

New York University Bulletin

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

Announcement for the 129th and 130th Sessions

New York University
Washington Square
New York, NY 10003

NOTICES

About This Bulletin

The policies, requirements, course offerings, schedules, activities, tuition, fees, and calendar of the school and its departments and programs set forth in this bulletin are subject to change without notice at any time at the sole discretion of the administration. Such changes may be of any nature, including, but not limited to, the elimination of the school or college, programs, classes, or activities; the relocation of or modification of the content of any of the foregoing; and the cancellation of scheduled classes or other academic activities. Payment of tuition or attendance at any class 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](https://www.nyu.edu/life/safety-health-wellness/be-safe/public-safety/crime-reports-statistics.html). The report is also available in hard copy by contacting public.safety@nyu.edu or can be viewed at the NYU Department of Public Safety's Command Center located at 7 Washington Place.

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AN INTRODUCTION TO NEW YORK UNIVERSITY

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

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

The result of the founders’ foresight is today a university that is recognized both nationally and internationally as a leader in scholarship. NYU is one of only 26 private universities in the nation to have membership in the distinguished Association of American Universities. Students come to NYU from 48 states and more than 150 foreign countries.

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

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

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

- 1832 College of Arts & Science
cas.nyu.edu
- 1835 School of Law
law.nyu.edu
- 1841 School of Medicine
med.nyu.edu
- 1854 Tandon School of Engineering (January 2014)
engineering.nyu.edu
- 1865 College of Dentistry
dental.nyu.edu (including the Rory Meyers College of Nursing [1932], *nursing.nyu.edu*)
- 1886 Graduate School of Arts & Science
gsas.nyu.edu
- 1890 Steinhardt School of Culture, Education, and Human Development
steinhardt.nyu.edu
- 1900 Leonard N. Stern School of Business
stern.nyu.edu
- 1922 The Institute of Fine Arts
nyu.edu/gsas/dept/fineart

- 1934 School of Professional Studies
sps.nyu.edu
- 1934 Courant Institute of Mathematical Sciences
cims.nyu.edu
- 1938 Robert F. Wagner Graduate School of Public Service
wagner.nyu.edu
- 1960 Silver School of Social Work
socialwork.nyu.edu
- 1965 Tisch School of the Arts
tisch.nyu.edu
- 1972 Gallatin School of Individualized Study
gallatin.nyu.edu
- 1972 Liberal Studies
liberalstudies.nyu.edu
- 2006 Institute for the Study of the Ancient World
isaw.nyu.edu
- 2010 NYU Abu Dhabi
nyuad.nyu.edu
- 2012 NYU Shanghai
shanghai.nyu.edu
- 2015 College of Global Public Health
publichealth.nyu.edu

NEW YORK UNIVERSITY AND NEW YORK

New York University Libraries

The Elmer Holmes Bobst Library, designed by Philip Johnson and Richard Foster, is the flagship of an eight-library system that provides access to the world's scholarship. The Division of Libraries holds 4 million book volumes. Its online catalog, BobCat, contains 4.5 million records, including 1.2 million e-books, 166,202 e-journals, 280,616 serial titles, and 163,000 audio and video recordings. The special collections are uniquely strong in the performing arts, radical and labor history, and the history of New York and its avant-garde culture.

Bobst Library serves as a center for the NYU community's intellectual life. It offers approximately 3,000 seats for student study. The Avery Fisher Center for Music and Media is one of the world's largest academic media centers and, as of summer 2016, is housed in new quarters in the library with advanced technology to support the newest modes of music listening. The Digital Studio offers a constantly evolving, leading-edge resource for faculty and student projects, and promotes and supports access to digital resources for teaching, learning, research, and arts events. The Data Service Studio provides expert staff and access to software, statistical computing, geographical information systems analysis, data collection resources, and data management services in support of quantitative research at NYU.

The Fales Library, a special collection within Bobst Library, is home to the unparalleled Fales Collection of English and American Literature; the Marion Nestle Food Studies Collection, the country's largest trove of cookbooks, food writing, pamphlets, paper, and archives, dating from the 1790s; and the Downtown Collection, an extraordinary multimedia archive documenting the avant-garde New York art world since 1975. Bobst Library also houses the Tamiment Library, the country's leading repository of research materials in the history of left politics and labor. Two fellowship programs bring scholars from around the world to Tamiment to explore the history of the Cold War and its wide-ranging impact on American institutions and to research the history of progressive social policies and promote public discussion of their role in our society. Tamiment's Robert F. Wagner Labor Archives contain, among other resources, the archives of the Jewish Labor Committee and of more than 200 New York City labor organizations. Fales, Tamiment, and the University Archives hold over 41,000 linear feet of archival materials.

Beyond Bobst, the library of the renowned Courant Institute of Mathematical Sciences focuses on research-level material in mathematics, computer science, and related fields. The Stephen Chan and Conservation Libraries at the Institute of Fine Arts (IFA) houses the rich collections that support the research and curricular needs of the institute's graduate programs in art history and archaeology. The Jack Brause Library at the School of Professional Studies Midtown, the most comprehensive facility of its kind, serves the information needs of every sector of the real estate community. The Institute for the Study of the Ancient World (ISAW) Library is a resource for advanced research and graduate education in ancient civilizations from the western Mediterranean to China. The Bern Dibner Library serves the NYU Tandon School of Engineering. The libraries of NYU Abu Dhabi and NYU Shanghai provide access to all the resources in BobCat and are building their own collections of books and other print materials in support of the schools' developing curricula. Complementing the collections of the Division of Libraries are those of the Health Sciences Library and School of Law.

The NYU Division of Libraries continually enhances its student and faculty services and expands its research collections, responding to the extraordinary growth of the University's academic programs in recent years and to the rapid expansion of electronic information resources. Bobst Library's professional staff includes more than 60 subject and technical specialists who select materials and work with faculty and graduate students in every field of study at NYU. The staff also includes specialists in undergraduate outreach, instructional services, preservation, geospatial information, digital information, scholarly communication, intellectual property, and more.

THE LARGER CAMPUS

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

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

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

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

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

University apartment buildings provide housing for over 2,100 members of the faculty and administration, and University student residence halls accommodate more than 11,000 men and women. Many more faculty and students reside in private housing in the area.

A PRIVATE UNIVERSITY

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

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

Inquiries regarding the application of the federal laws and regulations concerning affirmative action and antidiscrimination policies and procedures at New York University may be referred to Mary Signor, Executive Director, Office of Equal Opportunity, New York University, 726 Broadway, 7th Floor, New York, NY 10003; 212-998-6807. Inquiries may also be referred to the director of the Office of Federal Contract Compliance, 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; 267-284-5000). Individual undergraduate, graduate, and professional programs and schools are accredited by the appropriate specialized accrediting agencies.

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

The Steinhardt School of Culture, Education, and Human Development offers more than 195 degrees and programs, all designed to advance the education, health, and well-being of people and communities around the world. Our integration of education, communication, health, and the arts into a single college makes us unique in the nation and offers unrivaled opportunities for inquiry, research, and exploration. Many of our programs are especially committed to building more sustainable communities at the intersection of education, food and nutrition, and policy.

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 physical and psychological health, the arts, culture, and media in addition to teacher education and leadership. 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 committed to academic excellence as well as ethical and values-driven leadership. They learn in the expansive environment of a great research university and use the urban neighborhoods of New York City and NYU's vast, global network as their laboratory. They embrace the challenges of our complex and interconnected world to build bridges and connect people around the globe.

The School traces its origins to 1890, when New York University established the School of Pedagogy. With the School's founding, the University achieved another milestone in American education. It was the first graduate school for teacher preparation at a major US 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 equity and belonging, 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, innovate, 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 commitment to improving people's lives throughout the lifespan.

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PROGRAM AND CONCENTRATION CODES

ADMINISTRATION, LEADERSHIP AND TECHNOLOGY

EDUCATIONAL COMMUNICATION AND TECHNOLOGY

Digital Media Design for Learning	GEDMDLMA	MA
Educational Communication and Technology	GEEDCTPHD	PhD
Games for Learning	GEGLETMS	MS
Learning Experience Design and Technology		ADCR

EDUCATIONAL LEADERSHIP

Educational Leadership: School District	GEELSDADCR	ADCR
Educational Leadership and Policy Studies	GEEDAEDDD	EDD
Educational Leadership and Policy Studies	GEEDADPHD	PHD
Educational Leadership, Politics, and Advocacy	GEELPAMA	MA
Leadership and Innovation	GEYLINEDD	EdD

HIGHER EDUCATION

Higher and Postsecondary Education	GEHIPSPHD	PhD
Higher Education Administration	GEHIAEDDD	EdD
Higher Education and Student Affairs	GEHESAMA	MA

APPLIED PSYCHOLOGY

Counseling for Mental Health and Wellness

Counseling for Mental Health and Wellness	GECMHWMA	MA
Counseling for Mental Health and Wellness (online program)	GEYCMHMA	MA
Counseling for Mental Health and Wellness and LGBT Health, Education, and Social Services	GECMLGMA/ADCR	MA/ADCR
LGBT Health, Education, and Social Services	GELGBTADCR	ADCR

Counseling Psychology[†]

Counseling Psychology	GECNPSPHD	PhD
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Developmental Psychology

Developmental Psychology	GEPSDEPHD	PhD
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School Counseling[†]

School Counseling	GESCHCADCR	ADCR
School Counseling (online program)	GEYSCCADCR	ADCR

ACADEMIC PROGRAMS

School Counseling with a concentration in Counseling in Schools K-12	GESCHCMA	MA
School Counseling with a concentration in Counseling in Schools K-12 (online program)	GEYSCCMA	MA
School Counseling, Masters and Advanced Certificate (dual degree)	GESCHCMA	MA/ADCR
School Counseling and LGBT Health, Education, and Social Services (dual degree)	GESCCCADCR	MA/ADCR
Human Development Research and Policy		
Human Development Research and Policy	GEHDSIMA	MA
Psychology and Social Intervention		
Psychology and Social Intervention	GEPSSIPHD	PhD
APPLIED STATISTICS, SOCIAL SCIENCE, AND HUMANITIES		
Applied Statistics in Social Research		
Applied Statistics in Social Science Research	GEASSRMS	MS
Applied Statistics in Social Research/Public and Nonprofit Management and Policy (dual degree with NYU Wagner)	GEASSDMS	MS/MPA
Education and Social Policy		
Education and Social Policy	GEEDSPMA	MA
History of Education†		
History of Education	GEHSEDPHD	PhD
International Education		
International Education	GEINTEPHD	PhD
International Education: Cross-Cultural Exchange and Training	GEINTEPHD:CII	PhD
International Education: Global Education	GEINTEPHD:GED	PhD
International Education: International Development Education	GEINTEPHD:COP	PhD
International Education	GEINTSMA	MA
Sociology of Education		
Sociology of Education	GESOEDMA	MA
Sociology of Education	GESOEDPHD	PhD

ART AND ART PROFESSIONS

Studio Art

Studio Art	GEARSAMFA	MFA
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Art Education

Art, Education and Community Practice	GEAECPPMA	MA
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Art Therapy†

Art Therapy	GEARTTMA	MA
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Costume Studies

Costume Studies	GEARCSAMA	MA
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Costume Studies and Library and Information Science (dual degree with Long Island University)	GECSLSMA	MA/MSLIS
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Visual Arts Administration

Visual Arts Administration	GEARVAMA	MA
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COMMUNICATIVE SCIENCES AND DISORDERS

Communicative Sciences and Disorders	NNNN	ADCR
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Communicative Sciences and Disorders	GECSDMMS	MS
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Communicative Sciences and Disorders (online program)	GEYCSDMMS	MS
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Communicative Sciences and Disorders	GECSDPPHD	PhD
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MEDIA, CULTURE, AND COMMUNICATION

Media, Culture, and Communication	GEMDCCMA	MA
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Media, Culture, and Communication	GEMCCDPHD	PhD
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MUSIC AND PERFORMING ARTS PROFESSIONS

Dance and Dance Education

Teaching Dance in the Professions	GEDAPRMA	MA
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Teaching Dance in the Professions: American Ballet Theater Pedagogy	GEDAPRMA: ABT	MA
Dance of the African Diaspora	GEDAPRMA:ABT	MA
	GEDAPRMA: TBD	MA

Drama Therapy†

Drama Therapy [50 units]	GEDRMTMA	MA
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Drama Therapy [60 units]	GEDRRLMA	MA
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Educational Theatre

Educational Theatre in Colleges and Communities	GEEDTCMA	MA
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Educational Theatre in Colleges and Communities	GEEDTCEDD	EdD
Educational Theatre in Colleges and Communities	GEEDTCPHD	PhD
Instrumental Performance		
Instrumental Performance	GEMUIPMM	MM
Classical Instrumental Performance — Artist Diploma	GECLASADPL	AD
Jazz Studies		
Instrumental Performance: Jazz Instrumental Performance	GEMUIPMM:JIP	MM
Jazz Instrumental Performance — Artist Diploma	GEJAZZADPL	AD
Music Business		
Music Business	GEMUBGMA	MA
Music Business: Music Technology	GEMUBGMA:TTT	MA
Music Education		
Music Education†	GEMUSEMA	MA
Music Education	GEMUSEPHD	PhD
Professional Studies in Music†	GEMUSEADCR	ADCR
Music Technology		
Music Technology	GEMUMTMM	MM
Music Technology	GEMUTDPHD	PhD
Tonmeister Studies	GEMTMSADCR	ADCR
Music Theory and Composition		
Music Theory and Composition	GEMTACMM	MM
Music Theory and Composition: Screen Scoring	GEMTACMM:FMS	MM
Music Theory and Composition: Song Writing	GEMTACMM:SGW	MM
Piano Performance		
Piano Performance and Pedagogy	GEMPPPADCR	ADCR
Piano Performance	GEMUPPMM	MM
Piano Performance: Collaborative Piano	GEMUPPMM:CPI	MM
Piano Performance: Solo Piano	GEMUPPMM:SPI	MM
Piano Performance and Piano Pedagogy (dual degree)	GEMPPDMM	MM/ADCR
Music Performance and Composition		
Music Performance and Composition: For Composers	GEMUCPPHD:CMP	PhD
Music Performance and Composition: Performance	GEMUCPPHD:PER	PhD

Music Therapy

Music Therapists GEMUSTMA MA

Performing Arts Administration

Performing Arts Administration GEAADPMA MA

Performing Arts Administration/BFA in Drama
(dual Degree with NYU Tisch School of the Arts) GEAADPMA MA

Vocal Performance

Vocal Pedagogy GEMVPCADCR ADCR

Vocal Performance: Classical Voice GEMUVPMM:CLV MM

Vocal Performance: Contemporary Voice GEMUVPMM:NNN MM

Vocal Performance: Musical Theatre Performance GEMUVP:MTH MM

Vocal Performance/Vocal Pedagogy Classical Voice
(dual degree) GEMVPR:CLV MM/ADCR

Vocal Performance/Vocal Pedagogy Musical Theatre
(dual degree) GEMVPR:MTH MM/ADCR

NUTRITION AND FOOD STUDIES

Food Studies

Food Studies GEFOODMA MA

Food Studies and Food Management GEHOFPHD PhD

Food Studies and Library and Information Science
(dual degree with Long Island University) GEFSLSMA MA/MSLIS

Nutrition and Dietetics

Nutrition and Dietetics, Clinical Nutrition
(preprofessional)[†] GEHONDMS: CNC1 MS

Nutrition and Dietetics, Clinical Nutrition
(practicing registered dietitian nutritionist)[†] GEHONDMS: CNC2 MS

Nutrition and Dietetics, Foods and Nutrition GEHONDMS: FNU MS

Nutrition and Dietetics GEHONDPHD PhD

OCCUPATIONAL THERAPY

Advanced Occupational Therapy
(for practicing occupational therapists) GEOTTHMA MA

Occupational Therapy[†]
(for entry-level occupational therapists) GEOTHRMS MS

Occupational Therapy[†] GEOTHSDPS DPS

Occupational Therapy[†] GEOTHSOTD OTD

Occupational Therapy (online program)[†] GEYOTHOTD OTD

Occupational Therapy (two-tiered degree) [†]	GEOTDD-MS/OTD	MS/OTD
Research in Occupational Therapy	GEOTHXPHD	PhD
PHYSICAL THERAPY		
Orthopedic Physical Therapy	GEPHOADCR	ADCR
Physical Therapy (for entry-level physical therapists) [†]	GEPTSDPT	DPT
Physical Therapy (for practicing physical therapists)	GEPTPPDPT	DPT
Physical Therapists: Kinesiology	GEPHPMA	MA
Physical Therapy: Research in Physical Therapy	GEPHRPHD	PhD
TEACHING AND LEARNING[†]		
Doctoral Programs		
Teaching and Learning	GETLPDPHD	PhD
Teaching and Learning	GETLPDEDD	EdD
English Education		
English Education Secondary and College	GEENGEPHD	PhD
English Education Secondary and College: Applied Linguistics	GEENGEPHD:APL	PhD
English Education Secondary and College: Literature, Reading, Media Education, Composition, and Curriculum Development	GEENGEPHD:LRM	PhD
Environmental Conservation Education		
Environmental Conservation Education	GEENYCMA	MA
Multilingual Multicultural Studies		
Bilingual Education	GEBILNPHD	PhD
Foreign Language Education	GEFLEDMA	MA
Post-Masters Study for Teachers of Foreign Languages	GEFLPMADCR	ADCR
Post-Masters Study in Teaching English to Speakers of Other Languages	GETEPMADCR	ADCR
Post-Baccalaureate Study in Teaching English to Speakers of Other Languages	GETEBADCR	ADCR
Teachers of English to Speakers of Other Languages	GETSOLMA	MA
Teachers of English to Speakers of Other Languages: Shanghai Program	GETSOLMA:SHY	MA
Teachers of English to Speakers of Other Languages — College	GEENTCPHD	PhD

**INTERDISCIPLINARY,
INTER-PROFESSIONAL PROGRAM**

Rehabilitation Sciences

GERHSCPHD

PhD

‡ Students are no longer admitted into this program.

† Professional license qualifying.

Teacher Certification Programs*

ART AND ART PROFESSIONS

Teaching Art: All Grades (initial/professional certification) GEAREIMA MA

Teaching Art: All Grades (professional certification) GEAREPMA MA

MUSIC AND PERFORMING ARTS PROFESSIONS

Educational Theatre: All Grades (initial/professional certification) GEEDTAMA MA

Educational Theatre: All Grades and English 7-12 (dual certification, initial/professional certification) GEETEDMA MA

Educational Theatre: All Grades and Social Studies 7-12 (dual certification, initial/professional certification) GEETSSMA MA

Teachers of Dance: All Grades (professional certification) GEDATPMA MA

Teaching Dance: All Grades (initial/professional certification) GEDATCMA MA

Teaching Dance: All Grades (MA/MFA graduates seeking initial/professional certification) GEDATDADCR ADCR

Teaching Dance: All Grades/Dance† (dual degree MA/MFA with NYU Tisch) GEDEDAMA MA/MFA

TEACHING AND LEARNING

Master of Arts in Teaching

Secondary Education: Teacher Residency GEYEMTMAT
(Initial/professional certification)

Concentrations in:

- English
- Math
- Science: biology, chemistry, Earth science, and physics
- Social studies
- Special education generalist

Transformational Teaching Middle and High Schools, Grades 7-12

(Initial/professional certification)

- Biology GETTMHMAT: BIO
- Chemistry GETTMHMAT: CHM
- Earth Science GETTMHMAT: ETS
- English GETTMHMAT: ENG

- Math GETTMHMAT:MTC
- Physics GETTMHMAT:PHY
- Social Studies GETTMHMAT:SST
- Students with Disabilities GETTMHMAT:SDG
- Students with Disabilities and Computer Science GETTSCMAT

Bilingual Education

Bilingual Education for Teachers (initial certification)	GEBILCADCR	ADCR
Bilingual Education for Teachers (professional certification)	GEBILMMA	MA
Post-Masters Study in Bilingual Education (initial/professional certification)	GEBEPMADCR	ADCR

Childhood and Early Childhood Education

Childhood Education (initial certification)†	GECHEDMA	MA
Childhood Education (professional certification)	GECHEPMA	MA
Childhood Education/Special Education: Childhood, Grades 1-6 (dual certification, initial/professional certification)	GECSECMA	MA
Early Childhood/Special Education: Early Childhood (dual certification, initial/professional certification)	GEESEEMA	MA
Special Education: Early Childhood Education (initial/professional certification)	GESEECMA	MA

English Education

English and American Literature/Teaching English 7-12 (dual degree with CAS) (initial certification)	GEENGDMA	MA
Teaching English 7-12† (initial/professional certification)	GEENGLMA	MA
Teachers of English 7-12 (professional certification)	GEENGPMA	MA
Teaching English 7-12/Teaching Students with Disabilities 7-12 (dual certification, initial/professional certification)	GEENGGMA	MA

Mathematics Education

Teaching Mathematics 7-12 † (initial/professional certification)	GEMTHEMA	MA
Mathematics/Teaching Mathematics 7-12 (dual degree with CAS, initial certification)	GEMTEDMA	MA
Teachers of Mathematics 7-12 (professional certification)	GEMTHPMA	MA

Science Education

See Master of Arts in Teaching

Social Studies Education

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 7-12 (dual certification, initial/professional certification)	GESOCGMA	MA

Special Education

Childhood Education: Special Education (professional certification)	GESECHMA	MA
Early Childhood Education: Special Education (professional certification)	GESEECMA	MA

World Language Education

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

Chinese	GEFLCEMA	MA
Chinese: Mandarin	GEFLCEMA:MAN	MA
French	GEFLFHMA	MA
Italian	GEFLINMA	MA
Japanese)	GEFLJEMA	MA
Spanish	GEFLSHMA	MA

(Professional certification)

Teachers of Chinese 7-12	GEFLCPMA	MA
Teachers of Chinese: Mandarin 7-12	GEFLCPMA: MAN	MA
Teachers of French 7-12	GEFLFRMA	MA
Teachers of Italian 7-12	GEFLITMA	MA
Teachers of Japanese 7-12	GEFLJAMA	MA
Teachers of Spanish 7-12	GEFLSPMA	MA

Teaching English to Speakers of Other Languages
(initial/professional certification)

Teaching English to Speakers of Other Languages: All Grades (initial/professional certification)	GETSOGMA	MA
Teaching a World Language 7-12 and Teaching English to Speakers of Other Languages (dual certification, initial/professional certification)	GEFLTSMA	MA

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

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

ELIGIBILITY

1-1999 undergraduate students

2000-2999 master's, doctoral

3000-3999 doctoral

4000-4999 cross-school courses restricted to specific majors within approved schools

Undergraduates within 32 credits of completion of the baccalaureate program may, upon approval of their adviser and the instructor of the course, register for a 2000-level course.

Course Number Prefixes

Administration, Leadership and Technology

Educational Leadership

Educational Communication and Technology

Higher and Post-Secondary Education

AMLT-GE

EDLED-GE

EDCT-GE

HPSE-GE

Applied Psychology

American Sign Language

APSY-GE

ASL-GE

Applied Statistics, Social Science, and Humanities

Applied Statistics

Education and Social Policy

History of Education

International Education

HMSS-GE

APSTA-GE

EDPLY-GE

HSED-GE

INTE-GE

Philosophy of Education	PHED-GE
Sociology of Education	SOED-GE
Art and Art Professions	ARTP-GE
Art Education	ARTED-GE
Art Therapy	ARTT-GE
Art Theory and Critical Studies	ARTCR-GE
Costume Studies	ARCS-GE
Studio Art	ART-GE
Visual Arts Administration	ARVA-GE
Communicative Sciences and Disorders	CSCD-GE
Interdepartmental Research Studies	RESCH-GE
Media, Culture, and Communication	MCC-GE
Music and Performing Arts Professions	
Dance Education	MPADE-GE
Drama Therapy	MPADT-GE
Educational Theatre	MPAET-GE
Instrumental Performance	
Brass	MPABR-GE
Percussion	MPAPS-GE
Strings	MPASS-GE
Woodwinds	MPAWW-GE
Jazz Studies	MPAJZ-GE
Music Business	MPAMB-GE
Music Education	MPAME-GE
Music Technology	MPATE-GE
Music Therapy	MPAMT-GE
Performing Arts Administration	MPAPA-GE
Piano Performance	MPAPE-GE
Theory and Composition	MPATC-GE
Vocal Performance	MPAVP-GE
Interactive Music	MPAIA-GE
Departmental Courses	MPAGC-GE
Nutrition and Food Studies	
Food Studies	FOOD-GE

Nutrition and Dietetics	NUTR-GE
Occupational Therapy	OT-GE
Rehabilitation Sciences	REHAB-GE
Physical Therapy	PT-GE
Teaching and Learning	TCHL-GE
Bilingual Education	BILED-GE
Childhood Education	CHDED-GE
Early Childhood and Elementary Education	ECED-GE
English Education	ENGED-GE
Environmental Conservation Education	ENYC-GE
Foreign Language Education	FLGED-GE, WLGED-GE
Language Education	LANED-GE
Literacy Education	LITC-GE
Mathematics Education	MTHED-GE
Science Education	SCIED-GE
Secondary Education	EMAT-GE
Social Studies Education	SOCED-GE
Special Education	SPCED-GE
Teachers of English to Speakers of Other Languages	TESOL-GE
Student Affairs Seminars	SAHS-GE

Department of Administration, Leadership, and Technology

DEPARTMENT CHAIR: **TEBOHO MOJA**

JOSEPH AND VIOLET PLESS HALL | 82 WASHINGTON SQUARE EAST, SUITE 700 |
NEW YORK, NY 10003

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

FACULTY

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

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

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

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

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

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

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

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

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.

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

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

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

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

Richard Welsh, Assistant Professor. BA 2007, MA 2008, Stanford University; MA 2013, PhD 2015, University of Southern California.

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

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

Number of Adjunct Faculty: 36

AFFILIATED FACULTY

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

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

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

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

EDUCATIONAL LEADERSHIP

DIRECTOR

Colleen Larson

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TELEPHONE: 212-998-5512

FAX: 212-995-4041

DEGREES

MA, EdD, PhD

FACULTY

N. Anderson, Larson, Rodriguez, Welsh

ADJUNCT FACULTY

Altieri, Maddox, Mehrotra, Midha, Nieves, Shorter, Spinali, Torres, Viruet

PROGRAMS IN EDUCATIONAL LEADERSHIP: EDUCATIONAL LEADERSHIP; EDUCATIONAL LEADERSHIP, POLITICS, AND ADVOCACY; LEADERSHIP AND INNOVATION

The programs in Educational Leadership prepare 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 lived realities and perspectives within multicultural and multiracial communities. Students critically examine the conceptual, organizational, political, social, managerial, interpersonal, and technical dimensions of leading schools as well learn about 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.

The Educational Leadership program accepts applications for doctoral study every other year for the on-campus program. Prospective applicants will need to apply during the even academic year (i.e., 2022) for fall odd-year matriculation (i.e., 2023).

OVERVIEW

The 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 processes that develop habits of scholarship that are vital to: understanding schools and communities; enhancing intellectual growth; and developing the practical wisdom of good leaders and capable researchers. Our programs of study cultivate a deep understanding of life in schools and communities, and use multiple research methodologies and methods to make sense of and inform leadership research and 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. 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 and nonprofit organizations, 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 education advocates.

THE MASTER OF ARTS DEGREE IN EDUCATIONAL LEADERSHIP, POLITICS, AND ADVOCACY

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

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

The program of study consists of 36 units of coursework and continuous field-based experience. It is designed to accommodate full-time or part-time study; coursework begins each September and full-time students can complete the program in three 12-unit semesters, or two semesters and two summers. Each course is grounded in multiple theoretical perspectives; themes of advancing 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.

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. Based on the recommendations of faculty advisers, students pursue additional study through electives 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 of study. 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).

Department of Administration, Leadership, and Technology
GEELPAMA Educational Leadership, Politics & Advocacy (MA)
Program of Study
2021-2022

Total Units Required		36
Required Courses		24
Course Number	Course Title	Units
AMLT-GE 2053	Organizational Theory and Practice I	3
EDLED-GE 2160	Internship: ELPA	3
EDLED-GE 2205	Advocacy and Education	3
EDLED-GE 2305	Leadership for Educational Change	3
EDLED-GE 2343	Data, Inquiry and Decision Making	3
EDLED-GE 2355	Education Policy Analysis	3
EDLED-GE 2367	Demographic Analysis & School/Comm Planning	3
RESCH-GE 2143	Participatory Action Research	3
Concentration Electives		12
<p>Note: Select electives from the concentration areas. Choices should reflect areas that will expand competencies in areas of Educational Leadership, Politics & Advocacy that reflect your specific interests and potential career pathways.</p>		
<p>Concentrations:</p> <ul style="list-style-type: none"> • Policy Analysis and Evaluation • Non Profit Management • Out-of-School Youth Organizations • (Self-Designed Concentration) 		

DOCTORAL PROGRAMS

ON-CAMPUS DOCTOR OF EDUCATION (EDD), AND DOCTOR OF PHILOSOPHY (PHD)

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 taught in a collaborative study format with professors, school administrators, and colleague doctoral students. The EdD and PhD programs require 42–60 units of coursework beyond the master’s degree. The minimum of 42 units applies to students who have earned two master’s degrees or a master’s degree and a certificate of advanced study; however, these are not required for admission.

ADMISSION APPLICATION

Applicants must follow the schoolwide application requirements for NYU Steinhardt degree programs. All applicants must hold a master’s degree in education or a related field. GRE scores are required only for the PhD program only. Applicants’ must provide a statement of purpose, specifying why they are interested in pursuing doctoral study at NYU; explaining their interest in and potential for educational leadership and providing any relevant personal/professional experiences that reveal why they are strong candidates for the program.

The resume should provide a list of relevant professional organizations with whom they have worked, including both paid and volunteer positions, and list any work with children and youth, volunteer work with nonprofit organizations, service learning projects, community organizing activities, or any leadership activities in the community and/or other relevant or related experiences. Provide two letters of recommendation written by people who have been responsible for evaluating academic or professional work, including both professors and workplace supervisors.

STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 443.

ONLINE EDD IN LEADERSHIP AND INNOVATION

The EdD in Leadership and Innovation is a rigorous 24-month online doctoral program that combines the discipline of a top-tier university with an innovative approach to education and leadership. Rooted in a rigorous, cohort-style academic experience, this advanced degree program is designed for cross-sector leaders who are motivated to create change in education and organizational learning. Coursework culminates in a completed Problem of Practice, an innovation or improvement study embedded in the student’s professional

organization, which drives the actionable and practice-focused nature of the degree. This program serves current leaders from across fields who understand that by working and learning together, they can affect sustainable and scalable change in their organizations.

DEGREE REQUIREMENTS

The EdD requires 42 units beyond the master's degree in the following coursework:

EDLED-GE 3006 Introduction to Doctoral Studies; EDLED-GE 3016 How Do We Learn & Why We Do It?; EDLEG-GE 3208 Management and Ethics of Data; EDLED-GE 3032 Leadership I; EDLED-GE 3219 Quantitative Method for Educational Leadership or EDLED-GE 3215 Qualitative Method for Educational Leadership; EDLED-GE 3321 Management of Resources; EDLED-GE 3216 Organizational Change and Innovation; EDLED-GE 3195 Capstone I; EDLED-GE 3033 Leadership II; EDLED-GE 3096 Partnerships for Leveraging Impact; EDLED-GE 3196 Capstone II; EDLED-GE 3197 Capstone III; EDLED-GE 3198 Master Speaker Series; AMLT-GE 2053 Organizational Theory; EDLED-GE 2367 Demographic Analysis; EDLED-GE 3001 Research Methods; EDLED-GE 2355 Education Policy Analysis and Capstone IV.

Students complete four culminating elements as part of the case study project:

1. Leadership: Students are required to write an auto-ethnography in this course. The auto-ethnography is an examination of the student's educational and leadership development, the milestones the student has achieved as a professional.
2. Research Methods: Students are required to conduct a case study of their own organization (or if students are not in an organization at the time of the assignment, they will be placed with one). The case study entails students assessing the organization for strengths, weakness, opportunities and threats in its culture and overall functioning.
3. Capstone 1 & 2: Students are required to identify a problem of practice from their case study and develop an Organizational Improvement Plan (OIP). The OIP will require students to identify a problem of practice emerging from their case study assignment; shape a research question; develop an OIP proposal; develop a bibliography; conduct an action research project for the OIP; and demonstrate the solution or impact of the OIP on the organization.
4. Capstone: Students will present their final Capstone Project to their committee and their classmates.

STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 443.

DIRECTOR

Maaïke Bouwmeester

370 Jay Street 5th Floor, Room 531

TELEPHONE: 646-997-0734

DEGREES

MS, MA, Advanced Certificate, PhD

FACULTY

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

ADJUNCT FACULTY

Adams, Britez, Cohen, Harber, Maddox, Majzlin, McAlpin, Nagarian, Reardon, Sahay

PROGRAMS IN EDUCATIONAL TECHNOLOGY: DIGITAL MEDIA DESIGN FOR LEARNING; LEARNING EXPERIENCE DESIGN AND TECHNOLOGY; GAMES FOR LEARNING; EDUCATIONAL COMMUNICATION AND TECHNOLOGY

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 and internship program.

The **Digital Media Design for Learning (DMDL)** program awards the Master of Arts degree. The curriculum focuses on the design, use, and evaluation of digital tools, media and learning experiences for varied contexts such as K-12 schools, universities, workplaces, museums, nonprofits, and international development. Students will learn to design impactful learning tools and experiences including traditional and emerging media, simulations, apps, games, maker spaces, learning analytics, and more. In doing so, they will produce prototypes and media, applying principles of design and practice that hold the greatest promise for enriching learning experiences across the spectrum of learning environments — from informal to formal learning as well as face-to-face and online learning.

The **Learning Experience Design and Technology (LxDT)** program awards an advanced certificate. Students will become deeply immersed in the science and art of user experience design in creating learning experiences grounded in practices such as human-centered design, instructional design, design thinking, and user research. Students will gain knowledge of cognitive and learning science and apply this to human-centered methods for designing learning experiences, including conducting user research, synthesizing findings into insights, ideating, sketching, prototyping, and iterating based on user feedback.

The **Games for Learning (G4L) program** awards the Master of Science degree. This degree will prepare students to design, implement, and evaluate serious games for learning and social change. Students will learn about the role of social, emotional, cultural, and cognitive aspects of learning and issues of game design; game design models and developmental practices; the value of narrative features of game design; and research methods aimed at improving and evaluating the design of games for learning.

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

Students will become prepared to be world-class scholars to theorize and study the relationship between design, media, technology, and learning across a variety of paradigms and research methodologies.

RESEARCH CENTERS

The educational technology programs house four research labs. These are: 1) Consortium for Research and Evaluation of Advanced Technologies in Education (CREATE); 2) Lab for Design of Learning, Collaboration & Experience (Dolce); 3) Games for Learning Institute (G4LI); and 4) Learning Analytics Research Network (LEARN). A variety of research projects are ongoing in these labs, providing a range of research opportunities for doctoral, master's, and advanced certificate students at NYU.

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 science and math education, medical education, and learning through video games, simulations, and virtual reality.

Dolce lab houses 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.

G4LI is a collaboration between seven partner universities dedicated to advancing the design, use, and evaluation of computer games in formal and informal educational settings. The institute works to provide fundamental scientific evidence of “what works” in games for learning — what makes certain games compelling and playable, and what design elements make games educationally effective.

LEARN combines deep expertise in advanced data science methods with practiced skill in the research and development of innovative learning approaches. LEARN's efforts make NYU a leader in data-informed teaching and learning while also generating impactful new knowledge for the field about how analytics can promote equitable and effective education.

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.

DIGITAL MEDIA DESIGN FOR LEARNING (MA)

The DMDL Master of Arts is a 36-unit program. Six units are in the learning foundations, 6 units are design foundations, 18 units are selected from a wide range of electives and internships, including 6 units of electives chosen from other NYU graduate programs; and 6 units are the Master of Arts capstone or thesis project. Students may choose an area of focus including User Experience Design, Learning Analytics, Online Learning Design, or create their own area of focus. Students who take three of the four foundations of games for learning courses may declare a formal concentration in Games for Learning.

Department of Administration, Leadership, and Technology
 GEDMDLMA Digital Media Design for Learning
 Program of Study
 2021-2022

Total Units Required		36
Required Courses		12
Learning Foundation		6
Course Number	Course Title	Units
EDCT-GE 2174	Foundations of Cognitive Science	3
EDCT-GE 2175	Foundations of the Learning Sciences	3
Design Foundation		6
Course Number	Course Title	Units
EDCT-GE 2158	Design Process for Learning Experiences	3
EDCT-GE 2015	User Experience Design	3
Electives		18
Specialization Courses		12
Chosen by Advisement, can include internship		
Cognate Courses		6
Chosen by Advisement		
Thesis Capstone Project		6
Course Number	Course Title	Units
EDCT-GE 2095	Capstone Thesis	6

*Students take the thesis course twice, in two consecutive semesters (Research in Educational Communication and Technology).

LEARNING EXPERIENCE DESIGN AND TECHNOLOGY (ADVANCED CERTIFICATE)

The LXDT Advanced Certificate is a 12-unit program, including 3 units in Foundations of Cognitive Science, 3 units in the Foundations of Learning Sciences, 3 units in User Experience Design and one elective design course selected from a wide range of design electives.

Department of Administration, Leadership, and Technology
 Learning Experience Design and Technology (Adv. Cert.)
 Program of Study
 2021-2022

Total Units Required		12
Foundations of Educational Communication and Technology		6
Course Number	Course Title	Units
EDCT-GE 2174	Foundations of Cognitive Science	3
EDCT-GE 2175	Foundations of the Learning Sciences	3
Design Foundations		6
Course Number	Course Title	Units
EDCT-GE 2158	Design Process for Learning Experiences	3
EDCT-GE 2015	User Experience Design (or elective equivalent)	3

GAMES FOR LEARNING (MS)

The G4L Master of Science is a 36-unit program. Six units are in the learning foundations and twelve units are in the design foundations. Twelve electives are chosen from either design electives or games-related courses in other NYU graduate programs. The final 6 units are the Master of Science capstone thesis project (EDCT-GE 2095).

Department of Administration, Leadership, and Technology
GEGLETMS Games for Learning (MS)
Program of Study
2021-2022

Total Units Required		36
Required Courses		18
Learning Foundation		6
Course Number	Course Title	Units
EDCT-GE 2174	Foundations of Cognitive Science	3
EDCT-GE 2175	Foundations of the Learning Sciences	3
Design Foundation		12
Course Number	Course Title	Units
EDCT-GE 2500	Video Games and Play in Education	3
EDCT-GE 2505	Designing Simulations and Games for Learning	3
EDCT-GE 2510	Narrative, Digital Media and Learning	3
EDCT-GE 2520	Research on Simulations and Games for Learning	3
Thesis/Terminal Project		6
Course Number	Course Title	Units
EDCT-GE 2095	Research in Educational Communications and Technology	6
Electives		12
All elective courses determined by Advisement		

Students may also participate in an optional 3-credit internship

EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY (PHD)

The Educational Communications and Technology (ECT) doctorate is a 57-unit program. Doctoral students are required to take seven specialization courses, 21 units in total. The remaining four courses are ECT electives. An additional requirement of 36 units, in categories established by NYU Steinhardt, include six courses on research design and methods; two courses in educational foundations; the dissertation proposal seminar; and two cognate (elective) courses.

ECT doctoral students must meet and successfully pass the candidacy requirement, a scholarly literature review and research proposal related to dissertation research planned;

prepare and present an approved dissertation proposal; and conduct and document dissertation research and present it successfully in an oral defense. To provide a venue for continuous research mentorship, all doctoral students in the program must maintain continuous registration in the doctoral colloquium and are expected to participate in research activities in collaboration with faculty. Depending on how long it takes to complete the program, this may entail more than 57 units.

Prospective doctoral students are strongly encouraged to contact faculty members they are interested in working with in advance. 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.

SUPPLEMENTARY APPLICATION REQUIREMENTS

MASTER OF ARTS/MASTER OF SCIENCE/ADVANCED CERTIFICATE

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.

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.

EXPERIENTIAL LEARNING

Our programs offer an excellent array of internships in more than 100 institutions in the greater metropolitan area. Additionally, students assist faculty in research, design, and production projects in all projects with which the program is concerned; these may be externally funded media projects, projects produced for departments within the University, or educational media and technology programs developed for schools and other community organizations. In addition, students may participate in ongoing research projects. The educational technology programs regularly hosts guest speakers of faculty, industry experts, and other students.

STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 443

HIGHER AND POSTSECONDARY EDUCATION

DIRECTOR

Liang Zhang

Pless Hall, 82 Washington Square East, Suite 700, Office 779

TELEPHONE: 212-998-5179 **FAX:** 212-995-4041

DEGREES

MA, PhD, EdD

FACULTY

Dietrich, Funk, Marcus, Moja, Stage, Zhang

AFFILIATED FACULTY

Fraser, Stimpson

ADJUNCT FACULTY

Allen, Bailey, Bordoloi-Pazich, Ellett, Goldfarb, Klein, Madhani, Michel, Mitic, Lendof, Nolan, Ostrow, Ripkey, Santiago, Smith, Vassallo, Viruet

PROGRAMS IN HIGHER EDUCATION: HIGHER EDUCATION ADMINISTRATION; HIGHER AND POSTSECONDARY EDUCATION; HIGHER EDUCATION AND STUDENT AFFAIRS

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

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

CAREER OPPORTUNITIES

Graduates of the MA Program in Higher Education and Student Affairs are employed in entry-level and middle-management positions in colleges and universities throughout the country.

They hold positions as assistant deans, directors, and assistant directors of offices and programs in a broad spectrum of positions in student affairs and services.

DEGREE REQUIREMENTS

Master of Arts

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

The MA program allows students to select a program of study from a wide range of interdisciplinary courses. The 36-unit program includes 21 required units in higher education and 15 units in electives, some of which may be taken outside the program. Students also have the option of selecting an unofficial area of study in order to design a course plan around

one of the following areas: student affairs, administration and academic affairs, international education, and social justice.

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

Department of Administration, Leadership, and Technology
GEHESAMA - Higher Education and Student Affairs (MA)
Program of Study
2021-2022

Total Units Required		36
Required Courses		21
Course Number	Course Title	Units
HPSE-GE 2045	Internationalism and Study Abroad	3
HPSE-GE 2069	College Student Learning and Development	3
HPSE-GE 2088	Research Approaches and Techniques in Postsecondary Education	3
HPSE-GE 2090	Foundations of Higher Education	3
HPSE-GE 2097	Leadership in Higher Education	3
HPSE-GE 2161	Diversity in Higher Education	3
HPSE-GE 2141 OR HPSE-GE 2093	Internship in Higher Education (Full-time Students Only) OR Professional Seminar in Higher Education (Part-time Students Only)	3
Electives		15
<p>**All elective courses determined by Advisement** In addition to course requirements, students must complete a capstone project.</p>		

DOCTORAL PROGRAMS

PHD PROGRAM IN HIGHER AND POSTSECONDARY EDUCATION

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

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

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

Course plans are designed according to PhD Program Guidelines: Doctoral Seminar in Higher Education HPSE-GE 3009; Higher Education Specialization (18–24 units), including required courses (6 units): Doctoral Colloquium in Higher Education HPSE-GE 3001 and Theoretical Research Perspectives on College Students HPSE-GE 3120.

Foundations of Education (6 units by advisement). Research (18 units of quantitative and qualitative research courses by advisement). Cross-disciplinary preparation/cognate electives (6 units by advisement).

The PhD Program in Higher and Postsecondary Education accepts applications every other year. Prospective applicants will need to apply in December 2022 for fall 2023 matriculation.

EDD PROGRAM IN HIGHER EDUCATION ADMINISTRATION

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.

The EdD requires 42 units beyond the master's degree.

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.

DEGREE REQUIREMENTS

A minimum of 42 units beyond the master's degree is required for the EdD. Students who are missing essential content may need to complete additional coursework.

Students take 12 units in the Higher Education Core: Doctoral Colloquium in Higher Education HPSE-GE 3001; Doctoral Seminar in Higher Education HPSE-GE 3009; Theoretical Research Perspectives on College Students HPSE-GE 3120; and Doctoral Project Seminar: Institutional Research HPSE-GE 3015.

Research coursework consists of 2-3 units minimum from the Quantitative sequence and 3 units minimum from the Qualitative sequence with the remaining units taken from either sequence for a total of 8-9 units in research courses.

Quantitative Sequence: APSTA-GE 2001 Statistics for the Behavioral and Social Sciences I; APSTA-GE 2003 Intermediate Quantitative Methods: The General Linear Model; AMLT-GE 3027 Quantitative Methods in Organizational and Administrative Studies I; APSTA-GE 2139 Survey Research Methods.

Qualitative Sequence: RESCH-GE 2140 Approaches to Qualitative Inquiry; RESCH-GE 2142 Interview and Observation; RESCH-GE 2147 Fieldwork: Data Collection; RESCH-GE 2148 Fieldwork: Data Analysis.

Higher Education coursework and other electives constitute 21-22 units with electives chosen in consultation with an adviser. 12 units must be courses specific to higher education and remaining coursework may be in higher education or related areas of study to allow flexibility in choosing courses that support a student's professional goals and interests.

Higher Education (12 units): HPSE-GE 3090 Foundational Readings in Higher Education; HPSE-GE 3110 Economics and Finance of Higher Education; HPSE-GE 3109 Globalization & Higher Education Reforms; HPSE-GE 2150 Global Perspectives in Higher Education; HPSE-GE 2011 How Colleges Work; HPSE-GE 2115 Higher Education and the Law; HPSE-GE 2017 Inequality in the Pathway to American Higher Education; HPSE-GE 2161 Diversity in Higher Education; HPSE-GE 2069 College Student Learning and Development; HPSE-GE 2061 High School to College Transition; HPSE-GE 2057 The Community College; HPSE-GE 2070 Enrollment Management and Retention Programs in Higher Education; HSED-GE 2108 Religion at the American University; PHED-GE 2160 The Quest for Meaning in Higher Education or other courses by advisement.

SUPPLEMENTAL APPLICATION REQUIREMENTS

Individuals may apply to study on a full- or part-time basis for the master's and doctoral programs. Admission to all degree programs is very competitive.

Three letters of recommendation are required for both master's and doctoral applicants.

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

Applicants for full-time study must have an internship in order to qualify for admission.

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

SPECIAL OPPORTUNITIES

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

COURSES

***REGISTRATION CLOSED TO STUDENTS IN SPECIFIC CIRCUMSTANCES**

DEPARTMENTAL COURSES/AMLT-GE

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

Organizational Theory I

AMLT-GE 2053, 30 hours: 3 units.

Organizational Theory II

AMLT-GE 2054, 30 hours: 3 units.

International Perspectives on Educational Reforms

AMLT-GE 2072, 30 hours: 3 units.

Educational Reform and Leadership

AMLT-GE 3301, 30 hours: 3 units.

Dissertation Proposal Seminar

AMLT-GE 3400, 45 hours: 3 units.

EDUCATIONAL LEADERSHIP/EDLED-GE**Professional Seminar in Educational Leadership**

EDLED-GE 2005, 30 hours: 3 units.

Fundraising for Education Equity and Social Justice

EDLED-GE 2010, 30 hours: 3 units.

School Finance, Budget Management, and Facilities

EDLED-GE 2012, 30 hours: 3 units.

Supporting Teachers and Teaching

EDLED-GE 2085, 30 hours: 3 units.

Internship: Educational Leadership, Politics, and Advocacy

EDLED-GE 2160, 3 units.

Advocacy and Education

EDLED-GE 2205, 30 hours: 3 units.

Youth Organizations and Prevention/Intervention Strategies

EDLED-GE 2206, 30 hours: 3 units.

Transforming Urban High Schools

EDLED-GE 2240, 30 hours: 3 units.

Independent Study

EDLED-GE 2300*, 45 hours per unit: 1-3 units; hours to be arranged.

Leadership for Educational Change

EDLED-GE 2305, 30 hours: 3 units.

Politics of Education

EDLED-GE 2341, 30 hours: 3 units.

The Politics of Multicultural School Communities

EDLED-GE 2342, 30 hours: 3 units.

Data-Driven Decision Making and Leadership

EDLED-GE 2343, 30 hours: 3 units.

Educational Policy Analysis

EDLED-GE 2355, 30 hours: 3 units.

Demographic Analysis/School Planning

EDLED-GE 2367, 30 hours: 3 units.

Research Methods in Educational Administration

EDLED-GE 3001, 30 hours: 3 units.

Educational Policy Analysis

EDLED-GE 3005, 30 hours: 3 units.

Introduction to Doctoral Studies

EDLED-GE 3006, 20 hours: 2 units.

Dissertation Proposal Seminar in Administration I

EDLED-GE 3013, 30 hours: 3 units.

How Do We Learn and Why Does It Matter?

EDLED-GE 3016, 30 hours: 3 units.

Leadership I

EDLED-GE 3032, 30 hours: 3 units.

Leadership II

EDLED-GE 3033, 30 hours: 3 units.

Partnerships for Leveraging Impact

EDLED-GE 3096, 30 hours: 3 units.

Professional Seminar in Educational Leadership Studies I and II

EDLED-GE 3097*, 3098* 30 hours: 3 units.

Capstone I

EDLED-GE 3195, 20 hours: 2 units.

Capstone II

EDLED-GE 3196, 20 hours: 2 units.

Capstone III

EDLED-GE 3197, 45 hours: 4 units.

Master Speaker Series

EDLED-GE 3198, 20 hours: 2 units.

Management and Ethics of Data

EDLED-GE 3208, 30 hours: 3 units.

Qualitative Methods in Educational Leadership

EDLED-GE 3215, 20 hours: 2 units.

Organizational Change and Innovation

EDLED-GE 3216, 30 hours: 3 units.

Quantitative Methods in Educational Leadership

EDLED-GE 3219, 20 hours: 2 units.

Management of Resources

EDLED-GE 3321, 30 hours: 3 units.

EDUCATIONAL COMMUNICATION AND TECHNOLOGY/EDCT-GE**REQUIRED COURSES — DIGITAL MEDIA DESIGN FOR LEARNING DMDL (MA)****User Experience Design**

EDCT-GE 2015, 30 hours: 3 units.

Design Process for Learning Experiences

EDCT-GE 2158, 30 hours: 3 units.

Foundations of Cognitive Science

EDCT-GE 2174, 30 hours: 3 units.

Foundations of the Learning Science

EDCT-GE 2175, 30 hours: 3 units.

REQUIRED COURSES- GAMES FOR LEARNING G4L(MS)**Foundations of Cognitive Science**

EDCT-GE 2174, 30 hours: 3 units.

Foundations of the Learning Science

EDCT-GE 2175, 30 hours: 3 units.

Games and Play in Education

EDCT-GE 2500, 30 hours: 3 units.

Designing Simulations/Games for Learning

EDCT-GE 2505, 30 hours: 3 units.

Narrative, Digital Media, and Learning

EDCT-GE 2510, 30 hours: 3 units.

Research on Simulations and Games for Learning

EDCT-GE 2520, 30 hours: 3 units.

ELECTIVES (DMDL and G4L)

Note that DMDL and G4L students can take any required course listed above from the other major (DMDL/G4L) as an elective

Integrating Media and Technology in the K-12 Curriculum

EDCT-GE 2018, 10 hours: 1 unit.

Social Media in Learning Environments (SMILES)

EDCT-GE 2040, 30 hours: 3 units.

Digital Skills for Learning Designers

EDCT-GE 2076, 10 hours per unit: 1-3 units

Ed Tech Entrepreneurship

EDCT-GE 2116, 30 hours: 3 units.

Principles of Leadership in Supervision

EDCT-GE 2197, 180 hours: 3 units. May be taken a maximum of two times.

Media for Museums and Public Spaces

EDCT-GE 2200, 30 hours: 3 units.

Professional Applications of Educational Media and Technology

EDCT-GE 2211, 30 hours: 3 units.

Learning Analytics and Data Science in Education

EDCT-GE 2252, 30 hours: 3 units.

Developing Mobile Apps for iOS

EDCT-GE 2310, 30 hours: 3 units.

Designing Online Learning in Higher Education

EDCT-GE 2350, 30 hours: 3 units.

Media Practicum: Field Internships**MASTER OF ARTS/MASTER OF SCIENCE CAPSTONE (THESIS) PROJECT**

EDCT-GE 2095, 3 units. Restricted to DMDL and G4L majors.

RESEARCH AND DOCTORAL SEMINARS**Advanced Seminar in Research and Practice in Educational Technology**

EDCT-GE 2076, 30 hours: 3 units. Prerequisite: EDCT-GE 3311.

Content Seminar in Research in Instructional Technology

EDCT-GE 3311, 30 hours: 3 units.

INDEPENDENT STUDY**Independent Study**

EDCT-GE 2300, 45 hours per unit: 1-6 units; hours to be arranged. See page [NNN](#).

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

HPSE-GE 2005, 10 hours: 1 unit.

Budgeting in Higher Education

HPSE-GE 2007, 10 hours: 1 unit.

How Colleges Work

HPSE-GE 2011, 30 hours: 3 units.

Social Justice on The College Campus

HPSE-GE 2016, 30 hours: 3 units.

Inequality in the Pathway to American Higher Education

HPSE-GE 2017, 30 hours: 3 units.

Internationalism and Study Abroad

HPSE-GE 2045, 30 hours: 3 units.

The Community College

HPSE-GE 2057, 30 hours: 3 units.

High School to College Transition

HPSE-GE 2061, 30 hours: 3 units.

Campus Community and Student Subcultures

HPSE-GE 2067, 30 hours: 3 units.

The Impact of College on Student Success

HPSE-GE 2068, 30 hours: 3 units.

College Student Learning and Development

HPSE-GE 2069, 30 hours: 3 units.

Enrollment Management/Retention Programs in Higher Education

HPSE-GE 2070, 30 hours: 3 units.

Research Approaches and Techniques

HPSE-GE 2088, 30 hours: 3 units.

Foundations of Higher Education

HPSE-GE 2090, 30 hours: 3 units.

Professional Seminar in Higher Education

HPSE-GE 2093, 30 hours: 3 units.

Leadership in Higher Education

HPSE-GE 2097, 30 hours: 3 units.

Internship in College Teaching

HPSE-GE 2101, 30–60 hours; 3–6 units.

Higher Education and the Law

HPSE-GE 2115, 30 hours: 3 units.

Higher Education Studies, Administrative Work and Field Experiences

HPSE-GE 2121, 135 hours: 3 units. Permission of instructor required.

The Politics of Higher Education

HPSE-GE 2135, 30 hours: 3 units.

Higher Education Finance and Public Policy

HPSE-GE 2136, 30 hours: 3 units.

Professional Competencies in Student Affairs

HPSE-GE 2137, 10 hours: 1 unit.

Internship in Higher Education

HPSE-GE 2141, 135 hours: 3 units.

Global Perspectives in Higher Education

HPSE-GE 2150, 30 hours: 3 units.

Diversity in Higher Education

HPSE-GE 2161, 30 hours: 3 units.

Independent Study

HPSE-GE 2300, 45 hours per unit: 1-3 units; hours to be arranged.

Higher Education and Student Affairs Capstone Workshop

HPSE-GE 2310, not for unit.

Doctoral Colloquium in Higher Education

HPSE-GE 3001, 30 hours: 1-3 units.

Doctoral Seminar in Higher Education

HPSE-GE 3009, 30 hours: 3 units; hours to be arranged.

Foundational Readings in Higher Education

HPSE-GE 3090, 30 hours: 3 units.

Globalization and Higher Education Reforms

HPSE-GE 3109, 30 hours: 3 units.

Economics and Finance of Higher Education

HPSE-GE 3110, 30 hours: 3 units.

Theoretical Research Perspectives on College Students

HPSE-GE 3120, 30 hours: 3 units.

STUDY-ABROAD COURSES**Field-Based Projects on South Africa's Reforms**

AMLT-GE 2063, 30 hours: 3 units.

Global Perspectives in Higher Education (Ghana/India)

HPSE-GE 2157, 30 hours: 3 units; J-term/break.

International Perspectives: Education and Social Reform in South Africa

AMLT-GE 2073, 30 hours: 3 units.

Transformational Leadership

EDLED-GE 2084, 30 hours: 3 units.

Department of 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.

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

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

DEPARTMENT CHAIR: EDWARD SEIDMAN

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The Department of Applied Psychology includes both theoretical and applied courses in the fields of psychology and counseling, as well as courses in research methods and measurement. At the doctoral level, students study to become scientific practitioners, researchers, and scholars. At the master's level, students are offered opportunities to pursue professional preparation and/or studies foundational to further graduate work. As part of an urban university, the department is concerned with the multiethnic, multicultural issues and problems that characterize New York City and other urban environments. As a department in the Steinhardt School of Culture, Education, and Human Development, faculty and students

are actively involved in research and community outreach, with particular emphasis on promoting positive human development.

The department houses doctoral, certificate, and master's programs in several areas of applied psychology, including school counseling; 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. 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, Clinical Assistant Professor of Applied Psychology. BA 1994, MA 1998, New York University; PhD 2006, City University of New York.

Rezarta Bilali, Assistant Professor of Applied Psychology. BA 2001, Boğaziçi University (Turkey); MA 2004, Sabanci University (Turkey); PhD 2009, University of Massachusetts Amherst.

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

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

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

Elise Cappella, 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, State University of New York at Stony Brook; MA 2003, PhD 2006, State University of New York at Buffalo.

Alejandro Ganimian, Assistant Professor Applied Psychology and Economics. BSFS 2006, Georgetown University; MPhil 2007, University of Cambridge; EdD 2015, Harvard University.

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

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

Linnie Green, Visiting Assistant Professor of Applied Psychology. BA 1999, Spelman College; MA 2000, Columbia University; MA 2005, PhD 2010, New York University.

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

Karthik Gunnia, Visiting Assistant Professor in Counseling Psychology. BS 2006, University of California, Los Angeles; PsyD 2011, George Washington University.

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, PhD 2012, University of Illinois Urbana-Champaign.

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

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

Franelia Moore, Visiting Assistant Professor of Applied Psychology. BA 1994, College of Old Westbury, State University of New York; MA 2001, Adelphi University; MA 2008, PsyD 2001, The Wright Institute.

Pamela A. Morris, Professor of Applied Psychology. BA 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.

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

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

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

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

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

William Tsai, Assistant Professor of Applied Psychology. BA 2010 University of Michigan; MA 2011, PhD 2016, University of California, Los Angeles.

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

A. Jordan Wright, Clinical Assistant Professor of Counseling Psychology. BA Boston University; MA Columbia University; PhD Columbia University.

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

INTERNSHIP COORDINATOR

Erika Jackson, BA 1997, New Jersey City University; MA 2017, New York University.

Alyssa Nittolo, BA 2009, Fordham University; MA 2012, Montclair State University.

Number of Adjunct Faculty: 185

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, <https://steinhardt.nyu.edu/programs/study-abroad>.

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 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, preschoolers, 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, Associate Dean for Faculty Affairs and Professor LaRue Allen, is a leading child development scholar who currently directs a number of projects involving University-community partnerships.

The center also draws on expertise from other sectors of the University and the Steinhardt School. New York University's Steinhardt School of Culture, Education, and Human Development brings together the disciplines of applied psychology, education studies (e.g., early childhood, special education), and health programs.

GLOBAL TIES FOR CHILDREN

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

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

THE INFANT STUDIES OF LANGUAGE AND NEUROCOGNITIVE DEVELOPMENT (ISLAND) LAB

This lab, directed by Professor Natalie Brito, examines the role of early life experiences and children's language, memory, and brain development (with a focus on the first three years of life). Investigators are particularly interested in the ways in which the home environment and parent-child interactions impact early-development with the goal of understanding how to create better learning environments for families and their young children.

The lab uses behavioral assessments, eye-tracking, and measures of brain activity to investigate these questions. Current studies explore how individual differences within the home-language environment, stress, and the microbiome, influence brain-behavior associations.

INSTITUTE FOR HUMAN DEVELOPMENT AND SOCIAL CHANGE

Global forces are dramatically changing the environments of children, youth, and adults both in the United States and throughout the world. First- and second-generation immigrant children are on their way to becoming a majority in the United States, bringing linguistic and cultural diversity to the institutions with which they come into contact. Technological developments will proceed at a pace that may outstrip the capacity of school systems to adequately prepare children. Families will increasingly be concentrated in mega-cities of unprecedented size and potentially unprecedented poverty.

How does human development unfold in the context of these rapidly changing social forces? The Institute for Human Development and Social Change (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; and Professor Larry Wu, Department of Sociology, FAS, who also serves as the Deputy Director of the institute.

SCHOOL COUNSELING

Counseling for Mental Health and Wellness

DIRECTOR: TBD

Kimball Hall

TELEPHONE: 212-998-5555

DEGREE

MA, Dual MA Advanced Certificate

FACULTY

Ali, Alpert, Astuto, Chacko, Green, Gunnia, Javdani, Moore, Okazaki, Richardson, Suzuki, Tsai, Williams

INTERNSHIP COORDINATORS

Jackson, Nittolo

The counseling programs in the Department of Applied Psychology are committed to generating, advancing, and disseminating knowledge related to research and practice in school counseling. 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:

- **School Counseling**, which trains students interested in working as school counselors in grades K-12 (includes a bilingual option). 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 school counseling-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 School Counseling

Students in this program complete 48 units of coursework. The program offers an option in bilingual school counseling which requires 51 units of coursework. Graduates of this degree program are eligible for initial New York State certification as guidance counselors, and are prepared to take the examination to become a national certified counselor.

In addition to the basic curriculum, students in the school counseling program complete a year-long, 6-unit (600 hours) internship (APSY-GE 2667 and 2668), 300 hours in grades K-8 and 300 hours in grades 9-12. Schools are selected by the student in consultation with the director of internships.

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

Department of Applied Psychology
School Counseling: K-12 MA
Program of Study
2021-2022

Total Units Required		48
Foundational Courses		18
Course Number	Course Title	Units
APSY-GE 2138	Human Growth and Development ¹	3
APSY-GE 2657	Individual Counseling: Theory and Process ¹	3
APSY-GE 2658	Lab in Individual Counseling Skills ¹	3
APSY-GE 2662	Foundations of School Counseling ¹	3
APSY-GE 2650	Prof. Orient. & Ethical Issues in School Coun. ¹	3
APSY-GE 2648	Practicum in School Counseling ¹	3
Intermediate Courses		12
Course Number	Course Title	Units
APSY-GE 2070	Research & Evaluation in Behavioral Sciences	3
APSY-GE 2620	Group Dynamics: Theory and Practice ¹	3
APSY-GE 2635	Career Counseling	3
APSY-GE 2682	Cross-Cultural Counseling ¹	3
Advanced Courses		12
Course Number	Course Title	Units
APSY-GE 2663	Program Development & Evaluation	3
APSY-GE 2667	Internship in School Counseling I	2
APSY-GE 2668	Internship in School Counseling II	2
APSY-GE 2670	Internship in School Counseling III	2
APSY-GE 2673	Assessment of Children & Adolescents	3
Other Requirements		6
Course Number	Course Title	Units
TCHL-GE 2999	Drug, Alcohol Education/School Violence Prevention/Child Abuse Recognition	0
APSY-GE 2xxx	Applied Content Course	3
APSY-GE 2xxx	Applied Content Course	3
	CPC Exam	

¹Indicates successful course completion required prior to internship.

Department of Applied Psychology
School Counseling: K-12 Bilingual Extension (MA)
Program of Study
2021-2022

Total Units Required		51
Foundational Courses		18
Course Number	Course Title	Units
APSY-GE 2138	Human Growth and Development ¹	3
APSY-GE 2657	Individual Counseling: Theory and Process ¹	3
APSY-GE 2658	Lab in Individual Counseling Skills ¹	3
APSY-GE 2662	Foundations of School Counseling ¹	3
APSY-GE 2650	Professional Orientation. & Ethical Issues in School Counseling. ¹	3
APSY-GE 2648	Practicum in School Counseling ¹	3
Intermediate Courses		12
Course Number	Course Title	Units
APSY-GE 2070	Research & Evaluation in Behavioral Sciences	3
APSY-GE 2620	Group Dynamics: Theory and Practice ¹	3
APSY-GE 2635	Career Counseling	3
APSY-GE 2682	Cross-Cultural Counseling ¹	3
Advanced Courses		12
Course Number	Course Title	Units
APSY-GE 2663	Program Development & Evaluation	3
APSY-GE 2667	Internship in School Counseling I	2
APSY-GE 2668	Internship in School Counseling II	2
APSY-GE 2670	Internship in School Counseling III	2
APSY-GE 2673	Assessment of Children & Adolescents	3
Other Requirements		9
Course Number	Course Title	Units
TCHL-GE 2999	Drug, Alcohol Education/School Violence Prevention/Child Abuse Recognition	0
BILED-GE 2001	Bilingual Multicultural Education: Theory and Practice	3
APSY-GE 2055	Child Language Development (<i>by advisement</i>)	3
APSY-GE 2527	The Development of Immigrant Origin Youth (<i>by advisement</i>)	3
	CPC Exam	

¹Indicates successful course completion required prior to internship.

ADVANCED CERTIFICATE IN SCHOOL COUNSELING

This 12-unit certificate is designed for students already holding a Masters degree in school counseling with initial certification in New York State in preparation for professional certification. The program provides advanced development of school counselor skills in the areas of consultation, social justice, prevention, and post-secondary counseling.

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

Department of Applied Psychology
School Counseling Advanced Certificate (ADCRT)
Program of Study
2021-2022

Total Units Required		12
Course Number	Course Title	Units
APSY-GE 2046	Consultation Approaches and Skills for Counselors	3
APSY-GE 2069	Counseling for College Readiness	3
APSY-GE 2087	School-Based Prevention Programming	3
APSY-GE 2113	Social Justice Practice for Counselors	3

MA SCHOOL COUNSELING/ADVANCED CERTIFICATE IN SCHOOL COUNSELING DUAL DEGREE

Students intending to become a school counselor in New York State may complete both the MA and the Advanced Certificate in School Counseling at the same time and meet the academic requirements for initial and professional certification in New York State. Graduates of this dual degree program are also prepared to take the examination to become a national certified counselor.

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

DUAL-DEGREE PROGRAM: MA SCHOOL COUNSELING/ ADVANCED CERTIFICATE LGBT HEALTH, EDUCATION, AND SOCIAL SERVICES

See page 74

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 units of coursework. 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 units) and Internship in Counseling for Mental Health and Wellness II APsy-GE 2656 (3 units).

Students must also take 15 units in applied content areas.

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

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

APPLIED CONTENT AREA

To fulfill their requirements for applied content area units, 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.

Department of Applied Psychology
GECMHWMA - Counseling for Mental Health and Wellness MA
Program of Study
2021-2022

Total Units Required		60
Foundational Courses		18
<i>To be taken during the first year (including summer)</i>		
Course Number	Course Title	Units
<i>First Semester</i>		
APSY-GE 2661	Foundations of Counseling for Mental Health & Wellness ¹	3
APSY-GE 2658	Lab in Individual Counseling Skills ¹	3
APSY-GE 2657	Individual Counseling: Theory and Process ¹	3
APSY-GE 2138	Human Growth and Development ¹	3
<i>Second Semester</i>		
APSY-GE 2651	Professional Orientation & Ethical Issues in Counseling for Mental Health and Wellness ¹	3
<i>Summer</i>		
APSY-GE 2812	Practicum in Counseling for Mental Health and Wellness ¹	3
Intermediate Courses		15
<i>To be taken before or during internship, as noted</i>		
Course Number	Course Title	Units
APSY-GE 2038	Abnormal Psychology ¹	3
APSY-GE 2070	Research & Evaluation in Behavioral Sciences	3
APSY-GE 2620	Group Dynamics: Theory and Practice ¹	3
APSY-GE 2634	Dynamics of Vocational Development	3
APSY-GE 2682	Cross-Cultural Counseling ¹	3
Advanced Courses		12
<i>To be taken during the second year</i>		
Course Number	Course Title	Units
APSY-GE 2655	Internship in Counseling for Mental Health and Wellness I	3
APSY-GE 2656	Internship in Counseling for Mental Health and Wellness II	3
APSY-GE 2663	Program Development & Evaluation (<i>spring only</i>)	3
APSY-GE 2672	Interpretation and Use of Tests in Counseling Adults (<i>fall only</i>)	3
Other Requirements		15
<i>To be taken any time</i>		
Course Number	Course Title	Units
	Applied Content Area: courses totalling 15 units	15
	CPC Exam (to be taken in final semester of study)	0

¹ Indicates successful course completion required prior to internship.

Foundational Courses are to be taken first, in conjunction with intermediate courses, followed by advanced courses. Other requirements may be taken as they fit into student programs.

For part-time students, the sequencing of courses remains the same. Part-time students need to pay special attention to pre- and co-requisites in planning their programs.

COMPREHENSIVE EXAMS

All students in the MA Programs in Counseling must pass the Counselor Education Comprehensive Examination (CECE) for satisfaction of the terminal experience requirement. The exam is taken in the final semester of study and students can take the exam up to two times. If they are unsuccessful in their second attempt, they will complete an alternative assignment.

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: ANIL CHACKO

Kimball Hall

TELEPHONE: 212-998-5555

DEGREE

PhD

FACULTY

Ali, Chacko, Gunnia, Javdani, Okazaki, Richardson, Suzuki, Tsai, Wright

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, 69–72 units beyond the bachelor’s degree are required. Additionally as part of undergraduate or other graduate work, 18 units in psychology are prerequisites to the PhD program. In the Counseling Psychology required curriculum (53–56 units), students complete work in counseling theory and process, cross-cultural counseling, group counseling, abnormal psychology, program seminar, seminars in counseling theory, clinical assessment, statistics and research design, and practica in individual counseling and counselor training and supervision.

Students also must take two counseling psychology specialty electives (6 units); and statistics and research design electives (10 units).

Students also must complete departmental and state licensure course requirements covering measurement, history and systems, cognitive and affective basis of behavior, personality, developmental psychology, social psychology, and the biological basis of behavior (21 units). 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 units must be completed at New York University for students admitted with a bachelor’s degree (36 units for students admitted with a master’s degree).

Required courses include: Cross Cultural Counseling APSY-GE 2682, Group Dynamics APSY-GE 2620, Lab in Individual Counseling Skills APSY-GE 2658, Supervised Advanced Practicum I and II APSY-GE 3607 and 3608, Practicum in Counselor Training APSY-GE 3629, Forum in Counseling Psychology APSY-GE 3620, Seminar in Counseling Theory and Research APSY-GE 3633, Departmental Seminar: Theories of Change APSY-GE 3009, Counseling Psychology Program Seminar APSY-GE 3611, Psychological Measurement APSY-GE 2524, Practicum in Clinical Intake and Diagnosis APSY-GE 3031, Clinical Assessment I and II APSY-GE 3665 and 3666, Statistics for the Behavioral and Social Sciences II APSTA-GE 2002, Research Design and Methodology in the Behavioral Sciences APSY-GE 2073, Abnormal Psychology APSY-GE 2038, Survey of Developmental Psychology APSY-GE 2271, Neuropsychology of Behavior APSY-GE 2001, Historical Perspectives of Psychological Theory APSY-GE 3103, Emotional Development: A Cognitive Perspective APSY-GE 2261, Externship APSY-GE 3610, 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 443.

HUMAN DEVELOPMENT RESEARCH AND POLICY

PROGRAM DIRECTOR

Alejandro Ganimian

Kimball Hall

TELEPHONE: 212-998-5555

DEGREE

MA

FACULTY

Aber, Astuto, Bilali, Brito, Ganimian, Hughes, Melzi, Sirin, Tamis-LeMonda, Yoshikawa

This one-year, 30-credit MA in Human Development Research and Policy (HDRP) prepares students from diverse disciplinary and methodological backgrounds for applied research and policy analysis in human development. Its two inter-related overarching goals are to enable students to: a) understand social, cognitive, and emotional development across the lifespan as well as the psychological, cultural, and socio-ecological factors that influence the contexts and systems in which people develop (e.g., families, schools, and neighborhoods)

and b) produce and critically evaluate research to inform the design, implementation, and monitoring and evaluation of policies and programs. Students take courses across three core areas: foundations in human development, research methodology and statistics, and professional development. They also complete a semester-long externship at a partner institution while receiving mentoring and support from the program's faculty and a culminating project.

By the end of the MA program, students will be able to:

- Identify and analyze social, cognitive, emotional, and health development of individuals across the lifespan
- Identify and analyze the psychological, cultural, and socioecological factors (e.g., systemic racism, poverty) that influence the contexts and systems in which people develop (e.g., families, schools, and neighborhoods)
- Critically evaluate and produce research to inform the design, implementation, and monitoring and evaluation of policies and programs

CAREER OPPORTUNITIES

Graduates of the program pursue successful careers as research project directors, research coordinators, grant writers, research scientists, and program evaluators in a wide variety of settings including government agencies, nonprofits and foundations, university-based research centers, private industry, and international organizations. When combined with a subsequent research experience, it may also prepare students for doctoral studies in human development.

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.

Department of Applied Psychology
Human Development Research and Policy MA
Program of Study

Total Units Required		12
Foundation Courses		6
Course Number	Course Title	Units
APSY-GE 2271	Survey of Development Psychology	3
APSY-GE 2094	Development and Prevention Science	3
OR		
APSY-GE 2826	Intervention and Social Change	3
Research Methodology and Statistics		
<i>Students choose two of the following courses, based on prior background in statistics</i>		8
Course Number	Course Title	Units
APSTA-GE 2001	Statistics for the Behavioral and Social Sciences I	3
OR		
APSTA-GE 2003	Intermediate Quantitative Methods: The General Linear Model	3
APSTA-GE 2002	Statistics for the Behavioral and Social Sciences II	2
OR		
APSTA-GE 2004	Topics in Multivariate Analysis	2
APSY-GE-2524	Psychological Measurement	3
OR		
RESCH-GE 2140	Approaches to Qualitative Inquiry	3
Professional Development		10
Course Number	Course Title	Units
APSY-GE-2077	Grant Writing and Grant Mgmt for Social Sciences	3
APSY-GE 2354	Externship in Human Development and Social Intervention	1
APSY-GE 2837	Project Research Seminar I	3
APSY-GE 2838	Project Research Seminar II	3
Electives		6
<i>Students may choose electives from the areas listed below or other electives by advisement:</i>		
Foundations in Human Development and Psychology Research Methodology and Statistics		

LESBIAN, GAY, BISEXUAL, AND TRANSGENDER HEALTH, EDUCATION, AND SOCIAL SERVICES

Kimball Hall

TELEPHONE: 212-998-5655

DEGREE

Advanced Certificate

AFFILIATED FACULTY

Ali, Cahill, Guilamo-Ramos, 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 students will gain greater knowledge about this specific population and develop skills to provide more effective services to LGBT people and organizations serving this population.

This 12-unit 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 needed to complete the degree program will vary based on the students' status (full-time versus part-time) and the number of units registered for each semester. Students have up to six 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; and Robert F. Wagner Graduate School of Public Service.

Department of Applied Psychology
GELGBTADCR Health, Education, and Social Services Advanced Certificate ADCRT
Program of Study
2021-2022

Total Units Required		12
Required Core Courses		6
Course Number	Course Title	Units
GPH-GU 2357	LGBT Health Disparities	3
APSY-GE 2895	Counseling Gay, Lesbian, Bisexual, and Transgender Youth	3
OR		
APSY-GE 2896	Counseling Gay, Lesbian, Bisexual, and Transgender Adults	3
Electives: Students may take 2 courses from the following:		6
Course Number	Course Title	Units
APSY-GE 2008	Sexual Decision-Making and Risk Taking in Adolescence	3
APSY-GE 2014	Psychology of Women	3
APSY-GE 2041	Women and Mental Health	3
APSY-GE 2067	Counseling Lesbian, Gay, Bisexual and Transgender Families	3
Students may select the course not already taken to satisfy <i>required core courses</i> :		
APSY-GE 2895	Counseling Gay, Lesbian, Bisexual, and Transgender Youth	3
OR		
APSY-GE 2896	Counseling Gay, Lesbian, Bisexual, and Transgender Adults and Older Adults	3
GPH-GU 2343	HIV/AIDS Public Health Promotion - <i>Winter – London Study Abroad</i>	3
MSWEL-GS 2095	Contemporary Gay, Lesbian, Bisexual and Transgender Issues	3
MSWEL-GS 2139	Developing Targeted Community Level HIV/AIDS Prevention Interventions: Domestic & Global Perspectives	3
PADM-GP 2444	Gender & Sexuality in U.S. Policy Formation	3

DUAL DEGREE PROGRAM: MA COUNSELING FOR MENTAL HEALTH AND WELLNESS/ADVANCED CERTIFICATE LGBT HEALTH, EDUCATION, AND SOCIAL SERVICES

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

Department of Applied Psychology
GECMHWMA Counseling for Mental Health and Wellness MA and
GELGBTADCR Health, Education, and Social Service ADCRT
Program of Study
2021-2022

Total Units Required		66
Foundational Courses		18
<i>To be taken during the first year (including summer)</i>		
Course Number	Course Title	Units
<i>First Semester</i>		
APSY-GE 2661	Foundations of Counseling for Mental Health & Wellness ¹	3
APSY-GE 2658	Lab in Individual Counseling Skills ¹	3
APSY-GE 2657	Individual Counseling: Theory and Process ¹	3
APSY-GE 2138	Human Growth and Development ¹	3
<i>Second Semester</i>		
APSY-GE 2651	Professional Orientation, & Ethical Issues in Counseling for Mental Health & Wellness ¹	3
<i>Summer</i>		
APSY-GE 2812	Practicum in Counseling for Mental Health and Wellness ¹	3
Intermediate Courses		15
<i>To be taken before or during internship, as noted</i>		
Course Number	Course Title	Units
APSY-GE 2038	Abnormal Psychology ¹	3
APSY-GE 2070	Research & Evaluation in Behavioral Sciences	3
APSY-GE 2620	Group Dynamics: Theory and Practice ¹	3
APSY-GE 2634	Dynamics of Vocational Development	3
APSY-GE 2682	Cross-Cultural Counseling ¹	3
Advanced Courses To be taken during the second year		12
Course Number	Course Title	Units
APSY-GE 2655	Internship in Counseling for Mental Health and Wellness I	3
APSY-GE 2656	Internship in Counseling for Mental Health and Wellness II	3
APSY-GE 2663	Program Development & Evaluation ()	3
APSY-GE 2672	Interpretation and Use of Tests in Counseling Adults	3
Other Requirements To be taken any time		21
Course Number	Course Title	Units
	Applied Content Area/LGBT Cert Elective for 15 units	15
GPH-GU 2357	LGBT Health Disparities	3
APSY-GE 2895 or	Counseling Gay, Lesbian, Bisexual, and Transgender Youth	3
OR		
APSY-GE 2896	Counseling Gay, Lesbian, Bisexual, and Transgender Adults	3
	CPC Exam	0

¹ Indicates successful course completion required prior to internship.

Foundational Courses are to be taken first, in conjunction with intermediate courses, followed by advanced courses. Other requirements may be taken as they fit into student programs.

For part-time students, the sequencing of courses remains the same. Part-time students need to pay special attention to pre- and co-requisites in planning their programs.

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 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.

DUAL DEGREE PROGRAM: MA SCHOOL COUNSELING/ADVANCED CERTIFICATE LGBT HEALTH, EDUCATION, AND SOCIAL SERVICES

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

Department of Applied Psychology
School Counseling: K-12 MA and LGBT Adv Cert dual degree
Program of Study
2021-2022

Total Units Required		60
Fall Year One		15
Course Number	Course Title	Units
APSY-GE 2138	Human Growth and Development ¹	3
APSY-GE 2657	Individual Counseling: Theory and Process ¹	3
APSY-GE 2658	Lab in Individual Counseling Skills ¹	3
APSY-GE 2662	Foundations of School Counseling ¹	3
APSY-GE 2895	Counseling Gay, Lesbian, Bisexual, and Transgender Youth	3
Spring Year One		18
APSY-GE 2620	Group Dynamics: Theory and Practice ¹	3
APSY-GE 2648	Practicum in School Counseling ¹	3
APSY-GE 2650	Professional Orientation & Ethical Issues in School Counseling. ¹	3
APSY-GE 2682	Cross-Cultural Counseling ¹	3
APSY-GE 2xxx	Applied Content Elective/LGBT Certificate Elective*	6
Fall Year Two		12
Course Number	Course Title	Units
APSY-GE 2070	Research & Evaluation in Behavioral Sciences	3
APSY-GE 2663	Program Development & Evaluation	3
APSY-GE 2667	Internship in School Counseling I	3
GPH-GU 2357	LGBT Health Disparities	3
Spring Year Two		15
Course Number	Course Title	Units
APSY-GE 2635	Career Counseling	3
APSY-GE 2668	Internship in School Counseling II	3
APSY-GE 2673	Assessment of Children & Adolescents	3
APSY-GE 2xxx	Applied Content Elective/LGBT Certificate Elective*	6
Other Requirements		
Course Number	Course Title	Units
TCHL-GE 2999	Drug, Alcohol Education/School Violence Prevention/Child Abuse Recognition	0
	CPC Exam	

¹Indicates successful course completion required prior to internship.

*This course provides 6 units towards the unit requirement for both the MA and the advanced certificate

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 School Counseling: 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

DEGREE

PhD

FACULTY

Aronson, Blair, Brito, 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 39–51 units depending on previous coursework and degrees. 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 416.

STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 443.

PSYCHOLOGY AND SOCIAL INTERVENTION

DIRECTOR

Diane Hughes

Kimball Hall

TELEPHONE: 212-998-5555

DEGREE

PhD

FACULTY

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

The mission of the Doctoral Training Program in Psychology and Social Intervention at the Steinhardt School of Culture, Education, and Human Development Department of Applied Psychology at New York University is to train action scientists prepared to work in a variety of settings in order to understand, transform, and improve the contexts and systems in which humans develop across the life span. The program places a strong emphasis on 1) understanding and assessing social settings, systems, and policies; 2) creating/improving, implementing and evaluating prevention and intervention programs; and 3) understanding

various forms of diversity and structural inequality among individuals, institutions, communities, and societies. Ours is a research-intensive program with a strong quantitative training component.

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

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

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

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

COURSES

The courses listed herein are to be offered in 2021-2023

NOTES TO COURSES

*Registration closed to special students

†Pass/fail basis

Neuropsychology of Behavior

APSY-GE 2001, 30 hours: 3 units.

Social Psychology

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

Experimental Psychology

APSY-GE 2005, 45 hours: 3 units. Prerequisite: one year of statistics or measurement, or permission of instructor.

Sexual Decision Making and Risk Taking in Adolescence

APSY-GE 2008, 30 hours: 3 units.

Psychology of Women

APSY-GE 2014, 30 hours: 3 units. Prerequisite: a course in general psychology or equivalent.

Cognitive Behavior Therapy: Theory and Applications

APSY-GE 2025, 30 hours: 3 units.

Abnormal Psychology

APSY-GE 2038, 30 hours: 3 units. Prerequisite: APSY-GE 2039 or equivalent.

Theories of Personality

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

Women and Mental Health

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

Consultation Approaches and Skills for Counselors

APSY-GE 2046, 30 hours: 3 units.

Child Language Development

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

Issues in Counseling People with Disabilities

APSY-GE 2068, 30 hours: 3 units.

Counseling for College Readiness

APSY-GE 2069, 30 hours: 3 units.

Research and Evaluation in the Behavioral Sciences

APSY-GE 2070, 45 hours: 3 units.

Research Design and Methodology in the Behavioral Sciences

APSY-GE 2073*, 45 hours: 3 units. Required of doctoral students in the Department of Applied Psychology. Open by permission of instructor.

Grant Writing and Grant Management for the Social Sciences

APSY-GE 2077, 30 hours: 3 units.

School-Based Prevention

APSY-GE 2087, 30 hours: 3 units.

Development and Prevention Science

APSY-GE 2094, 30 hours: 3 units.

Social Development of Children and Adolescents

APSY-GE 2097, 30 hours: 3 units.

Culture, Context, and Psychology

APSY-GE 2105, 30 hours: 3 units.

Social Justice Practice for Counselors

APSY-GE 2113, 30 hours: 3 units.

Psychological Research in Infancy

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

Human Growth and Development

APSY-GE 2138, 30 hours: 3 units.

Child and Adolescent Psychopathology

APSY-GE 2181, 30 hours: 3 units.

Cognitive Development

APSY-GE 2198, 30 hours: 3 units.

Conflict Analysis and Resolution

APSY-GE 2205, 30 hours: 3 units.

Cross-Cultural Research Methods

APSY-GE 2222, 30 hours: 3 units.

Emotional Development: A Cognitive Perspective

APSY-GE 2261, 30 hours: 3 units. Prerequisite: introductory graduate-level course in statistics and developmental psychology.

Early Childhood: The Development of Self-Regulation

APSY-GE 2265, 30 hours: 3 units. Prerequisite: introductory graduate-level course in statistics and developmental psychology.

Intervention/Prevention in Early Childhood Contexts

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

Survey of Developmental Psychology

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

Adolescent Development: Theory and Research

APSY-GE 2272, 30 hours: 3 units. Prerequisites: a course in developmental psychology and a course in sociology, social psychology, or the study of cultures.

Risk and Resilience

APSY-GE 2279, 30 hours: 3 units. Prerequisite: a graduate-level course in developmental psychology or work experience in the area of developmental psychology.

Independent Study

APSY-GE 2300*, 0-60 hours: 0-6 units, hours to be arranged.

Academic Achievement Gaps: Socio-psychological Dynamics

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

Externship in Human Development and Social Intervention

APSY-GE 2354, 0 units.

Trauma: Theoretical and Clinical Perspectives

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

Case Seminar in Trauma Studies: Transdisciplinary Perspectives of Clinical Work

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

Psychological Measurement

APSY-GE 2524, 30 hours: 3 units.

Running Field Experiments in Education

APSY-GE 2604, 45 hours: 3 units.

Social Psychology, Intervention, and Social Change

APSY-GE 2605, 30 hours: 3 units.

Brief Psychodynamic Therapy

APSY-GE 2611, 30 hours: 3 units.

Group Dynamics: Theory and Practice

APSY-GE 2620*, 45 hours: 3 units.

Dynamics of Vocational Development

APSY-GE 2634, 30 hours: 3 units.

Career Counseling

APSY-GE 2635, 30 hours: 3 units.

Practicum in School Counseling

APSY-GE 2648*, 50 hours: 3 units.

Professional Orientation and Ethics for School Counseling

APSY-GE 2650*, 30 hours: 3 units.

Professional Orientation and Ethics in Counseling for Mental Health and Wellness

APSY-GE 2651*, 30 hours: 3 units.

Internship in Counseling for Mental Health and Wellness I and II

APSY-GE 2655*, 2656*, 45 hours: 3 units per term; hours arranged. APSY-GE 2655 is prerequisite for APSY-GE 2656.

Individual Counseling: Theory and Process

APSY-GE 2657, 45 hours: 3 units.

Lab in Individual Counseling Skills

APSY-GE 2658*, 50 hours: 3 units.

Running Field Experiments in Education

APSY-GE 2604 30 hours: 3 units.

Foundations of Counseling for Mental Health and Wellness

APSY-GE 2661*, 30 hours: 3 units.

Foundations of School Counseling

APSY-GE 2662*, 30 hours: 3 units.

Program Development and Evaluation in Counseling

APSY-GE 2663*, 30 hours: 3 units; hours to be arranged.

Internship in School Counseling I and II

APSY-GE 2667*, APSY-GE 2668*, 45 hours: 3 units; hours arranged. APSY-GE 2667 is a prerequisite for APSY-GE 2668.

Interpretation and Use of Tests in Counseling Adults

APSY-GE 2672*, 45 hours: 3 units. Prerequisite: APSY-GE 2657 or equivalent.

Assessment of Children and Adolescents

APSY-GE 2673*, 45 hours: 3 units. Prerequisite: APSY-GE 2657 or equivalent.

Cross-Cultural Counseling

APSY-GE 2682, 30 hours: 3 units.

Grief and Bereavement Counseling

APSY-GE 2683, 30 hours: 3 units.

Marriage, Couple, and Family Counseling

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

Substance-related & Addictive Disorders

APSY-GE 2691, 30 hours: 3 units.

Practicum in Counseling for Mental Health and Wellness

APSY-GE 2812*, 50 hours: 3 units.

Understanding and Measuring the Social Contexts for Development

APSY-GE 2825, 30 hours: 3 units.

Intervention and Social Change

APSY-GE 2826, 30 hours: 3 units.

Practicum in Intervention Research or Policy Research I and II

APSY-GE 2827*, APSY-GE 2828*, 45 hours: 3 units.

Advanced Seminar in Psychology and Social Intervention

APSY-GE 2830*, 30 hours: 0-3 units. Only open to doctoral students in psychology and social intervention.

Families and Schools

APSY-GE 2831, 30 hours: 3 units.

Child Development and Social Policy

APSY-GE 2832, 30 hours: 3 units Prerequisite: graduate course in developmental psychology or equivalent.

Research: Using Mixed Methods

APSY-GE 2835, 30 hours: 3 units. Prerequisite: a graduate course in basic research methodology.

Professional Development Seminar I

APSY-GE 2837, 30 hours: 3 units.

Professional Development Seminar II

APSY-GE 2838, 30 hours: 3 units. Prerequisite: APSY-GE 2837.

Project Research Seminar: PSI

APSY-GE 2839, 30 hours: 3 units.

Play and Drama Therapy with Children and Adolescents

APSY-GE 2840, 30 hours: 3 units.

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

APSY-GE 2870, 30 hours: 3 units.

Counseling Lesbian, Gay, Bisexual, and Transgender Youth

APSY-GE 2895, 30 hours: 3 units.

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

APSY-GE 2896, 30 hours: 3 units.

Departmental Seminar: Theories of Change in Applied Psychology

APSY-GE 3009*, 30 hours: 3 units. Open to doctoral candidates in applied psychology.

Internship in Counseling Psychology

APSY-GE 3016. Prerequisites: Doctoral candidacy and approved doctoral dissertation proposal.

Practicum in Clinical Intake Diagnosis

APSY-GE 3031*, 20 hours: 2 units. Open to doctoral students in counseling psychology.

Research Practicum in Developmental Psychology

APSY-GE 3020, 30 hours: 0-3 units. Open only to doctoral students in developmental psychology.

Seminar: Current Issues in Developmental Psychology

APSY-GE 3021*, 30 hours: 3 units. Prerequisite: open only to doctoral students in developmental psychology; other doctoral students by permission of instructor.

The Developmental Psychology Seminar: Current Topics in Developmental Science

APSY-GE 3023, 30 hours: 0-3 units. Open only to doctoral students in developmental psychology.

Historical Perspectives of Psychological Theory

APSY-GE 3103, 30 hours: 3 units.

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

APSY-GE 3607, 3608*†, 2 units each term. Prerequisite: doctoral matriculation. Required of all doctoral students in counseling psychology during the second year in the program.

Externship in Counseling Psychology

APSY-GE 3610, 20 hours: 0 units.

Counseling Psychology Program Seminar

APSY-GE 3611, 30 hours: 3 units.

Forum in Counseling Psychology

APSY-GE 3620, 30 hours: 0 units.

Practicum in Counselor Training

APSY-GE.3629*†, 45 hours: 3 units. Prerequisite: permission of instructor.

Seminar in Counseling Theory and Research

APSY-GE 3633*, 30 hours: 3 units. Open to advanced doctoral students in counseling psychology.

Clinical Assessment in Counseling Psychology I and II

APSY-GE 3665, 3666*, 45 hours: 3 units each term. Prerequisites: graduate courses in test interpretation, abnormal psychology, and personality theory.

IES-Predocutorial Interdisciplinary Training Seminar on Causal Interference I and II

APSY-GE 3901, 3902, 30 hours: 0-1 units each term.

Department of Applied Statistics, Social Science, and Humanities

DEGREES

MFA, MA

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

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

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

DEPARTMENT CHAIR: MARC SCOTT

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

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

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

- Social-Cultural Disciplinary Studies of Education — Programs in two disciplines, the sociology of education and the history of education, offer cognate and foundational coursework 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 master’s degree 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

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

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

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

Yoav Bergner, Assistant Professor (joint appointment with the Department of Administration, Leadership, and Technology). BA, PhD 2003, Massachusetts Institute of Technology.

Dominic Brewer, Professor. BA 1987, Oxford University; MA 1989, University of Wisconsin–Milwaukee; PhD 1994, Cornell University.

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

Hua-Yu Sebastian Cherng, Associate 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.

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

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

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

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

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

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

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

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

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

Ravi Shroff, Assistant Professor. BS 2005, University of Washington; MS 2009, PhD 2011, University of California, San Diego; MS 2014, New York University.

Carol Anne M. Spreen, Associate Professor. BA 1989, American University; MEd 1992, University of Illinois; MPhil 1998, 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.

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

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

Meryle Weinstein, Research Associate 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.

Number of Adjunct Faculty: 36

AFFILIATED FACULTY

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

FACULTY EMERITI

Berenice Fisher, Philosophy of Education

Floyd Hammack, Sociology of Education

Philip Hosay, International Education

Donald Johnson, Global Education

Jonathan Zimmerman, History of Education

APPLIED STATISTICS FOR SOCIAL SCIENCE RESEARCH (A3SR)

CO-DIRECTORS

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DEGREES

MS

FACULTY

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

AFFILIATED FACULTY

Bergner, Benners, Cimpian, Simonoff (Stern/IOMS), Wu (FAS/Soc.)

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

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

The program is an initiative of the Center for Practice and Research at the Intersection of Information, Society, and Methodology (PRIISM) and is an integral part of the larger university-wide initiative in data science, in which several master's degrees are offered.

See datascience.nyu.edu/academics/ for some discussion of each program's focus.

DEGREE REQUIREMENTS

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

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

Department of Applied Statistics, Social Science, and Humanities
GEASSRMS Applied Statistics in Social Science Research (MS)
Program of Study
2021-2022

Total Units Required		34 to 44			
Required Courses		Choose one of the following concentrations (8 units minimum):			
Core Requirements		General Applied Statistics: Three or more APSTA-GE courses 8			
		<i>not taken to fulfill another requirement totaling at least 8 credits.</i>			
Course Number	Course Title	Units			
APSTA-GE 2003	Intermediate Quantitative Methods: The General Linear Model*	3	Computational Methods Concentration (8 units)		
OR			Course Number		
STAT-GB 2301	Regression/Multivariate Data Analysis	3	APSTA-GE 2011		
			Supervised and Unsupervised Machine Learning		
APSTA-GE 2004	Topics in Multivariate Analysis	2	APSTA-GE 2122		
			Frequentist Inference		
APSTA-GE 2331	Data Science for Social Impact	3	AND 2 of the following 3 courses:		
APSTA-GE 2012	Causal Inference	3	Course Number	Course Title	Units
APSTA-GE 2352	Practicum in Applied Statistics: Statistical Computing**	2	APSTA-GE 2123	Bayesian Inference	2
APSTA-GE 2042 or APSTA-GE 2040	Multilevel Models: Nested Data or Multilevel Models: Growth Curves	2	APSTA-GE 2013	Missing Data	2
APSTA-GE 2139	Survey Research Methods	3	APSTA-GE 2017	Education Data Science Practicum	2
OR			Data Science for Social Impact Concentration 8		
APSTA-GE 2134	Experimental and Quasi-Experimental Design	3	Course Number	Course Title	Units
APSTA-GE 2044	Generalized Linear Models and Extensions	2	APSTA-GE 2011	Supervised and Unsupervised Machine Learning	2
APSTA-GE 2351	Practicum in Applied Statistics: Applied Probability*	3	APSTA-GE 2062	Ethics of Data Science	3
Electives****		8-10	APSTA-GE 2355	Data Science Translation	3
Program Electives		4-10	Culminating Experience 3-5		
4-10 credits of APSTA-GE courses; not taken to meet any other requirement.			Course Number	Course Title	Units
Unrestricted Electives		0-6	APSTA-GE 2310	Internship***	0-2
0-6 credits of any NYU graduate level courses. May opt for all APSTA-GE electives.			APSTA-GE 2401	Statistical Consulting Research Seminar	3

* indicates that the student with equivalent prior coursework may place out of this course.

** indicates that a student with significant experience may qualify for reduced credit or may place out of this course.

*** indicates that if taken for 0 credits, credits must be made up via electives; may be waived if student has significant professional experience in the field.

**** Each student must have at least 8 elective credits, 4 of which must be APSTA-GE. Minimum of 10 elective credits for those that take APSTA-GE 2310 for 0 credits.

ADMISSION REQUIREMENTS

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

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

DUAL MS IN APPLIED STATISTICS FOR SOCIAL SCIENCE RESEARCH/MPA IN PUBLIC AND NONPROFIT MANAGEMENT AND POLICY

This dual-degree program offers students interested in contributing to public policy the opportunity to develop both their quantitative skills and their policy analysis and public management expertise by completing both an MS in Applied Statistics at NYU Steinhardt and an MPA in Public and Nonprofit Management at the NYU Wagner Graduate School of Public Service in two years. The MS program focuses on understanding and applying advanced statistical techniques critical to policy issues across the social, behavioral, and health sciences. The MPA program, with its Public Policy Analysis specialization, provides students with key frameworks from economics and political science alongside important skills in management and finance, and sets them up to play a leading role in designing, implementing, and evaluating policy that better serves the public good. This dual degree allows for 24 units of coursework to apply to both degrees, so students can complete their MS and MPA in only two years of continuous, full-time study resulting in considerable financial savings.

Students in this program enjoy the benefits of being members of two leading professional schools at NYU. At Wagner, they will be part of a vibrant community of students, practitioners, and scholars focused on public policy and public service. They will learn context and implementation, along with key frameworks of policy analysis. At Steinhardt, students will be inculcated in the foundations of probability and statistics and will learn how and when to implement a variety of methods appropriate for evidence-based policy and practice. Students in both programs will have access to student groups, symposia, special events, individualized advising, and career support services.

Department of Applied Statistics, Social Science, and Humanities
GEASSRDMS Applied Statistics (MS) + Wagner Public Policy (MPA) Dual Degree
Program of Study
2021-2022

Total Units Required = 65					
Applied Statistics Core Courses			Public Policy Required Courses		
Course Number	Course Title	Units	Course Number	Course Title	Units
APSTA-GE 2003*	Intermediate Quantitative Methods: General Linear Model* or alternative by advisement*	3	CORE-GP 1018*	Microeconomics for Public Management, Planning, and Policy Analysis*	3
APSTA-GE 2004	Advanced Modeling I: Topics in Multivariate Analysis	2	CORE-GP 1020*	Management and Leadership*	3
APSTA-GE 2012	Causal Inference	3	CORE-GP 1021	Financial Management for Public, Nonprofit, and Health Organizations	3
APSTA-GE 2040 OR APSTA 2042	Multilevel Modeling: Growth Curve OR Multilevel Modeling: Nested and Longitudinal Data	2	CORE-GP 1022	Introduction to Public Policy	3
APSTA-GE 2044	Generalized Linear Models and Extensions	2	Public Policy Concentration		9
APSTA-GE 2134	Experimental and Quasi-Experimental Design	3	Course Number	Course Title	Units
APSTA-GE 2331	Data Science for Social Impact	3	PADM-GP 2140	Public Economics	3
APSTA-GE 2351 ¹	Practicum in Applied Statistics: Applied Probability ¹	3	PADM-GP 2171	Evaluating Programs and Policies	3
APSTA-GE 2352	Practicum in Applied Statistics: Statistical Computing	2	APSTA-GE 2003*	Intermediate Quantitative Methods: General Linear Model* or alternative by advisement*	3
Applied Statistics Concentration			Required Wagner elective courses		
8			9		
Course Number	Course Title	Units	Course Number	Course Title	Units
APSTA-GE 2011*	Supervised and Unsupervised Machine Learning*	2	PADM-GP 2141	Policy Formation	3
APSTA-GE 2062*	Ethics of Data Science*	3	PADM-GP XXXX	Wagner Course Electives - 6 units	6
APSTA-GE 2355*	Data Science Translation: Writing, Speaking, and Visualization*	3			
Applied Statistics restricted elective courses			Culminating Project Requirements (3 units double counted)		
10			3		
Course Number	Course Title	Units	Course Number	Course Title	Units
APSTA-GE 2013*	Missing Data*	2	CAP-GP 3401*	Capstone: Advanced Projects in Policy, Management, Finance, and Advocacy I	1.5
APSTA-GE XXXX**	Applied Statistics Course Electives - 8 units	8	CAP-GP 3402*	Capstone: Advanced Projects in Policy, Management, Finance, and Advocacy II	1.5
Culminating Experience			OR		
0					
Course Number	Course Title	Units	CAP-GP 3148*	Capstone: Advanced Research Projects in Quantitative Analysis I	1.5
APSTA-GE 2310 ²	Internship ²	0	CAP-GP 3149*	Capstone: Advanced Research Projects in Quantitative Analysis II	1.5

*satisfies requirements in both the Applied Statistics and Public Policy components of the dual degree program

¹ Indicates that the student with equivalent prior course work may place out of this course.

² Students in dual degree program take this course for 0 credits

ADMISSION REQUIREMENTS

- Two letters of recommendation
- Prior math
- GRE test scores
- Personal statement that describes all prior coursework (and any practical experience) in math, programming, statistics, and data analysis.
- Admission into Wagner's MPA for Public Policy and Nonprofit Management and Policy is required for the dual degree program

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

EDUCATION AND JEWISH STUDIES

Applications are currently suspended while faculty conduct a review of the degree. Please check the program website steinhardt.nyu.edu/ash/jewish/doctoral for information on admissions at a later date.

EDUCATION AND SOCIAL POLICY

CO-DIRECTORS

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Joseph Robinson Cimpian

Kimball Hall, 2nd Floor West

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DEGREE

MA

FACULTY

Brewer, Cimpian, Stiefel, Washington, Weinstein

AFFILIATED FACULTY

Flores, Ganimian, Hill, Kemple, Lewis-McCoy, Rodriguez, Welsh, Zhang

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 the applicant wants to be an education policy analyst are also required.

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

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

Special scholarships available. For more information and how to apply, visit steinhardt.nyu.edu/ash/policy.

CAREER OPPORTUNITIES

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

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

DEGREE REQUIREMENTS

What you'll learn:

- How to use principles of economics and sociology to analyze K-12 and higher education policies
- How to conduct descriptive and inferential statistical analyses using large longitudinal education databases
- How to interpret and identify causal effects of programs and policies and apply conclusions to make policy recommendations
- An understanding of the policies already implemented as well as the need for additional policies in your chosen area of focus. You will be able to participate in quantitative studies to further evaluate existing policies and to provide evidence on the possible effects of new policies.
- Principles of management, planning, and policymaking in the public and nonprofit sectors.

Department of Applied Statistics, Social Science, and Humanities
GEEDSPMA - Education and Social Policy, (MA)
Program of Study
2021-2022

Total Units Required		38
Requirements		29
Foundations Courses in Sociology & Economics		12
Course Number	Course Title	Units
CORE-GP 1018	Microeconomics for Public Management Planning and Policy Analysis	3
EDPLY-GE 2025	Economics of Education	3
EDPLY-GE 2030	Education and Social Policy	3
SOED-GE 2002	Introduction to Sociology of Education	3
	Math Proficiency through Algebra II	
Required Courses in Statistics & Methods		13
Course Number	Course Title	Units
APSTA-GE 2001	Statistics for Behavioral and Social Science I	3
APSTA-GE 2110	Applied Statistics: Large Databases in Applied Research	4
PADM-GP 2902	Regression and Introduction to Econometrics	3
RESCH-GE 2140	Approaches to Qualitative Inquiry	3
OR		
APSTA-GE 2139	Survey Research Methods	3
Required Final Project		4
Course Number	Course Title	Units
EDPLY-GE 2050	Capstone: Applied Research in Education Policy	4
Electives		9
Students can choose electives in a number of subject areas, but are not required to choose all three electives from one subject area. Sample subject area are as follows:		
Elementary and Secondary Education Issues		
Higher Education Issues		
Early Childhood and Preschool Issues		
Race, Class, and Education Issues		
International Education Issues		
Additional Methods Courses		

INTERNATIONAL EDUCATION

DIRECTOR

Dana Burde

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DEGREES

MA, PhD

FACULTY

Arcilla, Burde, Cherng, King, Spreen

ADJUNCT FACULTY

Halpern, Monaghan, Moran, Zegelbone

AFFILIATED FACULTY

Ampka, Berenson, Castañeda, Denoon, Hosay, Kapchan, Ludden, Lukose, Nolan, Rajagopal, Satyanath, Schain, Smoke, Yoshikawa

EMERITUS FACULTY

Hosay, Johnson

The International Education MA Program is designed to prepare professionals who understand the international implications of their responsibilities and have the ability to create and use knowledge across international boundaries. 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. Students are exposed to a multidisciplinary faculty consisting of anthropologists, economists, historians, philosophers, political scientists and sociologists, who apply the theoretical, conceptual and methodological advances in the applied social sciences and the humanities 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

What you'll learn:

- Demonstrate and employ a solid understanding of responsibilities that come with being an international professional and an educational expert
- Demonstrate skills for working effectively in international and multinational settings
- Design, implement, manage, and evaluate international education programs in schools, colleges, foundations, multinational corporations, and public and private educational and cultural agencies
- Apply theoretical, conceptual and methodological advances in the humanities and the social sciences to the analysis of international educational policies and institutions

Department of Applied Statistics, Social Science, and Humanities
GEINTSMA - International Education (MA)
Program of Study
2021-2022

Total Units Required			32-40
Foundation in International Education Theories		8	Fields of Specialization in International Education
			6
Course Number	Course Title	Units	Choose and complete one Field of Specialization track
INTE-GE 2803	Foundations of International Education	4	Track I: International Development and Education/Peace, Conflict, and Humanitarian Action
INTE-GE 2025	Political Issues in International Education	4	
Research Methods		8	Course Number
Course Number	Course Title	Units	Course Title
			Units
INTE-GE 2863	International Development and Education: Theory and Practice		3
INTE-GE 2007	Qualitative Methods in International Education	4	OR
INTE-GE 2008	Quantitative Methods in International Education	4	INTE-GE 2864
*Students with a quantitative background may elect to take more advanced quantitative coursework in place of INTE-GE 2008.			International Development and Education: Practice in Ghana
			3
			OR
			INTE-GE 2865
			International Development and Education: Experiences from the Field
			3
Internship and Culminating Experience		0-4	OR
Course Number	Course Title	Units	INTE-GE 2028
			Comparative Politics, Education, and Conflict
INTE-GE 2802	Professional Development in International Education	0-4	3
<i>Recommend students take for at least 1 credit.</i>			Select one additional course from the following:
			Course Number
			Course Title
			Units
Electives			INTE-GE 2028
Program-required Electives (by advisement): Students must select 6-10 units of electives from the program, department or across NYU, to fulfill the program 32 unit minimum.			Comparative Politics, Education, and Conflict
			3
			INTE-GE 2805
			Globalization and Education
			INTE-GE 2809
			International Studies in Human Rights Education
			INTE-GE 2863
			International Development and Education: Theory and Practice
			INTE-GE 2864
			International Development and Education: Practice in Ghana
			INTE-GE 2865
			International Development and Education: Experiences from the Field
			3
Track II: Cross Cultural Exchange and Study Abroad			
			Course Number
			Course Title
			Units
			INTE-GE 2009
			The Practice of Study Abroad and International Student Services
			3
			OR
			INTE-GE 2806
			The Practice of International Education
			3
Select one additional course from the following:			
			INTE-GE 2009
			The Practice of Study Abroad and International Student Services
			3
			INTE-GE 2023
			Cross-Cultural Studies of Socialization
			3
			INTE-GE 2805
			Globalization and Education
			3
			INTE-GE 2545
			Immigration and Education in the World
			3
			INTE-GE 2583
			Education Abroad: Theory and Practice
			3
			INTE-GE 2806
			The Practice of International Education
			3
			INTE-GE 2811
			Global Curriculum: Internationalization of Higher Education
			3

DOCTOR OF PHILOSOPHY

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

ADMISSION REQUIREMENTS

No specific undergraduate major is required to gain admission to the MA program, but an applicant should have some coursework 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 **NNNN**.

SPECIAL OPPORTUNITIES

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

INTERDEPARTMENTAL RESEARCH STUDIES

CO-DIRECTORS

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

Agyepong, Drake, Harel, Hill, Larson, Lewis-McCoy, Lu, Mijanovich, Norman, Scott, Shroff, Stulberg, Washington, Weinberg

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

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

For doctoral students interested in doing qualitative dissertations involving interviews or fieldwork, ethnography, or observations, IDRS suggests that students begin by taking Principles of Empirical Research RESCH-GE 2132 (when offered), 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, APSTA-GE 2139 may then be taken. More advanced coursework requires APSTA-GE 2003, 2004 (intermediate and multivariate models).

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

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 Large Databases in Applied Research APSTA-GE 2110, Supervised and Unsupervised Machine Learning APSTA-GE 2011, Causal Inference APSTA-GE 2012, Missing Data APSTA-GE 2013, Psychometric Theory and Applications APSTA-GE 2093, Multilevel Modeling Growth Curve APSTA-GE 2040, Practicum in Multilevel Modeling APSTA-GE 2041, Multilevel Modeling: Nested and Longitudinal Data APSTA-GE 2042, Confirmatory Factor Analysis and Structural Equation Modeling APSTA-GE 2094, Biostatistics I APSTA-GE 2995, Biostatistics II APSTA-GE 2996, and Advanced Data Analysis in Health and Policy Research APSTA-GE 2997.

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

SOCIOLOGY OF EDUCATION

DIRECTOR

Lisa M. Stulberg

Kimball Hall, 3rd Floor

TELEPHONE: 212-992-9373

DEGREES

MA, PhD

FACULTY

Agyepong, Lewis-McCoy, Stulberg

ADJUNCT FACULTY

Alperstein, Hammack, Nelson

AFFILIATED FACULTY

Cherng, Fish, Kirkland

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

The program provides students with a solid foundation in sociology as it applies to education and related fields. 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 also are 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 will learn to:

- Identify the larger social and cultural contexts that shape educational institutions
- Analyze educational problems and issues using the knowledge, concepts, and research methodology of sociology
- Demonstrate an expertise in an area of specialization in the sociology of education through the production of a high-quality MA thesis
- Acquire habits of critical thinking and systematic investigation to critique the role of education in society
- Develop effective written and oral communication skills by applying the conventions of the discipline of sociology

Department of Applied Statistics, Social Science, and Humanities
GESOEDMA - Sociology of Education (MA)
Program of Study
2021-2022

Total Units Required		36
Core		12
Course Number	Course Title	Units
SOED-GE 2002	Sociology of Education	3
SOED-GE 2325	The Learning of Culture	3
SOED-GE 2372	Critical Social Theory	3
SOED-GE 3030	Classical Social Theory	3
OR		
EDPLY-GE 2030	Education and Social Policy	3
Research Methods		8-10
Course Number	Course Title	Units
APSTA-GE 2001	Statistics for Behavior and Social Sciences I	3
RESCH-GE 2140	Approaches to Qualitative Inquiry	3
<i>*Or equivalent graduate-level Statistics course, by advisement</i>		
Choose one additional:		2-4
Course Number	Course Title	Units
APSTA-GE 2002	Statistics for Behavior and Social Sciences II	2
APSTA-GE 2139	Survey Research Methods	3
INTE-GE 2007	Qualitative Methods in International Education	4
INTE-GE 2008	Quantitative Methods in International Education	4
RESCH-GE 2147	Fieldwork: Data Collection	3
RESCH-GE 2148	Fieldwork: Data Analysis	3
<i>*Additional courses available by advisement</i>		
Culminating Experience		3
Course Number	Course Title	Units
SOED-GE 2510	Thesis Seminar I	3
Area of Specialization		13-15
<i>Select electives to create a specialization, by advisement</i>		

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

Students have considerable flexibility in designing and carrying out their own research; all students complete a semester- or 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. Thesis Seminar I SOED-GE 2510 is required.

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

DOCTOR OF PHILOSOPHY

The PhD program trains students to analyze educational problems and issues using the theoretical tools and research methods of sociology. Students are expected to become thoroughly familiar with primary perspectives, theories, and questions of the discipline of sociology and the field of sociology of education. Candidacy, dissertation proposal, and dissertation are required. The Sociology of Education PhD program is 48 units for students who matriculate with an MA and 65 units for students who matriculate with a BA only. Required courses include: Sociology of Education SOED-GE 2002, Social and Cultural Studies in Education SOED-GE 2325, Classical Social Theory SOED-GE 3030, Critical Social Theory SOED-GE 2372, and Departmental Seminar ASH-GE 3011 (when offered).

Students will learn to:

- Acquire habits of critical thinking, systematic investigation, and effective written and oral communication in one or more academic disciplines
- Gain an understanding of the larger social and cultural contexts that shape educational institutions and human learning
- Ask questions and formulate problems using a broad range of theoretical and methodological tools
- Develop professional and academic excellence by attaining analytical independence, critical abilities, and conceptual sophistication

ADMISSION REQUIREMENTS

Admission to the Master of Arts program requires two letters of recommendation and a writing sample. Applicants to the doctoral program must submit two academic letters of recommendation, along with evidence of potential, including other graduate coursework and prior written or published papers.

See general admission section, page [NNNN](#).

STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 443.

COURSES

The courses listed herein are to be offered in 2021-2023.

NOTES TO COURSES

†Pass/fail basis.

APPLIED STATISTICS/APSTA-GE

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

Statistics for Behavioral and Social Science I and II

APSTA-GE 2001, 2002, 45 hours: 3 units; APSTA-GE 2002, 20 hours: 3 units. APSTA-GE 2001 is prerequisite to APSTA-GE 2002.

Intermediate Quantitative Methods: The General Linear Model

APSTA-GE 2003, 45 hours: 3 units. Prerequisites: APSTA-GE 2001, 2002, or equivalent.

Topics in Multivariate Analysis

APSTA-GE 2004, 30 hours: 2 units. Usually runs for half-term, sharing a time slot across the term with a complementary APSTA-GE “Advanced Topics.”

Supervised and Unsupervised Machine Learning

APSTA-GE 2011, 30 hours: 2 units. 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 units. Prerequisites: APSTA-GE 2003, 2004, or the equivalent as approved by the instructor. Comfort with either Stata or R is also required.

Missing Data

APSTA-GE 2013, 20 hours: 2 units. May be offered alternate years.

Statistical Analysis of Networks

APSTA-GE 2014, 30 hours: 3 units. Not offered every year.

Applied Spatial Statistics

APSTA-GE 2015, 20 hours: 2 units. May be offered alternate years.

Educational Data Science Practicum

APSTA-GE 2017, 20 hours: 2 units. Not offered every year.

Multilevel Models: Growth Curves

APSTA-GE 2040, 20 hours: 2 units. Not offered every year.

Practicum in Multilevel Models

APSTA-GE 2041, 10 hours: 1 unit.

Nested-Data Models and Longitudinal Data

APSTA-GE 2042, 20 hours: 2 units.

Advanced Practicum in Multilevel Models

APSTA-GE 2043, 10 hours: 1 unit. (Formerly APSTA-GE 2997.)

Generalized Linear Models and Extensions

APSTA-GE 2044, 20 hours: 2 units.

Messy Data and Machine Learning

APSTA-GE 2047, 45 hours: 3 units.

Ethics of Data Science

APSTA-GE 2067, 45 hours: 3 units.

Psychometric Theory and Applications

APSTA-GE 2093, 45 hours: 3 units. Not offered every year.

Basic Statistics I

APSTA-GE 2085, 45 hours: 3 units. 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 units. Prerequisites: a course in algebra and APSTA-GE 2085. May not be taken concurrently with APSTA-GE 2085. Does not serve as prerequisite for more advanced statistics courses.

Confirmatory Factor Analysis and Structural Equation Modeling

APSTA-GE 2094, 30 hours: 3 units. Not offered every year.

Large Databases in Applied Research

APSTA-GE 2110, 45 hours: 4 units.

Frequentist Inference

APSTA-GE 2122, 20 hours: 2 units. Usually runs for half-term, sharing a time slot with 2123.

Bayesian Inference

APSTA-GE 2123, 20 hours: 2 units. Usually runs for half-term, sharing a time slot with 2122.

Experimental and Quasi-Experimental Design and Analysis

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

Survey Research Methods

APSTA-GE 2139, 45 hours: 3 units.

Independent Study

APSTA-GE 2300, 15 hours per unit: 1-6 units; hours to be arranged. See page [NNNN](#).

Data Science for Social Impact

APSTA-GE 2331, 45 hours: 3 units.

Practicum in Applied Statistics: Applied Probability

APSTA-GE 2351, 45 hours: 3 units. Co-requisite: APSTA-GE 2003 or equivalent.

Statistical Computing

APSTA-GE 2352, 15 hours per unit: 1-2 units.

Applied Data Analytics for Public Policy

APSTA-GE 2354, 40 hours: 3 units. Cross-listed with PADM-GP 2505.

Data Science Translation

APSTA-GE 2355, 45 hours: 3 units.

Statistical Consulting Research Seminar

APSTA-GE 2401, 15 hours per unit: 1-3 units.

DEPARTMENTAL SEMINARS**Comparative Perspectives: Belonging and Estrangement**

ASH-GE 2701, 3 units.

Doctoral Seminar I

ASH-GE 3002, 3 units. May be repeated for a total of 12 units. Arranged with program director. Required of all students prior to candidacy.

Doctoral Seminar II

ASH-GE 3003, 3 units. May be repeated for a total of 12 units. Required of all students after candidacy, before the dissertation proposal is approved.

Doctoral Seminar III

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

Department Seminar I

ASH-GE 3011, 3 units.

Department Seminar II

ASH-GE 3012, 3 units.

EDUCATION AND SOCIAL POLICY/EDPLY-GE**Financing Schools**

EDPLY-GE 2020, 3 units.

Economics of Education

EDPLY-GE 2025, 30 hours: 3 units. Not offered every year.

Education and Social Policy

EDPLY-GE 2030, 3 units.

Capstone: Applied Research in Education Policy

EDPLY-GE 2050, 40 hours: 4 units.

Internship

EDPLY-GE 2055[†], 45 hours per unit: 1–6 units.

Independent Study

EDPLY-GE 2300, 1–6 units.

HISTORY OF EDUCATION/HSED-GE

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

History of American Education

HSED-GE 2009, 45 hours: 4 units.

History of American Higher Education

HSED-GE 2067, 30 hours: 3 units.

Public Problems: Education and Social Policy

HSED-GE 2070, 30 hours: 3 units.

Education and the City: History of the Helping Professions

HSED-GE 2071, 30 hours: 3 units.

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

HSED-GE 2079, 30 hours: 3 units.

Philosophy of Scientific Inquiry

HSED-GE 2089, 30 hours: 3 units.

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

HSED-GE 2173, 30 hours: 3 units.

History of American Education and Society: Race and Ethnicity

HSED-GE 2174, 30 hours: 3 units.

What Are Schools For? Historical Perspectives

HSED-GE 2175, 30 hours: 3 units.

What's Worth Knowing? Historical Perspectives

HSED-GE 2176, 30 hours: 3 units.

What Are Teachers For? Historical Perspectives

HSED-GE 2177, 30 hours: 3 units.

20th-Century Educational Thought

HSED-GE 2235, 30 hours: 3 units.

Readings in the History of Western Thought

HSED-GE 2240, 30 hours: 3 units.

Independent Study

HSED-GE 2300, 45 hours per unit: 1-6 units.

The American School: A History

HSED-GE 2400, 30 hours: 3 units.

Intellectual Roots of American Education

HSED-GE 2902, 30 hours: 3 units.

Doctoral Seminar: History of Education I

HSED-GE 3006, 30 hours: 3 units.

Doctoral Seminar: History of Education II

HSED-GE 3007, 30 hours: 3 units.

INDEPENDENT STUDY AND FIELD STUDY**Independent Study**

INTE-GE 2300, 45 hours per unit: 1-6 units; hours to be arranged.

Professional Development in International Education

INTE-GE 2802†, 3 hours per unit: 4 units; hours to be arranged.

Content Seminar in International Education I and II

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

INTERDEPARTMENTAL RESEARCH STUDIES/RESCH-GE**RESEARCH DESIGN: METHODS AND PRINCIPLES****Principles of Empirical Research**

RESCH-GE 2132, 30 hours: 3 units.

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

RESCH-GE 2138, 30 hours: 3 units.

Participatory Action Research

RESCH-GE 2143, 30 hours: 3 units.

Approaches to Qualitative Inquiry

RESCH-GE 2140, 45 hours: 3 units.

Case Study and Ethnographic Inquiry

RESCH-GE 2141, 45 hours: 3 units. Prerequisite: RESCH-GE 2140. Open to fully matriculated doctoral students only.

Interview and Observation

RESCH-GE 2142, 30 hours: 3 units. Prerequisite: RESCH-GE 2140.

Fieldwork: Data Collection

RESCH-GE 2147, 30 hours: 3 units. Prerequisite: RESCH-GE 2140.

Fieldwork: Data Analysis

RESCH-GE 2148, 30 hours: 3 units. Access by permission from instructor only.

Dissertation Proposal Seminar

RESCH-GE 3001, 30 hours: 3 units each term. Prerequisite: a course in general or historical research.

INTERNATIONAL EDUCATION/INTE-GE**Qualitative Analysis in International Education**

INTE-GE 2007, 40 hours: 4 units.

Qualitative Analysis in International Education

INTE-GE 2008, 40 hours: 4 units.

The Practice of Study Abroad and International Student Services

INTE-GE 2009, 30 hours: 3 units.

Socio-Anthropological Approaches to International Education

INTE-GE 2023, 40 hours: 4 units.

Political Issues in International Education

INTE-GE 2025, 40 hours: 4 units.

International Perspectives on Gender and Education

INTE-GE 2027, 30 hours: 3 units.

Comparative Politics, Education, and Conflict

INTE-GE 2028, 30 hours: 3 units.

Foundations of International Education

INTE-GE 2803, 40 hours: 4 units.

International Educational and Cultural Relations

INTE-GE 2804, 30 hours: 3 units.

Globalization and Education

INTE-GE 2805, 30 hours: 3 units.

The Practice of International Education

INTE-GE 2806, 30 hours: 3 units.

International Studies in Human Rights Education

INTE-GE 2809, 30 hours: 3 units.

Teaching Toward International Understanding: The Global Curriculum

INTE-GE 2811, 30 hours: 3 units.

Cross-Cultural Education for the Global Economy

INTE-GE 2812, 30 hours: 3 units.

International Ethics: Rights, Responsibilities, Obligations

INTE-GE 2819, 30 hours: 3 units.

International Development Education

INTE-GE 2862, 30 hours: 3 units.

United Nations at Work

INTE-GE 2878, 30 hours: 3 units.

Immigration and Education in the World

INTE-GE 2545, 30 hours: 3 units.

Contemporary International Relations: Peace and Security Education

INTE-GE 2173, 30 hours: 3 units.

PHILOSOPHY OF EDUCATION/PHED-GE**Philosophy of Education: Theories and Methods**

PHED-GE 2003, 30 hours: 3 units.

Philosophy of Education: Social Foundations

PHED-GE 2011, 30 hours: 3 units.

Values, Morals, and School: What Ought I Do?

PHED-GE 2013, 30 hours: 3 units.

Professional Ethics

PHED-GE 2015, 30 hours: 3 units.

Religion and Public Education: A Global Perspective

PHED-GE 2016, 45 hours: 4 units.

Philosophy of Progressivism

PHED-GE 2055, 30 hours: 3 units.

Frontiers of Knowledge: Integrating Concepts in Science, Religion, Art, Education, and Philosophy

PHED-GE 2083, 30 hours: 3 units.

Philosophy Perspectives — 20th Century

PHED-GE 2155, 30 hours: 3 units.

Independent Study

PHED-GE 2300, 45 hours per unit: 1-6 units; hours to be arranged.

Foundations of Education: Philosophy of Education

PHED-GE 2400, 30 hour: 3 units.

SOCIOLOGY OF EDUCATION/SOED-GE**Sociology of Education**

SOED-GE 2002, 45 hours: 3 units.

Sociology of Higher Education

SOED-GE 2163, 30 hours: 3 units.

Independent Study

SOED-GE 2300, 45 hours per unit: 1-6 units; hours to be arranged.

Social and Cultural Studies in Education (Formerly: Learning of Culture)

SOED-GE 2325, 30 hours: 3 units.

Social Inequality and Education

SOED-GE 2371, 30 hours: 3 units.

Critical Social Theory

SOED-GE 2372, 30 hours: 3 units.

Gender and Inequality: The Role of Schools

SOED-GE 2373, 30 hours: 3 units.

Race and Racism

SOED-GE 2374, 30 hours: 3 units.

Thesis Seminar I and II

SOED-GE 2510, 2511, 30 hours: 3 units.

Classical Social Theory

SOED-GE 3030, 30 hours: 3 units.

Department of Art and Art Professionals

DEGREES

MFA, MA

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

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

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

DEPARTMENT CHAIR: NANCY DEIHL

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TELEPHONE: 212-998-5700 | **FAX:** 212-995-4320 | **WEBSITE:** steinhardt.nyu.edu/art

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

DEGREE PROGRAMS IN STUDIO ART

The MFA Program in Studio Art is an intimate full-time program that combines art and critical theory with a focused studio practice. The admissions process is highly competitive.

Faculty members meet regularly with students individually and in intensive group critiques and seminars. Weekly visiting artist lectures enhance the program's connection to the greater art world. Facilities and faculty expertise include painting, drawing, installation, sculpture, photography, digital art, video, printmaking, performance, ceramics, and metals.

DEGREE PROGRAMS IN THE ARTS PROFESSIONS

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

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

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

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

The MA Program in Visual Arts Administration promotes a thorough understanding of the cultural forces affecting the visual arts for professionals managing arts organizations.

Students develop keen management, marketing, and financial skills, and work with both for-profit and nonprofit organizations. In addition to taking coursework in the department, students enroll in classes at the Stern School of Business and the Robert F. Wagner Graduate School of Public Service. Through consideration of conceptual and practical issues, students are prepared for the increasingly specialized opportunities in this important and exciting field. The program also offers study abroad in the Netherlands, Berlin, and London. In these international seminars, students explore current cultural and social issues affecting international arts practices. Working professionals gain fresh insights into managing 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. The studio faculty include some of the highest profile figures in the contemporary art world and represent broadly diverse approaches to media, content, and critical theory. The Art Professions Programs — led by Dipti Desai in Art Education, Sandra Lang in Art Administration, Ikuko Acosta in Art Therapy, and Rachel Lifter 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 Ellen Berkenblit, Cecily Brown, Keith Edmier, Roe Ethridge, Lia Gangitano, Matthew Day Jackson, Kurt Kauper, Wayne Koestenbaum, Leigh Ledare, Nick Mauss, Rick Moody, Rebecca Morris, Laurel Nakadate, Jack Pierson, John Pilson, R.H. Quaytman, Andrea Scott, Martha Schwendener, Erin Shirreff, Richard Tuttle, Sue Williams, and B Wurtz. The Department of Art and Art Professions provides exceptional opportunities for cross-disciplinary discourse and experimentation. New York City's galleries, museums, schools,

studios, and performance spaces from Chelsea to Brooklyn and the Lower East Side are an integral part of NYU's extended campus, as are the University's vast intellectual and academic resources.

New York University is one of the nation's leading research universities with 51,000 students enrolled in 14 schools and colleges. With students from all over the world, the 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, Associate Professor. BA 1992, BEd 1995, MEd 2002, PhD 2004, British Columbia University.

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

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

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

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

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

Shadi Harouni, Clinical Assistant Professor. BFA University of Southern California; MFA New York University.

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

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

Rachel Lifter, Clinical Assistant Professor. BA 2005, University of Pennsylvania; MS 2006, London School of Economics; PhD 2012, University of the Arts, London.

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.

Linda Sormin, Associate Professor; BA 1993, Andrews University; Diploma 2001, Sheridan College School of Craft + Design; MFA 2003, Alfred University.

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: 50

Art Education: 6

Visual Arts Administration: 14

Costume Studies: 6

Art Therapy: 13

STUDIO ART

MFA IN STUDIO ART PROGRAM DIRECTOR

Maureen Gallace

mag6@nyu.edu

DEGREE PROGRAMS

MFA in Studio Art – 60 units.

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

VISITING ARTIST LECTURE SERIES AND STUDIO VISITS

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

Recent visiting artists and curators include Ellen Berkenblit, Alex Da Corte, Keith Edmier, Lia Gangitano, Matthew Day Jackson, Alex Jovanovich, Jennifer Krasinski, Leigh Ledare, Nick Mauss, Rick Moody, Rebecca Morris, Laurel Nakadate, Jack Pierson, Martha Schwendener, Andrea Scott, Joel Shapiro, Billy Sullivan, Sue Williams, and B Wurtz.

CAREER OPPORTUNITIES

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

DEGREE REQUIREMENTS

Students must complete 60 units. 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.

Department of Art & Art Professions
GEARSAMFA - Masters of Fine Art in Studio Art (MFA)
Program of Study
2021-2022

Total Units Required		60
Requirements		52
Core Courses		32
Course Number	Course Title	Units
ART-GE2990	Graduate Studio, 4 semesters; 4 units per semester	16
ART-GE2993	Visiting Artist & Faculty Critiques, 4 semesters; 4 units per semester	16
Seminar/Theory/Graduate Projects		16
Course Number	Course Title	Units
ARTCR-GE2803 or 2804	Art Theory & Criticism I or II	4
ART-GE2996	MFA Seminar	4
ART-GE2987	Interdisciplinary Projects: Articulating The Visual Arts	4
ART-GE2988	Interdisciplinary Projects: Contemporary Art Practice	4
Culminating Experience		4
Course Number	Course Title	Units
ART-GE2997	Thesis Project	4
Electives (by Advisement)		8
Course Number	Course Title	Units
	Studio Elective; Independent Study; Outside Elective	

Additional course requirements include art theory/criticism, MFA seminars, and studio electives

ADMISSION REQUIREMENTS

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

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

PAINTING AND DRAWING

The making of shapes, marks, colors, and textures on a two-dimensional plane, that can express three- and four-dimensional ideas, requires a particularly complex level of abstract thinking. Our program confronts the challenges of painting with a community of faculty, students, and other experienced practitioners.

Peer-to-peer discourse and camaraderie is our most important educational component. These artists represent a rich diversity of points of view reflecting the complexity of our contemporary global culture. Of course we support skill development, but most emphatically encourage experimentation and expansion of ideas toward an inspired, expressive, and personalized life-affirming process. The painting and drawing faculty includes Ross Bleckner, Jesse Bransford, Maureen Gallace, and Marlene McCarty as well as many acclaimed adjunct and visiting faculty, including Ellen Berkenblit, Cecily Brown, Erika Rane, David Salle, Jason Tomme, and Sue Williams.

SCULPTURE

AREA DIRECTOR

Sue deBeer

sue.debeer@nyu.edu

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

The sculpture facility covers a full floor of the Barney Building and is divided into a wood and

metal shop, a critique room, a plaster and moldmaking studio with a walk-in spray booth, and a studio housing a state-of-the-art CNC router. Shop technicians are available for information and oversight of the studio. The sculpture faculty includes Sue deBeer, Guggenheim Fellowship recipient, Keither Edmier, Lea Cetera, Chris Bogia, Luis Gispert, Rico Gatson, Curtis Mitchell, Momoyo Torimitsu, and Dave Hardy, along with other innovative practitioners. Courses range from theory-driven to technical classes.

SCULPTURE: CRAFT MEDIA

AREA DIRECTOR

Linda Sormin

linda.sormin@nyu.edu

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 up-draft gas kilns, wheels and hand building areas provide an ideal facility for a dynamic working environment in the heart of Manhattan. Students can expand their creative vocabulary in glass as well, through a unique liaison with Urban Glass, the largest facility in the United States dedicated to glass as an artform. 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, Claudia Alvarez, Klaus Burgel, Shida Kuo, and Victoria Manganiello, 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

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

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

DIGITAL ART

AREA DIRECTOR

Kevin McCoy

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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 has enabled the art department to explore new media on a vastly expanded scale. The 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. The program has developed new courses in design, free-ware, web-based art, laser cutting, and 3-D printing, as well as seminar courses in post-postmodern theory. The Digital Printing Studio, with its large-scale Epson printers, has brought all of the department's programs together for workshops and exhibitions. Faculty include Kevin McCoy, Sheiva Rezvani, and Karsten Karjcarek.

PHOTOGRAPHY

AREA DIRECTOR

Gerald Pryor

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Photography stills life and reveals the artist's self. An active exchange between the photographer and the 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 analog and digital facilities. The analogue studio includes a 24-inch color processor, separate group black-and-white and

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

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

VIDEO

AREA DIRECTOR

Gerald Pryor

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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 Alex McQuilkin and Priyanka Dasgupta.

ART EDUCATION

DIRECTOR

Dipti Desai

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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 Teachers of Art, All Grades, leading to professional certification
- MA in Art, Education, and Community Practice

MA Teaching Art, All Grades (Initial — 30 units.)

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 30-unit program.

Department of Art & Art Professions
GEAREIMA - Teaching Art, Grades K-12, Initial Certification, (M.A.)
Program of Study
2021-2022

Total Units Required		30
Requirements		26
Course Number	Course Title	Units
TCHL-GE 2010	Inquiries into Teaching & Learning	3
ARTED-GE 2271	Social Justice Education Through Contemporary Art: Elementary Teaching	4
ARTED-GE 2081	Special Education: Disabilities Studies and Contemporary Art	3
ARTED-GE 2015	Race, Education, and the Politics of Visual Representation	3
TCHL-GE 2999	Drug & Alcohol Ed/Child Abuse Identification/Violence Prevention	0
ARTED-GE 2272	Social Justice Education Through Contemporary Art: Secondary Teaching	4
ARTED-GE 2277	Media Literacy and Visual Culture: Teaching Art in a Digital Age	3
ART-GE 2972	Interdisciplinary Project: Art in Dialogue	3
ARTED-GE 2299	Research in Art + Education	2
ARTED-GE 2301	Final Project in Art + Education	1
Student Teaching		4
ARTED-GE 2901	Student Teaching Seminar: Elementary	2
ARTED-GE 2902	Student Teaching Seminar: Secondary	2

MA Teachers of Art, All Grades (Professional – 30 units.)

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-unit 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-unit 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.

Department of Art & Art Professions
GEAREPMA - Teachers of Art, Grades K-12, Professional Certification, (M.A.)
Program of Study
2021-2022

Total Units Required		27
Requirements		15
Course Number	Course Title	Units
ARTED-GE 2015	Race, Education, and the Politics of Visual Representation	3
ARTED-GE 2070	Critical Pedagogy, Artists, and the Public Sphere	3
ARTED-GE 2276	Art Education in Alternative Settings	3
ARTED-GE 2277	Media Literacy and Visual Culture: Teaching Art in a Digital Age	3
ARTED-GE 2299	Research in Art + Education	2
ARTED-GE 2301	Final Project	1
ART-GE 2972	Interdisciplinary Grad Projects - Art in Dialogue	3
Guided Electives by Advisement		12

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 the 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.

Department of Art & Art Professions
GEAECPPMA - Art, Education, and Community Practice, (M.A.)
Program of Study
2021-2022

Total Units Required		30-34
Requirements		12-13
Course Number	Course Title	Units
ARTCR-GE 2451	Art & Ideas: What is Social Practice Art?	3-4
ARTED-GE 2070	Critical Pedagogy, Artists, and the Public Sphere	3
ARTED-GE 2102	Artistic Activism as Radical Research	2
ARTCR-GE 2461	Art & Ideas: Art as a Practice of Freedom	3
ARTED-GE 2121	Final Project in Art+Education	1
Guided Electives		18-21
<p><i>Students take one required foundational course in each program module and then choose electives from across the university each module to customize their degree focus and experiences.</i></p> <p><i>Module 1 : Socially Engaged Art</i></p> <p><i>Module 2 : Critical Pedagogy</i></p> <p><i>Module 3 : Social Activism</i></p>		

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.

ADMISSION REQUIREMENTS

In order to be considered for admission to the certification programs, applicants must have a bachelor's degree from an accredited four-year college or university.

As regulated by the New York State Education Department, applicants of the MA Teaching Art – All Grades (Initial) program must have the following units. 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 units.), 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. Strong candidates who have less than a 3.0 will be considered. 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 Zoom or phone interview will be arranged.

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 Association for Advancing Quality Educator Programs (AAQEP) for a period of seven years, from April 2020 to June 2027. This accreditation certifies that the fore-named 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

DIRECTOR

Sandra Lang

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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.

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.

For program information, please consult the website: <https://steinhardt.nyu.edu/programs/visual-arts-administration>.

**Department of Art & Art Professions
GEARVAMA - Visual Arts Administration, (M.A.)
Program of Study
2021-2022**

Total Units Required			51		
Required Courses			33-42		
Core Courses			9		
Course Number			Course Title		
Units			Course Number		
Course Title			Course Title		
Units			Units		
ARVA-GE 2028			Law and the Visual Arts		
3			6-9		
ARVA-GE 2030			Environment of Visual Arts Administration		
3			Curatorial Studies		
ARVA-GE 2109			Digital Technologies and the Art Organization: From Strategy to Practice		
3			Course Number		
			Course Title		
			Units		
Business Courses [9 units required] at Stern (COR1-GB courses) or Wagner (CORE-GP/PADM-GP courses) as follows:			ARVA-GE 2019		
9			Exhibition Design		
3			3		
COR1-GB 1302			Leadership in Organizations		
3			ARVA-GE 2198		
COR1-GB 1306			Financial Accounting		
3			Collection/Exhibition Management		
COR1-GB 2310			Marketing Concepts & Strategies		
3			ARVA-GE 2911		
			Curatorial Practice		
			3		
			Arts Advocacy/Art Education		
			Course Number		
			Course Title		
			Units		
CORE-GP 1020			Management and Leadership		
3			ARVA-GE 2021		
CORE-GP 1021			Financial Management for Public, Nonprofit and Health Organizations		
3			ARVA-GE 2035		
PADM-GP 2110			Marketing for Non-profit Organizations		
3			ARVA-GE 2112		
			Urban Development & Visual Arts		
			3		
			Global Perspectives		
Primary Areas of Study, select either area			9		
Arts Management			ARVA-GE 2027		
			Show & Tell: Interpreting Exhibitions (London)		
			3		
			ARVA-GE 2215		
			Issues & Practice in Arts Administration: European Context (Paris/Berlin)		
			3		
			Electives by Advisement (selected from, but not limited to, the following courses, as well as courses offered throughout NYU)		
			9-18		
Course Number			Course Title		
Units			Course Number		
Course Title			Course Title		
Units			Units		
ARVA-GE 2027			Show & Tell: Interpreting Exhibitions		
3			ARVA-GE 2024		
ARVA-GE 2032			Development for the Visual Arts		
3			Economics of the Visual Arts		
ARVA-GE 2133			Strategic Planning & Governance		
3			ARVA-GE 2118		
			Business and the Visual Arts		
			3		
			ARVA-GE 2120		
			Contemporary Art & Museums		
			3		
			ARVA-GE 2121		
			Praxis in Contemporary Art		
			3		
			ARVA-GE 2134		
			Cultural Branding in Arts Orgs.		
			3		
			ARVA-GE 2912		
			Facets of an Art Dealer		
			1.5		
			ARVA-GE 2922		
			Art World Ethics		
			1.5		
			ARVA-GE 2924		
			Entrepreneurial Projects in the Arts		
			1.5		
			ARVA-GE 2915		
			Art Market Analysis		
			1.5		
			ART-GE 2002		
			Intro to Galleries and Museums		
			3		
			ARTCR-GE 2141		
			History of Taste 1850-Present		
			3		
			ARTCR-GE 2151		
			History of Art Since 1945		
			3		
			ARTCR-GE 2235		
			History of Cont Art & New Media		
			3		
			ARTED-GE 2070		
			Critical Pedagogy, Artists & the Public Sphere		
			3		
			ARTED-GE 2015		
			Race, Education & the Politics of Visual Representation		
			3		
			MPAPA-GE 2225		
			Cultural Tourism		
			1.5		

ADMISSION REQUIREMENTS

steinhardt.nyu.edu/graduate_admissions

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

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

STUDY ABROAD

An international study-abroad seminar provides graduate students, alumni of arts administration programs, and arts management professionals with a unique opportunity to observe exciting changes in the visual and performing arts in a broad range of European venues. Students explore current cultural and social issues affecting international arts practices in both nonprofit and for-profit institutions.

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

COSTUME STUDIES

DIRECTOR

Rachel Lifter

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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-unit MA curriculum includes core courses as well as electives in exhibition and museum topics, art theory and criticism, and the decorative arts. The 61-unit 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.

**Department of Art & Art Professions
GEARCSMA - Costume Studies (MA)
Program of Study
2021-2022**

Total Units		36
Core Requirement		12
Course Number	Course Title	Units
ARCS-GE 2012	Literature & Methodology of Costume Studies	3
ARCS-GE 2061	History of Costume I: Prehistory to 1800	3
ARCS-GE 2062	History of Costume II: The 19th Century	3
ARCS-GE 2063	History of Costume III: The 20th Century	3
Electives		21
<i>Electives chosen from among the courses below, other ARCS-GE courses, and from across NYU, by advisement</i>		21
Course Number	Course Title	Units
ARCS-GE 2064	History of Costume IV: Contemporary Dress	3
ARCS-GE 2069	Costume Conservation & Display	3
ARCS-GE 2077	History of Textiles: Ancient World to 1800	3
ARCS-GE 2078	History of Textiles: The Modern Era	3
ARCS-GE 2102	Design and Culture: The 20th Century	3
ARCS-GE 2300	Independent Study	1-6
ARCS-GE 2910	Graduate Projects: Exhibition Praxis	3
ARCS-GE 2911	History of Fashion Photography	3
ARCS-GE 2912	Contemporary Design Culture	3
ARCS-GE 2913	Dress and Textiles in World Culture	3
Thesis/Culminating Project		3
Course Number	Course Title	Units
ARCS-GE 2022	Research in Costume Studies (Thesis part 1)	2
ARCS-GE 2301	Final Project (Thesis part 2)	1
ARCS-GE 2302	Internship in Costume Studies	0

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

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

The 61-unit 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 units 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.

Students transfer 9 NYU units to Palmer LIU and 8 Palmer units to NYU to complete the required units for the two degrees.

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

Department of Art & Art Professions
GECSLSMA - Costume Studies and Library and Information Science MA/MSLIS
dual degree with Long Island University
Program of Study
2021-2022

Total Units Required		61
Requirements		28
Costume Studies Courses		12
Course Number	Course Title	Units
ARCS-GE 2012	Literature & Methodology of Costume Studies	3
ARCS-GE 2061	Costume History I: 1500-1804	3
ARCS-GE 2062	Costume History II: The 19th Century	3
ARCS-GE 2063	Costume History III: The 20th Century	3
Library and Information Sciences Courses		16
Course Number	Course Title	Units
LIS 510	Introduction to Library & Information Science	3
LIS 511	Information Sources & Services	3
LIS 512	Introduction to Knowledge Organization	3
LIS 514	Introduction to Research in LIS	3
LIS 785	Mentoring	4
Electives or Area of Concentration		30
Costume Studies: Students may choose 15 units from the list below and/or other graduate level courses across NYU, by advisement with approval.		18
Course Number	Course Title	Units
ARCS-GE 2064	Costume History IV: Contemporary Dress	3
ARCS-GE 2069	Costume Conservation & Display	3
ARCS-GE 2077	History of Textiles: Ancient World to 1800	3
ARCS-GE 2078	History of Textiles: The Modern Era	3
ARCS-GE 2102	Design and Culture: The 20th Century	3
ARCS-GE 2910	Exhibition Praxis	3
ARCS-GE 2911	History of Fashion Photography	3
ARCS-GE 2912	Contemporary Design Culture	3
ARCS-GE 2913	Dress and Textiles in World Culture	3
ARCS-GE 2300	Independent Study	1-6
Library and Information Sciences: Choose 4 courses for 12 units		12
Course Number	Course Title	Units
LIS XXX	NNNN	3
LIS XXX	NNNN	3
LIS XXX	NNNN	3
LIS XXX	NNNN	3
Thesis/Culminating Project		3
Course Number	Course Title	Units
ARCS-GE 2022	Research in Costume Studies (Thesis part 1)	2
ARCS-GE 2301	Final Project (Thesis part 2)	1
ARCS-GE 2302	Internship in Costume Studies	0

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.

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

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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-unit master's program offers unique opportunities to graduate students in art therapy. The program is staffed by 12 highly qualified and diverse adjunct faculty who provide an excellent education and training for students. Students receive an 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.

Department of Art & Art Professions
GEARTTMA - Art Therapy, (M.A.)
Program of Study
2021-2022

Total Units Required		60
Art Therapy Courses		51
Course Number	Course Title	Units
ARTT-GE 2032	Art Therapy with Groups	3
ARTT-GE 2033	Art as Therapy with Children	3
ARTT-GE 2034	Art as Therapy with Adolescents	3
ARTT-GE 2036	Art Therapy with Families	2
ARTT-GE 2037	Art Therapy with Adults	3
ARTT-GE 2040	Pictorial Analysis for Assessment and Diagnosis	3
ARTT-GE 2145	Theory and Practice of Art Therapy	3
ARTT-GE 2160	Art for Art Therapists	3
ARTT-GE 2149	Ethical Issues in Art Therapy	2
ARTT-GE 2170	Clinical Interventions for Specialized Populations	3
ARTT-GE 2171	Adaptive Techniques in Art Therapy	3
ARTT-GE 2222	Diverse Populations in Art Therapy: Trauma	2
ARTT-GE 2224	Cultural Diversity in Art Therapy	2
ARTT-GE 2280	Research in Art Therapy	3
ARTT-GE 2301	Final Project in Art Therapy	1
ARTT-GE 2302	Internship in Art Therapy; repeated for a total of 1000 credit hours over the course of the program	12
Electives		9
Psychology Electives - by advisement		9

ADMISSION REQUIREMENTS

Applications are for fall admission only. Matriculation requires a bachelor's degree from an accredited college or university. Prerequisite courses required include a minimum of 18 units in studio art, 12 units in psychology (in addition to Introduction to Psychology), and 30 units in the behavioral or social sciences and/or liberal arts disciplines.

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 units 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.

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

DOCTORAL STUDIES

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

COURSES

The courses listed herein are to be offered in 2021–2023.

DEPARTMENTAL COURSES

MFA STUDIO ART CORE COURSES/ART-GE

Graduate Studio

ART-GE 2990, 60 hours: 4 units.

Visiting Artist, Curator, and Faculty Critiques

ART-GE 2993, 60 hours: 4 units. Corequisite: ART-GE 2990.

STUDIO ART

DRAWING

Drawing Methods and Materials

ART-GE 2120, 60 hours: 4 units.

Projects in Drawing

ART-GE 2180, 60 hours: 3 units.

Advanced Projects in Drawing

ART-GE 2190, 60 hours: 3 units.

PAINTING

Painting Methods and Materials

ART-GE 2140, 60 hours: 4 units.

Projects in Painting

ART-GE 2181, 60 hours: 3 units.

Advanced Projects in Painting

ART-GE 2191, 60 hours: 3 units.

PRINTMAKING

Printmaking Methods and Materials

ART-GE 2162, 60 hours: 4 units.

Projects in Printmaking

ART-GE 2182, 60 hours: 3 units.

Advanced Projects in Printmaking

ART-GE 2192, 60 hours: 3 units.

SCULPTURE

Sculpture Methods and Materials

ART-GE 2230, 60 hours: 4 units.

Projects in Sculpture

ART-GE 2280, 60 hours: 3 units.

Advanced Projects in Sculpture

ART-GE 2290, 60 hours: 3 units.

SCULPTURE: CRAFT MEDIA

Craft Arts I: Glass

ART-GE 2514, 60 hours: 3 units.

Craft Arts II: Metalsmithing

ART-GE 2515, 60 hours: 3 units.

Ceramics I

ART-GE 2517, 60 hours: 3 units.

Ceramics II

ART-GE 2518, 60 hours: 3 units.

Craft Arts Methods and Materials

ART-GE 2520, 60 hours: 4 units.

Ceramics Methods and Materials

ART-GE 2540, 60 hours: 4 units.

Projects in Metalsmithing

ART-GE 2581, 60 hours: 3 units.

Projects in Glass

ART-GE 2582, 60 hours: 3 units.

Projects in Ceramics

ART-GE 2584, 60 hours: 3 units.

Advanced Projects in Craft Arts

ART-GE 2590, 60 hours: 3 units.

Advanced Projects in Ceramics

ART-GE 2594, 60 hours: 3 units.

PHOTOGRAPHY

Photography Methods and Materials

ART-GE 2320, 60 hours: 4 units.

Projects in Photography

ART-GE 2380, 60 hours: 3 units.

Advanced Projects in Photography

ART-GE 2390, 60 hours: 3 units.

DIGITAL

Digital Art Methods and Materials

ART-GE 2340, 60 hours: 3 units.

Projects in Digital Art

ART-GE 2381, 2653 60 hours: 3 units.

Advanced Projects in Digital Art

ART-GE 2391, 60 hours: 3 units.

VIDEO

Video Methods and Materials

ART-GE 2360, 60 hours: 4 units.

Projects in Video Art

ART-GE 2382, 60 hours: 3 units.

Advanced Projects in Video Art

ART-GE 2392, 60 hours: 3 units.

Projects in Art and Media

ART-GE 2393, 60 hours: 3 units.

ENVIRONMENTAL ART ACTIVISM

Interdisciplinary Graduate Projects in Studio Art: Environmental Art Activism

ART-GE 2983, 10–20 hours per unit: 1–3 units.

ART THEORY AND CRITICAL STUDIES/ARTCR-GE

Modern Art Seminar: Andy Warhol

ARTCR-GE 2050, 30 hours: 3 units.

Introduction to Critical Theory

ARTCR-GE 2060, 30 hours: 3 units.

The History of Taste: 1850 to the Present

ARTCR-GE 2141, 30 hours: 3 units.

History of Contemporary Art and New Media

ARTCR-GE 2235, 30 hours: 3 units.

Dynamics of 20th-Century Art Theories

ARTCR-GE 2252, 30 hours: 3 units.

Art and Ideas

ARTCR-GE 2450, 45 hours: 3 units.

Art Theory and Criticism I

ARTCR-GE 2801, 30 hours: 3 units.

Art Theory and Criticism II

ARTCR-GE 2802, 30 hours: 3 units.

Art Criticism I

ARTCR-GE 2803, 30 hours: 3 units.

Advanced Critical Theory

ARTCR-GE 2869, 30 hours: 3 units.

ART EDUCATION/ARTED-GE**Race, Education and the Politics of Visual Representation**

ARTED-GE 2015, 45 hours: 3 units.

Critical Pedagogy, Artists, and the Public Sphere

ARTED-GE 2070, 30 hours: 3 units.

Special Education: Disabilities Studies and Contemporary Art

ARTED-GE 2081, 30-40 hours: 3-4 units.

Social Justice Education Through Contemporary Art: Elementary Teaching

ARTED-GE 2271, 60 hours (45 hours fieldwork): 4 units.

Social Justice Education Through Contemporary Art: Secondary Teaching

ARTED-GE 2272, 60 hours (45 hours fieldwork): 4 units.

Art Education in Alternative Settings: Museums, Community-Based Organizations, and Experimental Spaces

ARTED-GE 2276, 45 hours (30 hours fieldwork): 3 units.

Media Literacy & Visual Culture: Teaching Art in a Digital Age

ARTED-GE 2277, 45 hours: 3 units.

Research in Art Education

ARTED-GE 2299, 30 hours: 2 units.

Final Project

ARTED-GE 2301, 45 hours per unit: 1 unit.

Student Teaching in Art Education: Elementary School

ARTED-GE 2901, 150 hours fieldwork: 2 units.

Student Teaching in Art Education: Secondary School

ARTED-GE 2902, 150 hours fieldwork: 2 units.

VISUAL ARTS ADMINISTRATION/ARVA-GE

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

Introduction to Galleries and Museums of New York

ART-GE 2002, 45 hours: 3 units.

The Function and Structure of Museums

ARVA-GE 2015, 30 hours: 3 units.

Art Collecting

ARVA-GE 2016, 30 hours: 3 units.

Exhibition Design

ARVA-GE 2019, 30 hours: 3 units.

Art Education in Museums

ARVA-GE 2021, 30 hours: 3 units.

Interpreting Exhibitions

ARVA-GE 2027, 30 hours: 3 units.

The Law and the Visual Arts

ARVA-GE 2028, 30 hours: 3 units.

The Environment of Visual Arts Administration

ARVA-GE 2030, 30 hours: 3 units.

Development for the Visual Arts

ARVA-GE 2032, 30 hours: 3 units.

The Artist's Career

ARVA-GE 2060, 30 hours: 3 units.

Visual Arts Markets

ARVA-GE 2076, 30 hours: 3 units.

Digital Technologies and the Art Organization

ARVA-GE 2109, 30 hours: 3 units.

Urban Development and the Visual Arts

ARVA-GE 2112, 30 hours: 3 units.

Business and the Visual Arts

ARVA-GE 2118, 45 hours: 3 units.

Strategic Planning and Governance for the Visual Arts

ARVA-GE 2133, 30 hours: 3 units.

Contemporary Art and Community Partnerships

ARVA-GE 2120, 30 hours: 3 units.

Cultural Branding in Arts Organizations

ARVA-GE 2134, 30 hours: 3 units. Prerequisite: B01.2310 or P11.2119.

Appraisal and Valuation of Art

ARVA-GE 2171, 30 hours: 3 units.

Collections and Exhibition Management

ARVA-GE 2198, 30 hours: 3 units.

Corporate Sponsorship in the Arts

ARVA-GE 2212, 15 hours: 1.5 units.

Research in Visual Arts Administration

ARVA-GE 2299, 20 hours: 2 units.

Final Project in Visual Arts Administration

ARVA-GE 2301, 10 hours: 1 unit

Topics in Visual Arts Administration: Curatorial Practice

ARVA-GE 2911, 10 hours per unit; 1-4 units.

Topics in Visual Arts Administration: Aspects of the Art World

ARVA-GE 2912, 10 hours per unit; 1-4 units.

Topics in Visual Arts Administration: Performa Intensive: Contemporary Art in the Era of the Biennial

ARVA-GE 2913, 10 hours per unit: 1-4 units.

Topics in Visual Arts Administration: Cultural Heritage

ARVA-GE 2914, 10 hours per unit: 3-4 units.

Topics in Visual Arts Administration: Art Market Analysis and Investment

ARVA-GE 2915, 10 hours per unit: 1-4 units.

Topics in Visual Arts Administration: Video and Beyond

ARVA-GE 2918, 10 hours per unit: 1-4 units.

Topics in Visual Arts Administration: High Impact Media

ARVA-GE 2919, 10 hours per unit: 1-5 units.

Topics in Visual Arts Administration: Strategic Communications: Introduction

ARVA-GE 2921, 10 hours per unit: 1-5 units.

Topics in Visual Arts Administration: Art World Ethics

ARVA-GE 2922, 10 hours per unit: 1-5 units.

Topics in Visual Arts Administration: Creative Placemaking

ARVA-GE 2923, 10 hours per unit: 1-5 units.

Topics in Visual Arts Administration: Entrepreneurial Projects in the Arts

ARVA-GE 2924, 10 hours per unit: 1-5 units.

Topics in Visual Arts Administration: Market Histories

ARVA-GE 2925, 30 hours: 3 units.

Topics in Visual Arts Administration: Art During Crisis

ARVA-GE 2927, 30 hours: 3 units.

COSTUME STUDIES/ARCS-GE

Literature and Methodology of Costume Studies

ARCS-GE 2012, 30 hours: 3 units.

Research in Costume Studies

ARCS-GE 2022, 20 hours: 2 units.

History of Costume: Prehistory-1800

ARCS-GE 2061, 30 hours: 3 units.

History of Costume: The 19th Century

ARCS-GE 2062, 30 hours: 3 units.

History of Costume: The 20th Century

ARCS-GE 2063, 30 hours: 3 units.

History of Costume: Contemporary Dress

ARCS-GE 2064, 30 hours: 3 units.

Costume Conservation and Display

ARCS-GE 2069, 30 hours: 3 units.

History of Textiles: Ancient World to 1800

ARCS-GE 2077, 30 hours: 3 units.

Design and Culture: The 18th Century

ARCS-GE 2100, 30 hours: 3 units.

History of Textiles: The Modern Era

ARCS-GE 2078, 30 hours: 3 units.

Design and Culture: The 19th Century

ARCS-GE 2101, 30 hours: 3 units.

Design and Culture: The 20th Century

ARCS-GE 2102, 30 hours: 3 units.

Contemporary Design Culture

ARCS-GE 2912, 30 hours: 3 units.

History of Fashion Photography

ARCS-GE 2911, 30 hours: 3 units.

Final Project in Costume Studies

ARCS-GE 2301, 45 hours per unit: 1 unit.

Graduate Projects in Costume Studies: Contemporary Design Culture

ARCS-GE 2912, 30 hours 3 units.

ART THERAPY/ARTT-GE**Introduction to Art Therapy**

ARTT-GE 2010, 45 hours: 3 units. Open to non Art Therapy major, by permission of the program.

Art Therapy with Groups

ARTT-GE 2032, 45 hours: 3 units.

Art Therapy with Children

ARTT-GE 2033, 45 hours: 3 units.

Art Therapy with Adolescents

ARTT-GE 2034, 45 hours: 3 units.

Art Therapy with Families

ARTT-GE 2036, 20 hours: 2 units.

Art Therapy with Adults

ARTT-GE 2037, 45 hours: 3 units.

Pictorial Analysis for Assessment and Diagnosis

ARTT-GE 2040, 45 hours: 3 units.

Theory and Practice of Art Therapy

ARTT-GE 2145, 45 hours: 3 units.

Ethical Issues in Art Therapy

ARTT-GE 2149, 20 hours: 2 units.

Supervision Techniques in Art Therapy

ARTT-GE 2150, 10 hours: 1 unit. Open to graduates who are functioning as field supervisors. They take this course as non degree students.

Art for Art Therapists

ARTT-GE 2160, 45 hours: 3 units. Prerequisite: ART-GE 1156

Clinical Interventions for Specialized Populations

ARTT-GE 2170, 45 hours: 3 units.

Adaptations for Specialized Populations

ARTT-GE 2171, 45 hours: 3 units.

Diverse Populations in Art Therapy: Trauma

ARTT-GE 2222, 10 hours: 2 units.

Cultural Diversity in Art Therapy

ARTT-GE 2224, 10 hours: 2 units.

Research in Art Therapy

ARTT-GE 2280, 30 hours: 3 units.

Final Project in Art Therapy

ARTT-GE 2301, 10 hours: 1 unit.

Internship Supervision Seminar

ARTT-GE 2302, 22.5 hours: 4 units.

Department of Communicative Sciences and Disorders

DEGREES

Advanced Certificate, 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.

In the Steinhardt School of Culture, Education, and Human Development, full-time graduate study is defined as 12 units per term unless otherwise defined by a specific academic program. Full-time status for all Communicative Sciences and Disorders (CSD) master's students is defined as 9 units or more per term.

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: MARIA GRIGOS

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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 (SLP) from the American Speech-Language-Hearing Association (ASHA). The program is registered with New York State and leads to eligibility for New York State licensure as a speech-language pathologist. For eligibility for licensure in other states, see steinhardt.nyu.edu/degree/ms-communicative-sciences-and-disorders/professional-licensure. This program is offered in two modalities: residentially on the Washington Square Campus, and via distance learning through the *Speech@NYU* learning management platform.

The master's program prepares students to assess and treat communication and swallowing disorders. In-depth coursework and field experiences are designed to give students expertise in a range of areas, such as language disorders, speech sound disorders, voice disorders, craniofacial anomalies, motor speech disorders, stuttering, dysphagia and audiology. 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 (TSSLD).

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

Jonet Artis, Faculty Fellow, Assistant Professor. BA 2009, University of North Carolina at Chapel Hill; MEd 2012, North Carolina Central; PhD 2020, University of North Carolina at Chapel Hill; CCC-SLP.

Sudha Arunachalam, Associate Professor, Undergraduate Program Director. BA 2001, University of Southern California; MA 2004, PhD 2007, University of Pennsylvania.

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

María Rosa Brea, Clinical Associate Professor, Director of Bilingual Extension Program. BA 1997, MS 1999, PhD 2009, University of South Florida; CCC-SLP.

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

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

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

Erin Embry, Associate Dean for Academic Operations, Clinical Associate Professor. BS 1995, Western Kentucky University; MS 2001, College of Saint Rose; MPA 2016, New York University; CCC-SLP.

Alisha Brown Gandhi, Clinical Assistant Professor. BS 2010, New York University; MS 2012, Teachers College, Columbia University; CCC-SLP/TSSLD-BE.

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

Eric S. Jackson, Assistant Professor. BS 2001, Lehigh University; MS 2009, Brooklyn College; PhD 2015, City University of New York; CCC-SLP.

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

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

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

Darlene Monda, Clinical Assistant Professor. BA 1975, State University of New York; MS 1982, William Paterson University; CCC-SLP.

Alicia M. Morrison, Clinic Director, Clinical Associate Professor. BS 1996, State University of New York at Plattsburgh; MA 1999, New York University; CCC-SLP.

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

Stacey Rimikis, Clinical Assistant Professor. BA 2005, New York University; MA 2012, Queens College, City University of New York; PhD 2020, New York University; CCC-SLP.

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

Panagiota Tampakis, Visiting Assistant Professor. BA 2010, State University of New York at New Paltz; MS 2012, New York University; CCC-SLP.

FACULTY EMERITA

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

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

ADJUNCT FACULTY 76

MASTER OF SCIENCE

PROGRAM DIRECTOR

Kelly Bridges

665 Broadway, 9th Floor

TELEPHONE: 212-998-5738

DEGREE

MS

Accredited by the American Speech-Language-Hearing Association (ASHA), successful completion of this MS program can lead to the Certificate of Clinical Competence (CCC) from the ASHA and licensure as a speech-language pathologist.* The program provides a broad-based and comprehensive education in both the theoretical and practical aspects of communicative sciences and disorders. Courses and field work are designed to achieve the integration of academic and clinical experiences. Graduates of the program are prepared to make informed diagnostic judgments, as well as plan and execute a program of therapeutic management for persons with communication and swallowing impairments. They are also eligible to complete the ASHA CF, apply for New York State licensure, and the New York Teacher for Students with Speech and Language Disabilities (TSSLD) certification. Unique among MS programs, upon completion, all students in the MS will graduate with a solid foundation in culturally responsive practices in the field. Some students may also elect to complete an optional track that leads to eligibility for the bilingual extension (BE) to the New York State TSSLD certificate.**

*State Licensure and CCC eligibility have additional requirements beyond degree completion (i.e., licensure exams, clinical fellowships, etc.). For more information see: <https://steinhardt.nyu.edu/degree/ms-communicative-sciences-and-disorders/professional-licensure>.

CAREER OPPORTUNITIES

Graduates of the program have found employment opportunities as speech-language pathologists in hospitals, clinics, schools, rehabilitation centers, private practices, as administrators of clinical facilities, and as faculty and administrators in the university setting. 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 units towards the required 48 MS degree units.

There are two ways to meet the foundational requirements for courses specific to the MS degree:

- The foundational courses may be taken at another university before the student begins the program at NYU Steinhardt. All courses must be completed within 10 years prior to the first day of the fall term.
- The foundational courses may be taken online through Speech@NYU (the distance education modality of the MS program) once the student begins the MS program. Students may not take courses at another university for transfer units into the program at NYU Steinhardt after they begin the graduate CSD program.

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 through one of the following mechanisms:

- By earning a grade of C or higher in foundation courses taken at another university, if not as part of a completed major or post-baccalaureate program within the last 10 years
- By completing an undergraduate major in CSD/SLP or the equivalent, or a post-baccalaureate program in CSD within the last 10 years
- Through completing the course(s) 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 the department 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 by department faculty. 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 faculty to demonstrate working knowledge of the information in a foundation course in order to determine course equivalency. Courses for which equivalence cannot be established will be added to a student's plan of study and completed online through *Speech@NYU* (the distance education modality of the MS program) alongside selected graduate-level coursework.

Students must complete all foundational course work prior to entering the practicum sequence. Students may take foundational courses concurrently with approved graduate-level courses. These will be indicated on the student's plan of study.

CSCD-GE 2002 Anatomy and 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 in Children — 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, students must have transcript units for each of the following areas: biological sciences, physics/chemistry, behavioral sciences, social sciences, and statistics for a total of at least 12 units for ASHA certification and for the MS degree. Students must also complete 2 prerequisite units in a language other than English. These prerequisite courses do not carry graduate units for the MS degree.

DEGREE REQUIREMENTS

Students must complete 48 graduate units 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 units. Students require a minimum of five full semesters to complete MS requirements. All coursework must be approved by the graduate adviser.

Practicum courses (8 units): 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 successfully complete the terminal experience for the degree (see below) and maintain good academic standing as defined by departmental standards throughout their time in the program.

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.

For students in the residential modality: 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 in the NYU CSD Speech-Language-Hearing Clinic, students are placed off campus for two semesters in Practicum IV and V. Typically, the first clinical field placement is in a pediatric setting, and the second is in an adult care setting.

For students in the distance-education modality: The first two semesters of clinical education focus on clinical diagnostic processes and are accompanied by clinical immersion experiences. Following the successful completion of the first two clinical semesters, students are placed off campus for three semesters. Typically, the first clinical field placement is in a pediatric or mixed setting, the second is in a pediatric setting, and the third is in an adult care setting.

All students are required to complete a minimum of 375 supervised direct clinical contact hours and 25 observation hours for a total minimum of 400 clinical hours. If students have not completed the necessary clock hours following the five clinical education placements

indicated above, a sixth placement is required. Observation hours must be completed prior to entering the practicum sequence and engaging in direct client contact.

Field placements require full-time, daytime attendance over a 12 – 16 week semester. Students are required to earn a grade of B or better to successfully complete the practicum experience. Please be advised that field placements, and state/city agencies that issue licenses for practice in this field of study, each may require applicants/students to undergo general and criminal background checks, the results of which the facility or agency must find acceptable. NYU Steinhardt will not be responsible if students are unable to complete program requirements or cannot obtain a license to practice in their field because of the results of such background checks. Some fieldwork placement facilities in this field of study may not be available to students in some states due to local legal prohibitions.

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.

BILINGUAL EXTENSION PROGRAM

The Bilingual Extension Program (BEP) is a specialized curriculum that provides students with the academic and clinical requirements to apply for bilingual certification in New York State. Participating students are prepared with the foundational academic and clinical knowledge to practice culturally and linguistically responsive practices when assessing and treating emerging multilingual individuals, ages 3–21 years. Upon completion of all Master of Science in SLP and Bilingual Extension coursework, students are eligible for both the Teacher of Students with Speech and Language Disabilities (TSSLD) certificate and its Bilingual Extension (BE).

Academic and Clinical Requirements

To earn the Bilingual Extension, students must complete a total of 7 additional graduate credit hours focused on the areas of multilingualism, equity, and social justice. Two BEP courses are offered through the *NYU Steinhardt Department of Teaching and Learning*, and the others are required electives offered through our Department of Communicative Sciences and Disorders. Additionally, students are provided with opportunities to participate in bilingual clinical experiences in the NYU Speech and Language Clinic and in the community. These contexts of practice fulfill the certificate requirement of 50 bilingual (of the total 400) contact hours in SLP-related areas.

Courses ensure that students registered for the Bilingual Extension obtain the required knowledge, understanding, and skills in the following areas:

- Theories of bilingual education and bilingualism
- Multicultural perspectives in education
- Sociolinguistics and psycholinguistics

- Methods of teaching English language arts to bilingual English language learners, including literacy, using the native language and English
- Methods of teaching native language arts to bilingual English language learners, including literacy, using the native language and English
- Methods of teaching other content appropriate to the teaching certificate to bilingual English language learners, using the native language and English

Gaining Certification

In addition to these academic and clinical requirements, students are required to register with TEACH NYC to complete the Bilingual Education Assessment (BEA) in their target language (other than English) either during or upon immediate completion of the academic and clinical requirements of the BEP. A passing score on the BEA is a prerequisite to receive the Bilingual Extension (BE) certificate from the New York State Education Department. Students are strongly encouraged to register and take the BEA while completing requirements for their MS in CSD so they are eligible for certification immediately upon graduation.

Department of Communicative Sciences and Disorders
GECSDMMS Communicative Sciences and Disorders MS
Program of Study
2021-2022

Total Units Required		48			
Required Graduate Courses		42			
Departmental and Certification Courses		0	Assessment and Intervention in Culturally and Linguistically Diverse Populations		
Course Number	Course Title	Units			
CSCD-GE 2000	Master of Science Student Seminar	0	Electives (3-6 units from the following)		6
TCHL-GE 2999	Drug and Alcohol Education/Child Abuse Identification/ School Violence Prevention/DASA	0	Course Number	Course Title	Units
Instrumentation and Research Courses		4	CSCD-GE 2015	Augmentative and Alternative Communication	1
Course Number		Course Title	Units	CSCD-GE 2019	Therapeutic Approaches in Speech Pathology: Voice
CSCD-GE 2125	Speech Science: Instrumentation	2	CSCD-GE 2020	Therapeutic Approaches in Speech Pathology: Aphasia	2
CSCD-GE 2109	Critical Evaluation of Research in Communicative Sciences and Disorders	2	CSCD-GE 2022	Craniofacial Anomalies	2
Clinical and Disorders Courses		30	CSCD-GE 2023	Neurogenic Speech Disorders in Children	2
Course Number		Course Title	Units	CSCD-GE 2030	Language and Communication in Children with Autism Spectrum Disorders
CSCD-GE 2016	Motor Speech Disorders	3	CSCD-GE 2062	Dysphagia in Infants and Toddlers	1
CSCD-GE 2021	Adult Language Disorders	3	CSCD-GE 2067	Speech and Swallowing Management for the Medically Complex Child	2
CSCD-GE 2025	Culturally Responsive Practices II	2	CSCD-GE 2068	Instrumental Assessment and Treatment of Dysphagia	2
CSCD-GE 2028	Developmental Stuttering and Other Fluency Disorders	3	CSCD-GE 2077	Counseling Skills for Communicative Sciences and Disorders	1
CSCD-GE 2035	Language Development and Disorders in School-Aged Children	3	CSCD-GE 2114	Computerized Analysis of Language Transcripts (SALT)	1
CSCD-GE 2037	Voice Disorders	3	CSCD-GE 2127	Hearing Loss: Rehabilitation	2
CSCD-GE 2039	Language Disorders in Preschool Children	3	CSCD-GE 2136	Interdisciplinary Habilitation of Speaking Voice and Vocal Performance: Synergistic Remediation Effect	2
CSCD-GE 2060	Dysphagia in Adults and Children	3	CSCD-GE 2136	Interdisciplinary Habilitation of Speaking Voice and Vocal Performance: Synergistic Remediation Effect	2
CSCD-GE 2075	Principles of Intervention with Speech-Language Disorders	2	CSCD-GE 2165	Interdisciplinary Case-Based Dysphagia Management	1
CSCD-GE 2108	Speech Sound Disorders in Children	3	CSCD-GE 2420	Research Colloquium in Communicative Sciences and Disorders	1
CSCD-GE 2141	Multicultural Issues in Communicative Sciences and Disorders	2	Terminal Experience (Choose 1)		
Clinical Practicum and Field Placements		8	Course Number	Course Title	Units
<i>a minimum of 8 units are required; additional Practicums may be necessary to complete the required clinical hours</i>					
			Comprehensive Praxis Examination		
			Master's Thesis		
Course Number	Course Title	Units			
CSCD-GE 2111	Clinical Practicum I: Pre-Clinic	2			
CSCD-GE 2115	Clinical Practicum II: Diagnostic Assessment	2			
CSCD-GE 2116	Clinical Practicum III: Treatment	2			
CSCD-GE 2117	Field Placement Practicum IV: Pediatrics	1			
CSCD-GE 2118	Field Placement Practicum V: Adults	1			
CSCD-GE 2119	Field Placement Practicum VI	1			

For an example of a plan of study for a residential student who does not require any foundation courses, visit <https://steinhardt.nyu.edu/degree/ms-communicative-sciences-and-disorders/curriculum>

For an example of a plan of study for a full-time Speech@NYU distance education student who does not require any foundation courses, visit <https://speech.steinhardt.nyu.edu/academics/curriculum-snapshot/>

ADMISSION PREREQUISITES

Students in the distance education modality of the MS program are admitted in the fall, spring, and summer terms. Students in the residential modality are admitted in the fall term. GRE scores are required.

SPECIAL OPPORTUNITIES

Summer Abroad in Lund, Sweden: The Department of Communicative Sciences and Disorders offers a summer study-abroad program in Lund, Sweden, for post-baccalaureate and master's-level students in speech-language pathology. The summer study abroad program is an approximately 3-week experience during which students take coursework with NYU faculty at Lund University. Sweden is known for its state-of-the-art approaches to speech science and speech-disorder remediation. Housed in the Department of Logopedics and Phoniatics of Lund University, the program combines lectures with direct enrichment activities and draws on the expertise of Lund University speech-language pathologists, linguists, and physicians.

January Abroad in Accra, Ghana: The Department of Communicative Sciences and Disorders has added a January study abroad experience at the NYU Accra global campus in Accra, Ghana. During this 10–14 day trip to West Africa, students will complete the Multicultural Issues in Communicative Sciences and Disorders course while engaging with professionals in the local community. Site visits may include public and private hospitals, public and private schools, care centers, and other cultural centers (e.g., markets, historic sites). Students will interact with professionals and community members and learn about SLP service provision, healthcare, and education in Ghana.

ADVANCED CERTIFICATE

The Advanced Certificate in Communicative Sciences and Disorders is an online, post-baccalaureate, pre-professional curriculum that offers a series of foundational courses designed to prepare students for graduate study in communicative sciences and disorders and, if all courses are taken, will fulfill the prerequisite requirements for the NYU MS program in Communicative Sciences and Disorders.

The 10–14 credit curriculum is designed for students who have a baccalaureate degree in a field other than speech language pathology/communicative sciences and disorders and need to complete most or all of the prerequisite courses necessary to apply for a master's degree at NYU or another institution or whose prior undergraduate coursework in this field is older than 10 years and therefore out of date.

The Advanced Certificate consists of seven two-credit online courses. All students are considered part-time and can complete their studies in two terms.

Students with prior prerequisite coursework may receive advanced standing for up to four credits and complete the program for a minimum of 10 credits if 1) the prior course content aligns with content from (an) Advanced Certificate course(s), 2) resulted in a grade of C or better, and 3) was completed in the last 10 years.

Students who successfully complete the Advanced Certificate are eligible to apply to the MS program and do not have to submit GRE test scores for admission to the MS program.

PROGRAM LEARNING OUTCOMES

By the end of the program, students will be able to demonstrate foundational knowledge in the field of communicative sciences and disorders. Specifically, they will be able to:

- Identify the biological and neurological bases of basic human communication and swallowing processes
- Explain acoustic bases of basic human communication
- Define psychological and developmental bases of basic human communication
- Describe linguistic and cultural bases of basic human communication

Department of Communicative Sciences and Disorders
Advanced Certificate: Post-Baccalaureate in Communicative Sciences and Disorders
Program of Study
2021-2022

Total Units Required		14
Core Requirements		14
Course Number	Course Title	Units
CSCD-GE 2002	Anatomy and Physiology of the Speech and Swallow Mechanisms	2
CSCD-GE 2003	Neurological Basis of Cognition, Behavior and Communication	2
CSCD-GE 2004	Introduction to Audiology and Aural Rehabilitation	2
CSCD-GE 2006	Phonetics	2
CSCD-GE 2007	Science of Language	2
CSCD-GE 2008	Language Development and Disorders in Children	2
CSCD-GE 2009	Speech Development and Disorders in Children	2

*Students with prior prerequisite coursework may receive advanced standing for up to four credits and complete the program for a minimum of ten credits if 1) the prior course content aligns with content from (an) Advanced Certificate course(s), 2) resulted in a grade of B or better, and 3) was completed in the last ten years.

ADMISSION PREREQUISITES

Applicants must hold a bachelor's degree from an accredited institution to be considered for admission. GRE test scores are not required for admission. Students are admitted in the fall, spring, and summer terms.

DOCTORAL PROGRAM

DIRECTOR

Adam Buchwald

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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. The program's goal is the development of outstanding scholars, trained as strong independent researchers and as effective teachers. As such, this program is designed for students seeking advanced knowledge and research skills in speech and language for both typical and atypical populations. The training environment is a place where faculty members are actively pursuing both theoretical questions about the nature of communicative sciences and the application of these questions to clinically diverse populations.

The Department encourages a range of interests and backgrounds in applicants to the program, and we will help to develop programs of study that are most appropriate for each individual student. Thus, each student's program is designed in consultation with the student's primary advisor. Further, each doctoral student will go through a rigorous mentoring process involving the primary advisor. In addition, research experiences with members of the faculty of the department and university will be available 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.

CAREER OPPORTUNITIES

A PhD in Communicative Sciences and Disorders prepares individuals for a career in an academic setting, typically as a professor conducting research and teaching. Recent alumni from our doctoral program have become professors and post-doctoral researchers at universities in the region and across the country. The field of Communicative Sciences and Disorders faces a shortage of qualified doctoral-level scholars, leading to many opportunities for program graduates.

DEGREE REQUIREMENTS

While there is a general structure to the degree's requirements, your course work will be informed by your interests and background, in consultation with your mentor.

You will take:

- 12–15 credits of rigorous training in research methodology and statistics, providing the skills to perform independent research.
- 3 credits of Seminal Readings in Communicative Sciences and Disorders
- 4–6 credits of the department’s Doctoral Seminar and Research Colloquia (taken for credit half the time)

The remaining credits consist of in-depth course work to help solidify your knowledge of your area of interest.

Please note that incoming students without a master’s degree will complete an additional 30 credits of content-related course work in communicative sciences and disorders.

The rest of the degree is structured around the completion of research the following milestones:

- **Qualifying papers (QPs):** Students complete two QPs of the quality expected in peer-reviewed research journals. Each QP investigates a different area of CSD research, and is conducted, written, and orally defended by the student under faculty mentor guidance. We expect that this work will form the basis of conference presentations and journal submissions.
- **Lab rotation:** Doctoral students must spend a minimum of one semester in a second lab to fulfill the lab rotation requirement. During this semester, you will become involved in one of the projects in the lab, playing a role in the research process and completing a term paper on the subject.
- **Dissertation:** In the final years of the degree, you will develop, write, and defend your dissertation proposal and ultimately your dissertation. The dissertation is supervised by a faculty mentor, but reflects your novel ideas and empirical contribution to the field.

A final component of the degree also involves gaining teaching experience to position you to successfully pursue academic positions in the future.

PROGRAM LEARNING OUTCOMES

- Make a significant and original contribution to the field by submitting original research reports to professional conferences and scholarly journals
- Critically analyze, apply, and discuss theories, concepts, and critical issues in the field
- Engage in effective communication of original and existing scientific inquiry and results orally and in writing
- Demonstrate knowledge and understanding of quantitative and qualitative approaches to problems in this field, and an ability to conceive, plan, execute, and/or interpret the applications of these approaches to research questions
- Be able to effectively teach in the discipline of communicative sciences and disorders in a classroom environment

Program graduates will have both a broad base of knowledge about communicative sciences and disorders and significant in-depth preparation in their special areas of concentration within the discipline. They will be prepared for employment as professors in a research or teaching position, as well as many related research and clinical positions.

ADMISSION REQUIREMENTS

Given the goals of the program to train a new generation of researchers, we admit students who can demonstrate a commitment and aptitude to perform academic research in communicative sciences and disorders. This is primarily evaluated on the basis of a personal statement, a description of previous research experiences, academic history, three letters of recommendation, and personal communication with the incoming mentor and/or other doctoral faculty. Applicants are strongly encouraged to identify and contact professors in the program with whom they would like to work.

STEINHARDT DOCTORAL FELLOWS PROGRAM

NYU Steinhardt offers full-time PhD students a complete funding package covering tuition, health insurance, and a stipend. This program is designed to allow PhD students to undertake full-time study and research, to participate in superior academic and scholarly experiences, and to complete their studies in a timely manner. Within the Communicative Sciences and Disorders stipend, all PhD students are awarded a full funding package and are assigned to a faculty mentor. All students are full-time students and there is no special application for this funding program.

SPEECH-LANGUAGE-HEARING CLINIC

DIRECTOR

Alicia M. Morrison-Fagbemi

665 Broadway 9th Floor

TELEPHONE: 212 998 5230

The New York University Speech-Language-Hearing Clinic is a graduate-training facility within the Department of Communicative Sciences and Disorders. Our clinic supports individuals across the lifespan with a range of communication needs including self-referrals. We provide screenings, evaluations, and intervention services in the areas of speech, language, hearing, voice, and stuttering in individual and group settings fostering culturally and responsive practices. The clinic offers bilingual services as well. The clinic offers a range of “Speciality Clinics” including a partnership with NY University Settlement programs (e.g., Lenox Hill Neighborhood House and Creative Steps), interprofessional partnerships within NYU Steinhardt (e.g., NYU Drama Therapy), and community outreach initiatives/partnerships (e.g., Ali Forney/ VERITY Gender Affirming Voice group. Additional group intervention includes the Stuttering Group, Voice Communication Group, and two Aphasia Groups. The “Speciality Clinics” provide additional clinical training space in a focus area of interest. Clinical and research faculty deliver comprehensive clinical education and provide supervision to graduate student clinicians to prepare for state licensure and national certification in the field of speech language-pathology.

COURSES

The courses listed herein are to be offered in 2021-23

NOTES TO COURSES

**Registration open to CSD graduate students only.*

Anatomy and Physiology of the Speech and Swallowing Mechanism

CSCD-GE 2002, 20 hours: 2 units; fall, spring, summer.

Neurological Bases of Cognition, Behavior and Communication

CSCD-GE 2003, 20 hours: 2 units; fall, spring, summer.

Introduction to Audiology and Aural Rehabilitation

CSCD-GE 2004, 20 hours: 2 units; fall, spring, summer.

Phonetics

CSCD-GE 2006, 20 hours: 2 units; fall, spring, summer.

Science of Language

CSCD-GE 2007, 20 hours: 2 units; fall, spring, summer.

Language Development and Disorders in Children

CSCD-GE 2008, 20 hours: 2 units; fall, spring, summer.

Speech Development and Disorders in Children

CSCD-GE 2009, 20 hours: 2 units; fall, spring, summer.

Augmentative and Alternative Communication

CSCD-GE 2015, 10 hours: 1 unit; fall, spring, summer.

Motor Speech Disorders

CSCD-GE 2016, 30 hours: 3 units; fall, spring, summer.

Therapeutic Approaches in Speech Pathology: Voice Disorders

CSCD-GE 2019, 30 hours: 2 units; fall, spring, summer.

Therapeutic Approaches in Speech Pathology: Aphasia

CSCD-GE 2020, 30 hours: 2 units; fall, spring, summer.

Adult Language Disorders

CSCD-GE 2021, 30 hours: 3 units; fall, spring, summer.

Craniofacial Anomalies

CSCD-GE 2022, 30 hours: 2 units; fall, spring, summer.

Neurogenic Speech Disorders in Children

CSCD-GE 2023, 30 hours: 2 units; fall, spring, summer.

Developmental Stuttering and Other Fluency Disorders

CSCD-GE 2028, 30 hours: 3 units; fall, spring, summer

Language and Communication in Children with Autism Spectrum Disorders (ASD)

CSCD-GE 2030, 20 hours: 2 units; fall, spring, summer.

Language Development and Disorders in School-Aged Children

CSCD-GE 2035, 30 hours: 3 units; fall, spring, summer.

Voice Disorders

CSCD-GE 2037, 30 hours: 3 units; fall, spring, summer.

Language Disorders in Preschool Children

CSCD-GE 2039, 30 hours: 3 units; fall, spring, summer.

Dysphagia in Adults and Children

CSCD-GE 2060, 30 hours: 3 units; fall, spring, summer.

Speech and Swallowing Management for the Medically Complex Child

CSCD-GE 2067, 20 hours: 2 units; fall, spring, summer.

Principles of Intervention with Speech-Language Disorders

CSCD-GE 2075, 30 hours: 2 units; fall, spring, summer.

Counseling in Communicative Sciences and Disorders

CSCD-GE 2077, 10 hours: 1 unit; fall, spring, summer.

Assessment and Intervention in Multilingual Learners

CSCD-GE 2079, 30 hours: 3 units; fall, spring, summer.

Speech Sound Disorders in Children

CSCD-GE 2108, 30 hours: 3 units; fall, spring, summer.

Critical Evaluation of Research in Communicative Sciences and Disorders

CSCD-GE 2109, 30 hours: 2 units; fall, spring, summer.

Clinical Practicum I: Pre-Clinic

CSCD-GE 2111, 30 hours: 2 units: fall, spring, summer.

Computerized Analysis of Language Transcripts (SALT)

CSCD-GE 2114, 10 hours: 1 unit, fall, spring, summer.

Clinical Practicum II: Diagnostic Assessment

CSCD-GE 2115, 30 hours: 2 units: fall, spring, summer.

Clinical Practicum III: Treatment

CSCD-GE 2116, 30 hours: 2 units: fall, spring, summer.

Field Placement Practicum IV: Pediatrics

CSCD-GE 2117, 30 hours: 1 units: fall, spring, summer.

Field Placement Practicum V: Adults

CSCD-GE 2118, 30 hours: 1 units: fall, spring, summer.

Field Placement Practicum VI

CSCD-GE 2119, 30 hours: 1 units: fall, spring, summer.

Speech Science: Instrumentation

CSCD-GE 2125, 20 hours 2 units; fall, spring, summer.

Hearing Loss: Rehabilitation

CSCD-GE 2127, 20 hours: 2 units; fall.

Interdisciplinary Habilitation of Speaking Voice and Vocal Performance: Synergistic Remediation Effect

CSCD-GE 2136, 20 hours: 2 units; intersession.

Multicultural Issues in Communicative Sciences and Disorders

CSCD-GE 2141, 20 hours: 2 units: fall, spring, summer.

Professional Issues in Communicative Sciences and Disorders

CSCD-GE 2142, 10 hours: 1 unit: fall, spring, summer.

Interdisciplinary Case-Based Dysphagia Management

CSCD-GE 2165, 10 hours: 1 unit; intersession.

Independent Study

CSCD-GE 2300, 45 hours per unit: 1-6 units; fall, spring, summer; hours to be arranged.

Research Colloquium in Communicative Sciences and Disorders

CSCD-GE 2420, 15 hours: 1 unit; fall, spring.

Honors Research: Communicative Sciences and Disorders I

CSCD-GE 2424, 0 units; fall, spring; hours to be arranged.

Honors Research: Communicative Sciences and Disorders II

CSCD-GE 2425, 0 units; fall, spring; hours to be arranged.

Seminal Readings in Communicative Sciences and Disorders

CSCD-GE 3001, 30 hours: 3 units; spring.

Advanced Studies in Speech and Language

CSCD-GE 3021, 30 hours: 3 units; spring.

Grant Writing in Health Fields

CSCD-GE 3021, 30 hours: 2 units; fall.

Doctoral Seminar in Speech-Language Pathology and Audiology

CSCD-GE 3400, 10 hours: 1 unit; fall, spring.

Department of Media, Culture, and Communication

DEGREES

MA, PhD

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

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DEPARTMENT CHAIR: SUSAN MURRAY

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TELEPHONE: 212-998-5191 | **FAX:** 212-995-4046 | **WEBSITE:** steinhardt.nyu.edu/nutrition

The NYU Department of Media, Culture, and Communication (MCC) is at the forefront of innovative scholarship and teaching in the study of global media and culture, digital media and new technologies, media history, visual culture, sound studies, media activism, and political communication.

In the rapidly changing landscape of digital media and global cultural flows, the study of media, culture, and communication is crucial to understanding and navigating an increasingly connected world. MCC's faculty aim to equip students with a set of analytical and theoretical tools by which they can engage with ideas in their full complexity. New York City is the University's lab, and its horizons extend globally. MCC coursework is designed so that students can immerse themselves in the vibrant life of the city with opportunities to study abroad, if they so choose. Internships also help master's students gain a foothold in a diverse range of media industries.

FACULTY

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

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

Jamie Skye Bianco, Clinical Associate Professor. BA 1992, Sarah Lawrence College; MA 2000, Queens College; PhD 2005, City University of New York.

Deborah Borisoff, Professor. BA 1970, MA 1975, PhD 1981, New York University.

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Lisa Gitelman, Professor. BA 1983, University of Chicago; MA 1985, PhD 1991, Columbia University.

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Ted Magder, Associate Professor. BA 1982, University of Toronto; MA 1983, Carleton University; PhD 1988, York University.

Charlton McIlwain, 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.

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Juan Piñon, Associate Professor. BA 1986, MA 1996, Universidad Iberoamericana (Mexico); PhD 2007, University of Texas, Austin.

Whitney Pow, Assistant Professor. BA 2010, University of Michigan; MA 2014, PhD 2020, Northwestern University.

Arvind Rajagopal, Professor. BE 1981, University of Madras (India); MA 1984, University of Kentucky; PhD 1992, University of California, Berkeley.

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Martin Scherzinger, Associate Professor. BMus 1992, PhD 2001, Columbia University.

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James Wahutu, Assistant Professor. BA 2010, MA 2014, PhD 2018, University of Minnesota.

Aurora Wallace, European Director for Media, Culture, and Communication and Clinical Professor. BA 1992, Carleton University; MA 1994, PhD 2000, McGill University.

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

NUMBER OF ADJUNCT FACULTY: 36

MEDIA, CULTURE, AND COMMUNICATION

DIRECTOR OF GRADUATE STUDIES

Helga Tawil-Souri, PhD

ASSOCIATE DIRECTOR

Winnie Wu, MS Ed

239 Greene Street, 8th Floor

TELEPHONE: 212-998-5130

DEGREES

MA, 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 Communication and Media, Visual Culture and Sound Studies, Interaction and Experience, Media Industries and Politics, and Technology and Society.

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.

PhD Program in Media, Culture, and Communication

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

CAREER OPPORTUNITIES

Trained to think analytically, Media, Culture, and Communication MA alumni are well positioned for careers in both the public and private sectors, working in traditional and new media, research and policy, at cultural institutions and media start-ups. Many go on to doctoral study.

PhD graduates have assumed full-time academic positions at American University of Paris, Carleton University (Canada), City University of New York, Drexel University, Fordham University, University of London (UK), Manhattan Marymount, Michigan Technological University, NYU, The New School, Northeastern University, Princeton University, Rutgers University, Stanford University, University of California-Los Angeles, University of Wisconsin-Milwaukee, and the University of Washington, among other academic institutions. Recent graduates have also taken postdoctoral fellowships at Harvard's Berkman Center for Internet and Society, Rutgers' Center for Cultural Analysis, Microsoft Research New England, the University of Pennsylvania-Annenberg School, and Princeton's Center for Information Technology Policy.

DEGREE REQUIREMENTS

MA Degree Program

The MA program requires 36 credits of coursework, with MCC-GE 2001 Media, Culture, and Communication Core Seminar (4 units) as the foundation course taken during the first

semester. By advisement, students then complete a research course (3–4 units), and 16–29 credits of MCC coursework within one area of study. If the research course has an MCC area of study designation, the course may simultaneously be allocated as a research course and as a course within an area of study. To allow flexibility, a maximum of 12 units of elective courses from across the University can be taken, by advisement. Students are also required to complete one of the following culminating projects for degree completion: Thesis, Professional Writing and Research Applications, Theoretical Synthesis for Research, Writing, and Teaching, and the MA Exam.

Department of Media, Culture, and Communication
GEMDCCMA Media, Culture, and Communication, MA
Program of Study
2021-2022

Total Units Required		36
Required Courses		
Course Number	Course Title	Units
MCC-GE 2001	Media, Culture, and Communication Core Seminar	4
Area of Study Coursework		12
Course Number	Course Title	Units
<i>At least 12 must be taken within one Area of Study:</i>		
<ul style="list-style-type: none"> - <i>Global Communication and Media</i> - <i>Visual Culture and Sound Studies</i> - <i>Interaction and Experience</i> - <i>Media Industries and Politics</i> - <i>Technology and Society</i> 		
Electives		up to 12
Course Number	Course Title	Units
<i>MCC internship credit, non-MCC study abroad courses, and/or graduate-level classes offered by another NYU department may be allocated as electives toward the MCC MA degree. In order to qualify as an elective, a class offered by an outside department must be:</i>		
<ul style="list-style-type: none"> - <i>Graduate Level</i> - <i>Directly related to your course of study</i> - <i>Approved by the MCC graduate advisors</i> 		
<i>1 elective course must be a research course, chosen by advisement</i>		
MA Culminating Experience		0-4
Course Number	Course Title	Units
<i>Students must complete one of the following required culminating experiences in order to graduate.</i>		
	MA Exam	0-4
	MA Professional Writing and Research Applications	0-4
	MA Thesis (3.75 minimum GPA)	0-4

PhD Program

The PhD program requires 48 units of coursework for students with a master's degree; 54 units are required for those admitted only with a bachelor's degree. Core courses must be taken in sequence: Doctoral Core Seminar I MCC-GE 3100 (4 units, first year); Doctoral Core Seminar II MCC-GE 3200 (4 units, first year); Doctoral Methods Seminar MCC-GE 3101 (3 units, first or second year); Dissertation Proposal Seminar MCC-GE 3201 (1 unit, third year).

Remaining courses are scheduled by advisement, including specialized elective courses inside the department (8–10 units); research and methods electives inside or outside the department (14–16 units); and theoretical or disciplinary foundational study outside the department (12 units). A minimum of 12 units from these remaining courses must be taken inside the department.

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.

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.

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 416.

FINANCIAL AID OPPORTUNITIES

The Department of Media, Culture, and Communication offers all admitted doctoral students a complete funding and mentoring program. The Steinhardt Fellows program is designed to help PhD students undertake full-time study and research, to participate in superior academic and scholarly experiences, and to complete their studies in a timely manner.

Funding is classified as fellowship and is independent of teaching or research assistantships; students are paid additional income for serving as teaching and research assistants. For further details, please visit steinhardt.nyu.edu/mcc/doctoral/funding.

Students are expected to maintain satisfactory progress toward their degree completion and to achieve a set of benchmarks in their trajectory through the program in order to receive funding.

See general financial aid section, page 439.

RESEARCH FUNDING

Graduate students may apply for department funding to participate in academic conferences. Below are select opportunities for funding:

LeBoff Research Fund

The Phyllis and Gerald LeBoff Research Fund provides support to doctoral students for dissertation research.

Funding is available for travel, supplies, or services to students who have successfully defended their dissertation proposals and have met all department benchmarks.

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

This funding is 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; 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 Race and Media (London); Migration, Media, and the Global City (Berlin); Producing French Culture (Paris); Visual Culture of Memory (Buenos Aires).

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 units.

The Psychic Life of Media

MCC-GE 2005, 40 hours: 4 units.

Censorship in American Culture

MCC-GE 2010, 40 hours: 4 units.

Amateur Media

MCC-GE 2024, 40 hours: 4 units.

Race and Media

MCC-GE 2025, 40 hours: 4 units.

Media and the Environment

MCC-GE 2027, 40 hours: 4 units.

Architecture as Media

MCC-GE 2030, 40 hours: 4 units.

Seminar in Media Criticism

MCC-GE 2100, 40 hours: 4 units.

Politics of the Gaze

MCC-GE 2112, 40 hours: 4 units.

Fame: Social Theories of Charisma, Recognition, and Renown

MCC-GE 2113, 40 hours: 4 units.

Imaging Palestine/Israel

MCC-GE 2115, 40 hours: 4 units.

Surveillance/Sousveillance

MCC-GE 2116, 40 hours: 4 units.

Philosophy of Technology

MCC-GE 2126, 40 hours: 4 units.

New Media Research Studio

MCC-GE 2129, 40 hours: 4 units.

Topics in Digital Media

MCC-GE 2130, 40 hours: 4 units.

Topics in Digital Media: Games Studies

MCC-GE 2131, 40 hours: 4 units.

Topics in Digital Media: Digital Media and Materiality

MCC-GE 2133, 40 hours: 4 units.

Media Archaeology

MCC-GE 2134, 40 hours: 4 units.

Media, Memory, and History

MCC-GE 2135, 40 hours: 4 units.

War and Media Theory

MCC-GE 2136, 40 hours: 4 units.

Visual Culture/Politics of Memory: Global Perspective

MCC-GE 2137, 40 hours: 4 units.

Digital Media: Data and the Self

MCC-GE 2138, 40 hours: 4 units.

Video Game Theory

MCC-GE 2139, 40 hours: 4 units.

Issues in Organizational Communication

MCC-GE 2140, 40 hours: 4 units.

Topics in Digital Media: Hacking in Technology, Politics and Society

MCC-GE 2141, 40 hours: 4 units.

Critical Video: Theory & Practice

MCC-GE 2142, 40 hours: 4 units.

The Cultural Analysis of Design

MCC-GE 2143, 40 hours: 4 units.

Digital Humanities

MCC-GE 2144, 40 hours: 4 units.

Introduction to Methods in Media Studies

MCC-GE 2145, 40 hours: 4 units.

The Sitcom

MCC-GE 2146, 40 hours: 4 units.

Reality and Documentary TV

MCC-GE 2147, 40 hours: 4 units.

The Television Business

MCC-GE 2148, 40 hours: 4 units.

A Cultural History of Television

MCC-GE 2149, 40 hours: 4 units.

Topics in Digital Media: Algorithmic Cultures

MCC-GE 2151, 40 hours: 4 units.

Media Activism

MCC-GE 2153, 40 hours: 4 units.

Activist Art and Creative Activism

MCC-GE 2155, 40 hours: 4 units.

Migration, Media, and the Global South

MCC-GE 2165, 40 hours: 4 units.

The Global City and Media Ethnography

MCC-GE 2166, 40 hours: 4 units.

Transnational Media Flows

MCC-GE 2167, 40 hours: 4 units.

Globalization, Memory, and Visual Culture

MCC-GE 2169, 40 hours: 4 units.

Communication and Persuasion

MCC-GE 2170, 40 hours: 4 units.

Screening History: The Construction of American History in Hollywood

MCC-GE 2171, 40 hours: 4 units.

Professional Writing and Research Applications

MCC-GE 2174, variable unit: 1–4 units.

Political Communication

MCC-GE 2175, 40 hours: 4 units.

Communication Processes: Gender, Production of Culture in the Digital Age

MCC-GE 2182, 40 hours: 4 units.

Production of Culture in the Digital Age

MCC-GE 2184, 40 hours: 4 units.

Digital and Computational Media Workshop

MCC-GE 2199, variable hours: 1–4 units.

Media Events and Spectacle

MCC-GE 2200, 40 hours: 4 units.

Mediating the Bio-Political Body

MCC-GE 2201, 40 hours: 4 units.

Public Sphere Formation

MCC-GE 2202, 40 hours: 4 units.

Dis/Ability Studies

MCC-GE 2206, 40 hours: 4 units.

Globalization and Gender

MCC-GE 2210, 40 hours: 4 units.

Consumer Culture and Media Consumption

MCC-GE 2215, 40 hours: 4 units.

Communication and the Culture Industries

MCC-GE 2220, 40 hours: 4 units.

Internship: Communication Studies

MCC-GE 2235, 10-40 hours: 1-4 units.

Communication and Persuasion: Sociological Propaganda

MCC-GE 2265, 40 hours: 4 units.

Communication and Political Propaganda

MCC-GE 2270, 40 hours: 4 units.

Middle East Media and Cultural Politics

MCC-GE 2275, 40 hours: 4 units.

Religion and Media

MCC-GE 2284, 40 hours: 4 units.

Interpersonal Communication in a Digital World

MCC-GE 2290, 40 hours: 4 units.

Independent Study

MCC-GE 2300, 1-4 units.

Law, Media, and Changing World Order

MCC-GE 2304, 40 hours: 4 units.

Mapping Internet Governance

MCC-GE 2305, 40 hours: 4 units.

The Racial Web

MCC-GE 2308, 40 hours: 4 units

Sound Studies

MCC-GE 2310, 40 hours: 4 units.

Social Life of Paper

MCC-GE 2344, 40 hours: 4 units.

Topics in Globalization

MCC-GE 2380, 40 hours: 4 units.

Global Consumer Culture

MCC-GE 2381, 40 hours: 4 units.

Media and Cultural Globalization in France

MCC-GE 2384, 40 hours: 4 units.

Topics in Globalization: Cultural Dimensions

MCC-GE 2385, 40 hours: 4 units

Topics in Visual Culture and Cultural Studies

MCC-GE 2400, 40 hours: 4 units.

Visuality and Modernity

MCC-GE 2401, 40 hours: 4 units.

Visuality and Globalization

MCC-GE 2403, 40 hours: 4 units.

Topics in Modernity and Climate Change

MCC-GE 2404, 40 hours: 4 units.

Semiotics of Media, Art, and Performance

MCC-GE 2406, 40 hours: 4 units

Visual Cultures of the Modern and Global City

MCC-GE 2407, 40 hours: 4 units.

Visual Culture Methods

MCC-GE 2420, 40 hours: 4 units.

Research in Visual Culture

MCC-GE 2422, 40 hours: 4 units.

Video Game Theory

MCC-GE 2450, 40 hours: 4 units.

Mediating the Real

MCC-GE 2501, 40 hours: 4 units.

Culture and Media in Urban China

MCC-GE 2836, 40 hours: 4 units.

Thesis in Media, Culture, and Communication

MCC-GE 2900, variable hours: 0–4 units.

Theoretical Synthesis for Research, Writing, and Teaching

MCC-GE 2901, 0-40 hours: 0–4 units.

DOCTORAL COURSES

These courses are available to MA students by application and to all doctoral students.

Special Topics in Critical Theory

MCC-GE 3010, 40 hours: 4 units.

Special Topics in Media History

MCC-GE 3030, 40 hours: 4 units.

Doctoral Seminar in Culture and Communication I, II

MCC-GE 3100, 3200, 47 hours: 4 units each term.

Doctoral Methods Seminar

MCC-GE 3101, 40 hours: 4 units each term.

Semiotics

MCC-GE 3103, 40 hours: 4 units.

Special Topics in Cultural and Visual Studies

MCC-GE 3110, 40 hours: 4 units.

Special Topics in Globalization

MCC-GE 3130, 40 hours: 4 units.

Transcultural Media

MCC-GE 3131, 40 hours: 4 units.

Mapping the Transnational

MCC-GE 3132, 40 hours: 4 units.

Postcolonialism and Media

MCC-GE 3134, 40 hours: 4 units.

Ethnography of Technology and Media

MCC-GE 3135, 40 hours: 4 units.

Special Topics in Technology Studies

MCC-GE 3150, 40 hours: 4 units.

Science and Technology Studies

MCC-GE 3154, 40 hours: 4 units.

Dissertation Proposal Seminar

MCC-GE 3201, 40 hours: 1 unit.

Doctoral Professional Development Workshop

MCC-GE 3400, 0-10 hours: 0-1 units.

Department of Music and Performing Arts Professions

DEGREES

MA, MM, EdD, PhD, DMA

Advanced Certificate, Advanced Diploma

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

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The Department of Music and Performing Arts Professions offers the finest professional training within a preeminent and internationally acclaimed university. The graduate programs are united by a spirit of openness and innovation that encourages students to pursue their specializations in the performing arts in the context of the larger world of ideas. With an outstanding faculty of performers, theorists, and educators supported by superb research and studio facilities, the department offers an unparalleled environment for artistic challenge and growth.

This unique vision takes many forms. At NYU, music performers, composers, and technology majors collaborate on special projects and performances through the New Music Ensemble and the Interactive Arts Performance Series.

Music educators take courses in music technology and improvisation. Music therapists work collaboratively with other creative arts therapists in drama and visual art to promote a deeper understanding of the interdisciplinary use of the arts in therapy. Performing arts administrators and music business professionals explore the commonalities of the nonprofit and commercial sectors. Educational theatre students mount productions for city schoolchildren and develop community-engaged theatre in numerous sites. Instrumentalists combine traditional study of solo and chamber literature along with the investigation of extended techniques, improvisation, new works by NYU composition majors, and interactions with electronics. Composers have the opportunity to work with choreographers, librettists, and filmmakers.

The department approaches graduate study out of the recognition that in addition to substantial training in individual specializations, today's performer, composer, educator, therapist, technical specialist, or executive needs multiple skills and broad experiences to pursue a successful and fulfilling career.

The school's location in New York City is a strong advantage. Students immerse themselves in the excitement and opportunities of the world's musical and artistic capital. The University's location enables it to draw on the greatest artists in the world and allows its students to build networks and take advantage of abundant professional opportunities. The Department of Music and Performing Arts presents over 300 performances each year — frequently reviewed by the New York media — from solo recitals to ensemble concerts and full opera and music theatre productions. Throughout the academic year, the department presents master classes several times each week.

Graduate offerings include programs leading to the Master of Arts and Master of Music degrees, the Advanced Certificate, the Advanced Diploma, and the PhD and EdD degrees. The master's program in music therapy is accredited by the American Music Therapy Association

(AMTA). Teacher certification programs in music education, dance education, and educational theatre are accredited by the Association For Advancing Quality In Educator Preparation (AAQEP).

FACULTY

Leila Adu-Gilmore, Assistant Professor. BM 2003, Victoria University of Wellington; MFA 2016, PhD 2018, Princeton University.

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Juan Bello, 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.

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Amy Cordileone, Clinical Assistant Professor. BA 2001, University of California, Irvine; MA 2006, PhD 2010, New York University.

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David J. Elliott, Professor. BM 1971, BEd 1972, MM 1973, University of Toronto; PhD 1983, Case Western Reserve University.

Morwared Farbood, Associate Professor. BA 1997, Harvard University; MS 2001, PhD 2006, Massachusetts Institute of Technology.

Lawrence Ferrara, Professor. BA 1971, Montclair State University; MM 1973, Manhattan School of Music; PhD 1978, New York University.

Irwin Fisch, Music Associate Professor. BS 1979, Syracuse University.

Phil Galdston, Music Professor. BA 1972, Union College (Schenectady, NY).

Paul Geluso, Master Teacher. BS 1988, New Jersey Institute of Technology; MM 2000, New York University.

Jonathan Haas, Music 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 and Music Education Associate 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 Associate Professor. BFA, MA, 1983, New York University.

Erik Hood, Music Assistant Professor. BM 2008, Wright State University; MM 2010, Bienen School of Music, Northwestern University; DMA 2015, Ohio State University.

Samuel Howard-Spink, Clinical Associate Professor. BA 1993, University of Bristol (UK); MA 2002, Hunter College; PhD 2012, New York University.

Susan R. Koff, Clinical 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.

Sarah Loudon, Visiting Assistant Professor. BM 2005, Concordia College (Moorhead); MM 2008, University of Lincoln-Nebraska; PhD 2018, State University of New York at Buffalo.

Richarda 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.

Panayotis Mavromatis, Associate Professor. BA 1987, Dipl. Advanced Study in Mathematics 1988, MA 1991, Cambridge University (UK); MA 1995, Boston University; PhD 2005, Eastman School of Music.

Brian McFee, Assistant Professor. BS 2003, University of California, Santa Cruz; MS 2008, PhD 2012, University of California, San Diego.

Lawrence Miller, Clinical Music Associate Professor. BA 1979, Brandeis University; MBA 1994, Columbia Business School.

Justin John Moniz, Music Assistant Professor. BA, BM, 2011, State University of New York at Potsdam; MM 2013, Frost School of Music, University of Miami; DMA 2017, Florida State University.

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. BEng. 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.

Robert Rowe, Professor. BM 1976, University of Wisconsin; MA 1978, University of Iowa; PhD 1991, Massachusetts Institute of Technology.

S. Alex Ruthmann, Associate Professor. BM 2000, University of Michigan–Ann Arbor; MM 2002, PhD 2006, Oakland University.

Ronald Sadoff, Associate Professor. BM 1976, North Carolina School of the Arts; MM 1978, Juilliard School; PhD 1986, New York University.

Nisha Sajani, Associate Professor. BA 1999, Concordia University (Alberta); MA 2002, PhD 2010, Concordia University (Montreal).

Joe Salvatore, Clinical Associate Professor. BA 1995, University of Delaware; MFA 1998, University of Massachusetts (Amherst).

David Schroeder, Department Chair and Professor. BEd 1983, Northern Iowa University; MM 1986, New England Conservatory of Music; DA 1993, New York University.

Nancy Smithner, Clinical Associate Professor. BA 1976, Antioch College; PhD 2002, New York University.

Elise S. Sobol, Visiting Associate Professor, Program Director, Music Education. BA, 1985, New School for Social Research; MA, 1987, Teachers College Columbia University; EdD 2014, St. John's University.

Matthew Sullivan, Music Assistant Professor. BM 1975, University of Miami.

Mark Suozzo, Music Associate Professor. BA 1975, Columbia College; MM 1995, Manhattan School of Music.

Judy Tint, Clinical Assistant Professor. BA 1976, Rutgers University; JD 1979, Columbia Law School.

Julia Wolfe, 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)
Ted Sperling (2018–present)
John Miller (2018–present)

DISTINGUISHED EDUCATIONAL THEATRE SCHOLARS AND ARTISTS-IN-RESIDENCE

Enda Walsh (2005)
Dorothy Heathcote (2006–2007)
Rosa Luisa Márquez (2006–2010)
Cecily O’Neill (2008)
Johnny 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 416.

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 individual programs.

DANCE EDUCATION

DIRECTOR

Deborah Damast

35 West Fourth Street, 10th Floor

TELEPHONE: 212-998-5400

DEGREES

MA, Advanced Certificate, MFA/MA

FACULTY

See 184 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, with concentrations in American Ballet Theatre ballet pedagogy and Dances of the African Diaspora; Teaching Dance, All Grades which leads to eligibility for initial teacher certification in New York State; and in Teachers of Dance, All Grades, which leads to eligibility for professional teacher certification.

The Dance Education program also offers an Advanced Certificate in Teaching Dance, All Grades for those who have earned an MA or MFA in Dance and wish to attain initial NYS certification in teaching dance.

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. The program's 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. The Masters Concerts provide an opportunity for students to develop their choreographic voice and the Faculty Concerts provide an opportunity for students to learn new repertory from distinguished faculty. January intersession study abroad in Uganda is an option for all students.

CAREER OPPORTUNITIES

Graduates of the Program in Dance Education hold teaching and leadership positions in public and private elementary and secondary schools, in outreach dance education programs, and as professors and researchers in college and university programs.

DEGREE REQUIREMENTS

Master of Arts: Teaching Dance, All Grades

The need for qualified and certified dance educators in elementary and secondary schools has never been greater than it is today. The master of arts program in Teaching Dance, All Grades leads to initial NYS teacher certification (40 units) for aspiring teachers and professional teacher certification (34 units) for certified teachers who already hold an initial NYS teaching certificate in dance.

Initial Teacher Certification. The pre-service curriculum is designed to prepare dance educators to teach all grades (pre-K through 12). A total of 40 units and 100 hours of field experience are required for this master's program.

Department of Music and Performing Arts Professions
GEDATCMA - Teaching Dance, Grades K-12, Initial Certification (MA)
Program of Study
2021-2022

Total Units Required		40
Core		34-36
Course Number	Course Title	Units
MPADE-GE 2044	Laban Movement Analysis	2
MPADE-GE 2403	Research in Dance Education	3
MPADE-GE 2610	Kaleidoscope Dancers I	0
MPADE-GE 2611	Kaleidoscope Dancers II	0
TCHL-GE 2010	Inquiries into Teaching and Learning III	3
MPAIA-GE 2010	Human Development and Education in the Arts	3
MPADE-GE 2265	Theory and Philosophy of Dance Education	3
MPADE-GE 2272	History, Culture, and Pedagogy of Jazz Dance	2
TCHL-GE 2275	Language and Literacy Acquisition and Development	3
MPADE-GE 2453	Dance for Students with Special Needs	3
MPADE-GE 2040	History, Culture, and Pedagogy of Early American Modern Dance	2
MPADE-GE 2075	Applied Methods and Techniques of Teaching Dance	1-3
MPADE-GE 2452	Teaching Creative Movement	3
MPADE-GE 2454	Open Structures and Guided Discovery in Dance Composition	2
MPADE-GE 2607	Student Teaching in Dance: Elementary	2
MPADE-GE 2608	Student Teaching in Dance: Secondary	2
TCHL-GE 2999	Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention/D.A.S.A.: The Social Responsibilities of Teachers	0
Guided Electives - 3 units from the following sample of courses by advisement		3-5
Course Number	Course Title	Units
MPADE-GE 2801/2802	Concert Preparation I & II	0
MPADE-GE 2022	West African Dance	3
MPADE-GE 2023	Tap Dance	2
MPADE-GE 2025	Hip Hop Dance Culture	1-3
MPAIA-GE 2029	Technology Resources for Performing Arts Educators	3
APSY-GE 2272	Adolescent Development	3
MPADE-GE 2502	Principles of Dance Movement Therapy	3
MPADE-GE 2520	Study Abroad – Dance Education in Uganda (Jan. Intersession)	3
MPADE-GE 2202	Afro-Caribbean Dance	3
MPADE-GE 2029	Jazz Dance Technique	2
Culminating Experience		1
Course Number	Course Title	Units
MPADE-GE 2509	Culminating Seminar in Dance Education	1

Professional Teacher Certification. This curriculum is designed to provide professional development for educators holding initial NYS certification in dance to gain professional-level certification. A total of 34 units and 50 hours of field experience are required for this master’s program.

Department of Music & Performing Arts Professions
GEDATPMA - Teaching Dance, All Grades, Professional Certification (MA)
Program of Study
2021-2022

Total Units Required		34
Core		24-27
Course Number	Course Title	Units
MPADE-GE 2044	Laban Movement Analysis	2
MPADE-GE 2403	Research in Dance Education	3
MPADE-GE 2276 / 2277	Fieldwork	2
MPAIA-GE 2010	Human Development and Education in the Arts	3
MPADE-GE 2265	Theory and Philosophy of Dance Education	3
MPADE-GE 2272	History, Culture, and Pedagogy of Jazz Dance	3
MPADE-GE 2040	History, Culture, and Pedagogy of Early American Modern Dance	2
MPADE-GE 2075	Applied Methods and Techniques of Teaching Dance	1-3
MPADE-GE 2452	Teaching Creative Movement	3
MPADE-GE 2454	Open Structures and Guided Discovery in Dance Composition	2
TCHL-GE 2999	Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention/D.A.S.A.: The Social Responsibilities of Teachers	0
Guided Electives by advisement		6-9
<i>sample of courses</i>		
Course Number	Course Title	Units
MPADE-GE 2022	West African Dance	3
MPADE-GE 2023	Tap Dance	2
MPADE-GE 2025	Hip Hop Dance Culture	1-3
MPAIA-GE 2029	Technology Resources for Performing Arts Educators	3
MPAVP-GE 2113	Alexander Technique	3
APSY-GE 2272	Adolescent Development	3
MPADE-GE 2502	Principles of Dance Movement Therapy	3
MPADE-GE 2520	Study Abroad – Dance Education in Uganda (Jan. Intersession)	3
MPADE-GE 2202	Afro-Caribbean Dance	3
MPADE-GE 2029	Jazz Dance Technique	2
Culminating Experience		1
Course Number	Course Title	Units
MPADE-GE 2509	Culminating Seminar in Dance Education	1

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 unit minimum) that provide the supplementary educational theory, pedagogical development, and instructional practice necessary to fulfill requirements currently in place for New York State Certification in Teaching Dance, All Grades. (These courses are part of the MA Teaching Dance, All Grades program at NYU's Steinhardt School of Culture, Education, and Human Development.)

Department of Music & Performing Arts Professions
GEDATDADCRT - Teaching Dance, All Grades, ADCRT
Program of Study
2021-2022

Total Units Required		22-37
Required Core		22
Course Number	Course Title	Units
MPADE-GE 2453	Dance for Students with Special Needs	3
TCHL-GE 2275	Language and Literacy	3
TCHL-GE 2010	Inquiries into Teaching and Learning III	3
TCHL-UE 0005	Fieldwork in Schools and Other Educational Settings	0
MPAIA-GE 2010	Human Development and Education in the Arts	3
TCHL-GE 2999	Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention/D.A.S.A.: The Social Responsibilities of Teachers	0
MPADE-GE 2607	Student Teaching in Dance: Elementary	2
MPADE-GE 2608	Student Teaching in Dance: Secondary	2
MPADE-GE 2075	Applied Methods and Techniques of Teaching Dance	3
MPADE-GE 2452	Teaching Creative Movement	3
Upon admission, additional courses/units may be required based upon the individual MA/MFA transcript review; total units required to fulfill program requirements can vary between 20-37 units		
Additional Courses, sample below:		12-15
Course Number	Course Title	Units
MPADE-GE 2265	Theory and Philosophy of Dance Education	3
MPADE-GE 2044	Laban Movement Analysis	2
MPADE-GE 2454	Open Structures and Guided Discovery in Dance Composition	2
MPADE-GE 2040	History, Culture, and Pedagogy of Early American Modern Dance	2
MPADE-GE 2403	Research in Dance Education	3

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

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 Association For Advancing Quality In Educator Preparation (AAQEP) for a period of seven years, from April 2020 to June 2027. This accreditation certifies that the fore-named professional education program has provided evidence that the program adheres to AAQEP'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.

MASTER OF ARTS: TEACHING DANCE IN THE PROFESSIONS

A minimum of 30 units is required for the Master of Arts Degree Program in Teaching Dance in the Professions (DAPR). Students may take up to 36 units if they wish to pursue additional study beyond the minimum 30 units required. A culminating project is required. The program offers three concentrations, all of which prepare graduates to work in colleges, communities, private studios, leadership, and research:

General Track: The general track is intended for those who wish to teach in institutions of higher education or work as educational consultants and directors of education as well as teach in community settings and private studios.

American Ballet Theatre: Students intending to teach ballet 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 (ABT).

Dances of the African Diaspora: Students intending to teach in institutions of higher education, private studios, and community settings with a focus on African diaspora dance forms and scholarship may select this concentration.

**Department of Music & Performing Arts Professions
GEDAPRMA - Teaching Dance in the Professions, (MA)
Program of Study
2021-2022**

Total Units Required		30-36			
Requirements		24-27	Electives		3-12
Core		22-25	Guided Electives		3-12
Course Number	Course Title	Units	3-12 units from the following sample of courses by advisement		
MPADE-GE 2044	Introduction to Laban Movement Analysis	2			
MPADE-GE 2403	Research in Dance Education	3	Course Number	Course Title	Units
MPADE-GE 2452	Teaching Creative Movement	2	MPADE-GE 2022	West African Dance	3
MPADE-GE 2265	Theory and Philosophy of Dance Education	3	MPADE-GE 2023	Tap Dance	2
MPADE-GE 2272	History, Culture, and Pedagogy of Jazz Dance	2-3	MPADE-GE 2025	Hip Hop Dance Culture	1-3
MPADE-GE 2454	Open Structures and Guided Discovery in Dance Composition	2	MPAIA-GE 2029	Technology Resources for Performing Arts Ed.	3
MPADE-GE 2610	Kaleidoscope Dancers I	1	MPASS-GE 2113	Baroque Dance for Musicians	3
MPADE-GE 2611	Kaleidoscope Dancers II	0	MPAVP-GE 2113	Alexander Technique	3
MPADE-GE 2805/2806	Professional Development I/II	0	APSY-GE 2272	Adolescent Development	3
MPADE-GE 2040	History, Culture, and Pedagogy of Early American Modern Dance	2	MPADE-GE 2453	Dance for Students with Special Needs	3
MPADE-GE 2075	Applied Methods and Techniques of Teaching Dance	1-3	MPADE-GE 2502	Principles of Dance Movement Therapy	3
MPADE-GE 2278	Dance Administration and Leadership in Higher Education and the Arts	3	MPADE-GE 2520	Study Abroad – Dance Education in Uganda (Jan. Intersession)	3
MPADE-GE 2273	Internship in Dance	1	MPADE-GE 2202	Afro-Caribbean Dance	3
Culminating Experience		2	MPADE-GE 2029	Jazz Dance Technique	2
Course Number	Course Title	Units			
MPADE-GE 2509	Culminating Seminar in Dance Education	2			

Department of Music and Performing Arts Professions
GEDAPRMA:ABT - Ballet Pedagogy, (M.A.)
Program of Study
2021-2022

Total Units Required		30-36		
Requirements		30	Electives	
Core		13	Guided Electives	
			6	
Course Number	Course Title	Units	Those taking the degree for 36 points may select 6 units from the following courses by advisement:	
MPADE-GE 2044	Introduction to Laban Movement Analysis	2	Course Number	Course Title
MPADE-GE 2265	Theory and Philosophy of Dance Education	3	MPADE-GE 2022	West African Dance
MPADE-GE 2272	History, Culture, and Pedagogy of Jazz Dance	2	MPADE-GE 2023	Tap Dance
MPADE-GE 2403	Research in Dance Education	3	MPADE-GE 2025	Hip Hop Dance Culture
MPADE-GE 2452	Teaching Creative Movement	3	MPADE-GE 2029	Jazz Dance Technique
MPADE-GE 2610/2611	Kaleidoscope Dancers I & II	0	MPADE-GE 2202	Afro-Caribbean Dance
MPADE-GE 2805/2806	Professional Development I/II	0	MPADE-GE 2453	Dance for Students with Special Needs
Area of Concentration: ABT Ballet Pedagogy		16	MPADE-GE 2502	Principles of Dance Movement Therapy
Course Number	Course Title	Units	MPADE-GE 2520	Study Abroad – Dance Education in Uganda (Jan. Intersession)
MPADE-GE 2267	Theory and Methodology in Ballet Pedagogy	4	MPADE-GE 2801/2802	Concert Preparation I & II
MPADE-GE 2268	Fieldwork and Analysis Seminar in Ballet Pedagogy	4	MPAIA-GE 2010	Human Development in the Arts
MPADE-GE 2269	Teaching Apprenticeship in Ballet Pedagogy	4	MPAIA-GE 2029	Technology Resources for Performing Arts Ed.
Arts Administration			MPASS-GE 2113	Baroque Dance for Musicians
MPADE-GE 2278	Dance Administration and Leadership in Higher Education and the Arts	3	MPAVP-GE 2113	Alexander Technique
MPADE-GE 2273	Internship in Dance	1		
Culminating Experience		1		
Course Number	Course Title	Units		
MPADE-GE 2509	Culminating Seminar in Dance Education	1		

Department of Music and Performing Arts Professions
GEDAPRMA: Dances of the African Diaspora, (MA)
Program of Study
2021-2022

Total Units Required		30-36
Core		12
Course Number	Course Title	Units
MPADE-GE 2265	Theory and Philosophy of Dance Education	3
MPADE-GE 2272	History, Culture, and Pedagogy of Jazz Dance	2
MPADE-GE 2273	Internship in Dance	1
MPADE-GE 2278	Dance Administration and Leadership in Higher Education and the Arts	3
MPADE-GE 2403	Research in Dance Education	3
MPADE-GE 2805/2806	Professional Development I	0
Area of Specialization: Dances of the African Diaspora		16
Course Number	Course Title	Units
MPADE-GE 2022	West African Dance	3
MPADE-GE 2025	Hip Hop Dance Culture	1
MPADE-GE 2040	History, Culture, and Pedagogy of Early American Modern Dance	2
MPADE-GE 2202	Afro-Caribbean Dance	3
MPADE-GE 2520	Community Building through Teaching, Creating, Performing: Dance Education in Uganda	3
OR MPADE-GE XXXX	OR Guided Elective by Advisment	
MPADE-GE 2601	Anthropology of Dance	3
MPADE-GE 2610/2611	Kaleidoscope Dancers I & II	0
MPAET-GE 2042	Storytelling in the Classroom	1
Electives		1-6
<p>All students must complete a minimum of 30 units toward the degree. Students who want to take additional electives to expand their scope of knowledge or in a field of specialization in dance education, may take additional units, by advisement, for no more than 36 units total.</p>		
Culminating Experience		1
Course Number	Course Title	Units
MPADE-GE 2509	Culminating Seminar in Dance Education	1

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, and interview. The ABT concentration also requires an audition.

See general admission section, page 416.

DUAL DEGREE: MASTER OF ARTS IN TEACHING DANCE, ALL GRADES (STEINHARDT) AND MASTER OF FINE ARTS IN DANCE (TISCH SCHOOL OF THE ARTS)

Note: This program is currently not accepting applications for enrollment.

The dual degree allows those admitted into the MFA Degree in Dance (through Tisch) to also pursue the MA in Teaching Dance, All Grades (through Steinhardt). The graduates of the dual-degree MFA/MA will be prepared to teach in the Pre-K-12 setting as a certified dance educator with the addition of a terminal degree in dance artistry. The duration of this program is two full-time academic years and one part-time year in which students will take courses from both programs simultaneously. The culminating project, Seminar in Dance Education, synthesizes prior coursework into a curriculum design in Dance Education.

Additionally, the terminating experience gives students the opportunity to use their dance and choreographic skills in the Tisch performing ensemble, the Second Avenue Dance Company. Students take 76 units of courses, 29 of which are towards the MA and 47 of which are for the MFA.

CULMINATING EXPERIENCE

Culminating Seminar in Dance Education MPADE-GE 2509. Program seminar addresses issues confronting dance educators. Emphasis on integrating theory and practice and on the generation of new ideas, approaches and perspectives in dance education.

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. The final year of study culminates in a modeled professional experience in the resident performing ensemble, the Second Avenue Dance Company (SADC). In addition to performing work by guest choreographers, students develop their own choreography, all of which is showcased in four concerts throughout their SADC year.

Department of Music & Performing Arts Professions
DEDA - Teaching Dance, Grades K-12, Initial Certification and MFA Dance, MA/MFA
Program of Study
2021-2022

Total Units Required		72			
MFA		47	MA		29
Required Core		43	Required Core		29
Course Number	Course Title	Units	Course Number	Course Title	Units
DANC-GT 2000	Dance IM	0	MPADE-GE 2044	Laban Movement Analysis	2
DANC-GT-2001 (2nd Sem)	Dance Technique IM	2	MPADE-GE 2403	Research in Dance Education	3
DANC-GT-2003 (2nd Sem)	Dance Technique IIM	4	MPADE-GE 2265	Theory and Philosophy of Dance Education	3
DANC-GT-2009	Dance Theory and Composition IM	2-8	MPADE-GE 2610	Kaleidoscope Dancers I	0
DANC-GT-2010 (2nd Sem)	Dance Theory and Composition IM	2	MPADE-GE 2611	Kaleidoscope Dancers II	0
DANC-GT-2102	Graduate History of Dance	3	TCHL-GE 2010	Inquiries into Teaching and Learning III	3
DANC-GT-2103 (2nd Sem)	Graduate History of Dance	3	MPAIA-GE 2010	Human Development & Education in the Arts	3
DANC-GT-2042	Music Resources	3	TCHL-GE 2275	Language and Lit Acquisition and Dev	3
DANC-GT-2043 (2nd Sem)	Music Resources	3	MPADE-GE 2453	Dance for Students with Special Needs	3
DANC-GT-2026	Graduate Kinesthetics of Anatomy	2	TCHL-GE 2999	The Social Responsibility of Teachers	0
DANC-GT-2027 (2nd Sem)	Graduate Kinesthetics of Anatomy	2	MPADE-GE 2075	Applied Methods and Techniques of Teaching Dance	3
DANC-GT-2024	Graduate Seminar in Dance	3	MPADE-GE 2452	Teaching Creative Movement	2
DANC-GT-2025 (2nd Sem)	Graduate Seminar in Dance	3	MPADE-GE 2607	Student Teaching in Dance: Elementary	2
DANC-GT-2018	Graduate Production Crew in Dance	1	MPADE-GE 2608	Student Teaching in Dance: Secondary	2
DANC-GT-2018	Graduate Production Crew in Dance	1-2	Culminating Experience		0
DANC-GT-2052	Graduate Independent Study I	6	Course Number	Course Title	Units
DANC-GT-2053	Graduate Independent Study II	6	MPADE-GE 2509	Culminating Seminar in Dance Education[1]	0
TCHL-GE 2999	Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention/D.A.S.A.: The Social Responsibilities of Teachers	0		TISCH TERMINAL EXPERIENCE	0

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.

[1] 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.

EDUCATIONAL THEATRE

DIRECTOR

David Montgomery

Pless Annex Room 23

TELEPHONE: 212-998-5868

DEGREES

MA, EdD, PhD

FACULTY

See pages 184 for a complete listing.

New York University offers the only academic program in the United States in educational theatre that leads to the MA, EdD, and PhD degrees. The program emphasizes explorations in theatre as an art form, drama education, and applied theatre, with coursework in school-based drama, teaching artistry, theatre for young audiences, play production, innovative research, new play development, performance, design, and community arts. It also provides concentrations in art-based research, dramatic literature, and aesthetic education. The program has a strong social justice agenda and produces plays year-round for audiences in an experimental studio space (the Black Box Theatre) and in the venerable Provincetown Playhouse.

New York City offers opportunities for internships and extensive experience in a variety of professional settings that include private and public schools, nationally prominent theatres, including theatres for young and family audiences, hospitals, media networks, recreational and community centers, and social service agencies. Qualified students may apply for internships with educational theatre companies across New York City.

CAREER OPPORTUNITIES

Graduates are employed in a variety of educational settings for all ages, in communications, community theatres, New York-based and regional theatres, children's and youth theatre companies, and as consultants and specialists. Institutions from the preschool to the university level seek trained specialists to inaugurate and conduct drama programs; specialists are also needed for programs in social service agencies, recreation centers, and guidance or wellness facilities.

Notable alumni of the program include playwrights and filmmakers (John Patrick Shanley, winner of the 1988 Academy Award for his script for the film *Moonstruck* and the 2005 Pulitzer Prize for his Broadway play *Doubt*; Ramon Esquivel, featured playwright at the New Plays for Young Audiences Series; Lowell Swortzell, playwright, children's theatre authority, co-founder of the NYU Educational Theatre program; Drew Peterson, Artistic Director of Trusty Sidekick Theatre Company); education, outreach, and financial directors (Russell Granet, Acting President, Lincoln Center for the Performing Arts; Jonathan 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 (Jamie Caccio-Price, Tony Award Honorable Mention for Excellence in Theatre Education and the Empire State Excellence in Teaching Award at Frank Sinatra High School; Krista Fogle, arts administrator at the Creative Arts Team; David Kilpatrick, manager for Kennedy Center's Theatre for Young Audiences); college professors (Jennifer Katona and Sobha Kavanakudiyil, City College of New York; Dani Snyder-Young, Illinois Wesleyan University; Kevin Bott, Dean for Civic Engagement, Wagner College; Daphnie Sicre, Borough of Manhattan Community College; Jay W. Pecora, Chair/Associate Professor, Department of Theatre and Dance at SUNY Potsdam); authors and evaluators (Russell Granet, founder Arts Education Resource; the late Dr. Nellie McCaslin, prolific author of widely employed texts on drama for children); and numerous applied theatre professionals and drama educators (including James DeVivo, Playwrights Theatre New Jersey; Annie Meek, Director of Professional Development, Creative Aging; Dana Edell, founder of Vibe Theatrical Experience; Edmund Chow, Singapore Prison Authority). The program now offers master's degrees in four areas of specialization: teaching in colleges and communities, New York State teacher certification in Theatre K-12, New York State teacher certification in both English 7-12 and Theatre K-12, and New York State teacher certification in both Social Studies 7-12 and Theatre K-12.

MASTER OF ARTS: EDUCATIONAL THEATRE FOR TEACHERS IN COLLEGES AND COMMUNITIES (EDTC)

The MA Program in Educational Theatre for Teachers in Colleges and Communities (EDTC) is a 36- to 42-unit curriculum that prepares students to explore theatre with diverse communities in unique settings and at the higher education/college level. Graduates of this program hold teaching and administrative positions in contexts where teacher certification is not required, such as private colleges, arts organizations, galleries and museums, educational outreach centers, health education facilities, housing programs, and youth and adult detention centers.

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-unit 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.

Department of Music & Performing Arts Professions
GEEDTCMA - Educational Theatre in Colleges and Communities (MA)
Program of Study
2021-2022

Total Units Required		36
Foundations and Research		12
Course Number	Course Title	Units
Choose one of the following:		
MPAET-GE 2077	Methods and Materials of Research in Educational Theatre	3
MPAET-GE 2114	Creating Ethnodrama: Theory & Practice	3
MPAET-GE 2400	Seminar in Applied Theatre Research	3
Choose one of the following:		
MPAET-GE 2193	Drama in Education I	3
MPAET-GE 2951	Teaching through Drama	3
Choose two of the following:		
MPAET-GE 2065	Theory of Creative Drama	2
MPAET-GE 2069	Methods of Conducting Creative Drama	3
MPAET-GE 2075	Drama and Youth: Theoretical Perspectives (London)	3
MPAET-GE 2076	Drama and Youth: Practical Implications (London)	3
MPAET-GE 2090	Theatre in Education Practices (Dublin)	3
MPAET-GE 2101/2	Applied Theatre I/II	3
MPAET-GE 2151	Theatre Practices: Leaders in Ed. Theatre (Puerto Rico)	3
MPAET-GE 2194	Drama in Education II	3
MPAET-GE 2952	Learning Through Theatre: Theory & Practice of Theatre in Education	3
MPAET-GE 2955	Drama across the Curriculum and Beyond	1-2
MPAET-GE 2971	Teaching Literacy through Drama	1
MPAET-GE 2979	Creating Meaning through Community Drama (Dublin)	3
Discipline Content Study: 12 units selected by advisement		12
Course Number	Course Title	Units
MPAET-GE 2077	Methods and Materials of Research in Educational Theatre	3
MPAET-GE 2114	Creating Ethnodrama: Theory & Practice	3
MPAET-GE 2400	Seminar in Applied Theatre Research	3
MPAET-GE 2017	Design for the Stage	3
MPAET-GE 2021 / 2	Development of Theatre and Drama I/II	3**
MPAET-GE 2023	Images of Women in Theatre	3
MPAET-GE 2059	Creative Play in the Arts	3
MPAET-GE 2063	American Musical theatre: Background and Analysis	3
MPAET-GE 2079	Masks & Puppetry	3
MPAET-GE 2088	American Theatre II	3
MPAET-GE 2091 / 2	Dramatic Criticism I/II	3**
MPAET-GE 2098	Advanced Directing	3**
MPAET-GE 2099 / 2100	Styles of Acting and Directing	3
MPAET-GE 2103	World Drama	3
MPAET-GE 2105	Beginning Playwriting	2
MPAET-GE 2106	Advanced Playwriting	3
MPAET-GE 2109	Studies in Directing	3
MPAET-GE 2110	Devised Theatre: Technique and Performance	3
MPAET-GE 2113	Physical Theatre Improvisation	3
MPAET-GE 2143	Stage Lighting	3
MPAET-GE 2171	Shakespeare's Theatre I	3
MPAET-GE 2175	Costume Design	3
MPAET-GE 2177	Theatre of Brecht and Beckett	3
MPAET-GE 2251	Acting: Scene Study	3**
MPAET-GE 2252	Acting: Character Study	3**

**** Prerequisite:**

Students are required to have completed the equivalent of two semesters of acting or directing and 2 semesters of theatre history or dramatic criticism prior to admission. If these prerequisite courses or their equivalent have not been completed at the undergraduate level prior to admission, students must register for them before fulfilling the Discipline Content Study requirement, even if it means that more than 36 units are required to complete this MA program. In accordance with New York State regulations, all points used toward graduation for the masters degree must be at the .2000-level.

continued next page

Department of Music & Performing Arts Professions
GEEDTCMA - Educational Theatre in Colleges and Communities (MA)
Program of Study
2021-2022

Pathways - Area of Specialization		9
You may elect to follow one of the following 3 areas of study, or create your own by advisement.		
Applied Theatre		
Course Number	Course Title	Units
MPAET-GE 2090	Theatre in Education Practices (Dublin)	3
MPAET-GE 2101 / 2	Applied Theatre I/II	3
MPAET-GE 2114	Creating Ethnodrama: Theory and Practice	3
MPAET-GE 2115	The Ethnoactor and Verbatim Performance	3
MPAET-GE 2151	Theatre Practices: Leaders in Ed. Theatre (Puerto Rico)	3
MPAET-GE 2953	The Teaching Artist	3
MPAET-GE 2965	Intro to Boal's Theatre of the Oppressed	3
MPAET-GE 2966	Advanced Techniques of Theatre of the Oppressed	3
MPAET-GE 2976	Exploring Social Issues through Drama	1
MPAET-GE 2977	Understanding Diversity / Teaching Pluralism through Drama	3
MPAET-GE 2978	Applied Theatre Praxis	3
MPAET-GE 2979	Creating Meaning through Community Drama (Dublin)	3
Drama Education		
Course Number	Course Title	Units
MPAET-GE 2030	Dramatic Activities in the Elementary Classroom	2
MPAET-GE 2031	Dramatic Activities in the Secondary Classroom	3
MPAET-GE 2042	Storytelling in the Classroom	1
MPAET-GE 2065	Theory of Creative Drama	2
MPAET-GE 2069	Methods of Conducting Creative Drama	3
MPAET-GE 2075	Drama and Youth: Theoretical Perspectives (London)	3
MPAET-GE 2076	Drama and Youth: Practical Implications (London)	3
MPAET-GE 2255	Acting: Pedagogy, Technique, and Performance	3
MPAET-GE 2955	Drama Across the Curriculum and Beyond	1-2
MPAET-GE 2956	Devising Educational Drama Programs and Curricula	1
MPAET-GE 2960	Drama with Special Education Populations	3
MPAET-GE 2971	Teaching Literacy through Drama	1
MPAET-GE 2977	Understanding Diversity / Teaching Pluralism through Drama	3
MPAET-GE 2988	Assessment of Student Work in Drama	1
Play Production for Artists and Educators		
Course Number	Course Title	Units
MPAET-GE 2005	Introduction to Theatre for Young Audiences	2-4
MPAET-GE 2075	Drama and Youth: Theoretical Perspectives (London)	3
MPAET-GE 2076	Drama and Youth: Practical Implications (London)	3
MPAET-GE 2105	Beginning Playwriting	2
MPAET-GE 2106	Advanced Playwriting	3
MPAET-GE 2152	Theatre Practices: Problems in Play Production (New Plays for Young Audiences)	3
MPAET-GE 2982	Directing Youth Theatre Productions (Looking For Shakespeare)	3
Culminating Experience***		3
Course Number	Course Title	Units
Choose one of the following:		
MPAET-GE 2075	Drama and Youth: Theoretical Perspectives (London)	3
MPAET-GE 2076	Drama and Youth: Practical Implications (London)	3
MPAET-GE 2090	Theatre in Education Practices (Dublin)	3
MPAET-GE 2102	Applied Theatre II	3
MPAET-GE 2151	Theatre Practices: Leaders in Ed. Theatre (Puerto Rico)	3
MPAET-GE 2152	Theatre Practices: Problems in Play Production (New Plays for Young Audiences)	3
MPAET-GE 2255	Acting: Pedagogy, Technique, and Performance	3
MPAET-GE 2300	Independent Study	3
MPAET-GE 2301	Practicum in Ed. Theatre	3
MPAET-GE 2979	Creating Meaning through Community Drama (Dublin)	3
MPAET-GE 2982	Directing Youth Theatre Productions (Looking For Shakespeare)	3

*** Substitution for the Culminating Experience must be cleared with your adviser.
 Limited electives outside of the Program in Educational Theatre are permitted by advisement only.

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.

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 units required to complete the program of study.

MASTER OF ARTS: EDUCATIONAL THEATRE, ALL GRADES (EDTA)

The goal of this 39-42-unit 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.

Department of Music and Performing Arts Professions
GEEDTAMA - Educational Theatre, All Grades, (M.A.)
Program of Study
2021-2022

Total Units Required		39-42
Requirements		
Content Core Foundation		15-18
Course Number	Course Title	Units
MPAET-GE 2193	Drama in Education I	3
Through advisement, students complete electives in dramatic literature, acting, directing, playwriting, design, and community engagement. <i>Examples of potential courses include, but are not limited to:</i>		12-15
Course Number	Course Title	Units
MPAET-GE 2005	Introduction to Theatre for Young Audiences	2-4
MPAET-GE 2017	Design for the Stage	3
MPAET-GE 2023	Images of Women in Theatre	3
MPAET-GE 2098	Advanced Directing	3
MPAET-GE 2099/2100	Styles of Acting and Directing I/II	3
MPAET-GE 2101/2102	Applied Theatre I/II	3
MPAET-GE 2103	World Drama	3
MPAET-GE 2105	Beginning Playwriting	2
MPAET-GE 2113	Physical Theatre Improvisation	3
MPAET-GE 2114	Creating Ethnodrama: Theory & Practice	3
MPAET-GE 2115	The Ethnoactor & Verbatim Performance	3
MPAET-GE 2143	Stage Lighting	3
MPAET-GE 2171	Shakespeare's Theatre I	3
MPAET-GE 2252	Acting: Character Study	3
MPAET-GE 2255	Acting: Pedagogy, Technique, and Performance	3
MPAET-GE 2978	Applied Theatre Praxis	3
General Pedagogical Core		6
Course Number	Course Title	Units
TCHL-GE 2010	Inquiries into Teaching and Learning III (30 hrs of fieldwork)	3
MPAIA-GE 2010	The Arts in Human Development (15 hours of fieldwork)	3
TCHL-GE 2999	Social Responsibilities of Teachers: Drug & Alcohol Education, Child Abuse Identification, School Violence Prevention, and DASA	0
Specialized Pedagogical Core		12
Course Number	Course Title	Units
MPAET-GE 2030	Dramatic Activities in the Elementary School (15 hrs fieldwork)	2
MPAET-GE 2031	Dramatic Activities in the High School (15 hrs fieldwork)	3
MPAET-GE 2960	Drama with Special Populations	3
MPAET-GE 2977	Understanding Diversity / Teaching Pluralism Through Theatre	3
MPAET-GE 2988	Assessment of Student Work in Drama	1
Student Teaching		6
Course Number	Course Title	Units
MPAET-GE 2134	Student Teaching in the Elementary Classroom	3
MPAET-GE 2174	Student Teaching in the Secondary Theatre Classroom	3

ADDITIONAL DEGREE REQUIREMENTS

- 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).
- 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.
- All students are required to complete a Culminating Experience, which consists of a curriculum development project informed by the student's experience in the student teaching practicum and the coursework (by advisement).

ADMISSION REQUIREMENTS

Students must have earned 30 units in drama, theatre, dramatic literature, or their equivalent. Students with fewer than 30 units in these areas on admission will be required to take additional coursework in educational theatre.

MASTER OF ARTS: EDUCATIONAL THEATRE, ALL GRADES, WITH ENGLISH, 7-12 (ETED)

This 45-unit MA teacher certification program in educational theatre with English, 7-12 (ETED), responds to the many opportunities available in the New York City area for English teachers at the middle and high school levels. The need for modes of artistic expression that lead toward literate engagements with texts has never been greater than it is today. The concern that technologies such as film, television, and the Internet are replacing basic reading and writing skills can be addressed by providing opportunities for students to explore ideas and concepts in the novels and plays they read in the English classroom through drama and theatre strategies. To respond to these concerns, the department offers certification in Educational Theatre K-12 with English, 7-12. The curriculum reflects a collaborative integration of coursework offered by current faculty in the Program in Educational Theatre and the Program in English Education in the Department of Teaching and Learning.

Department of Music & Performing Arts Professions
GEETEDMA - Educational Theatre, All Grades, with English, 7–12, (M.A.)
Program of Study
2021-2022

Total Units Required		45
Content Core		18
Reading (Choose one from this category):		3
Course Number	Course Title	Units
ENGED-GE.2397	Language Development and Reading Literature	3
ENGED-GE.2509	Teaching Reading in the English Classroom	3
ENGED-GE.2521	Literature and the Adolescent Experience	3
Language (Choose one from this category):		3
Course Number	Course Title	Units
ENGED-GE.2505	Foundations of Educational Linguistics	3
ENGED-GE.2515	Linguistics, Society & Teacher	3
ENGED-GE.2049	Teaching English in the Inner City	3
ENGED-GE.2045	Hip Hop & the Teaching of English	3
Writing (Choose one from this category):		3
Course Number	Course Title	Units
ENGED-GE.2511	Teaching Expository Writing	3
ENGED-GE.2101	Individualized Writing Instruction	3
ENGED-GE.2185	Advanced Composition	3
Educational Theatre (Choose two from this category):		6
Course Number	Course Title	Units
MPAET-GE.2021	Development of Theatre and Drama AND/OR a combination of the below:	3
MPAET-GE.2193	Drama in Education 1	3
MPAET-GE.2194	Drama in Education 2	3
Educational Theatre Elective:		3
MPAET-GE XXXX	Elective (by advisement)	3
General Pedagogical Core		12
Course Number	Course Title	Units
MPAET-GE 2960	Drama With Special Populations	3
TCHL-GE 2010	Inquiries into Teaching and Learning III	3
APSY-GE 2272	Adolescent Development: Theory and Research	3
TCHL-GE 2999	Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention/ DASA: The Social Responsibilities of Teachers	0
Research (Choose one from this category)		3
Course Number	Course Title	Units
ENGED-GE.2120	Curriculum & Research in Literacy/Language Arts	3
OR		
MPAET-GE.2077	Methods and Materials of Research	3
Specialized Pedagogical Core		9
Course Number	Course Title	Units
MPAET-GE 2030	Dramatic Activities in the Elementary Classroom	2
MPAET-GE 2031	Dramatic Activities in The High School	3
MPAET-GE 2042	Storytelling in the Classroom	1
ENGED-GE 2041	Teaching/Learning English Language Arts in Middle and High School	3
Student Teaching		6
Course Number	Course Title	Units
MPAET- GE 2134	Student Teaching Theatre in the Elementary	3
ENGED-GE.2911	Student Teaching English Education: High School	3

Additional Requirements:

- 1) Student must have taken at least one semester of a foreign language at the college level
- 2) Students must complete a Culminating Experience in the student teaching practicum (by advisement)

ADDITIONAL REQUIREMENTS

- 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).
- 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.
- 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).

ADMISSION REQUIREMENTS

Students must have earned 30 units in English or dramatic literature or their equivalent and 30 units of theatre or educational theatre. Students with fewer than 30 prerequisite units in these areas on admission may be required to take additional coursework as part of their master's program.

MASTER OF ARTS: EDUCATIONAL THEATRE, ALL GRADES, WITH SOCIAL STUDIES, 7-12 (ETSS)

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.

Department of Music & Performing Arts Professions
GEETSSMA - Educational Theatre, All Grades and Social Studies, 7-12 (MA)
Dual Certification
Program of Study
2021-2022

Total Units Required		47
Required Courses		
Content Core Foundation		12
Course Number	Course Title	Units
MPAET-GE 2103/4	World Drama 1 or 2	3
MPAET-GE 2193/4	Drama in Education I or II	3
SOCED-GE 2047	Key Debates in U.S. History	3
SOCED-GE 2048	Key Debates in Global History	3
Pedagogical Core		13
Course Number	Course Title	Units
MPAET-GE 2960	Drama with Special Education Populations (by advisement)	3
OR		
SPCED-GE 2162	Educating Students with Disabilities in Middle School and Adolescent Settings (15 hours fieldwork)	3
MPAET-GE 2976	Exploring Social Issues through Drama	1
EDCT-GE 2018	Integration of Media and Technology	1
TCHL-GE 2275	Literacy Acquisition and Development	3
TCHL-GE 2010	Inquiries into Teaching and Learning III (30 hours of fieldwork)	3
TCHL-GE 2998	Social Responsibilities of Teachers: Drug & Alcohol Education, Child Abuse Identification, School Violence Prevention, and DASA	0
TCHL-GE 2515	Adolescent Learners in Urban Contexts (by advisement)	2
OR		
MPAIA-GE 2010	Human Development and Education in the Arts (15 hours of fieldwork)	3
Specialized Pedagogical Core		16
Course Number	Course Title	Units
MPAET-GE 2030	Drama Activities in the Elementary School (15 hours of fieldwork)	2
MPAET-GE 2031	Drama Activities in the Secondary School (15 hours of fieldwork)	3
MPAET-GE 2077	Methods and Materials of Research in Educational Theatre	3
MPAET-GE 2955	Drama Across the Curriculum and Beyond	2
SOCED-GE 2042	Teaching Social Studies in the Middle and Secondary School (45 hours of fieldwork)	3
SOCED-GE 2146	MA Seminar in Social Studies	3
Student Teaching		6
Course Number	Course Title	Units
MPAET-GE 2134	Student Teaching in the Elementary Classroom: 20 days minimum	3
SOCED-GE 2922	Supervised Student Teaching II: Social Studies in the Secondary School: 20 days minimum	2
SOCED-GE 2053	Student Teaching Practicum	1
Terminal Experience		0
Course Number	Course Title	Units
SOCED-GE 2140	Social Studies and History Workshop	0

ADMISSION REQUIREMENTS

Students must have earned 24 units in theatre and 24 units in social studies. For social studies, students must have completed at least 15 semester units in the history and geography of the United States and the world; at least 3 units in economics; at least 3 units in government or political science; and at least 3 units in one of the social sciences with the exception of psychology and philosophy. For theatre, students must have earned 24 units in drama, theatre, dramatic literature, or their equivalent. Students with fewer than 24 units in these areas on admission will be required to take additional coursework in educational theatre and/or social studies. To be recommended for certification in social studies and theatre, students will have completed a total of 30 content units in each area.

See general admission section, page 416.

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 Association For Advancing Quality In Educator Preparation (AAQEP) for a period of seven years, from April 2020 to June 2027. This accreditation certifies that the fore-named professional education program has provided evidence that the program adheres to AAQEP's quality principles.

FIELDWORK

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.

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 — studies in drama/theatre curriculum, special education, integrated arts, assessment and evaluation

- Applied Theatre — studies in community-based theatre, theatre of the oppressed, the teaching artist, diversity and inclusion
- Theatre for Young Audiences and Play Production — 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 units 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 units 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-unit collegium in performing arts education research each semester in order to maintain matriculation (Performing Arts Research Collegium MPAIA-GE 3400).

As a culminating study, students design and conduct a practitioner-based study under the direction of doctoral program faculty, developing a project drawn from one or more of the program's specializations (as listed above). This might include dramatic work or other arts-based project, action research project, internship, and/or other applied theatre residency in lieu of a research-based dissertation. The culminating study will require a formal proposal and approval by doctoral faculty. Three full-time faculty members are required to serve on doctoral students' culminating study committee.

Students should consult the handbook for doctoral study published by the Steinhardt School for the specific requirements of this degree. Course substitutions for any of the general degree requirements must be approved by the academic adviser, the program director, and the associate dean for academic affairs.

DEGREE REQUIREMENTS

A minimum of 42 units beyond the master's degree (depending on the student's previous academic background) is required for the EdD.

Common Core (9 units): 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 units): 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 units): 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 units): 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 units): 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.

Culminating Study (3 units): Doctoral Proposal Seminar MPAET-GE 3005.

PREREQUISITES

Prerequisites in theatre form 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 units are required to complete this EdD program. Additional courses in theatre form 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 units beyond the master's degree (depending on the student's previous academic background) is required for the PhD degree. This includes 36 units in general degree requirements and a minimum of 18 units in educational theatre to be selected in consultation with a doctoral adviser, according to the student's area of interest and professional goals. PhD students must complete a minimum of 36 units in residence beyond the master's degree. A candidacy examination is given approximately halfway through the academic work to determine if students have reached competency.

Upon completion of coursework, students must register in a 1-unit collegium in performing arts education research each semester in order to maintain matriculation (Performing Arts Research Collegium MPAIA-GE 3400).

Both a proposal and a dissertation are required of all 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.

Students should consult the handbook for doctoral study published by the Steinhardt School for the specific requirements of this degree. Course substitutions for any of the general degree requirements must be approved by the academic adviser, the program director, and the associate dean for academic affairs.

DEGREE REQUIREMENTS

Foundations of Education (12 units): 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 units): Coursework includes Seminar in Applied Theatre Research MPAET-GE 2400 and Methods and Materials of Research in Educational Theatre MPAET-GE 2077. Advanced specialized research courses should be taken after candidacy has been received and, preferably, as the dissertation proposal has been shaped to ensure that selections are relevant to the dissertation. For instance, a student doing qualitative inquiry, which demands extensive interviewing of participants, would register for Research Practicum in Field Settings CHDED-GE 2372.

Specialization Course Electives (Selected by Advisement); (18-24 units): 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 units): Electives closely related to and supportive of the student's area of specialization. This coursework must be taken outside of the student's program, i.e., not MPAET-GE courses.

Departmental Content Seminar (3 units): Drama in Education MPAET-GE 2193. Doctoral Proposal Seminar (3 units): 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.

MUSIC BUSINESS

DIRECTOR

Larry Miller

35 West Fourth Street, 10th Floor

TELEPHONE: 212-998-5427

DEGREE

MA

FACULTY

See [NNNN](#) 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

The Master of Arts in Music Business program - requires 42 units of coursework and can be completed in two years of full-time study. A part-time course of study is also available. Courses in music business and music technology are offered through the Steinhardt School of Culture, Education, and Human Development; courses in business administration are offered through the Leonard N. Stern School of Business.

Department of Music & Performing Arts Professions
GEMUBGMA - Music Business, (M.A.)
Program of Study
2021-2022

Total Units Required			42			
Requirements			33	Electives		9
Required Core Music Business Courses			24	Music Business Electives (Choose at least 3 of these classes)		9
Course Number	Course Title	Units	Course Number	Course Title	Units	
MPAMB-GE 2001	MUBG Professional Development Sequence (register for this each semester)	0	MPAMB-GE 2201	Graduate Seminar in A&R	3	
MPAMB-GE 2101	Principles & Practice in the Music Industry	3	MPAMB-GE 2202	Promotions & Publicity in the Music Industry	3	
MPAMB-GE 2102	The Law and the Music Industry	3	MPAMB-GE 2105	Concert Management	3	
MPAMB-GE 2103	Environment of the Music Industry	3	MPAMB-GE 2206	Strategic Marketing in the Music Industry	3	
MPAMB-GE 2203	Emerging Models & Markets for Music*	3	MPAMB-GE 2208	Music, Innovation and Social Change	3	
MPAMB-GE 2301	Internship (Variable 1-3 units per semester; 3 units total)	3	MPAMB-GE 2207	Global Music Management**	3	
MPAMB-GE 2401	Colloquy: Issues in Music Management	3	*This course is offered in Brazil every other January: 2023, 2025, etc.			
MPAMB-GE 2211	Data Analysis in the Music Industry	3	**This course is offered in London every other January: 2022, 2024, etc.			
MPAMB-GE 2225	Music Publishing: Background Practice	3				
Business Courses (at the Stern Business School)			9			
Course Number	Course Title	Units				
COR1-GB 1302	Leadership in Organizations (Steinhardt Students Section)	3				
COR1-GB 1306	Financial Accounting and Reporting (Steinhardt Students Section)	3				
Various	Entertainment, Media, Technology Elective(s) (1.5 units each, 3 units total)	3				

Students in the Music Technology Concentration take three Music Technology Core Courses (9 units). Courses include Graduate Seminar in Music Technology (by placement exam), Audio for Games, Scoring for Film and Multimedia, and Concert Recording.

Department of Music & Performing Arts Professions
GEMUBGMA-TTT - Music Business with Concentration in Music Technology, (M.A.)
Program of Study
2021-2022

Total Units Required			42			
Requirements			39	Electives		3
Required Core Music Business Courses			24	Music Technology Electives (Choose 1)		3
Course Number	Course Title	Units	Course Number	Course Title	Units	
MPAMB-GE 2001	MUBG Professional Development Sequence (register for this each semester)	0	MPATE-GE 2013	Audio Mastering	3	
MPAMB-GE 2101	Principles & Practice in the Music Industry	3	MPATE-GE 2135	Mixing in the Digital Audio Workstation	3	
MPAMB-GE 2102	The Law and the Music Industry	3	MPATE-GE 2609	Electronic Music Performance	3	
MPAMB-GE 2103	Environment of the Music Industry	3	MPATE-GE 2611	Concert Recording I	3	
MPAMB-GE 2203	Emerging Models & Markets for Music*	3	MPATE-GE 2620	Audio for Video I	3	
MPAMB-GE 2301	Internship (Variable 1-3 points per semester; 3 points total)	3	MPATE-GE 2627	Aesthetics of Recording	3	
MPAMB-GE 2401	Colloquy: Issues in Music Management	3	MPATE-GE 2629	Advanced Audio Production	3	
MPAMB-GE 2211	Data Analysis in the Music Industry	3	MPATE-GE 26XX	Advanced Topics in Music Technology	3	
MPAMB-GE 2225	Music Publishing: Background Practice	3	*This course is offered in Brazil every other January; 2023, 2025, etc.			
Required Courses for Concentration in Music Technology			6			
Course Number	Course Title	Units				
MPATE-GE 2600	Graduate Seminar In Music Technology	3				
MPATE-GE 2590/XXXX	Intro to Music Technology OR Music Technology Elective	3				
Business Courses (at the Stern Business School)			9			
Course Number	Course Title	Units				
COR1-GB 1302	Leadership in Organizations (Steinhardt Students Section)	3	Statistics will be required as a prerequisite for the proposed program. May be met by prior work at the undergraduate or graduate level. Students who have not met this prerequisite will complete this requirement during their first semester and graduate with 45 credits.			
COR1-GB 1306	Financial Accounting and Reporting (Steinhardt Students Section)	3				
Various	EMT (Entertainment, Media, Technology) Elective(s) (1.5 units each, 3 units total)	3				

ACCELERATED GLOBAL MASTER OF ARTS IN MUSIC BUSINESS OPTION

Three Semesters with Global Study Requirements

Our accelerated global Master of Arts program in Music Business offers students the opportunity to complete the program's full degree requirements in a year and a half while enhancing their New York-based studies with internships and courses taught abroad.

These opportunities abroad draw upon our professors' international connections and allow NYU students to network with music business professionals in other parts of the world, learning how their practices might be the same or different.

ADMISSION REQUIREMENTS

Students currently in the program in Music Business hold a variety of undergraduate degrees; business, music, and humanities are the most common. Applicants must submit at least two letters of recommendation attesting to their strengths, weaknesses, potential to succeed in a rigorous academic program, and potential for management. Applicants for the Music Technology Concentration submit details of their prior academic and/or professional

technology experience. Some work experience is preferred (relevant internships can qualify). Students are admitted only in the fall semester of each year. The music business MA program also participates in the Early Decision option. See admission instructions for details.

Prerequisites to study include a course in statistics or quantitative methods prior to coming into the program. Alternatively, the statistics requirements may be fulfilled while in the program, and the student will graduate with 45 units instead of 42.

MUSIC COMPOSITION

DIRECTOR

Julia Wolfe

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DEGREES

MM, PhD

FACULTY

See pages 184 for a complete listing.

The program in Music Composition offers an MM in Music Theory and Composition and PhD in Music Performance and Composition. Students in the master's of music program take a comprehensive sequence of courses in the following areas:

Concert Music Composition involves lessons, courses, and seminars aimed toward providing composers a well-rounded education in contemporary practice as well as opportunities to hear their compositions performed.

Composers choose music electives and composition courses to enhance areas of particular interests. Opportunities for performance include projects with the percussion, strings, and vocal performance programs, residencies/readings with the NYU Contemporary Ensemble and NYU Orchestra, and collaborations with visiting guest ensembles.

Composers also have the opportunity to study electroacoustic and computer music composition through the department's multiple on-site music production labs (including the James Dolan recording studio with 10.2 surround sound and SSL Duality), as well as through University-wide computing facilities, offering students multimedia workstations.

Screen Scoring offers intensive professional training in composing for film, television, video games, and media. 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.

Songwriting offers intensive professional training in the art and craft of songwriting. Students examine popular song through its rich history and aesthetics.

DEGREE REQUIREMENTS

MM, MUSIC THEORY AND COMPOSITION: CONCERT MUSIC

This 38-unit curriculum can be completed in three semesters of full-time study:

Department of Music & Performing Arts Professions
GEMTACMM - Music Theory and Composition (Concert Composition), (M.M.)
Program of Study
2021-2022

Total Units Required			39			
Requirements			30	Electives		9
Core - choose 1 Music Theory (T) & 1 Music History/Literature (H) - by advisement			6	Guided Electives - by advisement. From a wide selection of courses.		
				Core courses and concentration courses not counting towards the concentration may also count as electives		
Course Number	Course Title	Units	Course Number	Course Title	Units	
MPATC-GE 2039	Contemporary Music (H)	3	MPAME-GE 2118	Independent Study	1-3	
MPATC-GE 2046	Music Criticism (H)	3	MPATC-GE 2018	16th Century Counterpoint	2	
MPATC-GE 2069	Opera in the 20th Century (H)	3	MPATC-GE 2019	18th Century Counterpoint	2	
MPATC-GE 2095	Songwriting History and Criticism (H)	3	MPATC-GE 2021	Seminar in Composition: Chamber Ensembles and Electronics	3	
MPATC-GE 2096	Songwriting History and Criticism II (H)	3	MPATC-GE 2042	Psychology of Music	3	
MPATC-GE 220X	Seminar in Music Theory (T)	3	MPATC-GE 2049	Contemporary Scoring	3	
MPATC-GE 2550	Screen Music: History, Analysis, and Aesthetics (H)	3	MPATC-GE 204X	Scoring Techniques <i>Film and Animation or Video Games</i>	3	
Music Composition Concentration			MPATC-GE 2109	Narrative Writing for Music Analysis	3	
Course Number	Course Title	Units				
MPATC-GE 2321	Private Composition Lessons - taken three times for 3 points each	9	MPATC-GE 2131	Conducting: Foundations	1	
MPATC-GE 2027	Seminar in Composition: String Quartet I	3	MPATC-GE 2133	Conducting: Intermediate	2	
MPATC-GE 2028	Seminar in Composition: String Quartet II	3	MPATC-GE 2135	Conducting: Advanced Instrumental	3	
MPATC-GE 2424	NYU Composer's Forum - taken three times for a total of 3 points	3	MPATC-GE 220X	Seminar in Music Theory	3	
<i>Choose one from the following:</i>			MPATC-GE 2555	Music Editing for Screen Music	3	
MPATC-GE 2127	Aesthetics / Compositional Processes in the Symphony	3	MPATE-GE 2047	Advanced Computer Music	3	
MPATC-GE 2082	Advanced Orchestration: Concert Music	3	MPATE-GE 2135	Mixing in the Digital Audio Workstation	3	
Terminal Experience			MPATE-GE 2604	Game Audio	3	
Course Number	Course Title	Units	MPATE-GE 2604	Audio for Games and Immersive Environments	3	
MPATC-GE 2026	Colloquy in Music	3	MPATE-GE 2609	Electronic Music Performance	3	
			MPATE-GE 2620	Audio for Video	2-3	
			MPATE-GE 2629	Advanced Audio Production	3	
			MPATE-GE 2636	Advanced Topics in Music Technology: Production for Songwriters	3	
			MPATE-GE 2650	Ear Training for Audio Engineers	3	

MM, MUSIC THEORY AND COMPOSITION: SCREEN SCORING

This 39-unit curriculum can be completed in four semesters of full-time study.

Department of Music & Performing Arts Professions
GEMTACMM:FMS - Music Theory and Composition (with Concentration in Screen Scoring), (M.M.)
 Program of Study
 2021-2022

Total Units Required			39		
Requirements		31	Electives		8
Core - Choose one of the following		3	Guided Electives - by advisement From a wide selection of courses. Core courses and concentration courses that are not counting towards the concentration do also count as electives		
Course Number	Course Title	Units	Course Number	Course Title	Units
MPATC-GE 202X	Seminar in Composition	3	MPAME-GE 2118	Independent Study	1-3
MPATC-GE 220X	Seminar in Music Theory	3	MPATC-GE 2082	Adv. Orchestration: Concert Music	3
MPAME-GE 2021	Music Reference and Research Materials	3	MPATC-GE 2090	Songwriters Forum	3
MPATC-GE 2039	Contemporary Music	3	MPATC-GE 2131	Conducting: Foundations	1
MPATC-GE 2046	Music Criticism	3	MPATC-GE 2133	Conducting: Intermediate	2
MPATC-GE 2127	Compositional Processes in the Symphony	3	MPATC-GE 2134	Conducting: Advanced Musical Theater	3
MPATC-GE 2042	Psychology of Music	3	MPATC-GE 2135	Conducting: Advanced Instrumental	3
MPATC-GE 2069	Opera in the 20th Century	3	MPATC-GE 2135	Mixing in the Digital Audio Workstation	3
MPATC-GE 2095	Songwriting History and Criticism	3	MPATC-GE 2429	Music Notation	1
MPATC-GE 2096	Songwriting History and Criticism II	3	MPATE-GE 2047	Advanced Computer Music	3
MPATC-GE 2109	Narrative Writing for Music Analysis	3	MPATE-GE 2604	Game Audio	3
Area of Concentration: Screen Scoring		25	MPATE-GE 2604	Audio for Games and Immersive Environments	3
Course Number	Course Title	Units	MPATE-GE 2620	Audio for Video	2-3
MPATC-GE 2321	Private Composition Lessons - <i>taken 3x for 3 units each</i>	9	MPATE-GE 2629	Advanced Audio Production	3
MPATC-GE 2049	Contemporary Scoring	3	MPATE-GE 2636	Advanced Topics in Music Technology: Production for Songwriters	3
MPATC-GE 2424	Composers Forum	1	MPATE-GE 2650	Ear Training for Audio Engineers	3
MPATC-GE 204X	Scoring Techniques <i>Film and Animation or Video Games</i>	3			
MPATC-GE 2550	Screen Music: History, Analysis, and Aesthetics	3			
MPATC-GE 2555	Music Editing for Screen Music	3			
<i>Choose one orchestration course by placement</i>		3			
MPATC-GE 2088	Orchestration I	3			
MPATC-GE 2XXX	Orchestration II	3			
MPATC-GE 2081	Adv. Orchestration: Screen Scoring	3			
Terminal Experience		3			
Course Number	Course Title	Units			
MPATC-GE 2026	Colloquy in Music	3			

MM, MUSIC THEORY AND COMPOSITION: SONGWRITING

This 39-unit curriculum can be completed in four semesters of full-time study.

Department of Music & Performing Arts Professions
GEMTACMM:SGW - Music Theory and Composition (Songwriting) (MM)
Program of Study
2021-2022

Total Units Required			39		
Requirements		30	Electives		9
Core		6	Guided Electives - by advisement <i>This is a sample of pertinent courses. Many more are available</i>		
Course Number	Course Title	Units	Course Number	Course Title	Uni
MPATC-GE 2095	Songwriting History and Criticism I	3	MPATC-GE 2134	Musical Theatre Songwriting Seminar	3
MPATC-GE 2096	Songwriting History and Criticism II	3	MPATC-GE 2424	Composers Forum	1
Area of Concentration: Screen Scoring		21	MPAVP-GE, MPAJZ-GE, or MPAXX-GE	Secondary Private Lesson (<i>in Vocal Performance, Jazz</i>)	2
Course Number	Course Title	Units	MPAVP-GE 2181	Background Vocal Recording Techniques Ensemble	2
MPATC-GE 2090	Songwriters Forum <i>(taken twice for 3 points, each)</i>	6	MPAJZ-GE 2273	Jazz Arranging Techniques I (including Jazz Theory I)	3
MPATC-GE 2321	Private Composition Lessons <i>(taken three times for 3 points, each)</i>	9	MPATC-GE 2135	Mixing in the Digital Audio Workstation	3
MPAMB-GE 2225	Music Publishing	3	MPATE-GE 2650	Ear Training for Audio Engineers	3
Choose 1 production course by placement and advisement			MPATE-GE 2629	Advanced Audio Production	3
MPATC-GE 2049	Contemporary Scoring	3	MPATC-GE 204X	Scoring Techniques (<i>for Film and Animation or Video Games</i>)	3
MPATC-GE 2637	Production For Songwriters	3	MPATC-GE 2550	Screen Music: History, Analysis, and Aesthetics	3
MPATC-GE 2638	Production For Producers	3	MPATC-GE 2555	Music Editing for Screen Music	3
Terminal Experience		3	MPAMB-GE 2201	Artists and Repertoire Seminar	3
Course Number	Course Title	Units	MPAMB-GE 2101	Principles and Practice in The Music Industry	3
MPATC-GE 2026	Colloquy in Music	3	MPAMT-GE 2946	Music Improvisation for Artistic	3
			MPATC-GE 2088	Orchestration I	3
			MPATC-GE 2XXX	Orchestration II	3
			MPATC-GE 2081	Advanced Orchestration: Screen Scoring	3
			MPATE-GE 2604	Game Audio	3
			MPATE-GE 2604	Audio for Games and Immersive Environment	3
			MPATE-GE 2047	Advanced Computer Music	3
			MPATE-GE 2620	Audio for Video	3
			MPATC-GE 2039	Contemporary Music	3
			MPATC-GE 2042	Psychology of Music	3
			MPATC-GE 2046	Music Criticism	3
			MPATC-GE 2127	Compositional Processes in the Symphony	3
			MPAME-GE 2021	Music Reference and Research Materials	3
			MPATC-GE 2429	Music Notation	1
			MPATC-GE 2131	Conducting: Foundations	1
			MPATC-GE 2133	Conducting: Intermediate	2
			MPATC-GE 2135	Conducting: Advanced	3
			MPATC-GE 2134	Conducting: Advanced Musical	3
			MPATC-GE 2082	Advanced Orchestration: Concert Music	3
			MPATC-GE 202X	Seminar in Composition	3
			MPATC-GE 220X	Seminar in Music Theory	3
			MPATC-GE 2069	Opera in the 20th Century	3
			MPATC-GE 2109	Narrative Writing for Music	3
			MPAME-GE 2118	Independent Study	1-3

PHD IN MUSIC PERFORMANCE AND COMPOSITION

A doctoral degree in music represents highly personalized study working closely with doctoral advisers. Students must declare a concentration in Performance or Composition and may focus their studies in consultation with their adviser.

This degree program requires 49–55 units for graduation covering foundations and departmental seminars, specialized research and research methods courses (as appropriate for your dissertation research), cognates (courses outside your specialization), applied study, recitals, guided electives, and dissertation proposal seminars.

Additional units 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 units from other institutions are allowed for doctoral students.

ADMISSION REQUIREMENTS

Music performance majors must present an audition. Specific repertoire requirements for music performance are available by contacting the respective program director. Students interested in music composition must hold a baccalaureate degree, preferably in music or a related program and must submit a digital composition portfolio consisting of three or four scores of varying instrumentation, accompanied by an audio recording of at least two of the works, and a curriculum vitae.

See general admission section, page 416.

MUSIC EDUCATION

DIRECTOR

Elise Sobol

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DEGREES

Advance Certificate MA, PhD

FACULTY

See 184 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 with reciprocity in many other states in the country. International students find career opportunities enhanced in their countries through the professional recognition of graduate degrees from New York University. The need for teachers in schools, communities, and arts organizations is at an all-time high, and salary scales have been substantially increased. Doctoral graduates compete successfully for positions in teaching, research, and administration at major universities, and increasingly in industry. Career opportunities are readily available for education officers and administrators at cultural institutions — museums, community arts centers, conservatories, and musical societies.

MASTER'S PROGRAMS NOTE: THE MASTER'S PROGRAMS IN MUSIC EDUCATION AND TEACHING MUSIC: ALL GRADES AND THE ADVANCED CERTIFICATE IN PROFESSIONAL STUDIES IN MUSIC ARE CURRENTLY NOT ACCEPTING APPLICATIONS FOR ENROLLMENT.

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 Master of Arts in Music Education program is highly flexible and emphasizes the preparation of educators and teaching artists for community arts organizations, education companies, colleges, and universities. It is also available to international students who are currently teaching, who have opportunities to teach at the college level, or who may wish to focus on specific aspects and issues of music education and pedagogy in the United States.

Music Education: Teaching Music, All Grades: Initial Certification program is designed for applicants with a music background who wish to teach music at all levels from preschool through high school and are seeking initial teacher certification in New York State. Applicants must have completed a bachelor's degree or the equivalent in music, which includes a minimum of 36 units 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.

DEGREE REQUIREMENTS

Auditions are required. English Proficiency is assessed prior to audition invitation. Placement exams for music theory and music history are given prior to registration and first semester of study.

To qualify, students must have a bachelor's degree or the equivalent in music. Open also to international students.

Degree completion includes a capstone professional portfolio for licensure preparation reflective of elementary and secondary student teaching placements. To qualify, applicants must have completed a bachelor's degree or the equivalent in music that includes a minimum of 30 units of college-level coursework in music.

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.

Department of Music & Performing Arts Professions
GEMUSAMA -Teaching Music, All Grades, MA
Program of Study
2021-2022

Total Units					
Pedagogical Core		9	Music and Music Education Electives		4
Course Number	Course Title	Units	<i>Selected through advisement - see list below</i>		
MPAIA-GE 2010	Human Development and Education in the Arts	3	Course Number	Course Title	Units
MPAME-GE 2035	Technological Trends in Music Education	3	MPAME-GE 2103	Popular Music Practicum	1
	OR		MPAME-GE 2405	Music Technology Practicum	1
MPAIA-GE 2029	Tech Resources for Perf. Arts Educators	3	MPAME-GE 2108	Vocal Practicum	1
TCHL-GE 2010	Inquiries Into Teaching and Learning III	3	MPAME-GE 2104	Brass Practicum	1
Music Education Core		8	MPAME-GE 2105	Woodwind Practicum	1
Course Number	Course Title	Units	MPAME-GE 2106	Strings Practicum	1
MPAME-GE 2139	Music Education Philosophy	3	MPAME-GE 2107	Percussion Practicum	1
MPAME-GE 2021	Music Reference and Research Materials	3	MPAME-GE 2xxx	Keyboard Practicum	1
MPAME-GE 2939	Colloquy in Music Education (Two Semester Sequence: Literature Review and Final Capstone Thesis)	1	MPAME-GE 2146	Kodaly Level 1 (Summer)	3
MPAME-GE 2939	Colloquy in Music Education (Two Semester Sequence: Literature Review and Final Capstone Thesis)	1	MPAME-GE 2147	Kodaly Level 2 (Summer)	3
Content/ Pedagogical Requirements		20	MPAME-GE 2148	Kodaly Level 3 (Summer)	3
Course Number	Course Title	Units			
MPAME-GE 2114	Music for Exceptional Children	3			
MPAME-GE 2027	Teaching Music in Secondary Schools	2			
MPAME-GE 2119	Teaching Music in Elementary Schools	2			
MPAME-GE 2082	Choral Materials, Techniques and Conducting	2			
MPAME-GE 2115	Instrumental Materials, Techniques, and Conducting	2			
MPAME-GE 2102	Fundamentals of Conducting	1			
MPAME-GE 2xxx	<i>Music Education Practica (by advisement- see below)</i>	1			
MPAME-GE 2xxx	<i>Music Education Practica (by advisement- see below)</i>	1			
TCHL-GE 2999	Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention/D.A.S.A.: The Social Responsibilities of Teachers	0			
MPAME-GE 2141	Student Teaching Music in Elementary Schools	3			
MPAME-GE 2145	Student Teaching Music in Secondary Schools	3			
Ensemble Requirement - Required for two semesters		0			
Course Number	Course Title	Units			
	<i>Selected through advisement</i>	0			

ADVANCED CERTIFICATE

The Post-Master's Advanced Studies in Music requires 18–24 units music performance, music education, and a terminal experience colloquy class.

Department of Music & Performing Arts Professions
GEMUSEADCR - Post Master's Advanced Certificate in Music Education, ADCRT
Program of Study
2021-2022

Total Units Required		18-24
Requirements		
Area of Concentration		6-12
Course Number	Course Title	Units
MPAPE-GE 2356	Private Lessons	3-6
MPAxx-GE 2034	Chamber Music	3-6
Education-Related Courses (<i>select 2 for total 6 units</i>)		6
Course Number	Course Title	Units
MPAME-GE 2139	Music Education Philosophy	3
MPAME-GE 2021	Music Reference and Research Materials	3
MPAME-GE 2035	Technological Trends in Music Education	3
MPAME-GE 2010	Current Readings in Music Education	3
MPAME-GE 2061	Psychology of Music Education	3
Elective		3-9
Course Number	Course Title	Units
	by advisement	3-9
Terminal Experience		3
Course Number	Course Title	Units
MPATC-GE 2026	Colloquy in Music	3

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 Association For Advancing Quality In Educator Preparation (AAQEP) for a period of seven years, from April 2020 to June 2027. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to AAQEP's quality principles.

FIELDWORK

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

Doctor of Philosophy program requires a minimum of 45 units beyond the master's degree; full-time students can complete the program in three to four years. Study consists of the following: Specialized Research Methodology (3 units). Advised Research (15 units): Courses include Music Reference and Research Materials MPAME-GE 2021; Research in Music and Music Education MPAME-GE 2130; Psychology of Music MPATC-GE 2042; and other specialized research courses offered at NYU Steinhardt.

Guided Electives (24 units). Selected in consultation with adviser. Dissertation Proposal Seminar (3 units): PhD students must complete and orally defend a theoretically grounded dissertation related to music education.

See general admission section, page 416.

STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 443.

MUSIC PERFORMANCE: INSTRUMENTAL (CLASSICAL AND JAZZ)

DIRECTOR, STRINGS

Stephanie Baer

DIRECTOR, WOODWINDS

Esther Lamneck

DIRECTOR, BRASS

Wayne du Maine

DIRECTOR, PERCUSSION STUDIES

Jonathan Haas

DIRECTOR, JAZZ

David Schroeder

35 West Fourth Street, 10th Floor

TELEPHONE: 212-998-5424

DEGREES

MM, Advanced Diploma, PhD

FACULTY

See 184 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. 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.

Within Instrumental Performance, students may specialize in one of two areas:

Applied Instrumental Studies (Strings, Woodwinds, Brass, and Percussion). In addition to numerous string, brass, percussion, and wind ensembles as well as chamber ensembles and the NYU Orchestras, students can participate in the NYU Broadway Orchestra and NYU Contemporary Music Ensemble, which have numerous New York City appearances during the season. In addition, students who focus on new music performance are participants in the Interactive Computer Music Series and the NYU New Music Ensemble.

Students are invited to perform for the Composers' Forum and to work with student composers as well as to record solo and ensemble CDs by music technology majors. Students have excellent opportunities to gain experience in as many diversified areas of performance as

possible. Depending on the level of study, each student must present one or two formal public recitals.

Jazz Studies. This area of study 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 Jazz Club 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 Blue Note, 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.

Department of Music & Performing Arts Professions
GEMUIPMM - Performance Studies - Brass, (M.M.)
Program of Study
2021-2022

Total Units Required			36			
Requirements		24-27	Electives		9-12	
Applied instrument		12	Guided Electives by Advisment, including but not limited to			
Course Number		Course Title	the courses below:			
MABR-GE 2111		Private Instruction (repeatable)	3			
Ensemble/Chamber Music/Performance and Repertoire Classes		11-14	MPATC-GE 2200	Seminar in Music Theory	3	
Course Number		Course Title	Units			
MPAGC-GE 2087	NYU Orchestras	0-3	MPATC-GE 2127	Compositional Processes in the Symphony	3	
Terminal Experience		3	MPATC-GE 2123	Analysis of Contemporary Practices	3	
Course Number		Course Title	Units			
MPATC-GE 2021			MPAME-GE 2021	Music Reference and Research Materials	3	
MPATC-GE 2026 □		Colloquy in Music (assessed public recital and related research paper)	3	MPAMB-GE 2102	Law and Music Industry	3
			MPAPA-GE 2130	Environment of Performing Arts Administration	3	
			MPAPA-GE 2131	Principles and Practices of Performing Arts Administration	3	
			MPASS-GE 2113	Baroque Dance	1	
			MPASS-GE 2132	Baroque Ensemble	0-3	
			MPATC-GE 2039	Contemporary Music	3	
			MPATC-GE 2042	Psychology of Music	3	
			MPATC-GE 2046	Music Criticism	3	
			MPATC-GE 2200	Seminar in Music Theory	3	
			MPATE-GE 2047	Advanced Computer Music: Synthesis and Composition	3	
			MPAPA-GE 2130	Environment of Performing Arts Administration	3	
			MPAPA-GE 2131	Principles & Practices of Performing Arts Administration	3	
			MPAME-GE 2096	Advanced Instrumental Conducting	3	
			MPAVP-GE 2260	Various Opera and Music Theatre Workshops	1-3	

Department of Music & Performing Arts Professions
MUIP - Instrumental Performance with a focus on Jazz Studies, (M.M.)
Program of Study
2021-2022

Total Units Required			36		
Requirements			18		
Core Courses			Electives		
Students are required to take one course in two of the three categories listed below for a total of 6 points.			Guided Elective by advisement		
			18		
Aesthetics			Jazz Music Studies		
Course Number	Course Title	Units	Course Number	Course Title	Units
MPAJZ-GE 2070	The Roots of Jazz: An Original American Art Form	3	MPAJZ-GE 2075	Jazz Improvisation Tech I	3
			MPAJZ-GE 2076	Jazz Improvisation Tech II	3
			MPAJZ-GE 2273	Jazz Arranging Techniques I	3
Theory and Literature			Music History		
			MPAJZ-GE 2274	Jazz Arranging Techniques II	3
			MPAJZ-GE 2275	Building Ecosystem: Career Development Tools for Independent Musicians	3
MPATC-GE 2200	Seminar in Theory	3	Music Theory		
Research			Course Number	Course Title	Units
			MPATC-GE 2039	Seminar in Music Theory	3
MPAME-GE 2021	Music Reference and Research Materials	3	MPATC-GE 2440	Music Literature: The Baroque Period	3
MPATC-GE 2042	Psychology of Music	3	MPATC-GE 2460	Music Literature: The Romantic Period	3
MPAME-GE 2061	Psychology of Music Education	3	MPAJZ-GE 2078	The Roots of Jazz: An Original American Art Form	3
MPAJZ-GE 2089	Jazz Arranging: Process and Analysis	3	Music Technology		
Specialization (three courses)			Course Number	Course Title	Units
<i>Private instruction appropriate to one's area of concentration from the following options:</i>			MPATC-GE 2020	Music for Advanced Orchestration	3
			MPATC-GE 2123	Analysis of Contemporary Practices	3
			MPATC-GE 2127	Aesthetics of Compositional Processes in the Symphony	3
			MPATC-GE 2151	Sonata in the 19th Century	3
			MPATC-GE 2200	Seminar in Music Theory	3
			Music Business		
			Course Number	Course Title	Units
Secondary Private Study (maximum of three semesters)			MPATE-GE 2036	Advanced Musical Acoustics	3
			MPATE-GE 2047	Advanced Computer Music: Synthesis and Composition	3
MPATC-GE 2321	Private Composition	2-3	MPATE-GE 2603	Digitally Controlled Music Systems	3
MPAWW-GE 2334/ MPAPS-GE 2334	Private Wind/Percussion	2-3	MPATE-GE 2620	Audio for Video I	3
MPASS-GE 2345	Private String	2-3	MPATE-GE 2622	Sound Design for the Web	1-3
MPAPE-GE 2356	Private Piano	2-3	Film Scoring		
MPAVP-GE 2363	Private Voice	2-3	Course Number	Course Title	Units
Independent Study			MPATC-GE 2048	Scoring for Film and Multimedia	3
			MPATC-GE 2550	Film Music: Historical Aesthetic Perspectives	3
MPAME-GE 2118	Independent Study	1-6	MPATE-GE 2620	Audio for Video I	3
Terminal Experience			MPATE-GE 2621	Audio for Video II	3
			Music Business		
MPATC-GE 2026	Colloquy in Music (Recording project)	3	Course Number	Course Title	Units
			MPAMB-GE 2102	Law and the Music Industry	3
			MPAMB-GE 2301	Music Business Graduate Internship	1-2
			Jazz Ensemble		
			Course Number	Course Title	Units
			MPAJZ-GE 2088	Part in Jazz Ensemble	0-1

**Department of Music & Performing Arts Professions
GEMUIPMM - Instrumental Performance – Percussion, (M.M.)
Program of Study
2021-2022**

Total Units Required		36		
Requirements		24 - 27	Electives	
Private Instruction : Percussion Studies		9	<i>Guided Electives by Advisment, including but not limited to the courses below:</i>	
Course Number	Course Title	Units		
MPAPS-GE 2111	Applied Instrument or Voice	9	Music Theory	
Area of Concentration: Percussion Studies		14-17	Course Number	
			Course Title	
			Units	
MPAGC-GE 2087	NYU Orchestras (3 semesters)	Variable	MPATC-GE 2123	
			Analysis of Contemporary Practices	
			3	
MPAPS-GE 2131	Percussion Ensemble - Jonathan Haas (3 semesters)	Variable	MPATC-GE 2127	
			Compositional Processes in the Symphony	
			3	
MPAPS-GE 2131	NYU Steel - Josh Quillen (3 semesters)	Variable	MPATC –GE 2200	
			Seminar in Music Theory	
			3	
MPAPS-GE 2131	Percussion Chamber Music Ensemble - Josh Quillen (by advisement)	Variable	MPATC-GE 2039	
			Contemporary Music	
			3	
MPAPS-GE 2131	African Gyl and Percussion Ensemble - Valerie Naranjo (by advisement)	Variable	MPATC-GE 2151	
			Sonata in the 19th Century	
			3	
MPAPS-GE 2221	Contemporary Music Ensemble - Jonathan Haas (by advisement)	Variable	Music History / Literature	
MPAPS-GE 2151	Percussion Laboratory - Jonathan Haas (3 semesters)	Variable	Course Number	Course Title
				Units
MPAPS-GE 2132	NYU Percussion Quartet Coaching - Josh Quillen (by advisement)	Variable	MPATC-GE 2069	Opera in the 20th Century
				3
Terminal Experience		1	MPATC-GE 2073	Music in the Classical Era
				3
Course Number	Course Title	Units	MPATC-GE 2440	Music in the Baroque Period
				3
MPAPS GE 2181	Recital	1	MPATC-GE 2460	Music in the Romantic Period
				3
			Reference and Research	
			Course Number	Course Title
				Units
			MPAJZ-GE 2271	Reference and Research in Jazz
				3
			MPAME-GE 2021	Music Reference and Research Materials
				3
			MPAVP-GE 2066	Music Theatre: Process and Analysis
				3
			MPATC-GE 2046	Music Criticism
				3
			Performing Arts Administration	
			Course Number	Course Title
				Units
			MPAPA-GE 2130	Environment of Performing Arts Administration
				3
			MPAPA-GE 2131	Principles & Practices of Performing Arts Administration
				3
			Related Areas of Interest	
			Course Number	Course Title
				Units
			MPATC-GE 2042	Psychology of Music
				3
			MPATE-GE 2047	Advanced Computer Music: Synthesis and Composition
				3
			MPAME-GE 2096	Advanced Instrumental Conducting
				3
			MPAVP-GE 2260	Various Opera and Music Theatre Workshops
				1-3
				Internship in the Music Industry
				1-3

Department of Music & Performing Arts Professions
GEMUIPMM - Instrumental Performance - Strings, (M.M.)
Program of Study
2021-2022

Total Units Required			36				
Requirements			27		Electives	9-12	
Applied Instrument (4 semesters)			12		Guided Electives by Advisment, including but not limited to		
Course Number	Course Title	Units	<i>the courses below:</i>				
MPASS-GE 2111	Private instruction (repeatable)	3	Course Number	Course Title	Units		
Ensemble/Chamber Music/Performance and Repertoire Classes (from the following by advisement)			11-14		MPATC-GE 2127	Compositional Processes in the Symphony	3
					MPATC-GE 2550	Screen Music: History, Analysis, and Aesthetics	3
Course Number	Course Title	Units	MPAGC-GE 2472	Music Literature of the 20th Century: Sound, Music, Tech	3		
MPAGC-GE 2087	NYU Orchestras	0-3	MPAPA-GE 2132	Development for the Performing Arts	3		
MPASS-GE 2112	Alexander Technique	2	MPAPA-GE 2133	Governance for the Performing Arts	3		
MPASS-GE 2131	Chamber Music	0-3	MPAMT-GE 2930	Intro Music Therapy	3		
MPASS-GE 2133	Masterclass	0-3	MPAMT-GE 2934	Clinical Improvisation in Music Therapy	3		
MPASS-GE 2134	Audition class	0-3	MPAMB-GE 2201	Artists and Repertoire Seminar Music Business	3		
MPASS-GE 2135	Improvisation class	0-3	MPAMB-GE 2202	Promotions and Publicity in the Music Industry	3		
MPASS-GE 2141-5	Violin, viola, cello, bass, or harp class	0-3	MPAMB-GE 2206	Strategic Marketing in the Music Industry	3		
MPASS-GE 2151-5	Violin, viola, cello, bass, or harp orchestral repertoire class	0-3	MPAJZ-GE 2600	Music in Contemporary World Culture	3		
MPASS-GE 2171-5	Violin, viola, cello, bass, or harp technique class	0-3	MPAJZ-GE 2078	The Roots of Jazz: An Original American Art Form	3		
Terminal Experience			1	MPATE-GE 2047	Advanced Computer Music		
Course Number	Course Title	Units	MPASS-GE 2161-5	Pedagogy	0-3		
MPASS-GE 2181	Recital	1	MPAME-GE 2021	Music Reference and Research	3		
			MPATC-GE 2200	Seminar in Music Theory	3		
			MPATC-GE 2039	Contemporary Music	3		
			MPATC-GE 2046	Music Criticism	3		
			MPAPA-GE 2130	Environment of Performing Arts Administration	3		
			MPAPA-GE 2131	Principles & Practices of Performing Arts Administration	3		
			MPAMB-GE 2102	Law and Music Industry	3		
			MPASS-GE 2132	Baroque Ensemble	0-3		
			MPASS-GE 2113	Baroque Dance	1		
			MPATC-GE 2042	Psychology of Music	3		

Department of Music & Performing Arts Professions
GEMUIPMM - Performance Studies – Woodwinds, (M.M.)
Program of Study
2021-2022

Total Units Required		36		
Requirements		27	Electives	
Applied Instrument		12	Guided Electives by Advisment, including but not limited to	
Course Number		Course Title	Units	
MPAWW-GE 2111		Private instruction in applied instrument (repeatable)	3	
Ensemble/Chamber Music/Performance (from the following by advisement)		6	the courses below:	
Course Number		Course Title	Units	
MPAGC-GE 2087		NYU Orchestras	0-3	
MPASS-GE 2112		Alexander Technique	2	
Repertoire Class (required each semester)		0-3	Course Number	
Course Number		Course Title	Units	
MPAWW-GE 2141		Flute and Piano Repertoire	0-3	
MPAWW-GE 2142		Clarinet and Piano Repertoire	0-3	
MPAWW-GE 2143		Double Reed and Piano Repertoire	0-3	
MPAWW-GE 2144		Saxophone and Piano Repertoire	0-3	
Terminal Experience		1	Related Areas of Interest	
Course Number		Course Title	Units	
MPAWW-GE 2181		Graduate recital in Woodwinds	1	
MPATC-GE 2042		Psychology of Music	3	
MPATE-GE 2047		Advanced Computer Music: Synthesis and Composition	3	
MPAME-GE 2139		Music Education Philosophy	3	
MPAPA-GE 2130		Environment of Performing Arts Administration	1-3	
MPAPA-GE 2131		Principles & Practices of Performing Arts Administration	1-3	
MPAMT-GE 2930		Introduction to Music Therapy	3	
MPAMB-GE 2105		Concert Management	3	

Artist Diploma: Classical Instrumental Performance

This 18-unit curriculum can be completed in two semesters of full-time study.

Department of Music & Performing Arts Professions
GECLASADPL - Classical Instrumental Performance, Advanced Diploma
Program of Study
2021-2022

Total Units Required		18
Applied Instrument (2 semesters)		6
Course Number	Course Title	Units
MPAXX-GE 2xxx	Private instruction, 3 units taken 2x	6
Ensemble/Chamber Music/Performance and Repertoire Classes (By advisement, including but not limited to the following)		11
Course Number	Course Title	Units
MPAGC-GE 2087	NYU Orchestras	0-3
MPASS-GE 2112	Alexander Technique	2
MPAXX-GE 2xxx	Chamber Music	0-3
MPAXX-GE 2xxx	Masterclass	0-3
MPASS-GE 2134	Audition class	0-3
MPASS-GE 2135	Improvisation class	0-3
MPAXX-GE 2141-5	Technique and repertoire classes	0-3
MPASS-GE 2132	Baroque Ensemble	0-3
MPASS-GE 2161-5	Pedagogy	0-3
MPASS-GE 2113	Baroque Dance	1
Terminal Experience		1
Course Number	Course Title	Units
MPAXX-GE 2xxx	Recital	1

Students are required to take 9 units in the fall and 9 units in the spring. The makeup of units is determined by their instrument, but number of units per semester remains consistent for all specializations.

Course number varies by instrument; students will be advised of the combination of courses for the appropriate instrument that fulfills the unit.

Artist Diploma: Jazz Studies

This 18-unit curriculum can be completed in two semesters of full-time study.

Department of Music & Performing Arts Professions
GEJAZZADPL - Jazz Instrumental Performance, Advanced Diploma, ADPL
Program of Study
2021-2022

Total Units Required		18
Required Courses		6
Course Number	Course Title	Units
MPAJZ-GE 2370	Instrumental Jazz (Private lessons), <i>repeatable</i>	2-4
AND/OR		
MPAJZ-GE 2273	Jazz Arranging and Composition	3
Jazz Specialization Requirements		9
Course Number	Course Title	Units
MPAJZ-GE 2078	The Roots of Jazz: An Original American Art Form	3
MPAJZ-GE 2075	Jazz Improvization I	3
MPAJZ-GE 2089	Jazz Arranging: Process and Analysis	3
Jazz Specialization Required Activities		0
Course Number	Course Title	Units
MPAJZ-GE 2088	Jazz Ensemble	0
MPAJZ-GE 2000	Graduate Jazz Seminar	0
Terminal Experience		3
Course Number	Course Title	Units
MPAJZ-GE 2026	Colloquy in Music	3

PhD in Music Performance and Composition.

See page 222.

MUSIC PERFORMANCE: PIANO

DIRECTOR

Marilyn Nonken

Third Avenue North Practice and Learning Center, 75 Third Ave

TELEPHONE: 212-998-5424

DEGREES

MM, Advanced Certificate, PhD

FACULTY

See 184 for a complete listing.

The program in Piano Performance offers an MM in Piano Performance, an Advanced Certificate in Piano Performance and Pedagogy, a dual-degree option in MM Piano Performance and Advanced Certificate in Piano Performance and Pedagogy, and a PhD program in Music Performance and Composition.

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.

Department of Music & Performing Arts Professions
GEMUPPMM:SPI - Piano Performance with a Concentration in Solo Piano, (M.M.)
Program of Study
2021-2022

Total Units Required			33		
Required Courses		6	Area of Concentration - Solo Performance		27
Research (<i>One Core by Advisement</i>)			Applied Instrumental Study		9
Course Number	Course Title	Units	Course Number	Course Title	Units
MPAME-GE 2021	Music Reference & Research Materials	3	MPAPE-GE 2356	Private Piano – Solo Repertoire, 3 units, taken 3x	3
MPAME-GE 2130	Research in Music & Music Education	3	Ensemble		6
History/Literature (<i>One Course by Advisement</i>)			Course Number		Course Title
Course Number	Course Title	Units	<i>Includes chamber music, contemporary music ensembles, and song repertoire classes</i>		
MPATC-GE 2039	Contemporary Music	3	MPAxx-GE 2xxx	Chamber Music	1-3
MPATC-GE 2550	Film Music: Historical and Aesthetic Perspectives	3	Performance Practice (Restrictive Electives by Advisement)		9
MPATC-GE 2127	Aesthetics of Compositional Process in Symphony	3	Course Number		Course Title
MPATC-GE 2151	Sonata in the 19th Century	3	<i>Choose 4 from the following</i>		
MPATC-GE 2200	Seminar in Music Theory	3	MPAPE-GE 2170	Collaborative Piano: Technique & Practicum	3
MPATC-GE 2069	Opera in the 20th Century	3	MPAPE-GE 2181	Influential Pianists & Performance Practice	3
			MPAPE-GE 2186	Piano Literature & Repertoire II	3
			MPAPE-GE 2187	Piano Literature & Repertoire III	3
			MPAPE-GE 2189	Performance Practice & Entrepreneurship in 20th, 21st Century Music	3
			Terminal Experience		3
			Course Number		Course Title
			MPAPE-GE 2026	Colloquy in Music (assessed public recital and dossier of professional documents)	3

Department of Music & Performing Arts Professions
GEMUPPMM:CPI - Piano Performance with a Concentration in Collaborative Piano (Musical Theatre), (M.M.)
 Program of Study
 2021-2022

Total Units Required			39		
Required Courses		6	Area of Concentration - Collaborative Performance		33
Research (<i>One Core by Advisement</i>)			Applied Instrumental Study		9
Course Number	Course Title	Units	Course Number	Course Title	Units
MPAME-GE 2021	Music Reference & Research Materials	3	MPAPE-GE 2356	Private Piano (<i>taken 3 times</i>)	3
MPAME-GE 2135	Technological Trends in Music Education	3	Ensemble		14
Area of Concentration - Collaborative Performance			<i>(14 credits of the following by advisement. Items below are a sample of the courses available each semester. Work on productions, in conjunction with Vocal Performance, may be used to fulfill this requirement.)</i>		
History/Literature (<i>One Course by Advisement</i>) Items below are only a sample of the MPATC-GE courses available each semester.					
MPATC-GE course	Course Title	Units	Course Number	Course Title	Units
MPATC-GE 2039	Contemporary Music	3	MPAVP-GE 2264	Song Repertoire: English	1-3
MPATC-GE 2550	Film Music: Historical and Aesthetic Perspectives	3	MPAVP-GE 2265	Song Repertoire: German	1-3
MPATC-GE 2127	Aesthetics of Compositional Process in Symphony	3	MPAVP-GE 2266	Song Repertoire: Italian/Spanish	1-3
MPATC-GE 2151	Sonata in the 19th Century	3	MPAVP-GE 2267	Song Repertoire: French	1-3
MPATC-GE 2200	Seminar in Music Theory:Schenkerian Analysis	3	MPAVP-GE 2321	Music Theatre Workshop(Musical Theatre Dance)	1-3
MPATC-GE 2069	Opera in the 20th Century	3	MPAVP-GE 2321	Music Theatre Showcase(Advanced)	1-3
			MPAPE-GE 2034	Instrumental Chamber Music	1-3
			Performance Practice (Restrictive Electives, selected from the following by Advisement)		6
Course Number	Course Title	Units	Course Number	Course Title	Units
MPAPE-GE 2170	Collaborative Piano: Technique & Practicum	3	MPAPE-GE 2181	Influential Pianists & Performance Practice	3
MPAVP-GE 2264	Song Repertoire: English	2	MPAVP-GE 2265	Song Repertoire: German	2
MPAVP-GE 2265	Song Repertoire: German	2	MPAVP-GE 2266	Song Repertoire: Italian/Spanish	2
MPAVP-GE 2266	Song Repertoire: Italian/Spanish	2	MPAVP-GE 2267	Song Repertoire: French	2
MPAVP-GE 2267	Song Repertoire: French	2	MPAVP-GE 2351	Music Theatre History I	2
MPAVP-GE 2351	Music Theatre History I	2	MPAVP-GE 2352	Music Theatre History II	2
MPAVP-GE 2352	Music Theatre History II	2	MPAME-GE 2102	Fundamentals of Conducting	1
MPAME-GE 2102	Fundamentals of Conducting	1	MPAME-GE 2096	Advanced Instrumental Conducting	3
MPAME-GE 2096	Advanced Instrumental Conducting	3	Terminal Experience (2 assessed public recitals and dossier of professional documents)		4
Course Number	Course Title	Units	Course Number	Course Title	Units
MPAPE-GE 2026	Colloquy in Music	2-3	MPAPE-GE 2300	Independent Study	1-2
MPAPE-GE 2026	Colloquy in Music	2-3			
MPAPE-GE 2300	Independent Study	1-2			

Designed for mature artists seeking to move to advance their careers, this program provides enrichment and exposure for pianists at the pre- and post-doctoral levels.

Department of Music & Performing Arts Professions
GEMPPPADCRT - Advanced Certificate in Piano Performance & Pedagogy
Program of Study
2021-2022

Total Units Required		15
Requirements		
Core Courses		9
Course Number	Course Title	Units
MPAPE-GE 2041	The Art of the Piano: Pedagogy & Practice I	3
MPAPE-GE 2042	The Art of the Piano : Pedagogy & Practice II	3
MPAPE-GE 2356	Private Piano – Solo Repertoire	3
Guided Elective in Piano Performance		3
<i>Choose One</i>		
Course Number	Course Title	Units
MPAPE-GE 2170	Collaborative Piano: Technique & Practicum	3
MPAPE-GE 2181	Influential Pianists & Performance Practice	3
MPAPE-GE 2186	Piano Literature & Repertoire II	3
MPAPE-GE 2187	Piano Literature & Repertoire III	3
MPAPE-GE 2189	Performance Practice & Entrepreneurship in 20th, 21st Century Music	3
MPAPE-GE 2026	Colloquy in Music	2-4
Guided Elective in Music Education		3
<i>Choose One</i>		
Course Number	Course Title	Units
MPAME-GE 2035	Technological trends in Music Education	3
MPAME-GE 2061	Psychology of Music Education	3
MPAME-GE 2139	Basic Concepts in Music Education	3

Students may also pursue a dual-degree option that combines the MM in Piano Performance and the Advanced Certificate in Piano Performance and Pedagogy.

Department of Music & Performing Arts Professions
GEMPPDMM/ADCRT - Dual Degree with a Master's in Piano Performance (Concentration in Solo Piano)
and an Advanced Certificate in Piano Performance & Pedagogy
Program of Study
2021-2022

Total Units Required			45		
Requirements			Area of Concentration - Solo Performance		
Core Courses			Applied Instrumental Study		
Research (One Course by Advisement)			Course Number		
Course Number			Course Title		
Units			Units		
MPAME-GE 2021			MPAPE-GE 2356		
Music Reference & Research Materials			Private Piano – Solo Repertoire		
3			12		
MPAME-GE 2130			Ensemble		
Research in Music & Music Education			6		
3			Course Number		
History/Literature (One Course by Advisement)			Course Title		
Course Number			Units		
MPAXX-GE 2xxx			Chamber Music		
3			6		
Performance Practice (Restricted Elective by Advisement)			Course Number		
Course Number			Course Title		
Units			Units		
MPATC-GE 2039			MPAPE-GE 2170		
Contemporary Music			Collaborative Piano: Technique & Practicum		
3			3		
MPATC-GE 2046			MPAPE-GE 2181		
Music Criticism			Influential Pianists & Performance Practice		
3			3		
MPATC-GE 2151			MPAPE-GE 2186		
Sonata in the 19th Century			Piano Literature & Repertoire II		
3			3		
MPATC-GE 2200			MPAPE-GE 2187		
Seminar in Music Theory: Schenkerian Analysis			Piano Literature & Repertoire III		
3			3		
MPATC-GE 2127			MPAPE-GE 2026		
Aesthetics of Compositional Process in Symphony			Colloquy in Music		
3			2-4		
			MPAPE-GE 2189		
			Performance Practice & Entrepreneurship in 20th, 21st Century Music		
			3		
			Guided Elective in Music Education - Choose One		
			Course Number		
			Course Title		
			Units		
			MPAME-GE 2035		
			Technological Trends in Music Education		
			3		
			MPAME-GE 2061		
			Psychology of Music Education		
			3		
			MPAME-GE 2139		
			Basic Concepts in Music Education		
			3		
			Terminal Experience		
			Course Number		
			Course Title		
			Units		
			MPAPE-GE 2041		
			The Art of the Piano: Pedagogy & Practice I		
			3		
			MPAPE-GE 2042		
			The Art of the Piano: Pedagogy & Practice II		
			3		

PHD IN MUSIC PERFORMANCE AND COMPOSITION

See page 222.

MUSIC PERFORMANCE: VOCAL

DIRECTOR

Ana Flavia Zuim

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DEGREES

MM, Advanced Certificate

FACULTY

See 184 for a complete listing.

The program in Vocal Performance offers an MM in Vocal Performance with concentrations in Classical Voice, Music Theatre, and Contemporary Voice, an Advanced Certificate in Vocal Pedagogy, and a dual degree option in MM in Vocal Performance and Advanced Certificate in Vocal Pedagogy.

The MM in Vocal Performance: 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.

Department of Music & Performing Arts Professions
GEMUVPMM:CLV - Vocal Performance with a Concentration in Classical Voice, (M.M.)
Program of Study
2021-2022

Total Units Required			36		
Requirements			30		
Vocal Performance Core			19		
Course Number			Course Title		
Units			Units		
MPAVP-GE 2111	Private Voice Instruction	10	Electives		
MPAVP-GE 2112	Vocal Coaching	3	6		
MPAVP-GE 2141	Graduate Acting I	2	Guided Electives by advisement		
MPAVP-GE 2142	Graduate Acting II	2	6		
MPAVP-GE 2151	Script Analysis & Dramaturgical Process	2	Dance Electives (2 units)		
Classical Voice Specialization			<i>Students choose 2 dance courses from the list below or other dance courses by advisement:</i>		
MPAVP-GE 2222	Opera Studies I: European Opera; Originas through the 18th Century	2	2		
MPAVP-GE 2223	Opera Studies II: European Opera; T	2	Course Number		
MPAVP-GE 22xx	Opera Workshop (1 unit, taken 3x)	3	Course Title		
Graduate Diction			Units		
<i>students choose 2 courses from the list below:</i>			MPAVP-GE 2123	Beginning Ballet	1
MPAVP-GE 2131	Graduate Italian Diction	1	MPAVP-GE 2124	Beginning Modern Dance Techniques	1
MPAVP-GE 2132	Graduate English Diction	1	MPAVP-GE 2125	Jazz Dance Techniques	1
MPAVP-GE 2133	Graduate German Diction	1	MPAVP-GE 2126	Tap Dance	1-3
MPAVP-GE 2134	Graduate French Diction	1	MPAVP-GE 2127	Hip-Hop Dance Culture	1
Terminal Experience			MPAVP-GE 2128	Music Theatre Dance	1
2			Other electives by advisement		
Course Number			4		
Course Title					
Units					
MPAVP-GE 2121	Professional Development in Vocal Performance	2			
	Recital				

The MM in Vocal Performance: 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.

Department of Music & Performing Arts Professions
GEMUVPMM :MTP - Vocal Performance with a Concentration in Musical Theatre, (M.M.)
Program of Study
2021-2022

Total Units Required		36	
Requirements		30	Electives
Vocal Performance Core		19	Guided Electives by advisement
Course Number	Course Title	Units	Dance Electives (2 units)
MPAVP-GE 2111	Private Voice Instruction	10	<i>Students choose 2 dance courses from the list below or other dance courses by advisement:</i>
MPAVP-GE 2112	Vocal Coaching	3	
MPAVP-GE 2141	Graduate Acting I	2	Course Number
MPAVP-GE 2142	Graduate Acting II	2	Course Title
MPAVP-GE 2151	Script Analysis & Dramaturgical Process	2	Units
Musical Theatre Specialization		9	MPAVP-GE 2123
MPAVP-GE 2351	Music Theatre History I	2	Beginning Ballet
MPAVP-GE 2352	Music Theatre History II	2	MPAVP-GE 2124
MPAVP-GE 23xx	Music Theatre Workshop (1 unit, taken 4x)	4	Beginning Modern Dance Techniques
MPx-xxxx	Ensemble	1	MPAVP-GE 2125
Terminal Experience		2	Jazz Dance Techniques
Course Number		Course Title	MPAVP-GE 2126
MPAVP-GE 2121	Professional Development in Vocal Performance	2	Tap Dance
	Recital	0	MPAVP-GE 2127
			Hip-Hop Dance Culture
			MPAVP-GE 2128
			Music Theatre Dance
			Other electives by advisement
			4

The MM in Vocal Performance: Contemporary Voice studies offers a comprehensive sequence of courses that provides training in voice, acting, movement, auditioning, and business, while achieving a level of performance excellence necessary for a career as a professional vocalist.

Department of Music & Performing Arts Professions
GEMUVPMM: - Vocal Performance with a Concentration in Contemporary Voice (MM)
Program of Study
2021-2022

Total Units Required		32
Core Requirements		30
Vocal Performance Core		19
Course Number	Course Title	Units
MPAVP-GE 2111	Private Voice Instruction	10
MPAVP-GE 2112	Vocal Coaching	3
MPAVP-GE 2141	Graduate Acting I	2
MPAVP-GE 2142	Graduate Acting II	2
MPAVP-GE 2151	Script Analysis & Dramaturgical Process	2
Contemporary Voice Specialization		9
Course Number	Course Title	Units
MPATE-GE 2095	Songwriting History and Criticism: 14 Songs	2
MPATE-GE 2096	Songwriting History and Criticism: 14 Songs II	2
MPAVP-GE 225x	Contemporary Voice Workshop (1 unit, taken 4x)	4
MPx-xxxx	Ensemble	1
Electives		2
<i>Students choose 2 dance courses from the list below or other dance courses by advisement:</i>		2
Course Number	Course Title	Units
MPAVP-GE 2123	Beginning Ballet	1
MPAVP-GE 2124	Beginning Modern Dance Techniques	1
MPAVP-GE 2125	Jazz Dance Techniques	1
MPAVP-GE 2126	Tap Dance	1-3
MPAVP-GE 2127	Hip-Hop Dance Culture	1
MPAVP-GE 2128	Music Theatre Dance	1
Terminal Experience		2
Course Number	Course Title	Units
MPAVP-GE 2121	Professional Development in Vocal Performance	2
	Recital	0

Students may also pursue a dual degree option that combines the MM in Vocal Performance and the Advanced Certificate in Vocal Pedagogy, allowing students to complete requirements for both programs concurrently.

Department of Music and Performing Arts Professions
GEMVPRMM/ADCRT:CLV - Dual Degree
Master's Program in Vocal Performance with a Concentration in
Classical Voice and an Advanced Certificate in Vocal Pedagogy (MM/ADCRT)
Program of Study
2021-2022

Total Units Required		47
Core		34
Course Number	Course Title	Units
MPAVP-GE 2151	Script Analysis & Dramaturgical Process	2
MPAVP-GE 2111	Private Voice Instruction	12
MPAVP-GE 2112	Vocal Coaching: Advanced	3
MPAVP-GE 2141	Graduate Acting for Singers I	2
MPAVP-GE 2142	Graduate Acting for Singers II	2
MPAVP-GE 2171	Vocal Pedagogy I (Theory)	3
MPAVP-GE 2172	Vocal Pedagogy II (Practice)	3
MPAVP-GE 2174	Vocal Repertoire for Teaching Across Genres	2
MPAVP-GE 2176	Vocology Research: Care of the Singing Voice I	3
MPAVP-GE 2177	Vocology Research: Care of the Singing Voice II	2
Concentration		9
Course Number	Course Title	Units
MPAVP-GE 2222	Opera Studies I: European Opera; Origins through the 18th Century	2
MPAVP-GE 2223	Opera Studies I: European Opera; The 19th Century	2
MPAVP-GE 22xx	Opera Workshop, 1 unit taken 3x	3
<i>Choose 2 courses from the list below:</i>		2
MPAVP-GE 2263	Song Repertoire: Italian/Spanish	1
MPAVP-GE 2261	Song Repertoire: English	1
MPAVP-GE 2262	Song Repertoire: German	1
MPAVP-GE 2264	Song Repertoire: French	1
<i>Students choose 2 dance courses from the list below or other courses by advisement for 2 units</i>		2
Course Number	Course Title	Units
MPAVP-GE 2123	Beginning Ballet	1
MPAVP-GE 2124	Beginning Modern Dance Techniques	1
MPAVP-GE 2125	Jazz Dance Techniques	1
MPAVP-GE 2126	Tap Dance	1
MPAVP-GE 2127	Hip-Hop Dance Culture	1-3
MPAVP-GE 2128	Music Theatre Dance	1
MPAVP-GE 2113	Baroque Dance	1
Terminal Experience		2
Course Number	Course Title	Units
MPAVP-GE 2121	Professional Development in Vocal Performance	2
	Recital	

Department of Music and Performing Arts Professions
GEMVPRMM/ADCRT:MTH - Master's Program in Vocal Performance with a
Concentration in Musical Theatre and an Advanced Certificate in Vocal
Pedagogy Program of Study

2021-2022

Total Units Required		47
Core		34
Course Number	Course Title	Units
MPAVP-GE 2151	Script Analysis & Dramaturgical Process	2
MPAVP-GE 2111	Private Voice Instruction	12
MPAVP-GE 2112	Vocal Coaching: Advanced	3
MPAVP-GE 2141	Graduate Acting for Singers I	2
MPAVP-GE 2142	Graduate Acting for Singers II	2
MPAVP-GE 2171	Vocal Pedagogy I (Theory)	3
MPAVP-GE 2172	Vocal Pedagogy II (Practice)	3
MPAVP-GE 2174	Vocal Repertoire for Teaching Across Genres	2
MPAVP-GE 2176	Vocology Research: Care of the Singing Voice I	3
MPAVP-GE 2177	Vocology Research: Care of the Singing Voice II	2
Concentration		9
Course Number	Course Title	Units
MPAVP-GE 2321	Music Theatre Workshop, 1 unit taken 4x	4
MPAVP-GE 2351	Music Theatre History I	2
MPAVP-GE 2352	Music Theatre History II	2
<i>Students choose 2 dance courses from the list below or other courses by advisement for 2 units</i>		2
Course Number	Course Title	Units
MPAVP-GE 2123	Beginning Ballet	1
MPAVP-GE 2124	Beginning Modern Dance Techniques	1
MPAVP-GE 2125	Jazz Dance Techniques	1
MPAVP-GE 2126	Tap Dance	1
MPAVP-GE 2127	Hip-Hop Dance Culture	1-3
MPAVP-GE 2128	Music Theatre Dance (recommended)	1
Terminal Experience		2
Course Number	Course Title	Units
MPAVP-GE 2121	Professional Development in Vocal Performance	2
	Recital	

ADVANCED CERTIFICATE, 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-unit 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.

**Department of Music and Performing Arts Professions
GEMVPCADCRT - Advanced Certificate in Vocal Pedagogy
Program of Study
2021-2022**

Total Units Required		16
Requirements		
Course Number	Course Title	Units
MPAVP-GE 2111	Private Voice Instruction	3
MPAVP-GE 2171	Vocal Pedagogy I: Research	3
MPAVP-GE 2172	Vocal Pedagogy II: Practice	3
MPAVP-GE 2174	Vocal Repertoire for Teaching: Music Theatre	2
MPAVP-GE 2176	Vocology Research: Care of the Singing Voice I	3
MPAVP-GE 2177	Vocology Research: Care of the Singing Voice II	2

Exemption exams are offered for the following courses:

Music Theory and Aural Comprehension

Music History

Italian Diction

English Diction

German Diction

French Diction

PHD IN MUSIC PERFORMANCE AND COMPOSITION

See page 222.

MUSIC TECHNOLOGY

DIRECTOR

Robert Rowe

35 West Fourth Street, 6th Floor

TELEPHONE: 212-998-5435

ASSOCIATE DIRECTOR

Paul Geluso

TELEPHONE: 212-992-6708

DEGREES

MM, Advanced Certificate, PhD

FACULTY

See 184 for a complete listing.

PROGRAM OFFICE

TELEPHONE: 212-998-5422

The Music Technology 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. The program also offers an Advanced Certificate in Tonmeister Studies and a PhD in Music Technology. 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.

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 40–45 units for completion. Students may attend full- or part-time. Music technology courses address the technical aspects of computer music synthesis, digital recording, and editing. Supportive courses add to the student’s critical and aesthetic understanding of the structure of artwork, the quality and components of sound, and the combination of computer music with other media. Electives include an internship, participation in the composers’ forum, guided coursework in computers and computer programming, music business, composition, performance, video technology, video art, and additional research in the student’s area of interest.

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.

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

Department of Music & Performing Arts Professions
GEMUMTMM - Music Technology (MM)
Program of Study
2021-2022

Total Units Required		40-45
Core Course Requirements		15
Course Number	Course Title	Units
MPATE-GE 2036	Advanced Music Accoustics	3
MPATE-GE 2047	Advanced Computer Music Composition	3
MPATE-GE 2600	Graduate Seminar in Music Technology	3
MPATE-GE 2599	Fundamentals of Digital Signal Theory	3
MPATE-GE 2600	Graduate Seminar in Music Technology	3
Performance Requirements		0-3
<p>Each student is required to complete a performance requirement which consists of a music class involving performance. This may be taken in the form of an ensemble for 0-3 credits. Please note that classes take in private instruction do not count toward the performance requirement. Options include the courses listed below or an ensemble course by audition for 1 unit.</p>		
Course Number	Course Title	Units
MPATE-GE 2609	Electronic Music Performance	3
MPATC-GE 2031	Distributed Performance	3
MPATC-GE 2633	Multi-channel Media Installation Performance	3
Music Technology Electives		20-22
Terminal Experience		5
Course Number	Course Title	Units
MPATE-GE 2601	Colloquy in Music Technology	3
MPATE-GE 2602	Thesis in Music Technology I	1
MPATE-GE 2603	Thesis in Music Technology II	1

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

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; and technology for film, video, 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.

ADVANCED CERTIFICATE

The Advanced Certificate in Tonmeister Studies prepares students with substantial backgrounds in music theory, recording technology, electronics, and acoustics for a career as a Tonmeister. Tonmeisters supervise both technical and artistic personnel during the

production of music, sound recordings, and live broadcasting, and work in many areas of music and sound production including record production, radio, film, education, and product design. Through specialized course work students learn how to use specialized Tonmeister technology, develop ear training crucial for audio engineers, learn the techniques and skills of advanced audio production, and apply their skills in an internship.

**Department of Music & Performing Arts Professions
GEMTMSADCR - Advanced Certificate in Tonmeister Studies, ADCRT
Program of Study
2021-2022**

Total Units Required		15-24
Requirements		
Core Courses		15
Course Number	Course Title	Units
MPATE-GE 2311	Tonmeister Technology I	3
MPATE-GE 2312	Tonmeister Technology II	3
MPATE-GE 2315	Colloquy: Tonmeister	3
MPATE-GE 2605	Graduate Internship in Music Technology	3
MPATC-GE 2200	Seminar in Music Theory	3
Core Courses		9
<i>determined by prior work in the MM in Music Technology or transcript review of equivalent degree</i>		
Course Number	Course Title	Units
MPATE-GE 2627	Aesthetics of Recording	3
MPATE-GE 2629	Advanced Audio Production	3
MPATE-GE 2650	Ear Training for Audio Engineers	3

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 units beyond the master's level, including 36 units 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 units (courses in the Program in Music Technology). All degree candidates are required to take at least three courses (12 units) in mathematics and computer science, to be selected from the list of available courses at the Courant Institute. These courses may be either research or specialization electives, by advisement.

Doctoral candidates are expected to complete at least one semester as a teaching assistant working with a full-time faculty member in preparing and teaching a class, as well as providing assistance to the students in that class. The student will further be expected to fulfill at

least one semester of independent teaching after completing their experience as a teaching assistant. This experience is intended both to prepare students for teaching careers in higher education, as well as to further foster the mentoring relationship between the candidate and the faculty with whom they will be working on curricular development and teaching.

Doctoral degree candidacy in music technology is based on an oral examination and a written examination. The student will be required to take the doctoral candidacy exam after completing no more than 30 units toward the degree.

STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 443.

FACILITIES

The Program in Music Technology maintains 12 recording and computer music studios. The James Dolan Music Recording Studio is a 7,500 square foot multifunctional teaching, recording, and research space designed by Gensler and the Walters-Storyk Design Group. It is one of the most technologically advanced audio teaching facilities in the United States. The control room is distinguished by a 25-seat control/classroom which features a fully automated 48 channel SSL console and the first Dangerous Music 10.2 surround installation in New York City. In addition to a live room large enough to accommodate a small orchestra, the floor includes several research laboratories, offices, a conference/seminar room and a large iso/drum booth.

A unique research lab dedicated to 3D audio experimentation is equipped with an innovative, reconfigurable grid outfitted with twenty Genelec speakers, two Genelec subs and multi-channel sound capture, tracking and playback options. The lab also boasts extremely low (.2 second) reverb time.

Music Technology maintains ten additional recording and computer music studios. Two multiple-format recording suites allow students to gain experience with the latest industry-standard equipment, including dozens of professional-level microphones and a fully automated 32-channel SSL mixing console.

Music technology students have access to the arts technology facilities maintained by NYU's Information Technology Services, where they can gain exposure to advanced hardware platforms for computer music, graphics, animation, and multimedia. Collaborative projects can be realized by students from the Program in Music Technology and other NYU programs that combine the arts and technology, such as the Tisch School's Kanbar Institute of Film and Television and Interactive Telecommunications Program.

INTERNSHIP PROGRAM

Students are encouraged to participate in internships at leading recording studios, new-media web-related companies, music-scoring houses, and other music industry enterprises. These valuable opportunities often lead to permanent employment. Music Technology students may also study with some of the best professionals in the field through classes, independent study, and guest lectures.

Students may also participate in internships with faculty members to work on cutting-edge research while gaining practical skills applicable to careers in both industry and academia.

OPEN HOUSE

The annual Spring Music Technology Open House showcases our students' work in a public forum. Events include demonstrations and posters of technological projects and a computer music concert featuring student performances and compositions. We encourage students to participate with class and thesis work during both years of their degree.

RESEARCH GROUP

The Music Technology program is a creative and lively community of music technologists conducting research in a variety of exciting fields such as music information retrieval, digital signal processing, music cognition, interactive music systems, and 3D audio. Students and faculty work together to source ideas and develop new technologies, often culminating in academic publications and presentations at professional conferences. Weekly activities include seminars, workshops, and discussion groups featuring the work of guest speakers, faculty, and students.

Our Music and Audio Research Lab (MARL) brings together scholars from the fields of music theory, technology and composition, computer and information science, interactive media, and media studies to explore the intersection between music, computation, and science. Our goal is to combine techniques and methodologies from the arts, the humanities, and the sciences to understand and model human cognitive abilities in music, and innovate the analysis, organization, and creation of music.

ADMISSION REQUIREMENTS

Master of Music

Applicants must hold a baccalaureate degree, preferably in music or a related program. In addition, all students entering this program must have the experience or coursework equivalent to graduates of the music technology track in the undergraduate program in music technology at NYU.

Advanced Certificate in Tonmeister Studies

Candidates entering the Advanced Certificate in Tonmeister Studies program must hold a master's degree and demonstrate a substantial background in music theory, recording technology, electronics, and acoustics. If their primary instrument is not piano, they must demonstrate basic piano skills and be able to read and transpose directly from a concert score. An entrance portfolio of recorded works and an interview will be required to demonstrate technical know-how, prior music production experience, and commitment to the recording arts.

Doctor of Philosophy

Applicants are required to have a master's degree, complete the standard NYU Steinhardt application and submit Graduate Record Examination (GRE) scores to the Office of

Graduate Admissions. Applicants must also submit directly to the program three letters of recommendation that address the applicant's ability to pursue and complete doctoral studies successfully and are written by former professors, faculty advisers, academic administrators, or employers knowledgeable about the applicant's academic work or professional accomplishments. Candidates must also submit a statement of objectives (2-3 pages, double-spaced) discussing their ideas for doctoral research, their context and potential impact, and an argument as to how the candidate's expertise and interests qualify him or her as the best person to pursue this research. Additional required supplemental application materials include samples of previous scholarly work on music technology or related fields; submission of at least three papers that best represent the candidate's ability to conduct research and write effectively about their area of specialization (applicants are encouraged to submit published work as evidence); and, if relevant to the application, a portfolio of the candidate's work in one or more of the following formats: audiovisual materials (e.g., CD, CD-R, DVD), printed materials (maximum of 8 pages, letter or A4-sized), and a URL.

PERFORMING ARTS ADMINISTRATION

DIRECTOR

Richard G. Maloney

35 West Fourth Street, 10th Floor

TELEPHONE: 212-998-5505

DEGREES

MA, BFA/MA

FACULTY

See 184 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 may be offered through NYU's Leonard N. Stern School of Business or Wagner Graduate School of Public Service.

In addition, the program emphasizes the acquisition of executive skills in the areas of organizational assessment, career planning, and executive presentation through periodic workshops offered only to students enrolled in the master's degree program.

Internships with leading arts managers are a required part of the program of study and

enhance coursework. In recent years, interns, who usually receive a small weekly stipend, have trained with managers of organizations as varied as Carnegie Hall, American Ballet Theatre, Brooklyn Academy of Music, Manhattan Theatre Club, and National Endowment for the Arts. In addition, guest lecturers and adjunct faculty from the field regularly speak at special forums.

CAREER OPPORTUNITIES

Graduates hold positions as executive directors and presidents; directors of development, operations, and planning; and marketing, production, and general managers of such arts organizations as Lincoln Center for the Performing Arts, Metropolitan Opera Association, New York City Ballet, Paper Mill Playhouse, the Philadelphia Orchestra, Newark Symphony Hall, and the Brevard Music School.

MA IN PERFORMING ARTS ADMINISTRATION

DEGREE REQUIREMENTS

The master's program requires 48 units and can be completed in three to four semesters of full-time study; a part-time sequence of courses is also available.

**Department of Music & Performing Arts Professions
 GEAADPMA - Performing Arts Administration, (M.A.)
 Program of Study
 2021-2022**

Total Units Required		48
Requirements		
Semester 1		12
Course Number	Course Title	Units
MPAPE-GE 2130	Environment of Performing Arts Administration	3
MPAPA-GE 2131	Principles & Practices of Performing Arts Administration	3
COR1-GB 2310	Marketing	3
COR1-GB 1302	Leadership in Organizations	3
Semester 2		12
Course Number	Course Title	Units
MPAPA-GE 2008	Law & Performing Arts	3
MPAPA-GE 2132	Development for the Performing Arts	3
COR1-GB 1306	Financial Accounting and Reporting	3
	Elective	3
Semester 3		12
Course Number	Course Title	Units
MPAPA-GE 2105	Marketing the Performing Arts	3
MPAPA-GE 2120	Planning and Finance in the Performing Arts	3
MPAPA-GE 2001	Internship Performing Arts Admin I	1.5
	Elective	3
	Elective	1.5
Semester 4		12
Course Number	Course Title	Units
MPAPA-GE 2222	Sem Cult Pol:Issues in Current Perf Arts Admin	3
MPAPA-GE 2133	Governance and Trusteeship in the Performing Arts	3
MPAPA-GE 2002	Internship Performing Arts Admin II	1.5
	Elective/ Study Abroad	3
	Elective	1.5

ADMISSION REQUIREMENTS

Applicants must possess an in-depth background in one or more areas of the performing arts as well as prior experience with a cultural organization, which may include paid or voluntary forms of activity.

See general admission section, page 416.

SPECIAL OPPORTUNITY

Summer Study Abroad in Arts Administration takes degree and visiting students to the Netherlands, Germany, and France to study alternative ways of managing arts organizations through intensive examination of current practices in Europe. The 6-unit graduate course examines the effects of economics, politics, and management on arts policy and practice. Traveling to Utrecht, Amsterdam, Berlin, and Paris, students meet with curators, performing arts managers, and national policymakers and tour a variety of theatres, museums, and cultural institutions. The course is designed for both graduate students and alumni of both visual and performing arts administration programs as well as arts administrators with professional experience in the field.

COMBINED DUAL DEGREE: BFA IN DRAMA/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 Drama 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.

**Department of Music & Performing Arts Professions
GEAAPDMA/BFA - Performing Arts Administration MA
and Tisch School of the Art Theatre BFA dual degree
Program of Study
2021-2022**

Minimum Units required for the MA		48
Required graduate coursework taken as an undergraduate satisfy both undergraduate and graduate degree requirements		12
Course Number	Course Title	Units
THEA-UT 685	Leading and Managing Theatres in a Global Context	4
THEA-UT 687	Producing: Artistic Entrepreneurship ⁽¹⁾	4
MPAPA-GE 2130	Environment of Performing Arts Administration	3
MPAPA-GE 2131	Principles and Practices of Performing Arts Administration	3
MPAPA-GE 2132	Development for the Performing Arts	3
MPAPA-GE 2008	Law and the Performing Arts	3
Core graduate courses		24
Course Number	Course Title	Units
MPAPA-GE 2105	Marketing the Performing Arts	3
MPAPA-GE 2120	Planning & Finance for Performing Arts Administration	3
MPAPA-GE 2133	Governance for Performing Arts Administration	3
MPAPA-GE 2222	Seminar: Issues in Current Performing Arts Administration	3
COR1-GB 1302	Leadership in Organizations	3
COR1-GB 1306	Financial Accounting	3
COR1-GB 2310	Marketing	3
MKTG-GB 2347	Consumer Behavior	3
Graduate course electives*		12
MPAPA-GE 2110	Audience and Community Engagement in Community Arts Organizations	1.5
MPAPA-GE 2215	Study Abroad: Arts Administration in the European Context	3
MPAPA-GE 2216	Study Abroad: The Cultural and Creative Industries in the U.K. and the U.S.	3
MPAPA-GE 2225	Cultural Tours in the Arts	1.5
MPAPA-GE 2001	Internship in Performing Art Administration I	1.5
MPAPA-GE 2002	Internship in Performing Art Administration II	1.5

[1] Students may choose to take other Tisch undergraduate course in consultation with the advisor.

*As needed to reach the minimum requirement of 48 unit to satisfy the MA degree.

DEGREE REQUIREMENTS

The BFA requires 128 units, or units, 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 units of graduate courses that count simultaneously toward the BFA and the MA.

The MA program of study requires 30 units 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 "Microeconomics" 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.

PERFORMING ARTS THERAPIES – DRAMA

Drama Therapy

DIRECTOR

Nisha Sajnani

35 West Fourth Street, 10th Floor

TELEPHONE: 212-998-5258

DEGREE

MA

FACULTY

See 184 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 fieldwork 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 50-unit track (DRMT) meets all requirements for licensure in New York State as a Licensed Creative Arts Therapist (LCAT) This includes required coursework in drama therapy and applied psychology with no electives.

The 60-unit track (DRRL) 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 unit 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 prefer the 50-unit alternative. Students intending to practice in states other than New York should consider the 60-unit option.

Because requirements and educational coursework 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.

Department of Music & Performing Arts Professions
GEDRMTMA - Drama Therapy, (M.A.)
Program of Study
2021-2022

Total Units Required		50
Required Courses		44
Drama Therapy		29
Course Number	Course Title	Units
MPADT-GE 2109	Drama Therapy for Clinical Populations	3
MPADT-GE 2114	Introduction to Drama Therapy	3
MPADT-GE 2115	Psychodrama and Sociometry	3
MPADT-GE 2117	Projective Techniques in Drama Therapy	3
MPADT-GE 2119	Advanced Theory and Research in Drama Therapy	3
MPADT-GE 2121	Advanced Practices in Drama Therapy: Therapeutic Theatre	3
MPADT-GE 2303	Internship and Seminar in Drama Therapy	1-4
MPADT-GE 2130	Ethics in Drama Therapy	1
MPADT-GE 2105	Cross-Cultral Awareness for CAT and Teaching Artists	3
MPADT-GE XXXX	Group Dynamics: Theory and Practice in Drama Therapy	3
Counseling and Psychology		15
Course Number	Course Title	Units
APSY-GE 2038	Abnormal Psychology	3
APSY-GE 2657	Individual Counseling: Theory and Process	3
APSY-GE 2138	Human Growth and Development	3
APSY-GE 2672	Interpretation and Use of Tests in Counseling Adults	3
OR		
APSY-GE 2673	Assessment of Children and Adolescents	3
APSY-GE 2658	Individual Counseling: Practice	3
Elective Courses		6
By advisement		
Course Number	Course Title	Units
	By Advisement	6

**Department of Music & Performing Arts Professions
GEDRRLMA - Drama Therapy, Alternative Licensure (M.A.)
Program of Study
2021-2022**

Total Units Required		60
Required Courses		44
Drama Therapy		29
Course Number	Course Title	Units
MPADT-GE 2109	Drama Therapy for Clinical Populations	3
MPADT-GE 2114	Introduction to Drama Therapy	3
MPADT-GE 2115	Psychodrama and Sociometry	3
MPADT-GE 2117	Projective Techniques in Drama Therapy	3
MPADT-GE 2119	Advanced Theory and Research in Drama Therapy	3
MPADT-GE 2121	Advanced Practices in Drama Therapy: Therapeutic Theatre	3
MPADT-GE 2303	Internship and Seminar in Drama Therapy	1-4
MPADT-GE 2130	Ethics in Drama Therapy	1
MPADT-GE 2105	Cross-Cultral Awareness for CAT and Teaching Artists	3
MPADT-GE XXXX	Group Dynamics: Theory and Practice in Drama Therapy	3
Counseling and Psychology		15
Course Number	Course Title	Units
APSY-GE 2038	Abnormal Psychology	3
APSY-GE 2657	Individual Counseling: Theory and Process	3
APSY-GE 2138	Human Growth and Development	3
APSY-GE 2672	Interpretation and Use of Tests in Counseling Adults	3
OR		
APSY-GE 2673	Assessment of Children and Adolescents	3
APSY-GE 2658	Individual Counseling: Practice	3
Elective Courses		16
By advisement		
Course Number	Course Title	Units
	By Advisement	16

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:

- A significant turning point in your life and how that event contributes to your curiosity and excitement about a career in drama therapy.
- A brief statement of purpose about what you intend to do with your degree in drama therapy. This should include areas of research interest.
- 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 416.

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 439.

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

Kenneth Aigen

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music.therapy@nyu.edu

DEGREE

MA

FACULTY

See 184 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 as a Licensed Creative Arts Therapist (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.

Department of Music & Performing Arts Professions
GEMUSTMA - Music Therapy (MA)
Program of Study
2021-2022

Total Units Required		60
Professional Competency Courses*		17-29
Course Number	Course Title	Units
MPAMT-GE 2000	Collegium & Program Seminar	0
MPAMT-GE 2043	Music Therapy Practicum: Children and Adolescents	3
MPAMT-GE 2053	Music Therapy Practicum: Adults and Elderly	3
MPAMT-GE 2931	Music Therapy: Advanced Theory and Methods I	3
MPAMT-GE 2932	Music Therapy: Advanced Theory and Methods II	3
MPAMT-GE 2933	Music Therapy Research	3
MPAMT-GE 2934	Clinical Improvisation in Music Therapy	2
MPAMT-GE 2947	Group Music Therapy I	2
MPAMT-GE 2948	Group Music Therapy II	2
MPAMT-GE 2935	Internship in Music Therapy	5
MPAMT-GE 2951	Current Issues in Music Therapy	3
MPAMT-GE 2939	Cultural Humility in Music Therapy	1.5
MPAMT-GE 2093	Verbal Aspects of Music Therap	1.5
Advanced Competency Courses		31
Course Number	Course Title	Units
MPAMT-GE 2938	Key Concepts in Music Therapy I	3
MPAMT-GE 2942	Key Concepts in Music Therapy II	3
MPAMT-GE 2943	Theory Development in Music Therapy	3
MPAMT-GE 2949	Music Therapy Thesis	2
MPAMT-GE 2936	Internship in Music Therapy II	5
Music Development and Personal Growth		9
Course Number	Course Title	Units
MPAMT-GE 2947 & 2948*	Group Music Therapy I & II	4
MPAMT-GE 2940	Theory and Application of Improvisation in Music Therapy	3
MPAMT-GE 2062	Clinical Vocal Improvisation	2
TCHL-GE 2999	Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention/D.A.S.A.: The Social Responsibilities of Teachers	0
Electives by advisement		3

*These courses are repeatable. They are taken in the first year of the two-year program at an entry level and repeated in the second year at a more advanced level.

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: Abnormal Psychology and Developmental Psychology. We recommend 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 2021–2023

NOTES TO COURSES

*Registration closed to special students

†Pass/fail basis

‡See Supervised Student Teaching, page 454. Students must also register with the Student Teaching Office the term before assigned student teaching begins.

MUSIC AND PERFORMING ARTS/MPAIA-GE

Human Development and Education in the Arts

MPAIA-GE 2010, 30 hours: 3 units. Prerequisite: 15 hours of field experience.

Technology Resources for Performing Arts Educators

MPAIA-GE 2029, 30 hours plus hours arranged: 3 units.

Collaborative Projects in the Performing Arts

MPAIA-GE 2031, 30 hours plus hours arranged: 3 units.

Dissertation Proposal Seminar

MPAIA-GE 3097, 30 hours: 3 units; fall.

Performing Arts Research Collegium

MPAIA-GE 3400, 10 hours plus hours arranged: 1 unit. May be repeated up to 3 units.

DANCE EDUCATION/MPADE-GE

Common Hour Dance

MPADE-GE 2001**+, 20 hours: 1 unit; fall, spring.

Intercultural Dance

MPADE-GE 2021, 45 hours: 3 units; fall, spring.

African Dance

MPADE-GE 2022, 45 hours: 3 units; fall.

Tap Dance

MPADE-GE 2023, 45 hours: 2 units; fall, spring.

Hip-Hop Dance Technique and Pedagogy

MPADE-GE 2025, 45 hours: 1–3 units; fall, spring.

Jazz Dance Techniques

MPADE-GE 2029, 30 hours: 2 units; fall, spring.

Intermediate Technique and Pedagogy

MPADE-GE 040, 45 hours: 2 units; fall.

Laban Movement Analysis

MPADE-GE 2044, 30 hours: 2 units.

Advanced Technique and Pedagogy

MPADE-GE 2075, 45 hours: 3 units; spring.

Methods and Materials in Teaching Dance

MPADE-GE 2265, 30 hours: 3 units; fall.

Theory and Methodology in Ballet Pedagogy

MPADE-GE 2267, 60 hours: 4 units; fall.

Teaching Apprenticeship in Ballet Pedagogy

MPADE-GE 2268, 60 hours: 4 units; spring.

Advanced Analysis and Teaching Apprenticeship in Ballet Pedagogy

MPADE-GE 2269, 60 hours: 4 units; fall.

Jazz Dance Culture and Pedagogy

MPADE-GE 2272, 45 hours: 2-3 units; fall, spring.

Fieldwork in Dance: Elementary/Secondary

MPADE-GE 2276, 45 hours per unit: 1-3 units; fall, spring.

Fieldwork in Dance: Higher Education and the Professions

MPADE-GE 2277, 45 hours per unit: 1-3 units; fall, spring.

Dance in Higher Education

MPADE-GE 2278, 30 hours: 3 units; spring.

Independent Study

MPADE-GE 2300, 45 hours per unit: 1-6 units; fall, spring, summer; hours to be arranged.
Signature of program director required.

Research in Dance

MPADE-GE 2403, 45 hours: 3 units; spring.

Teaching Creative Movement

MPADE-GE 2452, 45 hours: 3 units; fall, spring.

Dance for Children with Special Needs

MPADE-GE 2453, 45 hours: 3 units; fall.

Teaching Performance of Dance

MPADE-GE 2454, 45 hours: 2 units; fall.

Principles of Dance Movement Therapy

MPADE-GE 2502, 45 hours: 3 units; spring.

Seminar in Dance Education

MPADE-GE 2509, 45 hours: 0–2 units; fall.

Dance Education in Uganda

MPADE-GE 2520, 45 hours: 3 units; January intersession.

Student Teaching (Elementary)

MPADE-GE 2607, 45 hours: 2–3 units; fall, spring.

Student Teaching (Secondary)

MPADE-GE 2608, 45 hours: 2–3 units; fall, spring.

EDUCATIONAL THEATRE/MPAET-GE**Introduction to Theatre for Young Audiences I**

MPAET-GE 2005, 30 hours: 2 units; fall.

Introduction to Theatre for Young Audiences II

MPAET-GE 2006, 15 hours per unit: 2–4 units; spring.

Design for the Stage

MPAET-GE 2017, 15–45 hours: 1–3 units; fall.

Development of Theatre and Drama

MPAET-GE 2021, 2022, 30 hours: 3 units each term; fall, spring.

Images of Women in the Theatre

MPAET-GE 2023 30 hours: 3 units; spring.

Dramatic Activities in the Elementary Classroom

MPAET-GE 2030, 30 hours, 15 hours of field experience: 2 units; fall.

Storytelling

MPAET-GE 2042, 10 hours: 1 unit; fall, spring, summer.

Dramatic Activities in the High School

MPAET-GE 2031, 30 hours, 15 hours of field experience: 3 units; spring.

Creative Play in the Arts

MPAET-GE 2059, 30 hours: 3 units; fall.

Musical Theatre: Background and Analysis

MPAET-GE 2062, 30 hours, 15 hours of field experience: 3 units; fall, spring.

Theory of Creative Drama

MPAET-GE 2065, 30 hours: 2 units; fall.

Methods of Conducting Creative Drama

MPAET-GE 2067, Staff. 45 hours: 3 units; spring.

Methods and Materials of Research in Educational Theatre

MPAET-GE 2077, 30 hours: 3 units; fall, spring, summer.

Masks and Puppetry

MPAET-GE 2079, 45 hours: 3 units; fall.

Theatre-in-Education Practices

MPAET-GE 2090, 30 hours: 3 units; spring.

Dramatic Criticism I and II

MPAET-GE 2091, 30 hours: 3 units; fall, spring.

Advanced Directing

MPAET-GE 2098 90 hours: 3 units each term; spring. Prerequisites: proficient work in Directing MPAET-UE081, 1082 or equivalent and permission of instructor.

Styles of Acting and Directing I and II

MPAET-GE 2099, 2100 45 hours: 3 units each term; fall, spring.

Applied Theatre

MPAET-GE 2101, 30 hours: 3 units; fall, spring.

World Drama

MPAET-GE 2103, 2104 30 hours: 3 units each term; fall, summer.

Beginning Playwriting

MPAET-GE 2105, 30 hours: 2 units; fall.

Advanced Playwriting

MPAET-GE 2106, 30 hours: 3 units; spring. Registration by permission of instructor.

Physical Theatre Improvisation

MPAET-GE 2113, 45 hours: 3 units; fall, spring.

Creating Ethnodrama: Theory and Practice

MPAET-GE 2114, 45 hours: 3 units; spring.

The Ethnoactor and Verbatim Performance

MPAET-GE 2115, 45 hours: 3 units; fall, spring, summer.

Supervised Student Teaching in the Elementary Drama Classroom

MPAET-GE 2134, 45 hours per unit: 3-4 units; fall, spring.

Stage Lighting

MPAET-GE 2143, 45 hours: 3-4 units; spring.

Play Production for Artists and Educators

MPAET-GE 2152, 30 hours: 3 units. summer.

Shakespeare's Theatre I and II

MPAET-GE 2171, 2172, 30 hours: 3 units; fall, spring.

Supervised Student Teaching in the Secondary English/Drama Classroom

MPAET-GE 2174, 45 hours per unit: 4 units; fall, spring.

Costume Design

MPAET-GE 2175, 45–60 hours: 3–4 units; spring.

Theatre of Brecht and Beckett

MPAET-GE 2177, 30 hours: 3 units; spring.

Drama in Education I and II

MPAET-GE 2193, 2194, 30 hours: 3 units each term; fall, spring.

Acting: Scene Study

MPAET-GE 2251, 15 hours per unit: 2–3 units; fall, spring.

Acting: Character Study

MPAET-GE 2252, 2–3 units: 15 hours per unit; fall, spring.

Independent Study

MPAET-GE 2300, 30 hours per unit: 1–4 units; fall, spring, summer.

Practicum in Educational Theatre

MPAET-GE 2301, 45 hours per unit: 1–6 units; fall, spring; hours to be arranged.

Seminar in Applied Theatre Research

MPAET-GE 2400, 30 hours: 3 units; fall, spring. Prerequisite: Methods and Materials of Research in Educational Theatre MPAET-GE 2077.

The Teaching Artist

MPAET-GE 2953, 30 hours: 3 units; fall, spring.

Devising Educational Drama Programs and Curricula

MPAET-GE 2956, 10 hours: 1 unit; spring.

Drama with Special Education Populations

MPAET-GE 2960, 45 hours: 3 units; fall, spring, summer.

Introduction to Boal's Theatre of the Oppressed

MPAET-GE 2965, 30 hours: 3 units; spring.

Advanced Techniques of Theatre of the Oppressed

MPAET-GE 2966, 30 hours: 3 units; spring.

Teaching Literacy through Drama

MPAET-GE 2971 10 hours: 1 unit; spring.

Understanding Diversity/Teaching Pluralism

MPAET-GE 2977, 30 hours: 3 units; fall.

Coping with Conflict: Drama as a Catalyst for Social Awareness

MPAET-GE 2978, 30 hours, 3 units; fall.

Creating Theatre with Young People I and II

MPAET-GE 2980, 2981, 45 hours: 3 units; fall, spring.

Assessment of Student Work in Drama

MPAET-GE 2988, 10 hours: 1 unit; fall.

Doctoral Proposal Seminar: Educational Theatre

MPAET-GE 3005, 30 hours: 3 units; spring.

THEORY AND COMPOSITION/MPATC-GE**Advanced Orchestration: Screen Scoring**

MPATC 2081, 45 hours: 3 units; fall, spring. Prerequisites: Orchestration: Strings MPATC-UE 1020, Orchestration: Strings Percussion MPATC-UE 1025.

Advanced Orchestration: Concert Music

MPATC-GE 2082, 30 hours: 3 units; spring. Prerequisites: Orchestration: Strings MPATC-UE 1020, Orchestration: Strings Percussion MPATC-UE 1025.

Seminar in Theory

MPATC-GE 2208, 30 hours: 3 units; spring.

Colloquy in Music

MPATC-GE 2026*, 30 hours: 3 units; fall, spring, summer. \$75 recital fee required.

Seminar in Composition

MPATC 2028, 30 hours: 3 units; fall, spring. (2 semesters required)

Composers Forum

MPATC-GE 2424, 30 hours: 0–3 units, fall, spring. (2 semesters required with 1 unit each)

Contemporary Music

MPATC-GE 2039, 30 hours: 3 units; fall.

Psychology of Music

MPATC-GE 2042, 30 hours: 3 units; spring, summer.

Music Criticism

MPATC-GE 2046, 30 hours: 3 units; fall.

Scoring Techniques

MPATC-GE 2048, 30 hours: 3 units; fall, spring.

Contemporary Scoring Techniques

MPATC-GE 2049, 45 hours: 3 units; fall, spring.

Opera in the 20th Century

MPATC-GE 2069, 30 hours: 3 units; spring.

Narrative Writing for Musical Analysis

MPATC-GE 2109, 30 hours: 3 units, spring.

Compositional Process in the Symphony

MPATC-GE 2127, 30 hours: 3 units; fall.

Independent Study

MPATC-GE 2300, 45 hours per unit: 1–3 units; fall, spring; hours to be arranged. Graduate-level projects to be arranged.

Private Composition Lessons

MPATC-GE 2321, 15 hours: 3 units; fall, spring. May be repeated until a total of 12 units has been earned. Open to department graduate students majoring in music.

Music Notation

MPATC-GE 2429, 10 hours; 1 unit; fall, spring, summer.

Screen Music: History, Analysis, and Aesthetics

MPATC-GE 2550, 15 hours per unit: 3–4 units; fall, spring.

Music Editing for the Screen

MPATC-GE 2555, 30–40 hours: 3–4 units. Registration by special permission of the instructor.

Seminar in Music and Music Education

MPATC-GE 3026*, 15 hours per unit: 2–4 units; fall, spring, summer.

VOICE/MPAVP-GE**Script Analysis and Dramaturgical Process**

MPAVP-GE 2151, 45 hours: 3 units; fall.

Opera Workshop

MPAVP-GE 2221, 15–45 hours and hours arranged: 1–3 units; fall, spring. May be repeated up to 12 units.

Song Repertoire: English

MPAVP-GE 2261, 37.5 hours: 2 units; fall.

Song Repertoire: German

MPAVP-GE 2262, 37.5 hours: 2 units; spring.

Song Repertoire: Italian/Spanish

MPAVP-GE 2263, 37.5 hours: 2 units; fall.

Song Repertoire: French

MPAVP-GE 2264, 37.5 hours: 2 units; spring.

Music Theatre Workshop: Song Analysis I

MPAVP-GE 2311, 15–45 hours and hours arranged: 1 unit; fall.

Music Theatre Workshop: Song Analysis II

MPAVP-GE 2312, 15–45 hours and hours arranged: 1 unit; spring.

Music Theatre Workshop: Audition Skills

MPAVP-GE 2313, 15–45 hours and hours arranged: 1 unit; fall.

Music Theatre Workshop: Business Skills/Showcase

MPAVP-GE 2314, 15–45 hours and hours arranged: 1 unit; spring.

Music Theatre Workshop: Theatre Dance I

MPAVP-GE 2321, 45 hours and hours arranged: 1 unit; fall.

Music Theatre Workshop: Theatre Dance II

MPAVP-GE 2321, 15–45 hours and hours arranged: 1 unit; spring.

Music Theatre History I

MPAVP-GE 2351, 37.5 hours: 2 units; fall.

Music Theatre History II

MPAVP-GE 2352, 37.5 hours: 2 units; spring.

Vocal Repertoire for Teaching: Classical

MPAVP-GE 2173, 4 hours; 3 units, fall.

Vocal Repertoire for Teaching: Musical Theatre

MPAVP-GE 2174, 4 hours; 3 units, spring.

Vocal Pedagogy: Research

MPAVP-GE 2171, 24 hours; 3 units, fall.

Vocal Pedagogy: Practice

MPAVP-GE 2172, 24 hours; 3 units, spring.

Graduate Acting for Singers I

MPAVP-GE 2141, 30.5 hours: 2 units, fall.

Graduate Acting for Singers II

MPAVP-GE 2142, 30.5 hours: 2 units, spring.

Contemporary and Jazz Vocal Ensemble

MPAVP-GE 2181, 30 hours: 0–1 units, fall, spring.

Contemporary Vocal Ensemble

MPAVP-GE 2181, 30.5 hours: 0-1 units, fall, spring.

Background Recording Techniques Ensemble

MPAVP-GE 2181, 30.5 hours: 0-1 units, fall, spring.

Intensive Lyric Diction Italian and English

MPAVP-GE 2131 001 and 2132 001, 30 hours; 3 units, fall.

Intensive Lyric Diction German and French

MPAVP-GE 2133 001 and 2134 001, 30 hours; 3 units, spring.

JAZZ/MPAJZ-GE**Jazz Improvisation Techniques I**

MPAJZ-GE 2075, 30 hours: 3 units; fall. Prerequisite: Jazz Theory and Ear Training I MPAJZ-UE 1039.

Jazz Improvisation Techniques II

MPAJZ-GE 2076, 30 hours: 3 units; spring. Prerequisite: Jazz Improvisation Techniques I MPAJZ-GE 2075 An extension of MPAJZ-GE 2075 with emphasis on style characteristics of selected jazz artists.

New York University Jazz Ensembles

MPAJZ-GE 2088, 60 hours: 0-1 unit; fall, spring. Registration by audition only.

Jazz Arranging Process and Analysis

MPAJZ-GE 2089, 30 hours and 15 hours arranged: 3 units; 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 units; fall. Open to non-music majors.

Jazz Arranging Techniques I

MPAJZ-GE 2273, 30 hours and 15 hours arranged: 3 units; fall.

Jazz Arranging Techniques II

MPAJZ-GE 2274, 30 hours and 15 hours arranged: 3 units; spring. An extension of MPAJZ-GE 2273 with special emphasis on arrangements for large jazz ensembles.

Chamber Music: Traditional Ensembles for Winds, Piano, Strings, and Brass Instruments

MPAWW-GE 2034, 15 to 45 hours: 1-3 units; fall, spring.

New Music Ensemble

MPAWW-GE 2121, 0-3 units; fall, spring.

Saxophone Orchestra

MPAWW-GE 2132, 0-3 units; fall, spring.

Orchestral Flutes

MPAWW-2132, 0–3 units; fall, spring.

Flute and Piano Repertoire

MPAWW-GE 2141, 0–3 units; fall, spring.

Clarinet and Piano Repertoire

MPAWW-GE 2142, 0–3 units; fall, spring.

Double Reed Repertoire

MPAWW-GE 2143, 0–3 units; fall, spring.

Saxophone and Piano Repertoire

MPAWW-GE 2144, 0–3 units; fall, spring.

Bassoon and Oboe Reed Making

MPAWW-GE 2145, 0–3 units; fall, spring.

Wind or Percussion Instruments (Private Lessons)

MPAWW-GE 2334, 15 hours: 3 units; fall, spring. May be repeated until a total of 12 units has been earned.

PIANO/MPAPE-GE**Colloquy in Music**

MPAPE-GE 2026, 2–3 units; fall, spring.

Instrumental Techniques and Materials

MPAPE-GE 2034, 0–3 units; fall, spring.

The Art of Piano I

MPAPE-GE 2041, 30 hours: 3 units; fall.

The Art of Piano II

MPAPE-GE 2042, 30 hours: 3 units; spring.

Collaborative Piano: Techniques and Practicum

MPAPE-GE 2170, 30 hours: 3 units, spring.

Influential Pianists and Performance Practice

MPAPE-GE 2181, 30 hours: 3 units; spring.

Piano Literature II: 18th–20th century

MPAPE-GE 2186, 30 hours: 3 units; fall.

Piano Literature III: 20th–21st century

MPAPE-GE 2187, 30 hours: 3 units; fall.

Performance Practices and Entrepreneurship in 20th and 21st Century Piano Music

MPAPE-GE 2189, 30 hours: 3 units, spring.

Piano (Private Lessons)

MPAPE-GE 2356, 15 hours: 3 units; fall, spring. May be repeated until a total of 12 units has been earned. Open to department graduate students majoring in music.

STRINGS/MPASS-GE**Stringed Instruments (Private Lessons)**

MPASS-GE 2111, 15 hours: 3 units; fall, spring. May be repeated until a total of 12 units has been earned.

Alexander Technique (Private Lessons)

MPASS-GE 2112, 2 units; fall, spring.

Colloquy in Music

MPASS-GE 2121, 2-4 units; fall, spring.

Instrumental Techniques and Materials: Chamber Music

MPASS-GE 2131, 0-3 units; fall, spring.

Baroque Ensemble

MPASS-GE 2132, 0-3 units; fall, spring.

Masterclass

MPASS-GE 2133, 0-3 units; fall, spring.

Improvisation Class

MPASS-GE 2135, 0-3 units; fall, spring.

Violin Class

MPASS-GE 2141, 0-3 units; fall, spring.

Viola Class

MPASS-GE 2142, 0-3 units; fall, spring.

Cello Class

MPASS-GE 2143, 0-3 units; fall, spring.

Bass Class

MPASS-GE 2144, 0-3 units; fall, spring.

Harp Class

MPASS-GE 2145, 0-3 units; fall, spring.

Violin Orchestral Repertoire

MPASS-GE 2151, 0-3 units; fall, spring.

Viola Orchestral Repertoire

MPASS-GE 2152, 0-3 units; fall, spring.

Cello Orchestral Repertoire

MPASS-GE 2153, 0-3 units; fall, spring.

Bass Orchestral Repertoire

MPASS-GE 2154, 0-3 units; fall, spring.

Harp Orchestral Repertoire

MPASS-GE 2155, 0-3 units; fall, spring.

Violin Pedagogy

MPASS-GE 2161, 0-3 units; fall, spring.

Cello Pedagogy

MPASS-GE 2163, 0-3 units; fall, spring.

Bass Pedagogy

MPASS-GE 2164, 0-3 units; fall, spring.

Harp Pedagogy

MPASS-GE 2165, 0-3 units; fall, spring.

Violin Technique Class

MPASS-GE 2171, 0-3 units; fall, spring.

Viola Technique Class

MPASS-GE 2172, 0-3 units; fall, spring.

Cello Technique Class

MPASS-GE 2173, 0-3 units; fall, spring.

Bass Technique Class

MPASS-GE 2174, 0-3 units; fall, spring.

Harp Technique Class

MPASS-GE 2175, 0-3 units; fall, spring.

Independent Study

MPASS-GE 2300, 1-6 units; fall, spring.

PERCUSSION/MPAPS-GE**Percussion (Private Lessons)**

MPAPS-GE 2111, 15 hours: 3 units; fall, spring. May be repeated until a total of 12 units has been earned.

NYU Percussion Ensemble

MPAPS-GE 2131, 45 hours: 0-3 units; fall, spring.

NYU Percussion Chamber Music Ensemble

MPAPS-GE 2132, 45 hours: 0-3 units; fall, spring.

NYU Steel Drum Ensemble

MPAPS-GE 2131, 45 hours: 0–3 units. fall, spring.

NYU African Gyl and Percussion Ensemble

MPAPS-GE 2131, 30 hours: 0–3 units. fall, spring.

NYU Contemporary Ensemble

MPAPS-GE 2221, 45 hours: 0–3 units; fall, spring.

NYU Audition

MPAPS-GE 2221, 005 22.5 hours: 0–3 units; spring.

NYU Percussion Quartet

MPAPS-GE 2132, 45 hours: 0–3 units; fall, spring.

Percussion Laboratory

MPAPS-GE 2151, 30 hours: 0–3 units; fall, spring.

ORCHESTRAS/MPAGC-GE**NYU Broadway Orchestra**

MPAGC-GE 2087, 1–3 units; fall, spring.

Woodwind Sectionals

MPAGC-GE 2087, 1–3 units; fall, spring.

Brass Sectionals

MPAGC-GE 2087, 1–3 units; fall, spring.

Creating a Career as a Professional Musician

MPAGC-GE 2505, 2 units; fall, spring.

MUSIC BUSINESS/MPAMB-GE**Music Business Graduate Professional Development Sequence**

MPAMB-GE 2001, 0 units; fall, spring. Students take every semester of their matriculation; hours arranged.

Principles and Practice in the Music Industry

MPAMB-GE 2101, 30 hours: 3 units; fall.

The Law and the Music Industry

MPAMB-GE 2102, 30 hours: 3 units; fall.

Environment of the Music Industry

MPAMB-GE 2103, 30 hours: 3 units; spring. Prerequisite: Principles and Practice in the Music Industry MPAMB-UE 2101.

Concert Management

MPAMB-GE 2105, 30 hours: 3 units; spring. Prerequisite: Principles and Practice in the Music Industry MPAMB-GE 2101.

Graduate A&R Seminar

MPAMB-GE 2201, 30 hours: 3 units; fall.

Promotions and Publicity in the Music Industry

MPAMB-GE 2202, 30 hours: 3 units; spring. Prerequisite: Principles and Practice in the Music Industry MPAMB-GE 2101.

Emerging Models and Markets for Music

MPAMB-GE 2203, 30 hours: 3 units; 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.

Music Publishing: Background Practice

MPAMB-GE 2225, 30 hours: 3 units; fall, spring. Co-requisite: Principles and Practice in the Music Industry MPAMB-GE 2101.

Strategic Marketing in the Music Industry

MPAMB-GE 2206, 30 hours: 3 units; fall. Prerequisite: Principles and Practice in the Music Industry MPAMB-UE 2101.

Global Music Management

MPAMB-GE 2207 30 hours: 3 units; 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 units; fall, spring. Co-requisite: Principles and Practice in the Music Industry MPAMB-GE 2101.

Music Business Graduate Internship

MPAMB-GE 2301, 200 hours: 1 unit per semester (a total of 3 required for the degree); fall, spring, summer.

Colloquy in Music Business

MPAMB-GE 2401, 30 hours: 3 units; fall, spring, summer. Registration by advisement only.

MUSIC EDUCATION/MPAME-GE**Creative Performance Opportunities in Music Education**

MPAME-GE 2031, 15 hours per unit: 1-3 units; fall.

Technological Trends in Music Education

MPAME-GE 2035, 20 hours plus hours arranged: 3 units; spring.

Choral Materials and Techniques

MPAME-GE 2082, 30 hours: 2 units.

Choral Conducting Practicum for Music Education

MPAME-GE, 2093, 15 hours: 1 unit; fall.

Advanced Instrumental Conducting

MPAME-GE 2096, 30 hours: 3 units; spring.

Fundamentals of Conducting

MPAME-GE 2102, 15 hours: 1 unit.

Guitar Practicum for Music Education

MPAME-GE 2103, 15 hours: 1 unit; fall, spring.

Brass Practicum for Music Education

MPAME-GE 2104, 15 hours: 1 unit; fall, spring.

Woodwind Practicum for Music Education

MPAME-GE 2105, 15 hours: 1 unit; fall, spring.

Strings Practicum for Music Education

MPAME-GE 2106, 15 hours: 1 unit; fall, spring.

Percussion Practicum for Music Education

MPAME-GE 2107, 15 hours: 1 unit; fall, spring.

Vocal Practicum for Music Education

MPAME-GE 2108, 15 hours: 1 unit; fall, spring.

Instrumental Conducting Practicum for Music Education

MPAME-GE 2111, 15 hours: 1 unit; fall, spring.

Music for Exceptional Children

MPAME-GE 2114, 45 hours: 3 units; fall, spring.

Instrumental Materials, Techniques, and Technology in Music

MPAME-GE 2115, 15 hours plus hours arranged of fieldwork: 2 units; spring.

Teaching of Music in the Elementary Grades

MPAME-GE 2119, 45 hours: 2 units; fall, spring.

Research in Music and Music Education

MPAME-GE 2130, 30 hours: 3 units; spring.

Music Education Philosophy

MPAME-GE 2139, 30 hours: 3 units; spring.

Supervised Student Teaching of Music in the Elementary School

MPAME-GE 2141*†, Minimum 180 hours: 3 units; fall, spring.

Supervised Student Teaching of Music in the Secondary School

MPAME-GE 2145*†, minimum 180 hours: 3 units; fall, spring.

Colloquy in Music Education

MPAME-GE 2939, 15 hours per unit: 1-4 units; fall, spring. For master's candidates in music education.

MUSIC TECHNOLOGY/MPATE-GE

Audio Mastering

MPATE-GE 2013, 30 hours: 3 units; fall, spring.

Advanced Musical Acoustics

MPATE-GE 2036, 30 hours: 3 units; spring, summer.

Software Synthesis

MPATE-GE 2037, 30 hours: 3 units; fall, spring.

Creating with Interactive Media: KYMA

MPATE-GE 2038, 30 hours: 3 units; spring.

Advanced Computer Music Composition

MPATE-GE 2047, 30 hours: 3 units; fall, summer.

Independent Study in Music Technology

MPATE-GE 2300, 1-4 units; fall, spring, summer.

Fundamentals of Digital Signal Theory LAB

MPATE-GE 2598, 30 hours: 3 units; fall, spring, summer. Corequisite: Fundamentals of Digital Signal Theory MPATE-GE 2599.

Fundamentals of Digital Signal Theory

MPATE-GE 2599, 30 hours: 3 units; fall, spring, summer. Corequisite: Fundamentals of Digital Signal Theory Lab MPATE-GE 2598.

Music Technology: Digital Audio Processing I

MPATE-GE 2600, 30 hours: 3 units; fall.

Music Technology: Digital Audio Processing II

MPATE-GE 2601, 30 hours: 3 units; spring.

Audio for Games and Immersive Environments

MPATE-GE 2604, 30 hours: 3 units; spring.

Graduate Internships in Music Technology

MPATE-GE 2605, 50-300 hours: 1-6 units. 50 hours per unit; fall, spring, summer.

Advanced Digital Signal Theory

MPATE-GE 2607, 30 hours: 3 units; spring.

Java Music Systems

MPATE-GE 2608, 30 hours: 3 units; fall, spring.

Electronic Music Performance

MPATE-GE 2609, 30 hours: 2 units; spring, summer.

Advanced Programming — Max/MSP/Jitter

MPATE-GE 2610, 30 hours: 3 units; fall, spring. Prerequisite: working understanding of Max/MPS or MPATE-UE.1014 MIDI Tech II.

Concert Recording I

MPATE-GE 2611, 30 hours: 3 units (fall), 2 units (summer).

Concert Recording II

MPATE-GE 2612, 30 hours: 2 units (spring), 3 units (summer).

3-D Audio

MPATE-GE 2613, 30 hours: 3 units; spring.

Max Programming I

MPATE-GE 2614, 30 hours: 3 units; fall, spring.

Electronics by Computer Simulation

MPATE-GE 2615, 30 hours: 3 units; fall.

Colloquy in Music Technology: Master's Thesis Preparation

MPATE-GE 2616, 30 hours: 3 units; fall, spring, summer.

C Programming for Music Technology

MPATE-GE 2618, 30 hours: 3 units; fall.

Audio for Video I

MPATE-GE 2620, 30 hours: 2-3 units; fall, summer.

Audio for Video II

MPATE-GE 2621, 30 hours: 3 units; spring, summer. Prerequisite: Audio for Video I MPATE-GE 2620.

Music Information Retrieval

MPATE-GE 2623, 30 hours: 3 units; fall.

Aesthetics of Recording

MPATE-GE 2627, 30 hours: 3 units; fall.

Audio for the Web

MPATE-GE 2628, 30 hours: 3 units.

Advanced Audio Production

MPATE-GE 2629, 45 hours: 3 units; fall, spring.

The Art of Sound Reinforcement

MPATE-GE 2631, 45 hours: 3 units; fall, spring.

Advanced Audio for Games

MPATE-GE 2635 45 hours: 3 units.

PERFORMING ARTS ADMINISTRATION/MPAPA-GE

Internship in the Administration of Performing Arts Centers

MPAPA-GE 2001[†], A minimum of 260 hours: 3 units; fall; hours to be arranged.

Internship in the Administration of Performing Arts Centers

MPAPA-GE 2002[†], A minimum of 260 hours: 3 units; fall, spring; hours to be arranged.

Law and the Performing Arts

MPAPA-GE 2008, 30 hours: 3 units; spring.

Marketing the Performing Arts

MPAPA-GE 2105,30 hours: 3 units; fall.

Planning and Finance in the Performing Arts

MPAPA-GE 2120, 30 hours: 3 units; spring.

Environment of Performing Arts Administration

MPAPA-GE 2130, 30 hours: 3 units; fall. Corequisite: Principles and Practices of Performing Arts Administration MPAPA-GE 2131.

Principles and Practices of Performing Arts Administration

MPAPA-GE 2131, 30 hours: 3 units; fall. Corequisite: Environment of Performing Arts Administration MPAPA-GE 2130.

Development for the Performing Arts

MPAPA-GE 2132, 30 hours: 3 units; spring.

Governance and Trusteeship in Performing Arts Organizations

MPAPA-GE 2133, 30 hours: 3 units; spring.

Seminar in Cultural Policy: Issues in Performing Arts Administration

MPAPA-GE 2222, 30 hours: 3 units; fall, spring. Prerequisites: MPAPA-GE 2001, 2002, and substantial completion of the Program in Performing Arts.

DRAMA THERAPY/MPADT

Drama Therapy for Clinical Populations

MPADT-GE 2109 (formerly MPAET-GE 2109), 30 hours plus hours arranged: 3 units; spring. Prerequisite: Introduction to Drama Therapy MPADT-GE 2114.

Introduction to Drama Therapy

MPADT-GE 2114 (formerly MPAET-GE 2114), 30 hours plus hours arranged: 3 units; fall. Prerequisite: matriculation in the Program in Drama Therapy or registration by permission of adviser.

Psychodrama and Sociometry

MPADT-GE 2115 (formerly MPAET-GE 2115), 30 hours: 3 units; fall. Prerequisite: Introduction to Drama Therapy MPADT-GE 2114 or permission of instructor.

Advanced Practices in Drama Therapy: Playback, Therapeutic Theatre and Developmental Transformations

MPADT-GE 2116 (formerly MPAET-GE 2116), 30 hours: 3 units; spring. Prerequisite: matriculation in the Program in Drama Therapy.

Projective Techniques in Drama Therapy

MPADT-GE 2117 (formerly MPAET-GE 2117), 30 hours: 3 units; fall. Prerequisite: Introduction to Drama Therapy MPADT-GE 2114, Drama Therapy for Clinical Populations MPADT-GE 2109, or permission of instructor.

Advanced Theory and Research in Drama Therapy

MPADT-GE 2119 (formerly MPAET-GE 2119), 30 hours: 3 units; spring. Prerequisites: PSY-GE 2038, APSY-GE 2039, MPADT-GE 2109, MPADT-GE 2114, APSY-GE 2271.

Independent Study

MPADT-GE 2300 (formerly MPAET-GE 2300), 45 hours per unit: 1-6 units; fall, spring, summer; hours to be arranged.

MUSIC THERAPY/MPAMT

Music Therapy Colloquium and Program Seminar

MPAMT-GE 2000, 0 units; fall, spring.

Music Therapy Practicum: Children and Adolescents

MPAMT-GE 2043, 135 hours: 3 units; fall.

Music Therapy Practicum: Adults and Elderly

MPAMT-GE 2053, 135 hours: 3 units; spring.

Clinical Vocal Improvisation

MPAMT-GE 2062, 30 hours: 2 units; spring.

Independent Study

MPAMT-GE 2300, 45 hours per unit: 1-6 units, summer; hours to be arranged.

Introduction to Music Therapy

MPAMT-GE 2930, 45 hours: 3 units; fall, spring.

Music Therapy: Advanced Theory and Methods I

MPAMT-GE 2931, 45 hours: 3 units; fall.

Music Therapy: Advanced Theory and Methods II

MPAMT-GE 2932, 45 hours: 3 units; spring.

Music Therapy Research

MPAMT-GE 2933, 30 hours: 3 units; spring.

Clinical Improvisation in Music Therapy

MPAMT-GE 2934, 30 hours: 2 units; fall.

Internship in Music Therapy

MPAMT-GE 2935, 2936 100 hours per unit: 5 units each term; fall, spring; hours to be arranged.

Key Concepts in Music Therapy I

MPAMT-GE 2938, 45 hours: 3 units; spring.

Advanced Practices of Improvisation in Music Therapy

MPAMT-GE 2941, 45 hours: 3 units; spring.

Theory and Application of Improvisation in Music Therapy

MPAMT-GE 2940, 45 hours: 3 units; fall.

Key Concepts in Music Therapy II

MPAMT-GE 2942, 45 hours: 3 units; fall.

Theory Development in Music Therapy

MPAMT-GE 2943, 45 hours: 3 units; spring.

Contemporary Music Therapy Theory

MPAMT-GE 2944, 45 hours: 3 units.

Developing Presentations and Publications in Music Therapy

MPAMT-GE 2945, 45 hours: 3 units.

Music Improvisation for Artistic Growth

MPAMT-GE 2946, 30 hours: 3 units; fall, spring.

Group Music Therapy I

MPAMT-GE 2947*, 10 hours per unit: 2-6 units each term; fall, spring; hours to be arranged.

Group Music Therapy II

MPAMT-GE 2948*, 10 hours per unit: 2-6 units each term; fall, spring; hours to be arranged.

Music Therapy Thesis

MPAMT-GE 2949, 10 hours per unit: 2-4 units.

Department of Nutrition and Food Studies

DEPARTMENT CHAIR: BETH WEITZMAN

411 LAFAYETTE STREET, 5TH FLOOR | NEW YORK, NY 10003

TELEPHONE: 212-998-5580 | **FAX:** 212-995-4194 | **E-MAIL:** nutrition@nyu.edu

WEBSITE: steinhardt.nyu.edu/nutrition

Through 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. The master's programs lead to MS and MA degrees. For further information, please visit steinhardt.nyu.edu/nutrition.

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; RD.

Carolyn Dimitri, Associate Professor. BA 1983, State University of New York at Buffalo; PhD 1998, University of Maryland (College Park).

Judith A. Gilbride, Professor. BS 1966, Framingham State University; MA 1970, PhD 1981, New York University; RD.

Kristie J. Lancaster, Associate Professor. AB 1985, Princeton University; MS 1995, PhD 2000, Pennsylvania State University; RD.

Mireya Loza, Assistant Professor. BA 2001, University of Illinois, Urbana–Champaign; MA 2003, University of Texas, Austin; MA, 2006, PhD 2010, Brown University.

Charles Mueller, Clinical Associate Professor. BA 1975, Colgate University; MS 1987, PhD 2002, New York University; RD.

Marion Nestle, Professor. BA 1959, PhD 1968, MPH 1986, University of California, Berkeley.

Fabio Parasecoli, Professor. BA 1986, MA 1991, Istituto Universitario Orientale (Naples, Italy); PhD 2009, Universitat Hohenheim (Stuttgart, Germany).

Domingo J. Piñero, Clinical Associate Professor. BS 1986, Central de Venezuela; MS 1991, Simón Bolívar (Venezuela); PhD 1998, Pennsylvania State University.

Krishnendu Ray, Associate Professor. BA 1984, MA 1986, University of Delhi (India); 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 and Department Chair. BA 1978, Vassar College; MPA, 1980, New York University; PhD 1987, NYU Wagner.

Kathleen Woolf, Associate Professor. BS 1986, University of Iowa; MS 1991, University of California, Los Angeles; PhD 2002, Arizona State University; RD.

NUTRITION AND DIETETICS

DIRECTORS

Kristie Lancaster (Master's Nutrition Programs)

Lisa Sasson (Dietetic Internship)

411 Lafayette, 5th Floor

TELEPHONE: 212-998-5585

DEGREE

MS

The Master of Science program in nutrition and dietetics prepares students for a wide range of careers as dietitians and nutritionists. It provides training for registered dietitians and other students who seek to become registered dietitians or to obtain advanced academic training in clinical nutrition, which meets all academic and internship requirements of the Academy of Nutrition and Dietetics (AND) registration eligibility.

CAREER OPPORTUNITIES

The program is designed to train students to help individuals and the public choose foods that promote health and prevent disease; manage human, financial, and physical resources to improve the nutritional status of individuals and population groups; monitor trends and issues in the field of nutrition and translate this information into education and training programs; and apply research principles and processes to the examination of nutrition problems.

WHAT YOU'LL LEARN

The goals of the MS in Nutrition and Dietetics are to provide students with the knowledge and skills to:

1. Educate individuals and the public on food choices that will optimize health and prevent disease
2. Apply nutrition principles and diet assessment to the treatment of diet-related disease conditions
3. Manage human, financial, and physical resources to improve the nutritional care of individuals and population groups
4. Help improve the nutritional status of individuals and population groups
5. Monitor trends and issues in the discipline of nutrition, and translate this information into curriculum, education, and training programs
6. Apply research principles and methods to the examination of current problems in nutrition and health

40-CREDIT CLINICAL NUTRITION CONCENTRATION (GE HONDMS: CNC1)

This concentration is a 40-unit pre-professional curriculum for students who would like to obtain the registered dietitian (RD) credential.

Note: There is also a 34-unit curriculum for students who already have an RD or have completed an AND-accredited dietetic internship at the time of matriculation but who would like to obtain a master's degree that provides advanced training in clinical dietetics. See page 297.

In order to become a registered dietitian, the Academy of Nutrition and Dietetics 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 a bachelor's degrees from an AND-accredited nutrition program should take the following steps:

1. enroll in the 40-unit clinical nutrition graduate program;
2. while enrolled, take undergraduate (DPD) prerequisite courses;
3. take the two graduate courses (Research Methods and Nutrition Education) required for the DPD. Students who want to become a registered dietitian can
4. apply for admission to a dietetic internship (which may involve master's-level coursework); and if accepted,
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).

Department of Nutrition and Food Studies
GEHONDMS:CNC1 - Nutrition and Dietetics: Clinical Nutrition (M.S.)
Program of Study
2021-2022

Total Units Required		40
Requirements		6
Course Number	Course Title	Units
SAHS-GE 2000	New Graduate Student Seminar	0
NUTR-GE 2190	Research Methods	3
NUTR-GE 2199	Nutrition Education	3
Nutrition Science		6
Course Number	Course Title	Units
NUTR-GE 2139	Advanced Nutrition: Protein, Fats, and Carbohydrates	3
NUTR-GE 2144	Advanced Nutrition: Vitamins and Minerals	3
Advanced Clinical Nutrition - choose two of the following:		6
Course Number	Course Title	Units
NUTR-GE 2041	Pediatric Nutrition	3
NUTR-GE 2043	Critical Care Nutrition	3
NUTR-GE 2045	Sports Nutrition	3
NUTR-GE 2194	Weight Management	3
NUTR-GE 2220	Nutrition in Aging	3
NUTR-GE 2222	Nutritional Aspects of Eating Disorders	3
NYU Dietetic Internship		15
NUTR-GE 2037	Medical Nutrition Therapy	3
NUTR-GE 2146	Clinical Practice in Dietetics I	3
NUTR-GE 2147	Clinical Practice in Dietetics II	3
NUTR-GE 2196	Nutrition-Focused Physical Assessment	3
NUTR-GE 2198	Nutrition Counseling Theory and Practice	3
Culminating Experience - choose one of the following:		3
Course Number	Course Title	Units
NUTR-GE 2061	Research Applications	3
NUTR-GE 2063	Research Apprenticeship by departmental permission	3
Graduate Level Electives: In addition to Nutrition and Food Studies courses, 2000-level graduate courses may be taken from other programs and schools, with approval, and by advisement.		4

ACADEMIC PREREQUISITES

The following courses comprise the Didactic Program in Dietetics (DPD) accredited by the Accreditation Council for Education in Nutrition and Dietetics. They may be taken while matriculated as a graduate student in clinical nutrition and must be completed prior to enrolling in graduate-level courses. As prerequisites, however, with the exception of two courses, they do not earn graduate credit.

Basic Science: Introduction to Modern Chemistry CHEM-UA 120, and Principles of Organic and Biological Chemistry CHEM-UA 210, should be taken with a 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 119, 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 85, Food Management Theory NUTR-UE 91, Food Production and Management NUTR-UE 1052, Food Science and Technology NUTR-UE 1184

Other: Research Methods: NUTR-GE 2190 and Nutrition Education NUTR-GE 2199 (earns graduate unit)

DIDACTIC PROGRAM IN DIETETICS (DPD) VERIFICATION

The NYU DPD is currently accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (200 South Riverside Plaza, Suite 2000 Chicago, IL 60606-6995, 800-877-1600) until 2021.

Evaluation and verification of the Academy of Nutrition and Dietetics' DPD requirements for dietetic registration eligibility may be obtained by students who have completed at least 29 units in residence at NYU. Students must request and file a formal application.

DIETETIC INTERNSHIPS

The 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 units 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 units) before entering supervised clinical practice: Medical Nutrition Therapy NUTR-GE 2037, Medical Nutrition Therapy Recitation, Research Methods NUTR-GE 2190, Nutrition-Focused Physical Assessment NUTR-GE 2196, and 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 Academy of Nutrition and Dietetics 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), 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 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:CNC2). The program is accredited by the Academy of Nutrition and Dietetics Accreditation Council for Education in Nutrition and Dietetics.

The program accepts seven students annually and is open only to US citizens. 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; website: www.dieteticinternship.va.gov/bronx.asp.

34-CREDIT CLINICAL NUTRITION CONCENTRATION (GE HONDMS: CNC2)

This concentration provides advanced clinical dietetics training to students who already have Registered Dietitian Nutritionist credentials or have completed a dietetic internship.

DEGREE REQUIREMENTS

Department of Nutrition and Food Studies
GEHONDMS:FNU - Nutrition and Dietetics: Foods and Nutrition (M.S.)
Program of Study
2021-2022

Total Units Required		34
Requirements		
Course Number	Course Title	Units
SAHS-GE 2000	New Graduate Student Seminar	0
NUTR-GE 2190	Research Methods	3
Nutrition Science		6
Course Number	Course Title	Units
NUTR-GE 2139	Advanced Nutrition: Protein, Fats, and Carbohydrates	3
NUTR-GE 2144	Advanced Nutrition: Vitamins and Minerals	3
Advanced Clinical Nutrition - choose two of the following for 6 units:		6
Course Number	Course Title	Units
NUTR-GE 2041	Pediatric Nutrition	3
NUTR-GE 2043	Critical Care Nutrition	3
NUTR-GE 2045	Sports Nutrition	3
NUTR-GE 2194	Weight Management	3
NUTR-GE 2110	Advanced Nutrition in Complementary and Alternative Therapy	3
NUTR-GE 2220	Nutrition in Aging	3
NUTR-GE 2222	Nutritional Aspects of Eating Disorders	3
Culminating Experience - choose one of the following for 3 units:		3
Course Number	Course Title	Units
NUTR-GE 2061	Research Applications	3
NUTR-GE 2063	Research Apprenticeship by departmental permission	3
Graduate Level Electives: In addition to Nutrition and Food Studies courses, 2000-level graduate courses may be taken from other programs and schools, with approval by advisement.		16

34-CREDIT FOODS AND NUTRITION CONCENTRATION (GE HONDMS: FNU)

This concentration provides advanced academic training in food and nutrition for students who already hold professional credentials in a health field (such as RDN, MD, DDS, or RPh).

DEGREE REQUIREMENTS

Department of Nutrition and Food Studies
 GEHONDMS:FNU - Nutrition and Dietetics: Foods and Nutrition (M.S.)
 Program of Study
 2021-2022

Total Units Required		34
Requirements		
Course Number	Course Title	Units
SAHS-GE 2000	New Graduate Student Seminar	0
NUTR-GE 2190	Research Methods	3
Nutrition Science		6
Course Number	Course Title	Units
NUTR-GE 2139	Advanced Nutrition: Protein, Fats, and Carbohydrates	3
NUTR-GE 2144	Advanced Nutrition: Vitamins and Minerals	3
Advanced Clinical Nutrition - choose two of the following for 6 units:		6
Course Number	Course Title	Units
NUTR-GE 2041	Pediatric Nutrition	3
NUTR-GE 2043	Critical Care Nutrition	3
NUTR-GE 2045	Sports Nutrition	3
NUTR-GE 2194	Weight Management	3
NUTR-GE 2110	Advanced Nutrition in Complementary and Alternative Therapy	3
NUTR-GE 2220	Nutrition in Aging	3
NUTR-GE 2222	Nutritional Aspects of Eating Disorders	3
Culminating Experience - choose one of the following for 3 units:		3
Course Number	Course Title	Units
NUTR-GE 2061	Research Applications	3
NUTR-GE 2063	Research Apprenticeship by departmental permission	3
Graduate Level Electives: In addition to Nutrition and Food Studies courses, 2000-level graduate courses may be taken from other programs and schools, with approval by advisement.		16

ADMISSION REQUIREMENTS

See general admission section, page 416. For specific admission requirements please visit steinhardt.nyu.edu/nutrition.

FIELDWORK

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

DEGREE

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, mag-

azines, 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

Program Learning Outcomes:

- To engage in the study of food and its conventional and alternative systems using an interdisciplinary approach, allowing cultural, historical, political, and economic analyses of food
- To demonstrate mastery of the study of food and discuss the elements related to food sovereignty, sustainability, ethics and culture.
- To describe all aspects related to food, including how individuals and societies make food choices; how food is produced and distributed; policies that alter the food landscape; equity in the food system; cultural norms and values; and historical and contemporary issues
- To succeed in careers within policy and advocacy; media, social, and cultural analysis; and business and social entrepreneurship

The requirements for the MA program in food studies include a core curriculum of 19 units and an additional 21 units of specialization in policy and advocacy, business and entrepreneurship, or media and cultural analysis.

Students may choose electives from alternative areas of study or other courses of interest within NYU: other programs in Steinhardt (e.g., 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.

Department of Nutrition and Food Studies
GEFOODMA - Food Studies (MA)
Program of Study
2021-2022

Total Units Required		40
Requirements		19
Core Courses		19
Course Number	Course Title	Units
FOOD-GE 2000	Current Research in Food Studies	1
FOOD-GE 2033	Food Systems	3
FOOD-GE 2191	Food and Culture	3
FOOD-GE 2017	Contemporary Issues	3
FOOD-GE 2015	Food Policy	3
FOOD-GE 2215	Nutrition in Food Studies	3
FOOD-GE 2061	Research Applications (repeatable)	3-6
Electives		21
Areas of Concentration for advising only. Students do not need to declare a specialization		
Policy & Advocacy		
Course Number	Course Title	Units
FOOD-GE 2007	Economics of Food: Consumer Behavior	3
FOOD-GE 2008	Economics of Food: Strategic Firm Behavior	3
FOOD-GE 2286	Advanced Topics: Food Inequality	3
FOOD-GE 2030	Urban Agriculture	2
FOOD-GE 2040	Food Advocacy	3
FOOD-GE 2100	Food Legislation, Regulations and Enforcement	3
FOOD-GE 2246	Advanced Topics: Waste and Compost	3
FOOD-GE 2250	Global Food Cultures: Puerto Rico or New Orleans	3
FOOD-GE 2261	Sustainability on the East End	2
RESCH-GE 2085	Basic Statistics	3
GPH-GE 2319	Writing Grants and Fund Proposals	3
PADM-GP 2250	Hunger and Food Security in a Global Perspective: Accra	4
Business & Social Entrepreneurship		
Course Number	Course Title	Units
FOOD-GE 2004	Food Project Development	3
FOOD-GE 2006	Food Entrepreneurship	3
FOOD-GE 2007	Economics of Food: Consumer Behavior	3
FOOD-GE 2008	Economics of Food: Strategic Firm Behavior	3
FOOD-GE 2016	Food Markets: Concepts and Cases	3
FOOD-GE 2030	Urban Agriculture	2
FOOD-GE 2103	Food Labor Relations	3
FOOD-GE 2106	Social Entrepreneurship in Sustainable Food Businesses	3
MGM-GB 3336	Foundations of Social Entrepreneurship	3
CORI-GB 1306	Financial Accounting and Reporting	3
MGMT-GB 3333	Business Start Up Practicum	3
MGMT-GB2370	Strategic Design	3
CORI-GB 2310	Marketing	3
Media & Cultural Analysis		
Course Number	Course Title	Units
FOOD-GE 2012	Food History	3
FOOD-GE 2019	Comparative Cuisine	3
FOOD-GE 2021	Food Writing	3
FOOD-GE 2023	Digital Skills	2
FOOD-GE2030	Urban Agriculture	2
FOOD-GE 2160	Culinary Physics	3
FOOD-GE 2171	Food Photography	1
FOOD-GE 2204	Food in the Arts	2
FOOD-GE 2205	Theoretical Perspectives in Food Culture	3
FOOD-GE 2233	Field Trips in Food: Immigration	2
FOOD-GE 2234	Field Trips in Food: Manufacturing	2
FOOD-GE 2243	Food in Popular Culture	3
FOOD-GE2245	Food in Fine Art	3
FOOD-GE2246	Advanced Topics: Waste	3
FOOD-GE 2273	History and Culture of Beverages	3
FOOD-GE 2285	Food and Gender	3
Experiential Courses		
Course Number	Course Title	Units
FOOD-GE 2250	Global Food Cultures: India, Berlin, Prague, Ireland, Shanghai, New Orleans, Puerto Rico, New Orleans, Paris	3-4
PADM-GP 2250	Hunger and Food Security in a Global Perspective: Accra	4
FOOD-GE 2233	Field Trips in Food: Immigration	2
FOOD-GE 2234	Field Trips in Food: Manufacturing	2
FOOD-GE 2261	Sustainability on the East End	2
FOOD-GE 2160	Culinary Physics	3
FOOD-GE 2249	Advanced Topics: Food Futures	3

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-unit program will prepare you for such sought-after positions as food studies specialist, archivist, and scholar-librarian.

Department of Nutrition and Food Studies
GEFSLSMA - Food Studies (MA) and
LIU Library & Information Services (MSLIS) dual degree
Program of Study
2021-2022

Total Units Required		59
Core Courses - Food Studies		19
Course Number	Course Title	Units
FOOD-GE 2000	Current Research	1
FOOD-GE 2017	Contemporary Issues	3
FOOD-GE 2033	Food Systems	3
FOOD-GE 2039	Food Policy	3
FOOD-GE 2215	Nutrition in Food Studies	3
FOOD-GE 2191	Food and Culture	3
FOOD-GE 2061	Research Applications	3
Core Courses - Library Science		16
Course Number	Course Title	Units
LIS 510	Introduction to Library and Information Science	3
LIS 511	Information Sources and Services	3
LIS 512	Introduction to Knowledge Organization	3
LIS 514	Introduction to Research in LIS	3
LIS 785	Internship	4
Food Studies and Library Science Electives by Advisement (4 courses)		12

Students transfer eight NYU credits to Palmer LIU and nine Palmer credits to NYU to complete the required credits for the two degrees

SPECIAL OPPORTUNITIES

The department offers experiential courses, such as 4-unit 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 416.

DOCTORAL PROGRAMS

DIRECTORS

Carolyn Dimitri, Food Studies

Kathleen Woolf, Nutrition

411 Lafayette, 5th Floor

TELEPHONE: 212-998-5580

DEGREE

MPhil, 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. Students may be eligible for the MPhil degree award upon completion of all coursework and an approved dissertation proposal.

Application procedures, general admission requirements, examination and research requirements, and overall course requirements are the same for all doctoral programs. Program admission requirements and prerequisites differ for each doctoral area and are described under that area.

GENERAL ENTRANCE REQUIREMENTS FOR ADMISSIONS ARE:

Master's degree from an accredited institution and GRE scores for the verbal and quantitative sections (please note the Food Studies PhD program does not require a Master's degree); TOEFL scores or scores from IELTS or PTE Academic (if applicable); demonstrated leadership potential as shown by honors, awards, publications, active participation in professional

organizations or agencies, or independent research; a statement of goals (500 words) explaining why the applicant is seeking a doctoral degree and how doctoral training will help achieve career goals and contribute to the profession; and three letters of recommendation from employers, former professors, or professional colleagues who have observed the applicant's work. Applicants whose credentials pass an initial screening may be interviewed in person or by telephone.

DEGREE REQUIREMENTS

For doctoral requirements of the Steinhardt School of Culture, Education, and Human Development, see pages 458.

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 units.

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 443.

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 units. Courses are chosen in consultation with an adviser.

Program Learning Outcomes:

- Critically analyze, apply, and discuss the theories, methodologies, and critical issues in food studies
- Demonstrate proficiency in oral and written communication appropriate to the discipline
- Develop research questions and design effective research projects
- Demonstrate mastery of body of knowledge in food studies
- Teach and mentor college students

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 416.

STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 443.

COURSES

The courses listed herein are to be offered in 2021-23

NUTRITION**Medical Nutrition Therapy**

NUTR-GE 2037, 45 hours: 4 units.

Pediatric Nutrition

NUTR-GE 2041, 30 hours: 3 units.

Maternal and Child Nutrition

NUTR-GE 2042, 30 hours: 3 units.

Critical Care Nutrition

NUTR-GE 2043, 30 hours: 3 units.

Sports Nutrition

NUTR-GE 2045, 30 hours: 3 units.

Research Applications in Nutrition

NUTR-GE 2061, 30 hours: 3 units.

Field Experience

NUTR-GE 2077, 45 hours per unit: 3-4 units.

Advanced Nutrition: Proteins, Fats, and Carbohydrates

NUTR-GE 2139, 30 hours: 3 units.

Advanced Nutrition: Vitamins and Minerals

NUTR-GE 2144, 30 hours: 3 units.

Clinical Practice in Dietetics I

NUTR-GE 2146, 150 hours per unit: 3 units. Restricted to NYU dietetic interns.

Clinical Practice in Dietetics II

NUTR-GE 2147, 150 hours per unit: 3 units.

Nutrition Assessment Methods in Research

NUTR-GE 2178, 30 hours: 3 units. Prerequisite: NUTR-UG 0085, UACHEM-0002.

Food Science and Technology

NUTR-GE 2184, 45 hours: 3 units.

International Nutrition

NUTR-GE 2187, 10 hours per unit: 1-3 units.

Research Methods

NUTR-GE 2190, 30 hours: 3 units.

Nutritional Epidemiology

NUTR-GE 2192, 30 hours: 3 units.

Weight Management

NUTR-GE 2194, 30 hours: 3 units.

Nutrition-Focused Physical Assessment

NUTR-GE 2196, 30 hours: 2 units.

Nutrition Counseling Theory and Practice

NUTR-GE 2198, 30 hours: 3 units.

Nutrition Education

NUTR-GE 2199, 30 hours: 3 units.

Seminar in Advanced Nutrition

NUTR-GE 2207, 10 hours per unit: 1-6 units. Departmental permission required.

Complementary and Alternative Nutrition Therapies

NUTR-GE 2210, 30 hours: 3 units.

Nutrition and Aging

NUTR-GE 2220, 30 hours: 3 units.

Nutritional Aspects of Eating Disorders

NUTR-GE 2222, 30 hours: 3 units.

Seminar in Advanced Nutrition

NUTR-GE 2280, 10 hours: 1-6 units.

Seminar in Advanced Nutrition: Landmark Studies

NUTR-GE 2281, 30 hours: 3 units.

Seminar in Advanced Nutrition: Genetics and Pediatrics

NUTR-GE 2282, 10 hours: 1 unit.

Seminar in Advanced Nutrition: Ethical Issues in Nutrition and Health Care

NUTR-GE 2283, 10 hours: 1 unit.

Seminar in Advanced Nutrition: Bariatric Surgery Weight Loss Management

NUTR-GE 2284, 10 hours: 1 unit.

Seminar in Advanced Nutrition: Obesity in Clinical Practice

NUTR-GE 2285, 30 hours: 3 units.

Seminar in Advanced Nutrition: Diseased Gut

NUTR-GE 2286, 30 hours: 3 units.

Seminar in Advanced Nutrition: Nutrigenetics and Nutrigenomics

NUTR-GE 2287, 30 hours: 3 units.

Independent Study

NUTR-GE 2300, 30 hours: 3 units.

See Departmental Courses section for additional listings.

FOOD STUDIES**Current Research in Food Studies**

FOOD-GE 2000, 10 hours: 1 unit.

Entrepreneurship in Food Management

FOOD-GE 2006, 30 hours: 3 units.

Economics of Food I: Consumer Behavior

FOOD-GE 2007, 30 hours: 3 units.

Economics of Food II: Strategic Firm Behavior

FOOD-GE 2008, 30 hours: 3 units.

Food History

FOOD-GE 2012, 45 hours: 3 units.

Agricultural Policy

FOOD-GE 2015, 30 hours: 3 units.

Contemporary Issues in Food Studies

FOOD-GE 2017, 30 hours: 3 units.

Comparative Cuisines

FOOD-GE 2019, 30 hours: 3 units.

Food Writing

FOOD-GE 2021, 30 hours: 3 units.

Beverages

NUTR-GE 2025, 45 hours: 3 units.

Urban Agriculture Planning and Implementation

NUTR-GE 2030, 20 hours: 2 units.

Food Systems I

FOOD-GE 2033, 30 hours: 3 units.

Food Policy and Politics

FOOD-GE 2039, 30 hours: 3 units.

Food Advocacy

FOOD-GE 2040, 30 hours: 3 units.

Food Legislation, Regulations and Enforcement

FOOD-GE 2100, 30 hours: 3 units.

International Food Regulation

FOOD-GE 2110, 30 hours: 3 units.

Techniques of Regional Cuisine

FOOD-GE 2183, 30 hours: 2 units.

Food and Culture

FOOD-GE 2191, 30 hours: 3 units.

Food in the Arts

FOOD-GE 2204, 30 hours: 2 units.

Theoretical Perspectives in Food Culture

FOOD-GE 2205, 30 hours: 3 units.

Nutrition in Food Studies

NUTR-GE 2215, 30 hours: 3 units.

Advanced Foods

FOOD-GE 2216, 15 hours per unit: 1-3 units. Prerequisite: NUTR-GE 0085 or equivalent.

Fieldtrips in Foods: Immigrant New York City

FOOD-GE 2233, 10 hours: 2 units.

Fieldtrips in Foods: Food Manufacturing

FOOD-GE 2234, 10 hours: 1 unit.

Advanced Topics in Studies: Gender and Sexuality

FOOD-GE 2242, 30 hours: 3 units.

Advanced Topics in Food Studies: Food and Popular Culture

FOOD-GE 2243, 20 hours: 2 units.

Advanced Topics in Food Studies: Food Sociology

FOOD-GE 2244, 30 hours: 3 units.

Advanced Topics in Food Studies: Food and Fine Arts

FOOD-GE 2245, 30 hours: 3 units.

Advanced Topics in Food Studies: Urban Food Waste and Compost Management

FOOD-GE 2246, 30 hours: 3 units.

Global Food Cultures

FOOD-GE 2250, 40 hours: 4 units.

Global Food Cultures: Hong Kong

FOOD-GE 2251 40 hours: 4 units.

Global Food Cultures: Puebla, Mexico

FOOD-GE 2252 40 hours: 4 units.

Sustainability on the East End of Long Island

FOOD-GE 2261, 20 hours: 2 units.

Food and Culture

FOOD-GE 2270, 30 hours: 3 units.

Food and Culture: Puerto Rico

FOOD-GE 2271, 30 hours: 3 units.

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 units.

Sensory Evaluation of Foods

FOOD-GE 2010, 30 hours: 3 units. Prerequisite: NUTR-UG 1185.

Research Applications in Food Studies

FOOD-GE 2061, 30 hours: 3 units

Food Studies Doctoral Seminar

FOOD-GE 3400, 001 10 hours: 1 unit.

Research Applications in Nutrition

NUTR-GE 2061, 30 hours: 3 units.

Research Apprenticeship in Food and Nutrition

NUTR-GE 2063, 45 hours per unit: 1-6 units.

Food Science and Technology

NUTR-GE 2184, 45 hours: 3 units. Prerequisites: NUTR-UG 0085, CHEM-UA 120.

Research Methods

NUTR-GE 2190, 30 hours: 3 units.

Independent Study

NUTR-GE 2300, 45 hours per unit: 1-6 units; hours to be arranged through advisement.

NUTR-GE 3098 10 hours: 1 unit.

Department of Occupational Therapy

DEGREES

MS, MA, OTD, PhD

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

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

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

DEPARTMENT CHAIR: TSU-HSIN HOWE

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 |
WEBSITE: steinhardt.nyu.edu/ot

For over 70 years, New York University's Department of Occupational Therapy has continued to be preeminent in the extent of its contribution to occupational therapy education, as well as the number and quality of its outstanding graduates. The goal of occupational therapy is to help individuals achieve independence, meaning, and satisfaction in all aspects of their lives.

Occupational therapists develop, improve, sustain, or restore independence to any person who has an injury, illness, disability, or psychological dysfunction. The occupational therapist consults with individuals, families and/or caregivers and, through evaluation and treatment, facilitates the client's capacity to participate in satisfying daily activities. Intervention may address the person's capacity to perform the activity in which he or she wants to engage, or it may address the environment in which the activity is performed. The occupational therapist's goal is to promote the client's occupation — those necessary to function in the community or in the client's chosen environment.

The Department of Occupational Therapy is a leading academic center committed to the development of ethical therapists and scholars who are prepared to respond to the challenges of society's ever-changing needs. The department offers professional-level graduate education for entry into occupational therapy practice and post-professional master's and doctoral degrees for graduates of approved occupational therapy programs. The professional education of occupational therapists involves the study of the biological and social sciences that are fundamental to practice and the role of activities and human occupation in improving, restoring, and sustaining function. Post-professional education emphasizes scientific inquiry

and advanced clinical skills to prepare master clinicians, administrators, educators, scientists, and professional leaders. The Department of Occupational Therapy's educational efforts are enhanced by its location among top health and educational facilities in the country. The programs also have highly qualified faculty. The relationships between community and programs help provide unparalleled learning experiences for students and a virtually matchless source of diverse practicum sites.

FACULTY

Offong Aqua, Clinical Associate Professor. MD 1986, University of Moscow.

Tracy Chippendale, Associate Professor. BS 1995, Queen's University (Ontario); MA 2002, PhD 2011, OTR/L, New York University.

Patricia Gentile, Clinical Assistant Professor. AS 1980, LaGuardia Community College; BS 1982, SUNY Downstate; MS 1989, Hunter College; DPS 2010, OTR/L, New York University.

Yael Goverover, Professor. BS 1992, MA 1995 Tel Aviv University; PhD 2002, OTR/L, Post-Doctoral Fellow 2004–2005, New York University.

Tsu-Hsin Howe, Chair and Associate Professor. BSc 1982, National Taiwan University; MA 1987, PhD 2004, OTR, FAOTA, New York University.

Amy Hurst, Associate Professor, BS 2003, Georgia Institute of Technology; MS 2007, PhD 2010, Carnegie Mellon University.

Grace Kim, Assistant Professor. BS 1996, University of California, Davis; MS 2002, Columbia University; PhD 2016, OTR/L, New York University.

Janet Njelesani, Assistant Professor. BSc 2000, Dalhousie University; MCISc 2002, University of Western Ontario; PhD 2012, OTR/L, University of Toronto.

Kristie Patten, Vice Dean for Academic Affairs and Associate Professor. BS 1987, Elizabethtown University; MS 1994, PhD 2003, OT/L, FAOTA, Temple University.

Anita Perr, Clinical Professor. BS 1983, Virginia Commonwealth University; MA 1995, New York University; PhD 2014, OT/L, FAOTA, City University of New York.

Sally E. Poole, Clinical Assistant Professor. BA 1968, MA 1975, New York University; OTD 2013, OT/L, CHT, University of St. Augustine for Health Sciences.

Gerald Voelbel, Associate Professor. BA 1997, MS 2001, PhD 2004, Rutgers University.

NUMBER OF ADJUNCT FACULTY 37

PROFESSIONAL PROGRAM

DEGREE

MS, MS/OTD

FACULTY

Aqua, Chippendale, Gentile, Goverover, Howe, Hurst, Kim, Njelesani, Patten, Perr, Poole, Voelbel

CAREER OPPORTUNITIES

Occupational therapy is a fast-growing profession, and graduates are sought by employers nationwide.

POST-PROFESSIONAL PROGRAMS

DEGREES

MA, OTD, PhD

FACULTY

Aqua, Chippendale, Gentile, Goverover, Howe, Kim, Njelesani, Patten, 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, <https://www.nyu.edu/admissions/financial-aid-and-scholarships.html> and the Steinhardt School's Office of Graduate Admissions website, <https://steinhardt.nyu.edu/admissions/how-apply/graduate-students> for more information.

Department of Occupational Therapy
GEOTTHMA - Advanced Occupational Therapy, MA
Post-Professional Program
Program of Study
2021-2022

Total Units Required		30
Requirements		18
Course Number	Course Title	Units
OT-GE 2000	New Student Seminar	0
OT-GE 2601	Extended New Graduate Student Seminar for International Students*	0
OT-GE 2025	Research Methods for Occupational Therapy	3
OT-GE 2725	Research Interpretation of Occupational Therapy	3
OT-GE 2750	Health Advocacy & Administration	3
OT-GE 2762	Theoretical Foundations of Interventions**	3
OT-GE 2763	Developing a Guideline for Intervention	3
OT-GE 2764	Ethics and Analytical Reasoning	3
OT Electives/ University Electives		12
Course Number	Course Title	Units
OT-GE 2741	Orthopedic Evaluation & Intervention	3
OT-GE 2742	Rehabilitation Evaluation & Intervention	3
OT-GE 2743	Neurological Evaluation & Intervention	3
OT-GE 2744	Cognitive Evaluation & Intervention	3
OT-GE 2745	Mental Health Evaluation & Intervention	3
OT-GE 2748	Pediatric Evaluation & Intervention	3
OT-GE 2749	Geriatrics Evaluation & Intervention	3
Electives in such fields as assistive technology, special education, applied psychology, curriculum and instruction, social sciences, and related areas are generally acceptable.		

* OT-GE 2601 required for all international students

**OT theory course alternative: OT-GE 2030 Theoretical Bases for the Score of Practice (required advisor approval)

ADMISSION REQUIREMENTS-MA/OTD

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.

ADMISSION REQUIREMENTS-OTD

In addition to the admission criteria of the school, the following specific requirements apply:

1. GRE score;
2. graduation from an approved professional occupational therapy program;
3. master's degree;
4. a personal statement;
5. three letters of recommendation; and
6. interviews as requested by the department.

GRE Exemption: Applicants who have a graduate school GPA of at least 3.0 and at least five years of experience as an occupational therapist do not have to submit GRE scores. The application deadline is March 15th.

ADMISSION REQUIREMENTS-PHD

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.

WE ARE WAIVING THE GRE FOR FALL 2022.

COURSES

The courses listed herein are to be offered in 2021–2023.

NOTES TO COURSES

Registration closed to special students.

†Pass/fail basis.

OCCUPATIONAL THERAPY/ OT-GE

New Student Seminar in Occupational Therapy

OT-GE 2000† 0 units; 20 hours, fall.

Human Anatomy Lecture

OT-GE 2002 3 units; 53 hours, lecture and recitation, fall. Prerequisites: Human Anatomy and Physiology I and II.

Human Anatomy Laboratory

OT-GE 2003 1 unit; 49 hours, spring. Prerequisite: OT-GE 2002.

Neuroscience

OT-GE 2010 3 units; 45 hours, fall, lecture and recitation. Prerequisites: Human Anatomy and Physiology I and II.

Research Methods for Occupational Therapy

OT-GE 2025 3 units; 30 hours, fall. Prerequisite/Corequisite: Statistics.

Theoretical Bases for the Scope of Practice

OT-GE 2030 3 units; 40 hours, spring. Prerequisites: OT-GE 2701 and OT-GE .2709.

Analysis of Human Activity and Occupational Therapy Performance I

OT-GE.2035 2 units; 20 hours, spring, lecture and laboratory. Prerequisite: successful completion of all first-semester occupational therapy courses.

Leadership in Occupational Therapy

OT-GE 2038 3 units; 30 hours, fall (online). Prerequisite: must contact instructor for permission.

Medical and Psychiatric Conditions

OT-GE 2039 3 units; 40 hours, spring. Prerequisites: General Psychology; Abnormal Psychology; OT-GE 2002; OT-GE 2010; OT-GE 2709.

Professional Issues I

OT-GE 2040 † 0 units; 10 hours, spring.

Professional Issues II

OT-GE 2041† 0 units; 10 hours, spring. Prerequisites: satisfactory completion of all level I fieldwork in the first-year academic courses for the second year.

Disability in a Global Context

OT-GE 2170 3 units; 30 hours, elective may be during spring (January intersession), and/or summer.

Application of Assistive Technology Used by People with Disabilities

OT-GE 2194 3 units; 30 hours, spring elective.

Independent Study

OT-GE 2300 1-6 units; 45 hours, fall, spring, summer; hours to be arranged.

Shifting to a Strength Based Paradigm: A Focus on Autism

OT-GE 2332 3 units; elective may be taken during spring (January intersession) on campus, online, or study abroad.

Successful Intervention in Early Intervention and in Schools

OT-GE 2335 3 units; 30 hours, spring online elective.

Promoting Family Resilience and Family-Centered Services

OT-GE 2338 3 units; 30 hours, elective may be taken during fall (online), spring (January intersession, on campus).

Clinical Management I: Bone/Joint Disorders of the Upper Quadrant

OT-GE 2341 3 units; 30 hours, fall online elective.

Clinical Management II:

OT-GE 2342 3 units; 30 hours, summer online elective.

Foundations of Occupational Therapy

OT-GE 2701 3 units; 20 hours, fall.

Fieldwork II in Occupational Therapy

OT-GE 2703⁺ (12 weeks): 3 units; minimum of 480 hours per unit (6 units required); summer, spring, fall; hours to be arranged. Registration by permission of instructor

Fieldwork II in Occupational Therapy (Specialty) (8-10 weeks)

OT-GE 2704⁺ 2-3 units; minimum of 480 hours per unit, summer, Registration by permission of instructor. OT-GE 2709 Performance and Development Across the Life Span 3 units; 30 hours, fall.

Kinesiology

OT-GE 2710 2 units; 35 hours, spring, lecture and laboratory. Prerequisite: OT-GE 2002.

Fieldwork I in Occupational Therapy

OT-GE 2721⁺ 1 unit; 195 hours, fall. Prerequisites: successful completion of all first-year courses.

Fieldwork I in Occupational Therapy

OT-GE 2722⁺ 1 unit; 120 hours, spring. Prerequisite: OT-GE 2721.

Research Interpretation for Occupational Therapy

OT-GE 2725 3 units; 45 hours, spring, lecture and recitation. Prerequisite: OT-GE 2025.

Analysis of Human Activity and Occupational Performance II

OT-GE 2736 2 units; 20 hours, spring, lecture and laboratory. Prerequisite: OT-GE 2035.

Orthopedic Evaluation and Intervention

OT-GE 2741 3 units; 45 hours, fall, lecture and laboratory. Prerequisite: successful completion of all first-year courses.

Rehabilitation Evaluation and Intervention

OT-GE 2742 3 units; 45 hours, spring, lecture and laboratory. Prerequisite: successful completion of all first-year courses.

Neurological Evaluation and Intervention

OT-GE 2743 3 units; 45 hours, fall, lecture and laboratory. Prerequisite: successful completion of all first-year courses.

Cognitive Evaluation and Intervention

OT-GE 2744 3 units; 30 hours, spring. Prerequisite: successful completion of all first-year courses.

Mental Health Evaluation and Intervention

OT-GE 2745 3 units; 44 hours, fall, lecture and laboratory.

Pediatric Evaluation and Intervention

OT-GE 2748 3 units; 45 hours, fall, lecture and laboratory. Prerequisite: successful completion of all first-year courses.

Geriatric Evaluation and Intervention

OT-GE 2749 3 units; 30 hours, spring, lecture and laboratory. Prerequisite: successful completion of all first-year courses

Health Advocacy and Administration

OT-GE 2750 3 units; 45 hours, spring. Prerequisite: OT-GE 2701.

Theoretical Foundations for Intervention

OT-GE 2762 3 units; 30 hours, fall (offered on campus and online).

Developing a Guideline for Intervention

OT-GE 2763 3 units; 30 hours, spring (offered on campus and online). Prerequisite: OT-GE 2762. It is a required course for OTHS (OTD) curriculum.

Ethics and Analytical Reasoning

OT-GE 2764 3 units; 30 hours, spring, summer (on campus and online).

Clinical Anatomy of the Upper Quadrant, Face, Neck, and Selected Cavities

OT-GE 2801 3 units; 30 hours, spring (even years on campus), spring (odd years online). Elective course.

Advanced Hand and Upper Quadrant Evaluation and Intervention

OT-GE 2802 3 units; 30 hours, spring (January intersession elective).

Teaching for the Health Professions

OT-GE 2815 3 units; 30 hours, summer (online elective course).

Developing Assistive Technology

OT-GE 2900 3 units; 30 hours, fall elective.

Assistive Technology: Learning and Participations in Schools

OT-GE 2913 3 units; 30 hours, summer (online elective).

Evidence-Based Practice

OT-GE 3301 3 units; 30 hours, fall (online) spring (on campus).

Advanced Assessment for Practicing Therapists

OT-GE 3306 3 units; 30 hours, fall, summer (online).

Introduction to Professional Portfolio

OT-GE 3310 1 unit; 30 hours, fall, spring, and summer (offered on campus and online).

Professional Portfolio II

OT-GE 3311 1 unit; 30 hours, fall, spring, and summer (offered on campus and online).

Professional Portfolio III

OT-GE 3312 1 unit; 30 hours, fall, spring, and summer (offered on campus and online).

Professional Portfolio Defense

OT-GE 3313 0-1 unit; 30 hours, fall, spring, and summer (offered on campus and online).

Professional Portfolio defense has a 1-unit option for those OTD students to use for continuing in the e-portfolio seminar after conclusion of coursework, and a 0-unit option for those continuing in the e-portfolio seminar while enrolled in other courses.

Departmental Seminar: Occupational Therapy

OT-GE 3406⁺ 0-3 units; 30 hours, spring. Departmental Seminar has a 0-unit option for those PhD students who have been advised to continue in the seminar after passing candidacy.

Occupational Therapy Doctoral Colloquium

OT-GE 3408⁺ 0-1 unit; 15, hours, fall, spring. Zero-unit option to be used for those PhD candidates who are enrolled in other courses.

Department of 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.

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

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

DEPARTMENT CHAIR: WEN LING

380 SECOND AVENUE, 4TH FLOOR | NEW YORK, NY 10010-5615

TELEPHONE: 212-998-9400 | **FAX:** 212-995-4190 | **WEBSITE:** steinhardt.nyu.edu/pt

The Department of Physical Therapy at New York University has been a leader in physical therapy education since 1927. The professional entry-level doctoral program began in 1998.

New York University offered the first MA program and the first PhD program in physical therapy in the United States. The University continues to lead in physical therapy graduate education. Graduate programs in physical therapy leading to the MA or PhD degree are open to physical therapists who are graduates of accredited physical therapy programs. Students have the opportunity to work with our experienced faculty in state-of-the-art research laboratories.

FACULTY

Offong Aqua, Clinical Associate Professor. MD 1986, Friendship University of Russia.

Mitchell Batavia, Associate Professor. BS 1981, University of Delaware; MA 1986, Columbia University; PhD 1997, New York University; PG Dip 2008, University of London; PT.

Elaine Becker, Clinical Professor. BS 1968, MA 1983, New York University; DPT 2008, Temple University; PT.

Greg Gao, Clinical Assistant Professor. MD 1984, Chengdu, Sichuan, PR of China; BS PT 1993, Hunter College; Diplomat in Acupuncture 2002, American International Acupuncture Institute; DPT 2005, Institute of Physical Therapy Education; PT.

Louis N. Iannuzzi, Clinical Assistant Professor. BS 1978, University of Wisconsin (Milwaukee); BS 1980, New York University; DPT 2011, Boston University; PT.

Wen K. Ling, Associate Professor. BS 1978, National Taiwan University; MA 1980, PhD 1984, New York University; PT.

Anat Lubetzky, Assistant Professor. BPT 2003, MS 2006, Tel Aviv University; PhD 2014, University of Washington; PT.

Ericka Merriwether, Assistant Professor. BS 1999, University of Illinois at Urbana-Champaign; DPT 2008, Mayo Clinic School of Health Sciences; PhD 2014, Washington University in St. Louis; PT.

Marilyn Moffat, Professor. BS 1962, Certificate in PT 1963, Queens College (CUNY); MA 1964, PhD 1973, New York University; DPT 2006, MGH; PT.

Smita Rao, Associate Professor. BS 1998, MS 2000, Mumbai University; PhD 2006, University of Iowa; PT.

John Sutera, Clinical Assistant Professor. BA 1989, State University of New York at Binghamton; BS 1997, Health Sciences; MS 1997, College of Staten Island; DPT 2013, State University of New York at Stony Brook; PT.

Kevin Weaver, Clinical Assistant Professor. BS 1990, MA 1995, New York University; DPT 2005, Temple University; PT.

NUMBER OF ADJUNCT FACULTY FACULTY (WITH PRIMARY TEACHING ROLE):

12; Other: 42

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

Ciccone, D'Agati, Deyle, Dickerson-Schnatz, Liu, Manal, McLinden, Oswald, Puniello, Rowe, Sandow, Wilkowski

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.

**Department of Physical Therapy
GEPTHOADCRClinical Residency in Orthopedic Physical Therapy
Program of Study
2021-2022**

Total Units Required (Lock-Step)		16
Fall		6
Course Number	Course Title	Units
PT-GE 2610	Advanced Anatomy Physiology Musculoskeletal	3
PT-GE 2601	Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System I	3
PT-GE 2611	Mentored Orthopedic Physical Therapy Clinical Practice I	0
Spring		5
Course Number	Course Title	Units
PT-GE 2605	Advanced Evidence-Based Orthopedic Physical Therapy	2
PT-GE 2602	Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System II	3
PT-GE 2612	Mentored Orthopedic Physical Therapy Clinical Practice II	0
Summer		5
Course Number	Course Title	Units
PT-GE 2604	Seminar: Orthopedic Physical Therapy	2
PT-GE 2603	Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System III	3
PT-GE 2613	Mentored Orthopedic Physical Therapy Clinical Practice III	0

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, Merriwether, Moffat, Rao

ADJUNCT FACULTY

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-unit concentration gives students expertise in the analysis and synthesis of human motion, measurement and evaluation of human motion, and research design and implementation. Students study both normal and abnormal human motion. Electro-goniometry, electromyography, dynamometry, and cinematography are used

to illustrate the most advanced theories and techniques for measurement and evaluation of human motion. Coursework and independent study enhance capacities for scientific thought and develop skills in research methodology and data analysis.

CAREER OPPORTUNITIES

Graduates from this program work as clinical researchers, teachers, administrators, and clinicians in a variety of settings.

**Department of Physical Therapy
GEPHPMA Physical Therapists, Full Time program
Program of Study
2021-2022**

Total Units Required		34
First Year - Fall Semester		12
Course Number	Course Title	Units
PT-GE 2116	Analysis and Synthesis of Human Motion I	3
PT-GE 2187	Measurement and Evaluation in Human Motion I	3
RESCH-GE.2085	Basic Statistics I	3
	Elective – To Be Determined With Advisement	3
First Year - Spring Semester		12
Course Number	Course Title	Units
PT-GE 2118	Analysis and Synthesis of Human Motion II	3
PT-GE 2188	Measurement and Evaluation in Human Motion II	3
RESCH-GE.2086	Basic Statistics II	3
	Elective – To Be Determined With Advisement	3
Second Year - Fall Semester		5
Course Number	Course Title	Units
PT-GE 2016	Research in Physical Therapy I	3
PT-GE 2300	Independent Study	2
Second Year - Spring Semester		5
Course Number	Course Title	Units
PT-GE 2018	Research in Physical Therapy II	3
PT-GE 2300	Independent Study	2

Thesis Required

**Department of Physical Therapy
 GEPTHPMA - Physical Therapists, part-time program
 Program of Study
 2021-2022**

Total Units Required		34
First Year - Fall Semester		6
Course Number	Course Title	Units
PT-GE 2116	Analysis and Synthesis of Human Motion I	3
PT-GE 2187	Measurement and Evaluation in Human Motion I	3
First Year - Spring Semester		6
Course Number	Course Title	Units
PT-GE 2118	Analysis and Synthesis of Human Motion II	3
PT-GE 2188	Measurement and Evaluation in Human Motion II	3
Second Year - Fall Semester		6
Course Number	Course Title	Units
RESCH-GE.2085	Basic Statistics I	3
	Elective – To Be Determined With Advisement	3
Second Year - Spring Semester		6
Course Number	Course Title	Units
RESCH-GE.2086	Basic Statistics II	3
	Elective – To Be Determined With Advisement	3
Third Year - Fall Semester		5
Course Number	Course Title	Units
PT-GE 2016	Research in Physical Therapy I	3
PT-GE 2300	Independent Study	2
Third Year - Spring Semester		5
Course Number	Course Title	Units
PT-GE 2018	Research in Physical Therapy II	3
PT-GE 2300	Independent Study	2

Thesis Required

ADMISSION REQUIREMENTS

Only graduate physical therapists with a minimum of a baccalaureate degree in physical therapy will be considered as candidates for matriculation in the pathokinesiology master's concentration. Candidates should have one year of clinical experience prior to undertaking this MA concentration. Foreign-trained physical therapists should first request review of their credentials from the World Education Services, www.wes.org. See general admission section, page 443.

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, Merriwether, Moffat, Rao, Sutera, Weaver

ADJUNCT FACULTY

Burdowski, , DeMarco, Fukunaga, Jagroo, Keller, Kharlamb, Len, Mannion, McCarthy, Niv, 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 units 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 333.

ADMISSION REQUIREMENTS

Applicants must have a bachelor's degree; complete the Graduate Record Examination; have an academic record that demonstrates a balance of course work in the humanities, social sciences, and natural sciences, including at least two laboratory courses in biology, chemistry, and physics; provide evidence of clinical observations in three distinct physical therapy practice settings (total of 24 hours); have a strong GPA in the prerequisite natural science courses; demonstrate competence in conveying ideas in an organized manner through written communication that demonstrates critical and logical thinking; have strong interpersonal communications skills; provide evidence of community service and leadership; and submit two letters of reference, one of which must be from a licensed physical therapist. Candidates apply through PTCAS (the Physical Therapy Centralized Application Service) only. See general admission section, page 416.

ACCREDITATION

The Doctor of Physical Therapy Program at New York University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Alexandria, VA 22305-3085; telephone: 703-706-3245; accreditation@apta.org; capteonline.org.

DOCTOR OF PHYSICAL THERAPY TUITION

Under the DPT Secured Tuition Plan, students pay a flat rate of tuition each term based on a total tuition amount that is secured for the duration of their studies. Students must maintain consecutive registrations (excluding maintenance of matriculation and/or leave of absence) in order to be eligible for the 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.

Be advised that clinical affiliation and clinical observation sites in the Doctor of Physical Therapy (DPT) program each year may require you to undergo general and/or criminal background checks. The results of these checks must be acceptable to the site before you will be allowed to participate in that affiliation or observation. Upon graduation, licensure requirements may also necessitate background checks. You should be thoroughly familiar with any background offenses that might preclude you from affiliations or observations or from eligibility for licensure. NYU Steinhardt will not be responsible if you are unable to complete the DPT program requirements or cannot obtain a license to practice physical therapy because of the results of such background checks.

DOCTOR OF PHYSICAL THERAPY FOR PRACTICING PHYSICAL THERAPISTS PROGRAM

DIRECTOR

Wen K. Ling

380 Second Avenue, 4th Floor

TELEPHONE: 212-998-9415

DEGREE

DPT

FACULTY

Aqua, Batavia, Becker, Iannuzzi, Gao, Ling, Lubetzky, Merriwether, Moffat, Rao, Sutera, Weaver

ADJUNCT FACULTY

Burdowski, DeMarco, Fukunaga, Jagroo, Keller, Kharlamb, Len, Mannion, McCarthy, Niv, 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.

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-point average; competence in conveying ideas in an organized manner through written communication; two letters of reference; and scores from the Graduate Record Examination (GRE), in addition to other school-wide admissions requirements.

See general admission section, page 416.

Be aware that any felony, misdemeanors, or violation conviction may prohibit you from obtaining a physical therapist license.

RESEARCH IN PHYSICAL THERAPY

DIRECTOR

Smita Rao

380 Second Avenue, 4th Floor

TELEPHONE: 212-998-9194

DEGREE

PhD

FACULTY

Batavia, Ling, Lubetzky, Merriwether, Moffat, Rao

ADJUNCT FACULTY

Magill, 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, Isaac Owoye is conducting research and teaching at the University of Ibadan, Nigeria; Prapos Pothongsunun is the chair of the Physical Therapy Program at Chiang Mai University, Thailand; and Sue Ann Sisto, Chair, Department of Rehabilitation Science, University at Buffalo, has received federal and private funding to conduct research addressing movement disorders of individuals with spinal cord injuries.

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 Center of Health and Rehabilitation Research.

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 at least a master's degree, and submit positive recommendations from two graduate faculty members. See general admission section, page 416.

RESEARCH FACILITIES

The Arthur J. Nelson Jr. Human Performance Laboratory houses state-of-the-art equipment for research in the neuromuscular, musculoskeletal, and cardiopulmonary areas, including a computerized 3-D motion analysis system with three force plates and an eight-channel, tethered electromyographic unit; an isokinetic dynamometer; a four-channel, hard-wired kinesiological electromyographic unit; a computerized pressure mat for gait analysis; a plantar pressure shoe insert system; and an oxygen analyzer with electrocardiogram and ergometer.

School-funded fellowships are available for full-time PhD students.

COURSES

The courses listed herein are to be offered in 2021-2023.

PHYSICAL THERAPY/PT ADVANCED CERTIFICATE IN ORTHOPEDIC PHYSICAL THERAPY

Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System I

PT-GE 2601 45 hours: 3 units; fall.

Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System II

PT-GE 2602 45 hours: 3 units; spring.

Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System III

PT-GE 2603 45 hours: 3 units; summer.

Seminar: Orthopedic Physical Therapy

PT-GE 2604 30 hours: 2 units; summer.

Advanced Evidence-Based Orthopedic Physical Therapy

PT-GE 2605 30 hours: 2 units; spring.

Advanced Anatomy, Physiology, and Pathophysiology of the Musculoskeletal System

PT-GE 2610 45 hours: 3 units; fall.

Mentored Orthopedic Physical Therapy Clinical Practice I

PT-GE 2611 532-537 hours: 0 units; fall.

Mentored Orthopedic Physical Therapy Clinical Practice II

PT-GE 2612 532-537 hours: 0 units; spring.

Mentored Orthopedic Physical Therapy Clinical Practice III

PT-GE 2613 532-537 hours: 0 units; summer.

MA/PHD PHYSICAL THERAPY

Research in Physical Therapy I

PT-GE 2016 30 hours: 3 units; fall, spring.

Research in Physical Therapy II

PT-GE 2018 30 hours: 3 units; spring, summer.

Analysis and Synthesis of Human Motion I

PT-GE 2116 45 hours: 3 units; fall. Prerequisites: courses in human anatomy, kinesiology, and physiology.

Analysis and Synthesis of Human Motion II

PT-GE 2118 45 hours: 3 units; spring. Prerequisites: courses in human anatomy, kinesiology, and physiology.

Measurement and Evaluation of Human Motion I

PT-GE 2187 45 hours: 3 units; fall.

Measurement and Evaluation of Human Motion II

PT-GE 2188 45 hours: 3 units; spring. Prerequisite: PT-GE 2187.

Measurement and Evaluation of Human Motion III

PT-GE 2189 48 hours: 3 units; summer. Prerequisites: PT-GE 2187 and PT-GE 2188.

Independent Study

PT-GE 2300 10-60 hours: 1-6 units. By advisement.

Practicum in Pathokinesiology Research I

PT-GE 3001 90 hours: 3 units; fall.

Practicum in Pathokinesiology Research II

PT-GE 3002 90 hours: 3 units; spring.

Doctoral Colloquium: Physical Therapy

PT-GE 3010 15 hours: 1 unit; fall, spring; pass/fail.

DOCTOR OF PHYSICAL THERAPY FIRST SUMMER

Histology/General Pathology

PT-GE 2004 45 hours: 3 units.

Gross Human Anatomy

PT-GE 2120 60 hours: 4 units. \$65 laboratory fee required.

Professional Behavior

PT-GE 2281 30 hours: 2 units.

CPR/First Aid/Advanced Emergency Techniques

PT-GE 2030 30 hours 2 units; pass/fail.

FALL, FIRST YEAR**Manual Techniques I**

PT-GE 2008 30 hours: 2 units

The Physical Therapist as an Educator/Communicator

PT-GE 2020 30 hours: 2 units.

Applied Anatomy/Physiology of the Cardiopulmonary System

PT-GE 2024 45 hours: 3 units.

Life Span Development

PT-GE 2209 45 hours: 3 units.

Biophysical agents I (including Aseptic Techniques/Infection and Disease Control)

PT-GE 2215 30 hours: 2 units.

Exercise Physiology

PT-GE 2225 60 hours: 4 units.

Applied Anatomy/Physiology of the Musculoskeletal System

PT-GE 2230 45 hours: 3 units.

SPRING, FIRST YEAR**Manual Techniques II**

PT-GE 2009 45 hours: 3 units.

Clinical Sciences/Pathology/Imaging/Pharmacology of the Cardiopulmonary System

PT-GE 2026 60 hours: 4 units.

Kinesiology/Biomechanics/Ergonomics

PT-GE 2220 60 hours: 5 units.

Principles of Exercise

PT-GE 2227 45 hours: 3 units.

Fitness Theory and Practice

PT-GE 2229 30 hours: 2 units.

Critical Inquiry and Clinical Decision Making I

PT-GE 2286 30 hours: 2 units.

SECOND SUMMER, FIRST YEAR**Clinical Affiliation I**

PT-GE 2450 40 hours per week for 7 weeks: 2 units.

FALL, SECOND YEAR

Clinical Sciences/Pathology/Pharmacology/Imaging of the Musculoskeletal System

PT-GE 2231 60 hours: 4 units.

Applied Anatomy/Physiology of the Neuromuscular System

PT-GE 2232 45 hours: 3 units.

Physical Therapy Examinations of the Cardiopulmonary System

PT-GE 2250 60 hours: 4 units.

Physical Therapy Examinations of the Musculoskeletal System

PT-GE 2251 60 hours: 4 units.

Critical Inquiry and Clinical Decision Making II

IPT-GE 2287 30 hours: 2 units.

Clinical Observation I

PT-GE 2455 1 day per week for 12 weeks: 1 unit.

SPRING, SECOND YEAR

Physical Therapy Interventions/Prevention Programs/Wellness Programs for the Cardiopulmonary System

PT-GE 2260 60 hours: 4 units.

Physical Therapy Interventions/Prevention Programs/Wellness Programs for the Musculoskeletal System

PT-GE 2261 60 hours: 4 units.

Biophysical Agents II

PT-GE 2218 45 hours: 3 units.

Assistive Technologies

PT-GE 2219 45 hours: 3 units.

Clinical Sciences/Pathology/Pharmacology/Imaging of the Neuromuscular System

PT-GE 2242 60 hours: 4 units.

Clinical Observation II

PT-GE 2456 1 day per week for 12 weeks: 1 unit.

THIRD SUMMER, SECOND YEAR

Clinical Affiliation II

PT-GE 2451 40 hours per week for 8 weeks: 3 units.

FALL, THIRD YEAR

Applied Anatomy/Physiology of the OB/GYN, Integumentary, and Endocrinology Systems

PT-GE 2233 45 hours: 3 units.

Clinical Sciences/Pathology/Pharmacology/Imaging of the OB/GYN, Integumentary, and Endocrinology Systems

PT-GE 2243 60 hours: 4 units.

Physical Therapy Examinations of the Neuromuscular System

PT-GE 2252 60 hours: 5 units.

Physical Therapy Examinations of the OB/GYN, Integumentary, and Endocrinology Systems

PT-GE 2253 45 hours: 3 units.

Critical Inquiry/Clinical Decision Making III

PT-GE 2288 30 hours: 2 units.

Clinical Observation III

PT-GE 2457 1 day per week for 12 weeks: 1 unit.

SPRING, THIRD YEAR

The Physical Therapist as an Administrator/Delegator/Manager

PT-GE 2019 45 hours: 3 units.

Physical Therapy Interventions/Prevention Programs/Wellness Programs for the Neuromuscular System

PT-GE 2262 90 hours: 6 units.

Physical Therapy Interventions/Prevention Programs/Wellness Programs for the OB/GYN, Integumentary, and Endocrinology Systems

PT-GE 2263 60 hours: 4 units.

Business Practices/Reimbursement/Marketing/Technology/Management of Care Delivery System

PT-GE 2295 60 hours: 4 units.

Clinical Observation IV

PT-GE 2458 1 day per week for 12 weeks: 1 unit.

FOURTH SUMMER, THIRD YEAR

Clinical Affiliation III

PT-GE 2452 40 hours per week for 16 weeks: 6 units.

Program in Rehabilitation Sciences

An Interdisciplinary Program

FACULTY CHAIR: TBD

82 WASHINGTON SQUARE EAST, 6TH FLOOR | NEW YORK, NY 10003

TELEPHONE: 212-992-5825 | **EMAIL:** *steinhardt.rehabilitationsciences@nyu.edu*

This innovative PhD program in rehabilitation sciences unites traditional rehabilitation health professions in physical and occupational therapy with art, drama, and music therapies; applied psychology; communicative sciences and disorders; and nutrition. The program prepares scientist-practitioners from these and related disciplines to develop theory and practice that enhances human performance and quality of life for people with disabilities or individuals who may benefit from social, physical, or cognitive adaptations.

The PhD Program in Rehabilitation Sciences is designed to prepare students, with and without professional degrees, for outstanding and fulfilling academic careers in research and teaching.

Collaborative mentorship is a core component of the program. Students are expected to commit to involvement in ongoing research in collaboration with a primary and secondary faculty mentors.

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 a student's 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 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 program consists of 48 units beyond the master's degree, a publishable paper, and a dissertation. With our full-tuition scholarship and stipend assistance, a student can complete this degree program in four 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 units.

Core Research Methods Courses (18 units), including: APSY-GE 2073 Research Design and Methodology in the Behavioral Sciences I (3 units); APSTA-GE 2001/2002 Statistics for the Behavioral and Social Sciences I and II (5 units); Quantitative/Qualitative Research Methods Electives (10 units). Student selection by interest and advisement may include: APSTA-GE 2004 Advanced Modeling I: Topics of Multivariate Analysis; RESCH-GE 2016 Factor Analysis; RESCH-GE 2140 Approaches to Qualitative Inquiry; and ASPY-GE 2835 Research Using Mixed Methods.

Content Area (6 units), including: REHAB-GE 3005 Transdisciplinary Patient-Based Management (3 units); and Bioethics Elective (3 units).

Electives (18 units): Students must select 18 units 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, and Nutrition and Food Studies.

Research Colloquium (3 units).

RESCH-GE 3001 Dissertation Proposal Seminar (3 units).

ADDITIONAL DEGREE REQUIREMENTS

Students in this program must:

- Complete all related units 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
- Meet specialized program standards in English competency and scholarly writing
- Advance to Doctoral Candidacy through completion of an integrative publishable paper mentored by faculty member at *Steinhardt School of Culture, Education, and Human Development* and Rusk Rehabilitation at NYU Langone Medical Center
- Identify a doctoral dissertation committee
- Fulfill all conditions for filing a proposal
- Register for DCADV-GE 3400 Doctoral Advisement and appoint a dissertation committee before submitting a formal proposal for review
- 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.

Department of Teaching and Learning

DEPARTMENT CHAIR: DIANA TURK

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Research and scholarship in the Department of Teaching and Learning explores teaching and learning at a variety of levels and in a variety of places, particularly in urban settings. The department educates within academic subject areas and across disciplines recognizing the need for cross-disciplinary approaches to teaching and learning. The Department has a mission to address 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, computer science education, world 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, 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.

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 Association for Advancing Quality in Educator Preparation (AAQEP) for a period of seven years, to June 30, 2027. This accreditation certifies that the forenamed professional education program has provided evidence that the program meets all four AAQEP standards and their associated aspects.

FIELDWORK

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 practice and learn at its facility or issue you a license. You should inform the field office of offenses or other facts that may prevent you from obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.

FACULTY

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.

Stacie Brensilver Berman, Visiting Assistant Professor. BA 1993, University of Pennsylvania; MEd 2001, New York University; MA 2006, Hunter College; PhD 2019, New York 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 at Buffalo; MA 1980, PhD 1987, University of California, Berkeley.

Miriam Eisenstein Ebsworth, Associate Professor. BA 1968, Brooklyn College; MA 1971, Columbia University; PhD 1979, Graduate Center of City University of New York.

Rachel Fish, Assistant Professor. AB 2003, Bryn Mawr College; MAT 2007, University of Western New Mexico; PhD 2015, University of Wisconsin.

Christine Gentry, Visiting Assistant Professor. BS 2003, Baylor University; MEd 2005, Harvard University; PhD 2014, Columbia University.

Jay Gottlieb, Professor. BS 1964, City College; MS 1966, PhD 1972, Yeshiva University.

Robin Harvey, Clinical Assistant Professor. BS 1990, Georgetown University; MA 2003, New York University.

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.

Okhee Lee, Professor. BA 1981, MA 1983, Kyungpook National University; PhD 1989, Michigan State University.

Raul Lejano, Professor Environmental Conservation Education. BS 1984, University of Philippines; MS 1986, University of California, Berkeley; PhD 1998, University of California, Los Angeles.

Mary J. Leou, Clinical Professor. BA 1985, MEd 1989, EdD 1997, Columbia University.

Lorena Llosa, Associate Professor. BA 1994, Santa Clara University; MA 1996, PhD 2005, University of California, Los Angeles.

Jasmine Y. Ma, Associate Professor. BS 2000, Yale University; EdM 2005, Harvard University; PhD 2012, Vanderbilt University.

Cynthia McCallister, Associate Professor. BS 1984, Ball State University; MEd 1990, EdD 1995, University of Maine (Orono).

Elizabeth McDonald, Clinical Assistant Professor. BA 1974, Rutgers University; EdM 1977, Lesley University; CAS 1991, Harvard University.

Catherine Milne, Professor. BEd 1978, BSc 1979, James Cook University (Queensland); MSc 1993, PhD 1998, Curtin University (Western Australia).

Shondel Nero, Professor. BA 1984, Concordia University (Canada); MA 1990, EdM 1994, EdD 1997, Columbia University.

Susan B. Neuman, Professor. BA 1968, American University; MA 1974, California State University, Hayward; EdD 1977, University of the Pacific.

Erin O'Connor, Professor. BA 1996, Georgetown University; EdM 2000, Columbia University; EdD 2005, Harvard University.

Frank Pignatosi, Clinical Assistant Professor. MA 1992, Università di Bologna (Italy); PhD 2005, New York University.

Kongji Qin, Assistant Professor. BA 2000, MA 2003, Central China Normal University; PhD 2016, Michigan State University.

Tamara Sewell, Clinical Assistant Professor. BS 1994, University of Maine at Farmington; MS 2004, Cumberland University; PhD 2007, Tennessee Technological University.

Shane Anthony Smith, Clinical Assistant Professor. BS 2004, MS 2006, University of Wisconsin, Whitewater; PhD 2012, University of Wisconsin, Madison.

Carolyn H. Strom, Clinical Assistant Professor. BA 1999, University of Pennsylvania; EdM 2006, University of Southern California; PhD 2013, New York University.

Audrey A. Trainor, 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 of Jerusalem; MSc 1980, PhD 1987, Technion (Haifa, Israel).

Number of Adjunct Faculty: 79

NYU STEINHARDT TEACHER RESIDENCY: MASTER OF ARTS IN TEACHING (MAT) IN SECONDARY EDUCATION

Steinhardt offers a Teacher Residency (TR) program leading to a Master of Arts in Teaching (MAT) in Secondary Education. The TR program is a full-time, 12-month residency program undertaken in partnership with select district and charter schools, to prepare candidates for initial certification in secondary content areas including math, the sciences, social studies, and English in grades 7-12, all with a grades 5-6 extension, and students with disabilities, 7-12 generalist. District and charter school partners are carefully selected by NYU faculty to provide students with on-the-ground cohorts at each training academy where they create a community of practice alongside their teacher mentors. NYU faculty deliver all course instruction in a personalized online environment designed for extensive one-on-one mentorship.

Aspiring teachers serve as resident interns in partner schools where they work as teaching assistants, tutors, and aides, everyday throughout the school year. Resident interns spend a part of each day in the classroom, first as observers, then as co-teachers, and finally as lead teachers, as they prepare for the challenges of full-time teaching. Resident interns work closely with teaching mentors daily and have formal touch points weekly, while also receiving regular guidance and feedback on their teaching practice from their NYU faculty Content Mentors and Residency Directors who use video-based programs and in-person visits 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.

Visit teachereducation.steinhardt.nyu.edu for details.

DEGREE REQUIREMENTS

Satisfactory completion of the Secondary Education MAT Program includes residency experiences.

Department of Teaching and Learning
GEYEMTMAT - Teacher Residency, M.A.T.
Concentrations in English, Mathematics, Science (Biology,
Chemistry, Earth Science, Physics), Social Studies, Special Education Generalist
Program of Study
2021-2022

Total Units Required		30
Required Courses		30
Foundations		4.5
Course Number	Course Title	Units
EMAT-GE.2001	Who Are We?	4.5
Pedagogical Content		15
Course Number	Course Title	Units
EMAT-GE.2007	How Do I Build a Culture of Achievement for My Students and Myself?	3
EMAT-GE.2025	How Do I Know What They Know?	3
EMAT-GE.2018	How Do I Teach Reading & Writing in My Discipline?	3
EMAT-GE.2020	What is Special Education?	3
OR	OR	
EMAT-GE.2024	How Do I Teach Students with Low-Incidence Disabilities? <i>(new course)</i>	
EMAT-GE.2030	What are My Professional Responsibilities? (PRW).	3
Content in Special Specialization		6
Course Number	Course Title	Units
EMAT-GE.2009	What do I Teach? What are My SpEd Policy and Process Responsibilities?	3
EMAT-GE.2012	How Do I Teach Math?	3
EMAT-GE.2011	How Do I Teach English?	
EMAT-GE.2013	How Do I Teach Social Studies?	
EMAT-GE.2014	How Do I Teach Science?	
EMAT-GE.2023	How do I teach and collaborate across content?	
Learning to Teach Rehearsals		0
Course Number	Course Title	Units
EMAT-GE.2015	Learning to Teach Rehearsal I	0
EMAT-GE.2016	Learning to Teach Rehearsal II	0
EMAT-GE.2017	Learning to Teach Rehearsal III	0
Culminating Experience		4.5
Course Number	Course Title	Units
EMAT-GE.2035	How Do I Make a Difference with Research?	4.5

MASTER OF ARTS IN TEACHING (MAT) IN TRANSFORMATIONAL TEACHING IN MIDDLE AND HIGH SCHOOLS

This Master of Arts in Teaching program prepares teachers of secondary education, and leads to eligibility for initial certification in teaching English, math, science, history/social studies for grades 7-12 with extensions for grades 5 and 6, and special education in urban settings serving diverse student populations, with an option for those interested in special education to also seek dual certification in computer science, all grades. The curriculum focuses on preparing teachers who can create experiences in their classrooms that transform how teenagers engage with and care about their own learning.

This program advances the mission of NYU Steinhardt to build knowledge at the intersection of culture, education, and human development. The proposed program adopts an holistic approach to education seeking to explore innovations in research and teaching and how new ideas inside and outside of the classroom can transform the education of young people. Further, the mission of the Department of Teaching and Learning — to push scholars to actively engage with the theory and practice of how people learn — is central to the focus of this program.

This program aligns with the goals of the department to have candidates:

- Develop teaching skills and build expertise in content areas
- Observe and train within education systems that are diverse
- Engage with urban schools and communities
- Learn how to promote equity and inclusion in the classroom
- Bring digital technology into real-world learning spaces

This program represents a reconceptualization of teacher preparation for the 21st century, following NYU's vision for academic excellence and innovative practices. It aligns with current research on best practices in teacher preparation by engaging candidates in examining problems of practice and identifying ways to address those problems.

ADMISSION REQUIREMENTS

In addition to the general requirements, applicants must present at least 30 units in college-level courses in the subject matter in which they wish to teach for English, Social Studies, Mathematics, Physics, Chemistry, Biology, or Earth Science or 30 units in a major plus other distribution requirements for Special Education/Disability. Applicants interested in teaching English must also have completed a college-level language course other than English or American Sign Language, and applicants seeking dual certification in Students with Disabilities/Computer Science must have some prior computer science background. See <https://steinhardt.nyu.edu/admissions/how-apply/graduate-students/content-course-work-and-field-requirements-teacher> for content core requirements.

DOCTORAL PROGRAMS

PROGRAM CO-DIRECTORS

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DEGREES

MPhil, PhD

FACULTY

Cohen, Fish, Fleisher, Fraser, Gottlieb, Jacobs, Kirch, Kirkland, Lejano, Llosa, Ma, McCallister, McDonald, Milne, Nero, Neuman, O'Connor, Qin, 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 346.

PhD Program in English Education, including a concentration in applied linguistics. See page 361.

PhD Program in Bilingual Education. See page 373.

PhD Program in Teaching English to Speakers of Other Languages (TESOL). See page 384.

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. Special education, including questions about theoretical frameworks of disability in school and community; challenges of practice such as the design and implementation of inclusive schools, equitable learning opportunities for students with disabilities, family engagement; contemporary issues in the fields of practice and research such as exclusionary discipline and racial equity in special education, postsecondary education and young adults with disabilities, and multilingual learners and disabilities.

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 unit requirements and some specific coursework requirements range from 48 to 60 units, depending on program, focus area, and prior coursework completed. Nonetheless, all doctoral students in Teaching and Learning are expected to complete the following common, core minimum requirements (which count toward those unit totals).

- Pro-Seminar for Department of Teaching and Learning, to be taken in a 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 units (two courses) of coursework in the foundations of education 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 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) units 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) units 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.)
- These requirements are a work in progress. All programs require students to take a pro-seminar, research and other courses determined through advisement. The majority of coursework should be determined by the needs of the student in consultation with an adviser.

ADDITIONAL REQUIREMENTS

Please review the Doctoral Student Handbook for more information available online at:

https://docs.google.com/document/d/1FIScB_JdE1M5eUJ5Jt13K00p_J1IDG5m5PB0u2WVpnw/edit?usp=sharing

Doctoral students enroll in a 0-unit research experience course for each of the first three years, must submit a paper or pass a written exam for candidacy followed by an oral candidacy exam, and submit a dissertation proposal. Students are eligible to receive the MPhil award upon completion of all coursework and an approved dissertation proposal. Students complete their studies with a written dissertation and oral defense.

Also, 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 443.

COMPUTER SCIENCE EDUCATION

COORDINATOR

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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 and they form part of the computer science certification area in the Master of Arts in Transformational Teaching.

COURSES

Three courses are offered in Computer Science Education: Teaching of Computer Science MTHED-GE 2080, Introduction to Computer Science Education MTHED-GE 2110, and Advanced Topics in Computer Science Education MTHED-GE 2185.

CAREER OPPORTUNITIES

Students who take the Computer Science Education courses have many career opportunities open to them, in a variety of capacities. They may teach computer science in formal K-12 school classrooms or informal museums and out-of-school-time programming. Additionally, school administration and policy work has an increasing need for individuals with computer science education expertise.

EARLY CHILDHOOD AND CHILDHOOD EDUCATION

EARLY CHILDHOOD PROGRAM LEADER

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CHILDHOOD PROGRAM LEADER

Frank Pignatosi
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East Building, Room 326

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Heather Woodley
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East Building, Room 318

TELEPHONE: 212-998-5460

DEGREES

MA, PhD

FACULTY

Fish, Harvey, Kirch, Lee, McDonald, Neuman, O'Connor, Pignatosi, Strom, Woodley

Programs in Early Childhood (birth–grade 2) and Childhood Education (grades 1–6) prepare teachers and other professionals to work with children from birth through 6th grade, across a range of diverse abilities. Both programs **ONLY** offer dual-certificate programs with Special Education.

Graduate preservice programs lead to the Master of Arts degree and fulfill academic requirements for initial/professional teacher certification in New York State depending on the student's background. To meet certification requirements, preservice students may need liberal arts units in addition to those taken for their undergraduate degree (see Admission Requirements). For those seeking graduate studies beyond the master's level, a doctoral program is also offered.

The 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 justice is inherent in the multiple strands of the graduate early childhood and childhood teacher certification programs at New York University. The programs:

- Involve deep study of how children develop in multiple contexts
- Offer recursive teaching experiences in a variety of settings
- Provide a strong principle-based set of practices regarding learning environments and educational experiences
- Support children and adults in learning to accept and respect each other's differences
- Foster a critical view of people's histories
- Consider the needs, lifestyles, languages, and cultural patterns of the communities we serve
- Show respect for and encourage equal status for all people
- Encourage taking immediate action to interrupt our own and other's discriminatory behavior
- Advocate institutional changes that value early childhood and childhood education as a vital part of a child's educational experiences

Children are viewed as competent persons actively engaged in meaning-making in the multiple contexts in which they find themselves. The programs recognize the singular importance of parents and families in nurturing young children and the need for educators to develop reciprocal relationships with each family. The family's rich knowledge of their children should help inform caregiving and educational practices, and our advocacy efforts should take that knowledge into consideration.

The central component of teachers' development as teacher-researchers is continual reflection on their own and others' educational practices. Careful reflection and examination will help preservice teachers to develop powerful tools as caring, talented, and committed professionals.

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.

CERTIFICATION CURRICULA

Two master's initial certification programs are available for students who do not hold teaching certification but wish to become teachers: 1) the early childhood education/early childhood special education program for those desiring to work with all children from birth through grade 2 and leads to dual certification; 2) and the childhood education/childhood special education program for those who wish to work with children of all abilities from grades 1 through 6 and leads to dual certification.

DUAL-CERTIFICATION MASTER OF ARTS IN EARLY CHILDHOOD EDUCATION AND SPECIAL EDUCATION: EARLY CHILDHOOD (GEESEMA) (45 UNITS):

DEGREE REQUIREMENTS

This program is open to participants who have a bachelor's degree but who are not yet certified to teach. Upon successful completion of the program, participants will be eligible for New York State certification in both general and special education at the early childhood level (birth–grade 2). Students may complete this program on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

WHAT YOU'LL LEARN

- Core content and pedagogical skills essential to educating young children
- Skills for providing children with rich, child-centered educational and community environments
- Approaches to adapting curricula, assessments, and learning environments for students with diverse needs and abilities
- Strategies for supporting learning at all stages of development
- Techniques for collaborating with families and other professionals
- Knowledge and skills to advocate for children with disabilities

Satisfactory completion of many of the Department of Teaching and Learning degrees includes field experiences.

Department of Teaching and Learning
ESEE - Early Childhood Ed/Special Ed: Early Childhood, Birth-Grade 2: Dual Certification, (MA)
Program of Study
2021-2022

Total Units Required		45
General Pedagogical Core		9
Course Number	Course Title	Units
LITC-GE 2001	Foundations of Literacy Development	3
TCHL-GE 2010	Inquiries in Teaching and Learning	3
BILED-GE 2103	Bilingual Exceptional Child	3
Specialized Pedagogical Courses - Early Childhood		12
Course Number	Course Title	Units
ECED-GE 2017	Human Development and Curriculum in Early Childhood	3
ECED-GE 2314	Curriculum Development in Science and Social Studies	3
CHDED-GE 2055	Integrated Arts in the Early Childhood and Childhood	3
MTHED-GE 2115	Teaching Elementary School Mathematics: Foundations and Concept Development	3
Specialized Pedagogical Courses - Special Education		18
SPCED-GE 2124	Historical and Contemporary Issues in Special Education Policy, Research and Practice	3
SPCED-GE 2127	Diversity and Equity for Students with Disabilities in Families, Schools and Communities	3
SPCED-GE 2160	Methods of Instruction for Children with High Incidence Disabilities	3
SPCED-GE 2136	Assessment and Evaluation of Children with Disabilities	3
SPCED-GE 2052	Methods of Instruction for Children with Low Incidence Disabilities	3
SPCED-GE 2108	Learning Environments, Behavior, and Students with Disabilities	3
Observation, Fieldwork, and Student Teaching		6
Course Number	Course Title	Units
ECED-GE 2901	Student Teaching in Early Childhood Settings	3
SPCED-GE 2902	Student Teaching in Early Childhood Special Education Settings	3
TCHL-GE 2999	Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention/D.A.S.A.: The Social Responsibilities of Teachers	0

DUAL-CERTIFICATION MASTER OF ARTS IN CHILDHOOD EDUCATION AND SPECIAL EDUCATION: CHILDHOOD (GECSECMA)

The Childhood Education/Childhood Special Education Program reflects central themes:

- Creating culturally-sustaining pedagogy for all children through the development of strong relationships with families and their communities
- Designing safe, learning environments inclusive of a diverse range of needs and abilities, linguistic proficiencies, and identities
- Developing teaching practice as reflective practitioners and teacher researchers
- A commitment to social justice for young children and their families

DEGREE REQUIREMENTS

This program is open to participants who have a bachelor's degree but who are not yet certified to teach. Upon successful completion of the program, participants will be eligible for New York State certification in both general and special education at the childhood level (grades 1-6). Please see page 351 .

WHAT YOU'LL LEARN

- Core content and pedagogical skills essential to educating young children
- Skills for providing children with rich, child-centered educational and community environments
- Approaches to adapting curricula, assessments, and learning environments for students with diverse needs and abilities and students with different linguistic proficiencies
- Strategies for supporting learning at all stages of development (grades 1-6)
- Techniques for collaborating with families and other professionals
- Knowledge and skills to advocate for children with disabilities

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 339.

Department of Teaching and Learning
GECSECMA - Childhood Education/Special Ed: Childhood, Grades 1-6: Dual Certification, (MA)
Program of Study
2021-2022

Total Units Required		46
Requirements		
Foundation		6
Course Number	Course Title	Units
TCHL-GE 2010	Inquiries in Teaching and Learning III	3
SPCED-GE 2124	Historical and Contemporary Issues in Special Education	3
Pedagogical Content - Childhood		14
Course Number	Course Title	Units
LITC-GE 2001	Foundations of Literacy Development	3
LITC-GE 2002	Literacy for Learning	3
CHDED-GE 2055	Integrated Arts in the Early Childhood and Childhood	3
MTHED-GE 2115	Teaching Elementary School Mathematics: Foundations and Concept Development	2
SCI-GE 2009	Science Experiences in the Elementary School I	2
SCI-GE 2010	Science Experiences in the Elementary School II	2
Pedagogical Content - Special Education		12
SPCED-GE 2161	Education of Children with Special Needs in Childhood Settings	3
SPCED-GE 2108	Learning Environments, Behavior, and Students with Disabilities	3
SPCED-GE 2133	Assessment and Instructional Design for Students with Mild/Moderate Disabilities	3
SPCED-GE 2052	Methods of Instruction for Children with Low Incidence Disabilities	3
Fieldwork & Culminating Seminars		6-10
Course Number	Course Title	Units
TCHL-GE 2005	Fieldwork in Schools and Other Educational Settings	0
CHDED-GE 2901	Student Teaching in Early Childhood I	1-6
SPCED-GE 2901	Student Teaching Special Education I (taken 2x)	2-3
SPCED-GE 2501	Observations in Special Education	1
TCHL-GE 2999	Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention/D.A.S.A.: The Social Responsibilities of Teachers	0
Electives (As needed to meet 46 Requirements)		5-12
Course Number	Course Title	Units
CHDED-GE 2011	Multicultural Perspective in Social Studies	2
LITC-GE 2011	Literacy Assessment	2
BILED-GE 2103	Bilingual Exceptional Children	2

PHD IN TEACHING AND LEARNING (GEXXXPHD)

This doctoral program requires a minimum of 48 units beyond the master's degree. The program is designed for people seeking research-oriented positions in universities; or 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. 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 345 for information on all the doctoral programs in the Department of Teaching and Learning and pages 346–348 for general degree requirements.

ENGLISH EDUCATION

PROGRAM LEADER

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DEGREES

MA, MAT, MPhil, PhD

FACULTY

Beck, Kieffer, Kirkland, McCallister, Taylor

ADJUNCT FACULTY

Packer

The programs in English education, widely recognized as among the finest in the country, are founded on the uncommon belief that content, theory, and method are inseparable. To support this through practice, coursework focuses on transactional processes between speaker and listener, writer and audience, reader/viewer and work, teacher and student, school and community, and theory and practice.

The distinguishing characteristics of these programs are the faculty's commitment to a transactional social constructionist view of learning that is embodied in the following principles: 1) learning is most significant when one attends to one's own and others' needs, concerns, and enjoyments; 2) individuals learn not by memorizing but by constructing their own version of that knowledge in relation to what they already know, believe, and have experienced; 3) language learning and use proceed most naturally from whole to part, from

known to unknown, and from experience to reflection; 4) language learning has no ceiling; and 5) learning is acquired through using language in its various modes.

English education has been designed around five areas of study: curriculum and instruction, educational linguistics, teaching of reading and literature, writing, and research. The courses offered examine these areas from various foundational, individual, social and cultural, and epistemological and ethical perspectives. Students may choose to focus on a particular area of study or explore the breadth of offerings available.

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 of the Department of Teaching and Learning degrees includes field experiences. Please see page 339.

MASTER'S PROGRAMS

WHAT YOU'LL LEARN

- Teaching theories and approaches for middle and high school students
- Techniques for integrating content mastery with teaching materials in order to provoke inquiry-based learning
- Classroom strategies that are innovative and appropriate for teaching today's students
- Methods linking language development and literacy acquisition to English teaching and curricula
- Approaches for teaching English to secondary and high school students
- Strategies for adapting English instruction to meet the special needs of students

NYU STEINHARDT TEACHER RESIDENCY: MASTER OF ARTS IN TEACHING (MAT) IN SECONDARY EDUCATION, ENGLISH EDUCATION CONTENT AREA

See page 342.

MASTER OF ARTS IN TEACHING (MAT) IN TRANSFORMATIONAL TEACHING IN MIDDLE AND HIGH SCHOOLS, ENGLISH EDUCATION CONCENTRATION (GETTMHMAT: ENG)

See page 344.

Department of Teaching and Learning
GETTMHMAT- Transformational Teaching in Middle and High School (MAT)
English Concentration
Program of Study
2021-2022

Total Units Required		30
Pedagogical Core		9
Course Number	Course Title	Units
TCHL-GE 2010	Inquiries into Teaching & Learning III	3
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
TCHL-GE 2999	The Social Responsibilities of Teachers	0
FLGED-GE 2914	Workshop in Foreign Language Education	1
SPCED-GE 2124	Historical and Contemporary Issues in Special Education Policy, Research and Practice	3
Specialized Pedagogy/Fieldwork for English Education		15
Course Number	Course Title	Units
ENGED-GE 2501	Master's Seminar in English Ed	3
ENGED-GE 2041 OR ENGED-GE 2042	Teaching and Learning English Language Arts in Middle School OR Teaching and Learning English Language Arts in High School	3
TCHL-GE 2275 OR ENGED-GE 2XXX	Language and Literacy Acquisition and Development OR Elective	3
ENGED-GE 2xxx	Elective	3
TCHL-GE 2120*	Curriculum and Research in Literacy and the Language Arts*	3
Student Teaching Courses		6
Course Number	Course Title	Units
ENGED-GE 2911	Teaching in the English Language Arts: Placement I	3
ENGED-GE 2922	Teaching in the English Language Arts: Placement II	3

Note* Indicates the course will contain the culminating experience / task for candidates. .

MASTER OF ARTS IN TEACHERS OF ENGLISH, 7-12 (GEENGPMA)

This program 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 units.

Department of Teaching and Learning
GEENGPMA - English Education: Teachers of English 7-12
Professional Certification, (M.A.)
Program of Study
2021-2022

Total Units Required		30
Requirements		18
Core		6
Course Number	Course Title	Units
ENGED-GE 2501	MA. Seminar in English Education	3
ENGED-GE 2120	Curriculum and Research in Literacy/Language Arts	3
Pedagogical Content		12
Course Number	Course Title	Units
TCHL-GE 2275	Language and Literacy Acquisition and Development	3
ENGED-GE 2509	Teaching Reading in the English Classroom	3
ENGED-GE 2511	Teaching Expository Writing	3
ENGED-GE 2101	Individualized Writing Instruction	4
ENGED-GE 2521	Literature and the Adolescent Experience	3
ENGED-GE 2507	Dramatic Activities in the English Classroom	3
ENGED-GE 2515	Linguistics, Society, and the Teacher	3
ENGED-GE 2045	Hip Hop and the Teaching of English	3
Electives		12
Other Elective		12
Course Number	Course Title	Units
EDCT-GE 2018	Educational Communication and Technology	
MPAET-GE 2xxx	Educational Theatre	
TESOL-GE 2xxx	Multilingual Multicultural Studies (TESOL)	
SPCED-GE 2xxx	Special Education	
SOCED-GE 2xxx	Social Studies Education	

MASTER OF ARTS IN TEACHING ENGLISH LANGUAGE AND LITERATURE IN COLLEGE (GEENGCMMA)

This program 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 units.

Department of Teaching and Learning
GEENGCMMA - Teaching English Language and Literature in College, MA
Program of Study
2021-2022

Total Units Required		36
Required Courses		6
Course Number	Course Title	Units
ENGED-GE 2501	Masters Sem: English Education	3
ENGED-GE 2120	Curriculum & Research in Literacy/Language Arts	3
Specialization Electives		30
Course Number	Course Title	Units
<i>to be chosen by the student in consultation with the adviser</i>		

DUAL CERTIFICATION MASTER OF ARTS IN EDUCATIONAL THEATRE, ALL GRADES, WITH TEACHING ENGLISH, 7-12 (GEETEDMA) SEE PAGE NNN

DUAL CERTIFICATION MASTER OF ARTS IN TEACHING ENGLISH, GRADES 7-12 AND TEACHING STUDENTS WITH DISABILITIES, GRADES 7-12 (GEENGGMA)

This innovative, dual-certification Master of Arts program prepares you to teach English and Special Education for grades 7-12. Learn pedagogical strategies that address the needs of students with disabilities; build solid foundations in English, literacy, and the language arts; and acquire valuable classroom experience through student teaching placements in New York City schools. This program leads to eligibility for New York State initial teaching certification. This dual-certification MA program combines content courses and general and specialized core pedagogy classes with fieldwork and supervised student teaching. Students complete two semesters of student teaching in New York City schools, in special and inclusive settings for students with disabilities, as well as in middle and high school English language arts classrooms. Cooperating teachers and NYU faculty will offer feedback and guidance so you can develop and refine your teaching techniques.

**Department of Teaching and Learning
GEENGGMA - Teaching English and Teaching Students with Disabilities, Grades 7-12
Dual Initial Certification (MA)
Program of Study
2021-2022**

Total Units Required		42
Requirements		36
General Pedagogical Core		6
Course Number	Course Title	Units
TCHL-GE 2010	Inquiries into Teaching and Learning III	3
TCHL-GE 2999	Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention	0
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
EDCT-GE 2018	Integrating Media and Technology into the K-12 Curriculum	1
Specialized Pedagogical Core		24
Course Number	Course Title	Units
SPCED-GE 2162	Educating Students with Disabilities in Middle Childhood and Adolescent Settings	3
SPCED-GE 2133	Assess/Instr Design for Stds W. Mild/Mod Disabilities	3
SPCED-GE 2052	Methods of Instruction for Children with Low Incidence Disabilities	3
SPCED-GE 2108	Learning Environments, Behavior, and Students with Disabilities	3
SPCED-GE 2124	Historical and Contemporary Issues in Special Educ	3
ENGED-GE 2041/ 2042	Teaching and Learning English Language Arts in the Middle/High School	3
ENGED-GE 2501	MA Seminar in English Education	3
ENGED-GE 2120	Curriculum and Research in Literacy and the Language Arts	3
Student Teaching		6
Course Number	Course Title	Units
TCHL-GE 2005	Fieldwork in Schools and Other Educational Settings	0
ENGED-GE 2911	Student Teaching in English Language Arts in Middle/High School	3
SPCED-GE 2524	Student Teaching in Secondary Special Education	3
Required Electives		6
Content Electives		6
Course Number	Course Title	Units
	In consultation with their adviser, students will select two 2000-level courses as content electives in English Education.	6

PHD IN ENGLISH EDUCATION SECONDARY AND COLLEGE (GEENGEPHD)

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 48 units beyond the MA and successful completion of a candidacy essay and dissertation. Students are eligible to receive the MPhil award upon completion of all coursework and an approved dissertation proposal.

See page 345 for information on all the doctoral programs in the Department of Teaching and Learning and pages 346-348 for general degree requirements. Specific requirements for the PhD degree are determined in consultation with the adviser.

WHAT YOU'LL LEARN

- Content area knowledge in your program specialization
- Knowledge of research design and research methods
- Understanding of the sociocultural context of education and how your research fits into this context
- Strong communication skills, particularly clear writing and effective presentation skills

ADMISSION REQUIREMENTS

In addition to the general requirements, applicants for the MA program must present at least 30 units in college-level English. Applicants for the MA Degree Program in Teaching English 7-12 leading to eligibility for initial certification must also have completed a college-level language course other than English or American Sign Language.

Applicants for the MA Degree Program in English 7-12 that leads to eligibility for professional certification must hold initial New York State certification in English 7-12. 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 416.

FINANCIAL AID OPPORTUNITIES

The Department of Teaching and Learning offers doctoral fellowships for full-time study. See general financial aid section, page 439.

ENVIRONMENTAL CONSERVATION EDUCATION

DIRECTOR

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DEGREE

MA

FACULTY

Lejano, Leou

ADJUNCT FACULTY

Chapman, Land, Maenza-Gmelch

The 37-unit 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, nonprofit organizations, cultural institutions, and government agencies. Graduates work as educators, program managers, consultants, advocates, administrators, and community leaders. In addition to careers in education, students may pursue careers in policy, advocacy, the media, and numerous other professions in the public and private sectors. Some graduates go on to law school or doctoral programs in environmental education, environmental studies, environmental science, and related areas. The University offers many opportunities to explore employment possibilities through the program's internships and the extensive network of organizations with which the program is associated, including NYU's Wallerstein Collaborative for Urban Environmental Education (www.nyu.edu/). For profiles of graduates, visit <http://steinhardt.nyu.edu/teachlearn/environmental/ma/alumni>.

WHAT YOU'LL LEARN

- Students will critique the profound effects of human activity on the planet
- Student will identify and apply environmental theories, ethics, and policies across a broad range of formal and nonformal settings, both locally and globally, such as schools, cultural institutions, government agencies, and non- and for-profit organizations
- Students will describe national and local models of environmental education, analyze contemporary environmental issues, and implement environmental education as an interdisciplinary tool in fostering environmental literacy and sustainability
- Students will demonstrate competencies in environmental education, including program design, curriculum development, evaluation, grant writing, policy analysis, and nonprofit management

DEGREE REQUIREMENTS

Department of Teaching and Learning
GEENYCMA - Environmental Conservation Education, MA
Program of Study
2021-2022

Total Units Required		37
Requirements		18-24
Core Courses		9
Course Number	Course Title	Units
ENYC-GE 2005	Cities and their Environment	3
ENYC-GE 2019	Foundations of Environmental Thought	3
ENYC-GE 2021	Environmental Politics	3
ENYC-GE 2022	Environmental Education: Theory & Practice	3
Content Core Science		
At least two Ecology or Science related Courses		6-8
Course Number	Course Title	Units
ENYC-GE 2070	Urban Ecology	3
ENYC-GE-2069	Field Studies in Ecology (<i>Spring only . May course – one week at Black Rock Forest</i>)	3
FOOD-GE 2036	Water, Waste & the Urban Environment	3
FOOD-GE 2030	Introduction to Urban Agriculture	2
EHSC-GA 1004	Environmental Health	4
EHSC-GA 1005	Ecotoxicology: Hudson River Case Study	4
ENYC-GE 2010	Sustainable Places: Social & Ecological Field Studies (<i>Jan</i>)	3
SCIED-GE 2050		3
ANST-GA XXXX		3
Internship		1-6
Course Number	Course Title	Units
ENYC-GE 2024	Internship in Environmental Education (<i>45 hrs per credit</i>)	1-6
Terminal Experience		2-3
Course Number	Course Title	Units
ENYC-GE 2023	Final Seminar in Environmental Conservation Education	2-3
Electives		13-19
Suggested Electives from the Program and other Departments		
Course Number	Course Title	Units
ENYC-GE 2018	Environmental Justice through Digital Empowerment	1-3
SCIED-GE 2039	Methods I: Teaching of Science in Middle & High School	3
TCHL-GE 2010	Inquiries Into Teaching and Learning III	3
EHSC-GA 1013	Environmental Health Policy	4
URPL-GP 1605	Land Use Law: The Planning Perspective	4
URPL-GP 2610	Environmental Impact Assessment	4
xxxx-GA	Graduate Arts & Science	
xxxx-GE	Steinhardt Graduate	
xxxx-GC	School of Continuing & Professional Studies - Graduate	

PHD IN TEACHING AND LEARNING WITH AN EMPHASIS ON SCIENCE AND ENVIRONMENTAL EDUCATION

The PhD in Teaching and Learning offers a focus on Science and Environmental Education and prepares you to conduct research in science and environmental education at the elementary, secondary, and post-secondary levels.

See page 345 for information on all the doctoral programs in the Department of Teaching and Learning and pages 346-348 for general degree requirements.

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 416.

LITERACY EDUCATION [ON ADMISSIONS MORATORIUM]

PROGRAM LEADER

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DEGREE

MA

FACULTY

Kieffer, Neuman, Strom

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.

Department of Teaching and Learning
GELITBMA - Literacy Education, Birth-Grade 2 (MA)
Program of Study
2021-2022

Total Units Required		30
Requirements		24
Curriculum Courses		24
Course Number	Course Title	Units
LITC-GE 2010	First and Second Language Development: Building a Foundation for Literacy	3
LITC-GE 2011	Literacy Assessment	3
LITC-GE 2012	Reading Theory and Practices in Early Childhood/Childhood	3
LITC-GE 2013	Writing Theory and Practices in Early Childhood/Childhood	3
LITC-GE 2016	Policies and Politics of Literacy	3
LITC-GE 2017	Texts, Tools, and Culture	3
LITC-GE 2065	Facilitating School Literacy Reform	3
LITC-GE 2991	Clinical Literacy Practicum in Early Childhood/Childhood	3
Electives		6
Required Electives		6
Course Number	Course Title	Units
	Two graduate level courses taken in consultation with an adviser.	6

MATHEMATICS EDUCATION

PROGRAM LEADER

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DEGREES

MA, MAT, PhD

FACULTY

Burgunder, Ma, Zaslavsky

The Department of Teaching and Learning offers master's and doctoral programs in mathematics education. At the master's level, the department offers programs 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.

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; developing mathematical reasoning; the roles and use of examples in mathematics teaching and learning, with a focus on 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 of the Department of Teaching and Learning degrees includes field experiences.

Please see page 339.

MASTER OF ARTS IN MATHEMATICS EDUCATION

WHAT YOU'LL LEARN:

- Core mathematics content knowledge and strategies for teaching mathematics to middle and high school students
- Approaches for adapting curricula, assessments, and learning environments to meet the needs of students with disabilities in general education classrooms
- How to integrate technology into the teaching of mathematics in middle and secondary school

STEINHARDT TEACHER RESIDENCY: MASTER OF ARTS IN TEACHING (MAT) IN SECONDARY EDUCATION, MATHEMATICS EDUCATION CONTENT AREA

See page 342.

MASTER OF ARTS IN TEACHING (MAT) IN TRANSFORMATIONAL TEACHING IN MIDDLE AND HIGH SCHOOLS, MATHEMATICS EDUCATION CONCENTRATION (GETTMHMAT: MTH).

See page 344.

Department of Teaching and Learning
GETTMHMAT:MTH Transformational Teaching in Middle and High School (MAT)
Mathematics Education: Mathematics 7-12 with 5-6
Program of Study
2021-2022

Total Units Required		30
Pedagogical Core		12
Course Number	Course Title	Units
TCHL-GE 2010	Inquiries into Teaching & Learning III	3
TCHL-GE 2275	Language and Literacy Acquisition and Development	3
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
TCHL-GE 2999	The Social Responsibilities of Teachers	0
SPCED-GE 2124	Historical and Contemporary Issues in Special Education Policy, Research and Practice	3
FLGED-GE 2914	Workshop in Foreign Language Education	1
Specialized Pedagogy/Fieldwork for Mathematics Education		12
Course Number	Course Title	Units
MTHED-GE 2034	Educational Technology in Secondary School Mathematics	2
MTHED-GE 2035	The Teaching of Algebra and Rational Numbers, Grades 5- 12	3
MTHED-GE 2036	Teaching of Geometry, Grades 7-12	2
MTHED-GE 2050	Mathematical Proof and Proving	2
MTHED-GE 2122	Professional Seminar for Secondary Mathematics*	3
Student Teaching Courses		6
Course Number	Course Title	Units
MTHED-GE 2911	Student Teaching in Mathematics Education: Middle and High School I	3
MTHED-GE 2922	Student Teaching in Mathematics Education: Middle and High School II	3

* Indicates the course will contain the culminating experience / task for candidates.

ADMISSION REQUIREMENTS

See general admission section, initial certification page 416.

Applicants to MAT programs who wish to teach mathematics must hold a bachelor's degree with a strong mathematics GPA. They must also have completed a minimum of 30 units of acceptable mathematics content at a calculus 1 level and above. Two semesters of calculus should have been taken as part of the 30 units. Applicants who did not take a course in linear algebra and a course in Euclidean 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 world language or sign language.

Under special circumstances, applicants with fewer than the required number of units but whose grades indicate the ability to do well in mathematics may be allowed to take the missing coursework as a part of the program, in addition to the regular requirements.

Applicants to the professional certification 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.

PHD IN TEACHING AND LEARNING WITH AN EMPHASIS IN MATHEMATICS EDUCATION

Students interested in a doctoral program in mathematics education apply for admission to the PhD Program in Teaching and Learning with an emphasis in mathematics education.

The program includes coursework in mathematics education, mathematics and related fields (e.g., statistics), and in educational research. The coursework, along with involvement in faculty research projects (20 hours per week for 3 to 4 years), is designed to produce graduates who are capable of high-quality research in mathematics education. In addition, the program prepares students to be strong mathematics teachers and teacher educators who have a strong understanding of mathematics.

The PhD program in Teaching and Learning with an emphasis in mathematics education requires a minimum of 36 units of graduate coursework beyond the master's degree. Most students take at least 48 units. Although there are required courses and competencies, there is also significant flexibility in student programs for pursuit of particular interests.

With appropriate background in a combination of mathematics and education, a full-time student can complete the program in approximately four years.

Required courses include Professional Research Seminar in Mathematics Teacher Education MTHED-GE 3021; Qualitative Research in Mathematics Education I: Research Design MTHED-GE 3010; Qualitative Research in Mathematics Education II: Guided Data Analysis MTHED-GE 3011; and Learning Theories in Mathematics Education Research MTHED-GE 3014. Based on the student's coursework and prior experience, courses in mathematics, statistics, and research design are generally required.

ADMISSION REQUIREMENTS

See department doctoral admissions requirements, page 347.

MULTILINGUAL MULTICULTURAL STUDIES

Bilingual Education, World Language Education, Teaching English to Speakers of Other Languages (TESOL)

PROGRAM LEADER

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DEGREES

MA, MPHIL, PhD

CERTIFICATES

Post-Baccalaureate Advanced Certificate, Post-Master's Advanced Certificate

FACULTY

Eisenstein Ebsworth, Harvey, Llosa, Nero, Qin, Saldívar García, Takaya, Woodley

ADJUNCT FACULTY

Barley, Carpenter, Chan, Collins, DeFazio, Gure, Hong, Lum, Pally, Picard-Reddington, Schmidt

Multilingual Multicultural Studies is a unit in the Department of Teaching and Learning that includes three distinct but related programs: Bilingual Education, World Language Education, and the Teaching of English to Speakers of Other Languages (TESOL). Unit faculty are committed 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 US.

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, world 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 away, and research opportunities.

CAREER OPPORTUNITIES

Graduates of the Multilingual Multicultural Studies programs are in great demand as language teachers, program coordinators, curriculum specialists, and evaluators in elementary and secondary schools, community colleges, and universities throughout the New York metropolitan area, across the country, and worldwide. Doctoral graduates are sought by research institutions, colleges, and universities. As globalization increases, more people are seeking to broaden their skills through language learning and cultural awareness.

Opportunities are rapidly growing in many non-school settings as well, such as community organizations, immigrant resettlement agencies, publishing houses, training programs for multinational corporations, and international educational agencies both here and abroad.

DEGREE REQUIREMENTS

Satisfactory completion of many of the Department of Teaching and Learning degrees includes field experiences.

PROGRAMS IN BILINGUAL EDUCATION

WHAT YOU'LL LEARN

- Theory and practice of bilingual multicultural education and teaching second languages
- Methods of teaching language arts and literacy with a bilingual approach
- Intercultural perspectives in multilingual education

MA PROGRAM IN BILINGUAL EDUCATION (GEBILMMA)

The master of arts program (34 units) prepares teachers to use bilingual approaches with their students in such areas as early childhood education, childhood education, middle childhood education, adolescence education, a special subject (mathematics, science, social studies), literacy education, career education, and technical education. This program leads to New York State certification in bilingual education and is open only to applicants already holding teacher certification in a primary area (except in TESOL or World Language Education) in New York State or another US state.

**Department of Teaching and Learning
GEBILMMA - Bilingual Education (MA)
Program of Study
2021-2022**

Total Units Required		34
Requirements		27-28
Foundation		15
Course Number	Course Title	Units
BILED-GE 2001	Bilingual Multicultural Education: Theory and Practice	3
LANED-GE 2005	Intercultural Perspectives in Multicultural Education	3
BILED-GE 2103	The Bilingual Exceptional Child	3
TESOL-GE 2002	Teaching second languages: Theory and Practice (Fall only)	3
TESOL-GE 2205	Structure of American English	3
Classroom Practice		6-7
Course Number	Course Title	Units
TESOL-GE 2204	Teaching Second Languages Across Content Areas	3
OR		
LANED-GE 2201	The Second Language Classroom: Elementary and Secondary Schools (Spring only)	4
BILED-GE 2110	Methods of Teaching Language Arts and Literacy with a Bilingual Approach (Spring only)	3
Student Teaching		3
Course Number	Course Title	Units
BILED-GE 2991	Student Teaching in Bilingual Education: Elementary & Secondary I	3
OR		
BILED-GE 2992	Student Teaching in Bilingual Education: Elementary & Secondary II	3
Terminal Experience		3
Course Number	Course Title	Units
LANED-GE 2039	Advanced Individual Project in Multicultural Education	3
Electives		6-7
Specialization Electives - by advisement		6-7
Course Number	Course Title	Units
FLGED-GE 2223	Teaching EFL in International Settings	3
LANED-GE 2003	Linguistic Analysis	3
FLGED-GE 2914	Workshop in Teaching a Foreign Language	1
LANED-GE 2040	Teaching Second Languages in a Technological Society	3
LANED-GE 2060	Language Evaluation and Assessment	3
LANED-GE 2206	*Second Language Acquisition: Theory and Research *Pre-requisites: TESOL-GE 2002	3
TESOL-GE 2810	Research & Practice in Academic English Writing for ELLs	3
FLGED-GE 2419	Applied Linguistics in Spanish (Fall only)	3
FLGED-GE 2128	Advanced Spanish for Teachers of Spanish (Spring only)	3
OR		
FLGED-GE 2427	Spanish Syntax for Teachers of Spanish (Spring only)	3
OR		
FLGED-GE 2422	Spanish Pragmatics for Teachers of Spanish (Spring Only)	3
FLGED-GE 2129	Advanced French for Teachers of French (Fall only)	3
FLGED-GE 2027	Applied Linguistics in French (Spring only)	3
FLGED-GE 2417	Applied Linguistics in Chinese (Fall only)	3
FLGED-GE 2124/2125	Advanced Chinese for Teachers of Chinese (II) (Spring only)	3

PHD IN BILINGUAL EDUCATION (GEBILNPHD)

This doctoral program prepares teacher educators, supervisors, and researchers for bilingual and bicultural settings. The program emphasizes research in language acquisition, bilingualism, and pedagogy in linguistically diverse environments in addition to the foundations of education, research methods, departmental content seminars, and dissertation proposal seminar. Students are required to take 54 units of coursework and 1 unit per semester for advisement while preparing their doctoral dissertations.

BILINGUAL EXTENSION

POST-BACCALAUREATE ADVANCED CERTIFICATE: BILINGUAL EDUCATION FOR TEACHERS (GEBILCADCR)

WHAT YOU'LL LEARN

- Theories and practices of bilingual education and teaching additional languages
- Methods of teaching language arts and literacy with a bilingual approach
- Intercultural perspectives and issues of diversity and equity in multilingual and multi-cultural education

Department of Teaching and Learning
GEBILCADCRT - Post-Baccalaureate Advanced Certificate, Bilingual Education, ADCRT
Program of Study
2021-2022

Total Units Required		15
Course Number	Course Title	Units
BILED-GE 2001	Bilingual Multicultural Education: Theory and Practice	3
LANED-GE 2005	Intercultural Perspectives in Multilingual Multicultural Education	3
BILED-GE 2110	Methods of Teaching Language Arts and Literacy with a Bilingual Approach	3
TESOL-GE 2004	Teaching Second Languages Across Content Areas	3
OR		
LANED-GE 2201	The Second Language Classrooms: Elementary and Secondary	4
BILED-GE 2103	The Bilingual Exceptional Child	3
BILED-GE 2991	Supervised Student Teaching in Bilingual Education: Elementary and Secondary I	3-4
OR		
BILED-GE 2992	Supervised Student Teaching in Bilingual Education: Elementary and Secondary II	3-4

POST-MASTERS 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-unit program is appropriate for those who wish to continue their study of bilingual education or add to their teaching and learning experience. The Post-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.

Department of Teaching and Learning
GEBEPMADCRT - Post-Master Advanced Certificate Bilingual Education, ADCRT
Program of Study
2021-2022

Total Units Required		30
Requirements		28-29
Course Number	Course Title	Units
BILED-GE 2001	Bilingual Multicultural Education: Theory and Practice	3
BILED-GE 2103	The Bilingual Exceptional Child	3
BILED-GE 2110 □	Methods of Teaching Language Arts and Literacy with a Bilingual Approach	3
BILED-GE 2991	Supervised student teaching in bilingual education: Elementary and Secondary I	3
OR		
BILED-GE 2992	Supervised student teaching in bilingual education: Elementary and Secondary II	3
OR		
FLGED-GE 2918	Field Experience and Seminar in Foreign Language	3
LANED-GE 2005	Intercultural Perspectives in Multicultural Education	3
LANED-GE 2202	The Second Language Classroom: College and Adults	4
LANED-GE 2206	Second Language Acquisition: Theory and Research	3
LANED-GE 2800	Advanced Research Seminar: TESOL/Foreign Language and Bilingual Education	3
TESOL-GE 2204	Teaching Second Languages Across Content Areas	3
OR		
LANED-GE 2201	The Second Language Classroom: Elementary and Secondary Schools	4
Terminal Experience		1-2
Course Number	Course Title	Units
LANED-GE 2039	Advanced Individual Project in Multicultural Education	1-2

PROGRAMS IN WORLD LANGUAGE EDUCATION

MA PROGRAM IN TEACHING A WORLD LANGUAGE, 7-12 (CHINESE, FRENCH, ITALIAN, JAPANESE, AND SPANISH)

Students seeking initial teacher certification must complete 44 units of coursework. Courses include foundations in linguistics, target language, methods, culture, second language research, and student teaching placement at the secondary level. Students may also take the course WLGED-GE 2018 Teaching World Languages to Elementary School Children 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.

Department of Teaching and Learning
GEFLXX-MA - Teaching a World Language 7-12 Leading to NYS Certification
Mandarin (FLCE), French (FLFH), Italian (FLIN), Japanese (FLJE), Spanish (FLSH), (M A)
Program of Study
2021-2022

Total Units Required		44
Requirements		33-39
Content Core		3-9
Course Number	Course Title	Units
LANED-GE 2003	Linguistic analysis (required)	3
FLGED-GE 2124	Advanced Chinese for Teachers of Chinese (Spring only)*	3
FLGED-GE 2417	Applied Linguistics in Chinese (Fall only)*	3
French, Spanish, Italian, and Japanese language courses by advisement		3-6
General Pedagogical Core		8
Course Number	Course Title	Units
TCHL-GE 2005	Field Work in Schools and Other Educational Settings (concurrent with TCHL-GE 2010)	0
TCHL-GE 2010	Inquiries into Teaching and Learning III (concurrent with TCHL-GE 2005)	3
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
SPCED-GE 2162	Educating Students w/ Disabilities in Middle Childhood and Adolescent Settings	3
OR		
BILED-GE 2103	Bilingual Exceptional Child	3
Specialization Pedagogical Core		13
Course Number	Course Title	Units
FLGED-GE 2069	Teaching Foreign Languages: Theory and Practice	3
LANED-GE 2201	Second Language Classroom: Elementary and Secondary Schools	4
BILED-GE 2001	Bilingual Multicultural Education: Theory and Practice	3
OR		
LANED-GE 2005	Intercultural Perspectives in Multilingual Multicultural Education (study abroad option)	
LANED-GE 2206	Second Language Acquisition: Theory and Research	3
Student Teaching		6
Course Number	Course Title	Units
FLGED-GE 2911	Student Teaching in Foreign Language Education: Middle and High School I	3
FLGED-GE 2922	Student Teaching in Foreign Language Education: Middle and High School II	3
TCHL-GE 2999	Drug and Alcohol Ed/Child Abuse Id/School Violence Prev/DASA	0
Electives		5-11
Electives / Pedagogical Content Knowledge Core		5-11
Course Number	Course Title	Units
LANED-GE 2060	Second Language Evaluation and Assessment	3
TESOL-GE 2204	Teaching Second Languages across Content Areas	3
FLGED-GE 2914	Workshop in Teaching Foreign Languages	1-3
LANED-GE 2040	Teaching Second Languages in a Technological Society	3
TESOL-GE 2810	Research & Practice in Academic English Writing for English Language Learners	3
BILED-GE 2110	Methods of Teaching Language Arts in Literacy w/ Bilingual Approach	3
FLGED-GE 2223	Teaching English as a Foreign Language in International Settings	3
Terminal Experience		3
Course Number	Course Title	Units
LANED-GE 2039	Advanced Individual Project in Multicultural Education	3
Extension to Grades 1-6 Teacher Certificate in Foreign Language (Additional 3 units)		3
Course Number	Course Title	Units
FLGED-GE 2018	Teaching Foreign Languages to Elementary School Children	3

MA PROGRAM IN WORLD LANGUAGE EDUCATION (GEFLEDMA)

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 units.

Department of Teaching and Learning
GEFLEDMA - Foreign Language Education (MA)
Chinese, French, Italian, Japanese, Spanish
Not Leading to NYS Teacher Certification
Program of Study
2021-2022

Total Units Required		31
Requirements		
Foundation		9
Course Number	Course Title	Units
FLGED-GE 2069	Teaching Foreign Languages: Theory and Practice (Fall only)	3
OR		
TESOL-GE 2002	Teaching Second Languages: Theory and Practice (Fall only)	
LANED-GE 2003	Linguistic Analysis	3
BILED-GE 2001	Bilingual Multicultural Education: Theory and Practice	3
OR		
LANED-GE 2005	Intercultural Perspectives in Multilingual Education (study away option)	
Language Specialization		3-6
Course Number	Course Title	Units
FLGED-GE 2027	Applied Linguistics in French (Spring only)	3
FLGED-GE 2129	Advanced French for Teachers of French (Fall only)	3
FLGED-GE 2419	Applied Linguistics in Spanish (Fall only)	3
FLGED-GE 2128	Advanced Spanish for Teachers of Spanish (Spring only)	3
OR		
FLGED-GE 2427	Spanish Syntax for Teachers of Spanish (Spring only)	
OR		
FLGED-GE 2422	Spanish Pragmatics for Teachers of Spanish (Spring Only)	
FLGED-GE 2417	Applied Linguistics in Chinese (Fall only)	3
FLGED-GE 2124	Advanced Chinese for Teachers (Spring only)	3
Italian and Japanese courses are offered in the Graduate School of Arts and Sciences		3-6
Classroom Practice		4
Course Number	Course Title	Units
LANED-GE 2202	The Second Language Classroom: College and Adults (Spring only)	4
Field Experiences		3-6
Course Number	Course Title	Units
FLGED-GE 2918	Field Experiences and Seminar in Foreign Language Teaching	3
LANED-GE 2035	Seminar & Practicum in Adult Second/Foreign Lang Ed. (Fall only)*	1-3
Terminal Experience		3
Course Number	Course Title	Units
LANED-GE 2099	Culminating Seminar in MMS (Fall only)	3
OR		
LANED-GE 2039	Advanced Individual Project in MMS (for students who took LANED-GE 2206 Second Language Acquisition: Theory & Research)	
Electives / Other Specialization		3-9
Electives / Other Specialization		3-9
Course Number	Course Title	Units
FLGED-GE 2914	Workshop in Foreign Language Education	1-3
LANED-GE 2040	Teaching Second Languages in a Technological Society	3
LANED-GE 2060	Language Evaluation and Assessment	3
TESOL-GE 2204	Teaching Second Languages across Content Areas	3
BILED-GE 2110	Methods of Teaching Language Arts and Literacy with a Bilingual Approach (Spring only)	3
TESOL-GE 2810	Research & Practice in Academic English Writing for ELLs	3
FLGED-GE 2223	Teaching EFL in International Settings	3

*Must obtain advisor's approval. Prerequisite: Field Experiences and Seminar in Foreign Language Teaching (FLGED-GE 2918) or Classroom Observation Seminar (BILED-GE 2250).

DUAL CERTIFICATION MA PROGRAM IN TEACHING A WORLD LANGUAGE (7-12) AND TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ALL GRADES)

WHAT YOU'LL LEARN

- Second and world language teaching approaches that can be adjusted to suit the needs of learners from diverse linguistic, educational, and ethnic backgrounds
- Understanding of urban educational environments and the social, cultural, and economic factors that influence learning
- Second and world language pedagogy, second language acquisition research, applied linguistics in your target world language, English grammar, and intercultural or multi-cultural studies
- How to develop and implement innovative classroom strategies and curricula
- Appreciation of cultural diversity in global education settings

This dual teacher certification program enables students to learn to teach English as a second language and to teach a world language. The program of study integrates second/world 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 42-unit program will be certified in teaching ESL (all grades) and a world language (7-12). Students may also take the course WLGED-GE 2018 Teaching World Languages to Elementary School Children to extend their certification to grades K-6.

Department of Teaching and Learning
GEFLTSMA - Teaching a Foreign Language 7-12 and TESOL, All Grades
Leading to NYS Certification in FL (7-12) and TESOL (PreK-12)
Chinese, French, Italian, Japanese & Spanish, (MA)
Program of Study
2021-2022

Total Units Required		42
Content Core		12
Course Number	Course Title	Units
LANED-GE 2003	Linguistic Analysis	3
TESOL-GE 2205	Structure of American English	3
FLGED-GE 2124	Advanced Chinese for Teachers of Chinese	3
FLGED-GE 2417	Applied Linguistics in Chinese	3
French, Spanish, Italian, and Japanese language courses by advisement		6
General Pedagogical Core		8
Course Number	Course Title	Units
TCHL-GE 2005	Field Work in Schools and Other Educational Settings (concurrent with TCHL-GE 2010)	0
TCHL-GE 2010	Inquiries into Teaching and Learning III (concurrent with TCHL-GE 2005)	3
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
SPCED-GE 2162	Educating Students w/ Disabilities in Middle Childhood and Adolescent Settings	3
OR		
BILED-GE 2103	Bilingual Exceptional Child	3
Electives/Pedagogical Content Knowledge Core		8-11
Course Number	Course Title	Units
TESOL-GE 2204	Teaching Second Languages across Content Areas	3
LANED-GE 2060	Second Language Evaluation and Assessment	3
FLGED-GE 2914	Workshop in Teaching Foreign Languages	1-3
LANED-GE 2040	Teaching Second Languages in a Technological Society	3
TESOL-GE 2810	Research & Practice in Academic English Writing for English Language Learners	3
BILED-GE 2110	Methods of Teaching Language Arts in Literacy with a Bilingual Approach	3
FLGED-GE 2223	Teaching English as Foreign Language in International Settings	3
Specialization Pedagogical Core		13
Course Number	Course Title	Units
FLGED-GE 2069	Teaching Foreign Languages: Theory and Practice	3
OR		
TESOL-GE 2002	Teaching Second Languages: Theory and Practice	
LANED-GE 2201	Second Language Classroom: Elementary and Secondary Schools	4
BILED-GE 2001	Bilingual Multicultural Education: Theory and Practice	3
OR	OR	
LANED-GE 2005	Intercultural Perspectives in Multilingual Multicultural Education (study abroad option)	
LANED-GE 2206	Second language Acquisition: Theory and Research	3
Student Teaching		6
Course Number	Course Title	Units
TESOL-GE 2901	Student Teaching in TESOL: Elementary and Secondary I	3
FLGED-GE 2922	Student Teaching in Foreign Language: Middle and High School	3
TCHL-GE 2999	Drug and Alcohol Ed/Child Abuse Id/School Violence Prev/DASA	0
Terminal Experience		3
Course Number	Course Title	Units
LANED-GE 2039	Advanced Individual Project in Multicultural Education	3
Extension to Grades 1-6 Teacher Certification in FL (Additional 3 units)		3
Course Number	Course Title	Units
FLGED-GE 2018	Teaching Foreign Languages to Elementary School Children	3

*Students in the Teaching of Chinese certification program should take Applied Linguistics in Chinese (FLGED-GE 2417) in their 2nd Fall semester and Advanced Chinese (FLGED-GE 2124 or 2125) in their 2nd Spring semester only.

*Advisor's approval is required to register for these courses.

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.

PROGRAMS IN TESOL

POST-BACCALAUREATE ADVANCED CERTIFICATE IN TESOL

This 15-unit program is designed for those who are interested in teaching English abroad and who decide to choose a second career in teaching English as a second/foreign language and those who either do not seek a master's degree or are undecided about matriculating for a master's degree.

Department of Teaching and Learning
GETEPBADCRT - Post-Baccalaureate Advanced Certificate in
Teaching English to Speakers of Other Languages ADCRT
Program of Study
2021-2022

Total Units Required		15
Required Courses		12
Course Number	Course Title	Units
TESOL-GE 2002	Teaching Second Languages: Theory and Practice	3
LANED-GE 2202	Second Language Classrooms: College and Adults	4
TESOL-GE 2205	Structure of American English	3
LANED-GE 2035	Internship in Teaching Second Language* (60 hours)	2
Electives		3
Course Number	Course Title	Units
LANED-GE 2060	Language Evaluation and Assessment	3
LANED-GE 2040	Teaching Second Languages in a Technological Society	3
TESOL-GE 2204	Teaching Second Language through Content Area	3
FLGED-GE 2914	Workshop in Teaching Foreign Languages	1-3
By advisement		3

* If you already have had prior or current teaching experience, the internship requirements may be replaced by an elective course

MA PROGRAM IN TESOL

(All Grades — Leading to New York State Teacher Certification) Students seeking state certification must complete 39 units of coursework, which includes foundations in linguistics, structure of American English, methods, culture, second language research, and two student teaching placements at elementary and secondary levels. This curriculum may be completed in four or more academic semesters, studying full or part time.

Department of Teaching and Learning
GETSOGMA - Teaching English to Speakers of Other Languages Grades K-12,(MA)
Initial Certification
Program of Study
2021-2022

Total Units Required		39
Content Core		6
Course Number	Course Title	Units
LANED-GE 2003	Linguistic Analysis	3
TESOL-GE 2205	Structure of American English	3
General Pedagogical Core		8
Course Number	Course Title	Units
TCHL-GE 2005	Field Work in Schools and Other Educational Settings	0
TCHL-GE 2010	Inquiries into Teaching and Learning III	3
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
SPCED-GE 2162	Educating Students with Disabilities in Middle childhood & Adolescent settings	3
OR		
BILED-GE 2103	Bilingual Exceptional Child	3
Electives/Pedagogical Content Knowledge		6
Course Number	Course Title	Units
TESOL-GE 2204	Teaching Second Language Across Content Areas	3
LANED-GE 2040	Teaching Second Languages in a Technological Society	3
LANED-GE 2060	Second Language Evaluation and Assessment	3
WLGED-GE 2223	Teaching English as a World Language in International Settings	3
TESOL-GE 2810	Research & Practice in Academic English Writing for English Language Learners	3
BILED-GE 2110	Methods of Teaching Language Arts in Literacy with a Bilingual Approach	3
Specialization Pedagogical Core		10
Course Number	Course Title	Units
TESOL-GE 2002	Teaching Second languages: Theory and Practice	3
LANED-GE 2201	Second Language Classroom: Elementary and Secondary schools	4
BILED-GE 2001	Bilingual Multicultural Education: Theory and Practice	3
OR		
LANED-GE 2005	Intercultural Perspectives in Multilingual Multicultural Education (study abroad option)	3
Student Teaching		6
Course Number	Course Title	Units
TESOL-GE 2901	Student Teaching in TESOL: Elementary and Secondary I	3
TESOL-GE 2902	Student Teaching in TESOL: Elementary and Secondary II	3
TCHL-GE 2999	Drug and Alcohol Ed/Child Abuse Id/School Violence Prev/DASA	0
Terminal Experience		3
Course Number	Course Title	Units
LANED-GE 2206	Second Language Acquisition: Research and Capstone Project	3

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 units of coursework, which includes foundations in linguistics, structure of American English, methods, culture, second language research, and field experiences.

Department of Teaching and Learning
GETSOLMA - TESOL, College and Adults, Non-Certification, (M A)
Program of Study
2021-2022

Total Units Required		31			
Foundation		9	Specialization Elective		3-9
Course Number	Course Title	Units	Course Number	Course Title	Units
FLGED-GE 2069	Teaching Foreign languages: Theory and Practice	3	FLGED-GE 2223	Teaching English as a Foreign Language in International Settings	3
OR TESOL-GE 2002	Teaching Second languages: Theory and Practice				
LANED-GE 2003	Linguistic Analysis	3	LANED-GE 2040	Teaching Second Languages in a Technological Society	3
TESOL-GE 2205	Structure of American English	3	LANED-GE 2060	Language Evaluation and Assessment	3
Language, Culture & Education		3-9	TESOL-GE 2204	Teaching Second Languages across Content Areas	3
Course Number	Course Title	Units	TESOL-GE 2810	Research & Practice in Academic English Writing for English Language Learners	3
BILED-GE 2001	Bilingual Multicultural Education: Theory and Practice	3	LANED-GE 2035	*Seminar and Practicum in Adult Second/Foreign Lang Education	3
LANED-GE 2005	Intercultural Perspectives in Multilingual Education	3	Field Experience		3
BILED-GE 2110	Methods of Teaching Language Arts and Literacy with a Bilingual Approach	3	Course Number	Course Title	Units
Classroom Practice		4	BILED-GE 2250	Observation Seminar in Second Languages	3
Course Number	Course Title	Units	Terminal Experience		3
LANED-GE 2202	The Second Language Classroom: College and Adults	4	Course Number	Course Title	Units
			LANED-GE 2039	Advanced Individual Project in Multicultural Education	3
			OR		
			LANED-GE 2099	Culminating Experience Seminar in Multicultural Multilingual Education	3

* Prerequisite: BILED-GE 2250

POST-MASTERS ADVANCED CERTIFICATE IN TESOL (NOT LEADING TO NEW YORK STATE TEACHER CERTIFICATION)

This 30-unit program is designed for students who already have a master's degree who want to build on their experience as a second language teacher, supervisor, teacher trainer, administrator, or materials developer and acquire new professional skills. The curriculum focuses on teaching methodologies, curriculum development, and research methods. Graduates are prepared for teaching positions in private and community colleges and community organizations, as well as for doctoral study.

Department of Teaching and Learning
GETEPMADCRT - Post-Master's Advanced Certificate
Teaching English as a Second Language in College
Program of Study
2021-2022

Total Units Required		30
Specialization		15-18
Course Number	Course Title	Units
LANED-GE 2202	The Second-Language Classroom: College and Adults	4
LANED-GE 2206	Second-Language Acquisition: Theory and Research	3
By advisement		8-11
Cognates		3-6
Course Number	Course Title	Units
Two elective courses in relevant fields, by advisement		3-6
Research		6-9
Course Number	Course Title	Units
LANED-GE 2800	Advanced Research Seminar: TESOL/Foreign Language and Bilingual Education	6-9
One basic research class (e.g., Basic Statistics, Educational Statistics, Research Methods, Doctoral Seminar I in Multilingual Multicultural Studies)		
Final Project		3-5
Course Number	Course Title	Units
LANED-GE 2039	Advanced Individual Projects in Multicultural Education (and/or Doctoral Seminar II, by advisement)	3-5
Field Experiences		
Course Number	Course Title	Units
Three years of appropriate professional or field experiences (may be extended through the course of the program)		

PHD IN TESOL

The doctoral program in TESOL prepares teacher educators, supervisors, and researchers for TESOL and bicultural settings. The program emphasizes research in second language acquisition and pedagogy in linguistically diverse environments. Courses include foundations of TESOL, research methods, departmental content seminars, and a dissertation proposal seminar. Students are required to take 54 units of coursework and 1 unit per semester for advisement while preparing their doctoral dissertations. Students are eligible to receive the MPhil award upon completion of all coursework and an approved dissertation proposal.

See page 345 for information on all the doctoral programs in the Department of Teaching and Learning and pages 458-462 for general degree requirements.

ADMISSION REQUIREMENTS

Note: All multilingual multicultural 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. Students seeking admissions to all MA programs leading to New York State certification must submit current GRE or MAT (Miller Analogies Test) scores.

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 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. Applicants 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.

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.

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.

MA IN WORLD LANGUAGE EDUCATION (CHINESE, FRENCH, ITALIAN, JAPANESE, AND SPANISH)

Students seeking New York State certification should apply for the MA Program in Teaching a World Language 7-12. They should have completed a bachelor's degree in the target world language, a bachelor's degree in one of the liberal arts and science areas with a concentration in the target world language, or an equivalent of 30 units in the target world language.

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 World Language (FLED) only.

MA PROGRAM IN TEACHING A WORLD 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 units or equivalent. In addition, students must have taken as part of their general education courses at least 3 units each in mathematics, science, and social studies.

POST-MASTER'S CERTIFICATE OF ADVANCED STUDY IN WORLD 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 units in mathematics, science, and social studies and 12 units 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 in TESOL 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-unit graduate summer study-abroad program in Shanghai, China. The curriculum offers educators an opportunity to examine intercultural perspectives in multilingual multicultural education in China and to explore the teaching of language, particularly English and Chinese, across all school levels.

The program is designed for graduate students, teachers, and curriculum specialists in TESOL, bilingual education, world 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, world 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 away program in the Dominican Republic.

This three-week program includes a 3-unit 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-unit 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.

SCIENCE EDUCATION

PROGRAM LEADER

Robert Wallace
rw56@nyu.edu

East Building, 4th Floor

TELEPHONE: 212-998-5208

DEGREE

MAT, MPhil, PhD

FACULTY

Lejano, Leou, Milne, Wallace

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 a creative and effective educator. You will work with faculty who have extensive experience both in science education research and in effective teaching and learning.

STEINHARDT TEACHER RESIDENCY: MASTER OF ARTS IN TEACHING (MAT) IN SECONDARY EDUCATION, BIOLOGY, CHEMISTRY, EARTH SCIENCE, OR PHYSICS EDUCATION CONTENT AREA (GEYEMTMAT).

See page 342.

MASTER OF ARTS IN TEACHING (MAT) IN TRANSFORMATIONAL TEACHING IN MIDDLE AND HIGH SCHOOLS, BIOLOGY EDUCATION (GETTMHMAT: BIO)

- Chemistry Education (GETTMHMAT:CHM)
- Earth Science Education (GETTMHMAT:ETS)
- Physics Education (GETTMHMAT:PHY).

See page 344.

**Department of Teaching and Learning
GETTMHMAT:XXX - Transformational Teaching in Middle and High School (MAT)
Science Education Concentration:
Biology[BIO], Chemistry[CHM], Earth Science[ETS], Physics [PHY]
Program of Study
2021-2022**

Total Units Required		30
Pedagogical Core		12
Course Number	Course Title	Units
TCHL-GE 2010	Inquiries into Teaching & Learning III	3
TCHL-GE 2275	Language and Literacy Acquisition and Development	3
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
TCHL-GE 2999	Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention/D.A.S.A.: The Social Responsibilities of Teachers	0
SPCED-GE 2124	Historical and Contemporary Issues in Special Education Policy, Research and Practice	3
FLGED-GE 2914	Workshop in Foreign Language Education	1
Specialized Pedagogy/Fieldwork for Science Education		12
Course Number	Course Title	Units
SCIED-GE 2039	Methods I: Teaching of Science in Middle and High School	3
SCIED-GE 2040	Methods II: Teaching of Science in Middle and High School	3
SCIED-GE 2092	Science Curriculum: Intermediate and Secondary Schools	3
SCIED-GE 2405	Data & Assessment for Educators*	3
Student Teaching Courses		6
Course Number	Course Title	Units
SCIED-GE 2911	Teaching Science Education: Middle School	3
SCIED-GE 2922	Teaching Science Education: High School	3

* Indicates the course will contain the culminating experience / task for candidates.

ADMISSION REQUIREMENTS

Applicants to the Master of Arts in Teaching Teacher Residency program who are interested in teaching science must have an undergraduate major in biology, chemistry, physics, or earth science. The state requires a minimum of 30 units of lab-based coursework in your selected science major for your science certification. 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.

PHD IN TEACHING AND LEARNING WITH AN EMPHASIS ON SCIENCE AND ENVIRONMENTAL EDUCATION

See page 365 for information on the doctoral program on Science and Environmental Education, page 345 for information on all the doctoral programs in the Department of Teaching and Learning and pages 456-462 for general degree requirements.

SOCIAL STUDIES EDUCATION

PROGRAM LEADER

Diana Turk

East Building, Suite 624

TELEPHONE: 212-998-5492

diana.turk@nyu.edu

DEGREES

MA, MAT, MPhil, PhD

FACULTY

Cohen, Turk

ADJUNCT FACULTY

Berman, Faithful, Fitzgerald

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.

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.

STEINHARDT TEACHER RESIDENCY: MASTER OF ARTS IN TEACHING (MAT) IN SECONDARY EDUCATION, SOCIAL STUDIES EDUCATION CONTENT AREA (GEYEMTMAT).

See page 342.

MASTER OF ARTS IN TEACHING (MAT) IN TRANSFORMATIONAL TEACHING IN MIDDLE AND HIGH SCHOOLS, SOCIAL STUDIES EDUCATION CONCENTRATION (GETTMHMAT:SST).

See page 344.

**Department of Teaching and Learning
GETTMHMAT-SOC - Social Studies Education: Social Studies 7-12 with 5-6
Transformational Teaching in Middle and High Schools, Initial Certification, (MAT)
Program of Study
2021-2022**

Total Units Required		30
Pedagogical Core		12
Course Number	Course Title	Units
TCHL-GE 2010	Inquiries into Teaching & Learning III	3
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
TCHL-GE 2275	Language and Literacy Acquisition and Development	3
TCHL-GE 2999	The Social Responsibilities of Teachers	0
SPCED-GE 2124	Historical and Contemporary Issues in Special Education Policy, Research and Practice	3
FLGED-GE 2914	Workshop in Foreign Language Education	1
Specialized Pedagogy/Fieldwork for Social Studies Education		12
Course Number	Course Title	Units
TCHL-GE 2120*	Curriculum and Research in Literacy and the Language Arts*	3
SOCED-GE 2042	Teaching Social Studies in the Middle and Secondary Schools	3
SOCED-GE 2047	Key Debates in U.S. History	3
SOCED-GE 2048	Key Debates in World History	3
Student Teaching Courses		6
Course Number	Course Title	Units
SOCED-GE 2911	Teaching in Social Studies: Middle and High School I	3
SOCED-GE 2922	Teaching in Social Studies: Middle and High School II	3

* Indicates the course will contain the culminating experience / task for candidates. Please see program sequence for further explanation of the culminating experience.

DEGREE REQUIREMENTS

Satisfactory completion of many of the Department of Teaching and Learning degrees includes field experiences.

WHAT YOU'LL LEARN

- Strong mastery of US and world histories
- Teaching approaches, pedagogical theories, and practical strategies for teaching middle and high school students
- How to develop and implement innovative curricula for teaching social studies in multi-cultural and multiethnic schools

DUAL CERTIFICATION MASTER OF ARTS IN TEACHING SOCIAL STUDIES, GRADES 7-12 AND TEACHING STUDENTS WITH DISABILITIES, GRADES 7-12 (GESOCGMA)

This innovative, dual-certification Master of Arts program prepares you to teach social studies and special education for grades 7-12. Students learn pedagogical strategies that address the needs of students with disabilities; build strong foundations in social studies, history, and special education; and gain hands-on classroom experience through student teaching placements in New York City schools. You'll help meet the rising demand for dual-certified secondary school educators. This program leads to eligibility for New York State initial teaching certification.

WHAT YOU'LL LEARN

- Teaching methods and approaches to individualizing instruction for students identified with disabilities or other learning challenges
- Language and literacy acquisition and development
- The psychological and educational assessments of students with disabilities
- How to design an effective curriculum in history for all types of learners
- How to advocate for students' needs and educational rights
- Effective classroom management for all students
- How to work collaboratively with parents

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.

**Department of Teaching and Learning
GESOCGMA - Teaching Social Studies and
Teaching Students with Disabilities, Grades 7-12: Dual Initial Certification (MA)
Program of Study
2021-2022**

Total Units Required		41
General Pedagogical Core		8
Course Number	Course Title	Units
TCHL-GE 2275	Language and Literacy Acquisition and Development	3
TCHL-GE 2010	Inquiries into Teaching and Learning III	3
TCHL-GE 2999	Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention	0
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
Specialized Pedagogical Core		24
Course Number	Course Title	Units
SPCED-GE 2162	Educating Students with Disabilities in Middle Childhood and Adolescent Settings	3
SPCED-GE 2133	Assessment & Instructional Design	3
SPCED-GE 2052	Methods of Instruction for Children with Low Incidence Disabilities	3
SPCED-GE 2108	Learning Environments, Behavior, and Students with Disabilities	3
SOCED-GE 2042	Teaching Social Studies in Middle and Secondary School	3
SOCED-GE 2048	Key Debates in Global History	3
SOCED-GE 2047	Key Debates in U.S. History	3
SPCED-GE 2124	Historical and Contemporary Issues in Special Educ	3
Student Teaching		6
Course Number	Course Title	Units
TCHL-GE 2005	Fieldwork in Schools and Other Educational Settings	0
SOCED-GE 2911	Supervised Student Teaching I: Social Studies in the Middle School	3
SPCED-GE 2524	Student Teaching in Secondary Special Education	3
Terminal Experience		3
Course Number	Course Title	Units
SOCED-GE 2146	MA Seminar in Social Studies	3

DUAL-CERTIFICATION MASTER OF ARTS IN EDUCATIONAL THEATRE, ALL GRADES, AND TEACHING SOCIAL STUDIES, 7-12 (GEETSSMA)

See page 210

ADMISSION REQUIREMENTS

Candidates for admission must have a bachelor's degree. The applicant's transcript(s) are evaluated to ensure that the applicant has completed the equivalent major or concentration in one of the liberal arts or sciences. In cases in which teacher candidates have not completed an appropriate liberal arts major or concentration, we will require as a condition of graduation from the master's program that the teacher candidates complete the necessary major or concentration prior to the completion of the master's degree. For admissions, candidates must also have at least 15 units in history and/or geography, 3 units in politics, 3 units in economics, 3 additional units in another area of social studies, and a semester of study of language other than English.

SPECIAL EDUCATION

PROGRAM LEADER

Audrey Trainor

East Building, Room 200

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aat8@nyu.edu

DEGREE

MA

FACULTY

Alter, Fish, Gottlieb, Strassfeld, Trainor, Sewell, and Smith

ADJUNCT FACULTY

Clancy, Cox, Devitt, Johnston, Magrone, Tyson

The dual programs in special education prepare teachers for positions working with students with and without disabilities from birth through grade 6, as described below:

- Steinhardt Teacher Residency: MAT in Secondary Education/Special Education Generalist 7-12
- Early Childhood Education and Special Education: Early Childhood (dual certification) (ESEE)
- Special Education: Early Childhood (SEEC)
- Childhood Education and Special Education: Childhood (dual certification) (CSEC)

- Special Education: Childhood (SECH)
- Teaching English, Grades 7-12 and Teaching Students with Disabilities, Grades 7-12. See page 359.

Special education refers to specialized services or environmental modifications, differentiated instruction, adapted curricula, or other supports provided to students with disabilities. NYU students are encouraged to view all children and their families as individuals with varying degrees of skills and untapped potential for quality lives in school, work, and recreation in their communities. Classroom, home, and community interventions are designed to meet the characteristics, needs, and visions for a valued future of each child, not limited by traditional categories of disability. Respecting the critical role that families play in the lives of children, and the multidimensional nature of providing quality services for complex students, the program's graduates are prepared to work collaboratively with families, other professionals, and the community organizations that represent the wide cultural variations characteristic of urban settings. Theory and practice are integrated throughout each program, thus allowing graduate students to reflect, question, and refine their knowledge and skills. Observation and fieldwork, plus student teaching placements, enable participants to practice application of their skills with children representing the full range of abilities and disabilities, in a range of settings, and within the full age range of the teaching certificate.

The participants in the Master's Programs in Special Education vary widely in age and background. Some were education majors, but many were liberal arts, business, or fine arts majors as undergraduates. Some are making a career change. The diversity of the student population contributes to the richness of the programs. Consequently, program requirements and curricula offerings are designed to be responsive to the diverse backgrounds of our participants.

STEINHARDT TEACHER RESIDENCY: MASTER OF ARTS IN TEACHING (MAT) IN SECONDARY EDUCATION, SPECIAL EDUCATION GENERALIST CONTENT AREA (GEYEMTMAT)

See page 342.

MASTER OF ARTS IN TEACHING (MAT) IN TRANSFORMATIONAL TEACHING IN MIDDLE AND HIGH SCHOOLS, SPECIAL EDUCATION STUDENTS WITH DISABILITIES CONCENTRATION (GETTMHMAT: SDG).

See page 344.

Department of Teaching and Learning
GETTMHMAT:SDG - Transformational Teaching in Middle and High School (MAT)
Students with Disabilities concentration
Program of Study
2021-2022

Total Units Required		30
Pedagogical Core		12
Course Number	Course Title	Units
TCHL-GE 2010	Inquiries into Teaching & Learning III	3
TCHL-GE 2275	Language and Literacy Acquisition and Development	3
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
TCHL-GE 2999	Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention/D.A.S.A.: The Social Responsibilities of Teachers	0
SPCED-GE 2124	Historical and Contemporary Issues in Special Education Policy, Research and Practice	3
FLGED-GE 2914	Workshop in Foreign Language Education	1
Specialized Pedagogy/Fieldwork for Science Education		9
Course Number	Course Title	Units
SPCED-GE 2052	Methods of Instruction for Students with Low Incidence Disabilities	3
SPCED-GE 2136	Assessment for Students with Disabilities	3
SPCED-GE 2162	Educating Students with Disabilities in Middle Childhood and Adolescent Settings	3
Student Teaching Courses		6
Course Number	Course Title	Units
SCIED-GE 2911	Teaching Science Education: Middle School	3
SCIED-GE 2922	Teaching Science Education: High School	3

DUAL-CERTIFICATION MASTER OF ARTS IN TEACHING (MAT) IN TRANSFORMATIONAL TEACHING IN MIDDLE AND HIGH SCHOOLS, STUDENT WITH DISABILITIES GRADES 7-12 AND COMPUTER SCIENCE (GETTSCMAT).

See page 348.

Department of Teaching and Learning
GETTSCMAT:SWD - Transformational Teaching in Middle and High School (MAT)
Students with Disabilities and Computer Science Concentration
Program of Study
2021-2022

Total Units Required		38
Pedagogical Core		11
Course Number	Course Title	Units
TCHL-GE 2010	Inquiries into Teaching & Learning III	3
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
TCHL-GE 2275	Language and Literacy Acquisition and Development	3
TCHL-GE 2999	The Social Responsibilities of Teachers	0
SPCED-GE 2124	Historical and Contemporary Issues in Special Education Policy, Research and Practice	3
Specialized Pedagogy/Fieldwork for Social Studies Education		21
Course Number	Course Title	Units
SPCED-GE 2162	Educating Students with Disabilities in Middle Childhood and Adolescent Settings	3
SPCED-GE 2052	Methods of Instruction for Students with Low Incidence Disabilities	3
SPCED-GE 2136	Assessment for Students with Disabilities	3
SPCED-GE 2108	Learning Environments, Behavior, and Students with Disabilities	3
MTHED-GE 2110	Introduction to Computer Science Education	3
MTHED-GE 2080	Teaching of Computer Science	3
MTHED-GE 2185	Advanced Topics in Computer Science Education	3
Student Teaching Courses		6
Course Number	Course Title	Units
SPCED-GE 2524	Student Teaching: Students with Disabilities Middle School	3
OR		
SPCED-GE 2526	Student Teaching: Students with Disabilities High School	3
MTHED-GE 2076	Student Teaching in Computer Science	3

* Indicates the course will contain the culminating experience / task for candidates.

MA PROGRAMS IN SPECIAL EDUCATION AT THE EARLY CHILDHOOD LEVEL (BIRTH-GRADE 2)

The MA programs in early childhood special education focus on the value of early childhood educational experiences in all aspects of the young child's life.

Play is the basis of learning in all spheres of development, and relationships with peers and adults are key to children's learning from their experiences. Accordingly, NYU graduates are prepared to work collaboratively with families, other professionals, and the community organizations that represent the wide cultural variations characteristic of urban settings.

DUAL-CERTIFICATION MASTER'S PROGRAM IN EARLY CHILDHOOD EDUCATION AND SPECIAL EDUCATION: EARLY CHILDHOOD (ESEE)

See page 351.

MA IN SPECIAL EDUCATION: EARLY CHILDHOOD (GESEECMA)

This 30-unit program is open to participants who have a bachelor's degree and who hold certification or are eligible for certification in early childhood education. Upon successful completion of the program, participants will be eligible for New York State certification in special education at the early childhood level (birth-grade 2).

DEGREE REQUIREMENTS

Satisfactory completion of many of the Department of Teaching and Learning degrees includes field experiences.

Please see page 397.

Department of Teaching and Learning
GESEECMA - Early Childhood Special Education, Birth-Grade 2 Professional Certification (MA)
Program of Study
2021-2022

Total Units Required		30
Requirements		21
General Pedagogical Courses		6
SPCED-GE 2052	Methods of Instruction for Children with Low Incidence Disabilities	3
SPCED-GE 2124	Historical and Contemporary Issues in Special Education	3
Specialized Pedagogical Courses		12
Course Number	Course Title	Units
SPCED-GE 2108	Learning Environments, Behavior, and Students with Disabilities	3
SPCED-GE 2127	Disability, Diversity, and Equity in Family, School, and Community	3
SPCED-GE 2160	Methods of Instruction for Children with High Incidence Disabilities	3
SPCED-GE 2133	Assessment and Instructional Design for Students with Mild to Moderate Disabilities	3
Observation, Fieldwork, and Student Teaching		3
Course Number	Course Title	Units
SPCED-GE 2902	Student Teaching in Early Childhood Special Education	3
TCHL-GE 2999	Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention/D.A.S.A.: The Social Responsibilities of Teachers	0
Electives		9
Required Electives		9
Course Number	Course Title	Units
	by advisement	

SPECIAL ADMISSIONS REQUIREMENT

Candidates must hold or be eligible for provisional or initial certification in early childhood education.

MA PROGRAMS IN SPECIAL EDUCATION AT THE CHILDHOOD LEVEL (GRADES 1-6)

These programs are designed to engage prospective teachers in thoughtful discussion of and interaction around critical contemporary issues in education, especially in the areas of developmental, linguistic, cultural, and racial diversity and educational equity. Assuming a person-centered approach to service delivery, NYU students learn to understand, create, and adapt assessments, curricula, and environments in order to address the spectrum of cognitive, behavioral, and emotional needs of the students with whom they will work.

DUAL-CERTIFICATION MASTER OF ARTS IN CHILDHOOD EDUCATION AND SPECIAL EDUCATION: CHILDHOOD (CSEC) (46 UNITS)

See page 353.

MA PROGRAM IN CHILDHOOD SPECIAL EDUCATION (GESECHMA)

This 30-unit program is open to participants who have a bachelor's degree and who hold certification or are eligible for certification in childhood education.

Upon successful completion of the program, participants will be eligible for New York State certification in special education at the childhood level (grades 1-6).

WHAT YOU'LL LEARN

- Strategies to adapt curricula, learning environments, and assessments to address the different intellectual, emotional, and behavioral needs of students
- Solid foundation in pedagogy and core liberal arts subjects such as mathematics, English/language arts, and social studies
- Approaches for working with children with emotional/behavioral disabilities, including educating children with severe/multiple disabilities

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences.

Please see page 339.

Department of Teaching and Learning
GESECHMA - Childhood Special Education, Grades 1-6, Professional Certification (MA)
Program of Study
2021-2022

Total Units Required		30
General Pedagogical Courses		6
Course Number	Course Title	Units
SPCED-GE 2051	Foundations of Curriculum for Diverse Learners	3
SPCED-GE 2124	Historical and Contemporary Issues in Special Education	3
Specialized Pedagogical Courses		12
Course Number	Course Title	Units
SPCED-GE 2108	Learning Environments, Behavior, and Students with Disabilities	3
SPCED-GE 2133	Assessment and Instructional Design for Students with Mild to Moderate Disabilities	3
SPCED-GE 2161	Education of Students With Disabilities in Childhood Settings	3
SPCED-GE 2052	Methods of Instruction for Children with Low Incidence Disabilities	3
Observation, Fieldwork, and Student Teaching		3
Course Number	Course Title	Units
SPCED-GE 2902	Student Teaching in Childhood Special Education II	3
TCHL-GE 2999	Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention/D.A.S.A.: The Social Responsibilities of Teachers	0
Electives		9
Course Number	Course Title	Units
SPCED-GE 2055	Literacy of the Special Learner	3
LITC-GE 2011	Literacy Assessment and/or other courses by advisement	6

SPECIFIC ADMISSION REQUIREMENTS

Candidates must hold or be eligible for provisional or initial certification in childhood education.

SPECIAL OPPORTUNITIES: SUMMER STUDY ABROAD

The Programs in Early Childhood and Childhood Education, and the MAT in Transformational Teaching in Middle and High School offer a study-abroad option: a three-week, 6-unit graduate summer study-abroad program in England.

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; art; and the development of technology. Students visit schools in London as a basis for comparing British and American school systems and curricula, especially in relation to the education of new immigrant children and young people. The program also includes visits to museums, theatres, and historical sites in both London and Oxford. Critical issues for both teachers and students, such as approaches to collaboration, assessment, and evaluation, are an integral part of this program of study.

Please check the Steinhardt website for the most current study-abroad options.

COURSES

The courses listed herein are to be offered in 2021-2023.

NOTES TO COURSES

*Registration closed to special students.

DEPARTMENTAL COURSES/TCHL-GE

Field Consultation

TCHL-GE 2000, minimum of 10 hours: 1-3 units per term. May be repeated for a total of 6 units; hours to be arranged.

Inquiries in Teaching and Learning III

TCHL-GE 2010, 60 hours including arranged fieldwork: 3 units; fall, spring, summer.

Applied Research Design

TCHL-GE 2013, 30 hours: 3 units; fall, spring. Prerequisites: RESCH-UG 1085, 1086, or RESCH-GE 2001, 2002, or equivalent.

Evaluating Educational Programs

TCHL-GE 2132, 30 hours: 3 units; spring.

Reading Recovery: Related Theory and Research I

RDREC-GE 2206, 45 hours: 3 units; fall. Prerequisite: LITC-GE 2001 or permission of the instructor.

Reading Recovery: Related Theory and Research II

RDREC-GE 2207, 45 hours: 3 units; spring. Prerequisite: RDREC-GE 2206 or permission of the instructor.

Research on Urban and Minority Education

TCHL-GE 2512, 30 hours: 3 units; fall.

The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention

TCHL-GE 2999, 15 hours: 0 units; fall, spring.

Dissertation Proposal Seminar I

TCHL-GE 3001*, 30 hours: 3 units; fall, spring. Prerequisites: limited to doctoral students in the Steinhardt School of Culture, Education, and Human Development who have achieved candidacy and have completed at least one course in research methodology.

Doctoral Seminar in Curriculum and Instruction

TCHL-GE 3013, 40 hours: 4 units; spring.

Proseminar for Doctoral Students in Teaching and Learning

TCHL-GE 3037, 20 hours: 1-3 units; fall.

Topics in Teaching and Learning: Schooling and Race

TCHL-GE 3101, 30 hours: 3 units.

Student Teaching in Childhood Education II

CHDED-GE 2902, 10 weeks, full days: 2 units; fall, spring.

Integrating Seminar in Childhood I: Study of Teaching

CHDED-GE 2359, 20 hours: 2 units; fall, spring.

Independent Study

CHDED-GE 2300, 45 hours per unit: 1-6 units; fall, spring, summer; hours to be arranged.

CHILDHOOD AND EARLY CHILDHOOD EDUCATION/CHDED-GE/ECED-GE**Integrating Seminar in Early Childhood Education I**

ECED-GE 2002, 10 hours per unit: 1-3 units; summer, fall. Accompanies field or student teaching placement.

Integrating Seminar in Early Childhood Education II

ECED-GE 2003, 30 hours: 2 units; fall, spring. Accompanies field or student teaching placement.

Multicultural Perspectives in Social Studying in Early Childhood

ECED-GE 2012, 30 hours: 3 units; fall, spring.

Independent Study

ECED-GE 2300, 45 hours per unit: 1-6 units; fall, spring, summer; hours to be arranged. For description, see page 428

Integrating Seminar II: Study of Teaching

CHDED-GE 2010, 30 hours: 3 units; fall, spring.

Multicultural Perspectives in Social Studying

CHDED-GE 2011, 30 hours: 2 units; fall, spring.

Child Development and the Program in Childhood Education

CHDED-GE 2021, 30 hours: 3 units; fall, spring. This course includes 20 hours of field experience.

Issues in Early Childhood Education

ECED-GE 2024, 30 hours, 15 hours minimum of field experience: 3 units; summer, fall.

Curriculum in Early Childhood Education: Materials and Practice

ECED-GE 2038, 30 hours: 3 units; fall, spring.

Integrated Arts in Childhood Education II

CHDED-GE 2055, 30 hours: 2 units; fall, spring.

Foundations of Curriculum in Childhood Education

CHDED-GE 2070, 45 hours: 3 units.

Study of Teaching

CHDED-GE 2250, 30 hours: 3 units; fall.

Field Placement in Early Childhood

ECED-GE 2255, 15 hours: 1-2 units; fall. Prerequisite: 55 hours minimum of field placement.

Working with Parents

CHDED-GE 2297, 30 hours: 3 units; summer.

Science and Social Studies in the Early Years

ECED-GE 2314, 30 hours: 2 units; fall, spring.

The Education of Infants and Toddlers

ECED-GE 2701, 30 hours: 3 units; fall, spring.

Student Teaching in Childhood Education I

CHDED-GE 2901, 10 weeks, half days: 2 units; fall, spring.

Student Teaching in Early Childhood I

ECED-GE 2903, 20 full days minimum: 2 units; fall.

Student Teaching in Early Childhood II

ECED-GE 2904, 20 full days minimum: 3 units; spring.

Early Childhood and Elementary Education: Theory and Research

ECED-GE 3037, 3038, 30 hours: 3 units each; fall, spring.

ENGLISH EDUCATION/ENGED-GE CURRICULUM AND INSTRUCTION

Language and Learning Across the Curriculum

ENGED-GE 2023, 30 hours: 3 units; summer.

The Teaching of Language and Literature

ENGED-GE 2044, 30 hours: 3 units; summer.

Social Contexts and Cultural Studies: Teaching English in the Inner City

ENGED-GE 2049, 30 hours: 3 units.

Negotiating the Curriculum

ENGED-GE 2120, 30 hours: 3 units; spring.

English Curriculum Implications from Contemporary Research

ENGED-GE 2149, 30 hours: 3 units; summer.

Current Problems in Educational Linguistics

ENGED-GE 2233, 30 hours: 3 units; spring.

Developing Curricula in the English Language Arts

ENGED-GE 2575, 30 hours: 3 units.

Pluralistic Approaches to Cultural Literacy

ENGED-GE 2577, 30 hours: 3 units; fall.

LANGUAGE AND LINGUISTICS

Language Development and Reading Literature

ENGED-GE 2397, 30 hours: 3 units; alternate spring semesters

Foundations of Educational Linguistics

ENGED-GE 2505, 30 hours: 3 units; fall, spring.

Dramatic Activities in the English Classroom

ENGED-GE 2507, 30 hours: 3 units; spring.

Teaching Reading in the English Classroom

ENGED-GE 2509, 30 hours: 3 units; fall.

Linguistics, Society, and the Teacher

ENGED-GE 2515, 30 hours: 3 units; fall.

Literature and the Adolescent Experience

ENGED-GE 2521, 30 hours: 3 units; spring.

Doctoral Seminar in Reading and Teaching Literature

ENGED-GE 3014, 30 hours: 3 units; spring (even years).

Doctoral Seminar in Educational Linguistics

TCHL-GE 3017, 30 hours: 3 units; fall.

WRITING AND RHETORIC**Intermediate Expository Writing**

ENGED-UG 2005, 45 hours: 3 units; fall, spring. Enrollment limited to 12 students.

Practicum: Individualizing Writing Instruction

ENGED-GE 2101, 30 hours: 3 units; fall, spring.

Practicum: Teaching Expository Writing

ENGED-GE 2511, 30 hours: 3 units; spring.

Doctoral Seminar in Written Discourse

ENGED-GE 3919, 30 hours: 3 units; fall (even years).

CORE EXPERIENCES IN TEACHING AND RESEARCH**Master's Seminar in English Education**

ENGED-GE 2501, 30 hours: 3 units; fall.

TEACHING, RESEARCH, AND REFLECTION**Teaching and Learning English Language Arts in the Middle School**

ENGED-GE 2041, 30 hours: 3 units.

Teaching and Learning English Language Arts in the High School

ENGED-GE 2042, 30 hours: 3 units.

Independent Study

ENGED-GE 2300, 45 hours per unit: 1-6 units; fall, spring, summer; hours to be arranged.

Mentorship in English Education

ENGED-GE 2402, 45 hours per unit: 1-6 units; fall, spring. Registration by permission of the sponsoring professor.

The English Teacher as Reflective Practitioner

ENGED-GE 2540, 30 hours: 3 units; fall, spring.

Student Teaching in English Education: Middle School

ENGED-GE 2911, minimum of 20 days: 4 units.

Student Teaching in English Education: High School

ENGED-GE 2922, minimum of 20 days: 4 units.

ENVIRONMENTAL CONSERVATION EDUCATION/ENYC-GE

Foundations of Environmental Thought

ENYC-GE 2019, 30 hours: 3 units; fall.

Contemporary Debates in Environmental Ethics

ENYC-GE 2020, 30 hours: 3 units; spring.

Environmental Politics

ENYC-GE 2021, 30 hours: 3 units; spring.

Final Seminar in Environmental Conservation Education

ENYC-GE 2025, 30 hours: 3 units; fall, spring.

Internship in Environmental Conservation Education

ENYC-GE 2030, 45 hours per unit: 1-12 units; fall, spring; hours to be arranged.

Field Ecology at Black Rock Forest

ENYC-GE 2069, 30 hours: 3 units; spring.

Environmental Education: Theory and Practice

ENYC-GE 2070, 30 hours: 3 units; spring.

LITERACY EDUCATION/LITC-GE

Language and Literacy in the Early Years

LITC-GE 2001, 30 hours, 15 hours minimum of field experience: 3 units; fall, spring.

Language and Literacy for Upper Grades (3-6)

LITC-GE 2002, 30 hours: 3 units; fall, spring, summer.

International Literature for Children

LITC-GE 2003, 30 hours: 3 units; spring.

Critical Reading and Response to Literature

LITC-GE 2005, 30 hours: 3 units; fall.

Language as a Basis for Teaching Reading and Writing

LITC-GE 2008, 30 hours: 3 units; spring. Prerequisites: a course in child development and in the teaching of reading or permission of instructor.

Language and Literacy Development

LITC-GE 2010, 30 hours: 3 units; fall.

Literacy Assessment

LITC-GE 2011, 30 hours: 3 units; 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 units; fall, spring.

Literacy Education II: Writing Practices in Early Childhood and Childhood

LITC-GE 2013, 30 hours: 3 units; fall.

Literacy Education I: Reading Practices in Middle Childhood and Adolescence

LITC-GE 2014, 30 hours: 3 units; fall, spring.

Literacy Education II: Writing Practices in Middle Childhood and Adolescence

LITC-GE 2015, 30 hours: 3 units; fall.

Reading and Writing: Foundations

LITC-GE 2016, 30 hours: 3 units; fall.

Text, Tools, and Culture

LITC-GE 2017, 30 hours: 3 units; spring.

Organization and Supervision of Literacy Programs

LITC-GE 2065, 30 hours: 3 units; spring, summer. Prerequisite: LITC-GE 2011 or permission of instructor.

Practicum in Literacy Education (Grades B-6)

LITC-GE 2991, 48 hours: 2 units (repeatable for 4 units); spring, summer. Prerequisite: LITC-GE 2011.

Practicum in Literacy Education (Grades 5-12)

LITC-GE 2992, 48 hours: 2 units (repeatable for 4 units); spring, summer. Prerequisite: LITC-GE 2011.

Literacy for the Special Learner

SPCED-GE 2055, 30 hours: 3 units; spring. Prerequisites: LITC-GE 2010, LITC-GE 2013 or LITC-GE 2015, LITC-GE 2016, and LITC-GE 2017 or permission of instructor.

MATHEMATICS EDUCATION/MTHED-GE

Some of the courses listed herein may not be offered in 2021-2023.

Curriculum and Assessment in Secondary Mathematics

MTHED-GE 2007, 30 hours: 3 units.

Research Investigations in Mathematics Education

MTHED-GE 2008, 30 hours: 3 units.

Explorations in Mathematics — Geometry

MTHED-GE 2026, 15 hours: 1 unit.

Explorations in Mathematics — Data and Chance

MTHED-GE 2027, 15 hours: 1 unit.

Explorations in Mathematics — Fractions, Decimal, and Percents

MTHED-GE 2028, 15 hours: 1 unit.

Teaching of Data Collection and Analysis, Grades 7-12

MTHED-GE 2032, 45 hours: 2 units. Prerequisite/Corequisite: MTHED-GE 2033 and MTHED-GE 2103.

Teaching of Secondary School Mathematics

MTHED-GE 2033, 45 hours: 3 units; fall.

Educational Technology in Secondary School Mathematics

MTHED-GE 2034, 45 hours: 2 units; spring Prerequisite/Corequisite: MTHED-GE 2033.

Teaching of Algebra and Rational Numbers, Grades 5-12

MTHED-GE 2035, 45 hours: 3 units; fall. Prerequisite/Corequisite: MTHED-GE 2033 .

Teaching of Geometry, Grades 7-12

MTHED-GE 2036, 45 hours: 2 units; spring. Prerequisite/Corequisite: MTHED-GE 2033 and MTHED-GE 2101 or equivalent.

Teaching of Pre-calculus and Trigonometry in High School

MTHED-GE 2037, 45 hours: 2 units. 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 units.

Selected Topics in Modern Mathematics II: Discrete Mathematics

MTHED-GE 2044, 30 hours: 3 units.

Mathematical Proof and Proving

MTHED-GE 2050, 30 hours: 2 units; spring.

History of Mathematics

MTHED-GE 2061, 30 hours: 3 units.

Principles and Practices of Computer Science Education

MTHED-GE 2079, 30 hours: 3 units.

Computer Science

MTHED-GE 2080, 30 hours: 3 units.

Plane Euclidean Geometry for Teachers

MTHED-GE 2101, 30 hours: 3 units; fall.

Modern and Abstract Algebra for Teachers

MTHED-GE 2102, 30 hours: 3 units; fall.

Probability and Statistics for Teachers

MTHED-GE 2103, 30 hours: 3 units; spring.

Teaching Elementary School Mathematics: Foundations and Concept Development

MTHED-GE 2115, 30 hours: 3 units; spring.

Teaching Elementary School Mathematics: Problem Solving and Procedures

MTHED-GE 2116, 20 hours: 2 units.

Professional Seminar for Secondary School Mathematics

MTHED-GE 2122, 45 hours: 3 units.

Supervision of Mathematics in the Schools

MTHED-GE 2135, 30 hours: 3 units.

Advanced Topics in Computer Science Education.

MTHED-GE 2185, 30 hours: 3 units.

Independent Study

MTHED-GE 2300, 45 hours per unit: 1-6 units; fall, spring; hours to be arranged.

Student Teaching in Mathematics Education: Middle and High Schools I

MTHED-GE 2911, minimum of 20 days: 3 units; 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 units; fall, spring. Prerequisite/Corequisite: MTHED-GE 2033.

Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity

SCMTH-GE 2000, 30 hours: 3 units.

Qualitative Research in Mathematics Education I: Research Design

MTHED-GE 3010, 30 hours: 3 units.

Qualitative Research in Mathematics Education II: Guided Data Analysis

MTHED-GE 3011, 30 hours: 3 units.

Learning Theories in Mathematics Education Research

MTHED-GE 3014, 30 hours: 3 units.

Mathematics Curriculum Research and Evaluation

MTHED-GE 3015, 30 hours: 3 units.

Professional Research Seminar in Mathematics Teacher Education

MTHED-GE 3021, 30 hours: 3 units.

Professional Seminar in Mathematics Education

MTHED-GE 3022, 30 hours: 3 units.

Teaching Elementary School Mathematics: Foundations and Concept Development

MTHED-GE 2115, 30 hours: 3 units.

Teaching Elementary School Mathematics: Problem Solving and Procedures

MTHED-GE 2116, 20 hours: 2 units.

Independent Study

MTHED-GE 2300, 45 hours per unit: 1-6 units; fall, spring; hours to be arranged.

Qualitative Research in Mathematics Education I: Research Design

MTHED-GE 3010, 30 hours: 3 units.

Qualitative Research in Mathematics Education II: Guided Data Analysis

MTHED-GE 3011, 30 hours: 3 units.

Learning Theories in Mathematics Education Research

MTHED-GE 3014, 30 hours: 3 units.

Mathematics Curriculum Research and Evaluation

MTHED-GE 3015, 30 hours: 3 units.

Professional Research Seminar in Mathematics Teacher Education

MTHED-GE 3021, 30 hours: 3 units.

Professional Seminar in Mathematics Education

MTHED-GE 3022, 30 hours: 3 units.

Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity

SCMTH-GE 2000, 30 hours: 3 units.

MULTILINGUAL MULTICULTURAL STUDIES/BILED-GE, FLGED-GE, LANED-GE, TESOL-GE**Bilingual Multicultural Education: Theory and Practice**

BILED-GE 2001, 30 hours: 3 units; fall, spring, summer.

Bilingual Exceptional Child

BILED-GE 2103, 30 hours: 3 units; fall.

Methods of Teaching Language Arts and Literacy with a Bilingual Approach

BILED-GE 2110, 30 hours: 3 units; summer.

Observation Seminar in L2 Teaching

BILED-GE 2250, 30 hours: 3 units; fall, spring.

Student Teaching in Bilingual Ed: Elementary and Secondary (1)

BILED-GE 2991, 20 days minimum: 2-3 units; fall.

Student Teaching in Bilingual Ed: Elementary and Secondary (2)

BILED-GE 2992, 20 days minimum: 2-3 units; spring.

Teaching World Languages to Elementary School Children

FLGED-GE 2018, 30 hours: 3 units; summer.

Applied Linguistics in French

FLGED-GE 2027, 30 hours: 1-3 units; spring.

Teaching World Languages: Theory and Practice

FLGED-GE 2069, 30 hours: 3 units; fall.

Advanced Chinese for Teachers of Chinese I

FLGED-GE 2124, 30 hours: 1–3 units; spring.

Advanced Chinese for Teachers of Chinese II

FLGED-GE 2125, 30 hours: 1–3 units; spring.

Advanced Spanish for Teachers of Spanish

FLGED-GE 2128, 30 hours: 1–3 units; alternate spring semesters.

Advanced French for Teachers of French

FLGED-GE 2129, 30 hours: 1–3 units; fall.

Teaching EFL in International Settings

FLGED-GE 2223, 30 hours: 3 units; fall, spring.

Applied Linguistics in Chinese

FLGED-GE 2417, 30 hours: 1–3 units; fall.

Applied Linguistics in Spanish

FLGED-GE 2419, 30 hours: 1–3 units; fall.

Spanish Pragmatics for Teachers of Spanish

FLGED-GE 2422, 30 hours; 1–3 units; alternate spring semesters.

Spanish Syntax for Teachers of Spanish

FLGED-GE 2427, 30 hours: 1–3 units; alternate spring semesters.

Student Teaching in World Language: Middle and High School (1)

FLGED-GE 2911, 100 hours: 2–3 units; fall. Closed to nonmatriculated students. Other restrictions listed in bulletin under “Supervised Student Teaching.”

Workshop in World Language Education

FLGED-GE 2914, 10 hours per unit: 1–3 units; fall, spring, summer.

Field Experience and Seminar in World Language Teaching

FLGED-GE 2918, 30 hours: 3 units; fall, spring.

Student Teaching in World Language: Middle and High School (2)

FLGED-GE 2922, 20 days minimum for 2–3 units: spring. Closed to nonmatriculated students. Other restrictions listed in bulletin under “Supervised Student Teaching.”

Linguistic Analysis

LANED-GE 2003, 30 hours: 3 units; fall, spring.

Intercultural Perspectives in Multilingual Multicultural Education

LANED-GE 2005, 30 hours: 3 units; fall, spring, summer, J-term (Dominican Republic).

Seminar and Practicum in Adult Second/World Language Education

LANED-GE 2035, 2-6 units; fall only. 2 hours each week of fieldwork per unit (3 units — 6 hours/week).

Advanced Individual Project in Multilingual Multicultural Studies

LANED-GE 2039, 10 hours per unit: 1-6 units; fall, spring, summer.

Language Evaluation and Assessment

LANED-GE 2060, 30 hours: 3 units; fall, spring, summer.

Culminating Seminar in Multilingual Multicultural Studies

LANED-GE 2099, 30 hours: 3 units; fall.

Language Classroom: Elementary and Secondary Schools

LANED-GE 2201, 40 hours: 4 units; fall, spring.

The Second Language Classroom: Colleges and Adults

LANED-GE 2202, 40 hours: 4 units; spring.

Second Language Acquisition: Theory and Research

LANED-GE 2206, 30 hours: 3 units; fall, spring.

Independent Study

LANED-GE 2300, 45 hours per unit; fall, spring, summer; hours to be arranged.

Advanced Research Seminar: TESOL/World Language and Bilingual Education

LANED-GE 2800, 30 hours: 3 units; spring.

Doctoral Seminar: Bilingual Education and TESOL

LANED-GE 3005, 3006, 3007, 3008, 30 hours for each session: 3 units; fall, spring.

Teaching Second Languages: Theory and Practice

TESOL-GE 2002, 30 hours: 3 units; fall.

Teaching Second Languages Across Content Areas

TESOL-GE 2204, 30 hours: 3 units; fall, spring, summer.

Structure of American English

TESOL-GE 2205, 30 hours: 3 units; fall, spring.

Research and Practice in Academic English Writing for ELLs

TESOL-GE 2810, 30 hours plus 4-5 Friday workshops: 3 units; fall, spring.

Student Teaching in TESOL: Elementary and Secondary (1)

TESOL-GE 2901, 20 days minimum for 2-3 units; 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 units; 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 units; fall.

Science Experiences in the Elementary School II

SCIED-GE 2010, 30 hours: 2 units; spring. Prerequisite: SCIED-GE 2009.

Methods I: Teaching of Science in Middle Schools

SCIED-GE 2039, 45 hours: 3 units; fall.

Methods II: Teaching of Science in High School

SCIED-GE 2040, 45 hours: 3 units; spring.

Using New York City's Non-Formal Science Resources to Teach Science

SCIED-GE 2050, 30 hours: 3 units; spring, summer.

Science Curriculum: Intermediate and Secondary Schools

SCIED-GE 2092, 30 hours: 3 units; fall.

Culminating Seminar: Teacher as Researcher, Reflective Practitioner, and Curriculum Developer

SCIED-GE 2100, 10 hours: 1 unit.

Student Teaching in Science Education: Middle School

SCIED-GE 2911, minimum of 20 days: 2 units; fall, spring; hours to be arranged.

Student Teaching in Science Education: High School

SCIED-GE 2922, minimum of 20 days: 2 units; fall, spring; hours to be arranged.

Independent Study

SCIED-GE 2300*, 45 hours per unit: 1-6 units; fall, spring, summer; hours to be arranged.

Residency I: Initial

SCIED-GE 2400, 30 hours: 1-3 units; summer, fall.

Data and Assessment for Educators

SCIED-GE 2405, 30 hours: 3 units; fall.

Science Curriculum and Teaching Methods

SCIED-GE 2420, 30 hours: 0-3 units, fall, spring.

Concepts in Modern Science

SCIED-GE 2410, 30 hours: 0-3 units; fall, spring.

Research Internship in Science/Mathematics for Educators

SCMTH-GE 2002, 60 hours: 1-6 units; summer.

SECONDARY EDUCATION/EMAT-GE

Who Are We?

EMAT-GE 2001, 30 hours: 3 units; summer.

What Learning Environments Are Out There?

EMAT-GE 2004, 30 hours: 3 units; fall.

What Do I Know Now as a Teacher and What Do I Need to Learn?

EMAT-GE 2007, 30 hours: 3 units; fall.

What Do I Teach?

EMAT-GE 2009, 30 hours: 3 units; fall.

What Is Secondary Education and How Do I Teach Secondary Subjects?

EMAT-GE 2010, 30 hours: 3 units; fall.

What Is English and How Do I Teach It?

EMAT-GE 2011, 30 hours: 3 units; fall.

What Is Math and How Do I Teach It?

EMAT-GE 2012, 30 hours: 3 units; fall.

What Is Science and How Do I Teach It?

EMAT-GE 2013, 30 hours: 3 units; fall.

What Is Social Studies and How Do I Teach It?

EMAT-GE 2014, 30 hours: 3 units; fall.

How Do I Teach Reading and Writing in My Discipline?

EMAT-GE 2018, 30 hours: 3 units; spring.

What Is Special Education?

EMAT-GE 2020, 30 hours: 3 units; spring.

How Do I Know What They Know?

EMAT-GE 2025, 30 hours: 3 units; spring.

What Are My Professional Responsibilities?

EMAT-GE 2030, 30 hours: 3 units; spring.

How Do I Make a Difference with Research?

EMAT-GE 2035, 30 hours: 3 units; summer.

SOCIAL STUDIES EDUCATION/SOCED-GE

Teaching Social Studies in the Middle and Secondary School

SOCED-GE 2042, 30 hours: 3 units; fall, spring, summer.

The Social Studies Curriculum: US History

SOCED-GE 2047, 30 hours: 3 units; fall.

The Social Studies Curriculum: World History

SOCED-GE 2048, 30 hours: 2 units; spring.

Culminating Experience: Social Studies and History Workshop

SOCED-GE 2140, 30 hours: 3 units; summer.

Humanities and Social Studies

SOCED-GE 2145, 30 hours: 3 units; spring.

MA Seminar in Social Studies

SOCED-GE 2146, 30 hours: 3 units; fall, summer.

Student Teaching in Social Studies Education: Middle School

SOCED-GE 2911, 140 hours: 3 units; fall, spring.

Student Teaching in Social Studies Education: High School

SOCED-GE 2922, 140 hours: 3 units; fall, spring.

SPECIAL EDUCATION/SPCED-GE**Developing Strategies That Support Children's Social Behavior**

SPCED-GE 2025, 30 hours: 3 units; fall, spring.

Foundations of Curriculum for Diverse Learners

SPCED-GE 2051, 30 hours: 3 units; summer, fall. Corequisite: SPCED-GE 2124.

Education of Students with Severe and Multiple Disabilities

SPCED-GE 2052, 30 hours: 3 units; fall, spring.

Literacy for the Special Learner

SPCED-GE 2055, 30 hours: 3 units; spring. Prerequisite: ECED-GE 2012 or at least 6 units in literacy and permission of instructor.

Strategies for Teaching Students with Emotional and Behavioral Disabilities

SPCED-GE 2108, 30 hours: 3 units; fall, spring. Prerequisite: SPCED-GE 2124.

Individuals with Disabilities in Schools and Communities

SPCED-GE 2124, 30 hours: 3 units; summer, fall.

The Young Special Needs Child: Child, Family, and Community I

SPCED-GE 2126, 30 hours: 3 units; summer, fall.

The Young Special Needs Child: Child, Family, and Community II

SPCED-GE 2127, 30 hours: 3 units; spring. Prerequisite: SPCED-GE 2126.

Principles and Practices in Early Childhood Special Education

SPCED-GE 2128, 30 hours: 3 units; summer, spring. Prerequisite: SPCED-GE 2160.

Psychological Foundations of Learning Disabilities

SPCED-GE 2131, 30 hours: 3 units.

Assessment and Instructional Design for Students with Mild to Moderate Disabilities

SPCED-GE 2133, 30 hours: 3 units. Prerequisite: SPCED-GE 2161.

Psychological and Educational Assessment in Special Education

SPCED-GE 2136, 30 hours: 3 units; fall.

Educating Students with Special Needs in Early Childhood Settings

SPCED-GE 2160, 30 hours: 3 units; fall, spring.

Educating Students with Special Needs in Childhood Settings

SPCED-GE 2161, 30 hours: 3 units; fall, spring. Prerequisite: SPCED-GE 2051.

Educating Students with Special Needs in Middle Childhood and Adolescent Settings

SPCED-GE 2162, 30 hours: 3 units; fall, spring.

Transdisciplinary Special Educational Program Development and Implementation

SPCED-GE 2249, 30 hours: 3 units.

Observation in Special Education

SPCED-GE 2501, 20 hours of field experience; 1 unit. fall.

Observation in Early Childhood Special Education

SPCED-GE 2502, 20 hours of field experience; 1 unit. fall, spring.

Integration Seminar in Special Education I

SPCED-GE 2507, 20 hours: 2 units; fall, spring.

Integration Seminar in Special Education II

SPCED-GE 2508, 30 hours: 3 units; fall, spring. Prerequisite: all program coursework preceding student teaching.

Integrating Seminar in Early Childhood Special Education I

SPCED-GE 2511, 30 hours: 1-3 units; fall, spring.

Integrating Seminar in Early Childhood Special Education II

SPCED-GE 2512, 30 hours: 2-3 units; spring, summer.

Student Teaching in Special Education I: Early Childhood (Grades B-2)

SPCED-GE 2903, minimum 20 days: 3 units; fall, spring.

Student Teaching in Special Education II: Early Childhood (Grades B-2)

SPCED-GE 2904, minimum 20 days: 3 units; fall, spring, summer.

Student Teaching in Special Education I: Early Childhood (Grades 1-6)

SPCED-GE 2901, minimum 20 days: 2 units; fall, spring.

Student Teaching in Special Education II: Early Childhood (Grades 1-6)

SPCED-GE 2902, minimum 20 days: variable 2-3 units; fall, spring.

Admission

Admission to NYU Steinhardt is offered to applicants who hold 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 advanced certificate/diploma. Matriculation begins with the student's first registration. A student is not permitted to be matriculated for two degrees or programs at the same time unless the student is enrolled in a state-registered program offering a dual degree.

Students who hold acceptable degrees from regionally accredited institutions may be considered for matriculation in the Steinhardt School of Culture, Education, and Human Development for the degrees of Master of Arts, Masters of Arts in Teaching, Master of Fine Arts, Master of Music, Master of Science, Doctor of Philosophy, Doctor of Education, Doctor of Occupational Therapy, Doctor of Physical Therapy, or for the Advanced Diploma or Advanced Certificate. 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 at <http://www.nysed.gov/heds/irps1.html>.

Special (nondegree) students — those who have filed a special/nonmatriculated student application and credentials showing that they are qualified to take courses but are not degree candidates in the Steinhardt School of Culture, Education, and Human Development. Special students must meet the same minimum requirements for admission as matriculated students. Students not intending to matriculate for a degree and who are classified as special students must meet the required average for admission. Special students are permitted to enroll for up to 18 units during their entire status as a nonmatriculated 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/admissions/how-apply/graduate-students.

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 from each postsecondary school attended. Applicants who hold academic credentials from non-US or non-Canadian institutions must submit a course-by-course credentials evaluation from the World Education Service (*wes.org*) or Educational Credentials Evaluators (*ece.org*).

- 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/diploma applicants must submit two letters of recommendation.

IMPORTANT NOTE: Prospective applicants must check the online Graduate Application Guide for information about supplemental materials, test score requirements, and letters of recommendation. The guide is located at www.steinhardt.nyu.edu/guide.

All programs reserve the right to request additional information and materials if deemed necessary for admission or financial aid consideration.

Students who have been denied admission as matriculants in a particular program may not take courses as a special student in that program, except where specifically permitted to do so by the Director for Enrollment Services, Office of Graduate Admissions.

Special students contemplating eventual matriculation for a master's degree should take note that 18 units of coursework toward any master's degree must be completed after matriculation is established for that degree. Applicants with foreign credentials and/or nonimmigrant visas should see below.

APPLICATION DEADLINES

Apply early since many programs have 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 steinhardt.nyu.edu/guide. Candidates may also contact Graduate Admissions at 212-998-5030 or steinhardt.gradadmissions@nyu.edu.

Master's and Advanced Certificate/Diploma Programs

Deadlines vary by program. Specific dates are posted online in the Graduate Application Guide at steinhardt.nyu.edu/guide. Candidates may also contact Graduate Admissions at 212-998-5030 or steinhardt.gradadmissions@nyu.edu.

Online Programs

Deadlines vary by program and are different than the on-campus programs.

Spring Term Programs

Several master's and advanced certificate programs review applications midyear in the spring term. To determine if a program reviews applications in the spring, please visit the online Graduate Application Guide at steinhardt.nyu.edu/guide.

Summer Study Abroad

For up-to-date information on applying for study abroad, prospective candidates should visit steinhardt.nyu.edu/programs/study-abroad.

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. Degree applicants must have the equivalent of a regionally accredited four-year US bachelor's degree to be considered for admission. If you hold an artist diploma you may be considered for the Music Performance, Music Theory, or Music Composition programs.

We require all applicants who have completed, or are completing, undergraduate and/or graduate degrees at institutions outside of the US or Canada to provide a translation and a course-by-course evaluation of their transcripts. A credentials evaluation is required of any degree type — bachelor's, master's, or doctoral — even if you received one of your degrees in the US.

These evaluations help us understand how your grades compare to grades in the US education system as well as what the equivalent US degree is.

We have two approved agencies that can prepare your required course-by-course evaluation:

- World Education Services (WES): We prefer the WES Course-by-Course ICAP Credential Evaluation (wes.org), as you can request that WES send the evaluation directly to us.
- Educational Credential Evaluators (ECE): Visit ECE's website (ece.org) and select a Course-by-Course Evaluation Report.

We do not require evaluations for applicants who spent a semester or year of study abroad as part of their undergraduate studies, nor is it required if you attended an English-language institution outside the United States that is regionally accredited by the US Department of Education www.chea.org/regional-accrediting-organizations.

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.

Financial Aid

NYU Steinhardt encourages international applicants to investigate scholarship support offered by their home country. Master's and advanced certificate/diploma applicants who are not US citizens or permanent residents are not eligible for federal financial aid and typically do not receive consideration for school-based financial aid. Full-time doctoral applicants, regardless of country of citizenship, will receive consideration for fellowships and assistantships.

Visa Information

All international applicants wishing to obtain the F-1 Student Visa will list "New York University" as the "expected visa sponsor" on the graduate admissions application. When completing the admissions application, please be sure to use the applicant's full legal name as it appears on their passport. The use of any other names, such as nicknames, will cause

serious delays in applying for a US visa. All international applicants must have an international address as their permanent address.

The US government mandates that international candidates have a permanent, international address to receive their visa. Please be prepared to pay additional fees for processing a Form I-20 from NYU and a student visa from the US government.

Heightened security measures may result in delays in processing a Form I-20 and a student visa request. Please apply for these credentials as soon as possible using overnight and express mail whenever possible. Once admitted, international candidates should visit steinhardt.nyu.edu/welcome/next_steps/ to learn more about the visa process and application for an I-20 (for F-1 students) or DS-2019 (for J-1 students).

New International Student Seminar

New Student Seminar for International Graduate Students (SAHS-GE 2003) is required of NYU Steinhardt international graduate students during their first term of study. See page 453.

CAMPUS VISITS

All prospective students are invited to visit the New York University campus. Many programs host information sessions throughout the academic year. Please call the Office of Graduate Admissions at 212-998-5030 or visit steinhardt.nyu.edu/graduate_admissions to learn about dates.

For more information, go to NYU's Visitor Information page at www.nyu.edu/about/visitor-information.html.

Registration and Advisement

REGISTRATION

Degree Students

All degree students are assigned advisers and should work with their adviser to follow program guidance regarding course selection and program requirements. 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. Students should consult with their individual adviser 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 an undergraduate transcript indicating degree conferral, an application for admission as a special student, and the required fee. Special students will be directed to a program adviser for clearance prior to registration. Approval to register as a special 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 term unless otherwise noted. Extensions may be granted upon reapplication. Special (nonmatriculated) students are not permitted to audit classes. The application form can be downloaded from steinhardt.nyu.edu/admissions/how-apply/graduate-students/non-degree-students.

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.

Please visit the NYU Veterans Information website for the most up-to-date information: nyu.edu/students/student-information-and-resources/registration-records-and-graduation/veteran-benefits.html.

Auditing Classes

Graduate matriculated students may audit a maximum of two Steinhardt School of Culture, Education, and Human Development courses per term. Special (nonmatriculated) students are not permitted to audit classes. The total number of credit and audited courses for matriculated students may not exceed 18 credits in a given term.

Audited classes do not count toward full-time status, are not taken for credit, no grades are recorded, and no withdrawals or refunds are allowed. Audited classes also follow the same tuition and fee schedule as courses taken for credit. Students receiving any form of financial aid must show evidence of full-time registration before requesting to audit a class. Tuition remission may not apply. NYU employees should check with their Human Resources representative. The Audit Request Form is available at steinhardt.nyu.edu/current-students/register-classes/student-advisement/forms-and-publications.

Dropping and Adding Classes After Deadlines

Courses added without adviser approval may be considered as not meeting degree requirements. Students and faculty are urged to monitor this procedure carefully.

Students are permitted to add or delete classes to their enrollment during the first two weeks of regular session classes. However, some programs follow an academic calendar that is different from the NYU Academic Calendar. Students enrolled in these programs should consult the deadlines in their specific calendar. A student may not add a course beyond the end of the second week of the term with the exception of courses that begin in a midterm session.

Students may register for midterm session courses prior to the first meeting of the class through Albert, the NYU student information system, and must have the approval of the academic adviser.

Changes to a student's program are not official unless they are recorded by the University Registrar and appear on the student's transcript. Courses officially dropped during the first two weeks of the regular session fall and spring terms will not appear on the transcript. Consult NYU's Academic Calendar (see below) for specific dates. Classes dropped after the deadline will receive a grade of W. After the ninth week, students may not withdraw from a course.

NYU Academic Calendar

<https://www.nyu.edu/students/student-information-and-resources/registration-records-and-graduation/academic-calendar.html>

Full-Time Equivalency for Master's Students

For administrative purposes, such as eligibility for veterans benefits and federal financial aid, the University defines full-time status as a minimum of 9 enrolled units each fall or spring term. For academic purposes, the Steinhardt School of Culture, Education, and Human Development defines full-time academic status as a minimum of 12 enrolled units each fall or spring term. Please note that some programs have different academic calendars from the standard NYU calendar and may include winter or other terms. 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. Students should contact their academic adviser for more information.

Full-time equivalency status may affect financial aid. Financial aid awards are based on the actual number of units in which a student is enrolled and not any additional approved equivalency credits that a student is eligible to receive.

Eligibility Categories for Full-Time Equivalency

Students must be enrolled in a minimum of one unit in the term for which they are requesting full or half-time equivalency and completing:

- **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.** A student working on a master's final project may receive 3 units of equivalency for two terms.
- **Thesis.** A student working 40 hours per week on a master's thesis may receive full-time equivalency for two terms. This category may be prorated: e.g., students may receive 3 units of equivalency for 10 hours per week of thesis work.

Full- or Half-Time Equivalency form for Master's Students: steinhardt.nyu.edu/current-students/register-classes/student-advisement/forms-and-publications.

Full-Time Equivalency for Doctoral Students

- 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 the student is working 20 hours a week on the dissertation.

Please note: There can be no full-time equivalency for students when they have full-time employment unless they are interns fulfilling a degree requirement. Certification of full-time study must be determined at the time of registration. The only way in which full-time equivalency can be officially established is by a fully completed equivalency form being filed with the Steinhardt Office of Advisement and Registration Services. Information relating to both full-time and half-time equivalency status may be obtained from the Steinhardt Office of Advisement and Registration Services, Pless Hall, 2nd Floor.

Full- or Half-Time Equivalency form for Doctoral Students:
<https://steinhardt.nyu.edu/current-students/doctoral-studies/proposal-and-dissertation-policies-and-guidelines/forms-and>.

Leaves of Absence for Master's, Advanced Certificate/Diploma Students

Master's and advanced certificate/diploma students as well as doctoral students in

Occupational Therapy (OTD) and Physical Therapy (DPT) who are planning a leave of absence should request one through their Albert Student Center. Questions should be directed to Student Affairs by emailing steinhardt.student.matters@nyu.edu or by calling 212-998-5065.

Leaves of Absence for Doctoral Students

Doctoral students who are planning a leave of absence are referred by their adviser to the Office of Doctoral Studies, Pless Hall, 2nd 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 terms or one academic year. There is no fee for the leave of absence as there is no access to University facilities during the period of the leave.

Maintenance of Matriculation for Master's, Advanced Certificate/Diploma Students

To remain active in a master's degree or advanced certificate/diploma program, students are required to complete at least one 3-unit course each academic year at New York University. In lieu of such completion, students must enroll in the appropriate course as directed by their adviser and pay the maintenance fee. All course requirements must be completed within six years from the date of matriculation which includes terms a student is maintaining matriculation. (See Tuition, Fees, and Expenses; and Financial Aid, pages 432 and 439)

Permitted Course Load

For Master's and Advanced Certificate/Diploma students in the Steinhardt School of Culture, Education, and Human Development, full-time academic study is defined as 12 enrolled units each regular session fall or spring term unless otherwise defined by a specific academic program. The maximum number permitted for any student is 18 units in regular session fall or spring terms (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.)

For Master's and Advanced Certificate/Diploma students to be eligible for financial aid, the minimum number of enrolled units is 4.5 for each regular session fall or spring term. For more information visit:

steinhardt.nyu.edu/admissions/paying-your-education/masters-and-advanced-study

Graduation/Degree Conferral

Students may have their degrees conferred in September, January, or May. Selected programs may offer a degree conferral in July. The Commencement ceremony for all schools is held in May. Students **must apply** for graduation through their Student Center in Albert. A student must be enrolled for either coursework or maintenance of matriculation during the academic year (September 1–August 31) of graduation. In order to graduate in a specific term, a student must apply for graduation within the application deadline period indicated on the calendar. (See the graduation deadlines calendar and general information about graduation on the Office of the Registrar's webpage at www.nyu.edu/registrar). If the student does not successfully complete all academic requirements by the end of the term, they must reapply for graduation for the following cycle.

Official Transcripts

Official copies of a student's University transcript can be requested when a stamped and sealed copy of the student's University records is required.

Current students and graduates with a valid NYU NetID (able to access NYUHome/Albert) who attended NYU in or after 1990 can request an official eTranscript from the Albert Student Center. The Official Transcript link can be found under the Grades & Transcripts section of the Student Center. Before completing their transcript request, current students should check to ensure that all their grades have been posted. Recent graduates should check to ensure that their degree has been recorded.

Notes:

- There is a fee for eTranscripts.
- If a student attended NYU more than once (i.e., attended an undergraduate college and then a graduate school), they will need to request one transcript for each career.
- Academic records prior to 1990 will not be available on electronic transcripts; please request a paper transcript.

Former students who no longer have a valid NetID (unable to access NYUHome/Albert) or who attended New York University prior to 1990 must complete the secure online transcript request form (<https://www.nyu.edu/registrar/transcript-form>) and mail/fax/email the signature page to the Office of the University Registrar.

Alternatively, former students may write a letter to request transcripts and send it to the registrar. A signed consent form is required. The request letter must include all of the following information:

- University ID number
- Current name and any other name under which the student attended NYU
- Current address
- Date of birth
- School of the University attended
- Dates of attendance
- Date of graduation
- The full name and address of the person or institution to which the transcript is to be sent

The request may be faxed to 212-995-4154 or mailed to New York University, Office of the University Registrar, Transcripts and Certification, P.O. Box 910, New York, NY 10276-0910. Any transcript request that requires any special handling must go through the secure online transcript request form at <https://www.nyu.edu/registrar/transcript-form> and cannot be requested on Albert. Special handling includes:

- Sending transcripts by express mail
- Transcripts sent to the student or alumnus/a in separate sealed envelopes addressed to admissions offices of other universities
- Requesting additional documents be included along with the NYU transcript

Enrollment Verification

Students can view and print their own enrollment certification directly from Albert. The Enrollment Verification link can be found under the Grades & Transcripts section of the Student Center. Eligible students are also able to view and print a Good Student Discount Certificate, which can be mailed to any other company that requests proof of status as a good student (based on cumulative GPA).

Arrears Policy

The University reserves the right to deny registration and withhold all information (including official **transcripts and diplomas**) 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. Contact the Office of the Bursar at 212-998-2806 or email bursar.studentaccounts@nyu.edu.

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 or email steinhardt.gradadmissions@nyu.edu.

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

Grades are based on a 4-unit scale as follows:

A = 4.0 units

A- = 3.7 units

B+ = 3.3 units

B = 3.0 units

B- = 2.7 units

C+ = 2.3 units

C = 2.0 units

C- = 1.7 units

D+ = 1.3 units

D = 1.0 units

There are no A+, D-, or F+ grades. The lowest passing graduate grade is D.

If a student repeats a course in which they 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 two weeks of a regular session fall or spring term will not appear on the transcript. (Some programs follow an academic calendar that is different from the NYU Academic Calendar. Students enrolled in these programs should consult the deadlines in their specific calendar.) Courses dropped from the beginning of the third week through the ninth week of the term will be recorded with a grade of "W." After the ninth week, students may not 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 for Steinhardt Graduate students: A grade of I must be removed within the time limit set by the instructor; which limit may not exceed one term after the close of the course (fall, spring, and summer). 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 for post-baccalaureate advanced certificates. A general average of 3.0 is required for post-master's advanced certificates and diplomas and for doctoral degrees.

Note: Students taking courses in other graduate divisions of NYU are urged to check with the appropriate school for details of their grading policies because they may differ from those of the Steinhardt School of Culture, Education, and Human Development.

Independent Study

Independent study requires a minimum of 45 hours of work per unit. Each departmental program has established its own maximum unit allowance for independent study. This information may be obtained from a student's program adviser. Special students may not take independent studies.

Prior to registering for independent study, each student should complete an Independent Study form available here: steinhardt.nyu.edu/current-students/register-classes/student-advisement/forms-and-publications. This form includes an agreement between the student and the study sponsor about the work required and a completion date as well as to add a title to the independent study.

Pass/Fail Option

Matriculated students have the option to take courses on a pass/fail grading 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 will not be included in the 25 percent pass/fail limitation. 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 are available here: steinhardt.nyu.edu/current-students/register-classes/student-advisement/forms-and-publications

Study Abroad

Students may fulfill a limited number of their course requirements through various study-abroad programs offered through the Office of Academic Initiatives and Global Programs. For further information, visit steinhardt.nyu.edu/programs/study-abroad/graduate-study-abroad

Graduate Transfer Credit

Master's degree students may transfer up to (but not 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 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. Forms for approval of transfer credit are available here: steinhardt.nyu.edu/current-students/register-classes/student-advisement/forms-and-publications.

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.

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.

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 for further information.)

DISCIPLINE

Students are expected to familiarize themselves and to comply with the rules of conduct, academic regulations, and established practices of the University and the Steinhardt School of Culture, Education, and Human Development. If, pursuant to such rules, regulations, or practices, the withdrawal of a student is required before the end of the term for which tuition has been paid, a refund will be made according to the standard schedule for refunds.

GRADUATE COMMISSION

The voting membership of the commission is composed of the dean and an elected faculty member from each of the schools offering a graduate program as well as academic officers from the central administration. Each school is also represented by a member of its student body.

UNIVERSITY POLICY ON INTELLECTUAL PROPERTY

Students offered research opportunities are reminded that inventions arising from participation in such research are governed by the University's Statement of Policy on Intellectual Policy, a copy of which may be found here: nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/policy-intellectual-property.html.

NEW YORK UNIVERSITY WEAPONS AND SIMULATED WEAPONS POLICY

New York University is committed to maintaining a safe and secure environment for the University community and its guests. In support of this commitment, this policy sets forth rules governing the possession of weapons and simulated weapons in and around premises owned or controlled by NYU and at NYU sponsored events in other locations. This policy does not address the possession and use of simulated weapons for theatrical purposes, including stage and film productions, which is covered by the University's Theatrical Use of Simulated Weapons Policy.

For more information: nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/weapons-and-simulated-weapons-policy.html

NEW YORK UNIVERSITY THEATRICAL USE OF SIMULATED WEAPONS POLICY

New York University is committed to maintaining a safe and secure environment for the University community and its guests. In support of this commitment, this policy sets forth rules governing the possession of simulated firearms and other simulated weapons at New York University ("NYU") for theatrical use in activities sponsored and/or authorized by NYU, including use in NYU stage and film productions. This policy does not address the possession and use of real weapons and of simulated weapons for non-theatrical purposes, which are covered by the University's Weapons and Simulated Weapons Policy. Real firearms and weapons may never be used during theatrical productions at NYU.

For more information: nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/theatrical-use-of-simulated-weapons-policy.html

CAMPUS SAFETY

The Department of Public Safety is located at 7 Washington Place, New York, NY 10003; Telephone 212-998-2222; 212-998-2220 (TTY).

New York University's annual Campus Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by NYU, and on public property within or immediately adjacent to the campus.

The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, drugs, and alcohol. A copy of the current report can be obtained by contacting Craig Jolley, Director of Community Standards and Compliance Administration, 768 Broadway, Room 768, or by visiting www.nyu.edu/life/safety-health-wellness/be-safe/public-safety/crime-reports-statistics.html.

Tuition, Fees, and Expenses

When estimating the cost of a university education, students should consider two factors: 1) the total cost of tuition, fees, and materials related to a particular program plus costs directly related to the choice of living style (dormitory, apartment, commuting costs); and 2) financial aid that may be available from a variety of sources. This section provides information on both of these distinct but related topics.

Following is the schedule of fees established by the Board of Trustees of New York University for the years 2021-2022. The Board of Trustees reserves the right to alter this schedule without notice.

Note that the registration and services fee covers memberships, dues, etc., to the student's class organization and entitles the student to membership in such university activities as are supported by this allocation and to receive regularly those university and college publications that are supported in whole or in part by the student activities fund. It also includes the University's health services, emergency and accident coverage, and technology fees. The act of registering generates related tuition and fee charges for which the student is financially responsible.

The Office of the Bursar is located at 383 Lafayette Street, New York, NY 10003. 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 with the Office of the Bursar <https://www.nyu.edu/students/student-information-and-resources/bills-payments-and-refunds.html>.

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.

ARREARS POLICY

The University reserves the right to deny registration and withhold all information (including official **transcripts and diplomas**) 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. Contact the Office of the Bursar at 212-998-2806 or email bursar.studentaccounts@nyu.edu

TUITION 2021-2022

Tuition per unit, per term.....\$1,942

Nonreturnable registration..... \$528
and services fee, first unit

Nonreturnable registration..... \$73
and services fee, per unit,
for registration after first unit

Doctor of Physical Therapy (DPT) tuition, see page 328

GENERAL FEES AND EXPENSES

Basic Health Insurance Benefit Plan — Full-time domestic students are automatically enrolled. Students automatically enrolled in an NYU-sponsored plan can change between the Basic or Comprehensive plans or waive the plan entirely (and show proof of other acceptable health insurance). Any student can select the Basic or Comprehensive plan. For details visit nyu.edu/students/health-and-wellness.html.

Annual \$ 3,637

All students registering for 6 or more units in a semester are charged the Basic Student Health Insurance Plan. Waivers may be requested through the Student Insurance Office in the NYU Health Center. Learn more about student health insurance at <https://www.nyu.edu/students/health-and-wellness/student-health-center.html>

Stu-Dent Plan (dental service through NYU's College of Dentistry):

Initial enrollment..... \$250

Spouse/partner..... \$250

Dependent..... \$90

Renewal \$205

Learn more at <https://dental.nyu.edu/patientcare/stu-dent-plan.html>

Application Fee for Admission:

Graduate degree (nonreturnable, see page 417)\$ 75

Graduate special student status (nonreturnable), payable one time only (see page 416).....\$ 75

Deposit upon graduate acceptance, depending on the program, (nonreturnable)
\$ 200 to \$750 depending on the program

Late Registration Fees

Additional fee payable by any student permitted to register commencing with the second week of classes \$25

Maintenance of Matriculation Fee (per semester)

For Master's, DPS, DPT, and sixth-year students only; \$300

Doctoral students should consult page 460.

Subject-Related/Course-Related Fees

All course fees are to be paid when registering for:

Applied Psychology	Cost	Type
APSY-GE-2672	\$12	Course Fee
Subject Area	Cost	Type
GEARSAMFA	\$390	Studio Art
Photography Lab	\$390	Photography Lab

Art and Art Professions

Course Number	Cost	Sections	Type
ART-GE 2514	\$120	ALL	Urban Glass
ART-GE 2582	\$120	ALL	Urban Glass
ART-GE 2771	\$390	ALL	Studio Art
ART-GE 2772	\$390	ALL	Studio Art
ART-GE 2773	\$390	ALL	Studio Art
ART-GE 2774	\$390	ALL	Studio Art
ART-GE 2775	\$390	ALL	Studio Art
ART-GE 2776	\$390	ALL	Studio Art
ART-GE 2777	\$390	ALL	Studio Art
ART-GE 2778	\$390	ALL	Studio Art
ART-GE 2780	\$390	ALL	Studio Art
ART-GE 2782	\$390	ALL	Studio Art
ART-GE 2783	\$390	ALL	Studio Art
ART-GE A784	\$390	ALL	Studio Art
ART-GE 2785	\$390	ALL	Studio Art
ART-GE 2786	\$390	ALL	Studio Art
ART-GE 2787	\$390	ALL	Studio Art
ART-GE 2788	\$390	ALL	Studio Art
ART-GE 2791	\$390	ALL	Studio Art
ART-GE 2793	\$390	ALL	Studio Art
ART-GE 2794	\$390	ALL	Studio Art

Music and Performing Arts Professions

Course Number	Cost	Sections	Type
MPABR-GE 2111	\$135	ALL	Private Lesson
MPABR-GE 2181	\$106	ALL	Recital
MPAJZ-GE 2026	\$106	ALL	Recital
MPAJZ-GE 2370	\$135	ALL	Private Lesson
MPAPE-GE 2026	\$106	ALL	Recital
MPAPE-GE 2356	\$135	ALL	Private Lesson
MPAPS-GE 2111	\$135	ALL	Private Lesson
MPAPS-GE 2181	\$106	ALL	Recital
MPASS-GE 2111	\$135	ALL	Private Lesson
MPASS-GE 2112	\$135	ALL	Private Lesson
MPASS-GE 2121	\$106	ALL	Recital
MPASS-GE 2181	\$106	ALL	Recital
MPATC-GE 2026	\$106	ALL	Recital
MPATC-GE 2321	\$135	ALL	Private Lesson
MPAVP-GE 2111	\$135	ALL	Private Lesson
MPAVP-GE 2112	\$135	ALL	Private Lesson
MPAVP-GE 2113	\$135	ALL	Private Lesson
MPAVP-GE 2121	\$106	ALL	Recital
MPAVP-GE 2410	\$135	ALL	Private Lesson
MPAWW-GE 2111	\$135	ALL	Private Lesson
MPAWW-GE 2181	\$106	ALL	Recital

Nutrition and Food Studies

Course Number	Cost	Sections	Type
FOOD-GE 2025	\$150		Activity Fee
FOOD-GE 2030	\$50		Activity Fee
FOOD-GE 2160	\$60		Activity Fee
FOOD-GE 2216	\$95		Activity Fee

FOOD-GE 2233	\$75	Activity Fee
FOOD-GE 2261	\$100	Activity Fee

Physical Therapy

Course Number	Cost	Sections	Type
PAT-GE 2120	\$65	ALL	Lab
GEPTPSDPT	Variable		DPT Flat Rate

DOCTORAL ADVISEMENT FEE

Doctoral students should consult page 459

DEFERRED PAYMENT PLAN

The Deferred Payment Plan allows a student to pay 50 percent of the net balance due for the current term on the payment due date and defer the remaining 50 percent until later in the semester. This plan is available to students who meet the following eligibility requirements:

- Matriculated and registered for 6 or more units
- Without a previously unsatisfactory University credit record
- Not in arrears (past due) for any University charge or loan

The plan includes a nonrefundable application fee of \$50, which is to be included with the initial payment on the payment due date. Interest at a rate of 1 percent per month on the unpaid balance will be assessed if payment is not made in full by the final installment due date. A late payment fee will be assessed on any late payments.

A separate deferred payment plan application and agreement is required for each term this plan is used. The Deferred Payment Plan will be available at nyu.edu/bursar in July for fall term and in December for the spring term.

A separate deferred payment plan application and agreement is required for each term this plan is used. The Deferred Payment Plan application will be available at www.nyu.edu/bursar/forms in July for the fall term and in December for the spring term.

For additional information, please visit the Office of the Bursar website at 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 Afford.com (nyu.afford.com/home). The plan is open to all NYU students with the exception of the School of Professional Studies noncredit division. This interest-free plan allows for all or a portion of a student's educational expenses (including tuition, fees, room, and board) to be paid in monthly installments. The traditional University billing cycle consists of one large lump-sum payment due at the beginning of each term.

TuitionPay is a budget plan that enables a family to spread payments over the course of the

academic year. By enrolling in this plan, you spread your fall term tuition payments over a four-month period (June through September) and your spring term tuition payment over another four-month period (November through February).

With this plan, you budget the cost of your tuition and/or housing, after deducting any financial aid you will be receiving and/or any payments you have made directly to NYU. For additional information, contact TuitionPay at 800-772-4867 or outside of the US or Canada 401-921-3999 or visit the NYU Bursar website nyu.edu/bursar under Payment Plans.

Withdrawal and Refund of Tuition

A student who for any reason finds it impossible to complete a course for which they have registered should consult with an academic adviser and file and request a class withdrawal through the student's Albert Student Center. (Note: An official withdrawal must be filed if a course has been canceled, and, in this case, the student is entitled to a refund of tuition and fees paid.) Withdrawal does not necessarily entitle the student to a refund of tuition paid or a cancellation of tuition still due. A refund of tuition will be made provided such withdrawal is filed within the scheduled refund period for the term (see schedule below).

Merely ceasing to attend a class does not constitute official withdrawal, nor does notification to the instructor. A stop payment of a check presented for tuition does not constitute withdrawal, nor does it reduce the indebtedness to the University. The 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 class withdrawal request 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.

Graduate Refund Schedule

Withdrawing from one or more class but will remain enrolled in at least one class

Fall and spring terms only

This schedule is based on the total applicable charge for tuition excluding nonreturnable fees and deposits.

- Courses dropped during the first two weeks of the term: 100 percent tuition and fees refund
- Courses dropped after the first two weeks of the term: NONE

Graduate Refund Schedule for Complete Withdrawals

Withdrawing from all classes

Fall and spring terms only

This schedule is based on the total applicable charge for tuition excluding nonreturnable fees and deposits. All dates below are based on the official opening date of the term, not the first meeting of the class. Some programs follow an academic calendar that is different from the NYU Academic Calendar. Students enrolled in these programs should consult the deadlines in their specific calendar.

- Withdrawal before the second day of the term: 100 percent tuition and fees refund
- Withdrawal before the end of the first week of the term: 100 percent tuition refund only
- Withdrawal before the end of the second week of the term: 70 percent tuition refund only
- Withdrawal before the end of the third week of the term: 55 percent tuition refund only
- Withdrawal before the end of the fourth week of the term: 25 percent tuition refund only
- Withdrawal after the end of the fourth week of the term: NONE

For exact dates for a specific term, please refer to the University Registrar website at nyu.edu/bursar

NOTES:

- After the official opening date of the term, the registration and services fee is not returnable.
- The first calendar week consists of the first seven days beginning with the official opening date of the term (not the first day of the class meeting).
- A student may not withdraw from a class after the ninth week of the fall or spring term or the last three days of each summer session.

Refunds resulting from Dropping Courses or Complete Term Withdrawal: If you drop a course or withdraw from the university completely, your tuition and registration fee charges are subject to the University Refund Schedule policy. If you are a financial aid recipient, your refund will not be processed until a calculation is performed to determine the amount of financial aid, if any, you are still eligible to receive.

- Federal regulations require adjustments reducing financial aid if a student withdraws even after the NYU refund period. Financial aid amounts will be adjusted for students who withdraw through the ninth week of the term and have received any federal grants or loans. This adjustment may result in the student's bill not being fully paid. NYU will bill the student for this difference. The student will be responsible for payment of this bill before returning to NYU and will remain responsible for payment even if they do not return to NYU.
- For any term a student receives any aid, that term will be counted in the satisfactory academic progress standard. This may require the student to make up units before receiving any further aid. Please review the "satisfactory academic progress" standard for the Steinhardt School of Culture, Education, and Human Development so you do not jeopardize future terms of aid.

- Exceptions to the published refund schedules may be appealed in writing by emailing steinhardt-registration-and-advisement-group@nyu.edu or to the Committee on Refunds, 82 Washington Square East, 2nd Floor, New York, NY 10003. It should be supported by appropriate documentation regarding the circumstances that warrant consideration of an exception. Exceptions are rarely granted.
- Federal regulations require adjustments reducing financial aid if a student withdraws even after the NYU refund period. Financial aid amounts will be adjusted for students who withdraw through the ninth week of the term and have received any federal grants or loans. This adjustment may result in the student's bill not being fully paid. NYU will bill the student for this difference. The student will be responsible for payment of this bill before returning to NYU and will remain responsible for payment even if they do not return to NYU.

For any semester a student receives any aid, that term will be counted in the satisfactory academic progress standard. This may require the student to make up credits before receiving any further aid.

Tuition Insurance

NYU encourages all students to purchase tuition insurance in case a withdrawal after the refund period becomes necessary. Please contact A.W.G. Dewar, Inc., Four Batterymarch Park, Quincy, MA 02169; 617-774-1555; www.tuitionrefundplan.com, for more information.

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/admissions/paying-your-education and on the NYU Office of Financial Aid website, www.nyu.edu/financial.aid.

Many awards are granted purely on the basis of scholastic merit. Others are based on financial need. However, it is frequently possible to receive a combination of awards based on both. Thus, scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. To ensure that maximum sources of available support will be investigated, students must apply for financial aid by the appropriate deadline.

A student who has received a financial aid award must inform the NYU Office of Financial Aid or the Office of Graduate Admissions if they subsequently decide 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 they intend to register. A change in registration therefore may necessitate an adjustment in financial aid.

HOW TO APPLY

Students must submit the Free Application for Federal Student Aid (FAFSA), and later, New York State residents must also complete the New York State Tuition Assistance Program (TAP) application. (The TAP application is available online. See www.nyu.edu/financial.aid/tap.html.)

The FAFSA (available online at <https://studentaid.gov/h/apply-for-aid/fafsa>) is the basic form for all student aid programs; be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to New York University. (NYU's federal code number is 002785.)

Students requiring summer financial aid are required to submit two FAFSAs, one from the prior academic year and one for the upcoming academic year.

ELIGIBILITY

To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration. Generally, University-administered aid is awarded to full-time students. Half-time students (at least 6 units per semester) may be eligible for a federal Stafford Student Loan or a federal PLUS Loan, but they must also maintain satisfactory academic progress.

Citizenship

In order to be eligible for federal aid from NYU, students must be classified either as US citizens or as eligible noncitizens. Students are considered to be eligible for financial aid if they meet the criteria listed on NYU's Financial Aid website at www.nyu.edu/financial.aid.

Renewal Eligibility

Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the NYU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing.

Withdrawal

Students should follow the official academic withdrawal policy described in this bulletin. Those receiving federal aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the US government. The amount of federal aid "earned" up to that unit is determined by the withdrawal date and a calculation based on the federally prescribed formula. Generally, federal assistance is earned on a pro rata basis.

UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS

Through the generosity of its alumni and other concerned citizens, as well as from funds supplied by the federal government, the University is able to provide an extensive financial aid program for its students. Awards are competitive and based on academic achievement, test scores, and, in most cases, financial need.

Scholarships and Grants

Scholarships and grants awarded by the school generally range from \$500 to full tuition.

Part-Time Employment

Most financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses.

It is not necessary to be awarded work-study earnings in order to use the services of the Wasserman Center for Career Development and its extensive listings of on-campus and off-campus jobs. Students may use the center as soon as they have paid their tuition deposit and may also wish to use the center as a resource for summer employment.

As one of the largest urban areas in the world, New York City offers a wide variety of opportunities for part-time work. Many students work in order to gain experience in a field that they wish to enter after graduation and to help meet educational expenses. Many employers list positions with the Wasserman Center. The Wasserman 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/admissions/paying-your-education.

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

Deans Opportunity Scholarships

Peace Corps Returnee Scholarships

AmeriCorps Scholarship

Teach for America Scholarship

Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutions (HSI), and Tribal Colleges Scholarship

Health Professions Opportunity Scholarships

Diversabilities Scholarship

First Generation Scholarship

LGBTQ+ Diversity Scholarship

City Year Scholarship

Teach for America Alumni Scholarship

Urban Educators Impact Scholarship

Dorothy Height Impact and Inclusion Award

NYC Community Impact Scholarship

Part-Time Study

Centennial 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, New York, NY 10003; 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. 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.

NYU's America Reads/Counts. NYU's program is the largest in the nation. This is an excellent opportunity for graduate students to earn money while working in a rewarding job. Under the supervision of classroom teachers, NYU students work to help school children acquire literacy and/or math skills. Tutors need not be enrolled in a teacher preparation program or have prior tutoring experience, but they must be able to make a minimum weekly commitment of six hours in blocks of no less than two hours during the school day (8:30 a.m. to 3:00 p.m.). Tutors must have a Federal Work-Study Program allotment determined on the basis of the FAFSA. For more information, please visit www.nyu.edu/students/getting-involved/leadership-and-service/volunteer-service/america-reads-america-counts.html.

Funding Program for Full-Time NYU Steinhardt PhD Students

Full-time NYU Steinhardt PhD students without alternate funding sources are eligible for a generous funding package that includes a scholarship and tuition remission.

The Steinhardt Fellows Program

The basic, full-time PhD funding package includes an annual stipend, tuition remission for required coursework, and student health insurance through the fourth year. Complete details are provided with each offer of admission.

Research Assistantships

Some doctoral students may 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. For the duration of the assistantship, Research Assistants receive funding that includes tuition remission for required course work, student health insurance, and a stipend. Research Assistants may not perform additional work assignments such as teaching or grading.

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 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. Additional guidance may be obtained at 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 see www.nyu.edu/admissions/financial-aid-and-scholarships/federal-direct-loans.html.

Federal Direct PLUS Loan. This loan is available to qualifying graduate and professional students. Direct PLUS loans help pay for education expenses up to the cost of attendance minus all other financial aid received. The US Department of Education will evaluate the borrower's credit history to determine if they are eligible to use this loan. Interest is accruing and charged annually for this loan. If the borrower has an adverse credit history, they may be denied this loan. Borrowers may contact the Department of Education at 800-848-0979 for additional information.

Private Loans

NYU students should apply for all eligible financial assistance available before considering a private, alternative loan. Private loan interest rates, terms, conditions and eligibility requirements will vary, and the borrower (and co-borrower, if applicable) should first compare a variety of private student loans offered by banks and other education loan providers and apply only for the alternative loan that best suits their needs.

Please think carefully about your obligations as a borrower before pursuing any educational loan. Consider your educational investment at NYU, as well as your long-term financial commitments when borrowing.

Private (nonfederal) Alternative Loan Programs. This kind of loan may be a financing option for students and families who are not eligible for federal aid or who need additional funding beyond the maximum amounts offered by federal loans. For more information on private alternative loans visit our website www.nyu.edu/financial.aid/private-loans.php.

Student Employment

New York University provides a wide range of employment opportunities for students, and all are encouraged to take advantage of the placement services (including summer jobs) offered by the Wasserman Center for Career Development. Students may use the center immediately upon payment of their tuition deposit.

Federal Work-Study

Financial aid award packages may include work-study, depending on need. A student who is eligible to participate in the Federal Work-Study Program may earn up to the amount recommended in the package. Federal Work-Study jobs, averaging from 15 to 20 hours per week, are secured through the Wasserman Center for Career Development, located at 133 East 13th Street. Positions in various on-campus departments and organizations are available (though not guaranteed). Work-study is not deducted from a student's Bursar bill. Work-study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses.

Employee Education Plans

Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training

directors about the existence of a company tuition plan. Students who receive tuition reimbursement and NYU employees who receive tuition remission from NYU must notify the Office of Financial Aid if they receive this benefit.

Student Activities/ School and University Services

The Office of the Associate Dean for Student Affairs (Pless Hall, 2nd Floor, 212-998-5025, steinhardt.nyu.edu/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 Student Engagement and 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.

SCHOOL SERVICES

OFFICE OF STUDENT ENGAGEMENT AND SERVICES

PLESS HALL, 2ND FLOOR, NEW YORK, NY 10003

TELEPHONE: 212-998-5065

E-MAIL: steinhardt.student.matters@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 services, 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 Student Engagement and 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 AND DOCUMENT DIVERSE STUDENT SERVICES

The Office of Student Engagement and Services provides liaison services and assists in the guidance and advisement of international and document diverse students. The office is responsible for overseeing the New Graduate Student Seminar for International Students (SAHS-GE 2003), a required noncredit course that meets during the student's first semester of residency. The seminar assists in orienting new students to the services and requirements of the school, the University, and the New York City community. See page 453.

For all matters pertaining specifically to student visas, international students are directed to the Office of Global Services, 383 Lafayette Street, New York, NY 10003.

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 club at NYU Steinhardt. The GSO, 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, Pless Hall, 3rd Floor, New York, NY 10003; 212-998-5351; steinhardt.gso@nyu.edu.

SPECIAL AWARDS FOR EXCELLENCE AND SERVICE TO THE SCHOOL

The Office of Student Affairs administers special awards for scholarship and service to the school. Nominations for these awards are solicited from all members of the NYU Steinhardt community. The John W. Withers Memorial Award and the E. George Payne Memorial Award are awarded to graduating seniors and graduate students who have shown evidence of exemplary scholarship and service to the school. The Ida Bodman Award and the Samuel Eshborn Service Award are given on the basis of the quality of service that a student has given to the school. The Arch Award is given to undergraduate and graduate students based on the unique and beneficial quality of their cumulative record of service to their fellow students, faculty, and administration of the school. Information regarding applications and a complete listing of awards and deadlines for awards can be found at steinhardt.nyu.edu/graduation/awards.

STUDENT RESEARCH AND CREATIVE PROJECTS GRANT

Outstanding students in the Steinhardt School of Culture, Education, and Human Development are invited to apply for the Student Research and Creative Project Grant. Steinhardt students may be awarded up to \$1,000 to explore a faculty-sponsored independent research project or a specific component of thesis or dissertation work, e.g., instrument development and/or validation or a pilot study. Proposed research must be conducted within the time specified and must adhere to guidelines established by the University Committee on Activities Involving Human Subjects.

Grant recipients are expected to submit a written report once research is completed, including the question under investigation, research methods, results, conclusions, and how the monies from the grant were used. Grant recipients are also expected to present their findings at the annual Research and Scholarship Showcase hosted by the Graduate Student Organization (GSO). For details and to download an application, visit steinhardt.nyu.edu/research/student.

UNIVERSITY SERVICES AND STUDENT ACTIVITIES

Center for Student Life

The Center for Student Life provides comprehensive programs, activities, and services that enhance the student experience, support student organizations, encourage effective citizenship, develop student leaders, and create community.

Kimmel Center for University Life

60 Washington Square South, 7th Floor, New York, NY 10003

Telephone: 212-998-4411

Email: student.life@nyu.edu

Ticket Central Box Office

Skirball Center

566 LaGuardia Place, New York, NY 10003

Telephone: 212-998-4949

Website: www.nyu.edu/ticketcentral

ALUMNI ACTIVITIES

Office for University Development and Alumni Relations

44 West 4th Street, New York, NY 10012

Telephone: 212-998-4040

Email: alumni.info@nyu.edu

Website: alumni.nyu.edu

ATHLETICS

Department of Athletics, Intramurals, and Recreation 404 Fitness

404 Lafayette Street, New York, NY 10003

Telephone: 212-998-2021

Email: coles.sportscenter@nyu.edu

Website: www.gonyuathletics.com

Palladium Athletic Facility

140 East 14th Street, New York, NY 10003

Telephone: 212-992-8500

Website: www.nyu.edu/palladiumathleticfacility

BOOKSTORES

Main Bookstore

726 Broadway, New York, NY 10003

Telephone: 212-998-4667

Website: www.bookstores.nyu.edu

Computer Store

726 Broadway, New York, NY 10003

Telephone: 212-998-4672

Email: computer.store@nyu.edu

Website: www.bookstores.nyu.edu

CAREER SERVICES

Wasserman Center for Career Development
133 East 13th Street, 2nd Floor, New York, NY 10003
Telephone: 212-998-4730; Fax: 212-995-3827
Website: www.nyu.edu/careerdevelopment

COMPUTER SERVICES AND INTERNET RESOURCES

Information Technology Services (ITS)
Client Services Center 10 Astor Place, 4th Floor, New York, NY 10003
Telephone Help Line: 212-998-3333
Website: www.nyu.edu/its

COUNSELING SERVICES (CWS)

Counseling and Wellness Services
726 Broadway, Suite 471, New York, NY 10003
Telephone: 212-998-4780
Email: wellness.exchange@nyu.edu
Website: www.nyu.edu/counseling

DINING

NYU Campus Dining Services
Telephone: 212-995-3030
Website: www.nyudining.com

ACCESSIBILITY, SERVICES FOR STUDENTS

Henry and Lucy Moses Center for Student Accessibility
726 Broadway, 2nd Floor, New York, NY 10003
Telephone: 212-998-4980 (voice and TTY)
Website: www.nyu.edu/csd

HEALTH

Wellness Exchange
726 Broadway, Suite 402, New York, NY 10003
Telephone: 212-443-9999
Website: www.nyu.edu/999

Student Health Center (SHC)

726 Broadway, 3rd and 4th Floors, New York, NY 10003
Telephone: 212-443-1000
Website: www.nyu.edu/health

Counseling (see Counseling Services)

Emergencies and After-Hours Crisis Response

- For a life- or limb-threatening emergency, call 911.
- For a non-life-threatening emergency, call Urgent Care Services at SHC, 212-443-1111.
When the SHC is closed, call the NYU Department of Public Safety, 212-998-2222.

- For mental health emergencies, call the Wellness Exchange hotline at 212-443-9999 or the NYU Department of Public Safety at 212-998-2222 to be connected to a crisis response coordinator.

Immunizations

Telephone: 212-443-1199

Insurance

Telephone: 212-443-1020

Email: health.insurance@nyu.edu

Website: www.nyu.edu/shc/about/insurance.html

Pharmacy Services

Telephone: 212-443-1050

Website: www.nyu.edu/shc/medservices/pharmacy.html

HOUSING

Office of Residential Life and Housing Services

726 Broadway, 7th Floor, New York, NY 10003

Telephone: 212-998-4600; Fax: 212-995-4099

Email: housing@nyu.edu

Website: www.nyu.edu/Life/living-at-nyu

Summer Housing

Telephone: 212-998-4621

Website: www.nyu.edu/summer

INTERNATIONAL STUDENTS

Office of Global Services

383 Lafayette Street, New York, NY 10003

Telephone: 212-998-4720

Email: ogs@nyu.edu

Website: www.nyu.edu/ogs

LESBIAN, GAY, BISEXUAL, AND TRANSGENDER+ STUDENT CENTER

60 Washington Square South, Suite 602, New York, NY 10012

Telephone: 212-998-4424

Email: lgbtq@nyu.edu

Website: www.nyu.edu/lgbtq

MULTICULTURAL EDUCATION AND PROGRAMS

Center for Multicultural Education and Programs (CMEP)

Kimmel Center for University Life

60 Washington Square South, Suite 806, New York, NY 10012

Telephone: 212-998-4343

Website: www.cmep.nyu.edu

RELIGIOUS AND SPIRITUAL RESOURCES

Center for Spiritual Life

238 Thompson Street, New York, NY 10012

Email: spiritual.life@nyu.edu

Website: www.nyu.edu/spiritual.life

SAFETY ON CAMPUS

Department of Public Safety

7 Washington Place, New York, NY 10003

Telephone: 212-998-2222; 212-998-2220 (TTY)

Email: public.safety@nyu.edu

Website: www.nyu.edu/public.safety

Graduate Study/General Requirements

CONTENTS

The general requirements for each graduate degree or certificate/diploma program in the Steinhardt School of Culture, Education, and Human Development are described in this section.

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New International Student Seminar

Participation in the New Graduate Student Seminar for International Students Seminar (SAHS-GE 2003) is required of all new graduate international students during their first term in residence. (Occupational Therapy Post Professional MA students enroll in OT-GE 2000 New Student Seminar in Occupational Therapy. International students in this program also register in OT-GE 2601 New International Graduate Student Seminar. Instrumental Performance students registered for additional English Language support also enroll in MPASS-GE 2601 Extended New Graduate Student Seminar for International Students.) The seminar explores professional issues and provides additional orientation and guidance to the school, University, and city. For further information, consult the Office of the Associate Dean for Student Affairs, Pless Hall, 2nd Floor, New York, NY 10003; call 212-998-5065 or email steinhardt.student.matters@nyu.edu.

Graduation/Degree Conferral

Students may have their degrees conferred in September, January, or May. Selected programs may offer a degree conferral in July. The Commencement ceremony for all schools is held in May. Students must apply for graduation through their Student Center in Albert. A student must be enrolled for either coursework or maintenance of matriculation during the academic year (September 1–August 31) of graduation. In order to graduate in a specific term, a student must apply for graduation within the application deadline period indicated on the calendar. (See the graduation deadlines calendar and general information about graduation on the Office of the Registrar's webpage at www.nyu.edu/registrar). If the student does not successfully complete all academic requirements by the end of the term, they must reapply for graduation for the following cycle.

MASTER'S DEGREE

The student must complete satisfactorily a minimum of 30 units in graduate courses. A thesis may be substituted for 4 units of residence courses on the first level, if program requirements allow. At least 24 of these units must be earned under the auspices of the Steinhardt School of Culture, Education, and Human Development in courses of the second (2) level or above, taken under advisement in the Steinhardt School of Culture, Education, and Human Development. Master's degree students are required to take a minimum of 18 units of graduate coursework after establishment of matriculation (which occurs at the time of their first registration), even if this involves taking more courses than minimally required.

Coursework in progress during the semester in which matriculation is established may be counted toward this requirement. This policy applies to all new students who register as nonmatriculated special students (nondegree) but who plan on applying for a degree.

The student's program of study is determined through consultation with the program adviser. The residence 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 remain active in a master's degree or advanced certificate/diploma program, students must complete at least one 3-unit course each academic year at New York University. In lieu of such completion, students must enroll in the appropriate course as directed by their adviser and pay the maintenance fee. (See Tuition, Fees, and Expenses; and Financial Aid, pages 432 and 439.)

Time to Degree

A candidate for a master's degree must complete all requirements within six years of the date of matriculation including any terms a student is maintaining matriculation. If a master's student does not maintain continuous matriculation, the faculty will reevaluate the student's credentials, 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.

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 Field Studies in conjunction with the course instructors arranges placements.

Students should consult their curriculum advisers well in advance regarding prerequisites for clearance for student teaching as well as requirements for successful completion of the student teaching course(s). Full-time employment concurrent with student teaching is prohibited.

GENERAL REQUIREMENTS FOR ALL APPLICANTS FOR STUDENT TEACHING

All applicants must have an overall grade average of 2.5.

- Graduate transfer students from other institutions must have completed a minimum of 8 units of credit at New York University, selected in consultation with their curriculum advisers, prior to the term in which student teaching is undertaken.
- All applicants must submit to the Office of Field 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 or EMAT-GE 2030 What Are My Professional Responsibilities?
2. The Education Department also requires employees in New York State school districts, Boards of Cooperative Educational Services (BOCES), or charter schools to be fingerprinted. The legislation does not require a student teacher or a person in a field placement to be fingerprinted unless such an individual is being compensated for their service and therefore considered to be an employee. For students in early childhood education,

assignments in a pre-school-age setting may require fingerprinting under the auspices of the New York City Health Department prior to entering the field.

3. All prospective teachers must pass the required New York State Teacher Certification Examinations. Scores are automatically reported to the New York State Education Department. Please consult your departmental certification liaison for details.
4. All prospective teachers in early childhood and childhood education must have the following on either the undergraduate or graduate level: 1) College-level work in English, mathematics, science, social studies, and a language other than English (American Sign Language is acceptable); and 2) a concentration in one of the liberal arts or sciences.

Notice: New York State and Title II of the 1999 National Higher Education Act specify that the institutional pass rates on State Teacher Exams be published for schools offering teacher education programs. Statistics on the New York State Teacher Certification Examinations for the Steinhardt School of Culture, Education, and Human Development at New York University are as follows for graduates of the 2020 class: a total of 102 graduates completed the Educating All Students (EAS) test with a pass rate of 95 percent. 147 graduates completed Content Knowledge Tests (CSTs), yielding a pass rate of 100 percent.

NEW YORK STATE TEACHER CERTIFICATION

Initial Certificate. The first teaching certificate obtained by a candidate who has met the requirements of the current regulations. Requirements include the completion of a program registered under these regulations and passing scores on the required New York State Teacher Certification exams. The Initial Certificate will be issued only to students completing programs that are registered as leading to the Initial Certificate. Candidates receiving an Initial Certificate will need to qualify for a Professional Certificate.

Professional Certificate. The Professional Certificate is the final teaching certificate awarded that qualifies a candidate who has met the requirements of the current regulations to teach in the public schools of New York State. Requirements include an appropriate master's degree and three years of teaching experience, including one year of mentored teaching experience. Holders of the Professional Certificate are required to complete 100 Continuing Teacher and Leader Education (CTLE) hours of professional development every five years.

Terminal Experience

An appropriate terminal or culminating academic experience is required for all students. Students completing a thesis as the terminal experience should consult their academic programs for details.

Graduate Transfer Credit/Advanced Standing

Master's degree students may transfer up to (but not 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 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. Forms for approval of transfer credit are available here: steinhardt.nyu.edu/current-students/register-classes/student-advisement/forms-and-publications.

Graduation/Degree Conferral Requirements: Master's Programs

Students must apply for graduation in their Student Center in Albert by the beginning of the student's final term. It is the student's responsibility to apply for graduation within the specified graduation application period. Exact deadline dates are available here: nyu.edu/students/student-information-and-resources/registration-records-and-graduation/graduation-and-diplomas/graduation-information.html#Apply.

Advanced Certificate/Diploma Programs

The school offers advanced certificate programs ranging from 12 to 30 units and advanced diploma programs in instrumental performance for 18 units.

Certificate/Diploma Requirements

Post-baccalaureate advanced certificate programs are only open to students holding a baccalaureate degree from a recognized institution. Post-master's advanced certificate/diploma programs are open only to students holding a master's degree from a recognized institution.

Grade Average

A scholastic average of 3.0 in required courses is necessary for graduation/degree conferral from post-master's advanced certificate or diploma programs. A scholastic average of 2.5 in required courses is necessary for graduation from post-baccalaureate advanced certificate programs.

Maintenance Of Matriculation

To maintain matriculation in any advanced certificate or diploma program, students must complete at least 3 units each academic year (fall and spring) at New York University, under the auspices of the Steinhardt School of Culture, Education, and Human Development. In lieu of such completion, students must enroll in the appropriate course as directed by their adviser and pay the maintenance fee. All course requirements must be completed within four years from the date of matriculation to complete all requirements for advanced certificate or diploma programs of 29 units or less (which includes terms a student is maintaining matriculation). See Tuition, Fees, and Expenses; and Financial Aid, pages 432 and 439.

CERTIFICATES OF ADVANCED STUDY: 30 UNITS

For advanced certificate programs of 30 units (often referred to as certificates of advanced study), the following conditions must be met:

- A minimum of 15 units must be completed under the auspices of the Steinhardt School of Culture, Education, and Human Development after the term in which matriculation is approved.
- Of these 30 units, a minimum of 24 units must be completed in residence.

- Of these 30 units, a maximum of 6 units of advanced standing may be applied for prior graduate-level coursework completed at an accredited institution with a grade of B or better, not applied to another degree.
- While professional work experience is not required prior to matriculation in the 30-unit advanced certificate, the certificate will be granted only after the student has had three years of satisfactory, related professional experience, obtained either before or during the pursuit of the 30-unit advanced certificate program.
- Students have six years following the date of matriculation to complete all requirements for the 30-unit advanced certificate. If a student has not maintained continuous matriculation, the program director may reevaluate the students' credentials and may credit only those courses completed within the last 10-year period toward program requirements.

DOCTOR OF PHILOSOPHY/DOCTOR OF EDUCATION PROGRAMS

The purposes of the doctoral programs in the school are to prepare people who will advance and transmit knowledge and to prepare people for educational, administrative, and other professional services. Doctoral programs require a minimum of three academic years of full-time graduate-level study after the baccalaureate degree, or their equivalent in part-time study. In the Steinhardt School of Culture, Education, and Human Development, full-time academic study is defined as 12 credits per term unless otherwise defined by a specific academic program.

Students are reminded that, in general, the degree requirements applying to them are defined in the bulletin for the academic year in which their matriculation is established.

REQUIREMENTS FOR DOCTORAL MATRICULATION

All applicants for admission to doctoral study in the Steinhardt School of Culture, Education, and Human Development must submit a completed admission application; official transcripts documenting higher education; if required, official scores from the Graduate Record Examination (GRE) general test, including the verbal, quantitative, and analytical sections; and payment of the required fees, along with any other program-specific requirements as outlined in the Application for Graduate Admissions. The Test of English as a Foreign Language (TOEFL) is mandatory for all applicants whose native language is not English and who did not receive a bachelor's degree at an English-speaking college or university. Applicants should arrange to take the GRE through the Educational Testing Service, Princeton, NJ 08541.

Scores, to be official, must be reported through the Educational Testing Service to the Office of Graduate Admissions (Institution Code 2556), Steinhardt School of Culture, Education, and Human Development, New York University, Pless Hall, 3rd Floor, 82 Washington Square East, New York, NY 10003.

Applications for on-campus doctoral study are considered for the fall semester only; applications for the online EdD in Leadership and Innovation are accepted twice a year. All admitted doctoral students are expected to enroll for the semester they are accepted or

must reapply for admission for the next academic year. (Reapplication does not guarantee readmission.)

Advisement and Registration

Applicants who are accepted and permitted to register and who wish to begin their programs as full-time students may register during no more than 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).

Establishment of Formal Matriculation in Doctoral Programs

Each program has a doctoral admissions committee that evaluates the applicant's application based on the following:

- The applicant's grade unit average from previous degree programs
- If required, the applicant's scores on the Graduate Record Examination (GRE). All GRE scores must be official as determined by the Office of Graduate Admissions.
- All supplemental materials required by the program
- Personal interview, when appropriate
- The applicant's work and academic background
- Full-time doctoral students are required to complete the degree within eight years of the date of matriculation. Part-time doctoral students are required to complete the degree within 10 years of the date of matriculation. A student is not permitted to be matriculated for more than one degree at a time.

TRANSFER CREDIT

There is no provision for transfer credit at the doctoral level. Graduate study completed at an accredited institution; not applied to another graduate degree; completed with a grade of A, B, or Pass; and not more than 10 years old may be presented for consideration of exemption from certain coursework, if appropriate, without reference to transfer of units.

ADMISSION TO CANDIDACY

All doctoral students are required to satisfy a departmental candidacy requirement. Departments and programs use different methods for determining a student's eligibility for admission to degree candidacy, e.g., written tests, oral tests, research papers, performances, or other creative work, alone or in combination.

Successful completion of the departmental candidacy requirement in the program of

specialization provides the basis of acceptance into doctoral candidacy following formal matriculation. Below are the two schoolwide prerequisites for the candidacy examination as well as regulations concerning the examination itself.

Matriculation Prerequisite. Only doctoral students who are fully matriculated are eligible for departmental candidacy. Matriculation is established during the first semester of registration in the doctoral program.

Good Academic Standing Prerequisite. All doctoral students are required to have a cumulative, doctoral grade unit average of 3.0 to qualify for departmental candidacy.

At an early stage of doctoral study, doctoral students should confer with their departmental advisers in order to plan the remaining courses necessary as preparation for candidacy. Doctoral students may not sit for the candidacy examination more than twice. In the event that a student fails the candidacy examination a second time, matriculation in the doctoral program is automatically terminated.

Candidacy examination applications are available at the Office of Doctoral Studies, Pless Hall, 2nd Floor, 82 Washington Square East, New York, NY 10003 or online at steinhardt.nyu.edu/current-students/doctoral-studies/proposal-and-dissertation-policies-and-guidelines/forms-and.

If doctoral candidacy is not accepted, matriculation will be suspended. If candidacy is subsequently accepted, the original date of matriculation will be restored.

Maintaining Matriculation. All doctoral students must maintain matriculation either by registering for credit-bearing coursework or enrolling in MAINT-GE 4747 Maintenance of Matriculation each semester, exclusive of summers. Doctoral students who are beyond the maximum allowable matriculation period are required to register each semester (exclusive of summers) for DCADV-GE 3400 Doctoral Advisement, 1 credit.

APPOINTMENT OF PHD DISSERTATION COMMITTEES

The following regulations apply to dissertation committee appointments for all PhD candidates in NYU Steinhardt.

The dissertation committee chairperson and at least one committee member must be full-time members of the faculty of New York University, holding the rank of professor, associate professor, or assistant professor with an earned doctorate. The chairperson is to come from the student's program of specialization. Further, in order to ensure a diversity of perspectives during the proposal and dissertation development process, at least one member of the committee must hold a professorial appointment in a program different from the student's program. Part-time adjunct faculty, clinical assistant professors, and persons with an affiliation other than New York University may serve as committee members with the approval of the Department Chairperson and the Vice Dean for Academic Affairs. Students requesting the appointment of such a member will be required to submit a copy of the proposed member's curriculum vitae or faculty bio along with the required dissertation committee appointment form to the Office of Doctoral Studies. All committee members must have earned doctorates.

Students may request, by exception, the appointment of a two-member committee. This request must be made in writing and must be countersigned by the dissertation committee chairperson. Three-member committees that have been officially appointed may only be reduced to two-member committees by exception and with the approval of the Department Chairperson and the Vice Dean for Academic Affairs. A two-member committee, at the written request of the student and the chairperson, may be increased to a three-member committee.

Students may request, by exception, the appointment of a four-member committee. As is the case with three-member committees, the chair and at least one member must be full-time members of the faculty of New York University holding the rank of professor, associate professor, or assistant professor with an earned doctorate. Students requesting a four-member committee should submit an additional “Request for Appointment of Dissertation Committee” form with the signature of the committee chair, the fourth member, and the department chair.

Students may request the appointment of a dissertation committee chairperson without simultaneously requesting the appointment of the remaining members of the committee by following the instructions on the committee appointment form. Students who elect to request the advance appointment of a chairperson will have one year from the date of the approval of the chairperson’s appointment to request the appointment of the remaining member(s) of the complete dissertation committee.

EdD Doctoral Committees Committee Composition. A doctoral committee will consist of at least three members. The chair should be a full-time tenured, tenure-track, or appropriate clinical faculty member in the candidate’s program of study. The committee should include a practice-active faculty member. A practicing professional from outside the university, who is a leader in the relevant field of practice, may be appointed as a third committee member either in place of or in addition to the practice-active faculty member.

DISSERTATION/CULMINATING PROJECT PROPOSAL

Following appointment of the doctoral committee, the candidate will prepare an original proposal for the dissertation or culminating project for approval by the committee and for review by the appropriate proposal review panel. All proposals must also be submitted to the Office of Doctoral Studies. The proposal must be approved before data collection and writing for the dissertation or culminating project begins. In the proposal, the candidate is expected to indicate clearly and concisely what is proposed, where information is to be obtained, and how the research or project is to be carried out. Guidelines for submission of the proposal are available online and in the Office of Doctoral Studies, Pless Hall, 2nd Floor.

MASTER OF PHILOSOPHY CONFERRAL

The MPhil is offered to students in select PhD programs when they have met all course requirements and have an approved dissertation proposal. Students may contact the Office of Doctoral Studies, Pless Hall, 2nd floor, to confirm their eligibility.

DISSERTATION/CULMINATING PROJECT

Candidates for the PhD degree must show ability for independent research and scholarly technique by means of a dissertation, the preparation of which will usually represent a substantial amount of research activity.

Candidates for the EdD must present a successfully completed dissertation or culminating project involving applied research in the field of education. The culminating project should be an inquiry-based project of value for informing practice and contributing to the advancement of knowledge. Guidelines must be academically appropriate and reasonable to the medium of practice. Each program will have its own discipline-specific guidelines.

No dissertation or final document or culminating project will be read regardless of any other consideration unless the English is technically accurate and the style and appearance satisfactory. (Consult steinhardt.nyu.edu/policies_doctoral/deadlines for dates for filing the dissertation.)

FINAL ORAL EXAMINATION

A commission of five faculty members will conduct the final oral examination for doctoral degrees. If a two-member dissertation or doctoral committee is appointed, the final oral examination commission shall be composed of four members. If a four-member dissertation or doctoral committee is appointed, the final oral commission shall be composed of six members. A candidate is eligible for this examination only after the approved dissertation or culminating project, abstract, and necessary forms (which may be obtained from the Office of Doctoral Studies) have been transmitted for examination purposes and all other scholastic requirements have been met. Consult steinhardt.nyu.edu/policies_doctoral/forms for dates for filing dissertations and for the final oral examination calendar. Final oral exams may not be scheduled outside of the final oral examination period posted on the website. The examination need not be restricted to a defense of the dissertation or culminating project.

Note: If a candidate fails the oral examination, they may appeal to the Vice Dean of Academic Affairs who may grant the privilege of a second oral examination by the same examining commission, provided that the examination shall not be given before six months have elapsed. No more than two oral examinations shall be permitted any one candidate. Such an appeal should be filed in the Office of Doctoral Studies.

TERMINATION OF CANDIDACY

A member of the faculty or dissertation committee may at any time recommend to the Associate Dean for Student Affairs the termination of a student's candidacy for a doctoral degree, provided that such recommendation is accompanied by substantiating evidence.

Matriculation is automatically terminated under the following circumstances:

- Expiration of the matriculation period without an approved extension
- Two outcomes of fail on the departmental candidacy examination
- Two outcomes of fail on the final oral examination

Active Degree and Certificate Programs as Registered by the New York State Education Department

PROGRAM/CONCENTRATION	DEGREE CONFERRED	HEGIS NUMBER
ART AND ART PROFESSIONALS		
Art Therapy	MA	1099
Costume Studies	MA	1099
Costume Studies and Library and Information Science (dual degree with Long Island University)	MA/MSLIS	10.99
Studio Art	MFA	1002
ARTS ADMINISTRATION		
Performing Arts Administration	MA	1008
Performing Arts Administration MA and BFA in Drama (dual degree with NYU Tisch School of the Arts)	MA	1008
Visual Arts Administration	MA	1099
Bilingual Education	Adv. Cert.; MA; PhD	0899
COMMUNICATIVE SCIENCES AND DISORDERS		
Communicative Sciences and Disorders	Adv. Cert.	1220
Communicative Sciences and Disorders	MS	1220
Communicative Sciences and Disorders (online program)	MS	1220
Communicative Sciences and Disorders	PhD	1220
COUNSELOR EDUCATION		
Counseling for Mental Health and Wellness	MA	0826
Counseling for Mental Health and Wellness (online program)	MA	0826
Counseling for Mental Health and Wellness and LGBT Health, Education, and Social Services Advanced Certificate	MA MA/Adv. Cert.	0826.01/2101
LGBT Health, Education, and Social Services	Adv. Cert.	2101
School Counseling: K-12	Adv. Cert., MA	0826.01
School Counseling: K-12 (online program)	MA	0826.01
School Counseling: K-12: Bilingual Extension	MA	0826.01
School Counseling: K-12, MA and Advanced Certificate (dual degree)	MA/Adv. Cert	0826.01

School Counseling: K-12, MA and LGBT Health, Education, and Social Services Advanced Certificate (dual degree)	MA/Adv.Cert.	0826.01/2102
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School Counseling: K-12: Bilingual Extension MA and LGBT Health, Education, and Social Services Advanced Certificate (dual degree)	MA/Adv. Cert	0826.01/2102
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DANCE AND DANCE EDUCATION

Teaching Dance in the Professions	MA	1007
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Teaching Dance in the Professions: American Ballet Theater Pedagogy	MA	1007
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DRAMA THERAPY

Drama Therapy (50 units, NYS licensure eligible)	MA	1099
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Drama Therapy (60 units, Eligible for licensure in most states other than NY)	MA	1099
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EARLY CHILDHOOD AND ELEMENTARY EDUCATION

Positions of Leadership: early Childhood and Elementary Education	PhD	0802
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EDUCATION AND JEWISH STUDIES

Education and Jewish Studies	MA	0899
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Education and Jewish Studies	PhD	1510
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EDUCATION AND SOCIAL POLICY

Education and Social Policy	MA	21.99
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EDUCATIONAL LEADERSHIP AND POLICY STUDIES

Educational Leadership and Policy Studies	EdD, PhD	0827
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Leadership and Innovation (online program)	EdD	
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EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY

Digital Media Design for Learning	MA	605
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Educational Communication and Technology	PhD	605
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Learning Experience Design and Technology	Adv. Cert.	TBD
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EDUCATIONAL LEADERSHIP

Educational Leadership: School District	Adv. Cert.	827
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Educational Leadership, Politics, and Advocacy	MA	899
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Educational Leadership and Policy Studies	EdD, PhD	827
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Leadership and Innovation	EdD	827
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EDUCATIONAL THEATRE

Educational Theatre in Colleges and Communities MA, EdD, PhD 1007

ENGLISH EDUCATION

English Education Secondary and College PhD 1501

English Education Secondary and College:
Applied Linguistics PhD 1501

English Education Secondary and College:
Literature, Reading, Media Education
Composition, and Curriculum Development PhD 1501

Teachers of English Language
and Literature in College Adv. Cert., MA 15.01

ENVIRONMENTAL CONSERVATION EDUCATION MA 0899

FOREIGN LANGUAGE AND TESOL EDUCATION

Foreign Language Education MA 1101

Teachers of English to Speakers of Other
Languages MA 1508

GAMES FOR LEARNING MS 0899

HIGHER AND POSTSECONDARY EDUCATION

Higher Education Administration EdD 0827

Higher Education and Student Affairs MA 0826

Higher and Postsecondary Education PhD 0827

HISTORY OF EDUCATION

History of Education PhD 0821

INTERNATIONAL EDUCATION

International Education MA 0899

International Education PhD 0899

International Education: Cross-Cultural
Exchange and Training PhD 0899

International Education: Global Education PhD 0899

International Education: International
Development Education PhD 0899

LITERACY EDUCATION

Literacy Education: B–6 MA 0830

MEDIA, CULTURE, AND COMMUNICATION

Media, Culture, and Communication MA, PhD 0601

MUSIC AND PERFORMING ARTS PROFESSIONALS

Classical Instrumental Performance	Adv. Dip.	1004
Jazz Instrumental Performance	Adv. Dip.	1004
Instrumental Performance	MM	1004
Brass		
Jazz		
Percussion		
Strings		
Woodwinds		
Music Business	MA	1099
Music Business: Music Technology	MA	1099
Music Education	MA	0832
Music Education	PhD	0832
Professional Studies in Music	ADCR	0832
Music Technology	MM	1099
Music Technology	PhD	1099
Tonmeister Studies	Adv. Cert.	1099
Music Theory and Composition	MM	1004.01
Music Theory and Composition: Screen Scoring	MM	1004.01
Music Theory and Composition: Songwriting	MM	1004.01
Piano Performance and Pedagogy	Adv. Cert.	1004.01
Piano Performance	MM	1004.01
Piano Performance: Collaborative Piano	MM	1004.01
Piano Performance: Solo Piano	MM	1004.01
Piano Performance MM and Piano Pedagogy Advanced Certificate (dual degree)	MM/Adv. Cert.	1004.01
Music Performance and Composition: For Composers	PhD	1004.01
Music Performance and Composition: Performance	PhD	1004
Music Therapists	MA	0832
Performing Arts Administration	MA	1008
Performing Arts Administration MA/BFA in Theatre (dual degree with NYU Tisch School of the Arts)	MA	1008

Vocal Pedagogy	Adv. Cert.	0832
Vocal Performance: Classical Voice	MM	0832
Vocal Performance: Contemporary Voice	MM	0832
Vocal Performance: Musical Theatre Performance	MM	0832
Vocal Performance: Classical Voice and Vocal Pedagogy (dual degree)	MM/Adv. Cert.	0832
Vocal Performance: Musical Theatre and Vocal Pedagogy (dual degree)	MM/Adv. Cert.	0832

NUTRITION AND DIETETICS

Food Studies	MA	1306
Food Studies and Food Management	PhD	1306
Food Studies and Library and Information Science (dual degree with Long Island University)	MA/MSLIS	1306
Nutrition and Dietetics, Clinical Nutrition (preprofessional)	MS	1306
Nutrition and Dietetics, Clinical Nutrition (for practicing registered dietitian nutritionists)	MS	1306
Nutrition and Dietetics, Foods and Nutrition	MS	1306
Nutrition and Dietetics	PhD	1306

OCCUPATIONAL THERAPY

Advanced Occupational Therapy (for practicing occupational therapists)	MA	1208
Occupational Therapy (for entry-level occupational therapists)	MS	1208
Occupational Therapy	DPS	1208
Occupational Therapy	OTD	1208
Occupational Therapy (online program)	OTD	1208
Occupational Therapy (two-tiered degree)	MS/OTD	1208
Research in Occupational Therapy	PhD	1208

PHYSICAL THERAPY

Orthopedic Physical Therapy	Adv. Cert.	1212
Physical Therapy (for entry-level physical therapists)	DPT	1212
Physical Therapy (for practicing physical therapists)	DPT	1212
Physical Therapists: Kinesiology	MA	1212
Physical Therapy: Research in Physical Therapy	PhD	1212

PSYCHOLOGY

Counseling Psychology	PhD	2004
Developmental Psychology	PhD	2004
Human Development Research and Policy	MA	2004
Psychology and Social Intervention	PhD	2004

REHABILITATION SCIENCES

Rehabilitation Sciences	PhD	1299
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SOCIOLOGY OF EDUCATION

Sociology of Education	MA, PhD	2208
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STATISTICS

Applied Statistics in Social Science Research	MS	1702
Applied Statistics in Social Research and Public and Nonprofit Management and Policy (dual degree with NYU Wagner School of Public Service)	MS/MPA	1702

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Post-Baccalaureate Study in Teaching English to Speakers of Other Languages	Adv. Cert.	1508
Post-Masters Study for Teachers of Foreign Languages	Adv. Cert.	0899
Post-Masters Study in Teaching English to Speakers of Other Languages	Adv. Cert.	0899
Teachers of English to Speakers of Other Languages— College	PhD	1508

Teaching and Learning Doctoral Programs

Teaching and Learning	EdD, PhD	0829
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TEACHER PREPARATION***Art Education***

Teaching Art: All Grades (initial/professional certification)	MA	0831
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Bilingual Education

Bilingual Education for Teachers (initial certification)	Adv. Cert	0899
Bilingual Education for Teachers (professional certification)	MA	0899
Post-Masters Study in Bilingual Education (initial/professional certification)	Adv. Cert.	0899

Childhood Education

Childhood Education (initial certification)	MA	0802
Childhood Education (professional certification)	MA	0802
Childhood Education/Special Education: Childhood, Grades 1–6 (dual certification, initial/ professional certification)	MA	0802

Early Childhood Education

Early Childhood/Special Education: Early Childhood (dual certification, initial/professional certification)	MA	0823
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Educational Theatre

Educational Theatre: All Grades initial/professional certification)	MA	1007
Educational Theatre: All Grades and English 7–12 (dual certification, initial/professional certification)	MA	1007
Educational Theatre: All Grades and Social Studies 7-12 (dual certification, initial/professional certification)	MA	1007

English Education

Teachers of English 7–12 (professional certification)	MA	1501
Teaching English 7–12 (initial/professional certification)	MA	1501
Teaching English 7-12 and American Literature BA (dual degree with NYU College of Arts and Sciences, initial certification)	MA	1501
Teaching English 7–12/Teaching Students with Disabilities 7–12 (dual certification, initial/ professional certification)	MA	1501

Foreign Language Education

Teaching a World Language, Grades 7–12: Chinese (initial certification)	MA	1107
Teaching a World Language, Grades 7–12: French (initial certification)	MA	1102
Teaching a World Language, Grades 7–12: Italian (initial certification)	MA	1104
Teaching a World Language, Grades 7–12: Japanese (initial certification)	MA	1108
Teaching a World Language, Grades 7–12: Spanish (initial certification)	MA	1105
Teaching a World Language, Grades 7–12 and TESOL (All Grades) (initial certification)	MA	1508

Dance Education

Teachers of Dance: All Grades (professional certification)	MA	1008
Teaching Dance: All Grades (initial/professional certification)	MA	1008
Teaching Dance: All Grades (MA/MFA graduates seeking initial/ professional certification)	Adv. Cert.	1008
Teaching Dance: All Grades MA and Dance MFA (dual degree with NYU Tisch School of the Arts)	MA/MFA	1008

Teaching English to Speakers of Other Languages

Teachers of English to Speakers of Other Languages (initial certification)	MA	1508
Teachers of English to Speakers of Other Languages: Shanghai Program	MA	1508

Mathematics Education

Teaching Mathematics 7–12 (initial/professional certification)	MA	1701.01
Teaching Mathematics 7–12 MA and Mathematics BA (dual degree with NYU College of Arts and Sciences, initial certification)	MA	1701.01
Teachers of Mathematics 7–12 (professional certification)	MA	1701.01

Social Studies Education

Teaching Social Studies 7–12 (initial/professional certification)	MA	17.01
Teachers of Social Studies 7–12 (professional certification)	MA	17.01
Teaching Social Studies 7–12/ Teaching Students with Disabilities 7–12 (dual certification, initial/professional certification)	MA	17.01

Special Education

Childhood Education: Special Education (professional certification)	MA	0802
Early Childhood Education: Special Education (professional certification)	MA	0823
Special Education: Early Childhood Education (initial/professional certification)	MA	0823

Masters of Arts in Teaching

Secondary Education: Teacher Residency (initial/professional certification) MAT 0803

- English
- Math
- Science: biology, chemistry, Earth science, and physics
- Social studies
- Special education generalist

Transformational Teaching Middle and High Schools, Grades 7-12 concentrations in (initial/professional certification) MAT 0803

- English
- Math
- Science: biology, chemistry, earth science, and physics
- Social studies
- Students with disabilities
- Students with disabilities and computer science

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).

Programs Accredited by Professional Associations

PROGRAM	ASSOCIATION
Art Therapy	Commission on Accreditation of Allied Health Education Programs
Counseling Psychology, PhD	American Psychological Association
Dietetics (Dietetic Internship)	Accreditation Council for Education in Nutrition and Dietetics Didactic Program in Dietetics Accreditation Council for Education in Nutrition and Dietetics
Drama Therapy	National Association for Drama Therapy
Mental Health and Wellness	Masters in Psychology and Counseling Accreditation Council
Music Therapy	American Music Therapy Association, National Association of Schools of Music
Occupational Therapy	Accreditation Council for Occupational Therapy Education
Physical Therapy	Commission on Accreditation in Physical Therapy Education

Clinical Residency in Orthopedic Education Physical Therapy Program (Adv. Cert)	American Board of Physical Therapy Residency and Fellowship
School Counseling	Masters in Psychology and Counseling Accreditation Council
Speech-Language Pathology	American Speech-Language-Hearing Association Council on Academic Accreditation
Teacher Education	Association for Advancing Quality in Educator Preparation

Calendar for the OTD and All On-Campus Programs

FALL 2021

Fall 2021 classes begin	September 2, 2021
Labor Day — no classes scheduled/University holiday	September 6, 2021
Fall break — no classes scheduled	October 11, 2021
Legislative Monday	October 12, 2021
Last day to apply for Fall 2021 graduation	October 17, 2021
<i>Students completing their graduation requirements by the end of Fall 2021/January 2022 must apply for Graduation via Albert.</i>	
Thanksgiving recess	November 25, 2021
Thanksgiving recess	November 26, 2021
Last day of Fall 2021 classes	December 14, 2021
Reading day	December 15, 2021
Final exam period	December 16, 2021–December 22, 2021
Winter Recess for students and University offices	December 23, 2021–January 2, 2022

JANUARY 2022

January Term 2022 classes begin	January 3, 2022
Martin Luther King Jr. Birthday	January 17, 2022
Last Day of January Term 2022 classes	January 21, 2022

SPRING 2022

Spring 2022 classes begin	January 24, 2022
Presidents' Day	February 21, 2022
Spring break	March 14, 2022–March 20, 2022
Last day of Spring 2022 classes	May 9, 2022

Reading day	May 10, 2022
Final exam period	May 11, 2022–May 17, 2022
Commencement (tentative)	May 18, 2022

SUMMER 2022

Summer 2022 classes begin	May 23, 2022
Memorial Day	May 30, 2022
Juneteenth Day	June 19, 2022
Legislative Monday	June 21, 2022
Independence Day	July 4, 2022
Legislative Monday	July 6, 2022
Last day of Summer 2022 classes	August 17, 2022

FALL 2022

Fall 2022 classes begin	September 1, 2022
Labor Day	September 5, 2022
Fall break	October 10, 2022
Legislative Monday	October 11, 2022
Fall break	November 23, 2022
Thanksgiving recess	November 24, 2022–November 25, 2022
Last day of Fall 2022 classes	December 14, 2022
Reading day	December 15, 2022
Final exam period	December 16, 2022–December 22, 2022

JANUARY 2023

January Term 2023 classes begin	January 2, 2023
Last day of January Term 2023 classes	January 20, 2023

SPRING 2023

Spring 2023 classes begin	January 23, 2023
Presidents' Day	February 20, 2023
Spring break	March 13, 2023–March 19, 2023
Last day of Spring 2023 classes	May 8, 2023
Reading Day	May 9, 2023
Final exam period	May 10, 2023–May 16, 2023
Commencement (tentative)	May 17, 2023

SUMMER 2023

Summer 2023 classes begin	May 22, 2023
Memorial Day	May 29, 2023
Legislative Monday	May 31, 2023
Juneteenth Day	June 19, 2023
Independence Day	July 4, 2023
Last day of Summer 2023 classes	August 16, 2023

Calendar for the Online MA Programs in School Counseling and Counseling for Mental Health and Wellness

FALL 2021

Fall classes begin	September 13, 2021
Last day to drop fall 2021 classes and not receive a grade of W	September 19, 2021
Fall break — No classes scheduled	October 11, 2021
Last day to submit a request to withdraw from a semester; declare a course pass/fail	October 29, 2021
Thanksgiving recess — No classes scheduled/ University holiday	November 24– November 26, 2021
Last day of classes	December 3, 2021

WINTER 2021

Course search opens and registration status	October 15, 2021
Registration begins	November 15, 2021
Winter recess — University holiday/offices closed	December 23, 2021–January 2, 2022
First day of classes	January 3, 2022
Last day of drop/add	January 9, 2022
Last day to drop winter 2022 classes and not receive a grade of W	January 9, 2022
Martin Luther King Jr. Birthday — no classes scheduled/University holiday	January 17, 2022
Last day to submit a request to withdraw from a semester; declare a course pass/fail	February 18, 2022
Presidents' Day — No classes scheduled/ University holiday	February 21, 2022
Last day of classes	March 18, 2022

SPRING 2022

Course search opens and registration status	January 14, 2022
Registration begins	February 14, 2022
First day of classes	March 21, 2022
Last day of drop/add	March 27, 2022
Last day to drop spring 2022 classes and not receive a grade of W	March 27, 2022
Last day to submit a request to withdraw from a semester; declare a course pass/fail	May 6, 2022
Memorial Day — No classes scheduled/ University holiday	May 30, 2022
Last day of classes	June 6, 2022

SUMMER 2022

Course search opens and registration status	April 8, 2022
Registration begins	May 9, 2022
First day of classes	June 13, 2022
Last day of drop/add	June 19, 2022
Last day to drop summer 2022 classes and not receive a grade of W	June 19, 2022
Independence Day — No classes scheduled/ University holiday	July 4, 2022
Last day to submit a request to withdraw from a semester; declare a course pass/fail	July 29, 2022
Last day of classes	August 30, 2022

FALL 2022

First day of classes	September, 2022
Last day of classes	December, 2022

WINTER 2022

First day of classes	January, 2023
Last day of classes	March, 2023

SPRING 2023

First day of classes	March, 2023
Last day of classes	June, 2023

SUMMER 2023

First day of classes

June, 2023

Last day of classes

August, 2023

Campus Map



MAP AND LEGEND

- 1 105 East 17th Street (B-1)
- 2 Carlyle Court (B-1)
- 25 Union Square West
- 3 Coral Towers (C-1) 129 3rd Avenue
- 4 Thirteenth Street Residence (A-1) 47 West 13th Street
- 5 University Hall (B-1) 110 East 14th Street
- 6 Wasserman Center for Career Development (C-1) 140 East 14th Street
- 6 Palladium Athletic Facility (C-1) 140 East 14th Street
- 6 Palladium Hall (C-1) 140 East 14th Street
- 7 60 Fifth Avenue (B-1)
- 8 School of Professional Studies (SPS) (B-1) 7 East 12th Street
- 9 838 Broadway (B-1)
- 10 Casa Italiana Zerilli-Marimò (A-1) 24 West 12th Street
- 12 Founders Hall (C-1) 120 East 12th Street
- 13 Third Avenue North Residence (C-1) 75 3rd Avenue
- 14 Rubin Hall (B-2) 35 5th Avenue
- 15 Bronfman Center (B-2) 7 East 10th Street
- 16 Brittany Hall (B-2) 55 East 10th Street
- 17 Lillian Vernon Center (A-2) 58 West 10th Street
- 18 Alumni Hall (C-2) 33 3rd Avenue
- 19 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 La Maison Française (B-2) 16 Washington Mews
- 26 Institute of French Studies (B-2) 15 Washington Mews
- 27 Africa House (B-2) 44 Washington Mews
- 28 Deutsches Haus (B-2) 42 Washington Mews
- 29 John W. Draper Program (B-2) 14 University Place
- 31 13–19 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 Second Avenue (C-2)
- 38 Grey Art Gallery (B-2) 100 Washington Square East
- 38 Silver Center for Arts and Science (B-2) 100 Washington Square East
- 38 College of Arts and Science (B-2) 100 Washington Square East
- 39 Waverly Building (B-2) 24 Waverly Place
- 40 Brown Building (B-2) 29 Washington 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)
- 44 244 Greene Street (B-2)
- 46 Card Center (B-2) 7 Washington Place
- 46 Public Safety (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 of Individualized Study (B-2) 1 Washington Place, 715 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 (B-2) 726 Broadway
- 50 Student Health Center (B-2) 726 Broadway
- 50 Bookstore and Computer Store (B-2) 726 Broadway
- 50 726 Broadway (B-2)
- 51 411 Lafayette Street (C-2)
- 52 20 Cooper Square (C-2)
- 53 Joseph and Violet Pless Building (B-2) 82 Washington Square East
- 53 Virginia and Muriel Pless Building (B-2) 82 Washington Square East
- 53 Washington Square Windows (B-2) 80 Washington Square East

- 53 Steinhardt School of Culture, Education, and Human Development (B-2) 82 Washington Square East
- 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
- 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
- 59 Arthur L Carter Hall (B-2) 10 Washington Place
- 60 19 West 4th Street (B-2)
- 61 Global Inclusion, Diversity, and Strategic Innovation Office (B-3) 240 Greene Street
- 62 Alumni Relations (B-2) 25 West 4th Street
- 62 Bonomi Family NYU Admissions Center (B-2) 27 West 4th Street
- 96 194-196 Mercer Street, 627 Broadway (B-3)
- 62 25 West 4th Street (B-2)
- 63 Meyer Hall (B-2) 4 Washington Place
- 63 Psychology Building (B-2) 6 Washington Place
- 64 404 Fitness (B-2) 404 Lafayette Street
- 67 Lipton Hall (A-2) 33 Washington Square West
- 68 Provincetown Playhouse (A-3) 133 MacDougal Street
- 68 Wilf Hall (A-3) 139 MacDougal Street
- 69 School of Law (A-3) 40 Washington Square South
- 69 Vanderbilt Hall (A-3) 40 Washington Square South
- 70 Kevorkian Center (A-3) 50 Washington Square South
- 71 King Juan Carlos I of Spain Center (A-3) 53 Washington Square South
- 71 Skirball Department (A-3) 53 Washington Square South
- 72 Furman Hall (A-3) 245 Sullivan Street
- 73 Global Center for Academic and Spiritual Life (B-3) 238 Thompson Street
- 74 Kimmel Center for University Life (B-3)
60 Washington Square South
- 74 Skirball Center for the Performing Arts (B-3) 566 LaGuardia Place
- 74 Student Resource Center (B-3) 60 Washington Square South
- 75 Bobst Library (B-3) 70 Washington Square South

- 76 Schwartz Plaza (B-3)
- 77 Shimkin Hall (B-3) 50 West 4th Street
- 77 Stern School of Business, Graduate Program (B-3) 44 West 4th Street
- 77 Jeffrey S. Gould Welcome Center (B-3) 50 West 4th Street
- 77 Kaufman Management Center (B-3) 44 West 4th Street
- 78 Gould Plaza (B-3)
- 79 Stern School of Business, Undergraduate College (B-3) 40 West 4th Street
- 79 Tisch Hall (B-3) 40 West 4th Street
- 80 Warren Weaver Hall (B-3) 251 Mercer Street
- 80 Courant Institute of Mathematical Sciences (B-3) 251 Mercer Street
- 81 Mercer Plaza (B-3)
- 82 14 East 4th Street (NYU Shanghai) (B-3)
- 83 Admissions Office (C-3) 383 Lafayette Street
- 83 Global Programs and Global Services (C-3) 383 Lafayette Street
- 83 StudentLink Center Consolidated Services for Bursar, Financial Aid, Registrar, Global Programs, and Global Services (C-3) 383 Lafayette Street
- 85 D'Agostino Hall (A-3) 110 West 3rd Street
- 86 130 MacDougal Street (A-3)
- 89 Copy Central (B-3) 547 LaGuardia Place
- 89 Mail Services (B-3) 547 LaGuardia Place
- 90 Washington Square Village (B-3) 1-4 Washington Square Village
- 91 Hayden Hall (B-3) 240 Mercer Street
- 92 665 Broadway (B-3)
- 92 College of Global Public Health (B-3) 665 Broadway
- 93 Second Street Residence (C-3) 1 East 2nd Street
- 94 Silver Towers (B-3) 100 and 110 Bleecker Street
- 97 Wagner Graduate School of Public Service (C-3) 295 Lafayette Street
- 97 Puck Building (C-3) 295 Lafayette Street
- Broome Street Residence (not on map) 400 Broome Street
- College of Dentistry (not on map) 345 East 24th Street
- Gramercy Green (not on map) 310 3rd Avenue
- Greenwich Hotel (not on map) 636 Greenwich Street
- Institute for the Study of the Ancient World (not on map) 15 East 84th Street

Institute of Fine Arts (not on map) 1 East 78th Street

Lafayette Residence Hall (not on map) 80 Lafayette Street

Rory Meyers College of Nursing (not on map) 433 1st Avenue

SPS Midtown Center (not on map) 11 West 42nd Street

SPS Woolworth Building (not on map) 15 Barclay Street

Travel Directions to the Washington Square Campus*

Lexington Avenue Subway (#6): Local to Astor Place Station. Walk west on Astor Place to Broadway, then south on Broadway to Waverly Place, and west on Waverly Place to Washington Square.

Broadway Subway (N, R): Local to Eighth Street Station. Walk south on Broadway to Waverly Place, then west on Waverly Place to Washington Square.

Sixth or Eighth Avenue Subway (A, B, C, D, E, F, M): To West Fourth Street — Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.

Seventh Avenue Subway (#1): Local to Christopher Street — Sheridan Square Station. Walk east on West Fourth Street to Washington Square.

Port Authority Trans-Hudson (PATH): To Ninth Street Station. Walk south on Avenue of the Americas (Sixth Avenue) to Waverly Place, then east to Washington Square.

Fifth Avenue Bus: Bus numbered 1 to Broadway and Ninth Street. Walk south on Broadway to Waverly Place, and west to Washington Square. Buses numbered 2, 3, and 5 to Eighth Street and University Place. Walk south to Washington Square.

Broadway Bus: Bus numbered 6 to Waverly Place. Walk west to Washington Square.

Eighth Street Crosstown Bus: Bus numbered 8 to University Place. Walk south to Washington Square.

*See Washington Square Campus map and legend for specific addresses

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Frequently Called Numbers

Admissions (Steinhardt 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