LIBERAL STUDIES: The Core Program

ANNOUNCEMENT FOR
THE 40TH AND 41ST SESSIONS

Global Liberal Studies

ANNOUNCEMENT FOR
THE 3RD AND 4TH SESSIONS

NEW YORK UNIVERSITY
WASHINGTON SQUARE, NEW YORK, NEW YORK 10003

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

An Introduction to New York University ........................................... 5
An Introduction to Liberal Studies: the Core Program and
the Global Liberal Studies B.A. ......................................................... 11
Directory for Liberal Studies (LS)
Administration and New York University Services .......................... 13

The Core Program ............................................................................ 15
Academic Program ........................................................................... 16
  Curriculum Overview and Requirements ....................................... 16
  Course Requirements .................................................................. 16
  Courses and Course Numbers ...................................................... 17
Global Programs .............................................................................. 18
Academic Advising and Transition Requirements ............................ 19
Student Awards and Honors ............................................................. 21

Global Liberal Studies Bachelor of Arts (GLS) ............................... 23
Academic Program ......................................................................... 24
  Curriculum Overview and Requirements ....................................... 24
  Courses and Course Numbers ...................................................... 25
  Degree Requirements .................................................................. 26
Global Programs .............................................................................. 27
Academic Advising .......................................................................... 29
Additional Academic Opportunities ............................................... 30
  Cross-School Minors .................................................................. 30
  Accelerated B.A./M.A. Program-Graduate School of Arts and Science .................................................. 30
  Dual Degree B.A./M.P.A. Program-Robert F. Wagner Graduate School of Public Service .................. 31
  Professional Edge Certificates ...................................................... 32
  Student Awards and Honors ........................................................ 33

Liberal Studies Course Descriptions (for the Core Program and GLS) ........................................................................... 34
Descriptions for Select Requirements: Quantitative Reasoning (LS), Quantitative Proficiency (GLS), Concentrations (GLS), and Intensive Language Study (GLS) .................................................. 41

NYU and Liberal Studies Student Information ................................. 43
  LS Academic Policies and Procedures .......................................... 44
  NYU Student Life Resources ....................................................... 52
  NYU Counseling and Health Services ......................................... 54
  NYU Admission .......................................................................... 55
  Tuition, Fees, and Financial Aid .................................................. 60

Liberal Studies Administration and Faculty ...................................... 65
NYU Calendar .................................................................................. 68
Washington Square Campus Map ..................................................... 70
Travel Directions to the Washington Square Campus ...................... 72
NYU Frequently Called Numbers .................................................... 73
Index ................................................................................................ 74
The founding of New York University in 1831 by a group of eminent private citizens was a historic event in American education. In the early 19th century, a major emphasis in higher education was on the mastery of Greek and Latin, with little attention given to modern or contemporary subjects. The founders of New York University intended to enlarge the scope of higher education to meet the needs of persons aspiring to careers in business, industry, science, and the arts, as well as in law, medicine, and the ministry. The opening of the University of London in 1828 convinced New Yorkers that New York, too, should have a university.

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

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

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

Enrollment in the undergraduate divisions of the University ranges between 130 and 7,672. While some introductory classes in some programs have large numbers of students, many classes are small. Nearly 4,600 undergraduate courses are offered.

The University overall grants more than 25 different degrees.
<table>
<thead>
<tr>
<th>Year</th>
<th>School/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1832</td>
<td>College of Arts and Science</td>
</tr>
<tr>
<td>1835</td>
<td>School of Law</td>
</tr>
<tr>
<td>1841</td>
<td>School of Medicine</td>
</tr>
<tr>
<td>1865</td>
<td>College of Dentistry</td>
</tr>
<tr>
<td>1886</td>
<td>Graduate School of Arts and Science</td>
</tr>
<tr>
<td>1890</td>
<td>Steinhardt School of Culture, Education, and Human Development</td>
</tr>
<tr>
<td>1900</td>
<td>Leonard N. Stern School of Business</td>
</tr>
<tr>
<td>1922</td>
<td>Institute of Fine Arts</td>
</tr>
<tr>
<td>1934</td>
<td>School of Continuing and Professional Studies</td>
</tr>
<tr>
<td>1938</td>
<td>Robert F. Wagner Graduate School of Public Service</td>
</tr>
<tr>
<td>1960</td>
<td>Silver School of Social Work</td>
</tr>
<tr>
<td>1965</td>
<td>Tisch School of the Arts</td>
</tr>
<tr>
<td>1970</td>
<td>Gallatin School of Individualized Study</td>
</tr>
<tr>
<td>1972</td>
<td>Liberal Studies Program</td>
</tr>
<tr>
<td>2006</td>
<td>Institute for the Study of the Ancient World</td>
</tr>
<tr>
<td>2010</td>
<td>New York University Abu Dhabi</td>
</tr>
<tr>
<td>2011</td>
<td>New York University Shanghai</td>
</tr>
</tbody>
</table>

**New York University and New York**

**NEW YORK UNIVERSITY LIBRARIES**

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

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

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

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

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

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

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

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

THE LARGER CAMPUS

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

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

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

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

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

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

A PRIVATE UNIVERSITY

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

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

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

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

Senior University Administration

John Sexton, B.A., M.A., Ph.D., J.D., President
David W. McLaughlin, B.S., M.S., Ph.D., Provost
Michael C. Alfano, D.M.D., Ph.D., Executive Vice President
Robert Berne, B.S., M.B.A., Ph.D., Executive Vice President for Health
Richard Foley, B.A., M.A., Ph.D., Vice Chancellor for Strategic Planning; Chair, Faculty Advisory Committee on Academic Priorities
Diane C. Yu, B.A., J.D., Chief of Staff and Deputy to the President

Bonnie S. Brier, B.A., J.D., Senior Vice President, General Counsel, and Secretary of the University
Lynne P. Brown, B.A., M.A., Ph.D., Senior Vice President for University Relations and Public Affairs
Catherine Casey, B.S., Senior Vice President for Human Resources and Global Support
Martin S. Dorph, B.S., M.B.A., J.D., Executive Vice President for Finance and Information Technology
Norman Dorsen, B.A., LL.B., Counselor to the President
Katherine Fleming, B.A., M.A., Ph.D., Senior Vice Provost and Vice Chancellor, Europe
Paul M. Horn, B.S., Ph.D., Senior Vice Provost for Research
Debra A. LaMorte, B.A., J.D., Senior Vice President for Development and Alumni Relations
Alison Leary, B.S., Executive Vice President for Operations
Linda G. Mills, B.A., J.D., M.S.W., Ph.D., Senior Vice Provost for Undergraduates in the Global Network University; Associate Vice Chancellor for Admissions and Financial Support, NYU Abu Dhabi

Ron Robin, B.A., M.A., Ph.D., Senior Vice Provost for Planning; Senior Vice Provost, NYU Abu Dhabi
Matthew S. Santirocco, B.A., B.A. [Cantab.]; M.Phil., M.A. [Cantab.], Ph.D.; hon.: M.A., Senior Vice Provost for Undergraduate Academic Affairs
K. R. Sreenivasan, B.E., M.E., M.A., Ph.D.; hon.: D.Sc., Senior Vice Provost for Science/Technology for the Global Network University; Provost, Polytechnic Institute of NYU

DEANS AND DIRECTORS
Roger Bagnall, B.A., M.A., Ph.D., Director, Institute for the Study of the Ancient World
Gérard Ben Arous, B.S., M.Sc., Ph.D., Director, Courant Institute of Mathematical Sciences
Lauren Benton, B.A., Ph.D., Dean for Humanities, Faculty of Arts and Science
Charles N. Bertolami, D.D.S., D.Med.Sc., Herman Robert Fox Dean, College of Dentistry
Alfred H. Bloom, B.A., Ph.D.; hon.: LL.D., Vice Chancellor, NYU Abu Dhabi
Mary M. Brabec, B.A., M.S., Ph.D., Dean, Steinhardt School of Culture, Education, and Human Development
Mary Schmidt Campbell, B.A., M.A., Ph.D.; hon.: D.F.A., D.H.L., Ph.D., Dean, Tisch School of the Arts
Thomas J. Carew, B.A., M.A., Ph.D.; hon.: M.A., Dean, Faculty of Arts and Science
Dalton Conley, B.A., M.P.A., Ph.D., Dean for Social Sciences, Faculty of Arts and Science
Dennis Di Lorenzo, B.A., Associate Dean for Administration, Budget, and Accounting, School of Continuing and Professional Studies
Robert I. Grossman, B.S., M.D., Saul J. Farber Dean, NYU School of Medicine; Chief Executive Officer, NYU Hospitals Center
Bjorn Hanson, B.S., M.B.A., Ph.D., Divisional Dean and Clinical Professor of Hospitality and Tourism Management, School of Continuing and Professional Studies
Peter Blair Henry, B.A., B.A., Ph.D., Dean, Leonard N. Stern School of Business
Jerry M. Hultin, B.A., J.D., President, Polytechnic Institute of NYU
Carol A. Mandel, B.A., M.A., M.S.L.S., Dean of Libraries
Geeta Menon, B.A., M.A., Ph.D., Dean, Undergraduate College, Leonard N. Stern School of Business
Richard L. Revesz, B.S.E., M.S., J.D., Dean, School of Law
Patricia Rubin, B.A., M.A., Ph.D., Judy and Michael Steinhardt Director, Institute of Fine Arts
Ellen Schall, B.A., J.D., Dean, Robert F. Wagner Graduate School of Public Service
Fred Schwarzbach, B.A., M.A., Ph.D., Dean of Liberal Studies, Faculty of Arts and Science
Malcolm N. Semple, B.Sc., B.Sc. [Hons.], Ph.D., Acting Dean, Graduate School of Arts and Science
G. Gabrielle Starr, B.A., M.A., Ph.D., Acting Dean, College of Arts and Science
Daniel L. Stein, B.S., M.S., Ph.D., Dean for Science, Faculty of Arts and Science
Lynn Videka, B.S.N., M.A., Ph.D., Dean, Silver School of Social Work
Susanne L. Wofford, B.A., B.Phil. [Oxon.], Ph.D., Dean, Gallatin School of Individualized Study
Board of Trustees

Martin Lipton, B.S. in Econ., LL.B., Chair

Ronald D. Abramson, B.A., J.D.; hon.: D.F.A.
Khaldoon Khalifa Al Mubarak
Ralph Alexander, B.S., M.S., M.S.
Phyllis Puter Barasch, B.S., M.A., M.B.A.
Maria Bartiromo, B.A.
Marc H. Bell, B.S., M.S.
William R. Berkley, B.S., M.B.A.
Daniel J. Brodsky, B.A., M.U.P.
Heather L. Cannady, B.A., J.D.
Arthur L. Carter, B.A., M.B.A.
Sharon Chang, B.A., M.A.
Evan R. Chesler, B.A., J.D.
Michael R. Cunningham, B.B.A., M.A., Ph.D.
Florence A. Davis, B.A., J.D.
Barry Diller
Gale Drukier, B.S.
Joel S. Ehrenkranz, B.S., M.B.A., LL.B., LL.M.
Laurence D. Fink, B.A., M.B.A.
Jay M. Furman, B.S., J.D.
H. Dale Hemmerdinger, B.A.
Jonathan M. Herman, B.A., J.D.
Charles J. Hinkaty, B.S., M.S.
Mitchell Jacobson, B.A., J.D.
Boris Jordan, B.A.
Charles Klein, B.A., J.D.
Richard Jay Kogan, B.A., M.B.A.
Kenneth G. Langone, B.A., M.B.A.
Jeffrey H. Lynford, B.A., M.P.A., J.D.
Kelly Kennedy Mack, B.A., M.B.A.
Donald B. Marron
Howard Meyers, B.S.
Steven S. Miller, B.A., J.D.
Constance J. Milstein, B.A., J.D.
David C. Oxman, B.A., LL.B.
John Paulson, B.S., M.B.A.
Lester Pollack, B.S., LL.B.
Catherine B. Reynolds, B.A.
Brett B. Rockkind, B.S., M.B.A.
Courtney Sale Ross, B.A.
William C. Rudin, B.S.
Suresh Sani, B.A., J.D.
John Sexton, B.A., M.A., Ph.D., J.D.
Constance Silver, B.S., M.S.W., Ph.D.
Lisa Silverstein, B.A.
Jay Stein
Joseph S. Steinberg, B.A., M.B.A.
Judith Steinhart, B.A., Ed.M.
Michael H. Steinhardt, B.S.
Chandrika Tandon, B.A., M.B.A.
Daniel R. Tisch
John L. Vogelstein
Casey Wasserman, B.S.
Anthony Welters, B.A., J.D.
Shelby White, B.A., M.A.
Leonard A. Wilf, B.A., J.D., LL.M. (in Taxation)
Fred Wilson, B.S., M.B.A.
Charles M. Zegar, B.S., M.S., M.S.
LIFE TRUSTEES
Diane Belfer
Mamdouha Bobst, B.A., M.A., M.P.H.; hon.: L.H.D.

John Brademas (President Emeritus), B.A.; D.Phil. [Oxon.]; hon.: D.C.L., L.H.D., Litt.D., LL.D.
Geraldine H. Coles
John J. Creedon, B.S., LL.B., LL.M.
Maurice R. Greenberg, LL.B.; hon.: J.D., LL.D.
Henry Kaufman, B.A., M.S., Ph.D.; hon.: L.H.D., LL.D.
Helen L. Kimmel, B.A.
Thomas S. Murphy, B.S.M.E., M.B.A.
Herbert M. Paul, B.B.A., M.B.A., J.D., LL.M.
E. John Rosenwald, Jr., B.A., M.B.A.
William R. Salomon
Marie Schwartz
Larry A. Silverstein, B.A., LL.B.
Joel E. Smilow, B.A., M.B.A.
Sheldon H. Solow
Lillian Vernon
Robert F. Wright, B.A., M.B.A.
William D. Zabel, B.A., LL.B.
Baroness Mariuccia Zerilli-Marimò

TRUSTEE ASSOCIATES
Bruce Berger, B.S.
Leonard Boxer, B.S., LL.B.
Jane Eisner Bram, B.A., M.S.W., Ph.D.
Betty Weinberg Ellerin, B.A., J.D.
Norman Goodman, B.A., J.D.
Marvin Leffler, B.S., M.B.A.
Liberal Studies Administration

Fred Schwarzbach, B.A., M.A., Ph.D.
Dean; Master Teacher

Lucile Appert, B.A., M.A., Ph.D.
Director of Educational Technology

Emily Boynton, B.A.
Academic Adviser

Jason J. Chan, B.A., M.A.
Academic Adviser

Peter Diamond, B.A., M.A., Ph.D.
Core Program Coordinator; Master Teacher

Josiane Grégoire, B.A., J.D.
Assistant Dean for Student Affairs and Enrollment Services

Leah Guarino-Ramirez, B.A., M.A.
Academic Adviser

Wilnelia Gutierrez, B.A., M.P.A.
Office Manager and Executive Assistant to the Dean

Beth Haymaker, B.A., M.F.A.
Director of Global Programs

Billy Helton, B.A., M.S.
Director of Administration

Paul Naour, B.S., M.A., Ph.D.
Assistant Dean for Academic Advising

Claudie Priva-Deshommes, B.S.
Academic Adviser

Rebecah S. Reilly, B.A., M.S.W.
Student Activities Administrator

Joanne Rizzi, B.A., M.A., M.S.W.
Associate Director of Student Affairs

Yenifer Romero-Badia, B.S.
Academic Adviser

Jen SanMiguel, B.A., M.A.
Academic Administrator

Stephanie Santiago, B.A., M.A.
Academic Adviser

Robert Squillace, B.A., M.A., M.Phil., Ph.D.
Assistant Dean for Academic Affairs; Master Teacher

Jeff Walker-Sherson, B.A., M.Ed.
Academic Adviser
Liberal Studies houses two programs: the Core Program, a two-year core curriculum program (HEGIS Code 5699*) from which students transition to other NYU schools to complete their bachelor’s degree, and the Global Liberal Studies Bachelor of Arts four-year degree program (HEGIS Code 4901*).

The Core Program is a full-time, two-year liberal arts program. It offers a comprehensive liberal arts background that serves as a strong foundation for further study. At the end of their studies, students who successfully complete the program requirements with a minimum GPA of 2.0 will enroll as juniors in one of NYU’s liberal arts bachelor’s degree programs: the College of Arts and Science, Global Liberal Studies, the Gallatin School of Individualized Study, the Preston Robert Tisch Center for Hospitality, Tourism, and Sports Management, the Silver School of Social Work, or select liberal arts programs at the Steinhardt School of Culture, Education, and Human Development, and the Tisch School of the Arts.

The Core Program academic experience is built upon an interdisciplinary core curriculum that fulfills the liberal arts requirements of all the undergraduate programs at NYU. The Core Program is distinguished by small classes and an environment in which faculty and students work closely together to develop a community dedicated to learning. The Core Program functions like a small liberal arts college within the framework of a major research university.

The Core Program was founded in 1972. Its faculty are actively engaged in their scholarly, creative, and professional fields, and they bring enormous enthusiasm and dedication to their teaching. The program fosters close contact between faculty and students in and out of the classroom, and all students are assigned a faculty adviser from the beginning of their studies. The hallmarks of the Core Program—small classes, an outstanding teaching faculty, individual advisement, and an integrated program of study—create an ideal learning environment. Over 13,000 students have successfully completed the program and graduated from one of NYU’s baccalaureate programs.

The Global Liberal Studies Bachelor of Arts (GLS) is an innovative program that features core course work in the liberal arts with a focus on great works in a global context and that brings the traditional liberal arts into the 21st century.

GLS offers a rigorous course of study that combines ideas, materials, and methodologies from multiple fields of inquiry, including literature, history, philosophy, political science, physical and biological sciences, mathematics, foreign language, music, and...
art. Sophomore seminars reinforce the global perspective infused throughout the core curriculum and prepare students to spend their junior year abroad at one of NYU’s many international campuses in Asia, Europe, the Middle East, and Latin America. The senior year in New York combines advanced course work with a guided research project that integrates the four years of study.

Graduates of GLS will be world leaders, proficient in a foreign language, engaged in international cultures, and well-prepared for their careers and for admission to professional and graduate schools.
Liberal Studies Administration
and New York University Services

Fred Schwarzbach, Ph.D.
University of London
Dean
Master Teacher
212-998-7175
E-mail: lsdean@nyu.edu

Lucile Appert, Ph.D.
Tulane University
Director of Educational Technology
212-998-7168
E-mail: lucy.appert@nyu.edu

Emily Boynton, B.A.
New York University
Academic Adviser
212-998-7206
E-mail: emily.boyton@nyu.edu

Jason Chan, M.A.
New York University
Academic Adviser
212-998-7847
E-mail: jjc452@nyu.edu

Peter Diamond, Ph.D.
Johns Hopkins University
Core Program Coordinator
212-998-8890
E-mail: peter.diamond@nyu.edu

Josiane Grégoire, J.D.
Harvard University
Assistant Dean for Student Affairs and Enrollment Services
212-998-7127
E-mail: jg83@nyu.edu

Leah Guarino-Ramirez, M.A.
New York University
Academic Adviser
212-998-7938
E-mail: lr39@nyu.edu

Wilnelia Gutierrez, M.P.A.
New York University
Office Manager and Executive Assistant to the Dean
212-998-7290
E-mail: wg17@nyu.edu

Beth Haymaker, M.F.A.
Indiana University (Bloomington)
Director of Global Programs
212-998-7146
E-mail: beth.haymaker@nyu.edu

Billy Helton, M.S.
New Jersey Institute of Technology
Director of Administration
212-998-3760
E-mail: billy.helton@nyu.edu

Paul Naour, Ph.D.
Ohio State University
Assistant Dean for Academic Advising
212-998-7122
E-mail: naour@nyu.edu

Claudie Priva-Deshommes, B.S.
New York University
Academic Adviser
212-998-7172
E-mail: cpd2@nyu.edu

Rebecah S. Reilly, M.S.W.
New York University
Student Activities Administrator
212-998-9149
E-mail: rebecah.reilly@nyu.edu

Joanne Rizzi, M.S.W.
New York University
Associate Director of Student Affairs
212-998-7096
E-mail: jr1@nyu.edu

Yenifer Romero-Badia, B.S.,
Cornell University
Academic Adviser
212-998-8147
E-mail: yenifer.romero.badia@nyu.edu

Jen SanMiguel, M.A.
University of the Arts London
Academic Administrator
212-998-7121
E-mail: jen.sanmiguel@nyu.edu

Stephanie Santiago, M.A.
University of San Diego
Academic Adviser
212-998-7269
E-mail: stephanie.santiago@nyu.edu

Robert Squillace, Ph.D.
Columbia University
Assistant Dean for Academic Affairs
Master Teacher
212-992-8735
E-mail: rs84@nyu.edu

Jeff Walker-Sherson, M.Ed.
University of Florida
Academic Adviser
212-998-7183
E-mail: jws264@nyu.edu
<table>
<thead>
<tr>
<th>New York University Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate Admissions</strong></td>
</tr>
<tr>
<td>665 Broadway, 11th Floor</td>
</tr>
<tr>
<td>212-998-4500</td>
</tr>
<tr>
<td><strong>Office of the University Registrar</strong></td>
</tr>
<tr>
<td>Student Services Center</td>
</tr>
<tr>
<td>25 West Fourth Street, 1st Floor</td>
</tr>
<tr>
<td>212-998-4800</td>
</tr>
<tr>
<td><strong>Office of the Bursar</strong></td>
</tr>
<tr>
<td>Student Services Center</td>
</tr>
<tr>
<td>25 West Fourth Street, 1st Floor</td>
</tr>
<tr>
<td>212-998-2800</td>
</tr>
<tr>
<td><strong>Office of Financial Aid</strong></td>
</tr>
<tr>
<td>Student Services Center</td>
</tr>
<tr>
<td>25 West Fourth Street, 1st Floor</td>
</tr>
<tr>
<td>212-998-4444</td>
</tr>
<tr>
<td><strong>Office of Residential Life and Housing Services</strong></td>
</tr>
<tr>
<td>726 Broadway, 7th Floor</td>
</tr>
<tr>
<td>212-998-4600</td>
</tr>
<tr>
<td><strong>Office of Off-Campus Housing</strong></td>
</tr>
<tr>
<td>Kimmel Center for University Life</td>
</tr>
<tr>
<td>60 Washington Square South, Suite 210</td>
</tr>
<tr>
<td>212-998-4620</td>
</tr>
<tr>
<td><strong>Center for Student Activities, Leadership &amp; Service</strong></td>
</tr>
<tr>
<td>Kimmel Center for University Life</td>
</tr>
<tr>
<td>60 Washington Square South, Suite 704C</td>
</tr>
<tr>
<td>212-998-4700</td>
</tr>
<tr>
<td><strong>Student Resource Center</strong></td>
</tr>
<tr>
<td>Kimmel Center for University Life</td>
</tr>
<tr>
<td>60 Washington Square South, Suite 210</td>
</tr>
<tr>
<td>212-998-4411</td>
</tr>
<tr>
<td><strong>Academic Resource Center (ARC)</strong></td>
</tr>
<tr>
<td>18 Washington Place</td>
</tr>
<tr>
<td>212-992-6749</td>
</tr>
<tr>
<td><strong>Student Health Center (SHC)</strong></td>
</tr>
<tr>
<td>726 Broadway, 3rd and 4th Floors</td>
</tr>
<tr>
<td>212-443-1000</td>
</tr>
<tr>
<td><strong>Counseling and Wellness Services</strong></td>
</tr>
<tr>
<td>726 Broadway, Suite 471</td>
</tr>
<tr>
<td>212-998-4780</td>
</tr>
<tr>
<td><strong>Wellness Exchange</strong></td>
</tr>
<tr>
<td>726 Broadway, Suite 402</td>
</tr>
<tr>
<td>212-443-9999</td>
</tr>
<tr>
<td><strong>Henry and Lucy Moses Center for Students with Disabilities</strong></td>
</tr>
<tr>
<td>726 Broadway, 2nd Floor</td>
</tr>
<tr>
<td>Telephone: 212-998-4980 (voice and TTY)</td>
</tr>
<tr>
<td><strong>NYU Office of Global Programs (Study Abroad Admissions)</strong></td>
</tr>
<tr>
<td>110 East 14th Street, Lower Level</td>
</tr>
<tr>
<td>212-998-4433</td>
</tr>
<tr>
<td><strong>Center for Multicultural Education and Programs (CMEP)</strong></td>
</tr>
<tr>
<td>Kimmel Center for University Life</td>
</tr>
<tr>
<td>60 Washington Square South, Suite 806</td>
</tr>
<tr>
<td>212-998-4343</td>
</tr>
<tr>
<td><strong>Office for International Students and Scholars (OISS)</strong></td>
</tr>
<tr>
<td>561 La Guardia Place</td>
</tr>
<tr>
<td>212-998-4720</td>
</tr>
<tr>
<td><strong>Wasserman Center for Career Development</strong></td>
</tr>
<tr>
<td>133 East 13th Street, 2nd Floor</td>
</tr>
<tr>
<td>212-998-4730</td>
</tr>
</tbody>
</table>
The Core Program
(The Core)

*See pages 34-40 for course descriptions
The Core Program is a liberal education curriculum that is based on the reading of great works and includes courses drawn from NYU’s other undergraduate schools and colleges, allowing students to begin their major during their first two years.

**Curriculum Overview and Requirements for the Core Program**

The Core Program offers a comprehensive liberal arts background that serves as a strong foundation for further study. At the end of two years* students in the Core Program who successfully complete program requirements will enroll as juniors in one of NYU’s liberal arts bachelor’s degree programs: the College of Arts and Science, the Gallatin School of Individualized Study, Global Liberal Studies, or degree programs in the Preston Robert Tisch Center for Hospitality, Tourism and Sports Management, the Silver School of Social Work, and the College of Nursing, as well as select majors in the Tisch School of the Arts and the Steinhardt School of Culture, Education, and Human Development. In order to transition, students must meet specific program requirements and be in good academic standing at the end of their sophomore year at NYU. Good academic standing is defined as a 2.0 GPA.

**FRESHMAN CURRICULUM REQUIREMENTS**

All freshmen are required to complete a two-semester freshman writing sequence focusing on expository writing, the presentation of argument, and the elements of research. The freshman core courses Cultural Foundations I and II and Social Foundations I and II are based on the study of great works from antiquity to the beginning of the modern era. In the Cultural Foundations sequence, students focus on philosophy, religion, political and social theory, and history. Taken together, the two sequences can be seen as a global cultural history. The sequences also provide an introduction to skills in critical analysis and synthetic thinking that students need for successful study in all academic disciplines. Depending on the requirements of their intended

---

**LIBERAL STUDIES: COURSE REQUIREMENTS FOR THE CORE PROGRAM**

(See pages 34–40 for course descriptions.)

<table>
<thead>
<tr>
<th>Points</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
<td></td>
</tr>
<tr>
<td>Writing I and II</td>
<td>8</td>
</tr>
<tr>
<td>Cultural Foundations I and II</td>
<td>8</td>
</tr>
<tr>
<td>Social Foundations I and II</td>
<td>8</td>
</tr>
<tr>
<td>Science† or Mathematics**</td>
<td>6, 4</td>
</tr>
<tr>
<td><strong>Sophomore Year</strong></td>
<td></td>
</tr>
<tr>
<td>Cultural Foundations III</td>
<td>4</td>
</tr>
<tr>
<td>Social Foundations III</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>26-28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>64</td>
</tr>
<tr>
<td>(36-38 core points; 26-28 elective points=64 points)</td>
<td></td>
</tr>
</tbody>
</table>

*LS students studying in Florence, London, Shanghai, and Paris take equivalent LS and NYU courses and credit hours. For more information, go to: www.nyu.edu/global/global-academic-centers1 (and follow links to “Freshman Year Programs.”)

†Students pursuing a prehealth track do not take the science courses listed here but will be advised to take appropriate required courses at the College of Arts and Science.

**Some students take these courses during the sophomore year. Note: The LS curriculum requirements for students transferring to the Tisch School of the Arts and the College of Arts and Science for prehealth are posted at www.core.ls.nyu.edu

**Quantitative Reasoning (Mathematics) Requirement for the Core Program**

LS students in the Core Program must fulfill the mathematics and/or science requirements for the bachelor’s degree to be conferred by an undergraduate school or college of NYU. The Core Program requires only one mathematics or one science course; however, students transitioning to the College of Arts and Science will take both science courses while in Liberal Studies. See also pages 34–40 for further description.

---

*The Core Program is a four-semester program.
Freshman Core Courses
Writing I . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . WRI-UF 0101
Writing II . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . WRII-UF 0102
Cultural Foundations I . . . . . . . . . . . . . . . . . . . . . . CFI-UF 0101
Cultural Foundations II . . . . . . . . . . . . . . . . . . . . CFII-UF 0102
Social Foundations I . . . . . . . . . . . . . . . . . . . . . . SFI-UF 0101
Social Foundations II . . . . . . . . . . . . . . . . . . . . . SFII-UF 0102

Sophomore Core Courses
Cultural Foundations III . . . . . . . . . . . . . . . . . . . . CFIII-UF 0103
Social Foundations III . . . . . . . . . . . . . . . . . . . . . SFIII-UF 0103

Natural Sciences Core Courses
Environmental Studies . . . . . . . . . . . . . . . . . . . . . . . . . . . ENSTU-UF 0101
Life Science . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . LISCI-UF 0101
History of the Universe . . . . . . . . . . . . . . . . . . . . . . . . HOU-UF 0101
Science of Technology . . . . . . . . . . . . . . . . . . . . . . . . . SCTEC-UF 0101

LS Elective Courses
African Cultures . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . AFGC-UF 0101
East Asian Cultures . . . . . . . . . . . . . . . . . . . . . . . . . . . . . EAGC-UF 0101
Latin American Cultures . . . . . . . . . . . . . . . . . . . . . . LAGC-UF 0101
Middle Eastern Cultures . . . . . . . . . . . . . . . . . . . . . . . . MEGC-UF 0101
South Asian Cultures . . . . . . . . . . . . . . . . . . . . . . . . . . . SAGC-UF 0101
Principles of Macroeconomics . . . . . . . . . . . . . . . . . . ECI-UF 0101
Principles of Microeconomics . . . . . . . . . . . . . . . . . . . . . . ECII-UF 0102
Creative Writing: Places . . . . . . . . . . . . . . . . . . . . . . . . . . . CWPI-UF 0101
Creative Writing: Global Voices & Forms . . . . . . . . . . . . CWGV-UF 0101
Internship . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . INT-UF 0201

Note: Other NYU schools and colleges have specific residency requirements. Students should consult the Web sites and bulletins of those schools and colleges for up-to-date information about these requirements.

Writing II course with a minimum grade of C. A Writing II grade that is below grade C requires that the student repeat the course.
Global Programs

Global Programs for Freshmen in the Core Program

Liberal Studies offers first-year programs in Florence, London*, Shanghai, and Paris.† Students in these global programs enroll in three full-year core courses (Cultural Foundations, Social Foundations, and Writing) and additional courses designed to enhance their international experience (for example, Italian language in Florence) and to more deeply integrate them into the local community. Each LS global site has unique advantages in addition to its location. LS Florence students enjoy a spectacular setting, Villa La Pietra, a complex of Renaissance buildings on a hill about a mile from the center of the city. The Paris program at the NYU Paris Center offers students convenient access to the city’s renowned cultural monuments and landmarks. LS Shanghai offers the opportunity to begin studies in one of the most dynamic economic engines of Asia, a hub of Chinese (and global) culture and history. At the completion of their freshman year abroad, students matriculate as sophomores in New York. Students who successfully complete the program requirements with a minimum GPA of 2.0 will enroll as juniors in one of NYU’s liberal arts bachelor’s degree programs: the College of Arts and Science, the Gallatin School of Individualized Study, Global Liberal Studies, or degree programs in the Preston Robert Tisch Center for Hospitality, Tourism and Sports Management, the Silver School of Social Work, and the College of Nursing, as well as select majors in the Tisch School of the Arts and the Steinhardt School of Culture, Education, and Human Development. For more information about LS’s unique global programs for first year students, go to the following Web site: www.nyu.edu/global/global-academic-centers1.html, click “Spend Freshman Year Abroad.”

*LS London allows students access to certain introductory College of Arts and Science laboratory science courses, making it particularly appropriate for prehealth professions students and those majoring in science.
†Liberal Studies students who wish to enroll in the freshman program at a global site must be 18 years of age or on or before the date of their travel to the site for purposes of study.

Global Study Opportunities for Sophomores in the Core Program

NYU encourages every undergraduate to have an international study experience. The Core Program offers sophomores an extraordinary array of opportunities to study outside of the United States for one semester at any of NYU’s many Global Academic Centers. Students interested in sophomore study away opportunities should consult with an adviser during the spring semester of freshman year to ensure that they plan their academic program to make the best use of their international experience.

Other Opportunities for Global Study

LS students in the Core Program also may participate in NYU Summer Study Abroad programs. In addition, after transfer from the Core Program, juniors and seniors may choose to study at one of many NYU Global Academic Centers, including Abu Dhabi, Berlin, Buenos Aires, Florence, Ghana, London, Madrid, Paris, Prague, Shanghai, Sidney, and Tel Aviv. LS students who are members of the Dean’s Circle University Scholars program also have an international travel experience.
Academic Advising and Transition Requirements

The academic advising system is designed to help students navigate a complex university, identify students’ academic goals, and provide advice and information about how best to achieve those goals. LS is a student-oriented liberal arts program. Class size is kept small to ensure substantial faculty-student interaction. The faculty know their students by name, and the academic advisement system provides academic support and problem-solving services.

Liberal Studies: Advising Center

The LS Advising Center, located at 726 Broadway, 6th Floor, is open Mondays through Fridays from 9 a.m. to 5 p.m. The assistant dean for academic advising and LS’s academic advising staff are available for individual meetings with students or via e-mail for students studying abroad (ls_abroad@nyu.edu). The academic advising staff serves as a resource for students about transition requirements to their baccalaureate program. All Core Program students are required to meet with their adviser during the semester and have at least one meeting scheduled in anticipation of the following semester’s preregistration period. Students can register via Albert (NYU’s online registration system) only after being cleared to register, and Core Program students are cleared each semester by their adviser. Advisers remind students of the degree and transfer requirements yet to be satisfied, give advice about choosing electives, and answer students’ questions about majors, requirements, and deadlines. The LS Advising Center also provides information to students about meeting deadlines for registering for courses, making schedule changes, withdrawing from courses, satisfying incompletes, applying for internal transfer, and applying for study abroad. E-mail announcements are sent to flag these deadlines and to announce the schedule of preregistration information sessions each semester. Note: All students are advised to visit the LS Core Program Web site periodically (www.core.ls.nyu.edu) to get answers to preliminary questions about majors, courses, registration, policies, deadlines, and resources.

Faculty Mentors

In addition to the services offered by the LS Advising Center, all the Core Program students are assigned a faculty mentor. Normally, students will be advised by the same faculty mentor for the two years that they spend in the Core Program. (After transitioning to the baccalaureate program from which they expect to earn their bachelor’s degree, students are assigned a new faculty adviser in the department in which they declare their major.) Faculty mentors in the Core Program are prepared to give academic advice to their students: advice to freshmen about college adjustment issues (such as time management, juggling extracurricular activities with academic responsibilities, and beginning the search for a major and a minor) and to sophomores about meeting academic goals (making plans for transitioning to one of the baccalaureate programs, finding out the details about the department in which they are interested in the respective bulletins and online Web sites, and making use of the vast resources of New York University). Faculty mentors often refer students to the LS Advising Center to have an academic problem solved or a registration problem rectified; to the NYU Student Health Center for medical treatment or psychological counseling; to the Wasserman Center for Career Development to get expert advice about finding an internship, developing a résumé, or beginning a job search; or to specific NYU departments, resources, or Web sites to obtain additional information. Students have a responsibility to be proactive in arranging and keeping appointments with their faculty mentor.
Liberal Studies Core Program students who complete the two-year curriculum will have met most or all of the liberal education requirements of every school or college at NYU. Core Program students identify their intended degree-granting school near the end of the fall semester of their sophomore year and prior to registering for their spring semester classes. However, discussions regarding the various NYU schools and potential majors should be an ongoing element of all conversations with your staff adviser and faculty mentor.

Students must be in good academic standing with the University (2.0 cumulative grade point average and making good academic progress) in order to be eligible for transition. Core Program students may continue in the Liberal Studies Program and complete the Global Liberal Studies B.A. or they may identify another degree-granting school. At the end of two years students in the Core Program who successfully complete program requirements will enroll as juniors in one of NYU’s liberal arts bachelor’s degree programs: the College of Arts and Science, the Gallatin School of Individualized Study, Global Liberal Studies, or degree programs in the Preston Robert Tisch Center for Hospitality, Tourism and Sports Management, the Silver School of Social Work, and the College of Nursing, as well as select majors in the Tisch School of the Arts and the Steinhardt School of Culture, Education, and Human Development. In order to transition, students must meet specific program requirements and be in good academic standing at the end of sophomore year at NYU. Good academic standing is defined as a 2.0 GPA. The most current transition information is readily available at the Liberal Studies Advising Center.

Some programs and schools require students to complete specific courses to be eligible for transition to their degree-granting programs. Some degree programs require a higher grade point average. Tisch School of the Arts programs require a successful demonstration of talent, through an audition (for drama or dance) or a portfolio (for film, photography, or dramatic writing). Core Program students transitioning to Gallatin are encouraged to have one Gallatin interdisciplinary seminar on their transcript before transition. Students intending a transition to CAS are encouraged, but not required, to sample at least one course in the department of their prospective major. Prehealth students have particular course requirements that must be taken in sequence and finished within a certain time period. Core Program prehealth students should visit: www.core.ls.nyu.edu for curriculum guidelines for prehealth students, as well as meet with their LS prehealth adviser.
ELAINE KUNTZ MEMORIAL WRITING PRIZE
The Elaine Kuntz Memorial Writing Prize was established in 1988 in memory of Dr. Kuntz, who was the program’s senior administrator and a member of the faculty. The prize is awarded to an LS freshman each year for an outstanding essay produced in a writing course. The writing faculty nominate students for this prize.

DEAN’S HONORS LIST
At the end of each academic year, a Dean’s Honors List is compiled. This is an honors roll of matriculated students who have achieved an average of 3.65 or higher for that academic year (September-May) in at least 28 graded points. In order to be listed, a student must not have any grades of Incomplete or N at the time the list is compiled. Note that grade point averages are not rounded off.

DEAN’S CIRCLE
Students who complete the freshman year with a cumulative grade point average of 3.65 or better and who have earned at least 30 credit hours are eligible to apply for the Dean’s Circle University Scholars program, LS’s honor society. Dean’s Circle scholars participate in a range of activities with faculty, including visits to cultural events (e.g., performances, museum exhibits, and concerts) and travel experience. Members are also expected to engage in community service and to work over the course of the year on a major research project on a topic related to Dean’s Circle travel. In recent years, the Dean’s Circle scholars have traveled to the Czech Republic, England, Germany, and Spain. Dean’s Circle members in good standing also receive favorable consideration for the University Scholars program in the school in which they enroll as juniors.

MICHAEL L. PROBST SCHOLARSHIPS
The Michael L. Probst Scholarships were endowed by a former distinguished NYU administrator. The awards are based solely on merit and are open to LS students at the end of the freshman year. Students do not need to be eligible for financial aid to receive the award. Scholarships will be applied to tuition charges for the sophomore year. The awards are for one year only and are not renewable. To be eligible to apply, students must have a cumulative NYU GPA of 3.75 or better with no outstanding incomplete grades, must have earned at least 32 credit hours toward the degree, must not have been subject to any disciplinary sanctions, and must enroll full time for the fall semester. Eligible students must submit an application that includes an essay and a letter of support from an LS faculty member.

STEVE CURRY SCHOLARSHIPS
Curry awards, named in honor of the program’s former associate dean, are available through application for students who are studying abroad and who are eligible to receive financial aid. The funds can be used for academic research travel during the student’s international experience.
Global Liberal Studies
Bachelor of Arts (GLS)

Academic Program ............................................. 24
Curriculum Overview and Requirements* ................... 24
Courses and Course Numbers ................................. 25
Degree Requirements ......................................... 26
Global Programs ................................................ 27
Academic Advising ............................................. 29
Additional Academic Opportunities ......................... 30
  Cross-School Minors ......................................... 30
  Accelerated B.A./M.A. Program ......................... 30
  Dual Degree M.A./M.P.A. Program ......................... 31
  Professional Edge Certificates .......................... 32
Student Awards and Honors ................................. 33

*See pages 34–40 for course descriptions
The Global Liberal Studies Bachelor of Arts (GLS) is a rigorous course of study in the liberal arts that emphasizes the great works and combines ideas, materials, and methodologies from multiple fields of inquiry, including literature, history, philosophy, political science, physical and biological sciences, mathematics, foreign language, music, and art.

Sophomore seminars reinforce the global perspective infused throughout the core curriculum and prepare students to spend their junior year abroad at one of NYU’s many international campuses in Asia, Europe, Latin America, and the Middle East. The senior year in New York combines advanced course work with a guided research project that integrates the four years of study.

Students in GLS complete an integrated, interdisciplinary curriculum that emphasizes direct engagement with the ideas of the past as well as the challenges of the contemporary world. Core course work in the liberal arts, with a focus on the great works, is infused with global content and involves students in the study of not only Western tradition but also of other cultures around the world. GLS fosters close collaboration between faculty and students in and out of the classroom, and all students are advised by faculty and professional advisers. Working closely with faculty, students study the original works of philosophers, scientists, social scientists, historians, musicians, artists, writers, and other great thinkers as they become more active critical thinkers themselves. Faculty design classes that combine ideas, materials, and methodologies from multiple fields of inquiry, encouraging conversations across the disciplines through discussion and intensive writing embedded in all classes. Classes are taught in small class settings that facilitate students’ participation.

Global Liberal Studies is a leader in the use of instructional technology to support the goals of liberal education. The ATLAS portfolio of electronic tools provides students with a flexible electronic palette for storing and annotating digital materials from their course work, building and sharing their own multimedia documents created with these materials, and networking with students who share common academic interests. By recentering instructional technology on the educational experience of the individual student, ATLAS allows the way a student understands his or her work in relation to off-campus life and across courses to become a pedagogical focus. Students in GLS begin using ATLAS in their first semester, build their portfolios and make new connections with other students and faculty members over their entire time in GLS (including the junior year at an international site), and draw upon its resources to compose their senior thesis.

FRESHMAN AND SOPHOMORE CURRICULUM REQUIREMENTS

In the first- and second-year core courses, all students read the foundational works of many world cultures in their material and intellectual contexts, and they begin to make critical and imaginative connections that foster independent intellectual inquiry. Students are prepared by their sophomore courses for integrating the experiences of their junior year of study at an international site into their developing sense of how the global and the local connect and intersect. In the junior year, students immerse themselves in the life and language of one of NYU’s global sites through focused course offerings, language study, and experiential learning. At each site, students draw upon cultural resources that transform their chosen city into a learning laboratory.

The Freshman Year

Students begin Global Liberal Studies in New York or at NYU Florence, London, Paris, or Shanghai.* The Global Liberal Studies programs abroad fit in seamlessly with the academic program at Washington Square so that course requirements are met on time for graduation in four years. During the freshman year, students examine the world’s major cultural traditions and the ways in which they are connected through eight core courses: Writing I and II, Cultural Foundations I and II, Social Foundations I and II, Global Cultures, and a laboratory science course (that can be taken anytime during the four years), or other electives (such as courses needed to complete a language or a cross-school minor) or additional courses offered at the international sites. Students participate in small, in-class discussions that encourage them to think in new and different ways. Students advance their communication and writing skills, which are emphasized in all courses.

The Sophomore Year

In the sophomore year, students pursue the study of world culture.

*Global Liberal Studies students who wish to enroll in the freshman program at a global site must be 18 years of age on or before the date of their arrival at the site for purposes of study.
In Cultural and Social Foundations III, students continue their foundation courses and advance to 20th-century great works. In their sophomore seminars, students learn sophisticated methods of cultural analysis and explore issues of transnational importance. The seminars are discussion-based, writing-intensive, and interdisciplinary, and require the completion of a significant research project. In addition to the seminars, sophomores also begin an intensive language course in preparation for the junior year of international study. Sophomores also choose electives, which can include the required courses that can be taken any time during the four years (such as Science I or Science II; or the required Quantitative Reasoning, Microeconomics or Macroeconomics elective (any one of which will meet the Quantitative Proficiency requirement), or choosing electives that fulfill a cross-school minor.

The Junior Year
The junior year of international study is the centerpiece of the Global Liberal Studies B.A. In the first three semesters, students acquire a broad understanding of the interconnections between world cultures. In the fourth semester, students begin to explore the global context and language of the site at which they will study as juniors.

All GLS juniors spend a full year studying at an NYU international site. The sites available in a given year are carefully selected to coordinate with every aspect of students’ four-year courses of study. GLS will select junior-year global study sites from among NYU’s international programs. The sites are selected to ensure that all courses and co-curricular programs are available. The sites in a typical year will be located in Asia, Europe, Latin America, and the Middle East. Students do not just study at an international site—the site itself becomes an important subject of study. Experiential learning, special topics, and language courses immerse students in the history and contemporary culture of the site. As part of their junior year, students prepare for their senior theses by developing a substantial research essay as part of an innovative online course that connects them with their classmates at other sites. Upon return, students join a vast research essay as part of an innovative online course that connects them with their classmates at other sites. Upon return, students join a

GLOBAL LIBERAL STUDIES COURSES AND COURSE NUMBERS
(See pages 34-40 for course descriptions.)

Freshman Year
Writing I ........................................ WRI-UF 0010
Writing II ........................................ WRII-UF 0020
Cultural Foundations I ....................... CFI-UF 0101
Cultural Foundations II ..................... CFII-UF 0102
Social Foundations I ......................... SFI-UF 0101
Social Foundations II ....................... SFII-UF 0102
Electives (See pages 38-39 for course descriptions.)

Sophomore Year
Sophomore Seminar: Approaches ............ APR-UF 0201
Sophomore Seminar: Global Topics .......... GT-UF 0201
Intensive Language I (see page 42 for requirement description)
Cultural Foundations III .................... CFIII-UF 0103
Social Foundations III ...................... SFIII-UF 0103
Electives (See pages 38-39 for course descriptions.)

Junior Year at an NYU Global Site
Intensive Language II (see page 42 for requirement description)
Advanced Global Cultures .................... AGCI-UF 9301
Experiential Learning I and II ............... EXLI-UF 9301 (Fall)
Advanced Language Course ................. EXLI-UF 9302 (Spring)
Site-Specific Electives (See page 37 for course descriptions.)

Senior Year
Senior Colloquium ................................ SCOI-UF 0401 (Fall)
Senior Thesis .................................... STHII-UF 0402 (Spring)
2 Senior Capstone Seminars ................... SCA-UF 0401
2 Electives (See pages 38-39 for course descriptions.)

ADDITIONAL REQUIRED COURSES FOR GLS STUDENTS: GLS students can choose to take the following required courses anytime during their four years. GLS students should consult with an academic adviser to determine their sequencing of these required courses. (See pages 38-39 for course descriptions.)

Global Cultures (GLS students choose one)
African Cultures ................................ AFGC-UF 0101
East Asian Cultures .......................... AAGC-UF 0101
Latin American Cultures .................... LAGC-UF 0101
Middle Eastern Cultures ..................... MEGC-UF 0101
South Asian Cultures ......................... SAGC-UF 0101
Science I and II (GLS students choose one)
Environmental Studies ..................... ENSTU-UF 0101
History of the Universe ...................... HOU-UF 0101
Life Science .................................. LISCI-UF 0101
Science of Technology ...................... SCTEC-UF 0101

Quantitative Proficiency Course Requirement: GLS students can meet the Quantitative Proficiency requirement through AP credits, or by taking one of the following courses: Principles of Macroeconomics, Principles of Microeconomics, Quantitative Reasoning (QR), Calculus or Statistics. GLS students can also meet the Quantitative Proficiency requirement through the Quantitative Reasoning (QR) exemption exam (mathematics placement test.) See also page 41 for requirement description.

Quantitative Reasoning (QR), or Calculus or Statistics (Offered at the College of Arts and Sciences)
Principles of Macroeconomics .............. EC1-UF 0101
Principles of Microeconomics ................ ECI-UF 0102
senior colloquium keyed to their concentration while they use advanced research techniques to complete a senior thesis that grows out of the junior-year experience.

The junior year experience is integrated closely into students’ academic careers. At their global sites, students take an Advanced Global Cultures course in either fall or spring (the course sets an issue or topic relevant to the country in which they reside in a global context an experiential learning sequence engaging in appropriate community-based projects designed by staff and faculty combining guided research in an appropriate field of study with supervised practical work; a foreign language course; and electives geared toward the particular academic emphases and geographic advantages of the site.

Students thus attain a thorough working knowledge of the historical and contemporary culture and society of the site at which they study.

The Senior Year

The senior year provides students with both appropriate course work and opportunities for guided independent research and writing as part of the thesis project. The senior year consists of four major elements: the senior thesis colloquium which develops a theme broadly related to the thesis topic; capstone seminars that use a selection of works drawn from both traditional and modern global canons to investigate a particular topic in depth, and electives specially chosen to complement each student’s individual program and career goals. Students will also have the chance to represent their educational achievements in an innovative and reflective electronic format that they can maintain throughout their four years in the Global Liberal Studies, and then take with them when they graduate.

Throughout each student’s academic career, a distinct thread will emerge based largely on where and what the student has chosen to study abroad. The senior year thesis requires in-depth exploration of a subject that is related to both international study and to the body of work already completed in the program. Faculty work closely with each student to integrate all the major elements of the senior year, ensuring an educational experience uniquely tailored to the individual student’s needs and interests. Senior electives may include upper-level courses in the College of Arts and Science, including courses that are cross-listed with the Graduate School of Arts and Science. Throughout the junior and senior years, faculty and staff mentor students as writers and scholars as they engage in extended study and independent projects. The senior thesis draws upon all the student has accomplished, capping the degree with a fully realized individual statement on a topic that relates the student’s international experience and interests to the wider web of global connections traced over the four years in the program. Students complete GLS with a richer understanding of the world and the tools to contribute to its future.

The senior year serves as the capstone of each student’s education. Students return to New York for a year of course work and guided research that integrates the work they undertook during their junior year of international study with the foundation established in freshman and sophomore years. Careful, individual advising ensures that each student selects courses that relate coherently to each other and to the student’s thesis. In effect, the senior year is tailored to meet the goals and aspirations of each student.

Accelerated B.A./M.A. Program

Liberal Studies and the Graduate School of Arts and Science (GSAS) offer Global Liberal Studies (GLS) students the opportunity to earn both the bachelor’s degree and the master’s degree in a number of departments in a shorter period of time. For more information, see page 30 of this bulletin.
Global Programs

Global Study

Global Liberal Studies students have two opportunities to study outside of the United States. During the first year, students can choose to study in Florence, London, Shanghai, or Paris.*

In addition, all GLS students spend the junior year outside of the United States, regardless of freshman year site. NYU global academic centers where students will spend the entire junior year vary but will normally include at least one site in Asia, Europe, and Latin America. For a complete list of NYU’s global academic centers, go to www.nyu.edu/studyabroad.

The Freshman Year

Global Liberal Studies students may choose to begin their program in New York or to study the freshman core at NYU in Florence, London, Shanghai, or Paris.†

During the freshman year, all GLS students examine the world’s major cultural traditions and the ways in which they are connected through six core courses: Writing I and II; Cultural Foundations I and II; Social Foundations I and II. Two additional courses will fit into the freshman year program of study and vary depending on site: language classes or courses taught in the local language in Paris, Florence, and Shanghai; content courses focusing on British history, politics, literature, and culture (as well as economics) in London. In the U.S. or abroad, students participate in small in-class discussions that encourage them to think in new and different ways. They advance their communication and writing skills, which are emphasized in all courses.

GLOBAL LIBERAL STUDIES FRESHMAN YEAR IN FLORENCE

GLS freshmen may choose to spend a year living and studying at La Pietra, NYU’s 57-acre estate in Florence, Italy. In 1994, Sir Harold Acton, a patron of the arts, bequeathed this property to the University, which overlooks the city from a hillside. On the grounds are five villas containing residences for students and faculty, classrooms, computer labs, study lounges, and dining and exercise facilities. Florence, the birthplace of the Renaissance, is a unique place in which to begin a humanistic education. La Pietra is the home of a major international student community. Students from all over the world and from NYU’s campus in New York are engaged in learning at all levels. The academic program in Florence includes visits to many important museums and historic sites in the region.

GLOBAL LIBERAL STUDIES FRESHMAN YEAR IN LONDON

As a world capital of banking, insurance, commerce, design, and theatre, London is a cosmopolitan city and home to institutions of global importance, including the London Stock Exchange, the Tate Modern, and the British Museum. GLS freshmen who select the London program have the opportunity to begin their liberal arts education while exploring the city’s centuries-old historic landmarks and its contemporary wonders.

GLOBAL LIBERAL STUDIES FRESHMAN YEAR IN PARIS

Incoming freshmen to the Global Liberal Studies Program have the opportunity to study at NYU in Paris. Known as the City of Light, Paris is one of the most captivating cities in Europe. The Eiffel Tower, the symbol of the city, dominates the skyline. The Right Bank (Rive Droite) is home to monumental buildings, grand boulevards, and major museums, including the Louvre and the Centre Georges Pompidou. The Left Bank (Rive Gauche) evokes a bohemian and intellectual atmosphere with its artist communities, cafés, restaurants, jazz clubs, and hip boutiques.

GLOBAL LIBERAL STUDIES FRESHMAN YEAR IN SHANGHAI

Students choosing to spend their freshman year studying through the Liberal Studies Freshman Year in Shanghai begin their NYU career in one of the most dynamic cities of Asia, a center of global capital for the emerging Chinese superpower, and a city richly layered with history. Located on the beautiful campus of East China Normal University (sometimes called “the Garden university”), students still follow the same rigorous Liberal Studies curriculum as those studying through our other freshman year sites, including NYU’s Washington Square Campus.

*Global Liberal Studies students who wish to enroll in the freshman program at a global site must be 18 years of age on or before the date of their travel to the site for purposes of study.
†The Global Liberal Studies programs abroad fit in seamlessly with the academic program at Washington Square so that course requirements are met in time for graduation in four years.
The Junior Year

The junior year of required international study is a unique feature of the Global Liberal Studies B.A. In the first three semesters, students acquire a broad understanding of the interconnections between world cultures. In their fourth semester, students begin to explore in depth the cultural context and language of the site at which they will study as juniors. The sites available in a given year are carefully selected to coordinate with every aspect of a student’s four-year course of study. Students don’t just study at an international site—the site itself becomes an important subject of study.

Experiential learning, special topics, and language courses immerse students in the history and contemporary culture of the site. Upon return, students join a senior colloquium keyed to their international experience, while they develop and use advanced research techniques to complete a senior thesis that grows out of the junior year experience.

The junior year experience is integrated closely into students’ academic careers. At their global site, students take an Advanced Global Cultures course (which provides them with a closer geographical focus on the region in which they reside and which is supplemented by cocurricular programming, including museum trips, architectural tours, and lectures by local artists and scholars); an experiential learning sequence (engaging in appropriate community-based projects designed by staff and faculty and combining guided research in an appropriate field of study with supervised practical work); a foreign language course; and electives geared toward the particular academic emphases and geographic advantages of the site. Students thus attain a thorough working knowledge of the historical and contemporary culture and society of the site at which they study. The junior year abroad requires a full immersion year at the specific site. Students are expected to spend both semesters of their junior year at one site, given that the sophomore year courses and senior year course work are connected to the junior year site selected.
Academic Advising

Academic advisement is a vital part of the GLS undergraduate experience. Together, students and their adviser establish working relationships that foster academic excellence and personal growth.

**LS ADVISING CENTER**
The LS Advising Center, located at 726 Broadway, 6th Floor, is open Mondays through Fridays from 9 a.m. to 5 p.m. The assistant dean for academic advising and the academic advising staff are available for individual meetings with students or via e-mail for students studying abroad (gls.abroad@nyu.edu). The academic advising staff serves as a resource to assist students with matters such as registration deadlines, degree requirements, selecting electives, choosing majors and minors, study abroad options, making schedule changes, satisfying incompletes, withdrawing from courses, etc. Important advising information is available on the advising pages of the GLS Web site (see www.gls.nyu.edu). Note: All students are advised to visit the advising pages of the GLS Web site periodically to get answers to preliminary questions about majors, courses, registration, policies, deadlines, and resources.

**FACULTY ADVISERS**
All GLS students are assigned a GLS faculty member as their academic adviser. Students meet with their faculty adviser to discuss the GLS curriculum, its relationship to the total undergraduate experience, and its impact on lifelong intellectual pursuits. Students should also discuss the relationship of their interests to their academic aspirations. Students are encouraged to meet with their adviser regularly, beginning in the first year. Academic advisers also assist students in preparing for registration each semester by making sure students are on track for meeting requirements and by providing advice about choosing electives. Students maintain close contact with their faculty adviser during their junior year, and in the senior year students also work closely with their thesis supervisor.

Faculty advisers may also refer students to an academic adviser in the LS Advising Center to have an academic or registration issue solved; to the NYU Student Health Center for medical treatment or psychological counseling; to the Wasserman Center for Career Development to get expert advice about finding an internship, developing a résumé, or beginning a job search; or to specific NYU departments, resources, or Web sites to obtain additional information.

All GLS students are required to meet with their faculty advisers during the semester and have at least one meeting scheduled in anticipation of the following semester’s preregistration period. Students can register via Albert (NYU’s online registration system) only after being cleared to register, and GLS students are approved for registration clearance each semester by their adviser.
GLS students are eligible to take advantage of the academic programs listed below. Each program offers GLS students the opportunity to add an area of expertise or higher learning to their GLS educational experience by earning credits for a minor in a specific field, a combined bachelor's/master's degree, or a professional certificate.

Each program has specific requirements, and students should refer to the Web sites listed below for additional information. Students are also advised to confer with an academic adviser in the Liberal Studies Advising Center, who can help students consider available options for taking courses in other NYU schools and help them choose those that best fit their academic goals. The opportunity to pursue and complete any of these academic programs depends on a variety of factors including academic record, academic goals, course scheduling and sequencing, program requirements, and advance planning. Note: These optional programs supplement the GLS bachelor's degree and do not replace GLS requirements.

CROSS-SCHOOL MINORS (ALL-UNIVERSITY MINORS)
Web site: www.nyu.edu/advisement/majors.minors and click "Cross School Minors."

The cross-school minors program allows students to complete the course requirements for certain minors in specific fields in an NYU school in which they are not enrolled. The specific minor designation will appear on the student’s NYU transcript. A number of NYU academic departments in several NYU schools offer cross-school minors in a range of disciplines. The Web site also lists names and e-mails of the school and departmental contacts for each cross-school minor.

ACCELERATED B.A./M.A. PROGRAM WITH THE GRADUATE SCHOOL OF ARTS AND SCIENCE
Web site: www.gls.nyu.edu/page/bama

Global Liberal Studies and the Graduate School of Arts and Science (GSAS) offer Global Liberal Studies (GLS) students the opportunity to earn both the bachelor's degree and the master's degree in numerous departments 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 year 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, students can qualify for a scholarship covering up to 50 percent of the tuition for the master's degree. The scholarship is only for one year.

The program is intended for students whose career goals will be furthered by graduate-level training but do not plan—at least not immediately—to go on for doctorial work in the field of their M.A. degree.

Curriculum
Students in the program must satisfy all of the requirements of both the bachelor's degree and the master's degree; there is no double-counting of courses. The main difference between the B.A./M.A. program and the typical process of taking two degrees without overlap is that students are allowed to take M.A. courses before they complete the B.A. degree.

In order to complete the program in five years, students are advised to complete a fourth of the M.A. requirements before the beginning of the fifth year. Students can accelerate more rapidly by taking additional graduate courses before they complete the B.A.

Admission and Eligibility Criteria
Applicants must have completed a minimum of 48 credits toward the bachelor's degree but not more than 96 credits or six semesters, whichever comes first (advanced standing credits may be counted for this purpose). The student must have a minimum 3.5 GPA for admission to, and continuation in, the B.A./M.A. program.

GSAS requires the submission of a formal graduate school application for admission to the B.A./M.A. program, but the usual GRE requirement and the application fee will be waived. Students will be officially admitted to GSAS when they have completed their undergraduate requirements, which must be no later than their eighth semester.

Scholarships and Financial Aid
The accelerated B.A./M.A. program features a tuition scholarship ensuring that students pay for no more than 50 percent of the cred-
its required for the master’s portion of the program. The scholarship is provided on completion of the bachelor’s degree. It is calculated on the basis of the remaining credits needed for the master’s degree and the additional payments the student made in order to accelerate study while matriculated for the bachelor’s degree (tuition for more than 18 points during a regular semester or for any summer graduate courses). The tuition scholarship will remain available for 12 months after the completion of the undergraduate degree.

Once students matriculate in GSAS, they become eligible for services available only to graduate students, including special student loans.

Application Procedures
Students apply for admission to the B.A./M.P.A. program through the Liberal Studies Advising Center, 726 Broadway, 6th Floor. They do not submit an application for admission to GSAS. All admissions advising and processing are handled by the Liberal Studies Advising Center.

To apply, a student completes a special version of the GSAS admissions application (it is labeled “Application for Combined Bachelor’s/Master’s Program” and is available from the Liberal Studies Advising Center), two letters of recommendation, and a statement of purpose.

After the student has successfully completed the undergraduate requirements, the Liberal Studies Advising Center notifies GSAS Graduate Enrollment Services (GES) that the student may be admitted to the master’s program. Liberal Studies Advising forwards the original application materials to GES. The Graduate School mails the student an official letter of admission to the master’s program and information about the scholarship program.

The GSAS admissions requirement to take the GRE is waived for students in the B.A./M.P.A. program. However, students must still provide GES with an official and final copy of their academic transcript showing proof of receipt of the bachelor’s degree.

Advisement and Questions
General information and advisement about the accelerated B.A./M.P.A. program with GSAS is available in the Liberal Studies Advising Center, 726 Broadway, 6th Floor. As early as possible, students should discuss with an adviser how the program might fit into both their curricular program and their longer-range plans.

Questions about eligibility for, or application to, the B.A./M.P.A. program should be directed to the Liberal Studies Advising Center. Students are also encouraged to discuss their plans with their faculty adviser and with the assistant dean for academic advising.

DUAL DEGREE B.A./M.P.A. PROGRAM WITH THE WAGNER SCHOOL OF PUBLIC SERVICE
Global Liberal Studies and the Robert F. Wagner Graduate School of Public Service have created a dual-degree program to enable students to earn both a Bachelor of Arts (B.A.) in Global Liberal Studies and a Master of Public Administration (M.P.A.) in either Wagner’s Public and Nonprofit Management and Policy Program (PNNP) or its Health Policy and Management Program (HPAM) in less time than it would take to complete the programs separately. This dual degree is designed for students with a strong commitment to public leadership, and will allow such students to enhance and focus their opportunities for learning while helping them to build a meaningful career in public service.

Taken separately, a student would need to complete 188 credits to earn both degrees in four years of study at Gallatin and two years at Wagner. The B.A./M.P.A. dual degree will allow a GLS student to complete both degrees in as few as 160 credits. The dual degree permits GLS students to accelerate their progress toward the M.P.A. by earning a maximum of 28 credits toward the Wagner M.P.A. as part of their GLS program and B.A.

GLS students may complete a maximum of 28 of the 60 credits required for the Wagner M.P.A. while still working on the B.A. (Note that 28 credits is a maximum. You may take fewer than 28 credits, but this will likely result in a less accelerated timeline toward completion of the dual degree.) These 28 credits typically comprise five Wagner core courses and two courses chosen from your anticipated area of specialization. Only courses in which students earn a B or better will count toward the M.P.A. degree. See below for specific course information.

Note: GLS students participating in the B.A./M.P.A. dual degree are granted the opportunity to enroll in graduate coursework before completing the undergraduate degree, but this does not guarantee outright acceptance into the Wagner M.P.A. program. If you wish to pursue the M.P.A. degree, you must also complete a regular Wagner M.P.A. Application for Admission during your senior year at GLS. Applicants will be expected to meet the same admissions standards as other Wagner applicants, which include strong academic qualifications and the equivalent of at least one year of relevant professional experience (i.e., internships, volunteer work, part-time jobs). Further, before matriculating in the Wagner School and after completing the B.A. degree in GLS, students admitted to Wagner’s M.P.A. program are required to complete at least one additional year of full-time professional experience relevant to their anticipated field of study for the Master of Public Administration degree. In short, GLS B.A./M.P.A. students must defer starting their M.P.A. by at least one year after graduating from GLS.

Advisement and Questions
General information and advisement about the accelerated B.A./M.A. program and the B.A./M.P.A. program are available in the Liberal Studies Advising Center, 726 Broadway, 6th Floor. As early as possible, students should discuss with an adviser how the program might fit into both their curricular program and their longer-range plans.

Questions about eligibility for, or application to, the B.A./M.A.
program or the B.A./M.P.A. program should be directed to the Liberal Studies Advising Center. Students are also encouraged to discuss their plans with their faculty adviser and with the assistant dean for academic advising.

**PROFESSIONAL EDGE CERTIFICATES AT THE NYU SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES (SCPS)**

www.cas.nyu.edu/page/ug.professional/edge

At the end of their sophomore year, GLS students who have completed 64 credits with a GPA of 3.5 or higher, have the opportunity to apply to earn (at no additional tuition cost) a noncredit certificate at NYU’s School of Continuing and Professional Studies. These Professional Edge Certificates are designed for high-achieving and highly motivated full-time juniors and seniors pursuing a liberal arts degree who also want additional professional training in a particular field. Most certificates require five courses, which vary in length from a weekend to a whole term. Certificates are offered in several fields, including foreign language translation and interpretation; design, digital arts, and video production; fine arts appraisal; publishing; law and paralegal studies; marketing and advertising; finance and accounting; and real estate and architecture. Interested students should refer to the Web site above for program requirements, certificate descriptions, and application deadlines and procedures. Students should also meet with an adviser in the Liberal Studies Advising Center at 726 Broadway, 6th Floor.
DEAN’S CIRCLE
Students who complete the freshman year with a cumulative grade point average of 3.65 or better and who have earned at least 30 credit hours will be invited to apply for the Dean’s Circle University Scholars program, Liberal Studies’ honor society. Dean’s Circle scholars participate in a range of activities with faculty, including visits to cultural events (e.g., performances, museum exhibits, and concerts) and an international travel experience. Members are also expected to engage in community service and to work over the course of the year on a major research project related to Dean’s Circle travel. In recent years, the Dean’s Circle scholars have traveled to Brazil, Czech Republic, Cuba, England, Germany, Spain, and Turkey.

DEAN’S HONORS LIST
At the end of each academic year, a Dean’s Honors List is compiled. This is an honors roll of matriculated students who have achieved an average of 3.650 or higher for that academic year (September-May) in at least 28 graded points. In order to be listed, a student must not have any grades of Incomplete or N at the time the list is compiled. Note that grade point averages are not rounded off.

DEAN’S GLOBAL RESEARCH GRANT
Global Liberal Studies emphasizes independent research. GLS students can apply for grants to help offset the expenses of their research projects. Students may submit a proposal to apply for either a Thesis Research Grant, which supports travel or other extraordinary expenses related to the senior thesis and the presentation of thesis work at conferences, or an Open Research Grant that supports research projects that may not be related to the senior thesis.

ELAINE KUNTZ MEMORIAL WRITING PRIZE
The Elaine Kuntz Memorial Writing Prize was established in 1988 in memory of Dr. Kuntz, who was the program’s first associate director and a member of the faculty. The prize is awarded to an LS freshman each year for an outstanding essay produced in a writing course. The writing faculty nominates students for this prize.

THE GUEN SCHOLARSHIP
Global Liberal Studies sophomore students are eligible to apply for a limited number of Guen Scholarships, that provide additional financial aid to GLS students spending their junior year abroad. The scholarships have been funded through the generosity of the Guen family in the interest of assisting students in international study. Ten scholarships of $5,000 for the year will be awarded based on a combination of merit and financial need. They are open to Global Liberal Studies students at the end of the sophomore year. Scholarships will be applied to tuition charges for the junior year. The award is for one year only and is not renewable.

LATIN HONORS
To graduate with Latin honors, a student must have completed at least 64 points in the Global Liberal Studies B.A. in courses in which the letter grades A through D were received. All graded courses taken while enrolled in GLS, including courses taken from other divisions of the University, will be used in computing the honors average. Pass grades are not counted and grades received in courses taken at other institutions are also not included. The student must also have a satisfactory record of conduct. Latin honors will be determined on the basis of cumulative GPA so that summa cum laude is limited to the top 5 percent of the graduating class, magna cum laude to the next 10 percent of the graduating class, and cum laude to the next 15 percent of the graduating class.

STEVE CURRY SCHOLARSHIPS
The Curry awards, in honor of the program’s first associate dean, are available through application for students who are studying abroad and who are eligible to receive financial aid. The funds can be used for academic research travel during the student’s international experience.
LIBERAL STUDIES: THE CORE PROGRAM AND GLOBAL LIBERAL STUDIES

Liberal Studies Course Descriptions*

(For the Core Program and Global Liberal Studies)

WRITING

Writing I and II

WRI-UF 0101 and WRI-UF 0102
4 points each

Writing is an integral part of Liberal Studies. Every course in the program requires that students write to demonstrate their mastery of material. Writing provides students with an important method for organizing and expressing their thoughts, and it helps them develop and enhance their critical, analytical, and interpretive skills. Writing proficiency is required for the NYU bachelor’s degree. Taking the Writing II course and receiving a minimum grade of C will fulfill the writing proficiency requirement. A Writing II grade that is below C requires that the student repeat the course.

In Writing I students develop both fluency and confidence as writers and thinkers, as well as an understanding of their own writing processes. Instructors emphasize the importance of students developing their own ideas and becoming conscious of their own voices and ideas in relation to other voices and texts. Intellectually rigorous and challenging exercises and assignments require students to approach both reading and writing as processes characterized by continual questioning, rethinking, revising, and making connections between texts, disciplines, and ideas. Essays require students to demonstrate both intellectual and aesthetic sophistication. Students work on textual citation and interpretation, the use of sustained metaphor or complex imagery in the service of their ideas, rhetorical or “writerly” moves and aptness of language and word choice, and developing a consciousness of the relationship of the writer to the audience. To situate writing in English in its increasingly global context, students read, analyze, and interpret challenging and complex English language works from around the world (primarily Africa, Australia, Canada, the Caribbean, Ireland, South Asia, the United Kingdom, and the United States), with attention to the ways writing reflects place, history, and mobility. Subjects of analysis are not limited to written texts; they also come from other media and the arts (e.g., visual or musical) and derive from experience or observation.

In Writing II, students continue to work on the reading and writing skills they began developing in Writing I. Although students’ voices and ideas continue to be valued and encouraged, Writing II places increased emphasis on how the student’s ideas are situated in a larger conversation with “outside” voices, ideas, and texts—in the academy, the arts, and the larger world or culture. Students produce work based on research, usually in the form of one or more research projects. The concept of “research” is not limited to library or online research but is thought of in the broadest and most creative sense of the term. In performing this research, students incorporate the voices of others into the general context of their own argument or idea, helping them engage in “critical exchanges” with other voices and sources of evidence. Students are expected to understand all the formal requirements of research writing (proper citation, constructing a bibliography, etc.). More importantly, the goal of the work in Writing II is largely focused on the importance of having students place themselves in sophisticated and critical dialogue with other writers and thinkers, thereby connecting them to the academic community and its conversations, and to critical discussions happening outside of the University in the world at large. Students learn to write essays that are informed by and responsive to the insights of others without being dominated by them. Writing II essays are usually longer than those generated in Writing I, and the drafting process is facilitated by providing a variety of exercises or benchmarks to help students navigate the complex research process. Many sections of Writing II are devoted to writing upon a particular subject area, such as the arts or social issues; students may choose sections that correspond to their own interests or academic majors.

CULTURAL FOUNDATIONS

Cultural Foundations I

CFI-UF 0101 4 points

The first semester introduces the arts from their origins to the end of antiquity, as defined for these purposes by the roughly coincident dissolutions of the Gupta, Han, and Western Roman empires, focusing on how individuals and social relations are shaped in literature and the visual, plastic, and performing arts, as well as through music. Conceptions of the divine, the heroic, power and disenfranchisement, beauty, and love are examined within the context of the art and literature of East and South Asia, the Mediterranean world, and contiguous regions (such as Germany, Nubia, and Mesopotamia). Instructors prepare the way for Cultural Foundations II by giving some attention to the models by which cultural transmission occurred across these regions prior to the rise of Islam.

Cultural Foundations II

CFII-UF 0102 4 points

The second semester examines the arts produced within diverse cultural traditions across the globe from the rise of Islam at the...
beginning of the 7th century to the global empire building of the late 17th/early 18th centuries. The course explores the distinctive conventions and traditions of different media and the development of cultural traditions from their ancient foundations to the early modern period through successive influences and assimilations, both local and external. Diverse cultural traditions are also considered in relation to one another: by direct comparisons of works even in the absence of historical cultural contact; by consideration of mutual interactions, exchanges, and contestations; by the assertion of cultural dominance; and by resistance to such assertions.

Cultural Foundations III
SFIII-UF 0103 4 points
The third semester explores the arts from the late 17th/early 18th centuries to the post-World War II era, examining how they define and reflect both local cultural views and rapidly shifting global understandings of the world. The course considers how the diverse conceptions and conditions of modernity both shaped and were shaped by the arts around the world. Many of the issues pertinent to the course—industrialization/urbanization; the dislocations, disasters, and opportunities that followed cross-cultural contact; colonialism, decolonization, conflicts of political ideology, and liberation struggles; fundamental redefinitions of mind, language, gender, and sexual identity—have had very different effects in various parts of the world. Instructors encourage students to explore what it means to study the arts from global perspectives and to examine what “globalization” itself has meant and means in the context of the arts.

SOCIAL FOUNDATIONS
Social Foundations I
SFI-UF 0101 4 points
The first semester introduces students to the ancient world and ends with the dissolution of the Western Roman Empire, the Gupta Empire in India, and the Han Dynasty in China. This course takes a global perspective and uses an interdisciplinary approach, and part of its aim is to explore enduring questions such as the relation between the individual and society, between justice and power, and between humanity and the divine. The ancient societies from which the texts emerged are as much objects of study as the ancient texts themselves. Students are expected to consider many ideas with which they might not agree. They ask how these earlier conceptions speak to their own lives and how these earlier ideas connect to the world today. Students are encouraged to distinguish between understanding a text in its historical settings and engaging in broad historical criticism. Accordingly, writing assignments strive to strike a balance between close reading and comparative assessment. In addition to drawing seminal texts from the Mediterranean world and the Middle East, instructors give extended attention to at least one Mediterranean/non-European culture.

Social Foundations II
SFII-UF 0102 4 points
The second semester spans a thousand years, from the rise of Islam and the reunification of China under the Tang Dynasty (in the 7th century CE) through the Scientific Revolution and the decline of the Mogul Empire in India. This course invites students to consider great ideas that have often helped earlier peoples organize their lives—but which have also set them in conflict sometimes with other communities and sometimes among themselves. Such ideas have sparked movements for ethical and social reform, conquest, recovery of lost classics, and religious renewal. Vast new empires appear during this period, but so do challenges to their rule. Religious conflicts lead to civil war, and modern science emerges as a challenge to traditional beliefs. Throughout, different conceptions of human nature emerge and collide. Oppression gives rise to new movements for greater equality and individual rights, and bitter struggles for power lead to the creation of large new colonial empires, whose effects linger to the present day. In addition, the world’s different civilizations come into increasing contact through exploration and trade. Students are expected to consider these ideas and developments critically, with an eye to their philosophical, political, and historical significance; and they are encouraged to explore the ways in which texts that have often been read in exclusively Western contexts yield new meaning when placed in non-Western settings.

Social Foundations III
SFIII-UF 0103 4 points
The last semester examines major intellectual and historical events from the Enlightenment and the Qing Dynasty (around 1700) to the contemporary world. This period has seen some of the most rapid and significant changes in human society and scientific understanding. At the same time, many of the enduring questions of humanity have become even more critical as disparate cultures interact in a new global arena. This course is a capstone to the foundations sequence; accordingly, authors and themes come from a range of texts both interdisciplinary and international. Among the themes the course explores are the philosophical and political debates that followed the creation of global colonial empires, as societies from around the world confronted imperial policies and institutions. The course also considers the rise of vast, new international markets; the spread of revolutionary and national liberation movements in the 19th and 20th centuries; new challenges to established property; and the social effects of industrialization.

In addition, instructors discuss postmodern attempts to question and undermine the institutions and practices that structure contemporary societies. In this part of the sequence, students consider critiques of Western practices that form both within the West and from other regions of the world, giving special attention to the reception of Western texts by other traditions and, conversely, the influence of these other traditions on the West.

LS SCIENCE CURRICULUM
The Liberal Studies science curriculum is designed to help meet
the goal of giving our students the best possible foundation in the liberal arts and science. LS offers four science courses. History of the Universe examines the development of the universe and of life on Earth together with an examination of the growth of our scientific understanding of that development. Science of Technology follows the intertwined histories of science, technology, and society, focusing mainly on the technology of communication from the earliest means of communicating across space and time to the telegraph and cell phones. Life Science introduces students to evolution, genetics, molecular biology, and biotechnology. Environmental Studies examines the science of our environment and its role in the making of environmental policy. LS students who plan to transfer to the College of Arts and Science are required to take two science courses in different branches of science. In addition to presenting scientific subject matter, each course works to develop students’ understanding of the methods of science and the role of science in each student’s life. In keeping with the integrated, interdisciplinary nature of Liberal Studies, historical science is related to the context in which it developed, and contemporary science is related to the issues of the day. Readings from appropriate original scientific literature are included. The course includes lectures and laboratory sections. The laboratory components include some hands-on experimentation, but they also include computer-based simulations and scientific inquiry using online databases. Students are introduced to a range of scientific concepts, including some using worldwide databases, that would not be practical in a traditional laboratory setting. The LS science program brings students to a level of scientific literacy that enables them to understand and evaluate the science they will meet throughout their lives.

History of the Universe
HOU-UF 0101 6 points
Students examine the nature of science as a way of looking at the world and study that world as revealed through the work of scientists over the years. They learn about the nature of matter and energy and how the universe has changed over billions of years. Topics include the origin and development of the stars, galaxies, planetary systems, and the universe itself, as well as study of the Earth and the development of life on Earth and its potential to exist elsewhere in the universe. The course begins with the development of scientific thought at multiple locations around the premodern world by reference to Babylonian and Chinese astronomy, Indian numerical systems, and the work of such scientists as Aristotle, Ptolemy, Al-Sufi, Copernicus, Kepler, and Galileo. It continues with discoveries by the likes of Newton, Darwin, Curie, Einstein, and Hubble during the period of Western scientific hegemony and ends with the multinational world of present-day science. Students acquire an understanding not only of modern science but also of its development and of the methods, strengths, and limitations of the scientific method.

Environmental Studies
ENSTU-UF 0101 6 points
Environmental decisions are frequent and important in daily life at the levels of both personal behavior and governmental policy. Students learn about modern environmental science in the context of contemporary global issues, exploring the impact that the decisions of nations and individuals have on local and world ecologies. The course emphasizes the science involved in environmental decisions while also examining the role of ethics, politics, and economics in all real-life environmental decisions. Students examine such topics as ecology and biodiversity, including the nature and effects of succession, evolution, and invasion species; the atmosphere, including air pollution, ozone depletion, and climate change; sources, use, and misuse of water resources; human population and feeding the world’s people, including developments in agriculture and genetic modifications of organisms; and the nature of Earth’s energy resources and their use by humankind.

Life Science
LISCI-UF 0101 6 points
This course examines some of the fundamental principles and processes of biological science. The theme of evolution is woven throughout the course. Topics include genetics, cancer, cell biology, biochemistry, biotechnology, and bioethics, with special emphasis on the human species. Many of the topics are discussed within a social and historical context, demonstrating the global nature of scientific problems and scientific process. Selected readings from science journals, newspaper articles, and recent books expose students to the relevance and application of scientific work to their everyday lives, focusing particularly on genetic disease, the function and treatment of HIV infection, and other current important frontiers and ethical issues in the discipline. The course also acquaints students with the historical development of life science by reference to key figures from Galen to Averroës to Mendel and Darwin.

Science of Technology
SCTEC-UF 0101 6 points
This course follows the intertwined histories of science, technology, and society, focusing mainly on the technology of communication from the earliest means of communicating across space and time to the telegraph and cell phones. Students will investigate the science behind the technology by engaging in inquiry-based group activities and group projects that illustrate the scientific method and the role of experimentation in producing scientific results. The course also looks at the impact technology has had on societies, and the way the structure and values of different societies have conditioned how technologies are actually used. Student research projects will investigate the basic science, history, and impact of technologies in other fields such as energy, medicine, or transportation.

SOPHOMORE SEMINARS
(GLS)
While the freshman courses encourage students to comprehend the possibilities for broad interdis-
specific theme involving cultural transformation, such as Marxism in Asia, with a particular emphasis on the Cultural Revolution in China. Alternatively, a section might address a more broadly defined phenomenon of transformation, such as world feminism or the changing politics of agriculture. A section might focus either on the contemporary world or on a moment or period before the 20th century, but regardless of the era it chiefly concerns, significant attention is paid to how history informs the present.

EXPERIENTIAL LEARNING (GLS)
EXLI-UF 9301 and EXLI-UF 9302 4 points each
Students come into close contact with the daily life of the site at which they are studying through experiential learning, engaging in group projects designed and supervised by local site staff. In consultation with a faculty director, students conduct research in the appropriate field of study as well as perform practical work. They complete a substantial individual project as part of an online Junior Independent Research Seminar that connects both with a faculty director and students investigating similar topics at other sites.

ADVANCED GLOBAL CULTURES (GLS)
AGCI-UF 9301 4 points
This course concentrates in an interdisciplinary fashion on issues that place the particular international site where the course is taught into a global context. The Advanced Global Cultures course typically give GLS students the chance to study alongside their colleagues from other NYU schools. It includes components that take full advantage of the specific site—e.g., museum trips and architectural tours, explorations of neighborhoods, lectures by or conversations with members of the community (scholarly and otherwise), and the like. The course illuminates aspects of the culture and history of the host country in relation to regional and local issues.

SITE-SPECIFIC ELECTIVES
The electives students take at the site are guided by careful advising to ensure a coherent program, including (when appropriate) progress toward a minor in an area relevant to the student’s global focus. In addition, advisers help students select electives that are geared toward the particular academic emphases and geographic advantages of the site so that students have an educational experience unique to the site at which they are studying and revelatory of its culture. The goal is that students not simply have a “study abroad” experience, but that they immerse themselves in the site’s culture.

SENIOR CAPSTONE SEMINARS (GLS)*
SCA-UF 0401 4 points each
The senior capstone seminars address a focused interdisciplinary topic of international scope, refining the liberal studies work of a student’s previous years by exploring a closely defined theme in great depth. The theme might concern a particular form of content, such as Americans abroad, or an intellectual construct, such as irony in the ancient and modern worlds. Texts are drawn from numerous disciplines, forms, and media; approaches to those texts also include a variety of disciplinary perspectives.

SENIOR COLLOQUIUM (GLS)
SCOI-UF 0401 4 points
The senior colloquium pursues a theme intimately connected to the site and themes students encountered during their junior year. For example, students who studied at Berlin in junior year might take a colloquium on emerging definitions of European identity in the 20th and 21st centuries, with a special focus on changing concepts of what it means to be German. In addition to exploring material related to the theme, the course constitutes an advanced education in a broad range of the intellectual methods most germane to writing a thesis on any topic within the GLS concentration on which the colloquium focuses. The colloquium instructor also serves as the

*An upper-level College of Arts and Science course, including those cross-listed with the Graduate School of Arts and Science, may (with permission) be substituted for one semester of the senior capstone seminar.
first addition to research and writing skills, students receive substantial instruction aimed at refining their abilities in practical areas, such as conceiving and delivering oral presentations, incorporating visual material into verbal arguments, leading discussions, and crafting successful group projects.

**SENIOR THESIS (GLS)**

STHI-UF 0402  6 points

The senior thesis (or an equivalent body of creative work) concerns a topic related both to the student’s international study experience and work in the program as a whole. The thesis, interdisciplinary in its scope and methodology, involves both primary and secondary research and is normally global or comparative in approach. It epitomizes the student’s undergraduate career, relating in a significant and substantive manner to earlier academic experiences, including those at an NYU international site (or sites), and treating a significant number of primary texts; it will also engage the current critical literature in its field of study.

**ELECTIVES**

**GLS Electives:** Students complement their GLS course work with a wide array of electives in GLS and in other NYU schools chosen in careful consultation with their adviser. These may include courses such as Principles of Macroeconomics, Principles of Microeconomics (either of which also meets the Quantitative Proficiency requirement, as does the Quantitative Reasoning math course, Calculus, or Statistics), and GLS Creative Writing, as well as advanced language instruction in the NYU College of Arts and Science (CAS). Students also may pursue over 40 all-University minors (cross-school minors), including several languages and economics in CAS, business studies in CAS and NYU Stern School of Business, and communication studies in the NYU Steinhardt School of Culture, Education, and Human Development. Note: The Global Cultures courses and the economics courses below are considered electives for students in the Core Program only; Global Cultures is a required course for GLS students, and the economics courses below can fulfill the Quantitative Proficiency requirement for GLS students only.

**The Core Program Electives**

While enrolled in the Core Program, students take courses at the NYU school or college where they will earn their bachelor’s degree. While these courses are considered electives in the Core Program, they should be selected so that they fulfill either school, major, or minor requirements in the school to which students intend to transfer. LS also offers a limited number of elective courses that are not required for the Core Program. These are listed below.

**LS Elective Courses**

- Global Cultures*
- Principles of Macroeconomics
- Principles of Microeconomics
- Creative Writing: Places
- Creative Writing: Global Voices & Forms
- Internships

**GLOBAL CULTURES**

Students may choose as electives from one of five courses featuring the regions of Africa, East Asia, Latin America, the Middle East, and South Asia. Given the ever-increasing complexity of today’s world, Global Cultures is designed to help students understand societies that have long histories and enormous diversity within themselves—societies and cultures that intersect across the globe. These courses introduce students to aspects of one particular region’s cultural development. “Culture” is broadly defined as including, but not limited to, such disciplines as history, philosophy, the arts, politics, and social institutions. Course materials stress primary over secondary sources and may include multimedia ones. Following are the LS Global Cultures courses.

**African Cultures**

AFGC-UF 0101  4 points

This course offers a broad interdisciplinary introduction to the great diversity of peoples, places, and cultures on the African continent. Students use a variety of historical sources, literature, and film to explore the paradigms of traditional cultures of precolonial societies and the disruptions of those structures by the incursions of Islam and European colonialism. The course also explores the decolonization of the continent, the attendant struggles for independence, and post-liberation problems. The impact of modernity on cultural roles and the transformation of African cultures in the diaspora also receive attention.

**East Asian Cultures**

EAGC-UF 0101  4 points

This course offers a broad interdisciplinary introduction to China, Japan, and Korea, generally concentrating on one of these regions. Students study aspects of the traditional and/or modern cultures of one or more of these countries, such as the foundational texts of major schools of thought, as well as literary, political, philosophical, religious, and artistic works. Topics may include the roots and growth of East Asian culture, national or cultural identity in relation to imperialism and colonialism, East-West tensions, modernism’s clash with tradition, the persistence of the traditional within the modern, the East Asian diaspora, and questions of East Asian “modernities.”

**Latin American Cultures**

LAGC-UF 0101  4 points

This course offers a broad interdisciplinary introduction to the diversity in the Caribbean and the Americas beyond the United States and Canada. Given the European, American, African, Asian, and indigenous Indian influences on the region’s varied cultures and societies, the course focuses on one or more of such topics as the social, political, artistic, economic, and ethnological issues of the pre-Columbian, colonial, and contemporary periods. It traces both cultural communities and differences within Latin America. The course also explores Latin American ideas about the place that the region occupies in the Americas and the world.

**Middle Eastern Cultures**

MEGC-UF 0101  4 points

This course offers a broad interdisciplinary introduction to the societies, cultures, politics, and history of the contemporary Near East and Islamic North Africa. Sociological, historical, and political texts, as

*Global Culture is a requirement for Global Liberal Studies students; see pages 24-26 for GLS course requirements.*
well as achievements in the fine and performing arts, films, and literary works, are employed to examine the region’s rich historical legacy and current complexity. Topics include the historical-cultural relations between the Middle East and the West; the impact of historical, economic, and political change in the region’s cultures and societies; and the contemporary state of the region.

**South Asian Cultures**  
SAGC-UF 0101 4 points  
This course offers a broad interdisciplinary introduction to the society and culture of the Indian subcontinent, concentrating on one or more of the nations of India, Pakistan, Bangladesh, Nepal, and Sri Lanka. Students study aspects of the traditional and/or modern cultures of one or more of these countries, such as the foundational texts of major schools of thought, as well as literary, political, philosophical, religious, and artistic works. The course explores the interactions of historical tradition and change and illuminates such issues as colonialism, sectarianism, and modernization.

**ECONOMICS**  
LS offers two economics courses. Principles of Macroeconomics is not a prerequisite for Principles of Microeconomics; the courses may be taken in any sequence.

**Principles of Macroeconomics**  
ECI-UF 0101 4 points  
This course introduces basic concepts of macroeconomic theory. Topics include unemployment; inflation; aggregate demand; income determination and stabilization policies; fiscal and monetary policies; and the Keynesian monetarist debate over stabilization policy.

**Principles of Microeconomics**  
ECII-UF 0102 4 points  
This course introduces basic concepts of microeconomic theory by examining price theory and its applications. Topics include consumer demand and choice; indifference curve analysis; big business and public policy; and factor markets and the distribution of income.

**CREATIVE WRITING**  
Two four-credit courses in creative writing are offered as electives in LS for students with strong creative writing interest. These courses offer LS students the opportunity to develop their creative writing in an intimate workshop setting. Creative Writing I is not a prerequisite for Creative Writing II.

**Creative Writing: Global Voices and Forms**  
CWGV-UF 0101 4 points  
The conversations and work in Creative Writing: Global Voices and Forms are guided by a reading list that has been constructed with an emphasis on the global writing community. Readings are drawn from the diverse international tradition of modern and contemporary writing in order to facilitate a discussion of the role national or geographic identity plays in the construction of creative works. We consider, when appropriate, the national or geographic origin of particular forms—in fiction, for example, magical realism and its ties to Latin America, and the nouveau roman and its ties to France—and the ways those forms have migrated and influenced creative works around the globe. Students will complete creative writing exercises inspired by and related to the readings and our discussions of form, some of which might turn into longer works.

**Creative Writing: Places**  
CWP-UF 0101 4 points  
While other creative writing courses might consider place, setting, or location as merely aspects of the creative craft, this course analyzes them as central concern. Students examine contemporary theories and poetics around issues of place as well as consider how writers use place, geography, landscape, and nationality to shape their creative work. We consider how one makes places with language, how one conveys what it feels like to be in a place, and how place influences narrative.

**INTERNSHIPS**  
Students do not need permission from Liberal Studies to take paid internships. Following are guidelines for internships for credit. Only LS students who have completed freshman year may receive academic credit for internships.

**Internships for credit:**  
INT-UF 0201 1-4 points  
- May include governmental, corporate, or nonprofit organizations  
- Will be structured as an apprenticeship (that is, skills and responsibilities graduate over the course of the internship)  
- Incorporate a research component  
- Provide opportunities to use academic skills (e.g., writing, analysis, computer literacy, public speaking)  
- Require a variety of assignments  
- Include progressively challenging tasks/assignments  
- Engage the intern in a culture of teamwork and collaboration  
- Encourage autonomous decision-making and production  
- Give the intern opportunities for synthesizing knowledge and information  

As part of an intensive liberal arts curriculum, it is important that internships in the Liberal Studies Program situate the student in an interdisciplinary, challenging, and flexible environment. During the course of the internships, students should develop their communication abilities, knowledge of the field, and analytical and critical thinking. Ideally, internships will train students in a variety of methodologies and promote self-confidence as the student moves forward. Internships should also familiarize students with ethical procedures and restrictions within the organization.

Internships characterized by the following are not acceptable within Liberal Studies criteria:  
- Involve an excessive amount of clerical or non-field-related work  
- Do not provide for frequent contact between intern and supervisors/colleagues  
- Limit intern’s work to a narrow and repetitive activity  
- Restrict the exercise of independent judgment  
- Do not articulate clear objectives and methods for internship training
• Have unrealistic expectations for the student's performance and outcomes.

Applications will be reviewed by the Office of the Assistant Dean for Academic Affairs; completed applications should be filed with the Liberal Studies Advising Center, which will then register the students whose proposals have been approved and inform students of its decisions.

The student must complete a final project whose precise nature is to be determined in consultation with the faculty director (for example, a 10-page academic/professional paper, a portfolio, or other work appropriate to the nature of the internship) and submitted by the end of the term. The faculty director will provide written comment on the work. Upon completion of the internship, the onsite supervisor will provide a performance evaluation of the student. The internship will be graded on a pass/fail basis.

Liberal Studies Departmental Internships

Students may also be invited by an appropriate faculty member to file applications for the following internships conducted within Liberal Studies. In these cases, decisions will be based purely on the merit of the student's proposal, the value of the internship itself being assumed; consequently, the student needs to file only an Internship Proposal Form if a faculty member has invited him or her to do one of these internships.

**Academic Computing:** The student gains practical experience in the field of preparing, deploying, and maintaining digital educational support materials by working in the office of the Liberal Studies associate director of educational technology for approximately 10 hours per week. The student may work with imaging and streaming software, learning management systems, Internet video and teleconferencing equipment, and programming languages like html, smil, and Flash—all in the context of an interdisciplinary liberal arts program making innovative use of technology across the range of its course offerings. The student assembles a portfolio of his or her electronic work as well as writes a reflective essay on the relations between technology, pedagogy, and the humanities. Assigned readings may range from George Landow's *Hypertext 3.0* to Pierre Levy's *Becoming Virtual*.

**Advanced Research Techniques:**
The student gains practical experience in a variety of advanced research methods by working 10 hours per week with a faculty member engaged in a scholarly project with a complex research element. Students in a particular term might work with specialized databases and indexes, conduct archival research, gain a grounding in paleographic analysis, do onsite archaeological work, or otherwise practice advanced research skills; in any case, the internship involves more than finding materials in standard library catalogs. The student keeps a log of the skills he or she develops and writes a reflective essay on the intricate relation of information and analysis. Readings might range from Edward Tufte to John Creswell, as well as more specialized material in the particular field of research undertaken.
Quantitative Reasoning (The Core Program), Quantitative Proficiency (GLS), Concentrations (GLS), and Intensive Language Study (GLS)

Quantitative Reasoning (Mathematics) Requirement for The Core Program
LS students in the Core Program must fulfill the mathematics and/or science requirements for the bachelor’s degree to be conferred by an undergraduate school or college of NYU. The Core Program requires only one mathematics or one science course; however, students transitioning to the College of Arts and Science will take both science courses while in Liberal Studies. Students are encouraged to postpone taking mathematics until after transfer since the choice of major often determines what mathematics class is required. LS does not offer mathematics courses; students take the mathematics courses offered at the College of Arts and Science Department of Mathematics (in the Courant Institute of Mathematical Sciences). Students should consult the LS Advising Center staff and refer to the specific departmental Web sites and bulletins for information about the mathematics requirements for their bachelor’s degree program.

Quantitative Proficiency Requirement for Global Liberal Studies
In consultation with their adviser, GLS students choose one of several Quantitative Proficiency courses. Each of them aims at acquainting students with elementary principles of mathematical inquiry; each stresses the use of mathematical means to address real-world matters ranging from the numerical sub-strata of natural phenomena to polling data and probability in poker. Note: GLS students can meet the Proficiency Requirement through Advanced Placement (AP) credits, or by taking the mathematics placement test, or by Principles of Microeconomics or Principles of Macroeconomics.

GLS Concentrations
GLS upper division courses are organized into six concentrations. After finishing their core courses, GLS students may focus their studies in any of these areas; they are strongly encouraged to pick the majority of their classes (particularly the Approaches seminar and Senior Colloquium) from a single concentration, but are free to take courses outside their concentration as well. GLS advisers work carefully with students to ensure that they choose a coherent set of courses focused on a concentration to realize their educational goals.
- Arts and Literatures
- Contemporary Culture and Creative Production
- Histories, Philosophies, and Worldviews
- Identities and Representations
- Politics, Rights, and Development
- Science and Society

Arts and Literatures
This concentration studies the arts as a means of global conversation, intensively examining artistic works across various media, including, but not limited to, literature, film, painting, sculpture, architecture, music, dance, and performance. It encompasses aesthetic, historicist, political, and ethnographic theory in developing students’ critical understanding of the arts, treating artistic works as expressive objects, as distinctive products of a specific time and place, and as distinctive of their genre, while also examining them as points of cultural contact and transmission and as the means of interaction across time, place, genre, and civilization. Students acquire a critical lexicon in the interpretation of the arts and develop the ability to examine multiple and diverse modes of representation. Students may have the opportunity to work in multiple languages and explore issues of translation. Arts and Literatures enables an understanding of the ways the arts are shaped by their cultural contexts, and in turn how they shape our world.

Contemporary Culture and Creative Production
How do we read, reflect upon, and shape contemporary culture? This concentration examines people as agents in creating modern culture. It synthesizes theory, context, and creativity, exploring a wide range of phenomena on the contemporary cultural landscape. Areas of study span and connect creative writing, literary journalism, film, music, performance, aesthetic theory, social media, technology, architecture and urbanism, advertising, fashion, and visual cultures such as photography, interface design, and television studies. Approaches to these topics combine scholarly analysis with creative work, so that students both
explore and practice the expression of meaning in current world media.

**Histories, Philosophies, and Worldviews**

To understand societies or individuals, it is useful to try to see things from the perspective of those societies or individuals—to study their frameworks of thought, belief, and assumption, to find out how they think about their world, their society, and themselves. In different times and places, people have created remarkably different systems of beliefs, ideas, and practices as they attempt collectively and individually to make sense of their experience. This concentration examines different worldviews, ways of thinking, methods of inquiry, and ideas about the universe, society, and human nature. Using methods drawn from the disciplines of history, religious studies, philosophy, and political theory, the concentration examines the origins, growth, interrelations, disappearance, and reconfiguration of the systematic constructs of thought that have shaped perspectives on human experience.

**Identities and Representations**

Terms like “us” and “them” imply divisions that must be bridged in a world where people, knowledge, images, and resources move across borders more quickly than ever. Identities and Representations provides the interdisciplinary tools of social and cultural analysis for doing advanced research on the way identities and their representations are formulated, distributed, and deployed around the globe. Guiding questions like “what does identity mean?” and “how is identity legible?” lead to more advanced explorations into the social and cultural uses and ramifications of representations and identities. Students explore from a variety of disciplinary perspectives (diasporic studies, ethnic studies, gender studies, sexuality studies, etc.) the complex relationships between identities, representations of identity, and labels denoting such categories as race, class, gender, nationality, religion, disabilty, citizenship, and sexuality.

**Politics, Rights, and Development**

Politics, Rights, and Development examines the historical contexts and controversies surrounding social action: power and policy, justice and human rights, and economic and social development. Questions are asked in an interdisciplinary manner that combines political, economic, and cultural analysis to pursue topics in international relations; the many forms of imperialism; law, justice, and human rights; ethics and the conduct of war and peace; challenges of democratization, revolution, and social change; industrialization and globalization; and policies of health and the environment. It studies the actions of governments, non-governmental organizations, and individuals in effecting or arresting change in these areas.

**Science and Society**

The values and norms of society and the production and representation of scientific knowledge have a profound mutual influence on each other. Science and Society explores the manner in which scientific discoveries and methods affect social practices such as body culture and dietary habit; the ways social attitudes on topics from drug use to privacy determine the goals, applications, and emphases of scientific study; the impact scientific principles from natural selection to relativity have on ethics and mores; and the intersections between scientific method and social or behavioral analysis. The concentration thus focuses on the mutual influences of science and society, not on science per se, nor on the philosophical or policy implications of science.

**INTENSIVE LANGUAGE STUDY (GLS)**

Language study is a keystone of GLS, as one cannot begin to understand global history and issues without extended study of a language besides English. That all students engage in advanced language study, regardless of their initial level of proficiency, is one of Global Liberal Studies’ distinguishing features. The GLS language requirement is both a proficiency requirement that may be satisfied on the basis of prior study or fluency and a language study requirement; even students with considerable proficiency in a language will improve on that proficiency, normally by at least three semesters of study.

Students prepare for their international experience by taking one semester of intensive work in the language spoken at the site, usually in the spring of sophomore year. For instance, a student with little or no prior education in French who wants to spend junior year in Paris (assuming that site was offered in a particular year) would take Intensive Elementary French.

During the junior year at one of NYU’s international sites, students enroll in at least one class each semester in the local language, usually a second semester of intensive language (to continue the example above, the student would take Intensive Intermediate French) followed by a semester of more advanced study of the language. If a student can demonstrate appropriate proficiency, however, he or she takes courses taught in the language itself. Students may, in consultation with their adviser, decide to continue their language study in order to complete a minor in the language.
Student Information

LS Academic Policies and Procedures ................................. 44
NYU Student Life Resources ........................................... 52
NYU Counseling and Health Services ................................. 54
Admission ................................................................. 55
Tuition, Fees, and Financial Aid ......................................... 60
Liberal Studies Administration and Faculty .......................... 65
NYU Calendar ............................................................. 68
Washington Square Campus Map ....................................... 70
Travel Directions to the Washington Square Campus .............. 72
NYU Frequently Called Numbers ....................................... 73
Index .................................................................. 74
Academic Policies and Procedures*

**Computing the Grade Point Average**

The grade point average (GPA) can be obtained by determining the total of all grade points earned and dividing that figure by the total number of credits completed. For example, if an LS student has completed an 18-credit schedule and receives grades of A, A-, B, and C+, respectively, in four 4-credit courses and a B+ in a 2-credit course, the student’s semester GPA would be computed as follows:

\[
\begin{align*}
4.0 \times 4 &= 16.0 \\
3.7 \times 4 &= 14.8 \\
3.0 \times 4 &= 12.0 \\
2.3 \times 4 &= 9.2 \\
3.3 \times 2 &= 6.6
\end{align*}
\]

Total grade points = 58.6

GPA = 58.6 divided by 18 = 3.255

The total grade points (58.6) is divided by the number of credits earned (18) to obtain the GPA (3.255). Note: There are no A+, D-, or F+ grades. See Pass/Fail Option, below, for information about pass/fail policies, including those that apply specifically to LS students.

**I Grade (Incomplete)**

The grade of I (Incomplete) is a temporary grade that indicates that the student has, for good reason, not completed all of the course work but that there is the possibility that the student will eventually pass the course when all of the requirements have been completed. A student must ask the instructor for a grade of I, present documented evidence of illness or the equivalent, and clarify the remaining course requirements with the instructor.

The incomplete grade is not awarded automatically. It is not used when there is no possibility that the student will eventually pass the course. In general, students have one semester to finish the work for a course in which an incomplete grade was received. If the course work is not completed after the statutory time for making up incompletes has elapsed, the temporary grade of I shall become an F and will be computed in the student’s grade point average.

**W Grade**

The grade of W indicates an official withdrawal from a course.

**Pass/Fail Option**

Applies to both the Core Program and Global Liberal Studies students. Students may elect no more than one pass/fail option each term, including the summer sessions, for a total of no more than 16 points while they are degree candidates in LS. The pass/fail option is not available for courses completed at other institutions.

The choice to elect pass/fail grading in any course must be made before the completion of the ninth week of the term (or the third week of a six-week summer session); after that time, the grading option cannot be changed. Note that once elected, the choice of pass/fail grading cannot be changed back to the letter grade option. No grade other than P or F will be recorded for students choosing the pass/fail option. P includes all passing grades and is not counted in the grade point average. F is counted in the grade point average.

The pass/fail option is not permitted for any required course. The form for declaring the pass/fail option may be obtained in the LS Advising Center, 726 Broadway, 6th Floor.

A Note for Core Program Students (only) about Pass/Fail:

Students should note that in other schools of NYU, the pass/fail option generally is not permitted for any Morse Academic Plan courses, for any degree requirements, for courses in the major and the minor, or for required preprofessional courses. Students who change majors may not be able to use courses taken under the pass/fail option to satisfy require-

---

*The following policies (page 44-51) apply to Liberal Studies students enrolled in either the Core Program or Global Liberal Studies. Exception: Page 46 applies to GLS students only.*
ments of the new major. Students contemplating the pass/fail option should consult with a LS staff adviser about the likely effect of such grades on their academic and career plans.

**CHANGE OF PROGRAM**

Students may access Albert online to adjust their schedule by dropping and adding courses until the end of the second week of classes; all schedule changes made after the third week of the semester must be approved by the LS Advising Center. Ultimately, the courses that students sign up for are their responsibility. When not certain about changes they want to make, students should check with the LS Advising Center. Students may withdraw from a course up until the ninth week of the semester. Courses dropped during the first three weeks of classes will not appear on the transcript.

After the third week of classes, students can no longer add a course, and a W will be recorded on their transcript if they withdraw from a course. This grade will not be included in the calculation of their grade point average. Students are strongly cautioned that they should not add courses or change sections of courses after the second week of the semester. Students who wish to add a course in the third week must secure permission from the instructor in advance. Students who add a course or change a section at any time are fully responsible for all work previously assigned.

After the ninth week of classes, students can withdraw from a course only in case of severe emergency. Late withdrawals must be approved by the dean. Undergraduates are not allowed to completely withdraw from all courses through Albert. For complete withdrawal, students must see a member of the LS advising staff.

**ADVANCED STANDING CREDITS**

Liberal Studies (the Core Program and Global Liberal Studies) accepts a maximum of 32 credits of advanced standing. While GLS accepts up to 32 advanced standing credits, the structure of the program does not typically allow for early graduation. Advanced standing credits are college credits earned at other colleges and universities before admission to NYU in which the grades earned were B or better and for which scores of 4 or 5 were obtained on the Advanced Placement examinations. International Baccalaureate, French Baccalaureate, A-levels, Abitur, and some other foreign maturity examination credits may also result in advanced standing credit. Some courses taken at other colleges may not be honored by NYU.

While Liberal Studies accepts advanced standing credits, the work reflected by these credits will not substitute for any of the courses in the Core Program and in Global Liberal Studies. The only requirements which advanced standing credits may satisfy for the Core Program and GLS are mathematics and science. Students should also note that the several undergraduate schools and colleges of NYU have different policies on whether AP or other advanced standing credit will be accepted in fulfillment of major and other requirements. Students should consult with the LS Advising Center about advanced standing credits and how they will be counted.

See also page 58.

**GRADE APPEAL**

Students who have complaints about grades or other academic matters should attempt in the first instance to resolve them by contacting the instructor of the course and speak to the Assistant Dean of Advising before the end of the term, who may attempt to bring about an informal resolution. If the matter cannot be resolved in this way, students may file a petition in writing setting forth the basis for the appeal with the Assistant Dean for Academic Affairs; such a petition must be filed no later than 30 days after the final grade for the course has been posted. Petitions should be filed at: Liberal Studies, 726 Broadway, 6th Floor, Room 676, New York, NY 10003.

Petitions will be heard by the Committee on Academic Standards, which is chaired by the Assistant Dean of Academic Affairs. The committee will deliver its recommendation to the Dean of Liberal Studies within 30 days of the petition's submission. Students, responsible faculty, and administrators shall preserve the confidentiality of any student's grade appeal.

**ACADEMIC PROGRESS**

The Committee on Academic Progress monitors the academic performance of students and places students on academic warning and academic probation. It also makes recommendations on terminating students who have not made sufficient progress. Its decisions may be appealed to the dean.

Students are expected to progress toward the degree and to remain in good standing. Good standing is defined as maintaining a GPA of 2.0 or above.

Students whose GPA falls below 2.0 in any semester will be placed on academic probation. Normally, these students will be expected to raise their GPA above 2.0 in the following semester or they will be placed on terminal probation. Students on terminal probation who do not make academic progress as stipulated in their notice of probation may be dismissed. Students whose GPA falls between 2.0 and 2.5 in any semester will receive a notice of academic warning from the committee.

Students who receive a notice of academic dismissal after they have registered for the next semester are required to discontinue attendance and will receive a full refund of their current semester tuition.

Students who wish to contest their academic dismissal must appeal, in writing, to the dean within 20 days of the notification of academic dismissal. After a review of the appeal, a decision will be rendered in writing.

Note: Students receiving federal or state financial aid or other forms of external financial aid are required to make "satisfactory progress." It is the responsibility of the student to determine what effect any academic action taken against him or her may have on the student's financial aid entitlements.

Petitions should be filed at: Liberal Studies, 726 Broadway, 6th Floor, Room 676, New York, NY 10003.
GLOBAL LIBERAL STUDIES

Global Liberal Studies participates in the Advanced Placement (AP) Program of the College Entrance Examination Board. Global Liberal Studies students who present AP test scores with the appropriate grade (usually 4 or 5) may receive college credit toward the degree. Students who receive AP credit may not take the corresponding NYU course for credit. If they do so, they will lose the AP credit.

AP credit in Biology, Chemistry or Physics B may be used to substitute for Natural Science I and II. AP credit in Environmental Science may be used to substitute for Natural Science II (as opposed to Natural Science I for the Core Program students). AP credit in any mathematics examination or statistics may be used to fulfill the Quantitative Reasoning requirement. Students may not present AP credit (or any form of advanced standing) for courses in the Liberal Studies core curriculum (Cultural Foundations, Social Foundations, and Writing sequences).

Note that the AP equivalencies listed below are for students in Global Liberal Studies only. Students who declare certain cross-school minors should consult the Liberal Studies Advising Center about credits that may or may not apply to particular minors or that may satisfy certain departmental prerequisites.

ADVANCED PLACEMENT EQUIVALENCIES

<table>
<thead>
<tr>
<th>EXAMINATION</th>
<th>GRADE</th>
<th>POINTS</th>
<th>EQUIVALENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4,5</td>
<td>4</td>
<td>ARTH-UA 1 or ARTH-UA 2</td>
</tr>
<tr>
<td>Biology</td>
<td>4,5</td>
<td>8</td>
<td>BIOL-UA 11, 12/BIOL-UA 13, 14</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4,5</td>
<td>4</td>
<td>MATH-UA 121</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4,5</td>
<td>8</td>
<td>MATH-UA 121, 122</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4,5</td>
<td>8</td>
<td>CHEM-UA 125, 126/ CHEM-UA 127, 128</td>
</tr>
<tr>
<td>Chinese Language</td>
<td>4,5</td>
<td>4</td>
<td>EAST-UA 204</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4,5</td>
<td>4</td>
<td>CSCI-UA 101</td>
</tr>
<tr>
<td>English Language</td>
<td>-</td>
<td>-</td>
<td>No credit awarded</td>
</tr>
<tr>
<td>English Literature</td>
<td>4,5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4,5</td>
<td>4</td>
<td>Natural Science II (GLS)</td>
</tr>
<tr>
<td>European History</td>
<td>4,5</td>
<td>4</td>
<td>HIST-UA 1 or HIST-UA 2</td>
</tr>
<tr>
<td>French Language</td>
<td>4,5</td>
<td>4</td>
<td>FREN-UA 101</td>
</tr>
<tr>
<td>German Language</td>
<td>4,5</td>
<td>4</td>
<td>GERM-UA 4</td>
</tr>
<tr>
<td>Government and Politics: Comparative</td>
<td>4,5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Government and Politics: United States</td>
<td>4,5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Italian Language</td>
<td>4,5</td>
<td>4</td>
<td>ITAL-UA 12</td>
</tr>
<tr>
<td>Japanese Language</td>
<td>4,5</td>
<td>4</td>
<td>EAST-UA 250</td>
</tr>
<tr>
<td>Latin Literature</td>
<td>4,5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Latin: Virgil</td>
<td>4,5</td>
<td>4</td>
<td>CLASS-UA 6</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>4,5</td>
<td>4</td>
<td>ECON-UA 1/ECI-UF 1001</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>4,5</td>
<td>4</td>
<td>ECON-UA 2/ECHI-UF 1002</td>
</tr>
<tr>
<td>Music Theory</td>
<td>-</td>
<td>-</td>
<td>No credit awarded</td>
</tr>
<tr>
<td>Physics B</td>
<td>4,5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Physics B</td>
<td>5</td>
<td>10</td>
<td>PHYS-UA 11, 12</td>
</tr>
<tr>
<td>Physics C—Mechanics</td>
<td>4,5</td>
<td>5 or 3</td>
<td>PHYS-UA 11 or PHYS-UA 91</td>
</tr>
<tr>
<td>Physics C—E&amp;M</td>
<td>4,5</td>
<td>5 or 3</td>
<td>PHYS-UA 12 or PHYS-UA 93</td>
</tr>
<tr>
<td>Psychology</td>
<td>4,5</td>
<td>4</td>
<td>PSYCH-UA 1</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>4,5</td>
<td>4</td>
<td>SPAN-UA 4</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>4</td>
<td>4</td>
<td>SPAN-UA 100</td>
</tr>
<tr>
<td>Statistics</td>
<td>4,5</td>
<td>4</td>
<td>PSYCH-UA 10</td>
</tr>
<tr>
<td>Studio Art</td>
<td>-</td>
<td>-</td>
<td>No credit awarded</td>
</tr>
<tr>
<td>U.S. History</td>
<td>4,5</td>
<td>4</td>
<td>HIST-UA 9 or HIST-UA 10</td>
</tr>
<tr>
<td>World History</td>
<td>4,5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
</tbody>
</table>

1 In order to receive credit for a score of 4 or 5 on Chinese language and culture and/or Japanese language and culture, students must successfully place above Intermediate II on language placement exams administered by the Department of East Asian Studies. Credits awarded in this manner count as elective credit and cannot be applied to the East Asian studies minor.

ADVANCED PLACEMENT CREDIT AND GLOBAL LIBERAL STUDIES REQUIREMENTS

<table>
<thead>
<tr>
<th>EXAMINATION</th>
<th>GRADE</th>
<th>REQUIREMENT SATISFIED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>4,5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4,5</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4,5</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4,5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4,5</td>
<td>Natural Science II</td>
</tr>
<tr>
<td>Physics B</td>
<td>4,5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Physics C</td>
<td>4,5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Statistics</td>
<td>4,5</td>
<td>Quantitative Reasoning</td>
</tr>
</tbody>
</table>
defines "satisfactory progress" for full-time students as maintaining a grade point average of 2.0 or better and completing 32 credit hours per year (exclusive of summer sessions). Such progress is essential for students to remain eligible for student aid. Therefore, while I and W grades are not computed in a student’s grade point average, they will affect the student’s eligibility for financial aid. Students who have any questions about this can call the Office of Financial Aid at 212-998-4444 to determine if their financial aid is in jeopardy.

INDEPENDENT STUDY
In special circumstances (such as when a student is working on a preapproved research paper with a faculty member), a student may be able to take an independent study course.

RELIGIOUS POLICIES
New York University, as a nonsectarian institution, adheres to the general policy of including in its official calendar only certain legal holidays. However, it has also long been University policy that members of any religious group may, without penalty, absent themselves from classes when compliance with their religious obligations requires it. In 1988, the University Senate affirmed this policy and passed a resolution that elaborated on it as follows:

1. Students who anticipate being absent because of any religious observance should, whenever possible, notify faculty in advance of such anticipated absence.
2. Whenever feasible, examinations and assignment deadlines should not be scheduled on religious holidays. Any student absent from class because of religious beliefs shall not be penalized for any class, examination, or assignment deadline missed on that day or days.
3. If examinations or assignment deadlines are scheduled, any student who is unable to attend class because of religious beliefs shall be given the opportunity to make up that day or days.
4. No adverse or prejudicial effects shall result to any student who avails him/herself of the above provisions.

ATTENDANCE
Although the administration does not supervise attendance of classes, it supports the standards imposed by instructors. Students who, in the judgment of the instructor, have not substantially met the requirements of the course or who have been excessively absent may be considered to have withdrawn unofficially and may be given a final grade of F. See Change of Program, above.

EXAMINATIONS
Students are required to be present for all scheduled examinations. Makeup examinations are at the discretion of an instructor. The semester calendar indicates a week at the end of each semester during which examinations are to be given. The syllabus for each course should indicate the date of the final examination; if a syllabus does not indicate the date of the final examination, this should be brought to the attention of the assistant dean for academic affairs. Students should make their travel plans with scheduled examination dates in mind. Early departure from New York at the end of a semester is no excuse for missing an examination, nor should students expect that instructors will change the date of the examination to accommodate their travel plans.

ACADEMIC INTEGRITY
In the process of learning, students acquire ideas from many sources and exchange ideas and opinions with classmates, professors, and others. This occurs in reading, writing, and discussion. Students are expected—often required—to build their own work on that of other people, just as professional researchers and writers do. Giving credit to someone whose work has helped one is courteous and honest. Plagiarism, on the other hand, is a form of fraud. Proper acknowledgment marks the difference.

A hallmark of the educated student is the ability to acknowledge information derived from others. LS expects that a student will be scrupulous in crediting those sources that have contributed to the development of his or her ideas. In particular, it is the responsibility of the student to learn the proper forms of citation. Refer to the LS “Academic Integrity Guide” posted on the LS Core Program Web site at www.core.ls.nyu.edu.

Plagiarism is presenting someone else’s work as though it were one’s own. More specifically, plagiarism is to present as one’s own a sequence of words quoted without quotation marks from another writer, a paraphrased passage from another writer's work, or facts or ideas gathered, organized, and reported by someone else, orally and/or in writing. Since plagiarism is a matter of fact, not of the student’s intention, it is crucial that acknowledgment of the sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism. Penalties for plagiarism range from a failing grade for a paper or a course to dismissal from the University.

When an instructor finds that a student has violated the policy on academic integrity, the instructor will impose an appropriate sanction and also notify the assistant dean for academic affairs. Sanctions may range from a failing grade for the assignment to a failing grade for the course. The record of the finding will be kept on file while the student is in LS.

In the event of a second violation of the policy, the matter will be referred to the Committee on Academic Standards. The committee treats all such violations seriously, and they may result in the imposition of sanctions such as academic probation, suspension, or expulsion. Decisions of the committee may be appealed to the dean.

ACADEMIC SUPPORT SERVICES
The academic support services available to LS and GLS students include the following:

• The Writing Center, part of the Expository Writing Program at the College of Arts and Science, offers tutorial help in writing for the University community. The center is located at 411 Lafayette Street, 3rd Floor. www.nyu.edu/cas/exwp/html/writing_center.html.

• Math tutoring is available through the University Learning Center (www.nyu.edu/ulc/) and also at the College of Arts and Science Department of Mathematics, in the Courant Institute of Mathematical Sciences (http://math.nyu.edu).

• The College Learning Center, at the College of Arts and Science, offers tutoring services and workshops (see below for more information).
STUDENT CONDUCT AND DISCIPLINE

Students are expected to familiarize themselves and to comply with the rules of conduct, academic regulations, and established practices of the University and Liberal Studies.

NYU Student Community Standards can be found at http://www.nyu.edu/life/student-life/student-communitystandards.html.

The following are examples of the offenses for which students may be subject to disciplinary action: cheating, plagiarism, or forgery of academic documents or form of identification; deliberate destruction, theft, or unauthorized use of laboratory data, research materials, computer resources, or University property; disruption of an academic event, program, or class; actual or threatened violence or harassment; use, possession, or storage of any weapon, dangerous chemicals, fireworks, or explosives; hazing; and violations of any local, state, and federal laws.

Complaints alleging a violation of this policy and other University policies will be reviewed and adjudicated by Liberal Studies (in intra-school cases) or by the NYU Office of Community Standards and Compliance (in inter-school cases). If a complaint involves a claim of sexual harassment, sexual violence or sexual assault, the Liberal Studies will follow the University’s standard procedures for responding to such incidents as outlined in NYU’s Policy on Sexual Assault, Harassment and Other Forms of Sexual Misconduct. This policy can be found at: http://www.nyu.edu/content/dam/nyu/studentAffairs/documents/ SexualAssaultPolicy2011.pdf.

Students who violate Code of Conduct policies may be subject to disciplinary charges by the University Office of Community Standards (refer to The Office of Community Standards, University Disciplinary Policies and Procedures at http://www.nyu.edu/content/dam/nyu/studentAffairs/documents/pdp/pro2011.pdf)

A member of the faculty, administration, staff or any student may file a complaint against any student for a student offense with the Dean of the School in which the student is enrolled. Although a complaint may be filed at anytime, it is strongly preferred that the complaint be submitted as soon as possible after the reporter/complainant became aware of the matter. A complaint should include a description of the incident giving rise to the complaint, the identity of the accused student(s), and the names of others who may have been present, observed the incident, or who otherwise have information related to the matter. Complaints should be filed in writing at the following address: Liberal Studies, 726 Broadway, 6th Floor, New York NY 10003; Attn: Office of the Assistant Dean for Student Affairs.

The Liberal Studies Committee on Student Discipline (composed of members of the Liberal Studies administration) will review the complaint and begin a prompt investigation. The Committee will also notify the student(s) named in the complaint or report of the filing of the complaint/report and request to meet with those individuals. During the respective meetings/discussions, the students (Complainant and Accused) shall be informed of their rights and responsibilities within the student conduct process, be apprised of the University’s related procedures, and asked to discuss the incident giving rise to the report/complaint. Written notice of a filing of a formal complaint shall be given to the accused student.

The committee may impose the following sanctions:

1. Warning: Notice to the student, in writing, that continuation or repetition of the conduct found wrongful, or participation in similar conduct, within a period of time stated in the warning, shall be cause for disciplinary action.

2. Censure: Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of a school regulation within a period of time stated in the letter of reprimand.

3. Disciplinary Probation: Exclusion from participation in privileges or extracurricular school activities as set forth in the notice of disciplinary probation for a specified period of time.

4. Restitution: Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

5. Suspension: Exclusion from classes and other privileges or extracurricular activities as set forth in the notice of suspension for a definite period of time.

Students may not make academic progress at another institution and then transfer those credits back to NYU during the term of suspension. A student who has been suspended and who is not found to be responsible for the violation of school policy shall be allowed full opportunity to make up whatever work was missed due to the suspension.


7. Dismissal: Termination of student status for an indefinite period. The conditions for readmission, if any are permitted, shall be stated by the panel in order of dismissal.

Both the Complainant and the Accused student will be notified in writing of the outcome of the complaint. Decisions of the Committee may be appealed to the dean. A record of the disciplinary proceeding will be entered in the student’s file unless a final disciplinary sanction is found.

LEAVE OF ABSENCE

Students who wish to take a semester off must obtain an official leave of absence from the associate director of student affairs before the beginning of the semester. Those who do not obtain an official leave of absence must apply for readmission. A leave may be requested for one semester or for the entire academic year. Leave of absence applications may be obtained from, and should be submitted to, the LS Office of Student Affairs, 726 Broadway, Room 608. Students may apply for a medical leave of absence at any time. This will be granted upon the recommendation of a physician or therapist, the NYU Student Health Center, or the NYU Counseling and Behavioral
Health Services office. Program changes may also be requested based on medical conditions.

Students who leave for medical or psychological reasons will be required to show medical documentation stating that the student is able physically and/or emotionally to continue school. In addition, students who take a leave of absence for psychological reasons must be evaluated by NYU’s Counseling and Behavioral Health Services office before returning to school.

OFFICIAL TRANSCRIPTS

Official copies of your University transcript can be requested when a stamped and sealed copy of your University records is required. Requests for official transcripts require the signature of the student requesting the transcript unless the student/alumnus has a valid NetId. Currently, NYU is not accepting requests for a transcript by e-mail. A transcript may be requested by either (1) completing the online request form at www.nyu.edu/registrar/transcript-form.html and mailing/faxing the signature page (recommended method) or (2) writing a request letter (see below) and mailing/faxing the completed and signed letter. The fax number is 212-995-4154; the mailing address is New York University, Office of the University Registrar, Academic Records, P.O. Box 910, New York, NY 10276-0910. There is no charge for academic transcripts.

Writing a Request Letter: A request letter must include all of the following information:
- University ID number
- Current name and any other name under which you attended NYU
- Current address
- Date of birth
- School of the University you attended and for which you are requesting the transcript
- Dates of attendance
- Date of graduation
- Full name and address of the person or institution to which the transcript is to be sent

There is no limit to the number of official transcripts that can be issued to a student. You can indicate in your request if you would like us to forward the transcripts to your home address, but we still require the name and address of each institution.

Unofficial transcripts are available on Albert.

If you initiate your transcript request through the online request form, you will receive e-mail confirmation when the Office of the University Registrar has received your signed request form. If you have any questions or concerns, please contact the office at 212-998-4280, and a representative will assist you.

Please notify the Office of the University Registrar immediately of any change of address.

Requests for official transcripts are not accepted by NYU's Counseling and Behavioral Health Services office.

UNOFFICIAL TRANSCRIPTS

Requests for unofficial transcripts are currently not accepted by NYU’s Counseling and Behavioral Health Services office.

SUMMER SESSION/WINTER SESSION

NYU Summer Session serves more than 10,000 NYU and visiting graduate, undergraduate, professional, non-credit, and high school students at NYU campuses around the world. Programs include the NYU Pre-College program, Summer Study Abroad, and Summer in Greenwich Village. Over 1,000 courses covering introductory to advanced materials enable graduate and undergraduate students to enrich and deepen their educational experience, add additional minors, complete requirements, and explore new areas of study.

NYU Winter Session, a three-week session that runs before the Spring Semester, offers courses at NYU Washington Square as well as at selected NYU Global locations.

NYU does not normally accept summer school transfer credits earned at another university. In rare circumstances, and only with prior approval, students may take such summer courses. Students who wish to apply for approval must do so by filing a petition (forms are available at the LS Advising Center) no later than the first of May preceding the summer in which work is to be taken. No late applications are considered. Students are also advised that courses taken during the summer at other universities may not fulfill requirements toward degrees and majors in the other undergraduate schools and colleges of NYU.

Students who wish to have summer work at another university substitute for courses or requirements at NYU will require approval from the appropriate NYU school or college as well as from the LS department. To receive NYU credit once permission is granted, a student must earn a grade of B or better and then arrange for all official transcripts and scores to be forwarded to the LS Advising Center and to the Undergraduate Admissions
ARREARS POLICY
The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

DIPLOMA ARREARS POLICY
Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-3260 to clear arrears or to discuss their financial status at the University.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
The Family Educational Rights and Privacy Act (FERPA) establishes requirements for the protection of the privacy of students. FERPA and its attendant regulations govern the release of information from student educational records, provide for student access to their records, and establish a means for students to request the amendment of records that they believe are inaccurate, misleading, or otherwise in violation of their rights of privacy. New York University's 'Guidelines for Compliance with the Family Educational Rights and Privacy Act' summarizes the rights of the University's students under FERPA and its attendant regulations, as well as the corresponding obligations of the University, and may be viewed at www.nyu.edu/apr/ferpa.htm.

Disclosure: Generally, personally identifiable information regarding a student cannot be disclosed without his or her written consent, although there are exceptions to this rule, which are explained in the Guidelines. Information is personally identifiable if it would make a student's identity easily traceable. This includes the student's name, address, Social Security number or other such identifying number, photograph, or parent's name and/or address.

Auditing a Course
Students may audit a designated course with the consent of the IS assistant dean for academic advising and the permission of the instructor. Auditors may not preen the fees required for registered students. Audited courses will not appear on the student's official transcript, nor will audited courses count toward the student's degree requirements. Auditors are allowed to attend classes but not to participate in other ways. Auditors may not submit papers or take exams. Students who wish to audit should fill out the authorization form no later than the first day on which the class meets. Forms are available in the Liberal Studies Advising Center.

IMMUNIZATION REQUIREMENTS
New York State Public Health Law 2165 and 2167 and/or New York University require that all students (graduate, undergraduate, transfers and returning students who, to date, have not complied) taking six or more credits in an approved degree or registered certificate program in a degree-granting institution must provide proof of immunity to measles, mumps, and rubella and acknowledge receipt of information regarding the disease meningitis or provide proof of meningitis vaccine.

If you are not in full compliance, New York State requires that the University exclude you from attending classes 30 days after the first day of class for New York State residents and 45 days after the first day of class for out-of-state and international students. www.nyu.edu/shc/about/health-requirements.html

VETERANS BENEFITS
Various Department of Veterans Affairs programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel, subject to certain restrictions. Under most programs, the student pays tuition and fees at the time of registration but may also affect their financial aid received. It is important to contact the Office of Financial Aid immediately if you are a veteran and are being considered for a financial aid package. A change in veteran status may affect the student's eligibility for financial aid.

All Veterans' allowance checks are usually sent directly to veterans.
by the Department of Veterans Affairs. Veterans and eligible dependents should contact the Office of the University Registrar each term for which they desire Veterans Affairs certification of enrollment.

All veterans are expected to reach the objective (bachelor’s or master’s degree, doctorate, or certificate) authorized by Veterans Affairs with the minimum number of credits required. The Department of Veterans Affairs may not authorize allowance payments for credits that are in excess of scholastic requirements, that are taken for audit purposes only, or for which nonpunitive grades are received.

Applications and more information may be obtained from the student’s regional office of the Department of Veterans Affairs. Additional guidance may be obtained from the Office of the University Registrar, 25 West Fourth Street, 1st Floor.

Since interpretation of regulations governing veterans’ benefits is subject to change, veterans should keep in touch with the Department of Veterans Affairs or NYU’s Office of the University Registrar.

YELLOW RIBBON GI EDUCATION ENHANCEMENT PROGRAM

NYU is pleased to be participating in the Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program), a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. The program is designed to help students finance, through scholarship assistance, up to 100 percent of their out-of-pocket tuition and fees associated with education programs that may exceed the Post 9/11 GI Bill tuition benefit, which will only pay up to the highest public in-state undergraduate tuition.

Beginning in the 2009-2010 academic year, NYU will provide funds toward the tuition of each qualifying veteran who has been admitted as a full-time undergraduate, with the VA matching NYU’s tuition contribution for each student.

To be eligible for the Yellow Ribbon benefits, an individual must be entitled to the maximum post-9/11 benefit. An individual may be eligible for the Yellow Ribbon Enhancement if:

- He/She served an aggregate period of active duty after September 10, 2001, of at least 36 months.
- He/She was honorably discharged from active duty for a service connected disability and had served 30 continuous days after September 10, 2001.
- He/She is a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran’s service under the eligibility criteria, as described on the U.S. Department of Veterans Affairs Web site.

The Department of Veterans Affairs is currently accepting applications for the Post-9/11 GI Bill. To qualify for the Yellow Ribbon Enhancement, students must apply to the VA. The VA will then determine a student’s eligibility for the Post-9/11 GI Bill and issue the student a Certificate of Eligibility.

Note: Students can apply using the VA Form 22-1990 (PDF), and the form includes the instructions needed to begin the process.

After a student is issued a Certificate of Eligibility from the Department of Veterans Affairs, indicating that the student qualifies for the Yellow Ribbon Program, please contact Clara Fonteboa, at clf1@nyu.edu or 212-998-4823.

The Office of the University Registrar must certify to the Department of Veterans Affairs that the eligible person is enrolled as a full-time undergraduate student in order for the funds to be paid under the Yellow Ribbon Program.

NEW YORK UNIVERSITY WEAPONS POLICY

New York University strictly prohibits the possession of all weapons, as described in local, state, and federal statutes, that includes, but is not limited to, firearms, knives, explosives, etc., in and/or around any and all University facilities—academic, residential, or other. This prohibition extends to all buildings—whether owned, leased, or controlled by the University, regardless of whether the bearer or possessor is licensed to carry that weapon. The possession of any weapon has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are duly authorized law enforcement personnel who are performing official federal, state, or local business and instances in which the bearer of the weapon is licensed by an appropriate licensing authority and has received written permission from the executive vice president of the University.

NEW YORK UNIVERSITY SIMULATED FIREARM POLICY

New York University strictly prohibits simulated firearms in and/or around any and all University facilities—academic, residential, or other. This prohibition extends to all buildings—whether owned, leased, or controlled by the University. The possession of a simulated firearm has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are instances in which (1) the bearer is in possession of written permission from a dean, associate dean, assistant dean, or department head and (2) such possession or use of simulated firearms is directly connected to a University or school-related event (e.g., play, film production). Whenever an approved simulated firearm is transported from one location to another, it must be placed in a secure container in such a manner that it cannot be observed. Storage of approved simulated firearms shall be the responsibility of the Department of Public Safety in a location designated by the vice president for public safety. Under no circumstances, other than at a public safety storage area, may approved simulated firearms be stored in any University owned, leased, or controlled facilities.
At NYU, there are extraordinary opportunities to participate in student life. Students participate in a wide variety of University activities, including hundreds of student clubs, volunteer programs, and intercollegiate sports. Liberal Studies also sponsors several students clubs, advised by faculty and led by student officers.

To learn more, please see the University and Liberal Studies resources listed below.

<table>
<thead>
<tr>
<th><strong>STUDENT LIFE RESOURCES AND SERVICES</strong></th>
<th><strong>NYU Office of Civic Engagement</strong></th>
<th><strong>Office of Lesbian, Gay, Bisexual, Transgender and Queer Student Services</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Studies Student Council</td>
<td>25 West 4th Street, 5th Floor</td>
<td>Kimmel Center for University Life</td>
</tr>
<tr>
<td>726 Broadway, 6th Floor</td>
<td>Main Number: (212) 998-2529</td>
<td>60 Washington Square South,</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:lsscouncil@nyu.edu">lsscouncil@nyu.edu</a></td>
<td>E-mail: <a href="mailto:civic.engagement@nyu.edu">civic.engagement@nyu.edu</a></td>
<td>Suite 602</td>
</tr>
<tr>
<td>Liberal Studies Office of Student Affairs</td>
<td></td>
<td>Telephone: 212-998-4424</td>
</tr>
<tr>
<td>726 Broadway, 6th Floor</td>
<td>Fraternity and Sorority Life</td>
<td>E-mail: <a href="mailto:lgbtq.student.center@nyu.edu">lgbtq.student.center@nyu.edu</a></td>
</tr>
<tr>
<td>E-mail: <a href="mailto:lss.studentaffairs@nyu.edu">lss.studentaffairs@nyu.edu</a></td>
<td>Kimmel Center for University Life</td>
<td>Web site: <a href="http://www.nyu.edu/lgbtq">www.nyu.edu/lgbtq</a></td>
</tr>
<tr>
<td>Student Resource Center</td>
<td>60 Washington Square South,</td>
<td></td>
</tr>
<tr>
<td>Kimmel Center for University Life</td>
<td>Suite 704G</td>
<td></td>
</tr>
<tr>
<td>60 Washington Square South,</td>
<td>Telephone: 212-998-4710</td>
<td></td>
</tr>
<tr>
<td>Suite 210</td>
<td>Ticket Central Box Office</td>
<td></td>
</tr>
<tr>
<td>Telephone: 212-998-4411</td>
<td>Skirball Center for the Performing Arts</td>
<td></td>
</tr>
<tr>
<td>E-mail: <a href="mailto:ask.src@nyu.edu">ask.src@nyu.edu</a></td>
<td>566 LaGuardia Place</td>
<td>Telephone: 212-998-4941</td>
</tr>
<tr>
<td>Web site: <a href="http://www.nyu.edu/rc">www.nyu.edu/rc</a></td>
<td>Web site: <a href="http://www.nyu.edu/ticketcentral">www.nyu.edu/ticketcentral</a></td>
<td></td>
</tr>
<tr>
<td>The Academic Resource Center (ARC)</td>
<td>Commuter and Off-Campus Student Services</td>
<td></td>
</tr>
<tr>
<td>18 Washington Place</td>
<td>Kimmel Center for University Life</td>
<td>Kimmel Center for University Life</td>
</tr>
<tr>
<td>212-998-6749</td>
<td>60 Washington Square South,</td>
<td>60 Washington Square South,</td>
</tr>
<tr>
<td></td>
<td>Suite 704G</td>
<td>Suite 602</td>
</tr>
<tr>
<td></td>
<td>Telephone: 212-998-4620</td>
<td>Telephone: 212-998-4424</td>
</tr>
<tr>
<td></td>
<td>E-mail: <a href="mailto:commuter.office@nyu.edu">commuter.office@nyu.edu</a></td>
<td>E-mail: <a href="mailto:lgbtq.student.center@nyu.edu">lgbtq.student.center@nyu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Web site: <a href="http://www.nyu.edu/housing/offcampus">www.nyu.edu/housing/offcampus</a></td>
<td></td>
</tr>
<tr>
<td>Center for Student Activities,</td>
<td>Center for Multicultural</td>
<td></td>
</tr>
<tr>
<td>Leadership &amp; Service</td>
<td>Education and Programs</td>
<td></td>
</tr>
<tr>
<td>Kimmel Center for University Life</td>
<td>Kimmel Center for University Life</td>
<td></td>
</tr>
<tr>
<td>60 Washington Square South,</td>
<td>60 Washington Square South,</td>
<td></td>
</tr>
<tr>
<td>Suite 704C</td>
<td>Suite 806</td>
<td></td>
</tr>
<tr>
<td>Telephone: 212-998-4700</td>
<td>Telephone: 212-998-4343</td>
<td></td>
</tr>
<tr>
<td>E-mail: <a href="mailto:cals@nyu.edu">cals@nyu.edu</a></td>
<td>Web site: <a href="http://www.cmep.nyu.edu">www.cmep.nyu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Web site: <a href="http://www.nyu.edu/studentactivities">www.nyu.edu/studentactivities</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kimmel Center for University Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 Washington Square South,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suite 707</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone: 212-998-4700</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-mail: <a href="mailto:program.board@nyu.edu">program.board@nyu.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ALUMNI ACTIVITIES</strong></td>
<td><strong>Athletics</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Office for University Development</strong></td>
<td><strong>Department of Athletics,</strong></td>
<td></td>
</tr>
<tr>
<td><strong>and Alumni Relations</strong></td>
<td><strong>Intramurals, and Recreation</strong></td>
<td></td>
</tr>
<tr>
<td>25 West Fourth Street, 4th Floor</td>
<td><strong>Jerome S. Coles Sports and</strong></td>
<td></td>
</tr>
<tr>
<td>Telephone: 212-998-6912</td>
<td><strong>Recreation Center</strong></td>
<td></td>
</tr>
<tr>
<td>E-mail: <a href="mailto:alumni.info@nyu.edu">alumni.info@nyu.edu</a></td>
<td><strong>181 Mercer Street</strong></td>
<td></td>
</tr>
<tr>
<td>Web site: alumni.nyu.edu</td>
<td><strong>Telephone: 212-998-2020</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Web site: <a href="http://www.gonyaathletics.com">www.gonyaathletics.com</a></strong></td>
<td></td>
</tr>
<tr>
<td><strong>BOOKSTORES</strong></td>
<td><strong>Palladium Athletic Facility</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Main Bookstore</strong></td>
<td>1-40 East 14th Street</td>
<td></td>
</tr>
<tr>
<td>726 Broadway</td>
<td>Telephone: 212-992-8500</td>
<td></td>
</tr>
<tr>
<td>Telephone: 212-998-4667</td>
<td>Web site: <a href="http://www.nyu.edu/palladiu-">www.nyu.edu/palladiu-</a> mathleticfacility</td>
<td></td>
</tr>
</tbody>
</table>
Computer Store  
242 Greene Street  
Telephone: 212-998-4672  
E-mail: computer.store@nyu.edu  
Web site: www.bookstores.nyu.edu

CAREER SERVICES  
Wasserman Center for Career Development  
133 East 13th Street, 2nd Floor  
Telephone: 212-998-4730  
Fax: 212-995-4197  
E-mail: career.development@nyu.edu  
Web site: www.nyu.edu/careerdevelopment

COMPUTER SERVICES AND INTERNET RESOURCES  
Information Technology Services (ITS)  
10 Astor Place, 4th Floor (Client Services Center)  
Telephone Help Line: 212-998-3333  
Web site: www.nyu.edu/its

DINING  
NYU Campus Dining Services  
Telephone: 212-995-3030  
Web site: www.nyudining.com

HOUSING  
Department of Residential Life and Housing Services  
726 Broadway, 7th Floor  
Telephone: 212-995-4600  
Fax: 212-995-4099  
E-mail: housing@nyu.edu  
Web site: www.nyu.edu/housing

Office of Off-Campus Housing  
Kimmel Center for University Life  
60 Washington Square South, Suite 210  
Telephone: 212-998-4620  
Web site: www.nyu.edu/housing/offcampus

INTERNATIONAL STUDENTS AND SCHOLARS  
Office for International Students and Scholars (OISS)  
561 LaGuardia Place  
Telephone: 212-998-4720  
E-mail: intl.students.scholars@nyu.edu  
Web site: www.nyu.edu/oiss

RELIGIOUS AND SPIRITUAL RESOURCES  
Catholic Center  
371 Sixth Avenue/Avenue of the Americas  
Telephone: 212-741-1274  
Web site: www.washingtonsquarecatholic.org

Edgar M. Bronfman Center for Jewish Student Life–Hillel at NYU  
7 East 10th Street  
Telephone: 212-998-4123  
Web site: www.bronfmancenter.org

Hindu Students Council  
E-mail: hsc.club@nyu.edu  
Web site: www.nyu.edu/clubs/hsc

The Islamic Center  
371 Sixth Avenue/Avenue of the Americas  
Telephone: 212-998-4712  
Web site: www.icnyu.org

Protestant Campus Ministries  
Kimmel Center for University Life  
60 Washington Square South, Room 207  
Telephone: 212-998-4711  
Web site: www.protestantministrynyu.com

For a complete list of student religious and spiritual clubs and organizations at NYU, visit www.osa.nyu.edu/directory/club_directory_cat.php

SAFETY ON CAMPUS  
Department of Public Safety  
14 Washington Place  
Telephone: 212-998-2222; 212-998-2220 (TTY)  
E-mail: public.safety@nyu.edu  
Web site: www.nyu.edu/public.safety

New York University’s annual Campus Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by NYU, and on public property within or immediately adjacent to the campus. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, drugs, and alcohol. You can obtain a copy of the current report by visiting the following Web site: www.nyu.edu/public.safety/policies.

SERVICES FOR STUDENTS WITH DISABILITIES  
Henry and Lucy Moses Center for Students with Disabilities  
726 Broadway, 2nd Floor  
Telephone: 212-998-4880 (voice and TTY)  
Web site: www.nyu.edu/csd
COUNSELING SERVICES

Students experiencing personal problems or who need some additional support to get through a stressful time can get assistance through free, voluntary, and confidential individual and group counseling. For more information or to make an appointment, students should call NYU's Counseling and Behavioral Health Services at 212-998-4780. For mental health emergencies, students should call the Department of Public Safety at 212-998-2222 (24 hours, seven days a week) or the NYU Wellness Exchange hotline at 212-443-9999 (www.nyu.edu/999).

Counseling and Wellness Services
726 Broadway, Suite 471
Telephone: 212-998-4780
Web site: www.nyu.edu/counseling

Wellness Exchange
726 Broadway, Suite 402
Telephone: 212-443-9999
Web site: www.nyu.edu/999

Emergencies and After-Hours Crisis Response
For a life- or limb-threatening emergency, call 911.
For a non-life-threatening emergency, call Urgent Care Services at the Student Health Center (SHC), 212-443-1111. When the SHC is closed, call the NYU Department of Public Safety, 212-998-2222.

For mental health emergencies, call the Wellness Exchange hotline at 212-443-9999 or the NYU Department of Public Safety at 212-998-2222 to be connected to a crisis response coordinator.

NYU STUDENT HEALTH CENTER

Student Health Center
726 Broadway, 3rd and 4th Floors
Telephone: 212-443-1000
E-mail: health.center@nyu.edu
Web site: www.nyu.edu/nyuhc

The University Student Health Center provides a walk-in clinic staffed by physicians, nurse practitioners, physician assistants, and nurses. Also available are specialists, by appointment only, in the areas of dermatology, gynecology, medical consultation, nutrition, dentistry, and orthopedics.

Student Health Insurance Services
726 Broadway, Suite 346
Telephone: 212-443-1020
E-mail: health.insurance@nyu.edu
Web site: www.nyu.edu/health/insurance

NYU students in degree-granting programs are required to maintain health insurance. Most students are automatically enrolled in an NYU-sponsored student health insurance plan as part of NYU’s registration process. For more information, the Student Health Insurance Services office can be reached via e-mail at health.insurance@nyu.edu.

Immunization Clinic
726 Broadway, Suite 336
Telephone: 212-443-1199
E-mail: health.immunizations@nyu.edu
For appointments only: 212-443-1188
For more information about student immunization requirements, see page 50.

Men’s Health Service
726 Broadway, 3rd and 4th Floors
Telephone: 212-443-1111 or 212-443-1122
Appointments are encouraged.

Pharmacy Services
726 Broadway, 4th Floor
Telephone: 212-443-1050
Web site: www.nyu.edu/shc/medservices/pharmacy.html

Women’s Health Services
726 Broadway, Suite 404
Telephone: 212-443-1166
Appointments are required.
Admission

Applicants are selected by the Admissions Committee each year. The Admissions Committee offers admission to only a select group of freshman applicants who then may begin their NYU studies at our campus in New York City. A smaller group of candidates may be awarded the opportunity to begin their studies at one of our global academic centers in Florence, London, Paris, or Shanghai. Transfer applicants are not eligible for admission.

The Admissions Committee carefully considers each candidate’s application and gives weight to a number of factors: academic record, standardized test scores, recommendations from counselors and teachers, and essays. The committee also seeks a class that is diverse in all respects and carefully considers the applicant’s special talents, alumni affiliation, socioeconomic background, geographic location, and race and ethnicity. The committee is also interested in applicants who have an active and sustained level of involvement in school and/or community activities and who have taken on the responsibility of leadership. Admission is highly selective.

Applicants are urged to file their application by the stated deadlines in order to be given full consideration.

Admissions Process

Admission to Liberal Studies is based on the quality of the applicant’s secondary school record. Sound preparation, however, should include English, with heavy emphasis on writing; social studies; foreign language; mathematics; and laboratory sciences. The Admissions Committee pays particular attention to the number of honors, Advanced Placement (AP), and International Baccalaureate (IB) courses the applicant has completed in high school. The student’s most competitive for admission will exceed these minimums.

The minimum requirements for consideration are as follows:

- 4 years of English
- 3-4 years of academic mathematics
- 2-3 years of foreign language
- 3-4 years of laboratory sciences
- 3-4 years of social studies

It is strongly recommended that students continue mathematics and language courses in their senior year of high school.

Freshman candidates should submit official score reports for standardized tests:

- The SAT Reasoning Test and two SAT Subject Tests or
- The ACT (with Writing Test) or
- The SAT Reasoning Test and two Advanced Placement (AP) Exam scores or
- Three SAT Subject Test scores (one in literature or the humanities, one in math or science, and one nonlanguage of the student’s choice) or
- Three AP Exam scores (one in literature or the humanities, one in math or science, and one nonlanguage of the student’s choice)

Students who can demonstrate evidence of an extraordinary accomplishment outside of normal classroom or scholastic activity, such as a major publication in a national or international journal, a published book, a film or other outstanding visual or performing artistic accomplishment, a scientific or other remarkable discovery, winning a national competition, or the equivalent will be required to provide only an SAT score, or two SAT Subject Test scores, or two AP Exam scores. The AP Exams must be taken prior to the senior year to be applicable during the admissions cycle.

If you have taken the SAT or ACT more than once, or if you have SAT Subject Test or AP Exam scores that you wish to submit in support of your application, we recommend that you send us all of your scores. Using our requirement options above, we will use the combination of scores that best presents your candidacy.

If NYU is your first-choice college, we encourage you to apply under the Early Decision Plan.
Early Decision candidates should submit the application and all supporting credentials by November 1 for Early Decision I or by January 1 for Early Decision II. Your obligation under this arrangement is to provide you with an admission decision beginning in mid-December for Early Decision I or in mid-February for Early Decision II. Your obligation would be to enroll at NYU if admitted and offered a financial aid package that enabled you to attend.

**APPLICANTS WITH INTERNATIONAL CREDENTIALS**

Applicants to New York University who are neither U.S. citizens nor permanent residents of the United States must complete the application for admission to undergraduate study available online at admissions.nyu.edu. Please indicate on the application for admission your country of citizenship and, if you’re currently residing in the United States, your current visa status.

Freshman applicants (those who are currently attending or who previously completed secondary school only) seeking to begin studies in the fall (September) semester must submit applications and all required credentials on or before January 1.

All freshman applicants are required to submit official score reports for standardized tests as stated in the Liberal Studies admissions process guidelines (see above).

If the applicant’s secondary education culminates in a maturity certificate examination, he or she is required to submit an official copy of the grades received in each subject. All documents submitted for review must be official; that is, they must be either originals or copies certified by authorized persons. A “certified” photocopy or other copy is one that bears either an original signature of the registrar or other designated school officials or an original impression of the institution’s seal. Uncertified photocopies are not acceptable. If these official documents are in a foreign language, they must be accompanied by an official English translation.

In addition, every freshman applicant whose native language is not English must take the TOEFL (Test of English as a Foreign Language). Information concerning this examination may be obtained by writing directly to TOEFL/ETS, P.O. Box 6151, Princeton, NJ 08541, U.S.A., or by visiting the Web site at www.toefl.org. Each student must request that his or her score on this examination be sent to the Office of Undergraduate Admissions, code 2562. In lieu of the TOEFL, acceptable results on the IELTS (International English Language Testing System) examination administered by the British Council will be considered. For information on this test, visit their Web site at www.ielts.org.

Applicants residing in the New York area may elect to take, in lieu of the TOEFL or IELTS, the English proficiency test of the University’s American Language Institute, located at 48 Cooper Square, Room 200, New York, NY 10003-7154, U.S.A. An appointment to take the test may be made by telephoning 212-998-7040.

Financial documentation is not required when filing an application. If the student is accepted, instructions for completing the Application for Certificate of Eligibility (AFCEO) online will be included in the acceptance packet. Appropriate evidence of financial ability must be submitted with the AFCEO to the Office for International Students and Scholars in order for the appropriate visa document to be issued. If the applicant’s studies are being financed by means of his or her own savings, parental support, outside private or government scholarships, or any combination of these, he or she must arrange to send official letters or similar certification as proof of such support. New students may wish to view the multimedia tutorial for international students at www.nyu.edu/oiss.

**Campus Visits**

All prospective students and their parents are invited to visit the New York University campus at Washington Square. Opportunities to tour the University, to meet students and faculty, and to attend classes are available to interested students.

Although interviews are not available, a visit to the campus is strongly recommended. Tours of the campus and admissions information sessions are conducted several times daily, Monday through Friday and on select Saturdays in the fall, except during University holidays.

To make an appointment for a tour, an information session, or a class visitation, visit the Undergraduate Admissions Web Site at admissions.nyu.edu or call 212-998-4524. It is suggested that arrangements be made several weeks prior to visiting the campus.

In addition, applicants who have been selected by the Admissions Committee for the Liberal Studies Program may also attend an information session with the program’s dean, faculty, students, and members of the Admissions Committee in order to learn more about the LS academic program. Students may contact LS to speak to an academic adviser, current student, or faculty member. Students selected for LS will receive information on the dates and times of the LS sessions. Applicants may also visit the LS Web site at lss.nyu.edu for more information about the academic program.

Students admitted to the Liberal Studies sites in Florence, London, Paris and Shanghai for the freshman year of study will be invited to visit these campuses in the spring, prior to the May 1 tuition deposit deadline.
NYU Guest Accommodations at Washington Square

Prospective students and their families visiting New York are invited to stay at the Club Quarters, a private hotel convenient to the University. Club Quarters Downtown, a 280-room, private, first-class business hotel, is located in the Wall Street area of Manhattan. By special arrangement with NYU, it offers moderately priced, quality accommodations for University-affiliated guests. Features include a customized NYU floor and lounge decorated to highlight the University’s presence in New York. Rates are well below those for comparable accommodations in Manhattan. On weekends, visitors are welcome to use Club Quarters Midtown. Near Fifth Avenue, it is close to shopping, Broadway theatres, and Rockefeller Center. For information and reservations, call 212-575-0006 or visit www.nyu.edu/about/hotels.html to learn of other nearby hotels.

Required Testing

Freshman candidates should submit official score reports for standardized tests:
- The SAT Reasoning Test and two SAT Subject Tests or
- The ACT (with Writing Test) or
- The SAT Reasoning Test and two Advanced Placement (AP) Exam scores or
- Three SAT Subject Test scores (one in literature or the humanities, one in math or science, and one nonlanguage of the student’s choice) or
- Three AP Exam scores (one in literature or the humanities, one in math or science, and one nonlanguage of the student’s choice)

Students who can demonstrate evidence of an extraordinary accomplishment outside of normal classroom or scholastic activity, such as a major publication in a national or international journal, a published book, a film or other outstanding visual or performing artistic accomplishment, a scientific or other remarkable discovery, winning a national competition, or the equivalent will be required to provide only an SAT score, or two SAT Subject Test scores, or two AP Exam scores. The AP Exams must be taken prior to the senior year to be applicable during the admissions cycle.

If you have taken the SAT or ACT more than once, or if you have SAT Subject Test or AP Exam scores that you wish to submit in support of your application, we recommend that you send us all of your scores. Using our requirement options above, we will use the combination of scores that best presents your candidacy.

The test booklets provide a space in which applicants who want their scores sent to New York University may enter the appropriate code number. For the SAT and Advanced Placement Examinations, the University’s code number is 2562. For the ACT, the code number is 2838. Arrangements to take these examinations should be made during the junior and senior years in high school and one month prior to the examination date. It is recommended that applicants seeking September admission should take the SAT Reasoning Test (SAT Subject Tests) or ACT (with Writing Test) during the preceding October, November, or December. If applicants wish to submit results of the Advanced Placement Examinations, the tests should be taken in the spring of their junior year in high school.

Detailed information on the SATs and Advanced Placement Examinations may be obtained from the College Board, 45 Columbus Avenue, New York, NY 10023-6917; telephone: 212-713-8000; www.collegeboard.com. Detailed information on the ACT may be obtained from ACT, 500 ACT Drive, P.O. Box 168, Iowa City, IA 52243-0168; telephone: 319-337-1270; www.act.org.

In addition, every international applicant whose native language is not English must take the Test of English as a Foreign Language (TOEFL). Information concerning this examination may be obtained by writing directly to TOEFL/ETS, P.O. Box 6151, Princeton, NJ 08541, U.S.A., or by visiting the Web site at www.toefl.org. Each student must request that his or her score on this examination be sent to the Undergraduate Admissions Processing Center, code 2562.

International applicants residing in the New York area may elect to take, in lieu of the TOEFL, the English proficiency test of the University’s American Language Institute, located at 48 Cooper Square, Room 200, New York, NY 10003-7154, U.S.A. An appointment to take the test may be made by calling 212-998-7040.

In lieu of the TOEFL or the English proficiency test of NYU’s American Language Institute, acceptable results on the IELTS (International English Language Testing System) examination administered by the British Council will be considered. For information on this test, visit the Web site at www.ielts.org.

Student Visas and Orientation

Matters pertaining to student visas and orientation programs at the Liberal Studies and Global Liberal Studies sites in New York City, Florence, London, Paris and Shanghai will be provided to admitted students upon receipt of the tuition deposit.
Readmission of Former Students

Any former student who has been out of attendance for more than two consecutive terms and who wishes to return to Liberal Studies must apply for readmission. The NYU application for readmissions is available at www.admissions.nyu.edu. Students who have attended another college or university since their last attendance at New York University must complete the regular application for undergraduate admission, submit an official transcript, and pay the $65.00 application fee.

Advanced Standing Credits

NYU participates in the Advanced Placement Program (AP) of the College Entrance Examination Board. In accordance with New York University policy, if test results are 5 or 4, depending on the subject examination, the student may receive college credit toward the degree.

The Core Program accepts a maximum of 32 credits of advanced standing. GLS accepts a maximum of 32 credits; however, the structure of the program does not normally allow early graduation. Please refer to page 46, "Additional Information About Advanced Standing Credit Policies for the Global Liberal Studies Program." Advanced standing credits are college-level credits earned before entering NYU. They are submitted to the NYU Undergraduate Admissions Processing Center and evaluated by the LS Advising Center.

Examples of advanced standing credits are credits earned at other colleges and universities before admission to NYU in which the grades earned were B or better and for which scores of 4 or 5 were obtained on the Advanced Placement examinations. International Baccalaureate, French Baccalaureate, A-levels, and Abitur credits may also result in advanced standing credit. Some courses taken at other colleges may not be honored by NYU.

In order to receive evaluation of advanced standing credits, students should request that official AP results, college transcripts, and other documentation be sent to the Undergraduate Admissions Processing Center, New York University, 665 Broadway, 11th Floor, New York, NY 10012-2339.

While LS accepts advanced standing credits, the work reflect ed by these credits will not substitute for any of the LS core classes. The only LS requirements for which advanced standing credits may substitute are mathematics and science. Students should also note that several undergraduate schools and colleges of NYU have different policies on whether AP or other advanced standing credit will be accepted in fulfillment of major and other requirements. Students should consult with the LS Advising Center about advanced standing credits and how they will be counted toward the baccalaureate degree.

See also pages 45-46.

Credit by Examination

The Advanced Placement Program (AP) (College Entrance Examination Board), the International Baccalaureate Program (IB), and the results of some foreign maturity certificate examinations enable undergraduate students to receive credit toward the bachelor’s degree on the basis of performance in college-level examinations or proficiency examinations related to the college’s degree requirements, subject to the approval of the NYU school or college.

The maximum number of credits allowed toward the degree requirements that are a result of any possible combination of nonresident special examination programs shall not exceed a total of 32.

International Baccalaureate (IB): NYU recognizes for advanced standing credit higher level examinations passed with grades of 5, 6, or 7. No credit is granted for standard level examinations. Official reports must be submitted to the Undergraduate Admissions Processing Center for review.

Maturity Certificate Examinations: NYU will consider the results of certain foreign maturity certificate examinations for advanced standing credit, i.e., British “A” levels, French Baccalauréat, German Abitur, Italian Maturità, or the Federal Swiss Maturity Certificate. Official reports must be submitted to the Undergraduate Admissions Processing Center.

For information regarding the possibility of advanced standing credit for other maturity certificates, please contact the Undergraduate Admissions Processing Center at admissions.nyu.edu or 212-998-4500.

See also pages 45-46.
The Enrollment Process

To be enrolled, an admitted candidate must do the following:

1. Accept the University’s offer of admission and pay the required nonrefundable tuition deposit.
2. If applicable, pay the required nonrefundable housing deposit.
3. Have his or her high school and college (if applicable) forward a final transcript to the Undergraduate Admissions Processing Center.
4. File a medical report.
5. Contact the individual school or college for registration and academic advisement.
6. Pay balance of tuition and/or housing fees by the stipulated deadlines.
7. Register for classes when notified.

International applicants (non-U.S. citizens and non-U.S. permanent residents) admitted to Liberal Studies (the Core Program or Global Liberal Studies) will follow the guidelines listed above and upon payment of the tuition deposit will be provided with all the pertinent information for securing a student visa to enroll at New York University. Please note that upon acceptance, non-U.S. citizens and non-U.S. permanent residents must submit appropriate evidence of financial ability.

For more information about admission, please contact us:
Office of Undergraduate Admissions
New York University
www.admissions.nyu.edu
212-998-4500

For more information about scholarships and financial aid, please contact us:
Office of Financial Aid
New York University
www.nyu.edu/financial.aid
212-998-4444

For more information about Liberal Studies, please contact us:
www.liberalstudies.nyu.edu
New York University awards financial aid in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student’s demonstrated need. Renewal of assistance depends on annual reevaluation of a student’s need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines.

The Office of Financial Aid Online
Please visit Financial Aid and Scholarships at www.nyu.edu/financial.aid for complete details about the information summarized here. Particular attention should be given to (1) Types of Financial Aid (for scholarships, grants, loans) and (2) Applications and Forms; these topics are located on the navigation bar.

How to Apply
New York University requires students to submit only the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. (The school code for NYU is 002785.) In addition, New York State residents should complete the New York State Tuition Assistance Program (TAP) application; after completing the FAFSA, begin the online TAP application immediately using the link on the FAFSA Confirmation Page or by using the quick link at the bottom of most pages at www.hesc.com. To be assured of full consideration for all available support, students must apply for financial aid by the appropriate deadline. The most important deadlines are:

- **February 15**: Fall semester — new freshmen.
- **November 1**: Students beginning in spring semester.
- **March 1**: All other students (including summer sessions).

Students requiring summer financial aid must submit a summer aid application in addition to the FAFSA and TAP application.

Eligibility for Financial Aid
To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Financial aid awards are not automatically renewed each year. Continuing students must submit the FAFSA each year, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing.

**Notice:** Satisfactory academic progress evaluations and policies are subject to change effective July 1, 2011. Please consult www.nyu.edu/financial.aid for current information (see Policies in the lower right column of the home page).

Withdrawal
Students receiving federal student aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government.

The amount of federal aid “earned” up to that point is determined by the withdrawal date and a calculation based upon the federally prescribed formula. Generally, federal assistance is earned on a pro-rata basis.

SCHOLARSHIPS AND GRANTS
Eligibility for merit-based and/or need-based scholarships at NYU is determined upon entrance to the University based on prior academic strengths and, if you apply for financial aid, your demonstrated financial need, based on submission of the FAFSA.

University-Sponsored and University-Administered Programs
Through the generosity of its alumni and other concerned citizens, as well as from funds supplied by the federal government, the University is able to provide an extensive financial aid program for its students. Awards are competitive and are based on a combination of academic achievement, applicable test scores, and, in most cases, financial need. No separate application is necessary.

Federal Scholarships and Grants
Eligibility is based on submission of the FAFSA, and no separate application is necessary.

State Grants
New York State offers a wide variety of grants and scholarships to residents, subject to the annual availability of funds. Application is made directly to the state and grants are awarded by the state. New York State programs are listed at www.hesc.com.
Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at New York University. Contact your state financial aid agency (call 1-800-433-3243 to get its telephone number and address) to ask about program requirements and application procedures. When you receive an eligibility notice from your state program, you should submit it immediately to the NYU Office of Financial Aid.

Scholarships and Grants from Other Organizations
Students may be eligible for a private scholarship or grant from an outside agency. Some sources to explore are employers, unions, professional organizations, and community and special interest groups. A number of extensive scholarship search resources are available free online, and several are featured at www.nyu.edu/financial.aid. Students must notify the Office of Financial Aid if they receive funds from any of these sources.

For additional information on school-specific awards, refer to pages 21 and 33.

LOAN PROGRAMS
For information about federal loans and private (non-federal) alternative loans please see Types of Financial Aid at www.nyu.edu/financial.aid.

STUDENT EMPLOYMENT
Wasserman Center for Career Development
133 East 13th Street, 2nd Floor;
212-998-4730
www.nyu.edu/careerdevelopment/

Most financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses.

Graduate assistantships are available in some schools. Graduate assistantships and teaching fellowships provide tuition remission and a stipend. Duties include teaching, research, and other activities related to departmental needs. All applicants for assistantships, whether or not other types of financial aid are requested, should contact their department directly for information, instructions, and applications. A graduate assistantship may affect eligibility for some forms of financial aid. Please contact the Office of Financial Aid if your award package does not indicate your assistantship.

Resident Assistantships. Resident assistants reside in the residence halls and are responsible for organizing, implementing, and evaluating social and educational activities. Compensation is room and/or board, and/or a stipend. Applications and further information may be obtained from www.nyu.edu/life/living-at-nyu.html

TUITION REMISSION
Members of the NYU staff, teaching staff, and officers or administrators and their dependents who are eligible for NYU tuition remission are not eligible for other forms of financial aid administered by the University (including merit awards). Eligibility can be reviewed for other types of aid including: Federal Stafford Loans, Federal Unsubsidized Stafford Loans, Federal Parent Loans for Undergraduate Students (PLUS), TAP Grants, Federal Pell Grants, and some private (non-federal) alternative loan programs if the appropriate Free Application for Federal Student Aid is completed. Details about tuition remission eligibility information can be obtained at www.nyu.edu/employees/ benefit.html.

EMPLOYEE EDUCATION PLANS
Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and NYU employees who receive tuition remission from NYU must notify the Office of Financial Aid if they receive this benefit.

OPTIONAL PAYMENT PLANS
Payment plans can help manage your educational expenses. Options are described at www.nyu.edu/bursar/payment.info/plans.html

STUDENT RESPONSIBILITIES
✓ To be considered for most financial aid at NYU, be sure to complete the Free Application for Federal Student Aid by the deadline applicable to you. The best way to file is online at www.fafsa.gov. Once complete, be sure to review the results (known as the Student Aid Report, or SAR), and make changes or corrections if necessary.
✓ Use NYU Albert at albert.nyu.edu to accept your financial aid award.
✓ If you submit documents to the Office of Financial Aid, please put your University ID number on each page and keep a copy for yourself. Do not submit originals.
✓ Be certain that you understand the conditions of the awards you accept. Contact the Office of Financial Aid if you have any questions.
✓ Adhere to deadlines and satisfactory academic progress standards. The Office of Financial Aid will send reminders, but it is the student’s responsibility to know and adhere to the information.
✓ Notify the Office of Financial Aid immediately if you receive an award or financial aid from any other source. A change in your resources may affect your eligibility for student aid.
✓ Respond immediately to all requests from the Office of Financial Aid. Failure to comply may result in the cancellation of your aid.
Consult with the Office of Financial Aid immediately if you reduce your academic program to fewer points, or if you are enrolled full-time (at least 12 points) but intend to begin part-time (less than 12 points). Also contact the Office of Financial Aid if there is a change in your housing status. A change in enrollment or housing status may affect the financial aid you receive.

Be sure to notify the Office of the University Registrar if you move by updating your contact information via NYU Albert at albert.nyu.edu. We use the records of the Office of the University Registrar to administer financial aid.

Remember that you must reapply for financial aid each year. The NYU entering freshman deadline for filing the FAFSA for the following academic year is February 15. Continuing students and graduate students should consult www.nyu.edu/financial.aid for financial aid deadlines. Failure to meet the NYU deadline may result in a reduction of your aid eligibility.

### Tuition and Fees

**ACADEMIC YEAR 2011-2012**

<table>
<thead>
<tr>
<th>Plan</th>
<th>Description</th>
<th>Fee (2011-2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time students, tuition</td>
<td>12 to 18 units, flat rate, per term</td>
<td>$19,672.00</td>
</tr>
<tr>
<td></td>
<td>Nonreturnable registration and services fee, flat rate, per term</td>
<td>$1,131.00</td>
</tr>
<tr>
<td></td>
<td>Additional tuition, 19 or more units per term, per unit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(includes a nonreturnable registration and services fee of $61.00)</td>
<td>$1,220.00</td>
</tr>
<tr>
<td></td>
<td>Tuition, per unit</td>
<td>$1,159.00</td>
</tr>
<tr>
<td></td>
<td>Nonreturnable registration and services fee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First unit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall Term 2011</td>
<td>$418.00</td>
</tr>
<tr>
<td></td>
<td>Spring Term 2012</td>
<td>$432.00</td>
</tr>
<tr>
<td></td>
<td>Nonreturnable registration and services fee, per unit, for registration after first unit</td>
<td>$61.00</td>
</tr>
<tr>
<td>Basic Health Insurance Benefit Plan</td>
<td>Full-time students automatically enrolled; all others can select:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Annual</td>
<td>$1,614.00</td>
</tr>
<tr>
<td></td>
<td>Fall term</td>
<td>$623.00</td>
</tr>
<tr>
<td></td>
<td>Spring term</td>
<td>$991.00</td>
</tr>
<tr>
<td></td>
<td>Summer term</td>
<td>$437.00</td>
</tr>
<tr>
<td></td>
<td>(only for students who did not register in the preceding term)</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Health Insurance Benefit Plan</td>
<td>International students automatically enrolled; all others can select:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Annual</td>
<td>$2,513.00</td>
</tr>
<tr>
<td></td>
<td>Fall term</td>
<td>$970.00</td>
</tr>
<tr>
<td></td>
<td>Spring term</td>
<td>$1,543.00</td>
</tr>
<tr>
<td></td>
<td>Summer term</td>
<td>$679.00</td>
</tr>
<tr>
<td></td>
<td>(only for students who did not register in the preceding term)</td>
<td></td>
</tr>
<tr>
<td>Stu-Dent Plan</td>
<td>Dental service through NYU’s College of Dentistry:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primary member</td>
<td>$235.00</td>
</tr>
<tr>
<td></td>
<td>Partner</td>
<td>$235.00</td>
</tr>
<tr>
<td></td>
<td>Dependent (under age 16)</td>
<td>$83.00</td>
</tr>
<tr>
<td></td>
<td>Renewal membership</td>
<td>$193.00</td>
</tr>
<tr>
<td>Maintenance of Matriculation</td>
<td>Per term</td>
<td>varies</td>
</tr>
<tr>
<td></td>
<td>Plus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nonreturnable registration and services fee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall term</td>
<td>$344.00</td>
</tr>
<tr>
<td></td>
<td>Spring term</td>
<td>$357.00</td>
</tr>
<tr>
<td>Special Fees for All Students</td>
<td>Late payment of tuition fee</td>
<td>$25.00</td>
</tr>
</tbody>
</table>

1 Waiver option available.

2 Students automatically enrolled in the Basic Plan or the Comprehensive Plan can change between plans or waive the plan entirely (and show proof of other acceptable health insurance).

Late registration fee commencing with the second week of classes . . . $50.00

Late registration fee commencing with the fifth week of classes . . . $100.00

Penalty fee . . . . . . . . . . . . . $20.00

Special Programs

For expenses for study in the NYU programs abroad and in NYU international exchange programs, contact the NYU Office of Global Programs, 110 East 14th Street, Lower Level, New York, NY 10003-4170; 212-998-4433; www.nyu.edu/studyabroad and www.nyu.edu/global/exchange.

**ARREARS POLICY**

The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

**DIPLOMA ARREARS POLICY**

Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.
WITHDRAWAL AND REFUND OF TUITION
A student who for any reason finds it impossible to complete a course for which he or she has registered should consult with an academic adviser. An official withdrawal must be filed either on Albert (through the first three weeks of the term only) or in writing on a completed Change of Program (drop/add) form with the Office of the University Registrar. (Note: An official withdrawal must be filed if a course has been canceled, and, in this case, the student is entitled to a refund of tuition and registration fees paid.) Withdrawal does not necessarily entitle the student to a refund of tuition paid or a cancellation of tuition still due. A refund of tuition will be made provided such withdrawal is filed within the scheduled refund period for the term (see schedule below).

Merely ceasing to attend a class does not constitute official withdrawal, nor does notification to the instructor. A stop payment of a check presented for tuition does not constitute withdrawal, nor does it reduce the indebtedness to the University. The nonreturnable registration fee and a penalty fee of $20.00 for a stopped payment must be charged in addition to any tuition not canceled.

The date on which the Change of Program form is filed, not the last date of attendance in class, is considered the official date of the student’s withdrawal. It is this date that serves as the basis for computing any refund granted the student.

The refund period (see schedule below) is defined as the first two calendar weeks of the term for which application for withdrawal is filed. The processing of refunds takes approximately two weeks.

REFUND PERIOD SCHEDULE (FALL AND SPRING TERMS ONLY)
The Refund Schedule below is for Undergraduate students who are dropping classes, but will remain enrolled in at least one course.

Courses dropped during the first two weeks of the semester . 100% of tuition & fees
Courses dropped after the first two weeks of the semester . . . . . . NO REFUND

Please note that ALL fees (including school related fees) are non-refundable after the second calendar week of the semester .

The above refund schedule is not applicable to students whose registration remains within the flat-fee range.

Note: A student may not withdraw from a course after the ninth week of the fall or spring semester or the last two weeks of each summer session.

Exceptions to the published refund schedule may be appealed in writing to the LS dean, 726 Broadway, 6th Floor, and should be supported by appropriate documentation regarding the circumstances that warrant consideration of an exception. Exceptions are rarely granted.

Federal regulations require adjustments reducing financial aid if a student withdraws even after the NYU refund period. Financial aid amounts will be adjusted for students who withdraw through the ninth week of the semester and have received any federal grants or loans. This adjustment may result in the student’s bill not being fully paid. NYU will bill the student for this difference. The student will be responsible for payment of this bill before returning to NYU and will remain responsible for payment even if he or she does not return to NYU.

For any semester in which a student receives any aid, that semester will be counted in the satisfactory academic progress standard. This may require the student to make up credits before receiving any further aid. Students should review the “satisfactory academic progress” standard for their school so that they do not jeopardize future semesters of aid.

Students who withdraw should review the Refunds page on the NYU Office of the Bursar Web site (www.nyu.edu/bursar).

DEFERRED PAYMENT PLAN
The Deferred Payment Plan allows you to pay 50 percent of your net balance due for the current term on the payment due date and defer the remaining 50 percent until later in the semester. This plan is available to students who meet the following eligibility requirements:

- Matriculated and registered for 6 or more points
- Without a previously unsatisfactory University credit record
- Not in arrears (past due) for any University charge or loan

The plan includes a nonrefundable application fee of $50.00, which is to be included with the initial payment on the payment due date.

Payment Plan will be available at www.nyu.edu/bursar/forms in July for the fall semester and in December for the spring semester.

For additional information, please visit the Office of the Bursar Web site at www.nyu.edu/bursar/paymentplans or call 212-998-2806.

TUITIONPAY PLAN
TuitionPay is a payment plan administered by Sallie Mae. The plan is open to all NYU students with the exception of the SCPS noncredit division. This interest-free plan allows for all or a portion of a student’s educational expenses (including tuition, fees, room, and board) to be paid in monthly installments.

The traditional University billing cycle consists of one large lump sum payment due at the beginning of each semester. TuitionPay is a budget plan that enables a family to spread payments over the course of the academic year. By enrolling in this plan, you spread your fall semester tuition payments over a four-month period (June through September) and your spring semes-
ter tuition payment over another four-month period (November through February).

With this plan, you budget the cost of your tuition and/or housing after deducting any financial aid you will be receiving and/or any payments you have made directly to NYU.

A nonrefundable enrollment fee of $50.00 is required when applying for the fall/spring TuitionPay Plan. You must enroll in both the fall and spring plans.

Monthly statements will be mailed by TuitionPay, and all payments should be made directly to them. For additional information, contact TuitionPay at 800-635-0120 or visit the NYU Bursar Web site at www.nyu.edu/bursar.

Veterans Benefits. Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs, the amount of benefits varies.

Applications and further information may be obtained from the student’s regional office of the Department of Veterans Affairs. Additional guidance may be obtained from the Office of the University Registrar, 25 West Fourth Street, 1st Floor.
Administration

Fred Schwarzbach, Ph.D.
University of London
Dean
Master Teacher

Lucile Appert, Ph.D.
Tulane University
Director of Educational Technology

Emily Boynton, B.A.
New York University
Academic Adviser

Jason J. Chan, M.A.
New York University
Academic Adviser

Josiane Grégoire, J.D.
Harvard University
Assistant Dean for Student Affairs and Enrollment Services

Leah Guarino-Ramirez, M.A.
New York University
Academic Adviser

Wilnelia Gutierrez, M.P.A.
New York University
Office Manager and Executive Assistant to the Dean

Beth Haymaker, M.F.A.
Indiana University (Bloomington)
Director of Global Programs

Billy Helton, M.S.
New Jersey Institute of Technology
Director of Administration

Paul Naour, Ph.D.
Ohio State University
Assistant Dean for Academic Advising

Claudie Priva-Deshommes, B.S.
New York University
Academic Adviser

Rebecah S. Reilly, M.S.W.
New York University
Student Activities Administrator

Joanne Rizzi, M.S.W.
New York University
Associate Director of Student Affairs

Yenifer Romero Badia, B.S.
Cornell University
Academic Adviser

Jen SanMiguel, M.A.
University of the Arts London
Academic Administrator

Stephanie Santiago, M.A.
University of Santiago
Academic Adviser

Robert Squillace, Ph.D.
Columbia University
Assistant Dean for Academic Affairs
Master Teacher

Jeff Walker-Sherson, M.Ed.
University of Florida
Academic Adviser

Faculty

Rochelle Almeida, Ph.D.
St. John’s University
Master Teacher

Jacqueline Bishop, M.F.A.
New York University
Master Teacher

Peter Diamond, Ph.D.
Johns Hopkins University
Master Teacher

Lucile Appert, Ph.D.
Tulane University
Adjunct Assistant Professor

Andre Carrington, Ph.D.
New York University
Master Teacher

Sean Eve, M.F.A.
New York University
Master Teacher

Joyce Apsel, Ph.D.
University of Rochester
Master Teacher

Davida Chang, M.Phil.
Columbia University
Master Teacher

Robert Fitterman, M.A.
Temple University
Master Teacher

Emily Bauman, Ph.D.
University of Pittsburgh
Master Teacher

Brian Culver, Ph.D.
New York University
Master Teacher

Miriam Frank, Ph.D.
New York University
Master Teacher

John Bell, M.A.
University of Minnesota
Master Teacher

Nina d’Alessandro, M.A.
New York University
Master Teacher

Ifeona Fulani, Ph.D
New York University
Master Teacher

Rhoda Berenson, Ph.D.
New York University
Master Teacher

Lindsay Davies, Ph.D.
Temple University
Master Teacher

Robin Goldfin, M.F.A.
New York University
Master Teacher
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>University</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regina Gramer, Ph.D.</td>
<td></td>
<td>Rutgers University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Robert Gurland, Ph.D.</td>
<td></td>
<td>New York University</td>
<td>Professor Emeritus</td>
</tr>
<tr>
<td>Shaghayegh Harbi, M.S.</td>
<td></td>
<td>New York University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Jessamyn Hatcher, Ph.D.</td>
<td></td>
<td>Duke University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Brendan Hogan, Ph.D.</td>
<td></td>
<td>New School for Social Research</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Susanna Horng, M.F.A.</td>
<td></td>
<td>Sarah Lawrence College</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Jacqueline Jaffe, Ph.D.</td>
<td></td>
<td>Indiana University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Gerceidea Jones, Ph.D.</td>
<td></td>
<td>New York University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Roxanna Julia, Ph.D.</td>
<td></td>
<td>Rensselaer Polytechnic Institute</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Philip Kain, M.P.S.</td>
<td></td>
<td>New York University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Karen Karbiener, Ph.D.</td>
<td></td>
<td>Columbia University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Stephanie Kiceluk, Ph.D.</td>
<td></td>
<td>Columbia University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Catherine King, M.S.</td>
<td></td>
<td>University of Montana</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>William Klein, Ph.D.</td>
<td></td>
<td>Johns Hopkins University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>David Larsen, Ph.D.</td>
<td></td>
<td>University of California (Berkeley)</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Andrew Lear, Ph.D.</td>
<td></td>
<td>University of California (Los Angeles)</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Matt Longabucco, Ph.D.</td>
<td></td>
<td>New York University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Farzad Mahootian, Ph.D.</td>
<td></td>
<td>Fordham University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Molly M. Martin, Ph.D.</td>
<td></td>
<td>Columbia University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Heather Masri, Ph.D.</td>
<td></td>
<td>New York University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>James McBride, J.D./PH.D.</td>
<td></td>
<td>Benjamin Cardozo School of Law</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Afrodiesia McCannon, Ph.D.</td>
<td></td>
<td>University of California (Berkeley)</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Ascension Mejorado, Ph.D.</td>
<td></td>
<td>Complutense University of Madrid</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Suzanne Menghraj, M.F.A.</td>
<td></td>
<td>Columbia University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Lina Meruane, Ph.D.</td>
<td></td>
<td>New York University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Carley Moore, Ph.D.</td>
<td></td>
<td>New York University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Patricio Navia, Ph.D.</td>
<td></td>
<td>New York University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Roberta Newman, Ph.D.</td>
<td></td>
<td>New York University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Lori Nicholas, M.S.</td>
<td></td>
<td>New York University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Eugene Ostashevsky, Ph.D.</td>
<td></td>
<td>Stanford University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Christopher Packard, Ph.D.</td>
<td></td>
<td>New York University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Louis Pataki, Ph.D.</td>
<td></td>
<td>Yale University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Albert Piacente, Ph.D.</td>
<td></td>
<td>University of Virginia</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>James Polchin, Ph.D.</td>
<td></td>
<td>New York University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Stephen Policoff, B.A.</td>
<td></td>
<td>Wesleyan University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Joseph Portanova, Ph.D.</td>
<td></td>
<td>Columbia University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Ronald Rainey, Ph.D.</td>
<td></td>
<td>Columbia University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Luis Ramos, Ph.D.</td>
<td></td>
<td>University of California (Berkeley)</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Mitra Rastegar, Ph.D.</td>
<td></td>
<td>The Graduate Center, City University of New York</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Nancy Reale, Ph.D.</td>
<td></td>
<td>New York University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Michael Rectenwald, Ph.D.</td>
<td></td>
<td>Carnegie Mellon University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>J. Ward Regan, Ph.D.</td>
<td></td>
<td>State University of New York at Stony Brook</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Martin Reichert, Ph.D.</td>
<td></td>
<td>New York University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Tamuira Reid, M.F.A.</td>
<td></td>
<td>Sarah Lawrence College</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>T. Anthony Reynolds, Ph.D.</td>
<td></td>
<td>New York University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Fred Schwarzbach, Ph.D.</td>
<td></td>
<td>University of London</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Theresa Senft, Ph.D.</td>
<td></td>
<td>New York University</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Michael Shenefelt, Ph.D.</td>
<td></td>
<td>Columbia University</td>
<td>Master Teacher</td>
</tr>
</tbody>
</table>
Robert Squillace, Ph.D.
Columbia University
Master Teacher

Cheryl Sterling, Ph.D.
University of Wisconsin
Master Teacher

Lenny Tevlin, Ph.D.
The Graduate Center, City University of New York
Master Teacher

Tilottama Tharoor, Ph.D.
New York University
Master Teacher

Joseph Thometz, Ph.D.
The Graduate Theological Union, Berkeley
Master Teacher

Elayne Tobin, Ph.D.
University of Pittsburgh
Master Teacher

Timothy Tomlinson, M.F.A.
Columbia University
Master Teacher

Peter Valenti, Ph.D.
New York University
Master Teacher

Shouleh Vatanabadi, Ph.D.
State University of New York at Binghamton
Master Teacher

José Vázquez, Ph.D.
The Graduate Center, City University of New York
Master Teacher

Julianne Lutz Warren, Ph.D.
University of Illinois, Urbana-Champaign
Master Teacher

Philip Washburn, Ph.D.
Columbia University
Master Teacher

Heidi White, Ph.D.
New School for Social Research
Master Teacher

Amy Wilkinson, Ph.D.
University of Missouri-Columbia
Master Teacher

Rolf Wolfsinkel, Ph.D.
University of Cape Town
Master Teacher

Mahnaz Yousefzadeh, Ph.D.
State University of New York at Binghamton
Master Teacher
### Academic Calendar

**Fall 2011 – Summer 2012**

For 2012–2013 calendar, visit [www.nyu.edu/registrar/calendars](http://www.nyu.edu/registrar/calendars)

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, September 5</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>Tuesday, September 6</td>
<td>Fall Classes Begin</td>
</tr>
<tr>
<td>Monday, October 10 – Tuesday, October 11</td>
<td>No Classes Scheduled</td>
</tr>
<tr>
<td>Friday, October 14</td>
<td>Midterm Grades Deadline</td>
</tr>
<tr>
<td>Monday, November 14</td>
<td>Registration for the Spring 2012 Semester begins for all schools</td>
</tr>
<tr>
<td></td>
<td>(with the exception of the professional schools and the Stern School of Business/Graduate Division)</td>
</tr>
<tr>
<td>Thursday, November 24 – Saturday, November 26</td>
<td>Thanksgiving Recess</td>
</tr>
<tr>
<td>Wednesday, December 14</td>
<td>Legislative Day (classes meet on a Monday schedule)</td>
</tr>
<tr>
<td>Friday, December 16</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>Monday, December 19 – Friday, December 23</td>
<td>Fall Semester Exams</td>
</tr>
<tr>
<td></td>
<td>Final Grades Deadline. Grades are due 72 hours after the scheduled final exam date.</td>
</tr>
<tr>
<td>Saturday, December 24 – Saturday, January 21</td>
<td>Winter Recess</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Winter Session Classes Begin</td>
<td>Tuesday, January 3</td>
</tr>
<tr>
<td>Holiday: Martin Luther King Day</td>
<td>Monday, January 16</td>
</tr>
<tr>
<td>Last Day of Winter Session Classes</td>
<td>Saturday, January 21</td>
</tr>
<tr>
<td>Spring Classes Begin</td>
<td>Monday, January 23</td>
</tr>
<tr>
<td>Holiday: President’s Day</td>
<td>Monday, February 20</td>
</tr>
<tr>
<td>Midterm Grades Deadline</td>
<td>Friday, March 9</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>Monday, March 12–Saturday, March 17</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>Monday, May 7</td>
</tr>
<tr>
<td>Reading Day</td>
<td>Tuesday, May 8</td>
</tr>
<tr>
<td>Spring Semester Exams</td>
<td>Wednesday, May 9–Tuesday, May 15</td>
</tr>
<tr>
<td>Commencement</td>
<td>Wednesday, May 16</td>
</tr>
<tr>
<td>Final Grades Deadline</td>
<td>Grades are due 72 hours after the scheduled final exam date.</td>
</tr>
<tr>
<td>Twelve Week Summer Session (2 Six-Week Sessions)</td>
<td>Monday, May 21–Friday, June 29</td>
</tr>
<tr>
<td></td>
<td>Monday, July 2–Friday, August 10</td>
</tr>
<tr>
<td>Twelve Week Summer Session (4 Three-Week Sessions)</td>
<td>Monday, May 21–Friday, June 8</td>
</tr>
<tr>
<td></td>
<td>Monday, June 11–Friday, June 29</td>
</tr>
<tr>
<td></td>
<td>Monday, July 2–Friday, July 20</td>
</tr>
<tr>
<td></td>
<td>Monday, July 23–Friday, August 10</td>
</tr>
<tr>
<td>Eight Week Summer Session</td>
<td>Monday, May 21–Friday, July 13</td>
</tr>
<tr>
<td>Seven Week Summer Session</td>
<td>Monday, May 21–Friday, July 6</td>
</tr>
<tr>
<td>Holiday: Memorial Day</td>
<td>Monday, May 28</td>
</tr>
<tr>
<td>Holiday: Independence Day</td>
<td>Wednesday, July 4</td>
</tr>
<tr>
<td>Final Grades Deadline</td>
<td>Grades are due 72 hours after the scheduled final exam date.</td>
</tr>
<tr>
<td>Holiday: Labor Day</td>
<td>Monday, September 3</td>
</tr>
</tbody>
</table>
Travel Directions to the
Washington Square Campus*

Lexington Avenue Subway
Local to Astor Place Station. Walk west on Astor Place to Broadway, then south on Broadway to Waverly Place, and west on Waverly Place to Washington Square.

Broadway Subway
Local to Eighth Street Station. Walk south on Broadway to Waverly Place, then west on Waverly Place to Washington Square.

Sixth or Eighth Avenue Subway
To West Fourth Street-Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.

Seventh Avenue Subway
Local to Christopher Street-Sheridan Square Station. Walk east on West Fourth Street to Washington Square.

Port Authority Trans-Hudson (PATH)
To Ninth Street Station. Walk south on Avenue of the Americas (Sixth Avenue) to Waverly Place, then east to Washington Square.

Eighth Street Crosstown Bus
Bus numbered 8 to University Place. Walk south to Washington Square.

Broadway Bus
Bus numbered 6 to Waverly Place. Walk west to Washington Square.

Fifth Avenue Bus
Buses numbered 2, 3, and 5 to Eighth Street and University Place. Walk south to Washington Square. Bus numbered 1 to Broadway and Ninth Street. Walk south on Broadway to Waverly Place and west to Washington Square.

*See Washington Square Campus map and key for specific addresses.
Frequently Called Numbers

www.nyu.edu
www.liberalstudies.nyu.edu
www.core.ls.nyu.edu
www.gls.nyu.edu
212-998-7120

Admissions (Undergraduate)
212-998-4500
665 Broadway, 11th Floor

Bobst Library (Information)
212-998-2500
70 Washington Square South

Bookstore
212-998-4667
726 Broadway

Bursar
212-998-2800
25 West Fourth Street, 1st Floor

Campus Safety and Transportation Services
212-998-2222; 212-998-2220 (TTY)
14 Washington Place

Counseling and Wellness Services
212-998-4780
726 Broadway, Suite 471

Disabilities, Students with Disabilities
212-998-4980 (voice and TTY)
726 Broadway, 2nd Floor

Employment, Student
212-998-4730
Wasserman Center for Career Development, 133 East 13th Street, 2nd Floor

Financial Aid
212-998-4444
25 West Fourth Street, 1st Floor

Health Center, Student
212-443-1000
726 Broadway, 3rd and 4th Floors

Housing (University)
212-998-4600
726 Broadway, 7th Floor

Housing (Off-Campus)
212-998-4620
Kimmel Center for University Life
60 Washington Square South, Suite 210

Information—Jeffrey S. Gould
Welcome Center
212-998-4550
Shimkin Hall, 50 West Fourth Street, 1st Floor

International Students and Scholars, Office for
212-998-4720
561 LaGuardia Place

Lost and Found
212-998-1305
Department of Public Safety
14 Washington Place

Registrar, Office of the University
212-998-4850
25 West Fourth Street, 1st Floor

Ticket Central
212-998-4941
Skirball Center for the Performing Arts
566 La Guardia Place

Wellness Exchange, NYU
212-443-9999
999 (on-campus phone)
www.nyu.edu/999
726 Broadway, Suite 402
<table>
<thead>
<tr>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
</tr>
<tr>
<td>Abroad, study</td>
</tr>
<tr>
<td>The Core Program</td>
</tr>
<tr>
<td>GLS</td>
</tr>
<tr>
<td>Academic advisement</td>
</tr>
<tr>
<td>The Core Program</td>
</tr>
<tr>
<td>GLS</td>
</tr>
<tr>
<td>Academic integrity</td>
</tr>
<tr>
<td>Academic Resource</td>
</tr>
<tr>
<td>Center</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Academic opportunities, additional, GLS</td>
</tr>
<tr>
<td>Academic policies and procedures</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Advanced standing</td>
</tr>
<tr>
<td>credits</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Administration</td>
</tr>
<tr>
<td>Liberal Studies</td>
</tr>
<tr>
<td>NYU</td>
</tr>
<tr>
<td>Admission</td>
</tr>
<tr>
<td>Accreditation</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Affirmative action policy</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Albert (online course registration)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Alumni activities</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Arrears policy</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Athletics</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

74 • INDEX
<table>
<thead>
<tr>
<th>Index</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Programs</td>
<td>18</td>
</tr>
<tr>
<td>The Core Program</td>
<td>18, 27</td>
</tr>
<tr>
<td>GLS</td>
<td>27</td>
</tr>
<tr>
<td>Introduction</td>
<td>18, 27</td>
</tr>
<tr>
<td>Grade Appeal</td>
<td>45</td>
</tr>
<tr>
<td>Grades</td>
<td>44</td>
</tr>
<tr>
<td>Graduate School of Arts &amp; Science</td>
<td>30</td>
</tr>
<tr>
<td>Grants and scholarships</td>
<td>21, 33, 60</td>
</tr>
<tr>
<td>Guest accommodations</td>
<td>57</td>
</tr>
<tr>
<td>H</td>
<td>54</td>
</tr>
<tr>
<td>Health insurance</td>
<td>54</td>
</tr>
<tr>
<td>Health services</td>
<td>14, 54</td>
</tr>
<tr>
<td>Housing</td>
<td>14, 53</td>
</tr>
<tr>
<td>I</td>
<td>50</td>
</tr>
<tr>
<td>Immunization requirements</td>
<td>50</td>
</tr>
<tr>
<td>Independent study</td>
<td>47</td>
</tr>
<tr>
<td>International credentials, applicants with</td>
<td>56</td>
</tr>
<tr>
<td>International programs and study abroad</td>
<td>18, 27</td>
</tr>
<tr>
<td>The Core Program</td>
<td>18</td>
</tr>
<tr>
<td>GLS</td>
<td>27</td>
</tr>
<tr>
<td>International Students and Scholars, Office for</td>
<td>14, 53</td>
</tr>
<tr>
<td>Introduction to The Core Program and the Global Liberal Studies B.A.</td>
<td>11</td>
</tr>
<tr>
<td>New York University</td>
<td>5</td>
</tr>
<tr>
<td>L</td>
<td>48</td>
</tr>
<tr>
<td>Leave of absence</td>
<td>48</td>
</tr>
<tr>
<td>Libraries</td>
<td>6</td>
</tr>
<tr>
<td>Loans</td>
<td>61</td>
</tr>
<tr>
<td>M</td>
<td>70</td>
</tr>
<tr>
<td>Map</td>
<td>70</td>
</tr>
<tr>
<td>N</td>
<td>8</td>
</tr>
<tr>
<td>New York University Administration</td>
<td>8</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>9</td>
</tr>
<tr>
<td>Deans and directors</td>
<td>8</td>
</tr>
<tr>
<td>Introduction</td>
<td>5</td>
</tr>
<tr>
<td>Map</td>
<td>70</td>
</tr>
<tr>
<td>Services</td>
<td>14</td>
</tr>
<tr>
<td>Travel directions</td>
<td>72</td>
</tr>
<tr>
<td>O</td>
<td>19, 29, 44, 61</td>
</tr>
<tr>
<td>Online course registration (Albert)</td>
<td>19, 29, 44, 61</td>
</tr>
<tr>
<td>P</td>
<td>47</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>47</td>
</tr>
<tr>
<td>Professional Edge Certificate</td>
<td>32</td>
</tr>
<tr>
<td>Q</td>
<td>41</td>
</tr>
<tr>
<td>Quantitative Reasoning Requirement</td>
<td>41</td>
</tr>
<tr>
<td>Quantitative Proficiency Requirement</td>
<td>41</td>
</tr>
<tr>
<td>R</td>
<td>58</td>
</tr>
<tr>
<td>Readmission of former students</td>
<td>58</td>
</tr>
<tr>
<td>Refund of tuition</td>
<td>50</td>
</tr>
<tr>
<td>Religious and spiritual resources</td>
<td>53</td>
</tr>
<tr>
<td>Religious policies</td>
<td>47</td>
</tr>
<tr>
<td>Residency requirement, LS</td>
<td>17</td>
</tr>
<tr>
<td>Resident assistantships</td>
<td>61</td>
</tr>
<tr>
<td>S</td>
<td>53</td>
</tr>
<tr>
<td>Safety on campus</td>
<td>53</td>
</tr>
<tr>
<td>Scholarships and grants</td>
<td>21, 33, 60</td>
</tr>
<tr>
<td>School of Continuing and Professional Studies</td>
<td>32</td>
</tr>
<tr>
<td>Services, New York University</td>
<td>14</td>
</tr>
<tr>
<td>Student activities</td>
<td>14, 52</td>
</tr>
<tr>
<td>Student conduct and discipline</td>
<td>48</td>
</tr>
<tr>
<td>Student life resources</td>
<td>52</td>
</tr>
<tr>
<td>Study abroad and international programs</td>
<td>18, 27</td>
</tr>
<tr>
<td>T</td>
<td>49</td>
</tr>
<tr>
<td>Telephone numbers, frequently called</td>
<td>73</td>
</tr>
<tr>
<td>Testing, required</td>
<td>57</td>
</tr>
<tr>
<td>Transcripts, official</td>
<td>48</td>
</tr>
<tr>
<td>Transition requirements and procedures, The Core Program</td>
<td>20</td>
</tr>
<tr>
<td>Travel directions to the Washington Square campus</td>
<td>72</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>62</td>
</tr>
<tr>
<td>TuitionPay plan</td>
<td>63</td>
</tr>
<tr>
<td>V</td>
<td>50, 64</td>
</tr>
<tr>
<td>Veterans benefits</td>
<td>50, 64</td>
</tr>
<tr>
<td>Visas, student</td>
<td>57</td>
</tr>
<tr>
<td>W</td>
<td>31</td>
</tr>
<tr>
<td>Wagner School of Public Service</td>
<td>31</td>
</tr>
<tr>
<td>Wasserman Center for Career Services</td>
<td>14, 19, 29, 53, 61</td>
</tr>
<tr>
<td>Weapons and firearms policy</td>
<td>51</td>
</tr>
<tr>
<td>Wellness Exchange</td>
<td>54</td>
</tr>
<tr>
<td>Winter session</td>
<td>49</td>
</tr>
<tr>
<td>Withdrawal from courses</td>
<td>63</td>
</tr>
<tr>
<td>Writing Center</td>
<td>48</td>
</tr>
<tr>
<td>Writing proficiency requirement</td>
<td>17</td>
</tr>
<tr>
<td>Y</td>
<td>51</td>
</tr>
<tr>
<td>Yellow Ribbon GI Education Enhancement Programs</td>
<td>51</td>
</tr>
</tbody>
</table>

New York University is an affirmative action/equal opportunity institution.