ACADEMIC HANDBOOK  Fall 2015

COLLEGE OF ARTS AND SCIENCE
SILVER CENTER

NYU CAS
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Letter from the Dean

Dear Student:

Welcome to the College of Arts and Science (CAS)! This handbook is a guide to help you navigate the next few years here with us. It is one key to accessing the extraordinary intellectual riches of NYU, and will help you understand the philosophy behind the curriculum, the broader shape of your educational experience, and the options open to you before and after graduation.

In CAS the liberal arts are defined by the two curricular components: the College Core Curriculum and your major. The Core draws on our best faculty, engaging students in conversations about all of the disciplines of modern knowledge, from the sciences to the humanities and social sciences. It also ensures that students have the tools necessary to be global citizens: faculty with at least one language other than English; strong writing skills; the ability to engage and analyze human culture; and fluency with mathematics and mathematical reasoning. Hand in hand with this broad educational scope, students also specialize in one discipline of knowledge, in the form of a major. Here, you join with our research faculty in exploring a particular area of inquiry. If you choose, you might have a double major or a minor—a less intensive concentration in another subject. There is also room in most students’ schedules for electives that enhance your knowledge of how the world works.

In CAS, all of this takes place within a number of communities of learning: in our College Cohort Program, in residence halls, student clubs, classes, labs, individual and collaborative research, and in office visits with our faculty. Just by virtue of being a liberal arts student, you will graduate with opportunities in a wide range of fields. Follow your passions and choose a discipline in which you excel, for that is key to success later in life. As you pursue your intellectual passion, we also offer preprofessional guidance. We have preprofessional programs in the College in law, health professions, business, teaching, or engineering as well as internships in most every profession, from media to arts and government. And if, like many of your classmates, you do not yet know which profession interests you the most, the College offers specialized counseling and workshops. One of the College’s programs, “Professional Edge,” even offers you the opportunity to add certain skills certificates to prepare you for a range of professions.

Few, if any, universities can offer you what NYU can: 2,000 courses, including selected ones open to qualified undergraduates in our graduate and professional schools, over 90 majors and minors, nearly 50 languages (23 through an institutional consortial arrangement), and unparalleled opportunities for individualized research, for service learning, and for study away. Choose wisely, seek out challenges, and follow twists and turns ahead. It will be a wonderful ride.

Again, welcome to the College! And don’t be a stranger.

G. Gabrielle Starr

Seryl Kushner Dean of the College of Arts and Science
The Shape of Your Education

This chapter will explain how the NYU College curriculum is designed to help you achieve a well-rounded liberal arts education that will prepare you for a lifetime of learning in whatever direction you choose to go.

I. TOWARD A LIBERAL ARTS EDUCATION

The liberal arts curriculum of NYU’s College of Arts and Science seeks to educate students in the range of human experience and achievement and to provide them with the skills and breadth of perspective needed to become leaders in their professional lives and active participants in the communities in which they live. To this end, the curriculum is designed to give you a rigorous general education in the arts and sciences as well as the benefit of doing specialized research in a single area chosen for its intellectual appeal. These complementary ideals find their expression in the College Core Curriculum (Core), which forms the College’s liberal arts foundation, and in your choice of a major course of study. The Core provides a foundation for both your later undergraduate work and your postgraduate pursuits by fostering intellectual curiosity, critical and analytic thinking, receptiveness to artistic expression, understanding of cultural differences, and the ability to communicate orally and in writing with clarity and forcefulness. In your major, you will gain the experience of thoroughly investigating a single area of academic inquiry that is of particular interest to you. You will learn how scholars work to collect, organize, and interpret information to create new knowledge. You will acquire the skills and background to confront the limits of current understanding in your major field and be able to engage in research to explore those boundaries.

By focusing on the acquisition of skills and the cultivation of enduring habits of mind, your undergraduate education in the College seeks to prepare you for a future in which you will need continually to learn, grow, and adapt to a rapidly changing world. The pleasure of study undertaken for its own sake should not be underestimated; but the practical goal of the liberal arts education you will pursue at NYU is to equip you for success in your subsequent life and profession, no matter in what direction they may take you.

II. THE COLLEGE CORE CURRICULUM

The College Core Curriculum provides the foundational experience of a general education curriculum in the liberal arts for NYU undergraduates.

The Core consists of five parts: the Freshman Seminar, Expository Writing, Foreign Language, the Foundations of Contemporary Culture, and the Foundations of Scientific Inquiry. Rather than seeking to impart a fixed canon of learning, these sequences instead introduce students to modes of humanistic and scientific inquiry. Especially given the pace at which human knowledge is now expanding and the pace at which technology is changing, no static body of information could provide an adequate preparation for students today. Together with the expository writing and foreign language courses, these sequences help students gain the independence of mind, intellectual skills, and cultural awareness to thrive in dynamic circumstances. For the sake of coherence and balance in your general education and to ensure against over-specialization, the Core provides a clear structure. At the same time it has considerable built-in flexibility. In many cases, for example, the Core permits you to choose from among different tracks of a course or from among different courses in a cluster; in some cases, it
permits you to substitute certain higher-level courses or to satisfy a requirement by way of AP or IB credit, examination, or completion of a certain major or minor. Be sure to exercise these choices thoughtfully. You should familiarize yourself thoroughly with these options by consulting the College Bulletin and the College Core Curriculum website, which not only describes your options but also lists the specific tracks and courses offered this year. If you need further help, feel free to contact the Core office in Room 903, Silver Center, 998-8119 or at core.cas@nyu.edu.

The Core will also introduce you to a community of inquiry shared by undergraduates, the faculty who lead your classes, and the graduate students who serve as preceptors. In Core courses, you will learn from scholars actively engaged in research. In its design of the Core, the faculty also sought to assure that you will receive the close attention and personal concern for your work that it is possible to give only in small class sections. For this reason, all Core courses are taught in small classes or include small group laboratory or discussion sections. Through the Core, you and your classmates will enter directly into the culture of study, learning, and reasoned deliberation that are at the heart of the University’s mission, and you will have the opportunity to study with senior members of the faculty from the very beginning of your undergraduate years.

**Freshman Seminars.** Acquiring the ability to think critically, evaluate effectively, and analyze coherently forms the foundation for college-level learning. Every freshman in the College begins his or her time at NYU with one of these intellectually stimulating seminars in either the first or second semester. Freshman Seminars bring a small number of students into contact with a distinguished scholar from a wide range of fields and create an exceptional collegiate experience with intensive class discussion, papers on focused topics, and readings that emphasize critical interpretation. Students work on their research, writing, and presentation skills—which will help them throughout their lives—and begin to explore new ideas which may lead to a choice of major and life-long intellectual interests.

**Expository Writing.** The ability to write with clarity, force, and grace, whether in telling a simple story or in presenting a complex argument, is an invaluable skill. Like any skill, writing is improved by practice. The Core includes one semester of expository writing for most students (two for students who are non-native speakers of English). Because clear writing and clear thinking are one and the same, classes throughout the Core curriculum emphasize writing not only as a means of communication but also as a tool for learning.

**Foreign Language.** The study of languages other than one’s native tongue has long been an integral part of a liberal arts education. Learning a foreign language, whether ancient or modern, will help you improve your mastery of English. It will also give you direct access to the literature and culture of others, increasing your understanding and awareness of the diversity of human experience. In addition, it serves a practical need for language skills in a number of fields, for example, government, business, the arts, and academic research. Not least is the preparation it provides for study or employment abroad and for life in an increasingly global society. Under the Core, students demonstrate or gain proficiency in a foreign language through the intermediate college level. For more information and a list of languages taught at NYU, consult the College Bulletin.
Foundations of Contemporary Culture. This is a sequence of four courses in the humanities and social sciences: Texts and Ideas, Cultures and Contexts, Societies and the Social Sciences, and Expressive Culture. Together these courses introduce students early in their academic careers to methods by which societies may be studied, social issues analyzed, and artistic activity explored. This introduction to various modes of humanistic and societal inquiry assists students in choosing their majors and gives them a broad methodological background upon which to draw once they have embarked on that more specialized study. By orienting students to the larger scope of intellectual endeavor, students receive a richer education than any single major could provide.

Foundations of Scientific Inquiry. To make informed decisions on vital political, economic, and social issues, citizens of the 21st century will need an unprecedented level of competence and confidence in dealing with the approaches and findings of science. Students who major in the sciences, who complete a prehealth or engineering program, or who take certain traditional laboratory science courses develop solid quantitative and scientific reasoning skills and an appreciation for how science is done. It is for other students, those who are not planning to be directly engaged in scientific or technical endeavors, that this sequence is designed. The three-course sequence — Quantitative Reasoning, Natural Science I, and Natural Science II — presents important concepts and seeks to develop students’ understanding of the meaning and methods of scientific research and of the power of mathematics as a tool in the natural and social sciences.

III. SPECIALIZED STUDY

Usually you will spend the first two years exploring and discovering a wide variety of subjects. The last two years tend to be more specialized. There are, of course, exceptions: scientists and preprofessional students have requirements to fulfill, and some students know very early in their careers what they will major in. The Core gives such students a chance to broaden their interests and still leaves room in their programs for courses in their specialties. If, on the other hand, you are one of the many students who will be deciding on a major during the first two years of college, the Core will help by exposing you to a range of learning and inquiry.

The Major. The completion of a major will provide the benefits that come with exploring a limited subject or area in considerable depth: mastery of the material, a firmer understanding of the methods and concepts of the discipline or field, and (for some students) readiness for advanced study at the graduate level. Interdisciplinary majors, such as those in Africana Studies or in Medieval and Renaissance Studies, are built out of courses from a number of different academic disciplines. Joint majors bring together two closely related disciplines, such as Linguistics and French or Mathematics and Computer Science. For more information on the majors available in the College, see chapter 2; for specific requirements see the College Bulletin, departmental websites, and the individual departmental brochures (available in the College Office).

The Minor. Because a minor is not a degree requirement in the College, it might logically be considered under the heading of electives. It represents a way of grouping or clustering elective courses, a mini-specialization. A minor can serve a number of useful purposes. It might complement a major, the way an Anthropology minor, say, can supplement a History major. The minor, however, does not have to be directly related to the major and might address quite different interests.
Electives. Electives can be defined as the difference between the total number of courses required for the degree and the number required for the Core, the major, and any special programs (e.g., engineering or prehealth). This is the realm where you enjoy almost total freedom and where you can be most creative. One of the benefits of attending a liberal arts college that is part of a large research university is that you have access to a particularly rich array of courses and professors. If the Core has helped you broaden your interests, you will want to take at least some of your electives outside of the area of your major. For instance, although Foundations of Scientific Inquiry is not expected to turn students into science majors, it should stimulate many of them to seek out science electives that build on the sequence; or, having fulfilled the language requirement, you may wish to pursue advanced language study in preparation for study abroad.

“Electives are explorers. They lead one’s own talents and intelligence into unfamiliar fields, offering the chance to discover a new life’s work or richer sources of understanding and even pleasure. They pursue that breadth of knowledge that is the traditional aim of a humanistic education. That goal is even more important to achieve now that the dialogues between cultures and disciplines are ever more intense. The specialized student may find that the effort to perfect knowledge in one area grows more meaningful when measured by the standards and concerns of other disciplines. As global and interdisciplinary communication increases, so does the need for an informed awareness and discussion of the larger intellectual world. Pursuing languages and literature sustains all other efforts to think, write, and speak with clarity, elegance, and purpose. By balancing the claims of specialization against the need to understand the contexts in which human effort has meaning, electives lead the way to a fuller future.” —Josephine Hendin, Professor of English
The Structures of Knowledge

The College Core Curriculum introduces you to broad structures of knowledge and prepares you to specialize in a particular field. Traditionally, fields of study are divided into the humanities, sciences, and social sciences. This chapter will introduce you to these disciplinary concepts in the words of some of NYU’s leading scholars, who also stress the increasingly interdisciplinary way in which knowledge is being produced. The chapter then concludes with a brief guide to the majors and minors available in the College. More information is available from the College Bulletin, departmental websites, and departmental brochures (available in the College Office).

I. THE HUMANITIES

The humanities disciplines are diverse, yet they have a common work: the conduct of a conversation with the past and other contemporary cultures—whether they are represented by texts, works of art, or more general experiences—about the human condition and the dangers and possibilities of the present. They are committed as well to two modes of advancing understanding: clarifying analysis and the construction of synthetic narratives.

The knowledge sought in the humanities is rarely fixed and quantifiable. Rather, humanistic inquiry results in interpretations. By interpreting historical and cross-cultural differences, the humanities help us better to interpret our own present.

There is today a good deal of confusion about the status of knowledge in the humanities. To some, the admission that we seek only an interpretation seems to allow all kinds of subjective opinion to count as knowledge. Or worse, it seems to endorse the principle that those with the power to impose “their” opinion define knowledge. Nothing could be further from the truth. Interpretation is a form of knowledge, not mere opinion. What distinguishes knowledge, even knowledge that makes no claim to absolute certainty, is evidence and rigorous analysis. That is the meaning of disciplined inquiry in any field.

The humanities are impressively represented at NYU, in regard to both the quality of the faculty and the number of courses and programs available to students. From art history to philosophy, from history to English, from ethnomusicology to classics, the humanities seek to understand the variety of human expressions, in art and music, in social institutions and politics, in literature and the experience of everyday life. The humanities, as substantive knowledge and method, represent the storehouse of human experience and disciplined ways of exploring and interpreting that experience in the interest of enriching and orienting our contemporary lives.

—Thomas Bender, University Professor and Professor of History
II. THE SCIENCES

In his book, *Consilience*, the evolutionary biologist E. O. Wilson proposes that science will ultimately explain not only the physical universe we live in but also the worlds of art, religion, philosophy, literature, and all other human activity as well. His argument is that human nature arises from genetic and epigenetic programs that control cognition itself, and that these can ultimately be deciphered. His word “consilience” refers to the unification of knowledge, in which explanations for diverse and unrelated phenomena emerge from a common set of hypotheses and principles. Consilience in Wilson’s framework rests on a deductive system, including quantitative statements about the variables that describe the world around us. Without taking the role of science to Wilson’s extreme, we all tend to take it for granted that science and technology increasingly play a role in our livelihood, our recreation, our economic and even our physical survival.

If Wilson is right, the arts, humanities, and social sciences of the future will be increasingly consilient in the sense that we might hope to understand at a fundamental level why some images, sounds, or words are more pleasing than others, why certain themes recur in prose or poetry, or how different languages are related for intrinsically biological reasons. This does not mean that science will replace these other human interests and activities—but certainly how we approach criticism, visual arts, or economic decision-making would all change a great deal. Whether or not such a grand unification of science with the arts and humanities is possible, you will need to be scientifically literate and mathematically numerate for more practical purposes. Your choices of career, diet, investments, and even locality will be influenced by science and technical discoveries, some of which have not yet been made.

As in the humanities, many problems in applied science are so complex that they require collaborative research by scientists with diverse backgrounds and training. These include, for instance, issues concerning the environment: given finite resources, should we fund more research into the cause—and possibly, cure—of cancer, or build a space station? Can weather be predicted much more accurately than it is now? Is your water supply safe to drink? Is the human population changing the world climate? The Core program in science is designed to introduce you to quantitative reasoning and science, allowing you some freedom to choose topics that interest you more than others.

This education is not intended to train specialists who can build computers, synthesize molecules, or analyze neural mechanisms. Instead, the purpose is to allow you to navigate with insight and comfort in an increasingly math- and science-driven environment, to distinguish what is sense from what is nonsense in our “post modern” world, and to form a basis for sound decision-making about policy issues as citizens. Above all, we aim to stimulate your interest in science and scientific questions, so that you will continue to learn after the current set of explanations is superseded by new, still more consilient ones.

—Neville Kallenbach, Professor of Chemistry
III. THE SOCIAL SCIENCES

The central concern of the social sciences is people. Social scientists try to understand what motivates people’s behavior, how people interact and communicate in society, how they produce and distribute goods and services, how they govern themselves, how they create norms, institutions, cultures, and languages, and, in turn, how these institutions and cultures shape their thoughts and their actions. The vast scope of this inquiry, aimed at understanding human behavior and the functioning of our societies, requires a variety of diverse perspectives and approaches. The methodologies of the social sciences range widely from ethnographic studies to historical investigation, formal and mathematical modeling, survey techniques and statistical analyses of data.

A primary and most rewarding task of the social sciences is the design of institutions and policies to improve the well-being of people. Social scientists strive to produce knowledge that will create better-functioning economies, more effective institutions and forms of governance, better therapies for mental disorders, more efficient methods of learning and communication, and a broad appreciation of the diverse cultures of the world. At a time when the pace of technological and social change has accelerated, social sciences are compelled to find new solutions to emerging social, political, and economic problems. As a result the social sciences have become increasingly vibrant, challenging, and central, and an exciting area for young and creative minds.

The boundaries of social science disciplines have always been fluid and permeable. The interaction of cognitive psychology with biology and medicine has opened up vast areas of inquiry and created the new field of neuroscience. Physical anthropology has benefited from new techniques of genetic analysis, and cultural anthropology has turned its attention to modern societies, urban problems, and the media. Economics, one of the first social science disciplines to incorporate mathematical and statistical methods into its core, has given rise to new fields like law and economics, and economic sociology. Newly developed formal and empirical techniques have resulted in fruitful interactions at the intersection of politics and economics. Concerns about the nature of democracy and the structure of constitutions have led to the exchange of ideas between law, politics, and philosophy. Sociologists and political scientists have jointly focused on emerging ethnic conflicts, on the resurgence of nationalism, and on issues raised by growing waves of immigration. The mental processes for the acquisition of language, a central concern of linguistics, has benefited from interaction not only with philosophy but also with cognitive psychology. These developments provide no more than a partial glimpse into the recent interdisciplinary work in the social sciences. They demonstrate the fertility of social sciences, their effectiveness in creating knowledge that crosses disciplinary boundaries, and the speed and efficiency with which disciplines have incorporated the best of the new and exciting work into their core.

At present NYU has impressive strength in the social sciences, with outstanding scholars who have extended our knowledge in many directions. We have yet much to discover, to improve in our society, and to learn from our students.

—Jess Benhabib, Paulette Goddard Professor of Political Economy
MAJORS AND MINORS
Below is a list of majors and minors that represent a variety of options for CAS students to pursue. For more specific information visit http://cas.nyu.edu/page/majorminors.

Advanced Mathematical Methods (minor only)
College Advising Center
905 Silver Center, 998-8130

Aerospace Engineering (minor only)
Advisor: Professor Joseph Borowiec
Six MetroTech Center, Brooklyn, 718-260-3160

Africana Studies
Chair: Professor Carolyn Dinshaw
20 Cooper Square, 4th Floor, 992-9650

American Sign Language (minor only)
Department of Applied Psychology
239 Greene Street, 4th Floor, 998-5555

American Studies
Chair: Professor Carolyn Dinshaw
Director: Andrew Ross
20 Cooper Square, 4th Floor 998-8538

Ancient Studies (minor only)
Chair: Professor David Engel
Advisor: Professor Ann Macy Roth
53 Washington Square South, 1st Floor, 998-8980

Animal Studies (minor only)
Director: Professor Dale Jamieson
285 Mercer Street, 9th Floor

Anthropology
Chair: Professor Terry Harrison
Director of Undergraduate Studies: Professor Aisha Khan
25 Waverly Place, 1st Floor, 998-8550 anthropology@nyu.edu

Applied Theater (minor only)
Tisch Office of Special Programs
721 Broadway, 12th Floor, 998-1500

Applied Physics (minor only)
Advisor: Professor Lorcan Folan
Six MetroTech Center, Brooklyn, 718-260-3072

Art and Public Policy (minor only)
Advisor: Emily Brown
Department of Art and Public Policy
665 Broadway, 6th Floor, 992-8200

Art History
Chair: Professor Edward Sullivan
Director of Undergraduate Studies: Professor Carol Krinsky
100 Washington Square East, 3rd Floor, 998-8180

Asian/Pacific/American Studies
Chair: Professor Carolyn Dinshaw
Director: Associate Professor Gayatri Gopinath
20 Cooper Square, 4th Floor, 992-9650 APA.Studies@nyu.edu

Astronomy (minor only)
Chair: Professor David Grier
Advisor: Professor David Hogg
4 Washington Place, 4th Floor, 998-7704

Biology
Chair: Professor Stephen Small
Director of Undergraduate Studies: Professor Mark Siegal
Assistant Director of Undergraduate Studies: Professor Ignatius Tan
100 Washington Square East, 10th Floor, 998-8200 biology@nyu.edu

Business of Entertainment, Media, and Technology (minor only)
Stern School of Business, Tisch School of the Arts, and Steinhardt School of Culture, Education, and Human Development
Advisor: Ally Kirkpatrick
Tisch Hall, Suite 616
Business Studies (minor only)
Advisor: Jody Dublin
100 Washington Square East, Room 901, 998-8160

Chemistry
Chair: Professor Michael Ward
Director of Undergraduate Studies: Professor Alexej Jerschow
100 Washington Square East, 1001, 998-8400

Child and Adolescent Mental Health Studies (minor only)
Advisor: Tommy Canale
Child Study Center
577 First Avenue, 646-754-5061

Cinema Studies
Chair: Professor Richard Allen (Tisch School of the Arts)
Director of Undergraduate Studies: Professor Chris Straayer (Tisch School of the Arts)
Advisors: Melanie Daly and Gordon Leary
721 Broadway, 6th Floor, 998-1600

Classics
Chair: Professor David Levene
Director of Undergraduate Studies: Professor Michael Peachin
100 Washington Square East, 5th Floor, 998-8590

Communicative Sciences and Disorders (minor only)
Advisor: Professor Gina Canterucci
665 Broadway, 9th Floor, 998-5230

Comparative Literature
Chair: Professor Jacques Lezra
Director of Undergraduate Studies: Professor Cristina Vatulescu
19 University Place, 3rd Floor, 998-8790

Computer Engineering (minor only)
Advisor: Ellen Daniels
Five MetroTech Center, Brooklyn, 718-260-3440

Computer Science
Chair: Professor Michael Overton
Director of Undergraduate Studies: Professor Marsha Berger
251 Mercer Street, 3rd Floor, 998-3010

Construction Management (minor only)
Advisor: Professor Lawrence Chiaraelli
Six MetroTech Center, Brooklyn, 718-260-3220

Creative Writing (minor only)
Director: Professor Deborah Landau
58 West 10th Street, 998-8816

Dance (minor only)
Advisor: Sabeen Edwin
Tisch Office of Special Programs
721 Broadway, 12th Floor, 998-1500

Digital Art and Design (minor only)
Advisor: Alexander Jovanovich
34 Stuyvesant Street, 998-5700

Documentary (minor only)
Advisor: Sabeen Edwin
Tisch Office of Special Programs
721 Broadway, 12th Floor, 998-1500

Dramatic Literature
Chair: Professor Una Chaudhuri
19 University Place, 5th Floor, 998-8800

East Asian Studies
Chair: Professor Xudong Zhang
Directors of Undergraduate Studies: Associate Professor Rebecca Karl, Professor Moss Roberts
19 University Place, 5th Floor, 998-7620
Economics
Chair: Professor Alessandro Lizzeri
Director of Undergraduate Studies: Professor Chris Flinn
Associate Director of Undergraduate Studies: Professor Aditi Thapar
19 West 4th Street, 6th Floor, 998-8900

Education (minor only)
College Advising Center
905 Silver Center, 998-8130

Educational Theater (minor only)
Advisor: Professor Nancy Smithner
Department of Music and Performing Arts Professions
82 Washington Square East, Pless Annex, 2nd Floor, 998-5868

Electrical Engineering (minor only)
Advisor: Ellen Daniels
Five MetroTech Center, Brooklyn, 718-260-3440

English
Chair: Professor Christopher Cannon
Director of Undergraduate Studies: Professor Jennifer Baker
19 University Place, 5th Floor, 998-8800

Environmental Studies
Director: Professor Tyler Volk
Associate Director, Director of Undergraduate Studies: Christopher Schlottmann
285 Mercer Street, 9th Floor

European and Mediterranean Studies
Director: Professor Larry Wolff
Academic Director: Professor Tamsin Shaw
285 Mercer Street, 7th Floor, 998-3838

Film Production (minor only)
Advisor: Sabeen Edwin
721 Broadway, 12 Floor, 998-1500
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<td><strong>Finance</strong> (minor only)</td>
<td>Professor Barry Blecherman</td>
<td>Six MetroTech Center, Brooklyn, 718-260-3279</td>
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<td><strong>Food Studies</strong> (minor only)</td>
<td>Professor Domingo Pinero and Jennifer Caraballo</td>
<td>Department of Nutrition, Food Studies, and Public Health 411 Lafayette Street, 5th Floor, 998-5580</td>
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<td><strong>French</strong></td>
<td>Professor Benoit Bolduc</td>
<td>19 University Place, 6th Floor, 998-8700</td>
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<td><strong>Game Design</strong> (minor only)</td>
<td>Sabeen Edwin</td>
<td>721 Broadway, 12 Floor, 998-1500</td>
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<td><strong>Game Engineering</strong> (minor only)</td>
<td>Susana Garcia-Henriquez</td>
<td>Five MetroTech Center, Brooklyn, 718-260-3440</td>
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<td><strong>Gender and Sexuality Studies</strong></td>
<td>Professor Carolyn Dinshaw</td>
<td>20 Cooper Square, 4th Floor, 992-9650</td>
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<td><strong>German</strong></td>
<td>Professor Avital Ronnell</td>
<td>19 University Place, 3rd Floor, 998-8650</td>
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<td><strong>Global and Urban Education Studies</strong> (minor only)</td>
<td>Marni Vassallo</td>
<td>246 Greene Street, Suite 300, 998-5891</td>
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<td><strong>Global Public Health</strong></td>
<td>Cheryl Healton</td>
<td>41 East 11th Street, 7th Floor, 992-6741</td>
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<td><strong>Global Visual Art</strong> (minor only)</td>
<td>Alexander Jovanovich</td>
<td>34 Stuyvesant Street, 998-5700</td>
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<td><strong>Hebrew and Judaic Studies</strong></td>
<td>Professor David Engel</td>
<td>53 Washington Square South, 1st Floor, 998-8980</td>
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<td><strong>Hellenic Studies</strong></td>
<td>Professor Liana Theodoratou</td>
<td>285 Mercer Street, 8th Floor, 998-3990</td>
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<td><strong>History</strong></td>
<td>Professor Barbara Weinstein</td>
<td>53 Washington Square South, Floor 4E, 998-8600</td>
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<td><strong>Integrated Digital Media</strong></td>
<td>Eric Maiello</td>
<td>Six MetroTech Center, Brooklyn, 718-260-3231/3039</td>
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<td><strong>International Relations</strong></td>
<td>Professor Shanker Satyanath</td>
<td>19 West 4th Street, 2nd Floor, 998-8500</td>
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<td><strong>Irish Studies</strong> (minor only)</td>
<td>Joe Lee</td>
<td>1 Washington Mews, 998-3950</td>
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<td><strong>Italian</strong></td>
<td>Professor Virginia Cox</td>
<td>Casa Italiana Zerilli-Marimò, 24 West 12th Street, 998-8730</td>
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<tr>
<td><strong>Journalism</strong></td>
<td>Perri Klass</td>
<td>20 Cooper Square, 6th and 7th Floors, 998-7980</td>
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</tbody>
</table>
Language and Mind
Advisors: Professor Mark Baltin (Linguistics), 719 Broadway, 5th Floor, 998-7955; Professor Brian McElree (Psychology), 6 Washington Place, 8th Floor, 998-7920; and Professor Ned Block (Philosophy), 5 Washington Place, 4th Floor, 998-8322

Latin American and Caribbean Studies
Director: Professor Jill Lane
19 University Place, 4th Floor, 998-8686

Latino Studies (minor only)
Chair: Professor Carolyn Dinshaw
Director: Associate Professor Cristina Beltrán
20 Cooper Square, 4th Floor, 992-8670

Law and Society (minor only)
Institute for Law and Society
998-8536, law.society.minor@nyu.edu

Linguistics
Chair: Professor Christian Barker
Director of Undergraduate Studies: Associate Professor Stephanie Harves
10 Washington Place, 998-7950

Literature in Translation (minor only)
Advisor: Professor Claudie Bernard
19 University Place, 6th Floor, 998-8700

Management (minor only)
Advisor: Bohdan Hoshovsky
Five MetroTech Center, Brooklyn, 718-260-3760

Mathematics
Chair: Professor Estaban Tabak
Director of Undergraduate Studies: Professor Oliver Bühler
Vice Chair for Undergraduate Affairs: Professor Matthew Leingang
251 Mercer Street, 7th Floor, 998-3005

Mechanical Engineering (minor only)
Advisor: Professor Joseph Borowiec
Six MetroTech Center, Brooklyn, 718-260-3160

Media, Culture, and Communication
239 Greene Street, 8th floor, 998-5191

Medieval and Renaissance Studies
Director: Professor Martha Rust
19 University Place, Room 219, 998-8698

Metropolitan Studies
Chair: Professor Carolyn Dinshaw
Director: Professor Caitlin Zaloom
20 Cooper Square, 4th Floor, 992-9650

Middle Eastern and Islamic Studies
Chair: Professor Zvi Ben-Dor
Director of Undergraduate Studies: Associate Professor Hala Halim
50 Washington Square South, 2nd Floor, 998-8880

Multifaith and Spiritual Leadership (minor only)
Advisor: Professor Dina Rosenfeld
295 Lafayette Street, 998-5944

Music
Chair: Professor David Samuels
Director of Undergraduate Studies: Professor Stanley Boorman
24 Waverly Place, 2nd Floor, 998-8300

Neural Science
Director: Professor Anthony Movshon
Director of Undergraduate Studies: Professor Wendy Suzuki
4 Washington Place, 8th Floor, 998-7780

Nuclear Sciences and Engineering (minor only)
Advisor: Professor Lorcan Folan
Six MetroTech Center, Brooklyn, 718-260-3160
Nutrition (minor only)
Advisors: Professor Domingo Pinero and Jennifer Caraballo
Department of Nutrition, Food Studies, and Public Health
411 Lafayette Street, 5th Floor, 998-5580

Performance Studies (minor only)
Advisor: Sabeen Edwin
Tisch Office of Special Programs
721 Broadway, 12th Floor, 998-1500

Philosophy
Chair: Professor Don Garrett
Director of Undergraduate Studies: Professor James David Velleman
5 Washington Place, 998-8320

Physics
Chair: Professor Gregory Gabadadze
Director of Undergraduate Studies: Professor David Hogg
4 Washington Place, 4th Floor, 998-7700

Politics
Chair: Professor David Stasavage
Director of Undergraduate Studies: Associate Professor Youssef Cohen
19 West 4th Street, 2nd Floor, 998-8500

Poverty Studies (minor only)
Advisors: Professor Robert Hawkins and Juan Iturralde
1 Washington Square North, 998-5900

Producing (minor only)
Advisor: Sabeen Edwin
Tisch Office of Special Programs
721 Broadway, 12th Floor, 998-1500

Psychology
Chair: Professor Peter Gollwitzer
Director of Undergraduate Studies: Associate Professor Clayton Curtis
6 Washington Place, 1st Floor, 998-7920

Public Health and Policy (minor only)
Advisor: Professor Julie Avina
Department of Nutrition, Food Studies, and Public Health
411 Lafayette Street, 5th Floor, 998-5580

Public Policy and Management (minor only)
Wagner Graduate School of Public Service
295 Lafayette Street, 2nd Floor

Religious Studies
Director: Professor Angela Zito
Director of Undergraduate Studies: Associate Professor Adam Becker
726 Broadway, 5th Floor, 998-3756

Russian and Slavic Studies
Chair: Professor Anne Lounsbery
Director of Undergraduate Studies: Associate Professor Ilya Kliger
19 University Place, 2nd Floor, 998-8670

Science and Technology Studies (minor only)
Advisor: Professor Chris Leslie
Six MetroTech Center, Brooklyn, 718-260-3231/3039

Social and Cultural Analysis
Chair: Professor Carolyn Dinshaw
Director of Undergraduate Studies: Professor Josefina Saldaña
20 Cooper Square, 4th Floor, 992-9650

Social and Public Policy
Advisor: Pamela Kavalam
College Advising Center
905 Silver Center, 998-8130

Social Entrepreneurship (minor only)
Wagner Graduate School of Public Service
295 Lafayette Street, 2nd Floor
Social Work (minor only)
Advisor: Professor Robert Hawkins and Juan Iturralde
Silver School of Social Work
1 Washington Square North, 998-5944

Sociology
Chair: Professor Guillermina Jasso
Director of Undergraduate Studies:
Professor Thomas Ertman
295 Lafayette Street, 4th Floor, 998-8340

South Asian Studies (minor only)
Advisor: Chelsea Rhodes
53 Washington Square South, Floor 4E, 998-8600

Spanish and Portuguese Languages and Literatures
Chair: Professor Georgina Dopico Black
Director of Undergraduate Studies:
Professor Jordana Mendelson
Associate Director of Undergraduate Studies: Professor Lourdes Dávila
19 University Place, 4th Floor, 998-8770

Studio Art (minor only)
Advisor: Alexander Jovanovich
Department of Art and Art Professions
34 Stuyvesant Street, 998-5700

Sustainable Urban Environments (minor only)
Advisor: Professor Chris Leslie
Six MetroTech Center, Brooklyn, 718-260-3231/3039

Teacher Education (minor only)
Advisor: Marni Vassallo
246 Greene Street, Suite 300, 998-5891
Assessing Standardization of Late Harappan/Early Harappan Black-on-Red Ceramic Ware Types from the Archaeological Site of Harappa, Pakistan

Research Question:
To what extent do the cultural differences in the distribution of Black-on-Red ceramic types reflect the cultural diversity of the Harappan society?

Methodology:
1. Collection of ceramic artifacts from the Harappan period.
2. Analysis of ceramic types and their distribution patterns.
3. Comparison with other archaeological sites in the region.

Results:
- High diversity of ceramic types in the Harappan period.
- Differences in ceramic distribution reflect cultural diversity.

Conclusion:
Standardization of ceramic types was influenced by cultural and environmental factors.

Graphs and Maps:
- Maps showing the distribution of ceramic types.
- Graphs illustrating the percentage of different types in each region.

Further Research:
- Comparative analysis with other archaeological sites.
- Detailed study of the relationship between ceramic types and social structures.

Acknowledgments:
- Support from the Archaeological Survey of Pakistan.
- Contributions from local experts in Harappan archaeology.

References:
Preprofessional, Professional, and Cross-school Programs

The following programs enable you to earn credit from other NYU undergrad schools, assist you if your goal is admission to law, business, or health professional school, or allow you to study at graduate schools on campus.

I. PREHEALTH, BUSINESS STUDIES, AND PRELAW PROGRAMS

The College Preprofessional Advising Center helps you plan your preprofessional education and decide how, when, and where to apply to professional school. Advisors explain what a professional school education is about, suggest related readings, and help you through the application process. They cannot predict, however, whether you will enjoy the field or find a job that fulfills your expectations.

To assist you in making the most appropriate career decisions, the Center has made helpful information available on its website (www.cas.nyu.edu/page/preprof). In addition, publications on professional careers in business, health, and law are also housed in the Center’s resource library. Preprofessional advisors can provide information about internship and volunteer opportunities to supplement your academic experience. A recommendation collection service helps prehealth students accumulate documentation of their intellectual progress. You may join the prelaw, business studies, or prehealth listservs to receive relevant information, event announcements, and a variety of career-related opportunities.

Professional schools base admissions decisions on a variety of factors, the most important of which are the standardized test score (Law School Admissions Test, Medical College Admissions Test, Dental Admissions Test, Graduate Management Admissions Test, etc.) and undergraduate grade point average; these place a student within the range of a school’s admission criteria. Beyond the numbers, however, admissions officers try to create a diverse student body composed of interesting individuals. You should distinguish yourself early by participating in extracurricular or community service activities and by getting to know as many faculty as possible. You are strongly urged to speak to one of the advisors in the Center if you are considering a professional career in these areas. It is never too early to explore interests and map out an academic and extracurricular plan. You can call 998-8160 or visit the Silver Center room 901 to make an appointment with one of the advisors or to obtain a schedule of walk-in hours.

II. DUAL DEGREE (B.S./B.S.) IN ENGINEERING WITH POLYTECHNIC SCHOOL OF ENGINEERING

This five-year program gives majors in biology, chemistry, computer science, mathematics, and physics the opportunity to earn an additional degree from NYU Polytechnic School of Engineering with concentrations in chemical and biomolecular engineering, civil engineering, computer engineering, electrical engineering, and mechanical engineering. Twelve combinations are currently available; and students will spend time on both the Washington Square and Brooklyn campuses. The B.S./B.S. program is especially designed for students with strong interests and skills in the above areas, and results in a wide range of professional and graduate school opportunities for successful graduates. Because this is a five-year program with heavy and strict course requirements, students must enter with a strong foundation in calculus and
physics. Review the program website for additional information engineering.cas.nyu.edu. Upon completion of this five-year program, students receive the Bachelor of Science degree from the College of Arts and Science and the Bachelor of Science degree from the Polytechnic School of Engineering.

### III. ACCELERATED B.A./M.P.A. AND B.A./M.U.P. PROGRAMS

The College and the Robert F. Wagner Graduate School of Public Service offer you the opportunity to earn the B.A. and M.P.A. (Master of Public Administration) or M.U.P. (Master of Urban Planning) degrees in a shortened period of study. You can complete, while still an undergraduate, up to 28 of the 60 points required for the M.P.A. or M.U.P. For information, visit the College Advising Center (905 Silver Center, 998-8130) and cas.nyu.edu/page/bachelorsmasters.

### IV. ACCELERATED B.A. (B.S.)/M.A. (M.S.) PROGRAM

The College of Arts and Science and the Graduate School of Arts and Science offer students in many departments the opportunity to earn both the bachelor’s degree and the master’s degree in a shorter period of time and at less cost than is normally the case. Qualifying students are typically accepted into a program toward the end of the sophomore or the beginning of the junior year. In their remaining undergraduate semesters, they can then accelerate by taking some graduate courses during regular terms and/or during the summer. In the graduate portion of the program, they can qualify for a scholarship covering up to 50 percent of the tuition for the master’s degree. The program is intended for students whose career goals will be furthered by graduate-level training but who do not plan—at least not immediately—to go on for doctoral work in the field of their master’s degree. Interested students should visit the College Advising Center (905 Silver Center, 998-8130) and cas.nyu.edu/page/bachelorsmasters.

### V. CROSS-SCHOOL MINORS

From its position at the center of a major university, the College is able to offer a variety of minors in partnership with NYU’s professional schools. These minors are either partly or wholly composed of courses from participating schools. All courses taken outside the College in order to complete cross-school minor requirements count toward the 16-point limit on course work in other divisions. Since many of these minors require 16 points of course work, students are encouraged to develop their course of study in consultation with a College advisor. Courses taken within the College to complete cross-school minor requirements will not count toward this limit. Visit our website to explore available cross-school minors: http://cas.nyu.edu/object/crossschoolminors.html.
VI. PROFESSIONAL EDGE
The College offers qualified CAS juniors and seniors with at least a 3.65 NYU GPA a chance to earn—at no additional cost—a noncredit certificate from NYU’s School of Professional Studies (SPS). This program, called “Professional Edge,” is designed for high-achieving and highly motivated students pursuing a liberal arts degree who also want additional professional training in a particular field. It is not intended to replace any CAS majors or minors, but rather to complement them in certain areas. Students who are interested in foreign languages, for example, might find that a Certificate in Translation provides a useful professional credential. For majors in art history, music, or English, a Certificate in Arts Administration or one of the certificates in Design, Digital Arts, and Film may be a natural next step. A certificate in Computer-Aided Design Using AutoCAD could complement a major in urban design and architecture studies. The Preprofessional Advising Center will help students get started in a Professional Edge certificate program, monitor their progress, and be available for ongoing advising related to the certificate. You can contact the Preprofessional Advising Center by calling 998-8160 or visiting the Silver Center, room 901.

Did You Know…?
Speaking Freely offers free, noncredit language classes open to all NYU undergraduates. The 90-minute sessions meet once a week for ten weeks at various locations on campus. Each week, students will learn to communicate on a different topic, or enjoy a related activity as part of a small informal language group. Sessions emphasize practical words and phrases that students might use when traveling or studying abroad, as well as vocabulary related to various aspects of art, history, and culture. This year, Speaking Freely is offering classes in Arabic, Cantonese, Czech, French, Hebrew, Hindi, Italian, Japanese, Mandarin, Spanish, and Turkish. For more information and to register, visit speakingfreely.cas.nyu.edu, send an email to speaking.freely@nyu.edu, or come by the Speaking Freely office in the Silver Center, Room 909A.
The Global University

In addition to the extensive resources of the Washington Square campus, NYU encourages all undergraduates to study and live away through one of our many global programs and exchanges.

New York University was founded more than 175 years ago in the educational tradition of the great urban universities of Europe. An international vision has always been a fundamental part of our mission. And now, more than ever, the academy must reach beyond the classroom to connect students with the increasingly global world of the 21st century. For this reason, NYU has developed rich cultural programs: on campus through our many national houses, international institutes, and language and area studies offerings; and off-campus through a variety of distinctive opportunities for study abroad. By beginning to investigate the options available to you during your freshman year, you can set your academic plans to accommodate a summer, a semester, or an entire year at one of NYU’s global academic centers.

I. NYU GLOBAL PROGRAMS

The following programs welcome students from NYU as well as from colleges and universities throughout the United States. NYU students in the programs remain matriculated at NYU, pay NYU tuition, and receive financial aid just as if they were attending classes at Washington Square during the academic year. During the fall and spring semesters, students enrolled in an NYU Study Away Program (except London, Accra, Prague, Sydney, Washington D.C., and Abu Dhabi) are required to take a foreign language.

NYU Abu Dhabi. NYU Abu Dhabi combines the best of a research university education with the advantages of a liberal arts, sciences, and engineering curriculum. As a major portal campus of the University, NYU Abu Dhabi establishes a powerful environment for faculty and students to access the NYU global network and contributes to the ambitious trajectory of Abu Dhabi as an entrepreneurial capital of ideas and talents. Students earning their degree in New York may experience Abu Dhabi for a semester, or a January Session course.

NYU Accra. Students at NYU Accra have the opportunity to take courses in the arts, literature, communications, journalism, media, anthropology, history, politics, global public health, and sociology. They will also be able to pursue in-depth studies of significant African topics and cultural influences. NYU’s academic center partners with the University of Ghana (Legon) to provide students with access to the major cultural and educational institutions of this developing world capital and nation.

NYU Berlin. At the NYU Berlin academic center, students may take courses in German studies, sociology, cultural studies, cinema, history, economics, and European studies taught in English plus other subjects taught wholly or in part in German. Students are also expected to study German at the elementary or more advanced levels. NYU Berlin offers both academic year and summer programs.
**NYU Buenos Aires.** NYU Buenos Aires offers students the exceptional opportunity to learn about the history and culture of Latin America in the lively and dynamic setting of Argentina’s capital city. Language intensives are offered to facilitate a mastery of the Spanish language. Students also have the opportunity to take a wide range of content courses, centered in the Latin American context, ranging from economics and journalism to music and literature.

**NYU Florence.** La Pietra, Sir Harold Acton’s magnificent estate, is the site for NYU Florence, which offers academic year, semester, and summer programs. Most courses are taught in English except for the language classes and advanced Italian culture and literature courses. The independent study option allows advanced students to do research with prominent scholars. Students can interact with the Florentine community and learn more about the Italian culture through numerous community service and service-learning options. The Italian immersion program offers students who wish to become fluent in Italian the opportunity to take all of their coursework in Italian while also taking intensive language and conversation classes. They also live in a residence where only Italian is spoken. Those students who have advanced Italian skills are encouraged to take courses at the University of Florence.

**NYU London.** Students can study at NYU London for the academic year, semester, or summer. During the academic year, students can study a wide array of courses, including science, business, art history, economics, and literature. A summer term run by the Department of English provides undergraduates from diverse colleges and universities, as well as interested students already holding a B.A., the opportunity to pursue serious study of British drama, visual arts, literature, and politics in the unmatched environment of London.

**NYU Madrid.** Located in a charming residential area, NYU Madrid is a short distance from the historic center of the city. The program maintains academic year, semester, and summer programs. The curriculum offers Spanish language courses at all levels, as well as Spanish literature, culture, civilization, art history, history, and cinema courses in English and Spanish. Program participants study with professors who are recognized experts in their discipline. They can also enjoy a full range of cultural activities, seminars, and excursions, designed to immerse them in their environment. Qualified advanced students may take courses in the Spanish university system.

**NYU Paris.** Located in Paris at 57 Boulevard Saint Germain, NYU Paris provides students with a challenging course of study. It offers academic year, semester, and summer programs. Course work is done both at the NYU center and at the University of Paris with prominent professors, authors, and critics. The center offers numerous cultural activities, lectures, seminars, and excursions to various regions of France. Students may take courses in English or French, depending on their language ability and background. Subject areas in the social sciences and humanities include art history, history, political science, literature, cinema, European studies, economics, and women’s studies.

**NYU Prague.** Located at the NYU center by the Old Town Square, and in affiliation with Charles University, NYU Prague takes students to the crossroads of Europe with academic year, semester, and summer programs. Students take part in an academic program that focuses on Central European and Czech studies, including art, architecture, cinema, music, politics, history, economics, Jewish studies, and more. All coursework, except language classes, is in English. Students have the opportunity to take Czech, German, or Russian language course.
**NYU Shanghai.** Located in the heart of China’s most dynamic city, the NYU Shanghai portal campus offers students an exceptional opportunity to learn about the history and culture of China while participating in the vibrant activities of day-to-day life in Shanghai. Courses include Chinese language courses at all levels, as well as art, business, East Asian Studies, environmental studies, history, journalism, media, metropolitan studies, politics, religious studies, and sociology. Outside of the classroom, internships and community service opportunities immerse students in the local culture.

**NYU Sydney.** NYU Sydney is located in Australia’s largest and most cosmopolitan city. At NYU Sydney students have the unparalleled opportunity to live and study in a hub of commerce, culture, and communication in the Asia-Pacific region. NYU Sydney students will be able to explore Aboriginal art and culture as the longest continuous civilization on the planet. Courses will introduce Australia’s rich history of immigrant communities that formed this continent-sized nation with unique and compelling characteristics, as well as anthropology, business, communications, English, environmental studies, global public health, journalism, psychology, and science. Leading professors are drawn from Sydney and the local region. Faculty-led study trips that take students beyond the areas visited by casual tourists are an essential part of the program. In future semesters, NYU Sydney will provide students with credit-bearing internship opportunities with local media establishments and other businesses.

**NYU Tel Aviv.** The academic focus of the center is not limited to but may be particularly well suited to students interested in chemistry, journalism, politics, social sciences, media, and pre-law. At the same time, students can develop competency in Hebrew or Arabic, and do on-site research in cities like Cairo or Amman while taking the Research Methods course.

**NYU Washington, D.C.** Concentrated study and research is available at NYU Washington, D.C. in an array of subjects, including art history, economics, environmental studies, journalism, politics, and public policy, while incorporating the spirit of a capital city. The student experience is enhanced by access to Washington’s distinctive intellectual, political, and cultural life. Students who study in Washington, DC pair classroom work with internships offered by the wealth of non-profits, government agencies, and corporations that call this city home.
II. CAS SUMMER ABROAD PROGRAMS

The College of Arts and Science summer study abroad programs are an unforgettable and personal encounter with another culture, language, and civilization. Most programs are 6 weeks in duration and students earn 8 credits. All programs are led by a member of the NYU faculty. Students benefit from the expertise of local instructors while studying subjects such as art history, creative writing, foreign language, journalism, and sociology. In some programs, students can even complete requirements for the College Core Curriculum. Limited funding is available to qualified CAS students. Visit the CAS Summer Abroad website for more information: www.nyu.edu/summer/abroad/cas

List of programs:

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<th>Summer in Athens</th>
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<td>Summer in Berlin</td>
<td>Journalism in Ghana</td>
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<td>Summer in Dublin</td>
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<td>Summer in Florence</td>
<td>Urban Design in London</td>
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III. INTERNATIONAL STUDENT EXCHANGES

Students also have the opportunity to study away at the following urban universities for a semester or a year. Some programs are taught only in the language of the host country; other universities offer English-language programs. NYU students participating in an exchange remain matriculated at NYU, pay NYU tuition, and receive financial aid (except in summer programs) just as if they were attending classes at Washington Square. To participate in an exchange program marked with an asterisk (*) below, students must also be registered for the NYU program in that country. To enroll in an exchange, students should contact the College Advising Center (905 Silver Center, 998-8130) or NYU Study Abroad Admissions (998-4433; www.nyu.edu/studyabroad).

Austria, Vienna
Chile, Santiago
Denmark, Copenhagen
England, London*
France, Paris*
Germany, Berlin
Germany, Berlin
Ghana, Accra*
Ireland, Dublin
Italy, Florence
Italy, Florence*
Italy, Milan
Korea, Seoul
Japan, Nagoya
Japan, Tokyo
The Netherlands, Amsterdam
Spain, Madrid*
Sweden, Stockholm

University of Vienna
Pontifica Catholic Univ. of Chile (PUC)
Copenhagen University
School of Oriental and African Studies (University of London)
Institute of Political Science
Freie University
Humboldt University
University of Ghana, Legon
Trinity College
European University Institute (graduate only)
University of Florence
Bocconi University (CAS Economics majors only)
Yonsei University
Nagoya University
Waseda University
University of Amsterdam
Autonomous University of Madrid
Stockholm University
IV. HOW TO EXPLORE AND REGISTER FOR STUDY AT AN NYU GLOBAL SITE

A College of Arts and Science student with a 3.0 or higher GPA may choose to study away for a semester or a year through an NYU program or exchange. Selecting an NYU study-away program or exchange is an easy three-step process designed to help you understand your options and make sure that the courses fit well into your overall academic plan.

Step 1: Exploring Your Options
Contact the Office of Global Programs (992-7400; www.nyu.edu/global.html) for information on all your global options.

Step 2: Getting Academic Advice and Approval
Consult your academic advisor in the College Advising Center (905 Silver Center, 998-8130) and, if you have already declared a major, your department for more detailed and customized advice and approval of a specific course of study. Before you can register for study away, your advisor must approve the course work you will complete away.

Step 3: Information and Preparing for Study Away
Submit the NYU Global Programs online application in Albert. Applications are accepted on two dates per semester, February 15 and March 15 for the fall semester and September 15 and October 15 for the spring semester. It is good to plan ahead and apply early as some programs fill before the deadline. Your request will be processed and reviewed by Global Programs Admissions as well as by the Office of the Associate Dean for Students. Considerations used in determining whether the program is appropriate for you include your academic and disciplinary standing and your progress toward graduation. The review process will take approximately two weeks from the deadlines. Confirmation notices will be sent directly to you with instructions for registration, pre-departure arrangements, and orientation information.

If you wish to study away on a non-NYU program, you must petition the Associate Dean for Students, Dr. Richard Kalb, in writing, showing academic justification for choosing the program. For further information contact the Office of the Associate Dean for Students (909A Silver Center, 998-8140).
Honors and Academic Enrichments

This section presents some additional intellectual opportunities that NYU, with its many resources, can provide to deepen and enhance your academic experience.

I. PRESIDENTIAL HONORS SCHOLARS

Membership in the Presidential Honors Scholars at the College of Arts and Science offers outstanding students the opportunity to receive special advising from College faculty and staff, to challenge themselves in honors courses and through independent research, to study abroad, to take advantage of New York City’s cultural resources, and to develop leadership skills through community service. Scholars comprise a distinguished group of undergraduates; only the top ten percent of the entering class are invited, and students who apply for entry after they have matriculated must demonstrate not only superlative academic achievements, but also a consistent record of leadership and service to the community.

Freshmen who are appointed on the basis of their high school records participate in a Scholars Seminar. They meet regularly for lectures and discussions and participate in a wide variety of co-curricular activities. These include the Scholars Lecture Series, cultural events in the city, social events, and community service projects. During the January intersession, freshman Scholars travel with faculty mentors to Villa La Pietra, in Florence, Italy. Sophomore Scholars also participate in a study-away January intersession, choosing a destination that most closely relates to their academic or personal interests. During their sophomore, junior, or senior year, Scholars spend an entire semester (or year) studying at one of NYU’s global programs or exchanges abroad. They also apply to the Dean’s Undergraduate Research Fund (DURF) for a grant to pursue research with a member of the faculty, and they present their findings at our Research Conference held each spring. The abstracts of this research are published in the College’s research journal, Inquiry. In their junior and senior years, they also enroll in the Honors track of their chosen major. In addition, Presidential Honors Scholars are committed to volunteering and serving in the community. Current NYU students interested in more information about the Presidential Scholars should contact Associate Dean Richard Kalb (909A Silver Center, 998-8140).

II. ADVANCED HONORS SEMINARS

The Advanced Honors Seminars extend the basic principles behind the Freshman Seminars to upper-level courses. Open to sophomores, juniors, and seniors who have shown themselves to be able and willing to undertake challenging work, these small classes are taught by faculty from across the University and by eminent visitors. In some instances students may be able to count the seminars toward their major; other courses can count as electives. For a full list of offerings, consult the Advanced Honors Seminar brochure available in the College Advising Center (905 Silver Center, 998-8130) or check online at cas.nyu.edu/page/honorsprograms.

III. UNDERGRADUATE RESEARCH

Located at the center of one of the nation’s premier research institutions, the College of Arts and Science at NYU involves students whenever possible with this central mission of the University. We do this by putting students in direct contact with the distinguished scholars and scientists on
our faculty who are advancing the frontiers of knowledge. We do this also by empowering stu-
dents to conduct their own inquiries, since we believe that education is not only about
transmitting knowledge but also about teaching students how to learn throughout their life. By
participating in research projects under faculty supervision, students develop a set of skills that
will prepare them for success in any profession or career—the ability to ask the right questions, to
develop strategies for answering them, to think critically, to organize data into a coherent inter-
pretation, and to communicate results effectively orally and in writing. Students who wish to
conduct research individually or in collaboration with others can seek funding from the Dean’s
Undergraduate Research Fund (www.nyu.edu/cas/DURF), open to CAS freshmen, sophomores,
juniors, and first-term seniors whose work is sponsored by an NYU faculty member.* They can
also participate in the College’s Undergraduate Research Conference, and abstracts of their work
may be selected for publication in its undergraduate research journal Inquiry. A Web-based data-
base assists them in finding faculty mentors. For further information, contact the office of
Assistant Dean for Students (909B Silver Center, 998-8140).

* Underclassmen are also invited to apply for Freshman and Sophomore Training Grants which are
designed for students who wish to master fundamental skills necessary to carry out more sophisti-
cated research during their junior and senior years.

IV. DEPARTMENTAL HONORS

All departments and programs offer talented and highly motivated students the opportunity to
take individual honors courses or to enroll in the honors track in the major, which culminates in
the writing of a thesis under faculty supervision. See your faculty advisor, the Director of
Undergraduate Studies, or the Director of Honors of the department for more information.

V. AWARDS AND SCHOLARSHIP COMPETITIONS

Awards, prizes, and scholarships are important not only as recognitions of excellence but also
as incentives to further achievement. The highest academic honors of the College are Phi Beta
Kappa (the preeminent national honors society, which admits students in the junior or senior year based on cumulative academic achievement); Dean’s List (which includes every June those students who have grade point averages of over 3.65 with at least 28 points completed in the preceding fall and spring terms); the honorary societies of individual departments (most of which require at least a 3.50 grade point average); and Latin Honors (graduation with the titles summa cum laude, the top 5 percent of the graduating class; magna cum laude, the next 10 percent of the graduating class; and cum laude, the next 15 percent of the graduating class).

The College also offers the opportunity to compete for specialized awards, which are described in the College Bulletin. In addition, many departments also have prizes not restricted to any particular class. For a complete list see the College Bulletin or consult the Assistant Dean for Students (909B Silver Center, 998-8140).

Finally, there are a number of distinguished external scholarships. These often involve a lengthy application and a series of interviews, and students must prepare themselves over a period of time; you should start to investigate them early in your career. They include:

- **Rhodes Scholarships** for study at Oxford University
- **Marshall Scholarships** for study in Britain
- **Barry M. Goldwater Scholarships** for undergraduates
- **Fulbright Fellowships** for study abroad
- **Harry S Truman Scholarships** for public service
- **Henry Luce Foundation Scholarships** to live in Southeast Asia
- **James Madison Memorial Fellowships** for careers as American studies teachers
- **Mellon Fellowships in the Humanities**
- **National Science Foundation Graduate Research Fellowships**
- **National Security Education Program** for undergraduates to study abroad

For detailed information and applications, consult the brochure available in the College Advising Center or the NYU National Scholarships website (www.nyu.edu/scholarships) and contact the office of the Associate Dean for Students (909 Silver Center, 998-8140).

**VI. COURSES IN OTHER NYU DIVISIONS**

Qualified undergraduates are able to take advantage of selected courses and faculty across the entire University. There are also the joint or accelerated degree programs and cross-school minors described in chapter 3 of this Handbook. You can take up to 16 credits at other schools and institutes in the University, whether piano lessons at the Steinhardt School of Culture, Education, and Human Development, an accounting course at the Stern School of Business, or a photography course at the Tisch School of the Arts. In addition, faculty from the other schools often teach special courses for College students.
Service and Learning

You may have done community service in your hometown; at NYU you will have the opportunity not only to continue such volunteer work but also to combine it with your education in a number of different ways.

New York City presents its residents with countless opportunities for community service. Going out into the streets and helping others is one of the best ways for you to make a difference and enact social change. In addition to helping those in need, you can meet friends, develop leadership skills, and gain valuable career experience. And you can also learn. “Service learning,” the integration of community action with the learning process, raises challenging questions for both students and faculty—questions about community, personal responsibility, privilege and poverty, and the role of public and private institutions in creating a good society.

“The real benefits of serving others are only tangentially related to the personal satisfaction derived from sharing one’s own skills and talents. The activities you will create, the neighborhoods you will enter, the people you will meet, the lives you will touch, as well as the fellow students who will challenge and befriend you—these are the real advantages of community service. They are also the ingredients of a learning experience unsurpassed in richness and variety.”

—Matthew S. Santirocco, Senior Vice Provost for Undergraduate Academic Affairs and Professor of Classics

The College offers you a variety of opportunities to serve and to learn:

I. DEAN’S SERVICE HONOR CORPS

Under the Dean’s supervision, a number of Presidential Honors Scholars make a special commitment to community service by working together on a specific project each week throughout the academic year. For the past thirteen years, members of the group have been involved in tutoring and mentoring children in community centers on the Lower East Side. In addition, members meet on a regular basis to discuss theoretical and practical issues related to service. They have the opportunity to take service-learning courses, and they may be able to develop research opportunities from their experiences. Finally, the Honors Corps leads and participates in University-wide events that focus on service and the development of leadership.

II. SERVICE-LEARNING COURSES AND FOR-CREDIT INTERNSHIPS

A number of “service-learning” courses and credit-bearing internships are available in the College curriculum. In previous years, students in a First-Year Seminar, “The University and the Community: From Principles to Practice,” volunteered and studied in communities in Manhattan. Other departments and programs that have offered courses or internships relevant to community service include Metropolitan Studies (in New York, London, and Accra), Italian (in Florence), Politics, Psychology, and Sociology. For more information, contact your advisor, and see chapter 11 below for additional possibilities for internships.
III. OTHER COLLEGE SERVICE OPPORTUNITIES

NYU students participate in a variety of community service efforts, e.g., feeding the homeless, giving parties for hospitalized children, and tutoring and mentoring New York public high school students. In addition, all members of the Presidential Honors Scholars volunteer for a variety of community service options, including the Organization of Students to Help the Homeless, AIDS Resource Center, East Village Visiting Neighbors, and various tutoring programs on- and off-campus. In addition, Presidential Honors Scholars have created a number of their own community service projects, such as the Stories on Stage Ensemble and the Cambodian Book Project, which were awarded the NYU President’s Service Award. For further information on these and other College service opportunities, contact Associate Dean for Students Richard Kalb (909A Silver Center, 998-8140) or Associate Dean for Advising William Long (905 Silver Center, 998-8130).

IV. NYU OFFICE OF CIVIC ENGAGEMENT

The office coordinates employment and service programs that lead students to develop rich relationships with local organizations, including non-profits, public schools, city government agencies, and civic groups. The programs help students enrich the lives of their fellow New Yorkers and enrich their lives as students as well. Programs include America Reads & America Counts, Jumpstart, and Public Service Corps.

Visit the NYU Center for Student Activities, Leadership and Service (704C Kimmel Center for University Life, 212.998.4700, student.activities@nyu.edu) to find out more information on getting involved in long-term and one-day service projects as well as joining any of the community service student clubs. The office coordinates an array of opportunities with local non-profits in need of a helping hand.
Resources for Students

Successful people know what they don’t know, and they use all the resources they can find to get the guidance and answers they need. This chapter introduces some of the resources at your disposal here in the College.

I. COLLEGE COHORT PROGRAM
905 Silver Center, 998-8167
cas.ccp@nyu.edu
newstudents.cas.nyu.edu

The College Cohort Program is a co-curricular initiative that gives shape to student life in the NYU College of Arts and Science (CAS). The Cohort Program fosters academic and social networks, helps new students acclimate during the first year, and builds strong, diverse micro-communities that serve as a foundation for upper-class students as they progress through NYU. The key principles of the cohorts are College Life, Academic Inquiry, and Service, all of which drive programming and objectives. From the summer before freshman year to the years after graduation, cohorts will be a real and virtual home for all members of the College. Throughout students’ careers, the Cohort Program remains a foundation for exploring and engaging in the variety of academic and cultural offerings at NYU, New York City, and within the global academic network. NYU is complex, and part of the mission of the cohorts is to help streamline resources so that students understand what is available to them at NYU and within CAS. Wherever students are within the global network, and whatever they are pursuing with mentors from NYU’s world-class faculty and diverse alumni network, their cohort will serve as both home base and springboard for exciting, unique opportunities. As graduating students transition to the professional world, the Cohort Program will anchor them, providing a home at NYU and a portal for continued engagement.

II. COLLEGE ADVISING CENTER
905 Silver Center, 998-8130
CASVirtualAdvisor@nyu.edu
advising.cas.nyu.edu

The College Advising Center, under the direction of Dr. William Long, Associate Dean for Advising, provides direct assistance regarding any concern or question, academic or non-academic; advisors also refer students to appropriate resources on and off campus. Upon entering the College students are assigned to an academic advisor in the Center who remains their primary advisor through the sophomore year or until a major is declared. Transfers, who often have declared a major already, are assigned to an advisor in addition to their departmental one. Once students declare a major, they are advised through their academic department, but continue to seek additional assistance through the College Advising Center throughout their undergraduate career. In addition to providing advisement on issues related to College and University policies and procedures, study abroad, joint degree programs offered with other schools at the University, and a host of other academic matters, the College Advising Center offers special programs such as free learning assistance and workshops designed to improve study skills, career assistance, peer support, activities for international students, and assistance in the process of choosing a major.
III. FIRST YEAR PROGRAMS
905 Silver Center, 998-8167
cas.ccp@nyu.edu
newstudents.cas.nyu.edu

The Cohort Program begins with a virtual advising and registration process, during which incoming students select a Freshman Seminar, and begin to communicate with their advisor. During their first year, cohorts meet regularly with their academic advisor and College Leader (an upper-class mentor) to explore topics ranging from academic resources to cross-cultural communication. From Welcome Week onward, the cohorts will take part in cultural activities led by their College Leaders as they explore both NYU and New York City. In addition to personalized advisement through the cohorts, the College has resources and programs designed for new students.

Assistant Dean for New Students
The Assistant Dean for New Students, Sarah Beth Bailey, is available to listen and guide students through their transition to NYU and works closely with Academic Advisors so that students receive support and are connected to helpful resources. The Assistant Dean is available during office hours or by appointment (905 Silver Center, 212-998-8167, sarahbeth.bailey@nyu.edu).

The Freshman Dialogue
The Freshman Dialogue provides first-year students with the opportunity to start embodying the spirit of discovery, critical inquiry, and intellectual exchange that will characterize life at the College, NYU, and the City. Over the summer students read a chosen text. The class of 2019 will read Ralph Ellison’s *Invisible Man*. For more information please contact, Dr. Alexandra Cordero (908 Silver Center, 212-998-8102, alexandra.cordero@nyu.edu).

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Did You Know…?
Before SATs there were other admissions standards. The first entering freshmen in September 1832 were expected to have read, in addition to some history and mathematics, six books of Caesar, eight books of Vergil, six orations of Cicero, Sallust, the Greek New Testament, three books of Xenophon, and two books of Homer’s *Iliad*—all in the original languages, of course.
IV. UPPERCLASS PROGRAMS

Cohorts elect a Sophomore Cohort President to lead their group during the second year, and these leaders are responsible for organizing events to keep the cohort community alive. Cohort Presidents also work with each other to plan class-wide events based on the Cohorts key principles. As students move into their third year, a smaller group of leaders works closely with the junior class president and the CAS Student Council to develop programming based on student needs and that continues to strengthen the CAS community. From sophomore through junior year, the Cohorts helps transfer students transition by connecting them with an academic advisor and class-wide events. Although all seniors will receive academic advising through from their major department advisors, the College Advising Center provides special services for seniors. These include the senior website (seniors.cas.nyu.edu), advisement about completion of degree requirements, information about the Baccalaureate and Commencement ceremonies, and help planning for the future after graduation. For more information contact Patti Davis in the College Advising Center (905 Silver Center, 212-998-8130).

V. COUNSELING AND WELLNESS SERVICES

College Counseling Service
920 Silver Center, 998-8150
Counseling and Wellness Services
726 Broadway, 998-4780
www.nyu.edu/counseling

The College has its own branch of Counseling and Wellness Services. Both offices are staffed by professionals who are knowledgeable in areas of student concerns and experienced in assisting with any problems that may arise during your college career. Services include psychological counseling for individuals as well as groups, workshops on a variety of topics such as academic effectiveness and health issues, and, when appropriate, referral to off-campus sources of help. The service is free and confidential, with a maximum of twenty sessions during a student’s time at NYU.

The Wellness Exchange
726 Broadway, 4th Floor, 443-9999
wellness.exchange@nyu.edu
www.nyu.edu/999

The Wellness Exchange is the constellation of NYU’s extensive health and mental health resources. A central feature common to all these services is a private, 24/7 hotline that puts students in touch with professionals to address day-to-day challenges, as well as any other health-related concern that students may have including medical issues, academic stress, depression, anxiety, alcohol and other drug use, sexually transmitted infections, eating disorders, and sexual assault. The hotline is also available to share concerns about a friend.

Student Health Center
726 Broadway, 3rd and 4th Floors, 443-1000
After hours: 998-2222 (University Public Safety); emergency: 911
health.center@nyu.edu
www.nyu.edu/nyuhc

Designed specifically to meet the healthcare needs of NYU students, the Student Health Center is a state-of-the-art medical facility staffed by highly trained and experienced clinicians and support staff in three departments: Medical Services, Counseling Services, and the Office for Health Education, Outreach, and Crisis Response. Services include primary and urgent care, an extensive array of clinical and specialty services, and on-site laboratory and
radiology capabilities. The Student Health Center also provides counseling and psychological services, comprehensive health education, including wellness workshops and seminars, a Smoking Cessation Program, advice on healthy nutrition and exercise, and numerous publications that address students’ health concerns.

**Student Resource Center**  
210 Kimmel Center, 998-4959  
helpline: 998-4411  
student.resource.center@nyu.edu  
ask.src@nyu.edu
The mission of the Student Resource Center is to provide a helpful and welcoming student-focused environment that provides personal attention and information to students at NYU while also alerting them to the myriad of services available across the University. The center offers University-wide programs, publications, and hands-on assistance for the entire University community. Staff members also focus specifically on the needs of NYU’s various communities—new and continuing students, transfers, commuters, parents and families of students—as well as providing services to enhance and promote social and spiritual diversity. A major role of the Student Resource Center is to assist students in navigating the NYU landscape and providing connections to appropriate campus resources. By working closely with NYU’s academic and administrative units, staff members will provide students with access to information, referrals, and advice. Student Resource Center staff are available daily for walk-ins or via the Student Resource Helpline providing individualized assistance to all students. Transfer Student Services at the center support all NYU transfer students through programming, services, and involvement opportunities.

**Office of Global Services**  
561 LaGuardia Place, 998-4720  
[www.nyu.edu/global/international-immigration-services/students.html](http://www.nyu.edu/global/international-immigration-services/students.html)  
The Office of Global Services (OGS) provides support, advisory services, and programs for NYU’s international students. They work with students to ensure compliance related to immigration status in the U.S. and our academic sites worldwide. With over 5,000 international student and scholars from over 130 countries, NYU’s OGS is a vital resource for students with questions about travel, work and transitioning to life and studies in the U.S.

**Henry and Lucy Moses Center for Students with Disabilities**  
726 Broadway, 2nd Floor 998-4980  
[www.nyu.edu/csd](http://www.nyu.edu/csd)  
The center facilitates equal access to the programs and activities of the College and NYU. Matters relating to students who visit the center are strictly confidential. Services cover a wide range of disabling conditions. In addition to working with students who have mobility, visual, and hearing impairments, the center assists a significant number of students with learning disabilities and many others with chronic impairments, such as diabetes, cancer, HIV infection, psychiatric illness, head trauma, and seizure disorders. The Moses Center is staffed by a group of specialists who have a wealth of experience in helping students obtain necessary academic adjustments and accommodations based upon individual needs. In order to receive services from the center, students must provide appropriate documentation.
The Office of Residential Life and Housing Services is responsible for enhancing the life and the mind of the students and community in NYU’s residence halls. The office is committed to creating environments and experiences that both challenge and support students as they engage in the educational and social life of NYU and the residential community. The office oversees programming, hall activities, policy enforcement, and furthering the academic mission of the university in all of the residence halls.

Lesbian, Gay, Bisexual, Transgender, and Queer Student Center
602 Kimmel Center, 998-4424
lgbtq.student.center@nyu.edu
www.nyu.edu/lgbtq

Dedicated to creating campus environments that are inclusive and supportive of student diversity in the areas of sexual orientation and gender identity and expression, the LGBTQ Student Center fosters a welcoming environment for all people interested in developing their understanding of LGBTQ issues. The center offers a variety of support services and programs for LGBTQ students and their allies and provides training and resources for faculty, staff, University offices, and others interested in ensuring that their services are inclusive and supportive of LGBTQ issues.

Center for Multicultural Education and Programming
806 Kimmel Center, 998-4343
cmep@nyu.edu
www.nyu.edu/cmep

The Center’s mission is to provide educational programs and student services that support the goals, address the challenges, and recognize the contributions of students from culturally diverse backgrounds and to educate the greater campus community on the benefits of cultural diversity.

Athletics, Intramurals, and Recreation
Jerome S. Coles Sports and Recreation Center
181 Mercer Street, 998-2020
www.gonyuathletics.com

A true liberal arts education involves the development of the entire person, the body as well as the mind. The Jerome S. Coles Sports and Recreation Center is the home of many of NYU’s sports teams, and also serves as the main center for fitness and athletics on campus. Other facilities for students include the Palladium Athletic Facility, Brooklyn Athletic Facility, and off-campus facilities like Chelsea Piers, Pier 40, Stadium Tennis Center, and others.
VI. CAREER ASSISTANCE

Wasserman Center for Career Development
133 E. 13th Street, 2nd Floor, 998-4730
www.nyu.edu/careerdevelopment

The College utilizes the extensive resources of the Wasserman Center for Career Development, and tailors them to meet the particular needs of liberal arts students, providing counseling and information concerning academic choices and career options. Through an internship program, an alumni mentor network, individual counseling (by appointment and walk-in hours), and specially designed workshops, students can evaluate their interests, explore career goals, and integrate their academic work with practical experience. Career counseling appointments are also held in the Silver Center. Students have access to full-time job listings, NYU CareerNet (a Web-based database of part-time jobs and full-time internships), and a career library. With well over 50,000 positions listed each year, NYU is proud of its student job placement rate of over 90 percent.

VII. PREPROFESSIONAL ADVISING CENTER

901 Silver Center, 998-8160
www.cas.nyu.edu/page/preprof

The center provides specialized advising and co-curricular programming for students interested in careers in the health, legal, and business professions. See chapter 3 for details.

VIII. LEARNING ASSISTANCE

University Learning Center (ULC)
University Hall, 110 East 14th Street, 998-8085
Academic Resource Center, 18 Washington Pl.
university.learning.center@nyu.edu
www.nyu.edu/ulc

With hours that extend well into the evening and weekend, the University Learning Center offers a variety of services designed to help students realize their fullest academic potential, such as group study sessions in support of specific courses, individual review sessions in areas not covered by group sessions, and study skills workshops. The University Learning Center has two convenient locations with staff that can also make referrals to other sources of help.

Writing Center
411 Lafayette Street, 3rd and 4th Floors, 998-8866
writingcenter@nyu.edu
www.nyu.edu/cas/ewp/html/writing_center.html

The Writing Center provides help for students as well as faculty and administrators who need assistance with a particular writing assignment or anyone who just wants to improve his or her writing. Many people use the Center because they can have conversations with experienced writing consultants who will help them understand an assignment, develop a plan, or learn to edit, and will offer suggestions about drafts-in-progress. Writing Center consultants do not themselves proofread papers, nor do they edit. Consultations run from thirty to forty-five minutes.
Information Technology Services (ITS)
10 Astor Place, 4th Floor
Helpline and information: 998-3333
its.clientservices@nyu.edu
www.nyu.edu/its
Information Technology Services (ITS) provides technology-based services to students, faculty, and administration. They provide services which support research, scholarship, and instruction, including: NYU Classes, high performance computing and data services, telephones, computer labs, ResNet, Google Apps, NYUHome, and NetIDs. ITS develops and refines IT policy and compliance as well as providing client services support for the NYU community.

Library Services
The Elmer Holmes Bobst Library
70 Washington Square South, 998-2500
library.nyu.edu
One of the largest open-stack libraries in the nation, with more than 2.5 million volumes, the Elmer Holmes Bobst Library and Study Center offers a world of information on virtually any subject. In addition to books, journals, and other print materials, the library provides access to many non-print resources, including microfilms, computerized databases and other electronic information, extensive video and audio collections, a language laboratory, and computer equipment and software programs. Most materials in Bobst are accessible through BobCat, its online catalog, which also lists materials at a number of affiliated libraries. Library orientation sessions, which provide an introduction to BobCat, the journal collection, and index services, are held each semester, as well as workshops on research strategies and the Internet.

American Language Institute
48 Cooper Square, 2nd Floor, 998-7040
NYU’s American Language Institute (ALI), one of the nation’s largest university-based English as a Second Language (ESL) institutes, offers courses for students who need to bring their English writing proficiency up to the level required by the College’s International Writing Workshop sequence. All ESL students are required to take the ALI test. Students who complete the ESL sequence of courses at the ALI and Expository Writing Program are considered to have satisfied both the writing and the foreign language requirements.
IX. ACADEMIC ACHIEVEMENT PROGRAM
905 Silver Center, 998-8130

The Academic Achievement Program (AAP), celebrating its 27th year, is a multifaceted program that is designed to develop and enhance the academic and leadership potential of Black, Latino, Native American and other underrepresented students in the College and larger NYU community. Every year highly motivated students are invited to participate in the program. To make the College experience more personal, each new AAP student is matched with an upper-class student mentor who has related goals and interests. Additionally, the program promotes the appreciation of ethnic diversity and the development of leadership skills through student-lead programming, leadership retreats, award ceremonies, and community service projects. AAP also manages several partnerships and initiatives that advance access, diversity and inclusion for students; prepare students to succeed academically; and ensure that students advance smoothly throughout the academic careers. These initiatives include Pipeline Opportunities for Inter-Collegiate Stem Education (POISE) in partnership with Borough of Manhattan Community College (BMCC) and the Health Educator Awareness & Leadership Training Honors Program (HEALTH) in collaboration with the NYU School of Medicine Office of Diversity Affairs. Students also have the opportunity to participate in a domestic exchange program to study away at a Historically Black College and University (HBCU) or Hispanic Serving Institution (HSI). Participating schools include: Spelman College, Morehouse College, Xavier University, University of Puerto Rico, and Sacred Heart University in Puerto Rico. To apply and become a member of AAP, contact fatiah@nyu.edu or visit our website at aap.cas.nyu.edu/page/AAP_Programs.

International Student Support
905 Silver Center, 998-8130

The College has a team of experienced academic advisors who provide individual advising for international students in the College. Advisors help students adjust to the College, work with issues related to academic credentials and English courses, and help students by coordinating with the Office of Global Services on visa issues. Special events are coordinated with the CAS International Student Club and other cultural clubs, and students are welcome to attend a weekly International Coffee Hour, which serves as an informal introduction to the College community.
X. HOUSING AND DINING
383 Lafayette Street, 1st Floor, 998-4600
housing@nyu.edu
www.nyu.edu/housing

A wide variety of housing exists on campus—from traditional residence halls to apartment style accommodations. In the allocation of rooms, freshmen get top priority. Thereafter assignments are by a student-run lottery in which priority is based on class year. Eight on-campus dining locations offer various meal plan options.
Course Selection and Registration

Having studied the possibilities, you are ready to make an informed choice from among the thousands of courses open to you at NYU. This section will take you through the process of registration for courses.

I. FACTORS IN COURSE SELECTION

When choosing courses or thinking about a major, you should think about what really interests you and where you can excel. A passionate interest in a field makes it likely that you will do well in it, and in turn that excellence will be the ticket needed to pursue other dreams of careers, or of graduate or professional schooling. All of us have areas of strength. The challenge will be to find yours among the many possibilities available to you at NYU. While considering this, you will need to think strategically about how you will complete your education in the College.

The curriculum has been carefully designed as a building process in which both knowledge and skills are layered in logical sequence. This is why, for instance, you will be expected to take the courses in the College Core Curriculum in your first two years.

Your own sequence of courses may be affected by other factors like preprofessional goals or the intention to study away. For instance, science, engineering, or prehealth students will need to take more science classes in the first two years and perhaps defer one Core course or the foreign language requirement until later. Such students should discuss their schedules carefully with their advisors. For most students, however, following the Core in the first two years will not only be possible but will also leave room for several electives relating to potential majors.

As noted in chapter 4, you should begin to plan your courses early around the objective of studying away. Foreign language study is very important: even if your plans are to follow an Anglophone program, the people you meet outside the classroom will appreciate your use of their language. And remember that taking intensive courses in languages will enable you either to complete your requirement early or to have more time to improve your fluency with advanced courses. You may also need to examine how you sequence the courses in your major so that being abroad will not hinder you from fulfilling departmental requirements. Your academic advisors can be helpful in this planning. A new tool, the Academic Planner, is also available on Albert. It helps students and advisors plan the path to graduation, term by term.

It is important to make thoughtful decisions about your courses and ultimately your major. As long as you fulfill the requirements for graduation, the essential determinant for your future will be how well you do in pursuing the choices you have made. Expect to work hard and to be challenged, but also plan to work smart. Studies indicate that students with the best grades are the ones who lead balanced lives, get actively involved, manage time well, and use all available resources—like this handbook.
II. CONSULTING PUBLICATIONS

The College Bulletin is the source of official information about general College policies and regulations and about specific requirements of every available major, minor, or program. It is available at bulletin.cas.nyu.edu. Previous editions of the Bulletin are archived to serve as a reference for regulations in effect at the time you entered the College. In the current Bulletin you will also find a complete listing of Arts and Science faculty, as well as a listing and full description of courses, including their level, prerequisites, and frequency.

When you plan your schedule of classes for a given semester, you’ll also need to consult additional online information through the Albert or the Registrar’s Course Search feature, which indicates not only which courses are actually offered in that term but also the days and the hours of the various sections, along with the names of the instructors. A “class number” is listed for each course, which you use both to register initially and to change your schedule.

III. DEVELOPING YOUR SCHEDULE

Choosing your classes is not something to be done casually. Your enjoyment of your college years will depend upon how carefully you select the classes that you take. There are many things to be considered.

What courses must you take in order to graduate? Use the College Bulletin and Albert. Use the Albert Academic Requirements report to view all the requirements you have completed, have in progress, and have yet to complete. Use the Albert Academic Planner to plan future semesters, courses, study away, and requirements. Use the Course Evaluation Guide, which can be found at www.nyu.edu/cas/ceg/index.html [log-in required], consult department brochures, and talk to upperclassmen and advisors to find out more about courses and instructors. What courses seem really interesting, different, challenging, or helpful to you? Use the College Bulletin, ask the professor or department for a syllabus, and talk to other students. Use the Course Search feature on the Registrar’s website or Albert to check on days, times, and locations of classes, recitations, and labs. Leave time to study, to eat, to exercise, to get involved, to work. Try to achieve a balanced schedule. Do not take all science courses or all literature courses, even though you might enjoy them. The objective of college is to open up your thinking. Take a variety of courses and explore new territory.
IV. THE ADMISSIONS OFFICE AND TRANSFER CREDIT

Credentials. Students who have transferred from another school either within or outside NYU should submit any missing credentials to the Undergraduate Admissions Office as soon as possible. These materials include final transcripts (high school as well as college), advanced standing test results (e.g. AP, IB, A-Levels), and SAT or ACT scores. Without these, a final Transfer Credit Report is not prepared. Credentials should be sent to the NYU Admissions Office, 665 Broadway, 11th Floor New York, NY 10012.

Transfer Credit Report. This electronic document tells you what credits you transferred with and what Core requirements you have satisfied with that credit. Your tentative Transfer Credit Report may indicate any documents you still need to send to the Admissions Office so it can finalize your transfer credit. If you have already decided on a major, prepare a list of classes you took in your major at your previous school(s). Then meet with the Director of Undergraduate Studies in your major department to discuss what the NYU equivalents to those classes are. You may be asked to provide course descriptions or syllabi from your previous college(s). For this reason, it is important that you move quickly to get necessary documentation and resolve outstanding transfer credit issues. Please note that a late award of credit may permit you to drop a now unnecessary course, but that you will still be liable for tuition for that course according to University policy.

Appeals Process. If you think you should have received transfer credit for a class that does not appear on your final Transfer Credit Report, you may appeal to the College Advising Center. Provide a copy of the course description from the catalog or bulletin of your previous college.

Advanced Placement (AP), International Baccalaureate (IB), and Transfer Credit for Freshmen. Freshmen often have college credit from their AP, IB, or bridge programs. If you feel that you should have this credit appear on your transcript and it does not, please see your advisor immediately. It is in your interest to do this early in the first semester because such credit might well grant you an earlier registration date in subsequent terms.

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Did You Know…?

Since 2000, members of NYU's past and current faculty hold eight Nobel Prizes (five in economics and one each in chemistry, medicine, and peace), three Abel Prizes (considered the Nobel of mathematics), one National Medal of Science, one National Medal of Technology and Innovation, three National Humanities Medals, and three Pulitzer Prizes. Faculty membership in the National Academy of Sciences increased from 18 in 2002 to 29 in 2012.
V. PLACEMENT EXAMS

Advanced Placement. If you have advanced standing through exams taken in high school (e.g. AP, IB, A-Levels, other country-specific examinations) and had the scores forwarded to the NYU Admissions Office, you may be eligible for college credit. Such credit might, for example, enable you to accelerate your graduation, to complete a second major, or to go right into higher-level courses. In some cases the credit merely counts toward graduation as an elective; in others it satisfies a requirement. A table in the College Bulletin indicates what the required scores are, how many points are awarded, and what the equivalent course in the College is, if there is one. Note that advanced standing credit does not satisfy the expository writing requirement or any portion of the Foundations of Contemporary Culture requirement; satisfaction of the foreign language or the Foundations of Scientific Inquiry requirement by means of advanced standing credit is discussed in the College Bulletin and on the College Core Curriculum website (core.cas.nyu.edu). If you wish to obtain and keep advanced standing credit, be sure not to enroll in the equivalent College course(s).

All placement exam information can be found at cas.nyu.edu/page/placementexams.

Foreign Language Placement Examination. You must show or attain proficiency in a foreign language. All entering students, except those receiving advanced standing credit or planning to start a new language, have the opportunity to take a test for placement into a course at the appropriate level or for exemption but not for credit. For detailed information on the foreign language requirement and testing see the College Bulletin or cas.nyu.edu/page/ug.placementexams.

Mathematics Placement and Exemption Tests. The Mathematics Department, at 251 Mercer Street, 7th Floor, 998-3005, offers placement tests for students who wish to enroll in calculus courses. For more information on the mathematics requirement see the College Bulletin or the department website (www.math.nyu.edu).

Computer Science Placement Examination. Students who wish to enroll in Introduction to Computer Science I, the first course in the sequence required of Computer Science majors, without first taking Introduction to Computers and Programming, must take and pass the computer science placement exam. If you missed this exam during Welcome Week, contact the Computer Science Department at Warren Weaver Hall, 4th Floor, 998-3010.

Expository Writing Proficiency Examination. During Orientation all transfer students are required to take the writing proficiency examination (students passing this test do not receive college credit or exemption from any courses). For students who do not pass this, prescribed coursework must be taken and passed before they can graduate. Passing the writing proficiency examination is a requirement of all students in the college.
VI. GENERAL DEGREE REQUIREMENTS

**Complete 128 Credits of Course Work.** Transfer students must complete at least 64 credits in the College (courses with a “UA” or “GA” designation). Up to 64 transfer credits may be accepted by the College upon a transfer student’s admission (for freshmen this number, which includes AP and IB credits, is 32). All students must complete their final 32 credits at NYU, and must attend classes at NYU for at least two regular semesters (Fall or Spring, not Summer).

**Complete the College Core Curriculum (Core).** See chapter 1 for specifics on this program. Your advisor can help you determine how much of the Core you were given credit for upon entering the College.

**Complete at Least One Major.** By the time you have completed 64 credits, you must formally declare a major (see the major department to declare). At least half the course work done for the major (or a minor) must be completed in the College. Transfer credit in excess of that amount will be counted as elective credit toward the 128-credit degree requirement. Note that the number and sequence of required courses in certain College majors are such that students with inadequate prior preparation will not be able to complete all the major requirements in the equivalent of four years, counting the year(s) spent at other colleges. See the Director of Undergraduate Studies in the relevant department if you intend to use transfer credits toward a major and/or minor; bring with you your Transfer Credit Report list of potential major courses and a copy of the catalog or bulletin from your previous college(s). Course syllabi are also helpful. Finally, you must meet with an advisor in your major department each semester to register for the following term. The advisor will approve the next semester’s program and review your progress in the major.

**Take Elective Credits.** Once you complete the major and Core Curriculum, you may still have some credits to fill in order to reach the 128-point minimum for graduation. This can be done by completing one or more minors, a second major, or elective courses. Electives can be from CAS or from other divisions at NYU. You are allowed only a total of 16 points for courses taken in other divisions toward your degree. Included in the 16-point allowance are any transfer credits so assigned on your Transfer Credit Report. It is possible to exhaust the credit allowance through transfer credit. If you do take courses outside the College, you are advised to consult in advance at the College Advising Center. In addition, you must meet the prerequisites for these courses. Note that many departments in other divisions restrict enrollment in their courses to majors only.
VII. REGISTRATION ON ALBERT

For advisement, go to the College Advising Center. The College requires advisor approval for registration. You will not be allowed to register until that approval is posted.

Add complete course information in the “shopping cart” function of Albert (home.nyu.edu). Then, check on Albert to make sure that there are no impediments to your registration (like having an outstanding balance on your bill, or not having been cleared to register by your advisor) and to find out what your registration date is. If you have any questions regarding Albert, you can view a helpful “how-to” guide on Albert or at the Registrar’s website (www.nyu.edu/registrar/sis). You can check your schedule at any point during the registration process.

Closed Courses. You cannot enroll in a closed course on Albert. If you have written permission to enter a closed course, you must bring the permission form to the Student Services Center of the University Registration Office at 25 West 4th Street. You may, however, have the option through Albert of viewing alternate sections that fit into your schedule, and some closed courses will offer a waitlist.

Waitlisting. It is vitally important that you understand your responsibilities when placing your name on the waitlist of a closed course. Remember the following: be sure to register for an alternative course and use the swap function when placing yourself on a waitlist for a closed class. By using the swap function, the system will enroll you into your waitlisted course without resulting in an over-enrollment situation which is not permitted. Without a swap, you will be prevented from enrolling when the waitlisted course would take you above the credit load limit. Please see guidelines regarding waitlisting on the Registrar’s website (www.nyu.edu/registrar/registration). Waitlisted courses with recitations/lab will only be added if a seat is available in both the lecture and recitation/lab.

After You Register. You may access your academic records, including schedule and transcript and Academic Requirement Report, through Albert. This is especially important if you have placed your name on a waitlist. When you receive your eBill from the Bursar, please familiarize yourself with all information concerning payment policies. Please note that in some circumstances you may not be de-enrolled from your classes for non-payment but that in other circumstances you will be. Do not think you can drop a class simply by not paying for it; equally, do not be surprised if you are de-enrolled. Please see your advisor with any questions or concerns.

VIII. TUITION REFUND INSURANCE AND REFUNDS

Although one hates to anticipate problems, it is wise to prepare for them. If for any reason you decide to withdraw from some or all of your courses, a refund of tuition can be issued to you only according to the schedule published by the University on its website and based on the date of official withdrawal. See www.nyu.edu/bursar/refunds for more information. It is University policy not to grant refunds outside of this schedule. That is why many students purchase tuition refund insurance, which for a very modest fee will protect their investment in case of serious illness or accident. The insurance may be purchased up until the start of classes. If you missed the sign-up deadline for this term or year, you might want to consider insurance for subsequent terms or years. To learn more and enroll, please contact GradGuard at 888-541-4853 or www.gradguard.com.
Did You Know...?

According to the Wasserman Center for Career Development Survey of NYU’s 2012 Graduates:

- Over 92% surveyed had held part-time jobs or internships either on or off campus.
- Regardless of major, NYU students earn average starting salaries greater than national averages in almost all fields.
- 93% of CAS graduates are either employed or in graduate school.
- 85% of NYU graduates secured their job in less than 3 months.
Academic Integrity and Behavioral Misconduct

As you begin your College career—attending classes, participating in extracurricular activities, performing community service, and thinking about where your academic and career interests lie—it is important to reflect on your role and responsibilities within an academic community.

I. A COMMUNITY OF THE MIND

New York University is a community of scholars who value free and open inquiry. Our work depends on honest assessment of ideas and their sources; and we expect all members of our community to maintain the highest integrity in their academic work. As scholars committed to the critical evaluation of ideas, free of personal prejudice, we also have an obligation to one other to create an educational atmosphere of mutual trust and respect in which differences of opinion can be subjected to deliberate and reasonable examination without animus. Because of the central importance of these values to our intellectual life together, students who fail to maintain them will be subject to disciplinary sanction, which may include dismissal from the University.

The College Honor Code

As a student in the College of Arts and Science at New York University, you belong to a community of scholars who value free and open inquiry. Honest assessment of ideas and their sources is the foundation of what we do. Our University is a community of mutual trust and respect in which personal prejudice has no part in the critical evaluation of ideas. It is a place where differences of opinion can be subjected to deliberate and reasonable examination without animus. As scholars, it is therefore as a matter of honor and good repute that we each commit ourselves to assuring the integrity of our academic community and of the educational pursuits we undertake together.

As a student in the College, I pledge that—

—I shall perform honestly all my academic obligations. I will not represent the words, works, or ideas of others as my own; will not cheat; and will not seek to mislead faculty or other academic officers in their evaluation of my course work or in any other academic affairs.

—I shall behave with decorum and civility, and with respectful regard for all members of the University—faculty, staff, and fellow students—our guests, and members of our wider communities.

—I shall abide by the College and by the University rules of conduct and policies on academic integrity and by the special requirements of any individual course of study or other academic activity.

—I shall endeavor earnestly to uphold the values, standards, and ideals on which our University community depends and call on others to do so.
II. SOME GUIDELINES

Academic honesty means that the work you submit—in whatever form—is original. Obviously, bringing answers into an examination or copying all or part of a paper straight from a book, the Internet, or a fellow student is a violation of this principle. But there are other forms of cheating or plagiarizing which are just as serious—for example, presenting an oral report drawn without attribution from other sources (oral or written), writing a paragraph which, despite being in different words, expresses someone else’s idea without a reference to the source of the idea, or submitting essentially the same paper in two different courses (unless both instructors have given their permission in advance). Receiving help on a take-home examination or quiz is also cheating—and so is giving that help—unless expressly permitted by the instructor (as in collaborative projects). While all this looks like a lot to remember, all you need to do is to give credit where it is due, take credit only for your original ideas, and ask your instructor or advisor when in doubt.

Disciplinary offenses include but are not limited to:

- cheating, plagiarism, falsification of data or sources, forgery of academic documents in attempt to defraud;
- destruction, theft, or unauthorized use of laboratory data, library or research materials, computer resources, or university property;
- disruption of academic events or interference with access to classrooms, laboratories, or academic offices;
- actual or threatened violence against, sexual assault or harassment of a student, instructor, staff member, or administrator.

The following penalties may be imposed by the faculty for disciplinary infractions:

- Warning
- Disciplinary Probation
- Suspension
- Dismissal

Complete statements of the policies and procedures for adjudicating disciplinary complaints concerning students in the College are available from the Office of the Associate Dean for Students and on the website of the College of Arts and Science.

III. RULES AND PROCEDURES

1. General Principles

a) Student conduct that violates the College of Arts and Science Honor Code, University-wide student conduct policies, and/or student conduct policies established by portal campuses, global academic sites, or administrative offices of the University may be subject to disciplinary action in accordance with established CAS and University procedures.

b) Student misconduct includes academic misconduct, such as plagiarism, cheating, and possession of or use of any prohibited notes, reference resources, or data processing or other devices in any class or examination, and behavioral misconduct, such as forgery of
academic documents in attempt to defraud; destruction, misuse, or theft of University resources; disruption of classes or other academic events, or University administrative operations; acts of violence; and sexual assault and harassment.

c) In cases of academic misconduct, evaluation of the student’s academic performance is distinguished from disciplinary adjudication of the offense. The question of what grade the student’s work should earn is distinct from that about whether a disciplinary sanction should also be imposed. When a student is found to have engaged in academic misconduct, the instructor may reduce the student’s grade for the assignment or for the course as a whole; however, such a determination is an academic judgment made by the instructor in accord with the expectations of the department or program offering the course and is not a form of disciplinary sanction. The question of whether a disciplinary sanction should also be imposed is separate from this academic determination, as specified in the procedures described herein.

2. Academic Misconduct—Academic Review

a) When it is believed that violations of academic integrity may have occurred it is within the discretion of the faculty member to address the matter informally with the student should the infraction be judged insubstantial or should the evidence be inconclusive. In such cases the faculty member may determine that no grade reduction is warranted.

b) Should the faculty member judge the violation substantial and well supported by the evidence, he or she may, with the assent of the Director of Undergraduate Studies (or, if the Director of Undergraduate Studies is the instructor, with the chair or another academic
director in the department or program, or if the department or program should be too small, in an ad hoc consultation with a chair or academic director of another department or program (from the same academic division) reduce the student’s grade or assign the student a failing grade for the assignment in question or for the course as a whole. This grade reduction only reflects the student’s failure creditably to complete the academic requirements in question and is not a disciplinary sanction. The grade reduction should be proportional to the size and weight of the incident of academic misconduct among all requirements for the course and appropriate to the level at which the course is offered.

c) In order to better educate the student about the CAS standards for academic integrity, the faculty member and/or the Director of Undergraduate Studies should meet with the student to discuss the nature of the offense and the action taken. This responsibility of the faculty should not be delegated to recitation or laboratory instructors or other course assistants.

d) For incidents of academic misconduct, the student’s appeal of the grade reduction is limited to departmental review conducted by the Director of Undergraduate Studies and/or the Department Chair, as specified in the CAS policy for grade appeals. The review will be limited to the question of whether the reduction in grade was made fairly and in keeping with the expectations of the department or program.

e) The decision of the department or program on the student’s appeal is final.

3. Academic Misconduct—Reporting and Disciplinary Referral

a) In all instances in which there has been a finding that a CAS student committed a substantial violation of academic integrity standards of CAS or of any of its departments or programs, the Director of Undergraduate Studies will inform the student within seven (7) calendar days in writing and/or via email of any action taken and send copies of this letter to the CAS Associate Dean for Students, the faculty member, and the Department Chair or Program Director. The letter will include the nature of the violation, any resulting reduction in grade, and notice of the student’s right to appeal. A copy of the correspondence and the evidence of the violation shall be kept in a confidential file maintained by the Director of Undergraduate Studies.

b) The Director of Undergraduate Studies will also within seven (7) calendar days inform the CAS Associate Dean for Students in writing and/or via email of the student’s violation, forward to the dean the evidence of the violation, and send a copy of the correspondence to the faculty member and to the Department Chair or Program Director.

c) If this is the student’s first incident of academic misconduct, the Associate Dean for Students will send the student a warning letter indicating that a suspension or a more severe penalty may result from a second academic integrity offense of any kind.

d) If this is the student’s second or further incident of academic misconduct, the Associate Dean for Students will meet with the student, discuss the evidence of academic misconduct, and provide the student an opportunity to respond. The student will be informed of his or her right to accept or reject a resolution by the Associate Dean. After considering all relevant information, the Associate Dean may offer the student terms upon which CAS is willing to resolve the matter, which may include imposition of a disciplinary sanction. Where the student and the Associate Dean agree to terms in writing, a binding consensual resolution will exist between the student and CAS. Where the Associate Dean is unable to resolve the complaint by consensual resolution, the matter will be referred to the Committee on Student Discipline.
e) In all instances in which there has been a finding that a non-CAS student committed a substantial violation of academic integrity standards of CAS or of any of its departments or programs, the Director of Undergraduate Studies will proceed in accord with the procedures under (a) and (b), except that notice will be made instead to the Dean of Students of the student’s school.

4. Behavioral Misconduct

a) Complaints of student behavioral misconduct should be made in writing to the CAS Associate Dean for Students. When such a complaint is received, the Associate Dean will notify the student of the complaint and investigate the matter. In cases of students who have transferred internally among divisions of the University, the dean will query the student’s prior school(s) concerning their disciplinary records for the student, if any.

b) The Associate Dean of Students will meet with the student against whom the complaint has been filed, describe the complaint, and offer the student an opportunity to respond. The student will be informed of his or her right to accept or reject a resolution by the Associate Dean. After considering all relevant information, the Associate Dean may offer the student terms upon which CAS is willing to resolve the matter, which may include imposition of a disciplinary sanction. Where the student and the Associate Dean agree to terms in writing, a binding consensual resolution will exist between the student and CAS. Where the Associate Dean is unable to resolve the complaint by consensual resolution, the matter will be referred to the Committee on Student Discipline.

c) Ordinarily, if the misconduct is a student’s first offense at the University and does not warrant further disciplinary sanction, the student will be offered the opportunity to continue in CAS under written warning that a one-semester suspension or a more severe penalty may result from a second disciplinary offense of any kind.

Did You Know…?

NYU has always been a center for scientific research. Early science faculty included John W. Draper who produced daguerreotype portraits of the human face as well as the first photograph of the moon; Daniel Webster Hering, responsible for the first x-ray of the entire human body; John Torrey, pioneering American botanist; innovative surgeon Valentine Mott; and Samuel F. B. Morse, who taught fine arts but is best known for inventing the electric telegraph. Several years later (1876), the American Chemical Society was founded here. This tradition continues. Arts and Science alumni who have won the Nobel Prize include George Wald (physiology, 1967), Gertrude Elion (medicine, 1988), Clifford Schull (physics, 1994), and Frederick Reines (physics, 1995). The future looks bright as well: in the past ten years, 24 Intel (formerly Westinghouse) Science Talent Search finalists have chosen to attend the College.
Tips for Success

This section offers you some tips on how to organize your time and tasks.

I. CLASSROOM AND HOMEWORK

Academic success doesn’t come easily. The first few weeks will feel like an intensive survival course, but calm reflection and the knowledge that others have felt exactly like you will let you survive and then succeed in your academic career. Here are a few tips.

Invest in your studies. It is the foundation for success in your career and future. Constantly work hard and go the extra mile. Get to know your professors, recitation, and lab instructors through their office hours. Use them to guide your activities and give you feedback. Review your syllabus, readings, and notes to stay on top of the material. Know what to learn and learn it well.

Take good notes. The better the notes, the better your chances are of doing well at exam time. Don’t try to write everything down that the instructor says, but listen for key phrases and main points. If possible, take notes in outline form and leave wide margins to organize your notes so that it is easier to review and read later on. Also, take notes as you read and highlight key points to get the most out of your reading assignments.

Participate actively. Use class meetings as an opportunity to test your ideas, express your opinions and discuss with others. Think about points that may arise before the class meets and review the previous assigned reading for important topics and questions. Being prepared helps ease anxiety. Ask questions if you need clarification on a point. However, don’t dominate class discussions. Know when to step forward, and when to step back. Listening and having respect for others’ opinions is equally important.

Get the most out of your reading. Instructors assign texts with an explicit purpose in mind: to expand on topics covered in lecture or to introduce new content that they feel is important for your understanding of course material. Before you read, preview the material to become familiar with any titles, headings, topic sentences, and chapter summaries. As you are reading, try to elaborate upon new information with your own examples. Try to integrate what you’re studying with what you already know. You will be able to remember new material better if you can link it to something that’s already meaningful to you. After each section, try to recall the information it contained. Re-read portions you had trouble remembering. Research studies show that people who read well are more likely to do well academically in their classes, and on standardized tests for graduate and professional school (e.g. MCAT, LSAT, GMAT, and GRE).

Learn exam preparation and test-taking skills. Reviewing your notes regularly is key to making exam preparation easier and avoiding test anxiety. Try to predict what will be on the test and prepare answers for those questions. You should also ask the instructor what material will be covered and the test format, multiple choice, essay questions, etc. Create learning aids such as flashcards for key points that you want to memorize. Discuss the material with others in your class and vary studying alone and in groups. Remember to take short breaks when studying to avoid mental exhaustion. During the exam, look over everything before answering questions. Budget your time. Read the test questions carefully and highlight important words or phrases. Save the more difficult questions until last. With multiple-choice questions, read all of the choices first before answering.
Know and use the resources provided by the College. The University Learning Center with its individual tutoring sessions, group reviews and academic skills workshops, programs run by the Assistant Dean for First-Year Programs, the many services in the College Advising Center, and the Counseling and Health Services in 920 Silver Center can all be helpful. Reach out to your professors, recitation, lab instructors, and academic department for support as well. If you encounter difficulty, seek help early during the semester to avoid problems later.

II. MYTHS AND REALITIES

1. Myth:
I have to major in science if I’m premed, politics if I’m prelaw, or economics for business.

Reality:
The reality is that employers and professional schools want students who are well-rounded and have good GPAs. A 3.6 as a philosophy major is more likely to get you into medical school than a 2.9 as a biology major. Businesses want good grades—in anything—and work experience. Major in what you will enjoy and do well.

2. Myth:
It is difficult to find a job with a liberal arts degree (especially for majors in history, English, classics, etc.).

Reality:
The reality is that over 40 percent of the CEOs in the top companies were liberal arts grads. The degree is even more valuable now that being flexible and able to learn quickly is so important for team-centered companies.

3. Myth:
I’m interested in healthcare, so I should become a doctor.

Reality:
The reality is that health care is the fastest-growing segment of the economy, with needs for skills ranging from nursing, physical therapy, and trauma-technology to strategic planning, marketing, and administration.

III. TIME FOR EVERYTHING

Learning to manage your time will allow you to accomplish personal and academic goals. You can start by adopting some basic organizational techniques, considering and weighing your priorities, and setting realistic and manageable goals. Whether you are compulsive about small organizational details or must have flexibility in scheduling, there is a time management solution for you. Here are a few basics:

Spend time planning and organizing. Using time to think and plan is time well-spent. Being organized saves time trying to find information. Organize in a way that makes sense to you. For example, create data repositories for each of your courses. This could be as simple as creating a folder for a class, and then putting any information related to that class in that folder.
Get a handle on the big picture. Do you have a large research paper or project due the last week of the semester? Semester-long planning is a good method to look ahead and avoid missing important deadlines. Develop a semester calendar noting when papers are due and when tests are scheduled. Use the calendar in this handbook to begin the habit. Also note any other significant dates or events in your personal life such as trips, family/friend visits, concerts, etc. Having everything in one place allows you to plan and prevent potentially stressful weeks.

Set goals and prioritize. Goals give you direction and a way to spend your time. Set SMART goals (specific, measurable, achievable, realistic and timely). You should include goals which you have set for the semester and the tasks that will enable you to accomplish these goals. Make every effort to prioritize. The trick to prioritizing is to isolate and identify the important tasks with long-term, goal-related implications. Work towards reducing the urgent things that have short-term consequences so you’ll have time for your important priorities.

Do weekly and daily scheduling. Include all known time commitments, allowing yourself time for required readings, quiz and exam preparation, community involvement, socializing, exercise, relaxation, and sleep. One way is to use a running to-do list. Emphasize and maintain a healthy amount of sleep, which provides the mental and physical energy needed to be productive and tackle your various commitments.

Allow for flexibility and plan for the unexpected. Allow time for interruptions and distractions. Things inevitably come up that you weren’t expecting. Leave room in your calendar so that you can move things around a little when needed. When you expect to be interrupted, schedule routine tasks. Save or make larger blocks of time for your priorities. Ask yourself, “What is the most important thing I can be doing with my time right now?” to help you get back on track.

Be realistic in scheduling. If you aren’t, you’ll fall into the trap of not sticking to your schedule. For example, you should consider studying for a certain length of time and then rewarding yourself for a certain period of time. Know your biological prime time. Are you a morning person or a night owl? Planning to use that time of the day for your priorities is effective time management.

Conquer Procrastination. Break down overwhelming jobs into smaller manageable parts and schedule a limited time to work on them. By doing a little at a time, eventually you’ll reach a point where you’ll want to finish. The sooner you start, the more quickly you can get it done. Also, try to avoid getting bogged down in unnecessary details. Paying excessive attention to detail, for some, can be a form of procrastination.
Life after College

Many students are concerned now about how their studies will relate to and prepare them for a life in the competitive environment after college. By working together with their advisors and fully using all the resources available here, graduates of the college will be superbly prepared for life in the new millennium.

As society moves to a rapidly changing, knowledge-based economy, you have to develop and demonstrate analytical and communication skills, as well as intellectual agility. Excellence matters and there will be less concern with your choice of a major than with your ability to be outstanding in whatever major and courses you choose. Grades are one measure of a person’s potential to perform at a high level, especially when coupled with work experience and extracurricular activities. In combination, these reflect that you are indeed smart, can manage multiple roles, possess leadership skills, and can work well with others. These characteristics are highly sought after by employers and graduate programs.

Your NYU education should prepare you well for this competitive environment. NYU also provides specific services while you are here, and after you graduate, to help you make the transition from college to the world of work.

I. IN COLLEGE

One defining characteristic of the New York University educational experience is the opportunity to explore an extremely diverse array of professions, to test one’s interests through practical experience, and to gain valuable training in those fields of interest. New York City provides such opportunities in abundance, and the College takes full advantage of its location in the financial, cultural, scientific, and media capital of the world. Our alumni base, for example, encompasses every conceivable profession, and alumni give generously of their time to undergraduate students seeking experiential learning.

A recent survey by the University’s Wasserman Center for Career Development showed that 85 percent of graduating seniors from the College of Arts and Science held a job or internship related to their field of interest during their undergraduate years. There are many different types of opportunities available to students, some that are paid, some that involve voluntarism on the part of a student, and some that carry academic credit—and all of these can be valuable. For the purposes of helping students to secure and make the most of such opportunities, students should consider the following criteria as a guide:

1. Paid internships: These are the most common form of internship. Jobs related to a student’s professional interests provide pay for the work that students are doing for the organization. Many companies and organizations provide part-time jobs that allow students to gain experience and to network in the field, while at the same time helping to alleviate the financial burden of being a college student. (Please note: some for-profit companies ask students to volunteer, but allow it only if the student can earn academic credit. Many of these so-called internships do not relate directly to a student’s academic work and are not worthy of academic credit in a discipline. In these cases, the company should consider providing compensation for the work done by a student, thus making it a paid internship.)
2. Voluntary or community service: Certain organizations encourage students to work on a volunteer basis in order to gain experience and to provide needed assistance to the organization. This type of arrangement may be appropriate in, for example, not-for-profit organizations. Students volunteer their time and can gain valuable experience, but there is no credit awarded by the College. These internships are valued, sometimes even required, by professional schools.

3. Credit-bearing internships: A very few departments offer academic internships which are undertaken to advance a student’s knowledge in the academic discipline and thus earn course credit. Such academic internships must be sponsored by a faculty member through an academic department, and normally require close faculty supervision, significant research in addition to the practical work experience, and a reporting of findings. Not all departments offer such credit-bearing internships, and those that do may restrict them to declared majors, since those students have the requisite background. In some other departments, independent study may be a possibility. Like a credit-bearing internship, independent study would require a proposal by the student, careful guidance from a faculty member, and a body of work that can be submitted at the end of the internship and evaluated for course credit. For further information contact your academic advisor or the advisors in the Preprofessional Advising Center (901 Silver Center, 998-8160).

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Did You Know...?

As members of a large and active Alumni Association, you will have available to you a wide range of benefits, including lifetime access to your NYU email address, use of the Wasserman Center for Career Development up to twelve months after graduation without charge, and ongoing alumni events on campus and in the city throughout the year, as well as regional activities in Florida and other areas. Contact the CAS Alumni Relations Office at cas.alumni@nyu.edu; alumni.cas.nyu.edu.
II. LIFE AFTER COLLEGE

If you choose to continue your studies in graduate or professional school, your key resources will be your major department and your faculty. Accessing graduate programs via university websites is an especially important way to explore their academic offerings and their faculty. An additional source of information, specifically for professional study, is the Preprofessional Advising Center located in 901 Silver Center; see chapter 3.

Whether you join the workforce immediately upon graduation, go on to graduate or professional school, or simply take a little time to travel and collect your thoughts, the College’s Alumni Relations office would like you to keep in touch (cas.alumni@nyu.edu; alumni.cas.nyu.edu). After graduating, you will become an alumnus or alumna and join a stellar group that includes Albert Sabin, discoverer of the oral polio vaccine, the Nobel physiologist and political activist George Wald, novelists Cynthia Ozick and Joseph Heller, composers Milton Babbitt and Alan Menken, filmmakers Stanley Kramer and Martin Scorsese, inventor Jerome Lemelson, travel writer Arthur Frommer, and playwright Lillian Hellman—to name just a few.
2015/16
YOUR ACADEMIC CALENDAR
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- **September 2015**

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<thead>
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<th>Date</th>
<th>Event</th>
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<tr>
<td>1</td>
<td>Fall term begins</td>
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<tr>
<td>2</td>
<td>Last day to withdraw for 100% refund of tuition and fees (complete withdrawal)</td>
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<tr>
<td>6</td>
<td>Labor Day; holiday</td>
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<td>7</td>
<td>Last day for 100% refund of tuition (complete withdrawal)</td>
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<tr>
<td>8</td>
<td>Last day for 100% refund (partial withdrawal) or 70% refund (complete withdrawal)</td>
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<td>13</td>
<td>Priority deadline for study abroad applications, spring term</td>
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<td>14</td>
<td>From today, no refund for partial withdrawal</td>
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<td>20</td>
<td>Last day to withdraw from a class without a “W”</td>
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<td>Last day for 55% refund (complete withdrawal)</td>
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<td>Last day for 25% refund of tuition (complete withdrawal)</td>
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<td>From today, no refund for complete withdrawal</td>
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</table>
The University’s original motto was *Perstando et Praestando utilitati* (striving and excelling in useful pursuits). Now shortened to *Perstare et Praestare*, the motto and the date of the University’s incorporation, 1831, appear on its seal. Also engraved are runners, symbolizing the pursuit of truth, and a flaming torch, which represents educational enlightenment.
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- Fall recess
  - No classes scheduled

- Legislative Day
  - (Monday schedule)
Develop a schedule for completing major assignments. Divide large projects into smaller, more manageable components. Create a timetable and set deadlines for yourself.

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Deadline for study abroad applications, spring term, if space available

**Did You Know...?**

The shield of the College of Arts and Science (illustrated below) shows an open book to symbolize ready access to knowledge; two stars to represent the two undergraduate liberal arts colleges which were its predecessors, University College and Washington Square College; and three peaks and four valleys to suggest the seven parts of the medieval liberal arts curriculum, the trivium (grammar, rhetoric, logic) and the quadrivium (arithmetic, music, geometry, astronomy).
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- **November 2015**
- **1 November:** Daylight Saving Time ends: gain 1 hour
- **2 November:** Last day to withdraw from a class; last day for filing or revoking Pass/Fail option
- **8 November:** End of Thanksgiving recess
Take notes as you do your reading assignments. Highlight or underline key concepts and phrases.

**Did You Know...?**
The name of the school, the College of Arts and Science, is drawn from three Latin words: *collegium*, which means a guild or community; *artes*, which means the ability to do things; and *scientia*, which means knowledge. The name of the College, therefore, signifies that we are a community of scholars still pursuing the goal of our nineteenth-century founders: the acquisition of practical and theoretical knowledge.

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Thanksgiving Day; Thanksgiving recess begins
No classes scheduled
## December 2015

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- **6 December**: Legislative Day (Monday schedule)
- **20 December**: Last day of classes
- **20 December**: Reading Day
- **27 December**: Final exam period ends
After class, take a moment to read over your notes. Not only does this refresh your memory of the topic, but it gives you a chance to clarify any questions you may have had during class.

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**Did You Know...?**
The Class of 1885 started a tradition when they purchased a bun and enshrined it in a silver casket. They and their successors handed it down to the “most collegiate” class. In 1920, the Class of ’21, passed over for the honor which went to the Class of ’22, stole the Bun and it has never been seen since.
**January 2016**

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<td>January Term classes begin</td>
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<td>6</td>
<td>Spring tuition payments due</td>
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<td>Martin Luther King Jr. Day; holiday No classes scheduled</td>
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<td>Spring term begins Last day to withdraw for 100% refund of tuition and fees (complete withdrawal)</td>
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<td>Last day to withdraw for 100% refund of tuition (complete withdrawal)</td>
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Sit in the front of the classroom, where you can most easily see and hear the professor. Arrive on time and remain in the room until the professor dismisses the class. Very often, important information is provided at the beginning and end of class.

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<td>Last day of January Term classes</td>
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**Did You Know…?**
The Second Bun made its appearance in 1929 and enterprising classes competed to steal it from the Dean’s office. This Second Bun has also disappeared (last seen in 1981), though some believe that at least one individual knows where it is. In 2001, the CAS Student Council renewed the tradition of the Bun, enshrining the Third Bun in a silver casket. Given to the class that shows the greatest school spirit and community involvement, the Third Bun was first won by the Class of 2004.
## February 2016

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8
Last day to withdraw from a course without a "W"; Last day for 100% refund (partial withdrawal); Last day to withdraw for 70% refund (complete withdrawal)

9
From today no refund for partial withdrawal

11
Presidents’ Day; holiday
No classes scheduled;
Priority deadline for study abroad applications fall term or whole year

12

13

14
Last day to withdraw for 55% refund of tuition (complete withdrawal)

15

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21
Last day to withdraw for 25% refund of tuition (complete withdrawal)

22
From today, no refund for complete withdrawal

23

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Try to predict questions that could appear on your final exams. Then study information which would allow you to answer these questions thoroughly.

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**Did You Know…?**
The College’s first home was in Clinton Hall, a new building on the corner of Beekman and Nassau Streets. This location allowed undergraduates to have access to the extensive Mercantile Library. The University’s first benefactor was Myndert Van Schaick, who subscribed to the foundation of a new university in 1830. Twenty-three years later, that same benefactor came to the rescue again and with a gift of $2,500 cleared the last of the University’s debt.
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<tr>
<td>Daylight Saving Time begins: lose 1 hour</td>
<td>Spring recess begins</td>
<td>Deadline for study abroad applications, fall term or whole year, if space is available</td>
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<td>Spring recess ends</td>
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Spring recess ends
Have your assignments completed before class. If you have read the material, you will be able to participate more fully in the discussion.

### Did You Know...?

Before it was given to the College, Brown Building housed the infamous Triangle Shirtwaist Factory, where workers were locked in during their long working hours. On March 25, 1911, 146 people lost their lives in a fire because they could not get out, despite the rescue efforts of firemen and passers-by, including NYU students. The disaster led to the foundation of the International Ladies Garment Workers Union and greater awareness of workers’ rights. In memory of the Triangle Fire, Brown Building has been declared a national monument. The anniversary of the fire is commemorated each year.

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Create learning aids to help you memorize information. Flashcards can be used to study foreign-language vocabulary or technical definitions, for example. Likewise, timelines can be helpful in remembering historical chronology.

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**Did You Know…?**
The Founders Memorial (pictured on p. 4) which can be seen on Schwartz Plaza next to Bobst Library, was a pinnacle on the original home of the College, University Building (pictured on p. 36). Designed by James Dainken and reminiscent of the Gothic style of the Kings College, Cambridge, chapel, University Building was demolished in 1894 to make room for Silver Center. The Memorial is a remnant of the original structure. The Memorial remained on the Heights campus until 1973 when it was moved back to the Square.
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- May 2016
- Final exam period ends
- Reading Day
- Final exam period begins
- Last day of classes
- University Commencement
- First summer session begins
- Memorial Day; holiday
Study in an environment which supports your ability to concentrate; one in which you will not be easily interrupted or distracted. When studying for extended periods of time, take periodic study breaks to give your mind and body a chance to rest.

Did You Know…?
Washington Square Park was formerly a paupers’ burial ground, then the site of the city gallows (the large elm tree outside the apartment building at 29 Washington Square West is, in fact, the “hanging tree”), and then a military parade ground. Now it is a popular city park and a center for cultural events and performances.
Expand your vocabulary. Carry a pocket dictionary or app so that you can look up unfamiliar words you encounter while reading.

Did You Know...?
Organized, competitive sport began in 1873 at NYU. Baseball lost its first-ever game to Rutgers and Football observed precedent by losing its first game to Stevens Institute of Technology. Nevertheless, under Chancellor MacCracken, NYU was one of the original 19 founders of the NCAA. NYU Basketball (first played in 1907) was a local Division I powerhouse in the 1950s and 1960s; more recently Women’s Basketball has been a major force in NCAA’s Division III.
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<td>Independence Day; holiday</td>
<td>Legislative Day (Monday schedule); first summer session ends</td>
<td>Second summer session begins</td>
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Become acquainted with the resources available within Bobst Library. Familiarize yourself with the computer catalog, the reserve room, the open stacks. The library will serve as an indispensable tool throughout your college career.

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**Did You Know...?**
The poet Henry Wadsworth Longfellow applied for a job teaching Spanish literature at the College in 1843—but was turned down. Other distinguished writers who have taught here include Thomas Wolfe, Ralph Ellison, Joyce Kilmer, and Lillian Hellman—to name just a few.
### August 2016

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- **2016 Welcome Week begins**
- **Second summer session ends**

- **August 2016 Welcome Week begins**
- **Second summer session ends**
Did You Know…?
James M. Mathews was elected the first Chancellor of New York University in 1831. As Chairman of the Committee on Subscriptions, Dr. Mathews was responsible for raising the funds needed to purchase the land for the University’s first permanent home—the great Gothic building where Silver Center now stands.
Important Numbers

Advising Center (College) 998-8130
Admissions (Undergraduate) 998-4500
Bobst Library 998-2500 (general information)
Bookstore (Main) 998-4678; 998-4681 (textbooks)
Bursar 998-2806
Center for Multicultural Education and Programs 998-4343
Center for Spiritual Life 998-4959
Center for Student Activities, Leadership, and Service 998-4700
Classroom Scheduling 998-4220
College Core Curriculum Office 998-8119
Commuter Resources (Student Resource Center) 998-4411
Computer Store 998-4672
Counseling Services (College) 998-8150
Counseling Services (University) 998-4780
Financial Aid 998-4444
First-Year Programs (College) 998-8167
Housing 998-4600
Information Technology Services 998-3333 (help line)
Jerome S. Coles Sports and Recreation Center 998-2020
Lesbian, Gay, Bisexual, and Transgender Student Services 998-4424
Moses Center for Students with Disabilities 998-4980
Office of Civic Engagement 998-2329
Office of Global Programs 998-4433
Office of Global Services 998-4720
Palladium Athletic Facility 992-8500
Preprofessional Advising Center 998-8160
Public Safety (Security) 998-2222
Registrar 998-4800
Sexual Harassment Policy Violations 998-4403
Speaking Freely 998-8140
Student Health Center 443-1000
Student Resource Center 998-4411
Transfer Student Services 998-4959
University Learning Center 998-8085
Wasserman Center for Career Development 998-4730
Wellness Exchange 443-9999
Writing Center 998-8866
## The College Online

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<thead>
<tr>
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<tr>
<td>College Main Web Page</td>
<td>cas.nyu.edu</td>
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<tr>
<td>The Dean of the College</td>
<td><a href="mailto:cas.dean@nyu.edu">cas.dean@nyu.edu</a></td>
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<tr>
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<td>gonyuathletics.com</td>
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<td>Student Resource Center</td>
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<td>Wellness Exchange</td>
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Getting Around NYU Safely

1. Travel on streets where there is pedestrian traffic.

2. Try to walk in groups.

3. Know where you are going and know how to get there.

4. Be alert to your surroundings.

5. Late at night or in the early morning, avoid construction areas, deserted streets, or any areas where someone could be lurking.

6. Use campus transportation. For schedules and information, call 998-4646.

7. Avoid wearing flashy jewelry.

8. Avoid counting your money or displaying money on the street.

9. When using automatic teller machines, watch out for potential muggers watching withdrawals. Avoid using ATMs at night.

10. Be especially alert when walking by subway entrances as thieves tend to frequent these areas, which can provide them with a place to hide and a quick means of escape.

11. Know whom to call in an emergency: NYU Public Safety (998-2222) or the New York Police Department (911).