explosives, etc., in and/or around any and all University facilities — academic, residential, or other. This prohibition extends to all buildings — whether owned, leased, or controlled by the University, regardless of whether the bearer or possessor is licensed to carry that weapon. The possession of any weapon has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are duly authorized law enforcement personnel who are performing official federal, state, or local business and instances in which the bearer of the weapon is licensed by an appropriate licensing authority and has received written permission from the executive vice president of the University.

## **NEW YORK UNIVERSITY SIMULATED FIREARM POLICY**

New York University strictly prohibits simulated firearms in and/or around any and all University facilities — academic, residential, or other. This prohibition extends to all buildings, whether owned, leased, or controlled by the University. The possession of a simulated firearm has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are instances in which 1) the bearer is in possession of written permission from a dean, associate dean, assistant dean, or department head, and 2) such possession or use of simulated firearms is directly connected to a University- or school-related event (e.g., play, film production). Whenever an approved simulated firearm is transported from one location to another, it must be placed in a secure container in such a manner that it cannot be observed. Storage of approved simulated firearms shall be the responsibility of the Department of Public Safety in a location designated by the Vice President for Public Safety. Under no circumstances, other than at a public safety storage area, may approved simulated firearms be stored in any University-owned, -leased, or -controlled facilities.

## **CAMPUS SAFETY**

The Department of Public Safety is located at 7 Washington Place; telephone 212-998-2222; 212-998-2220 (TTY).

New York University's annual Campus Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by NYU, and on public property within or immediately adjacent to the campus. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, drugs, and alcohol. You can obtain a copy of the current report by contacting Thomas Grace, Director of Community Standards and Compliance Administration, 768 Broadway, Room 768, or by visiting [www.nyu.edu/life/safety-health-wellness/be-safe/public-safety/crime-reports-statistics.html](http://www.nyu.edu/life/safety-health-wellness/be-safe/public-safety/crime-reports-statistics.html).

# Tuition, Fees, and Expenses

When estimating the cost of a university education, students should consider two factors: 1) the total cost of tuition, fees, and materials related to a particular program plus costs directly related to the choice of living style (dormitory, apartment, commuting costs); and 2) financial aid that may be available from a variety of sources. This section provides information on both of these distinct but related topics.

Following is the schedule of fees established by the Board of Trustees of New York University for the years 2017–2018. 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 at which the awarding of degrees is a part of the order of business.

## TUITION 2017–2018

Tuition per unit, per term ..... \$1,660

**Nonreturnable registration** ..... \$489  
**and services fee, first unit**  
**Nonreturnable registration** ..... 69  
**and services fee, per unit, for**  
**registration after first unit**

**Doctor of Physical Therapy (DPT)**  
**tuition, see page 117.**

## GENERAL FEES AND EXPENSES

### Basic Health Insurance Benefit Plan

Full-time domestic students automatically enrolled; any student can select<sup>1, 2</sup>:

**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;<sup>1, 2</sup> 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

<sup>1</sup>Waiver option available.

<sup>2</sup>Students 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 187) ..... \$75

**Graduate special student status**

(nonreturnable), payable one  
time only (see page 187)..... \$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 semester) ..... \$300

(master's DPS, DPT, and sixth-year  
students only; doctoral students  
should consult page 210.)

**Duplicate rating sheet** ..... \$2

**Makeup examination**.....\$20

**SUBJECT-RELATED/  
COURSE-RELATED FEES**

See table at right

**DOCTORAL ADVISEMENT FEE**

Doctoral students should consult page  
190.

**DEFERRED PAYMENT PLAN**

The Deferred Payment Plan allows 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 as-  
sessed on any late payments.

**SUBJECT-RELATED/COURSE-RELATED FEES**

All course fees are to be paid when registering for:

Subject Area	Cost	Type
GEARSAMFA	\$350	Studio Art
GEARSMMA	\$350	Photo Lab
GEARSTDA	\$350	Studio Art
GEARSTMA	\$350	Studio Art

Course Number	Cost	Sections	Type
<b>Art and Art Professions</b>			
ART-GE 2514	\$120	ALL	Urban Glass
ART-GE 2582	\$120	ALL	Urban Glass
ART-GE 2771	\$350	ALL	Studio Art
ART-GE 2772	\$350	ALL	Studio Art
ART-GE 2773	\$350	ALL	Studio Art
ART-GE 2774	\$350	ALL	Studio Art
ART-GE 2775	\$350	ALL	Studio Art
ART-GE 2776	\$350	ALL	Studio Art
ART-GE 2777	\$350	ALL	Studio Art
ART-GE 2778	\$350	ALL	Studio Art
ART-GE 2780	\$350	ALL	Studio Art
ART-GE 2782	\$350	ALL	Studio Art
ART-GE 2783	\$350	ALL	Studio Art
ART-GE 2783	\$350	ALL	Studio Art
ART-GE 2784	\$350	ALL	Studio Art
ART-GE 2785	\$350	ALL	Studio Art
ART-GE 2786	\$350	ALL	Studio Art
ART-GE 2787	\$350	ALL	Studio Art
ART-GE 2788	\$350	ALL	Studio Art
ART-GE 2791	\$350	ALL	Studio Art
ART-GE 2793	\$350	ALL	Studio Art
ART-GE 2794	\$350	ALL	Studio Art

**Music and Performing Arts Professions**

MPABR-GE 2334	\$105	ALL	Private Lesson
MPAJZ-GE 2026	\$100	ALL	Recital
MPAJZ-GE 2078	\$235	ALL	Tickets
MPAJZ-GE 2370	\$105	ALL	Private Lesson
MPAME-GE	\$100	ALL	Recital
MPAPE-GE 2026	\$100	ALL	Recital
MPAPE-GE 2356	\$105	ALL	Private Lesson
MPAPS-GE 2334	\$105	ALL	Private Lesson
MPASS-GE 2111	\$105	ALL	Private Lesson
MPASS-GE 2112	\$105	ALL	Private Lesson
MPASS-GE 2121	\$100	ALL	Recital
MPATC-GE 2026	\$100	ALL	Recital
MPATC-GE 2321	\$105	ALL	Private Lesson
MPATC-GE 3026	\$100	ALL	Recital
MPAVP-GE 2111	\$105	ALL	Private Lesson
MPAVP-GE 2113	\$105	ALL	Private Lesson
MPAVP-GE 2121	\$100	ALL	Recital
MPAVP-GE 2410	\$105	ALL	Private Lesson
MPAWW-GE 2334	\$105	ALL	Private Lesson

**Occupational Therapy**

OT-GE 2003	\$50	ALL	Lab
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**Physical Therapy**

PT-GE 2120	\$65	ALL	Lab
GEPTPSDPT	Variable		DPT Flat Rate

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](http://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](http://www.nyu.edu/bursar/payment.info/plans.html) or call 212-998-2806.

TUITIONPAY PLAN

TuitionPay (formerly called AMS) is a payment plan administered by SallieMae. The plan is open to all NYU students with the exception of the School of Continuing and Professional Studies noncredit division. This interest-free plan allows for all or a portion of a student's educational expenses (including tuition, fees, room, and board) to be paid in monthly installments.

The traditional University billing cycle consists of one large lump-sum payment due at the beginning of each semester (August for the fall semester and January for the spring semester). TuitionPay is a budget plan that enables a 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 800-635-0120 or visit the NYU Bursar website at [www.nyu.edu/bursar/payment.info/plans.html](http://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.

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<sup>1</sup>.....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, 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 .....NONE

A student may not withdraw from a class during 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 at [www.nyu.edu/bursar](http://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.

<sup>1</sup>The registration and services fee is not returnable beginning with the second day after the official opening date of the term.



# Financial Aid

## **New York University believes** that

students should be able to choose the college that offers them the best range of educational opportunities. In order to make that choice possible, New York University attempts to aid students who are in need of financial assistance.

Financial aid is awarded in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student's demonstrated need. Renewal of assistance depends on annual reevaluation of a student's need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Detailed information on financial aid is available on the Graduate Admissions website, [steinhardt.nyu.edu/financial\\_aid](http://steinhardt.nyu.edu/financial_aid) and on the NYU Office of Financial Aid website, [www.nyu.edu/financial.aid](http://www.nyu.edu/financial.aid).

Many awards are granted purely on the basis of scholastic merit. Others are based on financial need. However, it is frequently possible to receive a combination of awards based on both. Thus, scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. To ensure that maximum sources of available support will be investigated, students must apply for financial aid by the appropriate deadline.

A student who has received a financial aid award must inform the NYU Office of Financial Aid or the Office of Graduate Admissions if he or she subsequently decides to decline all or part of that award. To neglect to do so may prevent use of the award by another student. If a student has not claimed his or her award (has not enrolled) by the close of regular (not late) registration and has not obtained written permission from the Office of Financial Aid and the Office of Graduate Admissions for an extension, the award will be canceled, and the student may become ineligible to receive scholarship or fellowship aid in the future.

Determination of financial need is also based on the number of credits for which the student indicates he or she intends to register. A change in registration therefore may necessitate an adjustment in financial aid.

## **HOW TO APPLY**

Students must submit the Free Application for Federal Student Aid (FAFSA), and later, New York State residents must also complete the New York State Tuition Assistance Program (TAP) application. (The TAP application is available on the Internet when using FAFSA on the Web. See [www.nyu.edu/financial.aid/tap.html](http://www.nyu.edu/financial.aid/tap.html).)

The FAFSA (available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)) is the basic form for all student aid programs; be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to New York University (NYU's federal code number is 002785).

Students requiring summer financial aid are required to submit two FAFSAs, one from the prior academic year and one for the upcoming academic year.

## **ELIGIBILITY**

To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration. Generally, University-administered aid is awarded to full-time students. Half-time students (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 US citizens or as eligible noncitizens. Students are considered to be eligible for financial aid if they meet the criteria listed on NYU's Financial Aid website at [www.nyu.edu/financial.aid](http://www.nyu.edu/financial.aid).

## **Renewal Eligibility**

Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the NYU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing.

## **Withdrawal**

Students should follow the official academic withdrawal policy described in this bulletin. Those receiving federal aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the US government. The amount of federal aid "earned" up to that unit is determined by the withdrawal date and a calculation based on the federally prescribed formula. Generally, federal assistance is earned on a pro rata basis.

## **UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS**

Through the generosity of its alumni and other concerned citizens, as well as from funds supplied by the federal government, the University is able to provide an extensive financial aid program for its students. Awards are competitive and based on academic achievement, test scores, and, in most cases, financial need.

## **Scholarships and Grants**

Scholarships and grants awarded by the school generally range from \$500 to full tuition.

## **Part-Time Employment**

Most financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses.

It is not necessary to be awarded work-study earnings in order to use the services of the Wasserman Center for Career Development and its extensive listings of on-campus and off-campus jobs. Students may use the center as soon as they have paid their tuition

deposit and may also wish to use the center as a resource for summer employment.

As one of the largest urban areas in the world, New York City offers a wide variety of opportunities for part-time work. Many students work in order to gain experience in a field that they wish to enter after graduation and to help meet educational expenses. Many employers list positions with the Wasserman Center.

The Wasserman Center for Career Development is located at 133 East 13th Street, 2nd Floor; 212-998-4730.

### **NYU STEINHARDT SCHOOL-SPONSORED PROGRAMS**

Application deadlines, criteria, award amounts, and other detailed information for school-based scholarships and fellowships may be found on the Graduate Admissions website at [steinhardt.nyu.edu/financial\\_aid](http://steinhardt.nyu.edu/financial_aid).

### **SCHOLARSHIPS**

There are a number of scholarships available to both master's and doctoral students and for full-time and part-time study. Scholarships typically provide partial tuition support, and decisions are based on merit and need. School-based scholarships include the following:

#### ***Full-Time Study***

21st Century Scholarships  
Steinhardt Graduate Study Scholarships  
NYU Opportunity Scholarships  
Deans Opportunity Scholarships  
Peace Corps Returnee Scholarships  
AmeriCorps Scholarship  
Teach for America Scholarship  
Historically Black Colleges and Universities (HBCU) Scholarships  
Health Professions Opportunity Scholarships

#### ***Part-Time Study***

Centennial Scholarships  
Jonathan Levin Urban Education Scholarships  
Mayor's Graduate Scholarship Program

#### **Internship in Student Personnel**

**Administration.** The Program in Higher and Postsecondary Education offers paid internships in a variety of student personnel positions at NYU and at area colleges. Interns enroll in three courses per term and work 20 hours per week for compensation, which includes

various contributions of stipend, tuition, and room and board. Internship candidates must be applicants to or current students in the MA Program in Higher and Postsecondary Education. For information, contact the Program in Higher and Postsecondary Education, Steinhardt School of Culture, Education, and Human Development, New York University, Pless Hall, 7th Floor, 82 Washington Square East, NY 10003-6674; 212-998-5656.

#### **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 or [www.nyu.edu/students/student-information-and-resources/housing-and-dining/on-campus-living/staff.html](http://www.nyu.edu/students/student-information-and-resources/housing-and-dining/on-campus-living/staff.html).

**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 [www.nyu.edu/students/getting-involved/leadership-and-service/volunteer-service/america-reads-america-counts.html](http://www.nyu.edu/students/getting-involved/leadership-and-service/volunteer-service/america-reads-america-counts.html).

### **STEINHARDT DOCTORAL FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS**

The Steinhardt School offers all full-time PhD students a complete funding and mentoring program. The Steinhardt Fellows program is designed to help PhD students undertake full-time study and research, to participate in superior academic and scholarly experiences, and to complete their studies in a timely manner. Depending on the student's program of study and degree requirements, financial support includes four years of full tuition and fees and a living stipend of \$25,000 through the completion of the student's required coursework, and a fifth year of a \$25,000 scholarship stipend 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, research assistants agree to work 20 hours per week on an ongoing

research project, typically with a team of faculty and other students. Steinhardt Fellows may become research assistants when Steinhardt faculty win funding for projects that require research assistance.

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

## OTHER SOURCES OF AID

### **State Grants and Fellowships**

New York State and other states offer a variety of grants. Although each application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when drawing up the student's financial aid package. Applications for state 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. For more information visit <https://www.tap.hesc.ny.gov/totw/>.

**States Other Than New York.** Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at New York University. Contact your state financial aid agency (call 800-433-3243 to get the applicable telephone number and address for your state) to ask about program requirements and application procedures. When you receive an eligibility notice from your state program, submit it to the New York University Office of Financial Aid in advance of registration.

### **Scholarships and Grants From Other Organizations**

In addition to the sources of gift aid described above, students may also be eligible for a private scholarships or grants from an outside agencies or organizations. Some sources to explore are employers, unions, professional organizations, and community and special interest groups. NYU students also have access to use a new free scholarship search tool called Scholly at <https://app.myscholly.com/NYU>.

### **Veterans Benefits**

Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs the amount of benefits varies. Applications and further information may be obtained from the student's regional office of the Department of Veterans Affairs or by visiting [www.va.gov](http://www.va.gov). Additional guidance may be obtained at <http://www.nyu.edu/students/student-information-and-resources/registration-records-and-graduation/veteran-benefits.html>.

### **Federal Loans**

Federal loans are secured and disbursed to the student in cooperation with the US Department of Education. Your award package may include information about a "suggested loan." This means that you are eligible for the type and amount of loan specified, based upon the information the University has about you at the time the award is offered. It does not mean you will automatically receive the loan, but rather informs you of your current eligibility and how to apply. The suggested loan amount in your award package is the maximum you are eligible for and is the amount that NYU has certified for you.

Federal Direct Loans are offered to students and parents to help pay for the cost of a student's education after high school. The lender is the US Department of Education. Direct Loans include the Subsidized, Unsubsidized, Parent PLUS, and Graduate PLUS Loans. To be eligible, the student must file the Free Application for Federal Student Aid (FAFSA) and meet other eligibility criteria.

### **Federal Direct Unsubsidized Loan.**

Graduate students will be eligible only for unsubsidized loans. Unsubsidized means that the federal government does not pay the interest while the student is in school; instead, the interest is accrued and added to the principal of the loan upon payment. For details about see [www.nyu.edu/admissions/financial-aid-and-scholarships/federal-direct-loans.html](http://www.nyu.edu/admissions/financial-aid-and-scholarships/federal-direct-loans.html).

**Federal Direct PLUS Loan.** This loan is available to qualifying graduate and professional students. Direct PLUS loans help pay for education expenses up to the cost of attendance minus all other financial aid received. The US Department of Education will evaluate the borrower's credit history to determine if they are eligible to use this loan. Interest is accruing and charged annually for this loan. If the borrower's has adverse credit history, they may be denied this loan. Borrowers may contact the Department of Education at 800-848-0979 for additional information.

### **Private Loans**

NYU students should apply for all eligible financial assistance available before considering a private, alternative loan. Private loan interest rates, terms, conditions and eligibility requirements will vary, and the borrower (and co-borrower, if applicable) should first compare a variety of private student loans offered by banks and other education loan providers and apply only for the alternative loan that best suits their needs.

Please think carefully about your obligations as a borrower before pursuing any educational loan. Consider your educational investment at NYU, as well as your long-term financial commitments when borrowing.

### **Private (nonfederal) Alternative Loan**

**Programs.** This kind of loan may be a financing option for students and families who are not eligible for federal aid or who need additional funding beyond the maximum amounts offered by federal loans. For more information on private alternative loans visit our website [www.nyu.edu/financial.aid/private-loans.php](http://www.nyu.edu/financial.aid/private-loans.php)

### **Student Employment**

New York University provides a wide range of employment opportunities for students, and all are encouraged to take advantage of the placement services (including summer jobs) offered by the Wasserman Center for Career Development. Students may use the center immediately upon payment of their tuition deposit.

***Federal Work-Study***

Financial aid award packages may include work-study, depending on need. This means that you are eligible to participate in the Federal Work-Study Program, and may earn up to the amount recommended in your package. Federal Work-Study jobs, averaging from 15 to 20 hours per week, are secured through the Wasserman Center for Career Development, located at 133 East 13th Street. Positions in various on-campus departments and organizations are available (though not guaranteed). Work-study is not deducted from 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.

***Graduate Assistantships***

These positions are available in some schools. Graduate assistantships and teaching fellowships provide tuition remission and a stipend. Duties include teaching, research, and other activities related to departmental needs. All

applicants for assistantships, whether or not other types of financial aid are requested, should contact their department directly for information, instructions, and applications. A graduate assistantship may affect eligibility for some forms of financial aid. Please contact the Office of Financial Aid, as well as your department, if your award package does not indicate your assistantship. Work-study is not awarded during the summer sessions, however there are still jobs available during that time.

***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

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## **The Office of the Associate Dean**

**for Student Affairs** (Pless Hall, 2nd Floor, 212-998-5025, [steinhardt.nyu.edu/studentaffairs](mailto:steinhardt.nyu.edu/studentaffairs)) is integral to the school's educational mission of human development, collaborating with faculty, other school and University offices, and students to provide programs, services, and opportunities that are responsive to the dynamic nature of the educational

process. Our goal is to enrich the educational experience and embody the school's concern for all phases of student development and the diversity of student needs.

The Office of Student Affairs includes the Office of Counseling and Student Services, the Office of Advisement and Registration Services, Teacher Certification, and Special Student Advisement.

The staff works closely with the academic units of the school in facilitating the advisement process and other policies and procedures that derive from faculty and school actions such as student academic progress, student discipline, student awards and honors, and the New Student Seminars.

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## School Services

### **OFFICE OF COUNSELING AND STUDENT SERVICES**

Jeanne Bannon, Director  
Pless Hall, 2nd Floor  
Telephone: 212-998-5065  
E-mail: [jeanne.bannon@nyu.edu](mailto:jeanne.bannon@nyu.edu)

#### ***Counseling Services***

To help promote healthy personal, educational, and career development within a diverse undergraduate and graduate student body while complementing the excellence of the academic program, a professional staff offers a range of individual and group counseling, as well as skills development workshops and seminars. This staff includes on-site counselors from the Student Health Center and the Wasserman Center for Career Development.

#### ***Student Services***

Student services include recruitment activities for prospective students, orientation programs for new students,

pre-advisement, co-curricular workshops, school receptions, and student colloquia. The Office of Counseling and Student Services works collaboratively with student services and activities offered throughout the University. The professional staff serves in an advisory capacity to the Graduate Student Organization.

### **INTERNATIONAL STUDENT SERVICES**

The Office of Counseling and Student Services provides liaison services and assists in the guidance and advisement of international students. The Office of Counseling and Student Services is responsible for overseeing the New Graduate Student Seminar for International Students (SAHS-GE 2003), a required noncredit course that meets for eight weeks during the student's first semester at the school. The seminar assists in orienting new students to the services and requirements of the school, the University, and the New York City community.

For all matters pertaining specifically to student visas, international students are directed to the Office of Global Services, 561 La Guardia Place.

### **GRADUATE STUDENT ORGANIZATION**

The Graduate Student Organization (GSO) develops programs, activities, and services to help meet the cultural, social, and professional needs of its constituency. The GSO is governed by an executive board of officers and representatives from each department at NYU Steinhardt. The GSO, in conjunction with the USG (Undergraduate Student Government), funds student-initiated projects and plays an active role in the governance of the school and University and is responsible for appointing students to serve on designated school/University committees. Additional information may be obtained by contacting the GSO Office, Pless Hall, 3rd Floor; 212-998-5351; [steinhardt.gso@nyu.edu](mailto:steinhardt.gso@nyu.edu).

### **SPECIAL AWARDS FOR EXCELLENCE AND SERVICE TO THE SCHOOL**

The Office of Student Affairs administers special awards for scholarship and service to the school. Nominations for these awards are solicited from all members of the NYU Steinhardt community. The John W. Withers Memorial Award and the E. George Payne Memorial Award are awarded to graduating seniors and graduate students who have shown evidence of exemplary scholarship and service to the school. The Ida Bodman Award and the Samuel Eshborn Service Award are given on the basis of the quality of service that a student has given to the school. The Arch Award is given to undergraduate and graduate students based on the unique and beneficial quality of their cumulative record of service to their fellow students, faculty, and administration of the school. Information regarding applications and a complete listing of awards and deadlines for awards can be found at [steinhardt.nyu.edu/graduation/awards](http://steinhardt.nyu.edu/graduation/awards).

### **UNDERGRADUATE AND MASTER'S STUDENTS RESEARCH/CREATIVE PROJECTS AWARD**

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 may be awarded up to \$1,000 to explore a faculty-sponsored independent research project or a specific component of thesis or dissertation work, e.g., instrument development and/or validation or a pilot study. Proposed research must be conducted within the time specified and must adhere to guidelines established by the University Committee on Activities Involving Human Subjects. Grant recipients are expected to submit a written report once research is completed, including the question under investigation, research methods, results, conclusions, and how the monies from the 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](http://steinhardt.nyu.edu/research/student).

### **DOCTORAL DISSERTATION GRANT**

Doctoral students with approved doctoral proposals are invited to apply for a Doctoral Dissertation 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](http://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](http://steinhardt.nyu.edu/research/student).

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## University Services and Student Activities

### **STUDENT ACTIVITIES**

#### **Student Resource Center**

Kimmel Center for University Life  
60 Washington Square South, Suite 210  
Telephone: 212-998-4411  
Email: [student.resource.center@nyu.edu](mailto:student.resource.center@nyu.edu)  
Website: [www.nyu.edu/src](http://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](mailto:osa@nyu.edu)  
Website: [www.osa.nyu.edu](http://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](mailto: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](mailto:osa.fsl@nyu.edu)

#### **Ticket Central Box Office**

Skirtball Center  
566 La Guardia Place  
Telephone: 212-998-4949  
Website: [www.nyu.edu/ticketcentral](http://www.nyu.edu/ticketcentral)

### **ALUMNI ACTIVITIES**

#### **Office for University Development and Alumni Relations**

25 West Fourth Street, 4th Floor  
Telephone: 212-998-6912  
Email: [alumni.info@nyu.edu](mailto:alumni.info@nyu.edu)  
Website: [alumni.nyu.edu](http://alumni.nyu.edu)

### **ATHLETICS**

#### **Department of Athletics, Intramurals, and Recreation**

404 Fitness  
404 Lafayette Street  
Telephone: 212-998-2021  
Email: [coles.sportscenter@nyu.edu](mailto:coles.sportscenter@nyu.edu)  
Website: [www.gonyuathletics.com](http://www.gonyuathletics.com)

#### **Palladium Athletic Facility**

140 East 14th Street  
Telephone: 212-992-8500  
Website: [www.nyu.edu/palladiumathleticfacility](http://www.nyu.edu/palladiumathleticfacility)

### **BOOKSTORES**

#### **Main Bookstore**

726 Broadway  
Telephone: 212-998-4667  
Website: [www.bookstores.nyu.edu](http://www.bookstores.nyu.edu)

#### **Computer Store**

726 Broadway  
Telephone: 212-998-4672  
Email: [computer.store@nyu.edu](mailto:computer.store@nyu.edu)  
Website: [www.bookstores.nyu.edu](http://www.bookstores.nyu.edu)

### **CAREER SERVICES**

#### **Wasserman Center for Career Development**

133 East 13th Street, 2nd Floor  
Telephone: 212-998-4730  
Fax: 212-995-3827  
Website: [www.nyu.edu/careerdevelopment](http://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](http://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](mailto:university.counseling@nyu.edu)  
Website: [www.nyu.edu/counseling](http://www.nyu.edu/counseling)

## DINING

**NYU Campus Dining Services**  
Telephone: 212-995-3030  
Website: [www.nyudining.com](http://www.nyudining.com)

## DISABILITIES, SERVICES FOR STUDENTS WITH

**Henry and Lucy Moses Center for Students with Disabilities**  
726 Broadway, 2nd Floor  
Telephone: 212-998-4980  
(voice and TTY)  
Website: [www.nyu.edu/csd](http://www.nyu.edu/csd)

## HEALTH

**Wellness Exchange**  
726 Broadway, Suite 402  
Telephone: 212-443-9999  
Website: [www.nyu.edu/999](http://www.nyu.edu/999)

**Student Health Center (SHC)**  
726 Broadway, 3rd and 4th Floors  
Telephone: 212-443-1000  
Website: [www.nyu.edu/health](http://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](mailto:health.insurance@nyu.edu)  
Website: [www.nyu.edu/shc/about/insurance.html](http://www.nyu.edu/shc/about/insurance.html)

**Pharmacy Services**  
Telephone: 212-443-1050  
Website: [www.nyu.edu/shc/medservices/pharmacy.html](http://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](mailto:housing@nyu.edu)  
Website: [www.nyu.edu/Life/living-at-nyu](http://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](http://www.nyu.edu/Life/living-at-nyu/off-campus-living)

**Summer Housing**  
Telephone: 212-998-4621  
Website: [www.nyu.edu/summer](http://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](mailto:intl.students.scholars@nyu.edu)  
Website: [www.nyu.edu/oiss](http://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](mailto:lgbt.office@nyu.edu)  
Website: [www.nyu.edu/lgbt](http://www.nyu.edu/lgbt)

## MULTICULTURAL EDUCATION AND PROGRAMS

**Center for Multicultural Education and Programs (CMEP)**  
Kimmel Center for University Life  
60 Washington Square South, Suite 806  
Telephone: 212-998-4343  
Website: [www.cmep.nyu.edu](http://www.cmep.nyu.edu)

## RELIGIOUS AND SPIRITUAL RESOURCES

**Catholic Center**  
371 Sixth Avenue/Avenue of the Americas  
Telephone: 212-998-1065  
Website: [washingtonsquarecatholic.org](http://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](http://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](http://www.protestantministrynyu.com)

**Hindu Students Council**  
Website: [www.nyu.edu/clubs/hsc](http://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](http://www.icnyu.org)

**Spiritual Diversity Network**  
Telephone: 212-998-4956  
Email: [spiritual.life@nyu.edu](mailto: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](http://www.osa.nyu.edu/clubdocs/website.php).

## SAFETY ON CAMPUS

**Department of Public Safety**  
7 Washington Place  
Telephone: 212-998-2222;  
212-998-2220 (TTY)  
Email: [public.safety@nyu.edu](mailto:public.safety@nyu.edu)  
Website: [www.nyu.edu/public.safety](http://www.nyu.edu/public.safety)

# 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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## General Requirements

### NEW INTERNATIONAL STUDENT SEMINAR

Participation in the seminar (SAHS-GE 2003) is required of all new graduate international students during their first term in residence. The seminar explores professional issues and provides additional orientation and guidance to the school, University, and city. For further information, consult the Office of the Associate Dean for Student Affairs, Pless Hall, 2nd Floor; 212-998-5065.

### GRADUATION

Students may officially graduate in September, January, or May. The Commencement ceremony for all schools is held in May. 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](http://www.nyu.edu/registrar).) If students do not successfully complete all academic requirements by the end of the semester, they must reapply for graduation for the following cycle.

A student must be enrolled for either course work or maintenance of matriculation during the academic year of graduation.

## Master's Degree

**The student must complete** satisfactorily a minimum of 30 units in graduate courses. A thesis may be substituted for 4 units of residence courses on the first (1) level, if program requirements allow. At least 24 of these units must be earned under the auspices of the Steinhardt School of Culture, Education, and Human Development in courses of the second (2) level or above, taken under advisement in the Steinhardt School of Culture, Education, and Human Development. Master's degree students are required to take a minimum of 18 units of graduate course-

work 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 per semester. 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

- All applicants must have an overall grade average of 2.5.
- Graduate transfer students from other institutions must have completed a minimum of 8 units of credit at New York University, selected in consultation with their curriculum advisers, prior to the term in which student teaching is undertaken.
- All applicants must submit to the Office of Clinical Studies a completed Student Teaching Health Assessment Form prior to the first student teaching placement. This form requires proof of up-to-date immunization records.
- All applicants must be interviewed by the appropriate department faculty and recommended for student teaching.
- Students need approval of their advisers to register for field experience courses. For each semester, an online Request for Placement Form must be completed following attendance of a Student Teaching Convocation event.

## TEACHER CERTIFICATION

On satisfactory completion of teaching programs (including student teaching) and degree conferral, students will have completed academic requirements for teacher certification in New York State.

### Notes

1. The New York State Education Department requires that all prospective teachers receive instruction relating to the nature and effects of alcoholic drinks, narcotics, habit-forming drugs, school violence prevention and intervention, and signs of child abuse and discrimination, intimidation, taunting, harassment, and bullying, including instruction in the best methods of teaching these subjects. This requirement is met by successful completion of TCHL-GE 2999, The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention/DASA.

2. The Education Department also requires employees in New York State school districts, Boards of Cooperative Educational Services (BOCES), or charter schools to be fingerprinted. The legislation does not require a student teacher or a person in a field placement to be fingerprinted unless such an individual is being compensated for their service and therefore considered to be an employee. For students in early childhood education, assignments in a pre-school-age setting may require fingerprinting under the auspices of the New York City Health Department prior to entering the field.
3. All prospective teachers must pass the required New York State Teacher Certification Examinations. Scores are automatically reported to the New York State Education Department. Please consult your departmental certification liaison for details.
4. All prospective teachers in early childhood and childhood education must have the following, on either the undergraduate or graduate level: 1). College-level work in English, mathematics, science, social studies, and a language other than English (American Sign Language is acceptable); and 2) a concentration in one of the liberal arts or sciences

**Notice:** New York State and Title II Of the 1999 National Higher Education Act specify that the institutional pass rates on State Teacher Exams be published for schools offering teacher education programs. Statistics on the New York State Teacher Certification Examinations for the Steinhardt School of Culture, Education, and Human Development at New York University are as follows for graduates of the class of 2016: 277 students completed the Academic Literacy Skills Test (ALST). Of those, 184 passed, and this yielded a pass rate of 66 percent. A total of 272 graduates completed the Educating All Students (EAS) test. Of those, 260 passed, and this yielded a pass rate of 95 percent. A total of 296 graduates completed Content Knowledge Tests (CSTs). Of those, 286 passed, yielding a pass rate of 97 percent.

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**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 available at [steinhardt.nyu.edu/blogs/studentaffairs](http://steinhardt.nyu.edu/blogs/studentaffairs).

## 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.

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# Graduation Requirements: Master's Programs

## M.A. CHECKLIST

1. **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. **Be prepared** to provide the following information:
  - Master's degree statement of requirements. Count the number of units required for your degree.
  - List of the prerequisite and graduate courses required for your curriculum. Each program provides students with this information at the time of matriculation.
  - Transcript. List the courses and credits you have completed.
  - List any courses you transferred (via filing a transfer credit form).
3. **Meeting schoolwide requirements.**
  - Transfer credit allowances:
    - Upon admission, students are

allowed to transfer credits up to (but not exceeding) 30 percent of the total required by the program. The number of courses accepted for transfer will be determined by the program adviser. Credit may be granted for graduate course work completed at an accredited graduate institution not applied to another degree and not more than 10 years old. In all cases, the 24-unit residency requirement must be met.

- For those already matriculated, transfer credit may be accepted for a maximum of 30 percent of a student's graduate program (including any advanced standing previously approved upon initial matriculation).
- Transfer credit may be accepted only if a minimum grade of B has been earned for such coursework.
- The Steinhardt School of Culture, Education, and Human Development graduate credit requirements are a minimum of 24 credits.
- The Steinhardt School of Culture,

Education, and Human Development residency requirements are a minimum of 24 credits be completed in residence. Count the number of credits of graduate, 2000-level nonprerequisite courses taken at NYU.

- Total credit requirements are a minimum of 30 credits. (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.
- Grade unit requirements is a 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 per semester. 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.

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# 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, 3rd Floor, 82 Washington Square East, 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:

- The applicant's grade unit average from previous degree programs
- 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.
- All supplemental materials required by the program
- Personal interview, when appropriate
- The applicant's work and academic background

Doctoral students are required to complete the degree within eight 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.

**Matriculation Prerequisite.** Only doctoral students who are fully matriculated are eligible for the Departmental Candidacy Examination. Matriculation is established during the first semester of registration in the doctoral program.

#### Good Academic Standing Prerequisite.

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, 5th Floor, 82 Washington Square East.

If doctoral candidacy is not accepted, matriculation will be suspended. If candidacy is subsequently accepted, the original date of matriculation will be restored.

### 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](http://steinhardt.nyu.edu/policies_doctoral/forms) for dates for filing dissertations. Consult [steinhardt.nyu.edu/policies\\_doctoral/forms](http://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 Research and Doctoral 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:

- Any semester in which a student is not registered for at least one 3-credit course, the student must register for *DCADV-GE 3400*, Doctoral Advisement, or departmentally approved 1-credit 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).
- Doctoral Advisement will be a 1-credit fee course. These credits will not count toward the student's total credit requirement.
- 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.
- 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 email and may register via Albert for Doctoral Advisement during the official registration periods.
- 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-credit 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, 5th Floor, 82 Washington Square East. 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 appointed.

## 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.

## DISSERTATION

Candidates for the PhD degree must show ability for independent research and scholarly technique by means of a dissertation, the preparation of which will usually represent a substantial amount of research activity. Candidates for the EdD must present a successfully completed dissertation involving applied research in the field of education. Alternate projects to the dissertation for the EdD 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](http://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.

## GENERAL DEGREE REQUIREMENTS (PHD AND EdD)

- 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.
- All candidates are required to complete a 3-unit course in specialized methods of research.
- Six units of cognate study (study related to but not in the field of specialization)
- A 3-unit course in dissertation proposal seminar
- A departmental or program seminar (3 units)
- Fifteen units of research electives specifically addressed to preparing the student to design and conduct his or her research
- Specialization courses as specified on the Statement of Requirements in addition to the requirements (1-6) above
- A scholastic average of 3.0 for both the total record and courses in specialization is required for graduation.
- 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

Programs/Concentrations	Degrees Conferred	HEGIS <sup>1</sup> Number	Programs/Concentrations	Degrees Conferred	HEGIS <sup>1</sup> Number
<b>ART AND ART PROFESSIONS</b>			<b>COUNSELOR EDUCATION</b>		
Art Therapy	MA <sup>3</sup>	1099	Counseling and Guidance		
Studio Art	MFA	1002	School Counseling K-12	MA <sup>2</sup>	0826.01
Studio Art	MA	1002	Bilingual School		
Studio Art	Adv. Cert.	1002	Counseling K-12	MA <sup>2</sup>	0826.01
Costume Studies	MA	1099	Counseling and Guidance	Adv. Cert., PhD	0826.01
Costume Studies/ Library & Information Science (dual degree)	MA/MSLIS	1099/1601	Counseling for Mental Health and Wellness	MA <sup>3</sup>	0826.01
Visual Culture: Theory	MA	1099	Counseling Psychology	PhD <sup>3</sup>	2004
Visual Culture and Education	PhD	0831			<b>HEGIS<sup>1</sup></b>
Visual Culture and Education: Art Education	EdD	0831	<b>DANCE AND DANCE EDUCATION</b>		
Art Education and Community Practice	MA	1002	Teaching Dance in the Professions	MA	1008
Visual Culture and Education: Visual Culture	PhD	0831	Teaching Dance in the Professions: ABT Pedagogy	MA	1008
<b>ARTS ADMINISTRATION</b>			<b>DIGITAL MEDIA DESIGN FOR LEARNING:</b>		
Performing Arts Administration	MA	1099		MA	0605
Visual Arts Administration	MA	1099	<b>DIGITAL MEDIA DESIGN FOR LEARNING: GAMES FOR LEARNING</b>		
Theater/Performing Arts Administration	BFA/MA	1007/1099		MS	0899
<b>BILINGUAL EDUCATION</b>			<b>DRAMA THERAPY</b>	MA	1099
	PhD	0899	<b>EARLY CHILDHOOD AND ELEMENTARY EDUCATION</b>		
<b>BUSINESS EDUCATION</b>			Positions of Leadership: Early Childhood and Elementary Education	PHD	0802
Workplace Learning	Adv. Cert.	0838	<b>EDUCATION AND JEWISH STUDIES</b>		
Business and Workplace Education	Adv. Cert., MA	0838	Education and Jewish Studies	MA	0899
<b>COMMUNICATIVE SCIENCES AND DISORDERS</b>				PhD	1510
Communicative Sciences and Disorders	MS, Adv. Cert., PhD	1220	<b>EDUCATION AND JEWISH STUDIES AND HEBREW AND JUDAIC STUDIES</b>		
Communicative Sciences and Disorders: Bilingual Extension	MS	1220		MA	1111.00
<b>COMMUNITY PUBLIC HEALTH</b>			<b>LITERACY</b>		
Community Public Health:			Literacy B-6	MA	830
Community Health	MPH	0837	Literacy 5-12	MA	830
Community Public Health:			<b>EDUCATION AND SOCIAL POLICY</b>		
International Community Health	MPH	0837		MA	2199
Community Public Health: Public Health Nutrition	MPH	0837	<b>EDUCATIONAL ADMINISTRATION</b>		
LGBT Health, Education, and Social Services	Adv. Cert., MA	2101	Educational Leadership:		
LGBT Health, Education, and Social Services	Dual Degree w/MPH <sup>4</sup>		School Building Leader	MA	0828
Counseling for Mental Health and Wellness/LGBT Health, Education, and Social Services	Adv. Cert., MA	2101	Educational Leadership: School District Leader	Adv. Cert.	0827
	MA <sup>2</sup>	0826.01/ 2101	Educational Administration	EdD, PhD	0827
Human Development & Social Intervention/LGBT Health, Education, and Social Services	MA <sup>2</sup>	2099/2101	<b>EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY</b>		
				PhD	0605
			<b>EDUCATIONAL LEADERSHIP, POLITICS, AND ADVOCACY</b>		
				MA	0899

## NOTES

<sup>1</sup>HEGIS: Higher Education General Information Survey, New York State Education Department, Office of Higher Education, State Education Building, 89 Washington Avenue, 2nd Floor, West Mezzanine, Albany, NY 12234; [www.highered.nysed.gov](http://www.highered.nysed.gov).

<sup>2</sup>Leads to New York State certification.

<sup>3</sup>Professional license qualifying.

<sup>4</sup>Dual degree. Only MA leads to certification.

Programs/Concentrations	Degrees Conferred	HEGIS <sup>1</sup> Number	Programs/Concentrations	Degrees Conferred	HEGIS <sup>1</sup> Number
<b>EDUCATIONAL ADMINISTRATION</b>			<b>INTERNATIONAL EDUCATION</b>		
Educational Leadership:			International Education	PhD	0899
School Building Leader	MA	0828	Cross-Cultural Exchange and Training	PhD	0899
Educational Leadership:			Global Education	PhD	0899
School District Leader	Adv. Cert.	0827	International Development Education	PhD	0899
Educational Administration	EdD, PhD	0827	International Education	MA, Adv. Cert.	0801
<b>EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY</b>			<b>MEDIA, CULTURE, AND COMMUNICATION</b>		
	PhD	0605		PhD, MA	0601
<b>EDUCATIONAL LEADERSHIP, POLITICS, AND ADVOCACY</b>			Media, Culture & Communication/ Library & Information Science (dual degree)	MA/MSLIS	1099/1601
	MA	0899			
<b>EDUCATIONAL THEATRE</b>			<b>MUSIC AND MUSIC PROFESSIONS</b>		
Teachers of Educational Theatre			Music Business	MA	1099
in High Schools	Adv. Cert., EdD, PhD	1007	Music Business: Music Technology	MA	1099
Educational Theatre in Colleges and Communities	MA, PhD	1007	Music Performance and Composition		
<b>ENGLISH EDUCATION</b>			Composition	MA, PhD	1004
Teachers of English Language and			Performance	MA, PhD	1004
Literature in College	MA, Adv. Cert.	1501	Music Theory and Composition	MM	1004.10
English Education			Scoring for Film and Media	MM	1004.10
(Secundary and College)	PhD	1501	Song Writing	MM	1004.10
Literature, Reading,			Music Education		
Media Education,			College and University Faculty	MA, EdD, PhD	0832
Composition Education,			Music Teacher K-12	Adv. Cert., EdD, PhD	0832
Curriculum Development	PhD	1501	Music Therapists	MA	0832
Applied Linguistics	PhD	1501	Music Technology	MM, PhD	1099
<b>ENGLISH AS A SECOND LANGUAGE/TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)</b>			Music Technology —		
Post-baccalaureate Study in TESOL	Adv. Cert.	1508	Dual Degree Program	MM	1099
Teachers of English to Speakers of			Piano Performance		
Other Languages/College	PhD	1508	Solo Piano	MM	1004
Post-Master's Study in TESOL			Collaborative Piano	MM	1004
in College	Adv. Cert.	1508	Professional Studies in Music	Adv. Cert.	0832
Teachers of English to Speakers			Instrumental Performance	MM	1004
of Other Languages	MA	1508	Jazz Performance	MM	1004
<b>ENVIRONMENTAL CONSERVATION EDUCATION</b>			Vocal Performance		
	MA	0899	Classical Voice	MM	1004
<b>FOOD STUDIES</b>			Music Theatre Performance	MM	1004
Food Studies: Food Systems	MA	1306	Vocal Pedagogy	Adv. Cert.	0382
Food Studies: Food Culture	MA	1306	Vocal Performance/		
Food Studies and Food			Vocal Pedagogy	MM, Adv. Cert.	0832
Management	PhD	1306	Vocal Pedagogy: Musical Theatre	MM, Adv. Cert.	0832
<b>FOREIGN LANGUAGE EDUCATION (NON-CERTIFICATION)</b>			Performance		
Foreign Language Education	MA	1101	Vocal Pedagogy: Classical Voice	MM, Adv. Cert.	0832
Teachers of Foreign Languages			<b>NUTRITION AND DIETETICS</b>		
in Colleges	MA, Adv. Cert.	1101	Clinical Nutrition	MS, PhD	1306
Post-Master's Study for Teachers			Foods and Nutrition	MS	1306
of Foreign Language in College	Adv. Cert.	1101		MS	1306
<b>HIGHER AND POSTSECONDARY EDUCATION</b>			<b>OCCUPATIONAL THERAPY</b>		
Higher and Postsecondary			Occupational Therapy	MS	1208
Education	PhD	0827	Occupational Therapy	OTD	1208
Higher Education Administration	EdD	0827	Advanced Occupational Therapy	MA	1208
Higher Education and			Research in Occupational Therapy	PhD	1208
Student Affairs	MA	0826	<b>PHYSICAL THERAPY</b>		
<b>HISTORY OF EDUCATION</b>			Physical Therapists	MA	1212
	MA, PhD	0821	Pathokinesiology	MA	1212
			Research in Physical Therapy	PhD	1212
			Physical Therapy	DPT	1212
			Physical Therapy for Practicing		
			Physical Therapists	DPT	1212
			Orthopedic Physical Therapy	Adv. Cert.	1212.00

Programs/Concentrations	Degrees Conferred	HEGIS <sup>1</sup> Number
<b>PSYCHOLOGY</b>		
Educational Psychology	MA	0822
General Educational Psychology	MA	0822
Psychological Measurement and Evaluation	MA	0822
Development Psychology	PhD	0822
Counseling and Guidance	MA	826.01
Counseling for Mental Health and Wellness	MA	826.01
Psychology and Social Intervention	PhD	1099
Counseling Psychology	PhD	2004
Human Development and Social Intervention	MA	2099
LGBT Health Education, Education and Social Services	Adv. Cert	2101/826
<b>REHABILITATION SCIENCES</b>		
Rehabilitation Sciences	PhD	1299.00
<b>SOCIOLOGY OF EDUCATION</b>		
Sociology of Education	PhD	2208
Education Policy	MA	2208
Social and Cultural Studies	MA	2208
<b>STATISTICS</b>		
Applied Statistics for Social Science Research	MS	1702
<b>TEACHING AND LEARNING</b>		
	EdD, PhD	0829
Orthopedic Physical Therapy	Adv. Cert.	1212

# Programs Accredited by Professional Associations

## PROGRAM

Art Therapy  
Communicative Sciences and Disorders  
Counseling Psychology, PhD  
Dietetics (Dietetic Internship)  
Didactic Program in Dietetics  
Drama Therapy  
Mental Health and Wellness  
Music Therapy  
Music Therapy  
Occupational Therapy  
Physical Therapy  
School Building Leadership  
School Counseling  
Teacher Education

## ASSOCIATION

Art Therapy Association  
American Speech-Language/Hearing Association  
American Psychological Association  
Accreditation Council for Education in Nutrition and Dietetics  
Accreditation Council for Education in Nutrition and Dietetics  
National Association for Drama Therapy  
Masters in Psychology and Counseling Accreditation Council  
American Music Therapy Association  
National Association of Schools of Music  
Accreditation Council for Occupational Therapy Education  
American Physical Therapy Association  
Council for the Accreditation of Educator Preparation  
Masters in Psychology and Counseling Accreditation Council  
Council for the Accreditation of Educator Preparation



# Calendar

## 2017

ALL DATES INCLUSIVE

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**NYU Welcome Day / Move-in Day for New Students** Sunday, August 27, 2017

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**Labor Day** Monday, September 5, 2017  
No classes scheduled / University Holiday

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**Fall 2017 Classes Begin** Tuesday September 5, 2017

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**Fall Recess** Monday, October 9, 2017  
No classes scheduled

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**Midterm Grades Deadline** Monday, November 6, 2017

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**Student Thanksgiving Recess** Wednesday, November 25–Sunday, November 29, 2015  
No classes scheduled

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**Thanksgiving Recess for University Offices** Wednesday, November 22–Sunday, November 26, 2017  
No classes scheduled / University Holiday

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**Legislative Day** Tuesday, December 12, 2017  
Classes will meet according to a Monday schedule

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**Last day of Fall 2017 Classes** Friday, December 15, 2017

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**Reading Days** Saturday, December 17–Sunday, December 18, 2017

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**Fall Semester Exams** Monday, December 19–Wednesday, December 23, 2017  
**Final Grades Deadline:** Grades are due 72 hours after the scheduled final exam date

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**Winter Recess** Saturday, December 22, 2017– Monday, January 1, 2018  
No classes scheduled

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**Winter Recess for University Offices**  
The University, including the Office of the Registrar, will be closed from Saturday, December 22, 2017, through Monday, January 1, 2018. During this period requests for paper transcripts and enrollment certifications will not be processed.

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# 2018

<b>January Term 2018 Classes Begin</b>	<b>Tuesday, January 2, 2018</b>
<b>Martin Luther King, Jr. Day</b> No classes scheduled / University Holiday	<b>Monday, January 15, 2018</b>
<b>Last day of January Term 2018 Classes</b>	<b>Friday, January 19, 2018</b>
<b>Spring 2018 classes begin</b>	<b>Monday, January 22, 2018</b>
<b>Presidents' Day</b> No classes scheduled / University Holiday	<b>Monday, February 19, 2018</b>
<b>Spring Recess</b> No classes scheduled	<b>Monday, March 12–Sunday, March 18, 2018</b>
<b>Last day of Spring 2018 Classes</b>	<b>Monday, May 7, 2018</b>
<b>Reading Day</b>	<b>Tuesday, May 8, 2018</b>
<b>Spring Semester Exams</b> Final Grades Deadline: Grades are due 72 hours after the scheduled final exam date	<b>Wednesday, May 9–Tuesday, May 15, 2018</b>
<b>Commencement</b>	<b>Wednesday, May 16, 2018</b>
<b>Six-Week Summer Session I / 1st Quarter</b> Three-Week Session	<b>Monday, May 21, 2018–Sunday, June 10, 2018</b>
<b>Memorial Day</b> No classes scheduled / University Holiday	<b>Monday, May 28, 2018</b>
<b>2nd Quarter</b> Three-Week Session	<b>Monday, June 11–Sunday, July 1, 2018</b>
<b>Legislative Day</b> Classes will meet according to a Monday schedule	<b>Saturday, June 16, 2018</b>
<b>Independence Day</b> No classes scheduled / University Holiday	<b>Wednesday, July 4, 2018</b>
<b>Six-Week Summer Session II / 3rd Quarter</b> Three-Week Session	<b>Monday, July 2–Sunday, July 22, 2018</b>
<b>4th Quarter</b> Three-Week Session	<b>Monday, July 23–Sunday, August 12, 2018</b>
<b>Legislative Day</b> Classes will meet according to a Wednesday schedule	<b>Saturday, July 28, 2018</b>
<b>Summer Session Exams</b> Final Grades Deadline: Grades are due 72 hours after the scheduled final exam date	



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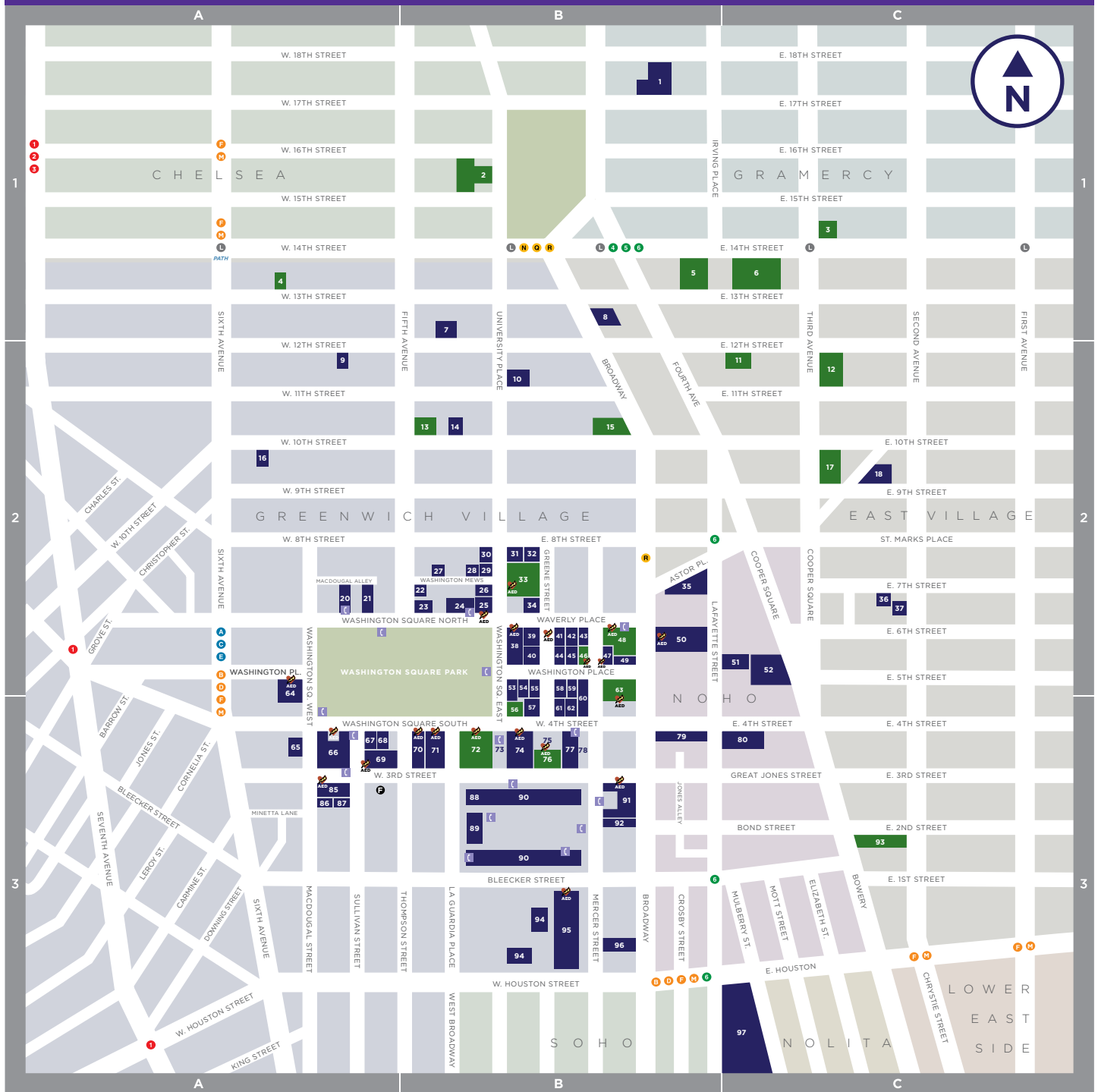
# 2018

<b>NYU Welcome Day / Move-in Day</b>	<b>Sunday, August 26, 2018</b>
<b>Labor Day</b> No classes scheduled / University Holiday	<b>Monday, September 3, 2018</b>
<b>Fall 2018 classes begin</b>	<b>Tuesday, September 4, 2018</b>
<b>Fall Recess</b> No classes scheduled	<b>Monday, October 8, 2018</b>
<b>Thanksgiving Recess</b> No classes scheduled	<b>Wednesday, November 21–Sunday, November 25, 2018</b>
<b>Thanksgiving Recess for University Offices</b> No classes scheduled / University Holiday	<b>Thursday, November 22–Sunday, November 25, 2018</b>
<b>Legislative Day</b> Classes will meet according to a Monday schedule	<b>Tuesday, December 11, 2018</b>
<b>Last day of Fall 2018 classes</b>	<b>Friday, December 14, 2018</b>
<b>Reading Days</b>	<b>Saturday, December 15–Sunday, December 16, 2018</b>
<b>Fall Semester Exams</b> Final Grades Deadline: Grades are due 72 hours after the scheduled final exam date	<b>Monday, December 17–Friday, December 21, 2018</b>
<b>Winter Recess</b> No classes scheduled	<b>Saturday, December 22, 2018– Tuesday, January 1, 2019</b>
<b>Winter Recess for University Offices</b> The University, including the Office of the Registrar, will be closed from Saturday, December 22, 2018 through Tuesday, January 1, 2019.. During this period requests for paper transcripts and enrollment certifications will not be processed.	

# 2019

<b>January Term 2019 classes begin</b>	<b>Wednesday, January 2, 2019</b>
<b>Martin Luther King, Jr. Day</b> No classes scheduled / University Holiday	<b>Monday, January 14, 2019</b>
<b>Last day of January Term 2019 classes</b>	<b>Friday, January 18, 2019</b>
<b>Spring 2019 classes begin</b>	<b>Monday, January 21, 2019</b>
<b>Presidents' Day</b> No classes scheduled / University Holiday	<b>Monday, February 18, 2019</b>
<b>Spring Recess</b> No classes scheduled	<b>Monday, March 11–Sunday, March 17, 2019</b>
<b>Last day of Spring 2019 classes</b>	<b>Monday, May 6, 2019</b>
<b>Reading Day</b>	<b>Tuesday, May 7, 2019</b>
<b>Spring Semester Exams</b> Final Grades Deadline: Grades are due 72 hours after the scheduled final exam date	<b>Wednesday, May 8–Tuesday, May 14, 2019</b>
<b>Commencement (tentative date)</b>	<b>Wednesday, May 15, 2019</b>
<b>Six-Week Summer Session I / 1st Quarter</b> Three-Week Session	<b>Monday, May 20–Sunday, June 9, 2019</b>
<b>Memorial Day</b> No classes scheduled / University Holiday	<b>Monday, May 27, 2019</b>
<b>Six-Week Summer Session I / 2nd Quarter</b> Three-Week Session	<b>Monday, June 10–Sunday, June 30, 2019</b>
<b>Legislative Day</b> Classes will meet according to a Monday schedule	<b>Saturday, June 15, 2019</b>
<b>Six-Week Summer Session II / 3rd Quarter</b> Three-Week Session	<b>Monday, July 1–Sunday, July 21, 2019</b>
<b>Independence Day</b> No classes scheduled / University Holiday	<b>Thursday, July 4, 2019</b>
<b>Six-Week Summer Session II / 4th Quarter</b> Three-Week Session	<b>Monday, July 22–Sunday, August 7, 2019</b>
<b>Legislative Day</b> Classes will meet according to a Thursday schedule	<b>Saturday, July 27, 2019</b>
<b>Final Grades Deadline:</b> Grades are due 72 hours after the scheduled final exam date	

# NEW YORK UNIVERSITY



- |  |  |   |   |
|--|--|---|---|
| <b>1</b> 105 East 17th Street (B-1)  | <b>5</b> University Hall (B-1)<br>110 East 14th Street                         | <b>7</b> School of Professional Studies (B-1)<br>7 East 12th Street | <b>12</b> Third Avenue North Residence (C-1)<br>75 3rd Avenue |
| <b>2</b> Carlyle Court (B-1)<br>25 Union Square West                               | <b>6</b> Palladium Athletic Facility (C-1)<br>140 East 14th Street             | <b>8</b> 838 Broadway (B-1)   | <b>13</b> Rubin Hall (B-2)<br>35 5th Avenue                   |
| <b>3</b> Coral Towers (C-1)<br>129 3rd Avenue                                      | <b>6</b> Palladium Hall (C-1)<br>140 East 14th Street                          | <b>9</b> Casa Italiana Zerilli-Marimò (A-1)<br>24 West 12th Street  | <b>14</b> Bronfman Center (B-2)<br>7 East 10th Street         |
| <b>4</b> Thirteenth Street Residence (A-1)<br>47 West 13th Street                  | <b>6</b> Wasserman Center for Career Development (C-1)<br>140 East 14th Street | <b>11</b> Founders Hall (C-1)<br>120 East 12th Street               | <b>15</b> Brittany Hall (B-2)<br>55 East 10th Street          |
| <b>5</b> Office of Global Programs, Student Services (B-1)<br>110 East 14th Street |  | <b>West 42nd Street</b> (not on map)                                | <b>15</b> Barclay Street (not on map)                         |
|  |  |   | <b>16</b> Lillian Vernon Center (A-2)<br>58 West 10th Street  |

- 17 Alumni Hall (C-2)**  
33 3rd Avenue
- 18 Barney Building (C-2)**  
34 Stuyvesant Street
- 20 22 Washington Square North (A-2)**
- 21 19 Washington Square North (NYUAD) (A-2)**
- 22 Glucksman Ireland House (B-2)**  
1 Washington Mews
- 23 Graduate School of Arts and Science (B-2)**  
1/2 5th Avenue
- 24 Faculty of Arts and Science (B-2)**  
5 Washington Square North
- 25 Silver School of Social Work (B-2)**  
1 Washington Square North
- 26 Institute of French Studies (B-2)**  
15 Washington Mews
- 26 La Maison Française (B-2)**  
16 Washington Mews
- 29 Deutsches Haus (B-2)**  
42 Washington Mews
- 30 John W. Draper Program (B-2)**  
14 University Place
- 31 19 University Place (B-2)**
- 32 Cantor Film Center (B-2)**  
36 East 8th Street
- 33 Weinstein Hall (B-2)**  
11 University Place
- 34 Rufus D. Smith Hall (B-2)**  
25 Waverly Place
- 35 10 Astor Place (B-2)**
- 36 Seventh Street Residence (C-2)**  
40 East 7th Street
- 37 111-113 2nd Avenue (C-2)**
- 38 College of Arts and Science (B-2)**  
100 Washington Square East
- 38 Grey Art Gallery (B-2)**  
100 Washington Square East
- 38 Silver Center for Arts and Science (B-2)**  
100 Washington Square East
- 39 Brown Building (B-2)**  
29 Washington Place
- 39 Waverly Building (B-2)**  
24 Waverly Place
- 41 Kimball Hall (B-2)**  
246 Greene Street
- 41 Torch Club (B-2)**  
18 Waverly Place
- 42 Center for Genomics and Systems Biology (B-2)**  
12-16 Waverly Place
- 43 285 Mercer Street (B-2)**
- 46 Card Center (B-2)**  
7 Washington Place
- 46 Public Safety Administration Building (B-2)**  
7 Washington Place
- 46 Public Safety Central Command (B-2)**  
7 Washington Place
- 47 Philosophy Building (B-2)**  
5 Washington Place
- 48 Tisch School of the Arts (B-2)**  
721 Broadway
- 49 Gallatin School (B-2)**  
1 Washington Place
- 50 Bookstore and Computer Bookstore (B-2)**  
726 Broadway
- 50 College of Nursing (B-2)**  
726 Broadway
- 50 Global Liberal Studies (B-2)**  
726 Broadway
- 50 Liberal Studies (B-2)**  
726 Broadway
- 50 Moses Center for Students with Disabilities (B-2)**  
726 Broadway
- 50 Residential Life and Housing Services (C-3)**  
726 Broadway
- 50 Student Health Center (B-2)**  
726 Broadway
- 50 726 Broadway (B-2)**
- 51 411 Lafayette Street (C-2)**
- 52 20 Cooper Square (C-2)**
- 53 Pless Hall (B-2)**  
82 Washington Square East
- 53 Steinhardt School of Culture, Education, and Human Development (B-2)**  
82 Washington Square East
- 53 Virginia and Muriel Pless Building (B-2)**  
82 Washington Square East
- 53 Washington Square Windows (B-2)**
- 54 Pless Annex (B-2)**  
26 Washington Place
- 55 Academic Resource Center (B-2)**  
18 Washington Place
- 55 East Building (B-2)**  
239 Greene Street
- 55 Office of University Programs (B-2)**  
18 Washington Place
- 56 Goddard Hall (B-2)**  
79 Washington Square East
- 56 Washington Square East Galleries (B-2)**  
80 Washington Square East
- 57 Education Building (B-2)**  
35 West 4th Street
- 57 Loewe Theater (B-2)**  
35 West 4th Street
- 60 10 Washington Place (B-2)**
- 60 19 West 4th Street (B-2)**
- 62 Alumni Relations (B-2)**  
25 West 4th Street
- 62 Student Services Center, Office of the University Registrar, Bursar and Financial Aid (B-2)**  
25 West 4th Street
- 62 25 West 4th Street (B-2)**
- 63 Meyer Hall (B-2)**  
4 Washington Place
- 63 Psychology Building (B-2)**  
6 Washington Place
- 64 Hayden Hall (A-2)**  
33 Washington Square West
- 65 Provincetown Playhouse (A-3)**  
133 MacDougal Street
- 65 Wilf Hall (A-3)**  
139 MacDougal Street
- 66 School of Law (A-3)**  
40 Washington Square South
- 66 Vanderbilt Hall (A-3)**  
40 Washington Square South
- 67 Kevorkian Center (A-3)**  
50 Washington Square South
- 68 King Juan Carlos I of Spain Center (A-3)**  
53 Washington Square South
- 68 Skirball Department (A-3)**  
53 Washington Square South
- 69 Furman Hall (A-3)**  
245 Sullivan Street
- 70 Global Center for Academic and Spiritual Life (B-3)**  
238 Thompson Street
- 71 Kimmel Center for University Life (B-3)**  
60 Washington Square South
- 71 Skirball Center for the Performing Arts (B-3)**  
566 LaGuardia Place
- 71 Student Resource Center (B-3)**  
60 Washington Square South
- 72 Bobst Library (B-3)**  
70 Washington Square South
- 73 Schwartz Plaza (B-3)**
- 74 Jeffrey S. Gould Welcome Center, Undergraduate Admissions, Alumni Drop-in (B-3)**  
50 West 4th Street
- 74 Kaufman Management Center (B-3)**  
44 West 4th Street
- 74 Shimkin Hall (B-3)**  
50 West 4th Street
- 74 Stern School of Business, Graduate Program (B-3)**  
44 West 4th Street
- 74 Undergraduate Admissions (B-3)**  
50 West 4th Street
- 75 Gould Plaza (B-3)**
- 76 Stern School of Business, Undergraduate College (B-3)**  
40 West 4th Street
- 76 Tisch Hall (B-3)**  
40 West 4th Street
- 77 Courant Institute (B-3)**  
251 Mercer Street
- 77 Warren Weaver Hall (B-3)**  
251 Mercer Street
- 78 Mercer Plaza (B-3)**
- 79 14 East 4th Street (B-3)**
- 80 383 Lafayette Street (C-3)**
- 85 D'Agostino Hall (A-3)**  
110 West 3rd Street
- 86 130 MacDougal Street (A-3)**
- 87 230 Sullivan Street (A-3)**
- 88 International Students and Scholars (B-3)**  
561 La Guardia Place
- 89 Copy Central (B-3)**  
547 La Guardia Place
- 89 Mail Services (B-3)**  
547 La Guardia Place
- 90 Washington Square Village (B-3)**  
1-4 Washington Square Village
- 91 Mercer Street Residence (B-3)**  
240 Mercer Street
- 92 665 Broadway (B-3)**
- 93 Second Street Residence (C-3)**  
1 East 2nd Street
- 94 Silver Towers (B-3)**  
100 Bleeker Street
- 95 Coles Sports and Recreation Center (B-3)**  
181 Mercer Street
- 96 194 Mercer Street (B-3)**
- 96 196 Mercer Street (B-3)**
- 97 Puck Building (C-3)**  
295 Lafayette Street
- 97 Wagner Graduate School of Public Service (C-3)**  
295 Lafayette Street

#### NOT ON MAP

Broome Street Residence  
400 Broome Street

College of Dentistry  
345 East 24th Street

Gramercy Green  
310 3rd Avenue

Greenwich Hotel  
636 Greenwich Street

Institute for the Study of the Ancient World  
15 East 84th Street

Institute of Fine Arts  
1 East 78th Street

Lafayette Residence Hall  
80 Lafayette Street

# Travel Directions to the Washington Square Campus\*

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**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.

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*\*See Washington Square Campus map and key for specific addresses.*

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# Frequently Called Numbers

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**Admissions (Graduate)**

212-998-5030  
Pless Hall  
82 Washington Square East, 3rd floor

**Bobst Library**

212-998-2500  
70 Washington Square South

**NYU Bookstore**

212-998-4667  
726 Broadway

**Bursar**

212-998-2806  
383 Lafayette Street

**Counseling and Student Services**

212-998-5065  
Pless Hall  
82 Washington Square East,  
2nd floor

**Counseling Services, University**

212-998-4780  
726 Broadway

**Students with Disabilities Adviser**

212-998-4980 (voice and TTY)  
719 Broadway, 2nd floor

**Financial Aid**

212-998-4444  
383 Lafayette Street

**Student Health Center**

212-443-1000  
726 Broadway

**Housing (University)**

212-998-4600  
383 Lafayette Street, 1st floor

**Housing (Off-Campus)**

212-998-4620  
Student Resource Center, 60  
Washington Square South, Room 210

**Jeffrey S. Gould Welcome Center**

212-998-4636  
Shimkin Hall, 50 West 4th Street,  
1st floor

**Office of Global Services**

212-998-4720  
383 Lafayette Street

**Lost and Found**

212-998-4850  
14 Washington Place

**Registration Services**

212-998-5054  
Pless Hall  
82 Washington Square East, 2nd floor

**Safety, Campus**

212-998-2222  
7 Washington Place

**THE STEINHARDT SCHOOL  
OF CULTURE, EDUCATION,  
AND HUMAN DEVELOPMENT  
DEPARTMENTS****Administration, Leadership, and  
Technology**

212-998-5520  
82 Washington Square East, 7th floor

**Applied Psychology**

212-998-5555  
Kimball Hall  
246 Greene Street, 8th floor

**Art and Art Professions**

212-998-5700  
Barney Building  
34 Stuyvesant Street, 3rd floor

**Communicative Sciences and Disorders**

212-998-5230  
665 Broadway, 9th floor

**Applied Statistics, Social Science,  
and Humanities**

212-992-9477  
Kimball Hall  
246 Greene Street, 3rd floor

**Media, Culture, and Communication**

212-998-5191  
East Building  
239 Greene Street, 8th floor

**Music and Performing Arts Professions**

212-998-5424  
Education Building  
35 West 4th Street, 10th floor

**Nutrition and Food Studies**

212-998-5580  
411 Lafayette Street, 5th floor

**Occupational Therapy**

212-998-5825  
82 Washington Square East, 6th floor

**Physical Therapy**

212-998-9400  
380 Second Avenue, 4th floor

**Teaching and Learning**

212-998-5470  
East Building  
239 Greene Street, 6th floor