Notice: The programs and requirements set forth in this bulletin are necessarily subject to change without notice at any time at the discretion of the administration.

This edition of the New York University School of Medicine Bulletin is being published as a two-year issue, covering the 173rd and 174th sessions of the School.

Cover design: NYU Langone Medical Communications Team
AN INTRODUCTION TO NEW YORK UNIVERSITY

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

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

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

The University includes 18 schools, colleges, institutes, and programs at major centers in Manhattan, Brooklyn, and Abu Dhabi (UAE). In 2013, NYU in New York and NYU Abu Dhabi will be joined by a third degree-granting campus in Shanghai, China. 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.

The University offers over 6,000 courses and grants more than 25 different degrees.

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

1832 College of Arts and Science  
cas.nyu.edu

1835 School of Law  
www.law.nyu.edu

1841 School of Medicine  
school.med.nyu.edu

1865 College of Dentistry  
www.nyu.edu/dental  
(including the College of Nursing [1947], www.nyu.edu/nursing)

1886 Graduate School of Arts and Science  
www.gsas.nyu.edu

1890 Steinhardt School of Culture, Education, and Human Development  
steinhardt.nyu.edu

1900 Leonard N. Stern School of Business  
www.stern.nyu.edu

1922 Institute of Fine Arts  
www.nyu.edu/gsas/dept/fineart

1934 School of Continuing and Professional Studies  
www.scps.nyu.edu

1934 Courant Institute of Mathematical Sciences  
cims.nyu.edu

1938 Robert F. Wagner Graduate School of Public Service  
wagner.nyu.edu

1960 Silver School of Social Work  
www.nyu.edu/socialwork

1965 Tisch School of the Arts  
www.tisch.nyu.edu

1972 Gallatin School of Individualized Study  
www.nyu.edu/gallatin
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 4.1 million print volumes, 112,000 BobCat serial subscriptions, 120,000 electronic journals in BobCat, 850,000 e-books in BobCat, 171,000 audio and video recordings, and 30,000 linear feet of special collections 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, received 3 million visits in 2008-2009.

Bobst Library offers 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 78,000 research requests for audio and video material. The Digital Studio offers a constantly evolving, leading-edge resource for faculty and student projects 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, the country’s largest trove of cookbooks, food writing, pamphlets, paper, and archives, dating from the 1790s; and the Downtown Collection, an extraordinary multimedia archive documenting the avant-garde New York art world since 1975. Bobst Library also houses the Tamiment Library, the country’s leading repository of research materials in the history of left politics and labor. Two fellowship programs bring scholars from around the world to Tamiment to explore the history of the Cold War and its wide-ranging impact on American institutions and to research academic freedom and promote public discussion of its history and role in our society. Tamiment’s Robert F. Wagner Labor Archives contain, among other resources, the archives of the Jewish Labor Committee and of more than 200 New York City labor organizations.

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

Beyond Bobst, the library of the renowned Courant Institute of Mathematical Sciences focuses on research-level material in mathematics, computer science, and related fields. The Stephen Chan Library of Fine Arts at the Institute of Fine Arts (IFA) houses the rich collections that support the research and curricular needs of the institute’s graduate programs in art history and archaeology. The Jack Brause Real Estate Library at SCPS Midtown, 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 New York University Abu Dhabi library provides access to
all the resources in BobCat and is developing its own collection of books and other print materials in support of the school’s developing curricula.

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 33 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 10012-1091; 212-998-2352. Inquiries may also be referred to the director of the Office of Federal Contract Compliance, U.S. Department of Labor.

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

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The New York University School of Medicine traces its roots to 1841. As the Medical College of the University of New York, it admitted its first class of 239 students...
to a four-month course of lectures conducted by the six professors on the faculty.

Over the years, the medical enterprise evolved. The old Bellevue Hospital Medical College, established in 1861, was merged in 1898 with New York University to form the University and Bellevue Hospital Medical College. The combined institutions became the New York University College of Medicine in 1935. In 1960, the name was changed to the New York University School of Medicine.

From the start, the NYU School of Medicine and its graduates have been at the forefront of medical education, scientific research, and patient care. Two alumni, Dr. Jonas Salk ('39) and Dr. Albert Sabin ('31), developed vaccines for polio. One of our faculty members, Dr. Saul Krugman, helped to develop a vaccine for hepatitis B. While affiliated with NYU, Dr. Howard Rusk—for whom our world-renowned Rusk Institute is named—pioneered the field of rehabilitation medicine following World War II.

The School counts among its faculty and alumni distinguished members of the National Academy of Sciences, investigators of the Howard Hughes Medical Institute, and three Nobel laureates: Dr. Severo Ochoa, who conducted landmark studies in biochemical genetics and nucleic acids; Dr. Baruj Benacerraf, who performed groundbreaking research on genetic regulation of the immune system; and Dr. Eric Kandel ('56), who made outstanding contributions to understanding basic mechanisms in the nervous system.

At Bellevue Hospital Center—the oldest public hospital in the nation and the place where NYU medical students receive most of their clinical training—NYU physicians helped to establish the nation’s first outpatient department, as well as departments of rehabilitation medicine and forensic pathology. NYU physicians at Bellevue were the first to identify Kaposi’s sarcoma as an early symptom of AIDS.

Today, the School boasts 1,291 full-time faculty, 989 part-time faculty, and 2,940 voluntary faculty with 104 endowed professorships. There are also 1,078 residents/fellows and 68 M.D.-Ph.D. candidates.

Mission and Objectives

The Mission of a Medical School, a prospectus written by the faculty of the NYU School of Medicine early in the 20th century, describes our mission. The statement is as meaningful and guiding today as it was then.

“The mission of the medical school is threefold: the education and training of physicians and scientists, the search for new knowledge, and the care of the sick. The three are inseparable. Medicine can be handed on to succeeding generations only by long training in the scientific methods of investigation and by the actual care of patients. Progress in medicine, which is medical research, must look constantly to the School for its investigators and to the patient for its problems, whereas the whole future of medical care rests upon a continuing supply of physicians and upon the promise of new discovery. The purpose of medical school, then, can only be achieved by endeavor in all three directions—medical education, research, and patient care—and they must be carried on simultaneously for they are wholly dependent upon each other, not only for inspiration, but for their very means of success.”

Our current interpretation of this statement is that the appropriate teaching of medicine and the training of physicians must be accomplished in a setting of excellence, at the highest level of human achievement. With this understanding, we strive to provide a rich environment for scholarship, research, and patient care where the faculty understand that the students, as our successors, should not merely replace, but surpass.

To continue to achieve these aspirations, the School of Medicine must be responsive to the major events and trends that are shaping medicine in our time. These are the following: the revolutions in molecular biology and medical technology; the societal imperatives imposed by rising health care expectations and finite limits on resources; the explosive growth in biomedical information; and the increasing involvement of the patient in the decision-making process. With all of the above taken into consideration, our program has nine specific goals.

1. Develop physician-scholars who combine science and humanism in their approach to the fields of medicine by fostering these characteristics:
   - An understanding of the scientific principles upon which clinical medicine is based and the ethical principles and human values with which it must be practiced;
   - The use of the scientific method for thinking, judg-
ment, and decision making in professional endeavors;
• A command of the core of essential concepts, facts, and skills needed for the practice of modern medicine and the understanding that practice must include prevention and be based on evidence whenever possible;
• A sense of the paramount, fundamental responsibility of caring for patients whose interests must always come before one’s own;
• The recognition of the limits of individual ability and knowledge that will, of necessity, promote interaction with appropriate colleagues;
• A commitment to a lifetime of continuing education in the disciplines of medicine;
• The skills necessary for continuous self-education, including awareness of the breadth of educational resources and the technologies for their distribution, their appropriate use, their critical evaluation, and the ultimate integration of new information into practice;
• The ability to communicate effectively with and value the contributions of patients, their families, colleagues, and the greater communities we serve;
• The highest standards of honesty and personal integrity and knowledge of the theories and principles that govern ethical decision making;
• Knowledge of the variety of approaches to the organization, financing, and delivery of health care and an understanding of the complexities that financial considerations may bring to the fiduciary responsibility of the physician for the patient; and
• An understanding of the possible conflicts of interest inherent in various financial and organizational arrangements for the practice of medicine in this era.

2. Provide programs in graduate medical education in a setting of the highest quality of patient care in the specialties of medicine.

3. Expose our students to our extensive programs for graduate and postdoctoral research training in the basic biomedical and clinical sciences so that, as developing physicianscholars, our students understand the nature of the research that is the basis of both current and future medical practice.

4. Create, acquire, and disseminate new knowledge as the result of fundamental research in the basic biological sciences, in the clinical sciences, in public health, in the delivery of health care, and in the administration of health care. In this regard, we consider it essential to our educational mission at every level that our faculty be engaged in original research of the highest merit, and that our students have every opportunity to participate in research and become physician-scientists whose primary career focus will be original investigation.

5. Provide the highest level of primary through tertiary care to the extraordinarily diverse populations who receive medical treatment in our community and beyond. We consider the rich diversity of cultures, ethnicity, socioeconomic levels, and national origins to which our students are exposed to be a major strength of our program that fosters—through an understanding of these circumstances on human behavior and disease—responsibility, compassion, and tolerance.

6. Offer programs in the Post-Graduate School of Medicine for the continuing education of physicians in the basic and clinical disciplines of medicine as well as in health economics and health policy.

7. Educate the public on matters of health.

8. Enrich the education of younger students in grade school through college, especially underrepresented minorities, in order to attract them to careers in biomedical fields.

9. Foster the development of research collaboration between our faculty and the private sector both to expand our faculty’s access to emerging therapeutic technologies and to ensure the transfer of new discoveries and inventions made by our faculty and students to full application in patient care.

To ensure that the School continues to fulfill its mission, we have set forth specific educational objectives for students in the following categories: medical knowledge, patient care, interpersonal and improvement, interpersonal and communication skills, professionalism, and systems based practice.

The implementation of an innovative new curriculum for the medical degree program at the NYU School of Medicine provides an education that integrates formal “classroom” knowledge with clinical experience and thereby prepares students for all career options in medicine. Curriculum for the 21st Century, or C21, provides students with a patient-centered and disease-focused medical education. The curriculum has also been structured to provide students with flexibil-
ity in their educational experience. Students work autonomously and as part of a team as they develop the communication and cultural competency skills they will need to practice medicine in the 21st Century.

C21 is a competency-based curriculum. As such, Foundational Knowledge, Integrated Clinical Skills, Professional Development and Scholarship and Research are built upon throughout our curriculum.

FOUNDATIONAL KNOWLEDGE

Medical Knowledge
Students must demonstrate and apply knowledge of established and evolving sciences related to human structure and function, pathophysiology, physical and psychological development and psychosocial concepts to medical practice.

Pre-clerkship Modules
- Achieves breadth and depth of knowledge defined in the goals and objectives of Pre-clerkship modules (Foundations of Medicine, Core Principles of Medicine, Practice of Medicine).
- Applies basic science knowledge and principles to exemplar “pillar” clinical domains of Atherosclerosis, Diabetes, Colon Cancer; Tuberculosis.

Clerkships and Interclerkship Intensives
- Achieves training level-specific knowledge and skills as defined in the goals and objectives of the core clinical disciplines: internal medicine, obstetrics and gynecology, neurology, pediatrics, psychiatry, surgery, ambulatory care.
- Achieves goals for intersession-specific knowledge and skills including continued achievement of breadth and depth knowledge in the basic sciences as applied to the clinical sciences. (e.g., physiology, pharmacology, etc.).

Electives, Selectives, Advanced Clerkships, and Concentrations
- Achieves training level-specific knowledge and skills in the core clinical disciplines of critical care, advanced medicine and/or surgery.
- Achieves goals for selective- specific knowledge and skills.
- Declares an area of concentration and demonstrates level of clinical and basic science knowledge base appropriate for that area of mastery.

Health Systems and Financing
Students must be able to work effectively, providing just and high quality patient care and advocating for patients, in a variety of health care systems.

Pre-clerkship Modules
- Demonstrates awareness of the contribution of healthcare system and access issues to health care disparities and quality of care.
- Applies knowledge of the basic structure of the US health care system to patient care discussions.
- Understands the way in which the system of care in which a physician operates can impact his or her patient care abilities and overall professional development.
- Incorporate knowledge of the various approaches to the organization, financing, and delivery of health care, including particular awareness of the needs of the underserved, into clinical decision-making.

Clerkships and Interclerkship Intensives
- Works effectively in various health care delivery settings and systems relevant to their clinical specialty.
- Coordinates patient care within the health care system relevant to their clinical specialty.
- Incorporates considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate.
- Advocates for quality patient care and optimal patient care systems.
- Works in interprofessional teams to enhance patient safety and improve patient care quality (NYU3T).
- Participates in identifying system errors and implementing potential systems solutions.

Electives, Selectives, Advanced Clerkships, and Concentrations
- Considers the contribution of healthcare system and access issues to health care disparities and quality of care.
- Applies concepts of patient safety, medical error and quality improvement to clinical experiences.
- Demonstrates understanding of health care system issues that result in health care disparities.
- Participates with other health care professionals in transition planning and identification of community resources.
INTEGRATED CLINICAL SKILLS

Patient Care
Students must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health of the individual patient and the public.

Pre-clerkship Modules
• Demonstrates a complete medical history in a variety of patient care encounters.
• Demonstrates both a complete and an organ system-specific physical examination, including a mental status examination, where appropriate, in adults, infants, and children.
• Reports data obtained from a patient’s history and physical accurately (emerging “reporter”) verbally and in writing.
• Demonstrates verbally and in writing a basic ability to both reason inductively and deductively in assessing and solving clinical problems.

Clerkships and Interclerkship Intensives
• Demonstrates individual components of standard history and physical and integrate these components into a comprehensive evaluation.
• Differentiates abnormal from normal physical exam findings.
• Compares and contrasts possible causes of patient problems using evidence from the patient’s history, physical, and other data.
• Establishes relationships with patients using a patient-centered approach.
• Demonstrates developing a patient problem list, interpreting findings and formulating an action plan to characterize the problem and reach a diagnosis.
• Recognize patients with common, immediately life-threatening conditions, and institute appropriate initial therapy.
• Recognizes the importance of the patient’s perspective in developing a diagnostic or therapeutic plan.
• Recognizes and outlines an initial course of management for patients with chronic medical conditions. (Emerging “manager”)

Electives, Selectives, Advanced Clerkships, and Concentrations
• Demonstrates the critical thinking needed to:
• Identify key clinical data, seek critical pieces of missing clinical information, and determine when it is appropriate to act on incomplete information;
• Develop the flexibility to challenge and reformulate an initial assessment as new information is gathered;
• Formulate a treatment plan that demonstrates the ability to express the relative certainties of a differential diagnosis and the relative risks and benefits of treatment options;
• Construct appropriate diagnostic and therapeutic management plans for patients with common conditions.
• Demonstrates ability to perform a complete history and physical examination and distinguish between normal and abnormal physical findings.
• Demonstrates ability to adapt the history and physical based on clinical setting and patient presentation.
• Demonstrates ability to perform core clinical procedures.
• Demonstrates appropriate responsibility for follow-up care of patients.
• Demonstrates being a competent “manager” of common medical presentations
• Performs routine technical and certain key routine emergency procedures, as detailed in the core clinical curriculum.
• Demonstrates effectively educating other health professionals (e.g., medical students, nurses).
• Uses available resources to develop an evidence-based approach to prevention, diagnosis, and treatment.
• Demonstrates awareness of the impact of genetics, ethnicity, age, gender, and socioeconomic diversity in the care of individual patients.

Interpersonal and Communication Skills
Students must demonstrate effective verbal, nonverbal and written communication skills in a wide range of relevant activities in medicine especially with patients, families and interdisciplinary and interprofessional colleagues.

Pre-clerkship Modules
• Demonstrates effective communication with patients using a patient-centered approach in 3 domains; data gathering, relationship building and information giving.
• Demonstrates the ability to conduct effective patient education including the ability to motivate and assist a patient to change unhealthy behaviors.
• Demonstrates cultural sensitivity when interacting with patients, families and co-workers from diverse backgrounds and abilities.
• Demonstrates effective communication in a variety of learning environments (TBL, seminars, labs, interprofessional learning (NYU3T) clinical environments, etc.).

Clerkships and Interclerkship Intensives
• Demonstrates effective written and oral communication in clinical care.
• Demonstrates effective communication with patients using a patient-centered approach.
• Demonstrates effective written and oral communication when presenting patient encounters.
• Demonstrates cultural sensitivity when interacting with patients, families and co-workers from diverse backgrounds and abilities.
• Demonstrates effective communication in a variety of learning environments (TBL, seminars, research lab, etc.).

Electives, Selectives, Advanced Clerkships, and Concentrations
• Uses effective written and oral communication in basic science and clinical research settings.
• Uses effective written and oral communication in clinical settings.
• Demonstrates patient-centered communication.
• Demonstrates cultural sensitivity when interacting with patients, families and co-workers from diverse backgrounds and abilities.

PROFESSIONAL DEVELOPMENT

Professionalism and Leadership
Students must demonstrate knowledge and behavior that represents the highest standard of medical professionalism and clinical practice, and aspires to compassionate, humanistic, ethical and responsible actions at all times. An NYU student aspires to lead others.

Pre-clerkship Modules
• Demonstrates knowledge of the tenets of medical professionalism, stage appropriate professional identify formation and moral reasoning skills.
• Behaves in a respectful, compassionate, honest, ethical and reliable manner with peers, teachers and patients.
• Assumes responsibility for own learning and actively contributes to the learning of peers.
• Meets obligations to provide feedback to peers, teaching faculty, and the curriculum planners (e.g. completion of course and faculty evaluations, peer assessments, etc.).

Clerkships and Interclerkship Intensives
• Demonstrates knowledge of a medical code of ethics, a developing professional identify, ability to identify moral and ethical dilemmas in patient care and a structured approach to choosing the best course of action.
• Behaves in a respectful, compassionate, honest, ethical and reliable manner with peers, teachers and patients.
• Meets obligations to provide feedback to peers, teaching faculty, and the curriculum planners (e.g. completion of course and faculty evaluations, peer assessments, etc.)

Electives, Selectives, Advanced Clerkships, and Concentrations
• Can define medical professionalism, identifies as a novice physician, consistently identifies moral and ethical dilemmas in patient care and is able to reason about moral issues and act accordingly.
• Provides altruistic patient care and demonstrates moral courage.
• Meets professional obligations in a reliable and timely manner.
• Treats others in the healthcare environment in a manner that fosters mutual respect, trust, and effective patient care.
• Demonstrates leadership skills.

Life-long Learning
Students are committed to understanding personal strengths and weaknesses, analyzing personal needs (learning, self-care, etc.) and implementing plans for personal growth. An NYU student demonstrates habits of analyzing cognitive and affective experiences that result in identification of learning needs leading to integration and synthesis of new learning.

Throughout the Four Year Curriculum
• Identifies strengths, weaknesses, and limits in one’s knowledge and expertise and sets learning and improvement goals accordingly.
• Identifies biases and prejudices and reflects on how these can affect learning and clinical practice.
• Identifies challenges between personal and professional responsibilities and develops strategies to deal with them.
• Identifies personal biases and prejudices related to professional responsibilities and acts responsibly to
address them.
• Interprets and analyzes personal performance using feedback from others and makes judgments about the need to change.
• Identifies gaps in performance and develops and implements realistic plans that result in improved practice.

SCHOLARSHIP AND RESEARCH

Scholarship and Research
Students demonstrates the knowledge base and analytic skills to critically appraise basic and clinical research and understand how it applies to the work of medicine. An NYU student has the skill sets required to conceptualize and conduct of scholarly work.

Pre-clerkship Modules
• Applies the principles of evidence-based medicine to patient care and demonstrate the ability to identify and critically appraise relevant literature and apply data from a population to an individual's patient care.
• Demonstrates ability to critically review basic science research papers.

Clerkships and Interclerkship Intensives
• Retrieves information by performing database searches and refining search strategies to improve relevance and completeness of retrieved items.

Electives, Selectives, Advanced Clerkships, and Concentrations
• Uses and integrates the data from available information resources and tools, including: online databases and other medical internet resources; textbooks and other reference sources; and journal articles.
• Generates basic, clinical or translational research hypothesis and articulates a strategy to test that hypothesis.
• Demonstrates ability to critically review clinical research papers.
• Applies principles and skills in medical biostatistics and clinical epidemiology to analysis of data.
• Demonstrates understanding of clinical research methods needed to test hypotheses.
• Demonstrates ability to work well with range of personnel in a research group.

Accreditation
Accreditation of medical schools in North America is performed by the Liaison Committee on Medical Education, a joint commission of the Association of American Medical Colleges and the American Medical Association. The NYU School of Medicine was last evaluated in 2007 and received full accreditation for the maximum term of seven years.

The Office of Diversity Affairs
New York University School of Medicine recognizes that diversity is essential in order to carry out its mission of conducting excellent research and providing outstanding education and clinical care. The Office of Diversity Affairs (ODA) supports this mission by developing and implementing initiatives to enhance diversity and integrate cultural competency in the medical school curriculum and biomedical research and patient care practices at the Medical Center.

The Office of Diversity Affairs works closely with various departments and with students and faculty from diverse groups to ensure that mentoring and professional development needs are adequately met. Seminars and conferences organized by the ODA stimulate institution-wide conversations on diversity, community health, health disparities, and culture in medicine. The ODA also engages medical students in community outreach and K-16 pipeline programs to enhance community health and increase diversity in the medical workforce. The Office promotes interaction and builds partnerships with organizations and community groups engaged in developing a diverse health care workforce and reducing health disparities.

Visit our Web site at www.med.nyu.edu/diversity_affairs

Diversity Initiatives
Dean's Council on Institutional Diversity
Established by the dean in 2005, the Dean’s Council on Institutional Diversity explored strategies to develop and implement important diversity policies and programs in recruitment and mentoring as well as initiatives for cultivating leaders at the Medical Center.

ODA Seminar Series
The Seminar Series of the Office of Diversity Affairs engages the NYU Medical Center Community in conversations on social, cultural, and ethical aspects of education and health.
Previous Seminars:
A Post-Genomic Surprise: The Molecular Reinscription of Race in Clinical Medicine and Forensic Science, Troy Duster, Ph.D., Silver Professor of Sociology, Director of the Institute for the History of the Production of Knowledge, New York University; The Current Face of HIV/AIDS in NYC, Demetre Daskalakis, MD, Assistant Professor of Infectious Diseases, NYULMC; Two and a Half Years Post-Disaster: A Snapshot of Health Care Recovery in New Orleans, Erin E. Brewer, MD, MPH, Medical Director, Louisiana Department of Health and Hospitals, Office of Public Health; Medical Apartheid: Notes on Research, Race, History, and Ethics, Harriet A. Washington, Author; Islam and Health Symposium, Treating Muslims: An Interdisciplinary Perspective. Poverty, Culture, and Social Injustice: Determinants of Health Disparities, Harold P. Freeman, MD, Senior Advisor to the Director, National Cancer Institute, President, Founder, and Medical Director, Ralph Lauren Center for Cancer Care and Prevention; Genes and Sexual Orientation, Brian Mustanski, Ph.D., Assistant Professor, Department of Psychiatry, University of Illinois at Chicago; Life after the Michigan Cases: Striving for Diversity in Higher Education, Jonathan Alger, Vice President and General Counsel, Rutgers, The State University of New Jersey; Health and the Culture of Footwear, Petr Hlavacek, Ph.D., Professor, Department of Leather and Footwear Technology, Director of the Biomechanics Laboratory, Tomas Bata University, Zlin, Czechoslovakia.

K-16 Programs and Initiatives

Mini Medical School Program: “Minimeds”
The NYU SOM MiniMeds program aims to introduce applicable medical concepts to high school students, in order to increase exposure to careers in medicine. MiniMeds was developed as a para-curricular enrichment program targeting students from under-served backgrounds. Through educational sessions designed and led by medical students, the program increases students’ knowledge of biological concepts and exposes participants to medical professions. Students are also exposed to health disparities and encouraged to explore health care interventions to promote health equity in their communities. The Office of Diversity Affairs provides guidance to this student-led program. The program, MiniMeds, was founded at Georgetown University by a current NYU faculty, Dr. Aaron Hultgaren, M.D.

The curriculum was developed by first and second year medical students at NYU SoM with activities adapted from the NIH Office of Science Education’s Resources for Science Educators and modeled after their first and second year medical school curriculum. This program consisted of six activity-based learning modules that incorporated basic medical concepts, discussion of socially and medically relevant issues, and the application of acquired information to real-life situations.

We have established a partnership with the Eagle Academy in the Bronx, a charter school for minority male students and are running sessions for 9th and 10 grade students. The initial pilot program was conducted at The Hudson Guild and the findings have since been published: Nair N et al. J Natl Med Assoc. 2011; 103:832.

Summer Undergraduate Research Program (SURP)
The Office of Diversity Affairs, Sackler Institute of Graduate Biomedical Sciences, and the MD/PhD Program of NYU offer a Summer Undergraduate Research Program (SURP) for qualified students interested in pursuing research careers as MD, PhD or MD/PhD candidates.

SURP provides nine weeks of intensive research training to qualified rising juniors and rising seniors interested in careers in biomedicine. Students recruited by the Office from colleges across the United States and Puerto Rico are placed in research laboratories or paired with physician mentors in an area of biomedicine of their choice. The program includes seminars, extracurricular activities with current students of NYU School of Medicine and an MCAT preparation component. At the end of the program, SURP students present their findings at a symposium of the Leadership Alliance, a consortium of top U.S. research institutions.

Since 1990, more than 400 students have participated in SURP and more than 95% of those who graduated were accepted into either graduate or professional programs. Sixty of the program’s graduates—30 of them underrepresented minorities—have attended NYU either as PhD, honors medical or MD/PhD students.
Programs and Initiatives for Graduate and Medical Students

ODA works with the Office of Admissions; the Office of Student Affairs; the Office of Education, Faculty, and Academic Affairs; and the Institute for Community Health and Research to develop programs that enhance diversity in graduate and medical education and address issues that impact underrepresented groups in medicine and biomedicine. Programs include recruitment, retention, and mentoring activities. The office advises and works with various student groups including the Black and Latino Student Association (BALSA) and the Lesbian, Gay, Bisexual and Transgender People in Medicine (LGBTPM) group.

C21
ODA has been engaged in C21 curriculum reform efforts to infuse health disparities content into the curriculum. Health disparities sessions have been integrated into each Disease Mechanism Pillar as well as in the Interclerkship Intensive. ODA has also developed the Health Disparities Concentration, which includes didactic, clinical and research components designed to provide students an opportunity to explore in more depth determinants of health disparities. Students pursue this concentration over a 12-week period during the third year. The office also supports the expansion of extracurricular opportunities for medical students to enhance their cultural competency and professionalism. These opportunities include health education, screening, and research activities in underserved communities, as well as initiatives to teach and mentor underserved elementary, middle, and high school students.

New York City Minority Graduate Student Network
ODA has helped organize and continues to support New York City Minority Graduate Students, a critical mass of minority students pursuing Ph.D. and M.D.-Ph.D. degrees at NYU School of Medicine, Weill Cornell, Columbia University, Memorial Sloan-Kettering Cancer Center, Rockefeller University, the City University of New York, and Cold Spring Harbor. The network was established to enhance professional development of underrepresented minorities in biomedicine and cultivate a diverse pool of postdoctoral fellows and faculty for institutions in New York City.

Residency Program
ODA works with the various departments to increase the number of talented residents from underrepresented groups who join the School. It supports departments in developing and implementing recruiting programs and represents the School at national meetings and recruiting venues. Initiatives include an annual residency program revisit event to expose students to the diverse NYU community and training opportunities at the Medical Center.

Faculty Development and Leadership
Recruiting of talented faculty represents only part of the effort by the Medical Center to maintain first-class education, research, and patient care. Mentoring and professional development are essential efforts in sustaining the excellence to which the Medical Center aspires. ODA works with underrepresented minority faculty and the various departments and divisions to enhance recruitment, mentoring and retention of underrepresented faculty.

EDUCATION

The Medical Curriculum
The central goal of the Curriculum for the 21st Century, C21, is to create physician-scholars who approach the profession of medicine with skill, compassion for the individual, intellectual discipline, and professionalism. Throughout their careers, such individuals will apply the scientific method and critical thinking to advance both patient care and medical knowledge. Curriculum reform is an iterative process. Continuing efforts are made to identify the factors that will better enable students to use the scientific principles of medicine in the evaluation and treatment of the sick. In this process, students work closely with the faculty to contribute to the improvement of the educational program.

Overview
The C21 curriculum delivers an education that integrates formal “classroom” knowledge with clinical experience and thereby prepares students for all career options in medicine. It also provides students with a patient-centered and disease-focused medical education. Students acquire competence in biomedicine in the contexts of investigation, clinical care, and outcomes assessment through a curricular program designed in congruence with the articulated goals and objectives.
of the School. The components include 1) a formal required curriculum, 2) an elective curriculum, 3) a wide range of optional academic and enrichment experiences, and 4) a program of academic and career mentoring.

C21 is a model of medical education organized around a spiral curriculum that uses thematic pillars where learning wraps around and builds upon specific areas of medicine. The pillars: Atherosclerosis, Colon Cancer, Diabetes, Tuberculosis, aid students in making connections between and among increasingly complicated mechanisms of disease and clinical concepts. This fosters student knowledge both through a study of the scientific underpinnings of a disease and, at the same time, through direct patient care. This innovative approach allows students to better connect mechanisms of disease to the care and treatment of their patients. The curriculum has also been structured to provide students with flexibility in their educational experience by affording them the opportunity to pursue an area of concentration in greater depth.

Through other unique initiatives of the curriculum, students learn to work both autonomously and as part of a team. An emphasis on the innovative use of technology (e.g. Biodigital Human, Virtual Microscope, Online Learning modules) makes it possible for asynchronous learning activities to be used to deliver core content, and for students to understand its use in clinical practice and biomedical research. Instructional techniques such as Team-Based Learning exercises and small group conferences encourage the spirit of teamwork and collaboration among classmates. In collaboration with other NYU degree-granting programs, C21 will allow some students to earn a dual degree in a four-year time frame (e.g. MPA, MPH, MA in Bioethics, MS in Clinical Investigation).

Our patient-centered curriculum is built on the diversity of the patient populations served at our teaching hospitals: Tisch, Bellevue, Veterans Affairs New York Harbor Healthcare System, and our ancillary clinics. The Patient-based Longitudinal Ambulatory Clinical Experience (PLACE) program, within the Practice of Medicine module, affords our students the opportunity for early exposure to patients in the ambulatory setting. The goals of PLACE are to provide students a clinical experience in which they can learn about clinical medicine, interdisciplinary care and develop a patient panel that they can follow at various venues over a longitudinal period. Additionally, students will have supplementary sessions with members of the community where they will explore multicultural and diversity issues and communication and conflict resolution.

C21 is a continuum of four stages that students progress through during their undergraduate medical education. Students are encouraged to continually synthesize, integrate and apply the didactic knowledge they are acquiring with hands-on patient experience. Stage 1, encompassing the eighteen month pre-clerkship curriculum, is composed of our Core Foundation of Medicine (CFM), Core Principles of Medicine (CPM) and Practice of Medicine (POM) modules. The objective of the CFM and CPM module is to provide students with a firm foundation in science of medicine. The POM module will help students achieve competency in the clinical skills necessary to work as part of an interdisciplinary team providing longitudinal care to patients. The aim of the POM module is to provide students the opportunity to develop their communicative skills, physical diagnostic skills and professionalism. Stage 2 includes twelve months of core clerkships, which include Ambulatory Care, Clinical Neurological Sciences, Medicine, Obstetrics and Gynecology, Pediatrics, Psychiatry and Surgery. Clerkships are paired and organized into four 12-week blocks, each block separated by a one-week Interclerkship Intensive. After completion of their core clerkship experience, students are required to take and pass STEP 1 of the USMLE and our Comprehensive Clinical Skills Exam (CCSE). Stage 3 affords students the opportunity to more finely focus their interest in various sub-specialty areas through electives and Selectives. Requirements of Stage 4, or the fourth year, include the Critical Care clerkship, the choice of one sub-internship in Medicine, Surgery or Pediatrics, and the completion of a scholarly Concentration product. In addition, students will be required to take and pass STEP 2 of the USMLE.

**Stage 1**

The first eighteen months lays the groundwork for an in-depth understanding of human biology and the medical sciences. Educational experiences are arranged to demonstrate the relevance of disease mechanisms to clinical concepts, while at the same time, setting the stage for an understanding of the behavioral and sociological aspects of medicine.
The Core Foundation of Medicine module provides an integrated approach to presenting the core basic science material, in a clinical context, necessary to lay the foundation for the study of the organ systems to be presented in the subsequent CPM module.

The Morphological and Developmental Basis of Medicine module consists of two units, Anatomy and Embryology, which introduce students to the structural organization and development of the human body. A variety of approaches are used to stimulate student-to-student interactive learning among them being the use of iPads and the Biodigital Human and to facilitate faculty-guided instruction. The Anatomy laboratory sessions, utilizing iPads, include demonstrations by students and discussions of their findings. The Embryology unit includes the study of both normal human development and developmental abnormalities of medical importance.

The Core Principles of Medicine modules address the content areas of physiology, pathology, pathophysiology, and pharmacology of disease, arranged by organ systems in an interdisciplinary manner. CPM uses an integrated approach, stressing the mechanisms of disease in the study of normal and abnormal organ systems, and how a problem-solving approach and biological insight can lead to pharmacological and/or surgical intervention. The understanding of fundamental biological principles gained in these modules will provide students with a strong scientific underpinning as they continue into their clerkship year and beyond.

The Practice of Medicine module is presented in parallel with CFM, MDBM and CPM. This module will help students achieve competency in the skills necessary to work as part of an interdisciplinary team providing longitudinal care to patients. It will incorporate classroom didactics on the integration of the physician, patient, and society; hands-on bedside teaching of physical diagnosis skills; and the development of a longitudinal patient panel. Students will learn about the communities of practice, the navigation through the healthcare system, and professional skills through reflective practice and the didactic application of clinical skills.

**Stage 2**

**Clerkship Orientation**

This one-week, interdisciplinary program is designed to help students transition from the classroom to the patient care arena. Students receive additional training in the process of acquiring, organizing and interpreting patient data, particularly the use of evidence-based reasoning to arrive at a differential diagnosis.

**Core Clerkships**

Stage 2 includes twelve months of core clerkships that include Ambulatory Care, Clinical Neurological Sciences, Medicine, Obstetrics and Gynecology, Pediatrics, Psychiatry and Surgery. The clerkships are paired and presented in four, 12-week blocks. Each 12-week block is separated by a one-week Interclerkship Intensive that, using a combination of Team-Based Learning and small group learning formats, further integrates students’ educational process by helping them form connections between mechanisms of disease and their clinical applications.

Faculty and/or students lead clinical and research skills workshops, simulations, Objective Structured Clinical Examinations (OSCE) and small group exercises in the curriculum pillars and other clinical content areas to spiral back to the core principles in medicine in order to reinforce students’ recognition of the mechanisms of disease.

Integrated within the core clerkships are two four-week blocks of Selective and/or elective time that will allow students to customize their education by choosing to focus on specific content areas. Some examples of Selectives are Emergency Medicine, Frontiers in Molecular Pharmacology and Toxicology, Global Health and Infectious Disease, Radiology and Women's Cancer.

**Medicine Clerkships**

**Core Medicine Clerkship**

Students are introduced into an environment that is simultaneously patient-centered and student-centered on the inpatient medical services at our core teaching hospitals. This eight week clerkship focuses on case synthesis based on history, physical examination and hospital studies. Students are divided into Firms and become important members of the medical team.

During the clerkship, students participate in many required structured conferences, rounds and seminars as well as an integral part of a clinical team composed of teaching attending physician, hospitalist, resident physician, interns and acting interns. Students participate in all house staff activities, including daily
morning work rounds, with an opportunity to present patients to an assigned resident, and teaching rounds with the attending physician. Students assist assigned intern or acting intern in appropriate patient procedures and other ward activities, including contacting consulting services, ordering appropriate tests, and arranging outpatient follow up.

Ambulatory Care Clerkship
The Ambulatory Care Clerkship is a four-week experience in which students spend four days per week at an assigned clinical site taking care of several patients per day, and one day per week at the School of Medicine in small group learning sessions.

The clerkship is offered at Bellevue Hospital, Gouverneur Diagnostic and Treatment Center, Lenox Hill Hospital, NYU Downtown Hospital and the Downtown Family Care Center, NYU Health Center (at Washington Square), North Shore University Hospital, and the VA Medical Center New York. The objective of the clerkship is to develop expertise in the following competencies: diagnostic decision making, case presentation, history and physical examination, communication and relationships with patients and colleagues, test interpretation, therapeutic decision making, prevention, bioethics of care, self-directed learning, and coordination of care and teamwork.

Critical Care Clerkship
The Critical Care Medicine Clerkship is a four-week experience in which students concentrate on issues related to the pathophysiologic derangements faced in intensive care units and coronary care units, including comprehensive evaluation and management of critically ill patients.

The subspecialty divisions predominantly involved in this clerkship are cardiology, pulmonary disease, critical care, cardiologic infectious diseases, and nephrology. The clerkship sites include the Medical Intensive Care Units at Bellevue, North Shore, and Tisch hospitals; Bellevue’s Cardiac Care Unit; and the Lenox Hill, NYU Downtown, and VA system hospitals, each of which has a combined general medical and cardiac care unit.

Students work closely with house staff and fellows on the various units, and attend didactic conferences and daily bedside teaching sessions performed by attending physicians. Once a month, all students participate in Palliative Care rounds at Tisch Hospital in order to expose them to the bioethical and end-of-life issues that are faced so often in the critical care setting.

Critical Care introduces the student to the care of patients in the intensive care unit. Only senior students who have completed the mandatory clerkships are allowed to take this advanced clerkship. Students also attend lectures and simulations to help deliver curriculum content.

Advanced Medicine Clerkship
The clerkship is offered only to fourth year medical students (or MD/PhD equivalent) at the three core hospitals on the NYU Medical School Campus: Bellevue Hospital, Tisch Hospital, and the VA Medical Center New York. Each student is asked to be an acting intern under the supervision of a resident and a faculty member in the Department of Medicine. In no other rotation are students asked to assume more responsibility. In order to succeed students will be expected to use and expand upon the information and skills already obtained in the courses sponsored by the Department of Medicine: Practice of Medicine, Mechanism of Diseases, Critical Care, Ambulatory Care and the Core Clerkship in Medicine. The goal is to make certain that each student graduating from the NYU School of Medicine will continue to be viewed as a “hands on,” reliable, efficient and valuable intern in any residency training program.

Neurology Clerkship
This clerkship is primarily a four week introduction to clinical Neurology for third year medical students. In addition, we have incorporated a week of subspecialty experience within the clerkship. Students are assigned to Bellevue Hospital, Tisch Hospital, VA Hospital or Lenox Hill Hospital for the inpatient service, the subspecialty and the outpatient block in combination in order to enhance the student experience.

The Neurology clerkship should be viewed as a continuum beginning with Brain and Behavior course in the second year and concluding with fourth year neurology electives. Material learnt at each of these courses is cumulative.

Obstetrics and Gynecology Clerkship
This six-week program in obstetrics and gynecology includes direct patient care in both inpatient and outpatient settings. The clerkship training takes place
at either Bellevue/Tisch or at Maimonides in Brooklyn. Students will find out which location they have been assigned prior to the start of the clerkship. The program includes direct patient care in inpatient and outpatient settings, lectures specifically designed to provide a solid background in obstetric and gynecologic science, and teaching sessions with faculty, fellows and residents.

**Pediatrics Clerkship**

The pediatric clerkship is a six week clinical experience designed to augment knowledge, develop skills, and promote professional growth in medicine with a specific focus on the art and science of health care delivery to infants, children, and adolescents. Clinical exposure will include direct patient care responsibilities in the outpatient and inpatient services.

Students on the pediatric clerkship will spend approximately half their time (3 weeks) on an inpatient setting and the other half (3 weeks) on an outpatient setting.

2 weeks will be spent rotating through a general pediatric inpatient unit. Inpatient pediatrics deals mainly with the provision of care to children between the ages of 0 - 18 years with acute or chronic illnesses that cannot be managed adequately in the primary care setting. This clinical experience will provide each student with an opportunity directly at the bedside to learn about the etiology, pathogenesis, diagnosis and management of a broad spectrum of problems affecting infants, children and adolescents. Current site assignments include Bellevue Hospital, Tisch Hospital and Maimonides Medical Center.

1 week will be spent rotating in a low-risk nursery learning about newborn care and common problems of the newborn. Current site assignments for the nursery Bellevue Hospital, Maimonides Medical Center and Woodhull Hospital. Students will also be assigned to several emergency room shifts during this week.

3 weeks will be spent rotating through a variety of outpatient sites including primary care clinics, subspecialty clinics, School-based health clinics, and general and subspecialty private practices. The focus will be on both preventative health care and the management of acute and chronic illness in the outpatient setting. Current clinic site assignments include Bellevue Ambulatory Care Center, Maimonides Outpatient Department, Woodhull Hospital Outpatient Department, and Gouverneur Healthcare Services Center.

All students will rotate through at least 2 different sites and spend at least 2 weeks at on of our home sites (Bellevue or Tisch Hospital).

All students are assigned to a faculty preceptor who meets weekly with students at the NYU-Bellevue campus in a small group setting throughout the rotation to help develop the student's core knowledge, communication skills, and clinical reasoning. Preceptors are responsible for providing meaningful feedback and contribute significantly to the student's final evaluation.

All students return to the home campus to attend the pediatric clerkship student conferences every Wed. afternoon. The conferences cover a wide range of core pediatric topics and include a series of team-based learning exercises. All students will also participate in a half-day OSCE, a half-day pediatric simulation exercise, and several online learning exercises.

**Advanced Pediatrics Clerkship**

The clerkship is an intensive four week rotation for students who have successfully completed their Pediatric Clerkship. Each student is expected to perform at the level of a pediatric intern, focusing on advanced pediatric diagnosis and management, under the supervision of their senior resident, faculty attending and the clerkship director. The clerkship is offered at both Bellevue Hospital (8N) and Tisch Hospital (9E) with the goal to enable NYU students to be uniquely prepared to excel as pediatric residents.

**Psychiatry Clerkship**

The psychiatry clerkship is a full-time, six-week experience in the care and treatment of psychiatric patients. Students are assigned to an inpatient service at Bellevue Hospital Center, Tisch Hospital or the VA. Students are given the choice of working on a general adult inpatient service or on one of the specialized services of Bellevue: the forensic service, the dual diagnosis service, the adolescent service or the child service. A general adult Spanish language unit welcomes students fluent in Spanish. In addition, each student spends one afternoon a week in an outpatient clinic or other off-unit site. Under the close supervision of psychiatry faculty and house officers, students are given primary responsibility for the care of their
patients. Students conduct initial psychiatric evaluations, write admission notes and treatment plans, and follow patients through to discharge. A series of case-based seminars are provided throughout the rotation covering the major clinical psychiatric disorders, substance abuse disorders and more advanced psychopharmacology. All students on the psychiatry clerkship are observed conducting diagnostic interviews by attending faculty. In addition, students learn to write comprehensive data based case reports. Examinations include a psychopharmacology clerkship exam, and the psychiatry subject examination of the National Board of Medical Examiners.

**Surgery Clerkship**
The surgical clerkship is a 6 week program that introduces students to the wide spectrum of surgical diseases. By following patients from their initial presentation, to the operating room and throughout their post-operative care, students are able to observe the evolution and resolution of surgical disease processes. Teaching in the operating room and at the bedside, in particular, brings students and patients together for their mutual benefit. The clerkship will give students the opportunity to actively expand their knowledge, develop technical and clinical skills and initiate relationships with patients, residents, faculty and staff.

**Advanced Surgery Clerkship**
This course is open to medical students with a strong interest in a general surgery or another surgical specialty, who have completed a core surgery clerkship. For NYU students it also serves as an alternative to the Advanced Medicine Clerkship to fulfill graduation requirements. Students will be assigned to one of the general surgery services for a four week block. The expectation is that Advanced Surgical Clerks will function as a surgical intern and participate as a full member of the surgical team.

**Stage 3**
At the completion of their core clerkship experience, students will be required to sit for and pass STEP 1 of the USMLE as well as our CCSE. Following the exam, a variety of electives and Selectives are offered to provide students the opportunity to more finely focus their interest in various sub-specialty areas. This stage is six months long.

**Selectives**

**Cardiac System**
This Selective provides a broad-based exposure to the diagnosis, multidisciplinary treatment, and prevention of cardiovascular disease. This course combines three weeks of focused cardiology experience and one week of focused cardiac surgery experience. Students will learn to perform a directed history and physical examination in the patient with cardiovascular disease. Students will be able to understand the indications for cardiovascular diagnostic tests. The student will be able to integrate pathophysiology with evidence-based medicine to make clinical decisions in cardiovascular medicine and interact with interprofessional team to coordinate patient care. They will also be able to develop an in-depth understanding of the pathophysiology, assessment, and management. As a pre-requisite, the student needs to have completed their internal medicine and surgery rotation.

**Emergency Medicine**
The Selective in Emergency Medicine experience involves a hands-on, problem-based approach to the recognition and treatment of acute disorders ranging across the entirety of the Medical, Surgical, Pediatric, Gynecologic, and Psychiatric spectrum. While rotating in the Emergency Department, the student will be exposed to the entire continuum of acuity: from those patients with minor, self-limited problems to the unstable, critically ill. A comprehensive didactic program will guide and augment the immersive clinical experience and will include weekly, high fidelity simulation sessions using state-of-the-art manikins in which each student will practice and refine their understanding of the principles and skills of acute patient care. Other hand-on elements of the didactic program will include a number of skills workshops in which the student will learn and practice such techniques as suturing, wound care, splinting, and ED ultrasound.

**Frontiers in Medical Toxicology and Clinical Pharmacology**
This Selective provides a comprehensive approach to medical toxicology. It will integrate clinical practice and decision making with principles learned in Pharmacology, Biochemistry and Physiology. The students are introduced medical toxicology, clinical pharmacology and public health, the use mechanisms of action of
xenobiotics to reinforce principles learned in the basic sciences, the use of consolidating key elements of the basic science curriculum with clinical medicine to improve students’ abilities to be clinicians and scientists.

Global Health
Definitions for Global Health can be as diverse as the world we live in. There is no single discipline, department, or division to which Global Health rightfully belongs; this expanding field cuts across every scientific, social science, and clinical specialty, and this highly popular topic is becoming increasingly essential to understanding and contributing to our interconnected world. The “Global Health / Infectious Disease” Selective addresses an important aspect of Global Health. It includes clinical and basic science didactics addressing infectious diseases of worldwide importance, rotations through infectious disease clinics at our medical center, and exposure to current research themes with their potential application to the clinic. It also includes a sampling of medical issues of global importance beyond infectious diseases.

Healthcare System Innovation and Policy
Physicians play a critical role in shaping the US health care system but very few medical schools prepare students for this role. The purpose of this selective is to introduce students to the key features of the US health care delivery and financing system and to analytic concepts needed to evaluate current health policy issues. This selective will provide students the opportunity to learn the topology of current and emerging health care delivery systems, along with how economic models and policy-making shape innovation in health care. Students will participate in a seminar series (mini-lectures and case discussion), a journal club on health care innovations and policy, and will experience various healthcare systems in New York City.

Musculoskeletal Medicine
During the Musculoskeletal Medicine selective students will learn about the care of musculoskeletal complaints from a multi-disciplinary perspective, utilizing unique expertise of faculty from Rheumatology, Rehabilitation Medicine, and Orthopedic Surgery. Students will gain an appreciation for the principles of comprehensive musculoskeletal care through time spent in the variety of settings including emergency room, outpatient services, inpatient medical, surgical, and rehabilitation wards, and the operating room.

Palliative Care and Clinical Ethics
Students are uniquely positioned to make a difference for palliative care patients. Palliative care is an interdisciplinary field that supports patients and families dealing with serious or life limiting illness. Hospice and Palliative Medicine is a new and growing specialty that uses this approach to care across care settings and address suffering at all points along the disease trajectory. In this selective, students will learn the essential clinical and communication skills needed to care for patients and be introduced to the field of Hospice and Palliative Medicine including the major domains of care: physical, social, psychological and spiritual. Students will also learn how the needs of palliative care patients vary across care settings, ages, disease processes and cultural groups.

Pediatric Chronic Care
This selective seeks to broaden the experience of students to provide a more holistic, realistic and practical view of the care of children with chronic disease. This selective will provide exposure to the many non-physician professionals who provide essential services in the care of children with muscular dystrophy, cystic fibrosis, juvenile arthritis and other conditions. The students will also be exposed to the home and family to gain a better appreciation as to what happens after the doctor’s visit, and how management plans are developed, initiated, and carried. The students will seek out the viewpoint of the patient and their family regarding the impact that chronic disease may have, including emotional, educational and financial effects.

Radiology
The selective gives students a comprehensive overview of diagnostic imaging, which is pertinent to all fields of medicine. It is a highly structured course with opportunities to observe radiologists in the reading room discussing radiographic findings and diagnoses. Students get a daily didactic lecture (noon), followed by team-based activities where they will review radiographic teaching files and develop diagnostic algorithms for patient workups. Upon completion, the teams convene as a group to present their findings to an attending or fellow. Students will be graded based on clinical evaluations, case presentations and an on-line multiple choice exam. We have other fun activities such as a hands-on ultrasound workshop, OSCES where students dictate reports, interesting case sessions and jeopardy.
Surgical subspecialties
These Selectives provide medical students an opportunity to experience an intensive, one-month rotation on the following services. The specialties are Pediatric Surgery, Surgical Oncology, Transplantation, Vascular Surgery, and Endocrine Surgery. These Selectives teach the biologic basis of surgical disease, surgical diagnosis, operative management, and the interdisciplinary nature of surgical disease.

a. Endocrine Surgery: provides students with an in-depth exposure to the specialty of Endocrine Surgery. Students will actively participate in all aspects of patient care, including pre-operative and post-operative assessment of patients with thyroid cancer, other thyroid diseases, hyperparathyroidism, and adrenal tumors. Students will assist in the operating room and will get extensive exposure to thyroid and parathyroid ultrasound, ultrasound-guided fine needle aspiration, and fiberoptic laryngoscopy. The attending endocrine surgeons are committed to maximizing learning opportunities for students on the service. Students will be expected to present cases at our twice monthly Endocrine Surgery conferences. Students will experience an in-depth exposure to Endocrine Surgery, and will learn the pre-operative and post-operative assessment of patients with thyroid cancer, other thyroid diseases, hyperparathyroidism, and adrenal tumors. Students will become familiar with indications for surgery, work up and operative management of endocrine surgery diseases.

b. Oncology: teaches all aspects of inpatient and outpatient care in the diagnosis and management of surgical oncology patients. Surgical management of breast cancer, malignant melanoma, thyroid and parathyroid disease and other soft-tissue neoplasms are emphasized. This Selective gives students an opportunity to concentrate on the treatment of malignant melanoma, carcinoma of the breast, soft tissue neoplasms, head and neck tumors, and surgical treatment of thyroid and parathyroid disease. Students participate in the daily management of patients, thereby acquiring an in-depth knowledge of the issues in diagnosis and treatment.

c. Pediatric Surgery: an intensive exposure to pediatric surgery and the biologic basis of selected pediatric disease. This Selective introduces the student to pre- and post-operative pediatric surgical care, the management of simple but common pediatric surgical problems. Students will also learn basic knowledge of major congenital anomalies. This Selective introduces the student to pre- and post-operative pediatric surgical care, the management of simple but common pediatric surgical problems. Students will also learn basic knowledge of major congenital anomalies.

d. Transplantation Surgery: Students actively participate in all aspects of care including pre-operative assessment of candidates for liver, kidney or pancreas transplantation. Students will assist in the remote procurement of organs, operating room implantation of organs, the post-operative management and immunosuppression. The attending transplantation surgeons are committed to maximizing the learning opportunities for students on the service. Principles of transplantation biology, including immunology are emphasized. Introduction of the student to transplantation by means of direct clinical involvement with all aspects of pre-and-post-transplant care. Students in transplantation will become familiar with the “language of transplantation” and be introduced to operative techniques including donor procurement and recipient surgery.

e. Vascular Surgery: The student in vascular surgery participates in the care of patients with arterial and venous disease on the vascular surgery services of Tisch and Bellevue Hospitals. Outpatients are seen with diagnostic problems and for post-operative follow-up. In-hospital activities involve patients with a wide variety of arterial and venous syndromes. In addition to daily ward rounds and the weekly Vascular Surgery Conference, the student participates with the house staff in pre-operative and post-operative care and assists in surgery. There are abundant opportunities in the OR, office practice, and rounds for student-faculty participation. The student will become exposed to all of the common problems associated with vascular disease, including arterial insufficiency, both in the lower extremities and in the carotid arteries, aneurysmal disease of the aorta and other vessels, venous insufficiency and in some cases, lymphatic disorders. The goal is to have the student become familiar with the use of noninvasive diagnostic tests, interventional radiology and surgery for the management of patients with these problems.

Women’s Cancers
This Selective provides a comprehensive experience tailored to the student interested in oncology and focuses on cancers that affect women: malignancies of the cervix, uterus, ovary, and breast. The framework
of the selective is a directed clinical experience in the office, clinic and operating room; it is supported by basic sciences of genetics, pharmacology and pathology. In addition to breast surgeons and gynecology oncologists, the student will learn from radiation oncologists, medical oncologists, radiologists, geneticists, social workers and palliative care providers. As a pre-requisite the student will need to have completed their ob/gyn/surgery clerkship.

**Interclerkship Intensive (ICI)**
The ICI allows the class to come together for three one week blocks during clerkship year. During this time, students will cover cross-cutting topics in medicine (e.g. healthcare systems, geriatrics/palliative care, nutrition, global health, and others) that have the following objectives: integrate basic science knowledge into clinical practice; improve awareness about public health issues and policies; further develop clinical reasoning skills; and identify and evaluate students’ individual learning needs. Each ICI is modeled after a scientific medical conference with plenary sessions and small group workshops. Each ICI also includes a half day session at our simulation center where students perform simulation activities using mannequins and standardized patients with expert faculty who debrief the sessions. Additional teaching modalities, including web-modules, journal clubs, and team based learning activities, achieve pre-specified curricular objectives. Current ICI themes are Malnutrition and Obesity-Two Global Public Health Crises; Cognitive Issues in the Health Care Setting and Contemporary Issues in Addiction and Health Policy.

**Electives**
Students, are required to participate in a minimum of 24 weeks of elective time during their clinical training. This allows students to customize their education and pursue an area of interest in greater depth. All departments and their subspecialty areas, offer electives that allow the student to gain a broad understanding of a specialty. To learn more about the electives offered, please visit: http://www.med.nyu.edu/registrar/

**Stage 4**
Requirements of this stage include completion of the Critical Care clerkship and a choice of a sub-internship in Medicine, Surgery or Pediatrics. A distinguishing feature of C21 is that during Stage 4 each student will have the opportunity to develop a Concentration in his or her area of particular interest. Concentrations include such areas as Clinical or Basic Research in a discipline of medicine; Public and Global Health; Genetics; and Community Medicine. These endeavors allow each student to individualize their studies and to develop habits of scholarly inquiry by pursuing areas of interest in greater depth. Finally, students are required to take and pass the STEP 2 of the USMLE.

Students can further enrich their training through complementary enrichment opportunities. These include our NIH-sponsored Honors and Independent Research Elective Programs; fellowships awarded by the NIH, Alpha Omega Alpha, the Howard Hughes Medical Institute, and the Sarnoff Foundation; Masters Scholars Program seminars and colloquia; public, urban, and international health research and advanced degree programs; and a multitude of extracurricular activities and student clubs.

**CPR Certification**
Medical students are required to be CPR-certified before having contact with patients. A specific type of certification is required, and the School provides free classes to medical students during the fall semester of their first year and during the clerkship orientation in their third year.

**Master Scholars Program**
The Master Scholars Program aims to encourage an understanding of professionalism and humanism among young physician-scholars. Through this program, students are provided opportunities to network with faculty and develop mentoring relationships that focus on creating an arena to strengthen what students value in their professional lives. The program prepares students to enter the medical profession by providing skills to recognize, analyze, and respond appropriately to conflicts between issues of career choice and daily pressures of medical life.

The Master Scholars Program has two primary initiatives: medical humanism and career advising. Both components have an underlying mission to promote professional development.

**Medical Humanism**
The Master Scholars Program in Medical Humanism offers opportunities that highlight both the science and the humanity of the physician’s work of healing.
The program ensures that humanism remains an essential component of care in today’s challenging environment. Often, in the grueling years of medical education, students may become so lost in their books that they lose sight of the fact that they will be treating fellow human beings. The program works to complement the culture of medical education so that our students are better prepared to make a meaningful difference in the individual lives of patients.

The Master Scholars Program in Medical Humanism offers innovative seminars and colloquia on a variety of topics that provide interested participants with both personal and professional development opportunities. These seminars are moderated by dedicated faculty and lead to lively discussions that explore areas not necessarily covered in the core curriculum. The seminars are free of charge and are open to students, faculty, and staff from the School of Medicine, as well as students from other schools of NYU.

**Career Advising**

The Master Scholars Career Advising Program provides medical students with consistent advising throughout all four years of medical school. The goal of this program is to enhance students’ professional development by providing personal and career-oriented support through meetings with skilled faculty members. At orientation, every student is assigned randomly to one of the MSP career advisers. Throughout each year, students participate in workshops, individual and group meetings with their adviser, and collaborations with student organizations.

Specifically, the role of the Advising Program is to provide support for students in their career decision making; information and/or referrals regarding career development; and mentoring and opportunities to seek out additional mentors as needed.

The Advising Program is not meant to guide a student into a specific residency. Each adviser is an expert resource regarding clinical, research, and educational opportunities available to students, in addition to providing information on support services and assisting students with personal and career exploration.

For more information about the Master Scholars Program, visit www.med.nyu.edu/studentaffairs/masterscholars.

**Honors Program**

The NYU School of Medicine’s Honors Program offers medical students the opportunity to study some aspect of basic biomedical science in greater detail. The purpose of the program is to expose future physicians to the scientific foundations of medicine and its practice through hypothesis-driven laboratory research. Another goal of the Honors Program is to introduce academic medicine to talented medical students who had not previously considered this a career. The program also offers those students considering academic medicine a glimpse into this career path. Honors students learn how research problems are defined, approached, and investigated, utilizing state-of-the-art methods and techniques. Students are incorporated into the intellectual life of the research group through laboratory meetings, journal clubs, and a lecture series in which outstanding scientists from around the world present their latest work.

**The Medical Degree with Honors**

The Honors Program requires a minimum of 18 weeks of approved scientific research in a laboratory. Mentors must be R01 funded, and the laboratory must be located at NYU. Participants may be eligible to receive a stipend from the National Institute of Diabetes and Digestive and Kidney Disorders (NIDDK) if their project directly relates to the mission of the Institute. Those students completing at least 18 weeks of research in their approved, chosen laboratory are eligible to write and defend a thesis. Successful defense of the Honors Thesis is determined by an ad hoc committee consisting of one Honors Program Director, the student’s research mentor, and two other faculty members and upon graduation, earns the student Honors in a basic science department. Many students become co-authors on published scientific articles.

**Honors Lecture Series**

The Honors Program sponsors a series of lectures in which outstanding scientists from around the world present their latest work to the entire NYU School of Medicine community of physicians, scientists, and students. Receptions held after each lecture provide an opportunity for Honors Program students to meet with guest lecturers for informal discussion or networking opportunities.

**Summer Research Fellowships**

Fellowships with stipends are granted annually for summer biomedical research projects under the auspices of
the Honors Program. Funding is provided by the National Institute of Diabetes and Digestive and Kidney Diseases and NYU School of Medicine. Students interested in Honors Program research are encouraged to begin the program after their first year of medical school and continue their work over subsequent summers, as part of their third- or fourth-year curriculum, or as part of a “fifth year” of medical school, dedicated to research.

Faculty Leadership
Gert Krebich, Ph.D., Professor of cell biology, and John Munger, M.D., Assistant Professor of medicine and cell biology, direct the student research component of the Honors Program.

Erin Hazard, the Honors Program Coordinator, manages the day-to-day administration of the program and works with faculty leadership to expand recruitment and networking opportunities for prospective and current honors students. For further information, please contact the program at honorsinfo@nyumc.org or 646-501-5241.

Dual Degree Programs
The NYU School of Medicine encourages intellectual aspiration in fields that intersect with medicine and supports students who choose to pursue additional training in their areas of particular interest. To that end, the school offers multiple master’s degrees that offer medical students the opportunity to obtain a graduate degree along with their M.D. Students who pursue official dual degrees also receive practical benefit including eligibility for on-campus housing, retaining full medical student privileges to services and programs, and because dual degree students complete both degrees in less time than pursuing them separately, enjoy a substantial time and cost savings.

Application and Timing
Typically, students applying for a dual degree have already been accepted to, and matriculated in, the NYU School of Medicine. In these cases, students will generally apply to one of the available degree programs in the academic year prior to the year of matriculation into the corresponding Master’s Degree Program. Students will postpone beginning the next academic year in medical school to take a dedicated year of full-time master’s coursework. Upon returning to medical school, students will take any remaining master’s courses while concurrently completing medical school requirements. Some prospective students may have a special interest in obtaining a dual degree as part of their consideration to attend the NYU School of Medicine. In these instances, they may apply to both the School of Medicine and Master’s Program concurrently. Upon acceptance to both programs, students will begin medical school and defer the start of the Master’s Program until the appropriate year. In either case, separate applications must be submitted directly to the respective program, and must adhere to each program’s admissions requirements and deadlines.

MD /MPH in Global Health Leadership:
The MD/MPH in Global Health Leadership allows students to augment their clinical medical training with the public health skills necessary to assume leadership positions in the global public health arena. MD/ MPH students will benefit from the many strengths of this interdisciplinary program including the ability to draw resources from five of NYU’s world-renowned graduate and professional schools. The NYU School of Medicine is one of the only medical schools in the country to offer both an accelerated four-year, as well as a standard five-year option to complete both degrees. Because the accelerated track requires a more intensive academic schedule, only select students who demonstrate the highest level of academic ability and professionalism will be selected.

MD /MBA in General Management:
Physicians of today, no longer engaged solely in clinical care or research, must also be involved in the business of medicine. Through a partnership between the NYU School of Medicine and the NYU Leonard N. Stern School of Business, the five-year MD/MBA provides essential management education that facilitates the physician’s understanding of the larger impact that the business of healthcare has on patient care. Further, physicians with an MBA will be strategically poised to become leaders within their field that will ultimately lead to improved health outcomes. Dual MD/MBA students will complete the requirements for the M.D. degree and will take 51 credits within NYU Stern. In addition, students will be eligible to satisfy some medical school requirements through completion of specific courses within the MBA.

MD /MPA in Health Policy and Management:
The NYU Robert F. Wagner Graduate School of Public Service’s Health Policy and Management Program has been recognized as one of the best in the country
by U.S. News and World Report. Integrating public service and medicine, the dual MD/MPA Program crosses traditional boundaries, linking management, finance, and policy, and provides students with the cutting edge concepts and skills needed to shape the future of health policy and management. Students graduate with a set of tools and experiences that allow them to understand both the delivery of healthcare services and the broader social, cultural, and economic factors that influence health outcomes.

**MD /MA in Bioethics:**
Over the past several decades the field of medicine has seen significant advances in the use and implementation of new technologies to diagnose and treat disease which has powerful implications for our society. These advances have increased the complexities inherent in caring for patients. Examples of ethical issues may include such topics as the Human Genome Project, cloning, stem cell research, transplantation, informed consent, and end-of-life care issues. It is essential that physicians be prepared to make informed decisions about the potential ethical implications of these new methodologies. The NYU Master of Arts in Bioethics, administered by the NYU Center for Bioethics, is designed to give students the skills and language that will allow them to serve as key players in these debates.

**MD /MS in Clinical Investigation:**
The dual MD/MSCI is designed for students interested in translational research and who wish to develop the skills needed to succeed in their future careers. With courses that include research design, biostatistics, epidemiology, drug design, grant writing, and more, graduates of this program will understand the intricacies of clinical research design. Further, students will be uniquely poised to contribute in a significant way to their chosen field of medicine and to add to the general body of clinical research.

**The International Health Program**
The NYU School of Medicine values the importance of providing students the unique opportunity to travel abroad and participate in research, public health initiatives, and clinical education programs. The School established its International Health Program (IHP) in 2002 within the Office of Student Affairs to connect students with meaningful educational experiences abroad that help them grow personally and professionally. The IHP is committed to supporting projects that address healthcare needs worldwide and giving students the opportunity to contribute to the healthcare of underserved communities in developing countries. The program links directly with faculty who have established ongoing and sustainable international projects that will generate long-term relationships and contribute to the networks of humanitarian physicians, healthcare institutions, and the global community. This collaboration forges a solid foundation, providing medical students with the diverse experiences of studying abroad and helping others in need. To date, the IHP has connected students with over 75 opportunities in more than 30 countries around the world.

The Office of Student Affairs is committed to providing our students with resources and preparation, so that they can take advantage of these opportunities. Students typically travel during the summer between their first and second year of medical school and during elective time in their clinical years. Several School of Medicine and external funding sources are available to students wishing to conduct research abroad through the IHP. For more information, visit our website at http://school.med.nyu.edu/students-faculty/student-affairs/international-health-program or e-mail questions to ihp@med.nyu.edu.

**M.D./Ph.D. Program (Medical Scientist Training Program)**
The NYU Medical Scientist Training Program is ambitious in its overarching focus on educating students in two very divergent sets of skills: the creative ability to analyze human biology from both the physician's and the scientist's perspectives. The life of an M.D./Ph.D. physician-scientist begins with the right frame of mind: intense curiosity, self-discipline, and compassion. It then takes training to develop intellectual rigor and intuitive insight, mastery of minutiae and a comprehension of the larger clinical or biological context. The lab and the clinic each requires a distinct combination of art and science—both of which the NYU MSTP seeks to nourish. Graduates of this program are expected to make significant contributions to the advancement of biomedical research and assume positions of leadership as physician-scientists at academic medical centers, biomedical research institutions, the pharmaceutical and biotechnology industries, and government health and research agencies.

In order to achieve this set of skills, the program offers distinctive activities dedicated to the dual-degree stu-
dent, including monthly student-organized seminars with translational research scientists and role models for future physician-scientists in the fall semester, planned clinical case studies in the spring semester, and other experiences that provide exemplary standards of the most successful unions of basic science and medicine. Students are also expected to take advantage of the numerous lecture series offered at the NYU School of Medicine, especially the renowned Honors Program Lectures and the Department of Medicine Grand Rounds. Augmenting these academic functions are annual research retreats and other social activities that foster interactions among MSTP fellows who share common career goals.

Completion of the requirements for the M.D./Ph.D. takes an average of eight years. The first one and a half years of study are devoted to a preclinical basic science curriculum as pursued by candidates for the M.D. degree. In addition, MSTP fellows complete two summer rotations in research laboratories, starting the summer before they begin medical school. Students enter a graduate program as early as Mar. of their second year in which they take advanced courses and carry out a research project. While in graduate school, fellows must earn a total of 72 credits (32 from course work, some of which transfers from medical school) and maintain a 3.3 GPA. Following the completion of the Ph.D. degree, the student takes an accelerated clinical program and completes the remaining requirements for the M.D. degree in approximately 18-22 months.

MSTP fellows are registered in the School of Medicine and the Graduate School of Arts and Science (GSAS) of New York University (usually the Sackler Institute of Biomedical Sciences). All MSTP students receive an annual stipend to defray living expenses, currently set at $33,000 per year plus full tuition remission, with annual cost-of-living increases planned. Graduate students are also eligible for campus housing, health insurance coverage, and other benefits as long as they meet the requirements and remain in good academic standing of the medical school, the graduate school, and the MSTP. The program receives financial support from a National Research Service Grant awarded by the National Institute of General Medical Sciences, as well as from the NYU School of Medicine and private foundations.

Previous research experience plays a major role for acceptance into the program. Therefore, it is important that applicants provide a description of their research involvement and arrange for the submission of letters of recommendation addressing their potential as a research scientist from all previous mentors and supervisors. In the application, they must also discuss their current research interests and future career plans. Applicants must either be citizens of the United States or have permanent residency status in the United States. Applications to the program are handled through the AMCAS at www.aamc.org. Regular medical students also have an opportunity to enter the MSTP after their first year of medical school. If interested in this route, applicants should direct inquiries to the MSTP office.

The director of the MSTP is Mark Philips, M.D., Professor of Medicine, Cell Biology, and Biochemistry and Molecular Pharmacology; Associate Director of Basic Research, NYU Cancer Institute

For further information, applicants should write to Ms. Arlene Kohler, MSTP, New York University School of Medicine, 545 First Avenue, New York, NY 10016-6497; e-mail: arlene.kohler@nyumc.org; telephone: 212-263-5649 or 888-698-6787 (toll-free line)

Website: http://mdphd.med.nyu.edu

The Sackler Institute of Graduate Biomedical Sciences

General Information
The Sackler Institute of Graduate Biomedical Sciences at New York University School of Medicine is a division of the Graduate School of Arts and Science of New York University, which offers programs in the basic medical sciences leading to the Ph.D. degree and, in coordination with the Medical Scientist Training Program, M.D.-Ph.D. dual degrees. Students can do their thesis research in the laboratories of more than 220 faculty members at the Medical Center who have appointments in basic science or clinical departments and associated faculty located at the main campus (Applied Mathematics, Biology, Chemistry, Computer Sciences, Center for Neural Science and Physics). Interdisciplinary training is offered in 13 different training programs: Biomedical Imaging, Biomedical Informatics, Cellular and Molecular Biology, Computational Biology (inter-university program), Developmental Genetics, Immunology & Inflammation,
Microbiology & Parasitology, Molecular Biophysics, Molecular Oncology and Tumor Immunology, Molecular Pharmacology & Signal Transduction, Neuroscience and Physiology, Pathobiology and Stem Cell Biology. Each program is individually administered with its own requirements. Students in most programs complete their doctoral training in five to six years.

The institute is the largest full-time Ph.D.-granting division of New York University, awarding more than 45 Ph.D. degrees per year. As of Sep. 1, 2012, the Sackler Institute had approximately 270 Ph.D. and 73 M.D.-Ph.D. candidates; the institute admits an average of 50 to 55 new students annually (including 8-10 to the MSTP). Students are drawn from a pool of highly qualified national and international applicants. Approximately 19% percent of the students are from underrepresented groups, 60 percent are women, and 25 percent are international students (from 27 countries and five continents).

Admission Information
When applying for admission to the Sackler Institute, students have the option of either applying directly to an individual training program or to enter an “open program.” This latter option allows students the opportunity of performing research rotations during their first academic year in any laboratory of a member of the graduate faculty in the Sackler Institute, regardless of their departmental or program affiliation. Students then select a thesis adviser and program affiliation by the end of their first academic year. This is accomplished with the help of a Graduate Advisory Committee, exposure to all research possibilities through a series of faculty seminars, and participation in elective courses in the various disciplines.

Only full-time students are admitted into the Sackler Institute to a Ph.D. or an M.D.-Ph.D. program. Applicants for admission must have at least a bachelor’s degree, or its equivalent, from a college or university of recognized standing, and have a strong background in the biological, chemical, and physical sciences. Evaluation for admission to the programs offered by the Sackler Institute is carried out by each individual program admissions committee and is based on previous academic achievement, letters of recommendation, assessment of the applicant’s scientific potential, and scores on the Graduate Record Examination (GRE). It is highly recommended that applicants also take an advanced GRE test in either biology or chemistry.

Personal interviews are usually requested of applicants who reside in the United States.

Loans and Stipends
All Ph.D. and M.D.-Ph.D. students are supported by either assistantships or traineeships, which carry stipends of $33,000 for the 2012-2013 academic year. In addition, all students receive a waiver of all tuition and fees, receive full health insurance coverage, and are guaranteed on-campus subsidized housing. Financial support is provided for the entire duration of study. No teaching or laboratory assisting is required for the receipt of financial aid. Low-interest housing loans of $1,500 a year are also available for qualified students, as are loans for the purchase of personal computers.

Special Programs

Summer Undergraduate Research Program (SURP).
Each summer, the Sackler Institute, in coordination with the Office of Minority Affairs and the MD/PhD Program, sponsors a research internship program in the medical sciences for undergraduate students. The purpose of SURP is to give highly qualified students who are interested in pursuing careers in the biomedical sciences (Ph.D., M.D.-Ph.D., or M.D.) the opportunity to conduct research while exposed to the excitement of an academic medical environment at a major research center. Students may work with faculty in the disciplines of Bioinformatics, computational biology, cellular and molecular biology, developmental genetics, forensic pathology, immunology, microbiology, molecular oncology, neuroscience and physiology, parasitology, pharmacology, structural biology, and virology. Each student receives a stipend of $3,500, round-trip travel expenses to New York City, and housing at the Medical Center. SURP is run in collaboration with the Howard Hughes Medical Institute and the Leadership Alliance.

Postdoctoral Program
The Sackler Institute is also responsible for postdoctoral training at both the Medical Center and the whole University. The Program consists of established formal postdoctoral training to improve the quality of life and educational experience for postdoctoral fellows at the University. The Postdoctoral Program Office is directed by Dr. Keith Micoli, a nationally recognized leader in postdoctoral education and programming. Presently there are 425 postdoctoral trainees at the Medical Cen-
ter, who are located in both basic science and clinical departments. A dedicated office has been established to assist fellows in all aspects of their lives, including housing, employment opportunities, mentoring, social activities, and organization of career development seminars. The Postdoctoral Program Office includes support from two staff members led by the postdoctoral program coordinator who works with the postdoctoral council to offer a number of services for the postdoctoral community, including quarterly New Postdoctoral Orientation seminars, quarterly community newsletters, weekly happy hours that are cosponsored by the postdoctoral and student councils, and bimonthly postdoctoral socials. A large focus of the postdoctoral program at the NYU School of Medicine is the development of career skills and exposure. Information about the postdoctoral program and all institutional policies unique to the community, including details of the School’s postdoctoral appointment process, stipend recommendations, and postdoctoral tenure can be found at http://sackler.med.nyu.edu/postdoc.

Information
For further information on any of the Sackler Institute programs, students should either write or call the Sackler Institute Office, New York University School of Medicine, 550 First Avenue, New York, NY 10016-6497; telephone: 212-263-5648; e-mail: Complete information about all Sackler programs, as well as downloadable applications, are available at the Sackler Web site at http://sackler.med.nyu.edu/postdoc.

Registration
At the beginning of each session, all students must register in the School of Medicine, New York University, 545 First Avenue, New York, NY 10016-6497, and make a payment on their general tuition fees as described under the schedule of fees.

Grading System
The grading system for the preclinical modules of the curriculum, clinical electives and concentrations is Pass/Fail. The grading system for required core clinical clerkships and selectives is Honors, High Pass, Pass, and Fail. An Incomplete (I) is a temporary grade assigned by a Module Director or Clerkship Director after approval by the Dean For Student Affairs only for students unable to complete the academic requirements within the allotted time because of unexpected events. A failing grade is recorded as “No Credit.”

Alpha Omega Alpha
The Delta Chapter of New York of the nationwide Alpha Omega Alpha (AOA) Honorary Medical Society was established at New York University in 1923. Selections are based on scholarship in leadership, service, and professionalism. Approximately one-sixth of every graduating class is eligible for selection.

Academic Advancement
All courses in a given academic year must be successfully completed before a student will be promoted to the next academic year.

Oral and written examinations, standardized patient exams, and other graded exercises are given throughout courses, modules and clinical rotations. Except in an emergency, a student who must be absent from a regular examination or graded exercise must obtain permission in advance to avoid receiving a failing grade. Permission must be obtained from the course director and the associate dean for student affairs.

The Preclinical and Clinical Boards on Academic Standing review the records of students at intervals throughout the academic year. Recommendations of the board are based on the findings of the faculty members, course/module directors, and clerkship directors who have been responsible for observing the student’s work and professional conduct. In instances where either scholarship or conduct is reported as unsatisfactory, the board may submit one of the following recommendations to the dean:

- That the student be permitted to remediate the failure(s) by reexamination or repeat of an entire module or unit during the summer.
- That the student be permitted to repeat failed modules or units during the next academic year.
- That the student take a leave of absence.
- That the student be suspended, placed on probation, or dismissed.

A student may appeal the recommendations of the Boards on Academic Standing to the dean under conditions outlined in the Student Handbook.

If, pursuant to such rules, regulations, or practices, the withdrawal of a student is required before the end of the term for which tuition has been paid, a refund may be given as outlined in the NYU Bulletin.
Leaves of Absence
A Leave may be granted by the Dean For Student Affairs upon written request by the student. Leaves are granted for reasons of academic difficulty, personal/health problems, or for an educational purpose. When a Leave is granted while academic work is in progress, the permanent record will show the grades at the time of the Leave. The student’s educational program will be determined (either before the Leave or upon the student’s return) by the Board on Academic Standing in consultation with the Dean for Student Affairs. A first Leave of Absence may be granted for up to one year. A request for an extension of the Leave will be at the discretion of the Dean for Student Affairs if the request is received no less than 45 days before the end of the Leave. An extension will be granted only upon written application, and generally after a personal meeting with the Dean for Student Affairs. If a student fails to return or request an extension in writing by the deadline, the school may dismiss the student. Leaves of Absence for more than two years or a second Leave of Absence for the same set of reasons are not normally granted.

Requirements for Graduation
Students may become candidates for graduation under the following conditions:
1. Successful completion of the equivalent of four years of medical school course work.
2. Discharge of all financial obligations to the University.
3. Recommendation of graduation by the faculty of the NYU School of Medicine.
4. Student must take Step 1 and Step 2 of the United States Medical Liscensing Examination (USMLE).

Placement of Graduates
Residency applications submitted through the Electronic Residency Application Service (ERAS) are invited for interviews at multiple hospitals. The student and hospital programs submit rank order preference lists through the National Resident Matching Program. The following percentage of the last three graduating seniors at New York University School of Medicine received first year appointments through NRMP: Class of 2012 – 97%; Class of 2011-98%; Class of 2010-97%.

Retention/ Graduation Rates

<table>
<thead>
<tr>
<th>Class Of:</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Graduates</td>
<td>175</td>
<td>172</td>
<td>173</td>
</tr>
<tr>
<td>Graduated in 4 Years</td>
<td>73%</td>
<td>75%</td>
<td>78%</td>
</tr>
<tr>
<td>Graduated in 5 Years (with add’t year of research)</td>
<td>16%</td>
<td>15%</td>
<td>11%</td>
</tr>
<tr>
<td>Graduated in 5+ Years (with dual degree)</td>
<td>10%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Graduated in 5 Years (other)</td>
<td>1%</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>

All data is shown in Percentages

NYU SCHOOL OF MEDICINE
ACADEMIC CALENDAR
2012-2013 (all dates inclusive) - 1/19/12

Academic Session for First Year - Class of 2016

HOLIDAYS
Mon., Sept. 3, 2012
Mon., Sept. 17, 2012
Thanksgiving Recess: Thur., Nov. 22 - Sun., Nov. 25, 2012
Mon., Jan. 21, 2013
Mon., Feb. 18, 2013
Mon., May 27, 2013

Academic Session for Second Year - Class of 2015
Note: Attendance is mandatory for clerkship orientation 12/17-12/21/12

HOLIDAYS
Mon., Sep. 3, 2012
Mon., Sep. 17, 2012
Thanksgiving Recess: Thur., Nov. 22 - Sun., Nov. 25, 2012

Academic Session for Third Year - Class of 2014
FALL: Mon., July 2, 2012 - Sun., Dec. 23, 2012*
NOTE: Required Comprehensive Clinical Skills Examination 2/17-2/24, 2013

HOLIDAYS
Thanksgiving Recess: Thur., Nov. 22, 2012

Academic Session for Fourth Year - Class of 2013
NOTE: Required Comprehensive Clinical Skills Examination Jun. 24 - Jul. 1, 2012
HOLIDAYS

*Attendance is mandatory for all Inter-Clerkship Intensives

Post-Graduate Information

Post-Graduate Medical School—Continuing Medical Education

Historical Sketch
Now a part of the NYU Langone Medical Center, The New York University School of Medicine was founded in New York City in 1841 as the University Medical College. It became the University and Bellevue Hospital Medical College as an integral component of New York University in 1898. The College of Medicine first began offering educational courses in 1914, and in 1945 it became organized into the Post-Graduate Division of the college. The New York University Post-Graduate Medical School (NYU PGMS) was then founded in 1948 as a result of the consolidation of the Post-Graduate Division of the College of Medicine and the New York University Post-Graduate Medical School. Twelve years later, the College of Medicine adopted the name New York University School of Medicine in 1960. NYU PGMS became an accredited provider of Continuing Medical Education in Mar. 1975.

General Information
Today, NYU PGMS offers courses in almost all branches of medicine. NYU’s twenty-nine academic departments serve as the internal source of expertise for the identification of professional practice gaps. Together with the NYU PGMS, they plan and develop CME activities at NYU. Most academic departments are also represented on the CME Advisory Committee, which meets quarterly to discuss and develop

NYU CME Office policies and strategies.

NYU PGMS offers a variety of educational programs to learners, including courses, regularly scheduled series and enduring materials. These learning opportunities are open to physicians and allied health professionals who are both affiliated and non-affiliated with the NYU Langone Medical Center. In 2011, AY11, a total of 6,066 registrants attended our CME courses; 3,986 MDs and 2,080 Non-MDs.

A list of available continuing medical education courses may be obtained at http://cme.med.nyu.edu.

Medical Licensure in the United States
The Federation of State Medical Boards (FSMB) and the National Board of Medical Examiners (NBME) have established a single, three-step examination for medical licensure in the United States. The United States Medical Licensing Examination (USMLE) provides a common evaluation system for applicants for medical licensure.

In the United States and its territories, a license to practice medicine is a privilege granted only by the individual medical licensing authorities ("state medical boards") of the various jurisdictions. Results of the USMLE are reported to these authorities for use in granting the initial license to practice medicine. Each medical licensing authority sets its own rules and regulations, and all of them require, as part of their licensing processes, successful completion of an examination or other certification demonstrating qualification for licensure.

Transcripts of Record
Applications for transcripts, certifications, and other statements relating to the student’s record should be addressed to the Office of Registration/Student Records of the School of Medicine with correct remittance and should state the purpose and the name and address of the official to whom the information is to be mailed. A fee of $4.00 is charged for each transcript. The canceled check is your receipt. Other requested documents are provided at no charge. In accordance with the general practice of colleges and universities, official transcripts and certifications (those bearing the official signature and seal) are sent directly by the University, not transmitted by the applicant.
Hospitals and Facilities

Clinical Facilities

NYU Langone Medical Center is one of the nation's premier centers of excellence in healthcare, biomedical research, and medical education. Located in Manhattan, NYU Langone consists of four hospitals—Tisch Hospital, a 705-bed acute-care tertiary facility; Rusk Institute of Rehabilitation Medicine, the first rehabilitation hospital in the world, with extensive inpatient and outpatient rehabilitation programs; the 190-bed Hospital for Joint Diseases, one of only five hospitals in the world dedicated to orthopaedics and rheumatology; and the Hassenfeld Pediatric Center, which encompasses the full array of children's health services—plus NYU School of Medicine, one of the nation's preeminent medical schools. In 2011, NYU Langone Medical Center had 38,911 patient admissions, and 668,635 hospital based outpatient visits. Hegis code 1206.

In addition, NYU Langone Medical Center offers ambulatory care services throughout Manhattan and in the outer boroughs, Long Island, New Jersey, and Westchester, Putnam, and Dutchess Counties, bringing services directly to where our patients live and work. NYU Langone's medical students, residents, and faculty also provide patient care at Bellevue Hospital Center, the nation's oldest public hospital, and the Medical Center is affiliated with Woodhull Hospital in Brooklyn, Gouverneur Healthcare Services in Manhattan, and the New York Harbor Veterans Affairs Medical Center.

Tisch Hospital

Tisch Hospital, the University Hospital of NYU, is an acute care general hospital with 705 beds that annually admits over 30,000 patients from the community and around the world. Founded in 1882 as the New York Postgraduate Hospital, it became part of the NYU Langone Medical Center in 1947. Known then as the University Hospital, it was rebuilt on its present site in 1963 and was renamed Tisch Hospital in 1990.

Today Tisch Hospital provides a continuity of care for its patients and boasts 66 operating rooms, a 32-bed state-of-the-art critical care unit, the Lui Wang Women's Pavilion, an electrophysiology suite for the innovative care of cardiac arrhythmias, dedicated pediatric areas and a maternity and neo-natal intensive care unit for its tiniest patients.

Rusk Institute

The Rusk Institute is the world's first university-affiliated facility devoted entirely to rehabilitation medicine, the Rusk Institute is among the most renowned center of its kind for the treatment of adults and children with disabilities—home to innovations and advances that have set the standard in rehabilitation care for every stage of life and for every phase of recovery.

Dr. Howard A. Rusk, widely considered “the father of rehabilitation medicine”, founded the Institute for Rehabilitation Medicine in 1948. (In 1984, the institute was renamed in his honor.) Drawing on his experience treating wounded soldiers during World War II, Dr. Rusk developed the Rusk Institute around the philosophy that rehabilitation medicine provides care for the entire person—not only their illness or disability, but also their emotional, psychological and social needs. At a time when disabled people were often shunned by society, Dr. Rusk was determined to “take them back into the best lives they can live with what they have left”. His approach became the model for rehabilitation medicine as it is now practiced around the world.

Among its many innovations, the Rusk Institute was the first rehabilitation facility to incorporate staff-certified psychologists and social workers, the first to treat children with disabilities, and the first to actively involve family members in the rehabilitation process. Other programs it helped to pioneer include vocational training for people with disabilities, treatment for aphasia (loss of speech), the use of prosthetics to replace limbs lost to amputation, vestibular therapy for inner ear disorders, driver education for disabled individuals, and the extensive use of cognitive therapy following brain injuries.

Treatment is organized around the rehabilitation team, a concept originally developed at Rusk. The physiatrist (a physician specializing in rehabilitation medicine) functions as the team leader, designing the care plan and coordinating the other team members in its implementation. Depending on the needs of the individual patient, the team may include clinical specialists from other departments of the Medical Center.

The Hospital for Joint Diseases

NYU Langone Medical Center and the Hospital for Joint Diseases (HJD) share a rich history spanning HJD's academic affiliation with the NYU School of Medicine in 1986, its clinical association with the
NYU Langone Medical Center in 1994, the fusion of the two orthopaedic departments in 1997, and the integration of the rheumatology programs in 2001. On Jan. 1, 2006, NYU Langone Medical Center and HJD merged, becoming the NYU Langone Medical Center's Hospital for Joint Diseases.

The former HJD was founded in 1905 by the brothers Henry and Herman Frauenthal, physicians with the mission of “bringing relief through care to the orthopaedic problems of children.” Once known as the Jewish Hospital for Deformities and Joint Diseases, the facility was originally a small clinic of seven beds in a brownstone building on Lexington Avenue in upper Manhattan. Within a year, it had moved into larger quarters at 1919 Madison Avenue. Soon after that, six contiguous brownstones were purchased, connected, and converted into the Hospital for Joint Diseases.

For seventy-five years the hospital remained at its uptown location, expanding gradually over the years. In 1979, it moved into its present quarters, a large new building erected on the corner of Second Avenue and 17th Street in the Gramercy Park neighborhood of Manhattan, reflecting the hospital’s expanding commitment to specialized patient care, research and medical education.

The Hospital for Joint Diseases, with its innovative programs and services, has earned an international reputation as a highly respected and educational resource. The Hospital for Joint Diseases Department of Orthopaedic Surgery provides care and services in subspecialty areas including joint replacement, the spine, pediatrics, sports medicine, the hand, shoulder, elbow, foot and ankle, and offers immediate orthopaedic care (I-Care). The Department of Rheumatology and Medicine provides programs for rheumatoid arthritis, osteoarthritis, lupus, pediatric rheumatology, and Lyme Disease. The Rusk Institute of Rehabilitation Medicine at 17th Street offers inpatient and outpatient comprehensive rehabilitation programs for orthopaedic, rheumatological or neuromuscular conditions. The Department of Neurosciences provides programs in general neurology, orthopaedic neurology, pain management, multiple sclerosis, and neurorehabilitation.

Bellevue Hospital Center
Much of the teaching of students and residents at NYU School of Medicine takes place at Bellevue Hospital Center, which contains a 25-story, 809-bed facility that opened in 1975. Bellevue, the first hospital in what was not yet the United States, is today the centerpiece of the New York City municipal hospital system—an institution where hundreds of thousands of people receive basic and advanced medical care. Bellevue’s history can be traced through the changing health needs and concepts of the community. The hospital, founded as a six-bed infirmary in 1736, is a descendant of the infirmary for soldiers and slaves established in New Amsterdam by Jacob Varrenvanger in 1658. When the colony came under English rule, the Montgomerie Charter of 1731 provided for the building of a “Public Workhouse and House of Correction” to cost 80 pounds and 50 gallons of rum. In this building, at the site of the present City Hall, a single 25-by-23-foot room was set aside solely for the care of the indigent sick. In 1794, yellow fever swept the coast of the newly independent nation, and the old almshouse was given a new site on Chambers Street. The facilities were inadequate to deal with the epidemic, so the city fathers acquired an estate about three miles from town, far enough away to isolate the victims. The mansion, “Belle Vue,” was used as a pesthouse and gave its name to the hospital later built on this site. In 1811, the city bought the adjacent land from the Kip Estate, and the Honorable De Witt Clinton, mayor of New York, laid the cornerstone for a new set of buildings. The War of 1812 intervened, and the hospital was not completed until 1826. In 1847, in response to the clamor of the citizens, the almshouse and the penitentiary were removed from the hospital grounds, and the facilities were opened for clinical instruction of medical students. NYU physicians have been providing care at Bellevue for more than 150 years.

The VA
The Department of Veterans Affairs New York Harbor Health Care System includes a 171-bed general-care facility, known informally as the VA, just a few blocks away from the Medical Center. The VA is fully integrated into School of Medicine facilities for patient care and teaching. Outpatient visits totaled 328,823 in fiscal year 2011.

The Arnold and Marie Schwartz Health Care Center
The Arnold and Marie Schwartz Health Care Center, which opened in 1979, is a 15-story mixed-use building that houses faculty practice offices, psychiatry services, the Jean and David Blechman Cardiac & Vascular Center, an infusion center, an education center and more.
Classroom and Laboratory Facilities*
Schwartz Lecture Hall houses one 200-seat auditorium equipped with state-of-the-art audiovisual system. This facility serves as a focal point for the first 18 months of medical school. Schwartz Lecture Hall is conveniently located in close proximity to Jan and Marcia Vilcek Hall and the main Medical Center campus.

In addition, Alumni Hall includes the 500-seat Ruth & George Farkas Auditorium, as well as two smaller recently renovated auditoriums for lectures, symposia, and conferences. The third floor offers ample study space with large windows and comfortable chairs for study and relaxation, available to students 24 hours a day. These facilities are equipped with modern audiovisual systems, and foster the versatility of teaching methods in the first 18 months with expanding seminar and conference accommodations that can be shared by the entire faculty and student body.

The Geraldine H. Coles Medical Science Laboratory Building houses Gross Anatomy dissecting suites, and the Dr. Martin L. Kahn Teaching and Learning Center. The design of this multipurpose facility fosters student-faculty interchange and also provides medical students with study spaces during off-hours. The facility includes over 16,000 square feet of classroom and flexible classroom/laboratory space dedicated to small-group learning.

The Kahn Center, completed in 1998, provides state-of-the-art, multimedia classrooms facilitating small-group discussions. Five multipurpose teaching laboratories, with movable tables to maximize flexibility, as well as computers and audiovisual equipment to facilitate discussion and integrative teaching, are located on the third floor. Twelve seminar rooms, located on the second floor, are designed to provide a highly effective, small-group teaching and learning environment.

The Frederick L. Ehrman Medical Library is located in the Medical Sciences Building, with its main entrance on the ground floor. The library is the largest of the NYU Health Sciences Libraries (HSL), which also include the Bellevue Medical Library, located on the 14th floor of Bellevue Hospital; the Waldmann Dental Library, located on the 2nd floor of the VA Hospital; the Herman Robbins Library, located on the 2nd floor of the Hospital for Joint Diseases (HJD); the Environmental Medicine Library, located on the Sterling Forest campus; and the Patient Libraries, located in the Schwartz Building, the Clinical Cancer Center, and the Hassenfeld Children’s Center for Cancer and Blood Disorders. Affiliates of NYU School of Medicine and NYU Langone Medical Center have access to all HSL locations. Access to library resources extends beyond the physical walls of the libraries. Electronic resources available via the digital library can be accessed from anywhere in the world via the Internet.

The Ehrman Library has three floors: the basement, ground floor, and first floor. The basement contains a print collection in compact shelving, copy machines, and private study carrels. The majority of the library’s collection is electronic, boasting over 24,000 e-journals and approximately 7,000 e-books. The ground floor of the Ehrman Library has a quiet study area, over 50 computer workstations, scanners, and the service desk, where patrons can request research assistance and/or check out materials. Additional computers and study areas are provided at the other HSL locations. The first floor houses the Library Administration office, the Carlisle Computer Classroom, and the NYU Langone Medical Center Archives.

The Ehrman Library is wireless ready and offers some audiovisual equipment that may be borrowed. All HSL locations offer services such as interlibrary loan, reference assistance, and research consultations.

The New York Simulation Center for the Health Sciences, created through a partnership of The City University of New York and NYU Langone Medical Center, is one of the nation’s largest urban health science simulation training facilities. This state-of-the-art, 25,000-square foot Center, is located within Bellevue Hospital at 462 First Ave. The facility’s primary mission is training the students and at the affiliated nursing, medical, dental and allied health schools of NYU and CUNY as well as the residents, and practicing physicians and nurses at the NYU Langone Medical Center. Training of those who will be first responders to disasters in NYC is also a part of the mission of the Center. The New York Simulation Center for the Health Sciences (NYSIM) has been in operation for a little over one year and the facility is rapidly becoming an integral part of the UME and GME educational programs of the health science schools of these two great universities. In addition to the medical school, the NYU residency programs and our Tisch Department of Nursing, the facility is used...
by five nursing schools including the NYU College of Nursing, the Borough of Manhattan Community College Respiratory Therapy and Allied Health schools, Sophie Davis Medical school and several physician assistance schools.

Since the Center opened in Sep. of 2011, the Center has had over 11,000 student visits participating in over 800 simulation activities. Programs have ranged from basic teaching of technical and professional skills to assessments of competency and advanced team training. Specialized programs have been developed to address high risk clinical situations including neonatal and pediatric emergencies, obstetrical complications, allergic reactions, cardiopulmonary resuscitation and anesthetic complications.

* The descriptions above reflect the status of facilities and services before the impact of Hurricane Sandy on New York City and the region on October, 29, 2012. Immediately following the storm, the School of Medicine’s facilities were being restored, renovated and modified, and as a result some of the facilities described above may have been changed since publication of this bulletin.

**Application and Admission**

**Requirements for Admission**

All students applying to the New York University School of Medicine must meet the following minimum requirements:

1. Completion of undergraduate study and a baccalaureate degree at an accredited college or university; courses taken outside approved universities or colleges of liberal arts will not be credited toward admission requirements.

2. The following courses must be included, either during undergraduate study or as part of their graduate studies or a post baccalaureate program:
   - English—1 year
   - Inorganic Chemistry- 1 year (including laboratory)
   - Organic Chemistry - 1 year (including laboratory)*
   - General Physics- 1 year (including laboratory)
   - General Biology- 1 year (including laboratory)
   * One semester of Organic Chemistry plus one semester of Biochemistry can be used to satisfy this requirement.

   The Committee on Admissions recommends that the applicant take the more rigorous of the basic science courses offered in college. In the cases of inorganic and organic chemistry and of general physics, it is recommended that a year’s work be completed, even in colleges where the minimum requirements can be satisfied in one semester. Additional courses in the biological and quantitative sciences are recommended. Excellence in the perquisite premedical sciences—chemistry, physics, and biology—constitutes a basic requirement for selection. However, no special preference is given to those with a science concentration.

   For the Medical Science Training Program (M.D.-Ph.D. program), one year of calculus and physical chemistry are strongly recommended in addition to the other stated requirements. All candidates for the School of Medicine must exhibit excellence at all levels of college study regardless of the area of concentration they choose.

3. Completion of the Medical College Admission Test (MCAT). The test must be taken no later than Sep. proceeding the year of entry into medical school. General information about the MCAT may be obtained at www.aamc.org/students/mcat.

4. All conditionally accepted applicants will be required to, consent to, submit to, and successfully pass a criminal background check through the AMCAS-facilitated criminal background check program as a condition of matriculation to the NYU School of Medicine.

5. All accepted applicants must possess physical and mental skills and abilities to successfully complete the NYU School of Medicine curriculum as listed in our technical standards section on our website.

**Application Procedure**

The NYU School of Medicine participates in the American Medical College Application Service (AMCAS). Applications can be completed via their Web site at www.aamc.org/students/amcas. Candidates for admission must file their AMCAS application no later than October 15 preceding the year for which admission is sought. Applicants who submit an AMCAS application will be contacted by our office via e-mail with instructions on submitting the secondary application. All supplemental materials (i.e. secondary application form, $100 nonrefundable application fee, and letters of recommendation) must be submitted to the Committee on Admissions electronically by Nov. 15.
Applicants are required to submit a college faculty evaluation, which may consist of a premedical committee appraisal or two letters from individual faculty members; if the latter option is chosen, one of these letters of recommendation must be from a science department faculty member. The candidate can log in and check their status on-line at any time once their secondary application is received. Once accepted, the student is given a two-week interval before a response is required. Matriculation is accomplished by sending a letter of intent to matriculate and a deposit of $100 to the Committee on Admissions. The deposit is applied to the first-year tuition and is refundable before May 15. Final registration becomes official only after the student has completed all admission requirements and has passed a physical examination given by the Student Health Service.

Students who have failed in another medical school are not eligible to apply for admission. In recent years, the school has not accepted any transfer students.

**Selection Criteria**
The selection process is highly competitive. Account is taken of the following: excellence in course work at the college level; capabilities as judged by college instructors and premedical committees; the results of the Medical College Admissions Test; and the results of an interview at the School.

It is not possible to interview all applicants. Only those students who, on the basis of application data, appear to merit serious consideration for admission are selected for an interview. The strength of the applicant pool is such that in recent years interviews have been granted to only 11 percent of the candidates who apply.

Although the majority of first-year students range between 21 and 24 years of age, there is no upper age limit.

**International Applicants**
All native/naturalized US are eligible to apply to the MD program and MD/PhD programs. Canadian citizens are eligible for the MD program but are not eligible for the MD/PhD program. In view of the large number of applications to the School and the difficulties involved in the application procedure for students abroad, foreign candidates outside of the US and Canada are reviewed on a case by case basis.

**Diversity**
NYU School of Medicine strives to enroll a diverse group of academically talented students with the personal attributes, endeavors, and accomplishments to succeed as the future leaders and scholars of medicine. The Admissions Committee embraces the broad definition of diversity endorsed by the AAMC and uses a holistic approach to evaluate a wide range of student qualities and life experiences that are complementary to demonstrated academic excellence, strong interpersonal skills, and leadership potential. The ultimate goal is a student body with a collective desire to improve the health of all segments of our society through outstanding patient care, research, and education.

**FINANCIAL INFORMATION**

**Fees and Expenses**
The Board of Trustees of New York University reserves the right to alter this schedule of fees without notice. The medical course of study consists of four academic years. For the academic year 2012-2013, the tuition and fees are $49,560. This covers educational support, Student Health Services, class fund, and Coles Sports and Recreation Center fees.

Holders of New York State grants and fellowship awards and Tuition Assistance Program awards will be allowed credit toward their tuition and fees in the amount of their entitlement, provided they are enrolled on a full-time basis and they present with their schedule/bill the award certificate for the applicable term. Students who receive awards after registration will have the amount applied to their account, and any resulting credits will be returned to the students.

**Estimate of Expenses for First-Year Students, 2012-2013**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>$49,560</td>
</tr>
<tr>
<td>Books and miscellaneous</td>
<td>$1,200</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$404</td>
</tr>
<tr>
<td>Room and board</td>
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<tr>
<td>Personal</td>
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<tr>
<td>Total</td>
<td>$68,384</td>
</tr>
<tr>
<td>Health insurance*</td>
<td>$3,960</td>
</tr>
</tbody>
</table>

**Payment of Fees and Expenses**
Tuition, fees, and housing charges are billed and payable at the start of the fall and the spring semesters.
All charges and anticipated credits will be included in the statements. Outstanding balances are due by August 11 for the fall semester and Jan. 6 for the spring semester.

Checks should be made payable to New York University School of Medicine for the exact amount of tuition and outstanding costs.

All students who enroll for Fall semester courses will receive an e-mail in mid-July, at their official NYU e-mail address, notifying them to log onto the NYU eSuite to view a bill for tuition, fees, and housing. The e-bill notification will ONLY be sent to this address. At this time, invited parents/authorized users will also receive an e-bill notification.

A finance charge of 1.0 percent per month will be added to all tuition and housing accounts that are delinquent as of the first day of class.

Monthly Payment Options for Students and Families TuitionPay Plan, Administered by Sallie Mae, offers families several monthly payment options to help make education expenses more affordable. The plan is open to all NYU students. This interest-free plan allows for all or a portion of a student's educational expenses (including tuition, fees, room and board) to be paid in monthly installments.

The traditional University billing cycle consists of one large lump sum payment due at the beginning of each semester (August — for the Fall semester), and (Jan. — for the Spring semester). TuitionPay is a budget plan that enables a family to spread payments over the course of the academic year. By enrolling in this plan, you spread your Fall semester tuition payments over a 4-month period (Jun. through Sep.); and your Spring semester tuition payment over another 4-month period (Nov. through Feb.). 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 non-refundable enrollment fee of $50.00 is required when applying for the Fall and Spring plans. 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. The deadline to enroll for the TuitionPay plan is July 30, 2012.

For additional information contact TuitionPay at 1(800) 635-0120 or visit the www.salliemae.com/landing/tpp/.

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. It also reserves the right not to promote the student from one semester to another and to prohibit attendance at graduation in case of payment arrears.

Graduation Policy
No candidate may be recommended for a degree until all required fees have been paid. The University cannot be responsible for the inclusion in the current official graduation list of any candidate who pays fees after the first day of May, Sep., or Jan. for degrees in May, Sep., or Jan., respectively. Following the payment of all required fees, and on approval of the faculty, the candidate will be recommended for the degree as of the date of the next regular meeting of the University Board of Trustees at which the awarding of degrees is a part of the order of business.

Tuition Refund Policy
Refunds will be made in full for unused semesters, and the following scale will apply for partial semester refunds:

After one week—90 percent refund of tuition paid
After two weeks—70 percent refund of tuition paid
After three weeks—50 percent refund of tuition paid
After four weeks—No refund

If, pursuant to the rules of conduct and academic regulations of the University and of the School of Medicine, withdrawal of a student is required before the end of the term for which tuition has been paid, a prorated refund will be made.

*Health insurance fees will be added to your charges if you are not covered by other insurance.

Financial Assistance

Fellowships, Scholarships, and Loan Funds
Although awards are listed individually, applications for financial aid are made to the Office of Financial
Aid without reference to any specific award. The Office of Financial Aid makes these funds available at its discretion. Loan applicants must be fully matriculated United States citizens or permanent residents of the United States and in good academic standing. Early application, at least four months prior to registration, is strongly recommended. Student aid is distributed only after receipt of all required information.

Drs. Andrea F. and Seth F. Abramson Student Loan Fund. Established in 1999 to provide assistance to medical students in need.

Joseph G. Abuelo Memorial Scholarship. Established in 1997 by Mrs. Armine Abuelo to memorialize her late husband. To be used to aid worthy and needy medical students.

Corky Ackerman Student Loan Fund. Established by relatives and friends of Corky Ackerman to perpetuate his memory by assisting needy students in their efforts to finance their education.

Carol Dickson Agger Scholarship Fund. Established in 1982 through a bequest of Carol Dickson Agger for scholarships to students “deemed in need” and “worthy” of aid by the scholarship committee of the school.

Joseph Alexander and Florence Bibo Alexander Scholarship and Loan Fund. Established through a bequest to assist needy students.

Kalman and Polly Apfel Student Loan Fund. Established in 1987 with the intention of providing low-interest loans to medical students.

Irving and Stanley Arkin Scholarship Fund. Established in 1980 to provide scholarships to help outstanding and deserving medical students.

Dr. Helene E. Aronson Scholarship Fund. Established in 1998 through a bequest by Dr. Aronson, a member of the faculty for 40 years (1957-1997) in appreciation and fond memory of her years of association with the School and to help young people of limited means obtain the finest medical education possible.

Artex Precast Limited Scholarship. Established in 2003 to provide a full tuition scholarship for a needy and deserving student.

Jerome Balmuth Revolving Student Loan Fund. Established in 1995 in memory of Jerome Balmuth to provide low-interest loans to deserving students.

Theodore Barnett Memorial Scholarship Fund. Established in 1969 in support of scholarship aid for students in the School of Medicine.

Bear Foundation Student Aid Fund. Established in 1970 for student aid.

Becker Family Scholarship Fund. Established in 1975 in memory of Louis and William F. Becker to provide scholarships for deserving students in the School of Medicine.

Benjamin and Anne Bender Student Loan Fund. Established in 1988 by Dr. Benjamin Bender, a member of the class of 1931 at the School of Medicine.

Bernette and Irwin Bernstein Student Loan Fund. Established in 1983 through the generosity of Bernette and Irwin Bernstein to help students with financial need.

Dr. Ellen H. Bernstein Memorial Student Loan Fund. Established in 1986 in memory of Dr. Ellen H. Bernstein, class of 1963, through gifts from family, friends, and members of her class, to provide loans to needy students.

Dr. Irwin D. Bernstein Student Loan Fund. Established in 1997 by Dr. Bernstein, class of 1967, on the occasion of the 30th anniversary of his graduation from the NYU School of Medicine.

Abraham S. Birsh Fellowship. For advancing research and knowledge in diseases of the cardiovascular-renal system.

Dr. Alan Blackman Scholarship Fund. Established in 1994 in memory of Dr. Blackman.

Dr. Lester Breidenbach Student Loan Fund. Established by Mr. and Mrs. Stewart M. Colton in honor of a longtime member of the Department of Surgery to provide loans to students with demonstrated financial need.

Raymond J. Brienza Scholarship Fund. Established in 2004 by alumni, faculty, and friends to honor Raymond J. Brienza on the occasion of his retirement after
31 years of devoted service to the School and students as the associate dean for admissions and financial aid.

Brownstone Medical Scholarship. A four-year scholarship, awarded quadrennially, that pays tuition, established by the Lucian and Ethel Brownstone Foundation to encourage outstanding students to seek careers as teachers and investigators in any of the disciplines of medicine.

Daniel Burgin Fellowship Fund. Endowed in memory of Daniel Burgin by his daughters, Mary and Frieda Burgin, to be awarded on the basis of merit, promise, and need with preference to surgical research.

Robert J. Carlisle Student Loan Fund. Established through gifts from alumni of the School of Medicine to afford students financial assistance to complete their medical education.

Melvin J. and Florence Cohen Student Loan Fund. Established in 1997 to assist needy students.

Dr. Robert S. Coles Scholarship Fund. Established in 1995 by Roberta M. Goldring, M.D., professor of medicine at the NYU School of Medicine and wife of the late Dr. Coles, class of 1945, and Nancy H. Coles, M.D., class of 1985, daughter of Dr. Coles, to assist needy students.

Dr. Zachary R. Cottler Student Loan Fund. Established in 1988 in memory of Dr. Cottler and through the generosity of Mrs. Hildreth A. Rosenfeld.

Dr. Delores Danilowicz and Dr. Hugh Paul Gabriel Scholarship Fund. Established in 2000 to assist Native American students and other needy students in financing their medical school education.

Lawrence J. Denson, M.D., Endowed Scholarship Fund. Established in 1999 by the cotrustees of the Frances L. and Edwin L. Cummings Memorial Fund in honor of Dr. Denson, a 1948 graduate of the School of Medicine.

Dr. William Dolan Memorial Scholarship. Established in 2004 by faculty, friends, family, and students in memory of the longtime member of the Department of Cell Biology to assist needy students.

Dr. Saul J. Farber Student Loan Fund. Established in 1983 through the generosity of the Coles Foundation in recognition of Dr. Farber’s “dedicated and superior talents as a teacher, researcher, and administrator.”

Ruth and George Farkas Student Loan Fund. Established in 1982 to provide low-interest loans to students with demonstrated financial need.

Nevil Ford Scholarship Fund. Established in 1982 through the estate of Nevil Ford to provide scholarship aid to students in each class who have demonstrated financial need.

Friedberg Perpetual Loan Fund. Established in 1983 to provide up to $1,000 for emergency needs of medical students.

Elisha M. Friedman Memorial Fund. For loans to students in the School of Medicine.

Estelle H. Friedman Student Aid Fund. Gift from Dr. Abraham I. Friedman in memory of his wife for the purpose of providing financial support to students and house staff.

Justin and Gerald S. Friedman Scholarship Fund. Established in 2002 by Dr. Gerald Friedman and his son Justin to assist needy medical students.

Frohlich-Burns Student Loan Fund. Established in 1988 by the Burns family through the L. W. Frohlich Charitable Trust to provide support to enable deserving medical students to continue their studies.

Ida and Max Geller Memorial Revolving Student Loan Fund. Established in 1985 by the late Max A. Geller in memory of his wife for the benefit of medical students.

Dr. Ira W. Gold Scholarship. Established in 1991 by Lois and Bernard Gold in memory of their son, an emergency room physician, with preference given to students planning to specialize in emergency medicine.

Dr. Abraham L. and Rose B. Goldwyn Student Aid Fund. Established by members of the family in memory of their father, class of 1924, and mother to provide financial assistance to worthy students.

Dr. Anita H. Goulet Scholarship Fund. Established in 2007 for those who possess a deep and abiding commitment to the role of women in the medical profession.
Irving Graef Medical Fund. Established in 1981 by Dr. John Graef in honor of Dr. Solomon Berson to provide scholarship funds.

Dr. Lawrence H. Gross Memorial Fund. Established in 1984 by family and friends of the late Dr. Gross, class of 1980, to assist needy students.

Vincent and Adeline Guarino Student Loan Fund. Established in 1967 to provide short-term loans to medical students.

Dr. Seymour L. and Elizabeth Halpern Scholarship Fund. Established in 1991 to assist needy medical students.

Dr. Marvin S. Hausman Scholarship Fund. Established in 1991 by Dr. Hausman to provide scholarship funds to two needy medical students each year.

William Randolph Hearst Endowment Fund. Established in 1999 by the William Randolph Hearst Foundation to provide fellowships for M.D.-Ph.D. students designated as Hearst Foundation Scholars.

Christian A. Herter Scholarship. Established for the encouragement of research in clinical pathology, physiological chemistry, or pharmacology and awarded each year to a graduate or undergraduate who has demonstrated aptitude for physiological and chemical research.

Irma T. Hirschl Scholarship. To provide financial aid to needy, outstanding students dedicated to medical science, the easing of pain, and protection of life.

B. H. Homan, Jr., Revolving Loan Fund. Established in 1979 through a bequest administered by the Morgan Guaranty Trust Company of New York. Loans bearing 4 percent interest, which accrues only after graduation from medical school, are available to students in each of the four classes.

Violet and Edward Horn Student Loan Fund. Established in 1991 as a bequest from the estate of Violet T. Horn to provide loans to students who have demonstrated need and academic merit.

Rachel Burstein Jacobs Scholarship Fund, Robert Netter Scholarship Fund, and Zachary and Rebecca Zuckerman Scholarship Fund. Established by the bequest of Rachel Burstein Jacobs to provide scholarships to female medical students.

Aaron and Sylvia Kantrow Student Loan Fund. Established in 1983 to provide loans to needy students.

Dr. and Mrs. Anthony M. Kasich Student Loan Fund. Established in 2000 by Dr. Kasich, class of 1926.

Dr. Alfred Kornblut Medical Scholarship. Awarded annually by the Bridgeport (Connecticut) Area Foundation, Inc., to a worthy student at the School of Medicine.

Alfred E. Lazar, M.D., Foundation Fellowship. Established by his family and friends in memory of Dr. Alfred E. Lazar, class of 1932, and awarded annually to advance cardiovascular research.

Sally and Nat Lefkowitz Scholarship Fund. Established in 1984 by Mrs. Lefkowitz to assist students in need of financial assistance to complete their medical studies.

Phillip and Janice Levin Foundation Student Loan Fund. Established in 1985 to assist needy students who have demonstrated outstanding academic ability.

Bernard B. Levine Fellowships in Biomolecular Medicine. Established by Dr. Bernard B. Levine to advance research and knowledge in cellular and molecular mechanisms of disease.

Dr. Walter and Gertrude Levy Memorial Fund. Established in 1983 in memory of Dr. Walter Levy, class of 1924, and his wife, Mrs. Gertrude Levy, for loans to students in need of financial assistance.

Reginald F. Lewis Endowed Scholarship Fund. Established in 1993 to provide scholarships to minority medical students on the basis of financial need.

Lewy-Soffer Annual Scholarship. Established in 1984 in honor of Dr. Sydney J. Mehl and awarded annually to a deserving student.

Lieber-Oshlag Student Loan Fund. Established in 1971 by Dr. Hyman Lieber, class of 1930, and Mrs. Lieber in memory of Dr. Julius A. Oshlag, class of 1930.

Harry Livingston Research Fellowship. A fellowship or fellowships for research in metabolism.
Loft Foundation Student Aid Fund. Established by the George W. Loft and Julia M. Loft Foundation, Inc., to assist financially needy students who reside in or come from the New York metropolitan area who otherwise would not be able to undertake a medical education.


Lubin Scholarship. Established in memory of Dr. Edward Kenneth Lubin and Dr. Philip Lubin and awarded annually.

Dr. Ann Lublin Scholarship Fund. Established by Dr. Lublin, a graduate of the NYU School of Medicine, class of 1943, to assist deserving students.

Jennie L. Luria Scholarship and Loan Fund. Established in 1981 to provide scholarships and loans to students who are in need of financial assistance.

Helen and Rita Lurie Foundation Scholarship. Established in 2003 to provide scholarship assistance to worthy students, with preference given to Russian emigrants or children of Russian emigrants.

William C. MacTavish Student Loan Fund. Established in 1958 in honor of the late William C. MacTavish for aid to students in the School of Medicine.

Manges Memorial Scholarship. Endowed in memory of Dr. Morris Manges, a member of the faculty from 1911 to 1925, for student scholarships.

David Marks Memorial Loan Fund. Established by Mrs. A. Braslau and Miss Sophie Braslau in memory of Dr. Marks in the hope that his unselfish, beautiful spirit will serve as an inspiration and incentive to the lofty and noble attainments that characterized his life.


Medical Alumni Association Student Loan Fund. Established in 1959 through gifts from alumni of the School of Medicine for deserving students.

Dr. Sydnye J. Mehl Scholarship Fund. Established in 1995 by Dr. Mehl's patients, family, and friends to provide support to students who are in need of financial assistance.

Victor Meisel Scholarship Fund. Scholarship assistance for a deserving female medical student.

Dr. Charles R. and Lillian Messeloff Scholarship Fund. Established in 2008 to provide scholarship assistance to needy students.

Helen B. Meyer Scholarship Fund. Established in 1983 through the estate of Helen B. Meyer to provide scholarship aid annually to a student who requires financial assistance to continue his or her studies.

Dr. Peter Morgan Memorial Scholarship. Established in 1994 by friends and family of Dr. Morgan, class of 1988.

Takashi Morimoto Scholarship Fund. Established in 2001 by relatives and friends of the late associate professor of cell biology.

Herman Muehlstein Scholarship Fund for Medical Education. Financial assistance for the education of students, interns, residents, and fellows who reside in or come from New York and vicinity.

Drs. John Mulholland and Joseph Jahr Scholarship Fund. Established in 1997 to memorialize Dr. Jahr and his teacher, Dr. Mulholland.

Henry B. Nachtigall Emergency Loan Fund. Established in 1971 to provide loans for emergency needs of students.

Dr. Jeffrey Nakamura Scholarship Fund. Established in 1991 in memory of Dr. Nakamura to provide scholarship funds for students, with preference given to students from Hawaii.

Newcomb-Warner-DeWitt Medical Scholarship Fund. Established in 1977 by Millard Warner Newcomb in memory of his ancestors, Drs. Gilbert L. Newcomb, Millard Fillmore Warner, and James D. DeWitt (all of whom were New York University graduates) to provide aid to deserving students.

Dr. Philippa Newfield Student Loan Fund. Established in 1992 by Dr. Newfield, class of 1973, to assist students.

Newmont-Cravioto Student Loan Fund. Established in 1988 by the Newmont Mining Corporation in recog-
nition of the invaluable help of its employees and their families and, in particular, Dr. Humberto Cravioto.

Augusta Landes Packer Scholarship. Established in 1998 by the trustees of the Joseph Collins Foundation in recognition of Augusta L. Packer for her dedication, devotion, expertise, good humor, and invaluable service to the foundation since 1976.

David Palgon/Target Mailing Lists Scholarship Fund. Established in 1990 by David S. Palgon, CPA, president of Target Mailing Lists, Inc., in New York City, and an alumnus, class of 1961, of the Leonard N. Stern School of Business, to assist outstanding and deserving students at the School of Medicine who are in financial need.

Dr. Myra Palmer Memorial Student Loan Fund. Established in 1988 through gifts from the family and colleagues of Dr. Myra Palmer, a longtime member of the faculty in the Department of Psychiatry.

Jacob Perlow Student Loan Fund. Established in 1983 by the executors of the estate of Jacob Perlow to provide loans to needy qualified students at 4 percent interest, to be repaid within five years of graduation.

Picker Loan Trust Fund. Gift of James Picker, the Picker X-Ray Corporation, to provide loans for students who would otherwise be unable to continue their education.

Dr. Joseph Press Scholarship Fund. Established in 1990 through the generosity of Milton and Elma Gilbert in honor of their longtime friend and physician.

Dr. Lawrence Prutkin Memorial Scholarship. Established in 1994 by students, colleagues, family, and friends of a beloved member of the faculty and a distinguished teacher.

Agnes Purdie Medical Student Aid Fund. Established in memory of Agnes Purdie to make available small amounts of money on a short-term loan basis and utilized primarily as an emergency fund for needs that have not been anticipated.

Steven M. Reich Scholarship Fund. Established in 1997 by Anne S. Reich in memory of her late son.

Dr. Herman L. Reis Student Aid Fund. Established in 1959 in honor of Dr. Herman L. Reis, an alumnus, for student scholarships or loans.

Dorothy Rosenbloom Fellowship Fund. Established by the family of Dorothy Rosenbloom to be awarded on the basis of merit, promise, and need, with preference given to those engaged in cardiology or oncology research.

Dr. Jane L. Ross Memorial Student Loan Fund. Established in 1986 in memory of Dr. Jane L. Ross, class of 1974, through gifts from fellow alumni, colleagues, family, and friends, for loans to fourth-year students.

Dr. Milton Rothman Student Loan Fund. Established in 1998 through a bequest by Mildred Rothman to be used for the benefit of medical students in need of financial aid.

Morris Rowitzer Scholarship Fund. Established in 1983 through the estate of Morris Rowitzer.

Arthur H. Rubin Scholarship Fund. Established in 1998 by the NYU School of Medicine Alumni Association Board of Governors on the occasion of Arthur H. Rubin's retirement as the first director of the Office of Alumni Relations, created in 1980, to assist needy and worthy medical students.

Louis and Rachel Rudin Foundation Scholarship. Established as a student aid fund for the payment of tuition and support of worthy students who would otherwise not be able to pursue their medical education.

Dr. Isadore H. Sackadorf Memorial Student Loan Fund. Established in 1985 by Mrs. Nita Shapiro, in memory of her father, Dr. Isadore H. Sackadorf, class of 1918, to provide student aid for outstanding and deserving students at the School of Medicine who are in need of financial assistance.

Dr. Robert and Basia Savitt Endowed Scholarship. Established through an anonymous gift in 1995 to assist needy students.

Schiff Memorial Loan Fund. Established in memory of Richard, Donald, and Gertrude Schiff by family and friends to assist deserving students in financing their medical school education.
Dr. Nat Schlossman Memorial Scholarship. Established in 1984 to provide scholarship help to needy students.

Dr. Louis A. and Anne Schneider Student Aid Fund. Established in 1985 to provide financial support to NYU medical students who have received their pre-medical education at Yeshiva University or the Stern School of Business Undergraduate College.

Etta and Harry Silverstein Scholarship Loan Fund. Established in 1984 to encourage undergraduate pre-medical students at NYU to apply through the School of Medicine's Early Decision Program.

Dr. Bernard J. Sivak Permanent Scholarship Fund. Established in 2007 to provide scholarship assistance to needy students.

Fred Soffer Scholarship Fund. Established in 1994 by Bill and Debra Gershen in loving memory of Fred Soffer, a dear and caring friend, to provide funds to students who are in need of financial assistance.

Dr. Amy Rosenblatt Solomon Scholarship Fund. Established in 2008 to provide scholarship assistance to needy students.

Harry A. Solomon Student Aid Fund. Established in 1975 in memory of Harry A. Solomon, class of 1917, for student loans and scholarships.

Samuel Standard Memorial Student Aid Fund. Established in 1971 by his friends and colleagues at the New York University School of Medicine.

Dr. E. Edward Strobino Scholarship Fund. Established in 1995 in memory of Dr. Strobino.

John L. Tishman Student Loan Fund. Established in 1982 to provide low-interest loans to students with demonstrated financial need.

Tryon-Lepow Student Loan Fund. Established in 1988 to provide low-interest loans to needy students in the School of Medicine.

Tudor Foundation Student Loan Fund. Established in 1960 for loans to students.

United Parcel Service Scholarships. Awarded to students in need of financial assistance.

Lee C. Van Wagner Scholarship. Gift in memory of Dr. Lee C. Van Wagner, an alumnus, the income to be used for scholarships.

Leah Katz Wasserman Memorial Fund. Established by the family of Leah Katz Wasserman to provide fellowships for students to engage in research bearing on cancer.

John E. Weeks Scholarship. Established through gifts from the late Dr. John E. Weeks, professor emeritus of ophthalmology.

Jonas Weissberg Loan Fund. Established in memory of Dr. Jonas Weissberg, class of 1935, for short-term loans to meet unforeseen exigencies.

Helen M. Wiegmann Scholarship Fund. Established in 1988 by the estate of Helen M. Wiegmann to provide scholarship support for medical students, honoring the memory of Dr. William H. Wiegmann, class of 1898.

Laura S. Witt Memorial Loan Fund. Established in 1993 as a bequest in honor of Laura S. Witt, a member of the staff of the School of Medicine for over 30 years, to provide loans to medical students who have demonstrated need and academic merit.

Charles F. Wolf, M.D., Scholarship Fund. Established in 1978 through a bequest by the late Charles F. Wolf, M.D., to provide a tuition scholarship each year, with preference given to residents of Dutchess County, New York State.

Morris and S. Jean Wolf Student Loan Fund. Established in 1997 by Dr. Doris J. W. Escher, class of 1942, and Dr. Elaine W. Cotlove, class of 1944, in memory of their beloved parents.

Ellen Yeckes Wolfe Scholarship-Loan Fund. Established in 1983 by Dr. and Mrs. Milton Wolfe to assist medical students.

John Wyckoff Memorial Fellowship. Established through gifts of faculty and alumni (through the Alumni Fund) and friends of the late Dean Wyckoff.
for a fellowship awarded annually in the Department of Medicine.

Hilda and J. Allen Yager Scholarship Fund. Established in 1995 by J. Allen Yager, M.D., M.P.H., class of 1927, with grateful awareness of the gift of a lifetime profession, with humility and respect for his dedicated teachers, and with a desire to help worthy students in need.

Sidney Yudin Fellowship in Medical Ethics. Established in memory of Dr. Sidney Yudin by his wife, Doris, for postdoctoral fellows in medical humanities.

Z. K. Memorial Scholarship. Established in 2007 to provide scholarship assistance to needy students.


Charlotte Marker Zitrin Scholarship and Loan Fund. Established in 1989 to ensure that academically worthy and financially needy students receive the funds necessary to continue their medical education.

Marilyn and Alan Zublatt Scholarship Fund. Established in 2002 to support and encourage needy students.

Yetta Zuckerman Memorial Scholarship Fund. Established by Seymour Zuckerman in memory of his mother for scholarships for needy students.

Federally Funded Family Education Loan Program

Subsidized Stafford Student Loans. This is a program of long-term, low-interest loans to students from private lenders. Repayment of the loans is guaranteed to the lender by the state and federal government. Graduate or professional students who qualify may borrow up to $8,500 per year, to a maximum of $65,500 for all loans from the program, including undergraduate and graduate loans. Repayment of the loans begins six months after graduation or withdrawal from school (whichever comes first) and may extend over a 10-year period. The current interest rate is 6.8 percent. The interest will be paid by the government while the student is in school. In addition to the interest, students must pay an organization and insurance fee, which will be deducted from the loan proceeds. Fees are generally 3 to 4 percent of the loan amount. Application for loans should be filed by April 1 prior to the beginning of the academic year for which they are intended to be used.

Unsubsidized Stafford Student Loans. In addition to the Stafford loans described above, a student may borrow up to $32,000 in funds that are not subsidized by the federal government. The terms of borrowing and repayment are similar to the subsidized loans except that interest is charged to the borrower immediately and must either be paid quarterly while the student is in school or capitalized. Interest charges also accumulate for the length of the in-school deferment and are paid along with the principal when the student begins repayment. The current interest rate is 6.8 percent.

Prizes

Alpha Omega Alpha Prizes. The Alpha Omega Alpha honorary fraternity awards prizes annually to the two students who have attained the highest scholastic rating for the four years of their medical course.

Alumni Association Award. For the student who has made the greatest contribution to his or her class.

American Association of Neurology Medical Student Prize. For a student who exemplifies outstanding scientific achievement and clinical acumen in neurology and neuroscience, and outstanding personal qualities of integrity, passion, and leadership.

American Medical Women’s Association Citations. Awarded for outstanding academic achievement.

Glover C. Arnold Surgical Prize. Established by the family of Dr. Glover C. Arnold, a graduate of the class of 1873, for the student who has excelled in surgery.

Theodore Barnett Memorial Award. Established in 1970 for teaching excellence in surgery by a house officer.

Joseph E. Constantine, Class of 1907, Annual Awards in Obstetrics and Gynecology. Established in 1963 through the bequest of Dr. James E. Constantine, an alumnus of the School of Medicine, and awarded annually to the student who, in the opinion of the faculty, presents the best thesis on obstetrics and gynecology.

Dr. John W. V. Cordice, Sr. and Jr., Minority Student Award. Established in 1994 by Dr. Cordice, class of 1943, to honor a senior underrepresented minority
student who has shown outstanding academic scholarship and commitment to community service.

Endocrine Society Student Achievement Award. For the student who has shown exceptional ability and interest in endocrinology.

Excellence in Emergency Medicine Award. For excellence in emergency medicine.

Excellence in Musculoskeletal Award. For the student who submits the best original research paper on a musculoskeletal project.

Eve R. Flechner Memorial Award. Established in 1987 through the bequest of Eve R. Flechner to provide for an award to a female medical student with an outstanding performance in the medicine clerkship.

Maurice Freiman Memorial Prize. Established through the bequest of Dr. Maurice Freiman, an alumnus of the School of Medicine, to provide an annual award to a student or students for exemplary and outstanding work in the clinical clerkships.

Andrew Alan Friedland Memorial Award. Established by the friends and family of Andrew Alan Friedland, an alumnus of the School of Medicine, and awarded each year to a male senior student for excellence in internal medicine.

Bertram M. Gesner Memorial Prize. For excellence in research in immunology.

Federick C. Holden Award. For excellence in obstetrics and gynecology.

Hilda Lipton Memorial Award. For the student who best embodies the spirit of the Oath of Maimonides, as evidenced by abiding compassion and fulfillment of medicine's lofty calling to “watch over the life and death” of mankind.

Fred S. Mandelbaum Fund. An annual award to a student who excels in pathology.

Eleanor Mayer Master Scholars Humanism Award. An annual prize awarded to the student who exemplifies a sense of humanity and patient empathy while in school. Medical Society of the State of New York Award. For outstanding community service.

Saul M. Minkoff Memorial Prize. An annual prize awarded to a student of the School of Medicine who addressed issues of medical economics.

Valentine Mott Prize Medals. By the will of Dr. Valentine Mott, a founder of the University Medical College and for many years its president and professor of surgery, provision was made for the following awards:

- For the student who demonstrates excellence in the first-year courses offered by the Department of Cell Biology.
- For the student who demonstrates outstanding achievement as a surgery scholar.

Jack and Diana Nelson Award. For the senior student who has excelled in scholarship and professionalism.

Rosa Lee Nemir Award. For outstanding performance in pediatrics.

Alex Rosen Award. Awarded annually to a medical student who demonstrates achievement in medicine and the humanities.

Solomon and Dora Shapiro Scholarship. For general excellence based on scholarship, personality, and character.

Homer Smith Award. For excellence in physiology.

Samuel and Edgar H. Soifer Memorial Prize. For outstanding work in urology.

Samuel Spiegel Award. Given to the senior student who is a resident of greater New York for excellence in academic achievement.

Marion B. Sulzberger Award. For the student who has excelled in dermatology and/or dermatologic sciences.

Leonard J. Tow Humanism in Medicine Student Award. For the student who best exemplifies the qualities of integrity, excellence, compassion, altruism, respect, empathy, and service.

Hippolyte M. Wertheim Prize. Established by the Tau Epsilon Phi fraternity as a memorial to Dr. Wertheim and awarded to the student who attains the highest scholastic record during the first two years.
Herman Wortis Neuropsychiatric Prize. Established in memory of Herman Wortis, M.D., formerly assistant professor of clinical psychiatry, and awarded annually to the member of the senior class who has done the best work in the Departments of Psychiatry and Neurology.

Arthur Zitrin Award in Bioethics. For the medical student with an exemplary interest in bioethics.

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 will receive a monthly allowance from Veterans Affairs.

Veterans with service-connected disabilities may qualify for educational benefits under Chapter 31. An applicant for this program is required to submit to the Department of Veterans Affairs a letter of acceptance from the college he or she wishes to attend. On meeting the requirements for the Department of Veterans Affairs, the applicant will be given an Authorization for Education (VA Form 22-1905), which must be presented to the Office of Registration/Student Records, Schwartz Lecture Hall, Room 4-44N, before registering for course work.

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 Registration/Student Records, Schwartz Lecture Hall, Room 4-44N, 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 points required. The Department of Veterans Affairs may not authorize allowance payments for credits that are in excess of scholastic requirements, taken for audit purposes only, or for which nonpunitve grades are received.

Since interpretation of regulations governing veterans’ benefits is subject to change, veterans should keep in touch with the Department of Veterans Affairs.

STUDENT LIFE

Housing
Vilcek Hall is a twenty-six story building located at 334 East 26th Street, between First and Second Avenues. The building is comprised of suites and studios. Each studio or suite has vinyl flooring, a kitchenette, common area, and one or two bathrooms. There are two or four private bedrooms per suite. Kitchenettes include stovetop, oven, refrigerator and sink. The building has central air conditioning. Laundry facilities are in the basement. Electricity, and NYU Campus Cable television, are included. There is free WIFI throughout the building.

Jan and Marica Vilcek Hall also includes a student lounge and a fitness center open to all matriculated MD and MD/PhD students. Lobbies are staffed 24-7. NYULMC ID must be carried and presented according to building security procedures.

Arnold & Marilyn Greenberg Hall is a ten-story building located at 545 First Avenue, across the street from the Medical Center. The student apartments are three-person shared apartments, and studios, subject to availability. Each apartment has one bathroom. Apartment kitchenettes include stovetop, oven, refrigerator and sink. The building has central air conditioning. Laundry facilities are on the second floor of the building. Students pay for telephone, cable television, electricity usage, and internet. Free WiFi is expected to be installed during the 2012-13 academic year.

Neither smoking nor pets are permitted in NYULMC student housing.

The medical student Handbook is available at http://school.med.nyu.edu/studentsfaculty/student-affairs/student-resources/student-handbook For more information about student housing policies, forms, and A Guide to Living in NYU Langone Medical Center Housing, visit http://redaf.med.nyu.edu/housing/medstu

The Housing Office is located at 339 East 28 Street (between First and Second Avenues). If you have any questions, e-mail housing@nyumc.org.

Off-Campus Housing Information
Housing Services provides an off-campus housing website, offering information on neighborhoods,
transportation, NYU’s recommended real estate company, etc. Please visit: http://redaf.med.nyu.edu/och

Student Health Service
Good health is an essential part of a successful educational experience. The mission of the NYU School of Medicine, Medical Student Health Service is to provide quality medical care to the student in an accepting environmental that respects individual differences and needs. We seek to assist the student in navigating the health care system to achieve an optimum level of health and well-being.

The Medical Student Health Service is open weekdays and is always staffed by a Nurse Practitioner who is available for routine and urgent care. A physician is also available, on weekdays, one hour per day. Availability is on a walk-in basis so no appointment is needed. Should emergency medical care be needed after hours or on weekends, students can go to the Tisch Hospital Emergency Room. Women’s Health, Mental Health, and Travel Medicine visits are also available but by appointment only.

Medical Student Health provides several additional services, without an appointment, that include occupational injuries, STD screening, referrals to specialists, vaccination requirements, emergency contraception, allergy injections and counseling for smoking cessation and substance abuse. For more information or to schedule an appointment call 212-263-5489. Students can also visit http://studenthealth.med.nyu.edu

Athletic Facilities

Palladium Athletic Facility
Located at 140 East 14th Street (between Third and Fourth avenues) near Union Square, the Palladium Athletic Facility is the latest in cutting-edge sports complexes designed to feel like private health clubs. The Palladium boasts an L-shaped, deep-water pool; a 3,140 square-foot weight room complete with free weights and a FitLinx system; a 3,433 square-foot aerobic fitness room; a 30-foot-high indoor climbing center that spans the two floors between the exercise room and the weight room; a group cycling room ideal for recreation classes; a regulation-sized basketball court housing six baskets; an auxiliary gym outfitted with a high-tech sound system and progressive fitness equipment; two half-sized basketball courts, which can be used when recreation classes are not in session; and a lounge area that overlooks both the pool and the main gym area, which has two flat-screen plasma TVs, a snack bar featuring nutritional fare, and a pro-shop that sells NYU athletic merchandise.

For additional information, call the Palladium Athletic Facility’s main number at 212-992-8500.

Jerome S. Coles Sports and Recreation Center
Up to 3,000 members use the facility daily, while 1,900 spectators can be seated in the fieldhouse bleachers and 230 can be seated in the natatorium bleachers. Located at 181 Mercer Street on the Washington Square campus, the Coles Sports Center is barrier free and accessible to physically challenged persons. It offers students a wide variety of exercise equipment and facilities.

Student Council
Elected members of the Student Body constitute the School of Medicine Student Council, which serves as the official representative body for School of Medicine students. The mission of the Student Council is to foster fellowship, support, regulate, and encourage student activities, to promote further interest in problems of medicine, and to facilitate a cordial student-faculty relationship.

The Student Council oversees a wide range of student organizations. Representatives on the Council are elected from each class. All official School of Medicine student organizations are sponsored and funded through the Student Council.

Policies and Notices

Equal Opportunity Institution
New York University School of Medicine 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 sex, sexual orientation, gender identity or expression, marital or parental status, race, color, religion, national origin, age, disability, military or veteran status, or any other legally protected status under federal state or local law. It is the policy of the NYU School of Medicine, in accordance with Title VII of the U.S. Civil Rights Act of 1964, Title VI of the U.S. Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and any
other applicable law, not to discriminate on the basis of any legally protected status, in employment and any educational program or activity. The NYU School of Medicine is firmly committed to a policy of equal employment opportunity through affirmative action.

Guidelines Relating to Academic Performance and Student Discipline
The faculty of the School of Medicine has the responsibility and the authority to assure that each medical student demonstrates the academic achievement and adherence to the ethical and professional conduct standards appropriate to the practice of medicine.

Students are expected to familiarize themselves and comply with the rules of conduct, academic regulations, and established practices of the University and of the School of Medicine. The “Statement of Policy on Student Conduct at New York University” is available online through the New York University Policies and Procedures site at http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-policy-on-student-conduct.html. The specific policies relating to academic and disciplinary matters at the School of Medicine are contained in a separate statement included in the on-line Medical Student Resource and Policy Guide at http://school.med.nyu.edu/studentsfaculty/student-affairs/student-resources/student-handbook.

Policy on Student Abuse
While the problem of student abuse, including mistreatment and sexual harassment, has not been a major one at NYU, the School of Medicine has adopted a formal policy for the evaluation of allegations of student abuse, which protects the rights of both complainant and respondent. The policy is available through the online Medical Student Resource and Policy Guide, which is accessible to all students and the public at http://school.med.nyu.edu/studentsfaculty/student-affairs/student-resources/student-handbook.

University Policy on Intellectual Property
Students offered research opportunities are reminded that inventions arising from participation in such research are governed by the University’s “Statement of Policy on Intellectual Property,” a copy of which may be found in the Faculty Handbook or obtained from the Dean’s Office.

Annual Notice to Students of the Family Educational Rights and Privacy Act
Annually, New York University informs students of their rights under the Family Educational Rights and Privacy Act (FERPA) and the regulations relating to FERPA promulgated by the U.S. Department of Education. Together, FERPA and the FERPA regulations provide that (a) each student has a right to inspect and review his or her education records; (b) each student may request that any such record be amended if he or she believes that it is inaccurate, misleading, or otherwise in violation of his or her privacy rights; (c) the University will obtain the student’s written consent prior to disclosing personally identifiable information about the student from his or her education records, unless such consent is not required by FERPA and the FERPA regulations; (d) each student has a right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education if he or she feels the University has failed to comply with the requirements of FERPA and the FERPA regulations; and (e) each student may obtain a copy of the University’s Guidelines for Compliance with the Family Educational Rights and Privacy Act. These guidelines are available from the Office of Academic Program Review, 194 Mercer Street, Room 403F, and at www.nyu.edu/apr/ferpa.htm.

Pursuant to FERPA and the FERPA regulations, New York University hereby designates the following categories of student information as “directory information.” Such information may be disclosed for any purpose, at the discretion of the University, except as provided below.

Category 1: Name, dates of attendance, class, previous institution(s) attended, major fields of study, degree(s) conferred (including dates), honors (including dean’s list), and awards.

Category 2: Past and present participation in officially recognized sports and activities, physical factors (e.g., height, weight of athletes), date and place of birth.

Currently enrolled students may refuse to permit disclosure of this information. To do so, written notification on University forms must be filed by the student in the recording office of his or her school prior to Oc-
October 1, Mar. 1, or July 1, depending on whether the student's first term of enrollment during the academic year is the fall, spring, or summer term. This request is valid only for the academic year in which it is made. A new form requesting nondisclosure must be completed each academic year. Forms for this purpose are available in the Office of the University Registrar, 25 West Fourth Street, for the School of Law, the College of Dentistry, the Stern School of Business Graduate Division, and the School of Medicine.

If a student does not specifically request the withholding of directory information by filing the appropriate University form, as indicated above, the University assumes that he or she approves of the disclosure of such information. The University disclaims any and all liability for inadvertent disclosure of directory information designated to be withheld.

Requests for record review at the School of Medicine should be directed to Maureen Doran, Director, Office of Registration/Student Records.

**ACADEMIC DEPARTMENTS**

Faculty members hold titles in both the School of Medicine and the Post-Graduate Medical School.

**Anesthesiology**
http://anes.med.nyu.edu/

**Dorothy Reaves Spatz MD Chairman and Professor of the Department of Anesthesiology and Professor of Physiology and Neuroscience**
Blanck, Thomas J., MD, PhD

**Dr. Joyce H. Lowinson Professor of Pain Medicine and Palliative Care**
Dubois, Michel Y., MD

**Professors**
Capan, Levon M., MD
Rosenberg, Andrew D. (Clinical), MD

**Adjunct Professor**
Abadir, Adel, M.D.

**Clinical Professors**
Delfino, John J., D.M.D.

Fermon, Charles M., MD
Sarti, Paolo, MD

**Associate Professors**
Atchabahian, Arthur (Clinical), MD
Gharibo, Christopher G. (Clinical), MD
Grant, Gilbert J., MD
Kanchuger, Marc S. (Clinical), MD
Kim, Jung T. (Clinical), MD
Recio-Pinto, Esperanza (Research), PhD
Schlame, Michael, MD
Sutin, Kenneth M. (Clinical), MD
Wajda, Michael C. (Clinical), MD

**Adjunct Associate Professors**
Lebovits, Allen, PhD
Puig, Margarita, M.D., Ph.D.

**Clinical Associate Professors**
Albert, David B., MD
Altman, Robert A., MD
Bloom, Marc J., MD, PhD
Gold, Mark S., MD
Griffel, Martin I., MD
Huncke, Tessa W., MD
Kathirithamby, Kathirithamby S., MD
Levine, Matthew T., MD
Marshall, Mitchell H., MD
Miller, Sanford M., MD
Nacht, Alexander H., MD
Scher, Corey S., MD
Sommer, Richard M., MD
Spesot, George J., MD

**Assistant Professors**
Abrokwah, Samuel M. (Clinical), MD
Ard, John L. (Clinical), MD
Blitz, Jeanna D. (Clinical), MD
Boenigk, Kirsten, (Clinical), MD, PhD
Brown, Jason, (Clinical), MD
Cafferata, Shawn, (Clinical), MD
Calvino, Steven, (Clinical), MD
Chin, Wanda A. (Clinical), MD
Chui, Inca, (Clinical), MD
Coopersmith, Allen, (Clinical), MD
DeNatale, Christopher E. (Clinical) MD
Doan, Lisa V. (Clinical), MD
Dorman, Shawna Marie, (Clinical), MD
Espina, Mark F. (Clinical), MD
Ghods, Maryam R. (Clinical), MD
Hill-Boutin, Robin M. (Clinical), MD
Isidore, Ghislaine Marie (Clinical), MD
Jain, Sudheer K. (Clinical), MD,
Jankowska, Anna E. (Clinical), MD
Kameyama, Misuzu, (Clinical), MD
Khan, Mohammed Fahad (Clinical), MD
Kim, Sunmi (Clinical), MD
Kreyzin, Ilya Z. (Clinical), MD
Krishnan, Sandeep H. (Clinical), MD
Lax, Jerome (Clinical), MD
Leavitt, Sarah M. (Clinical), MD
Lee, Mitchell Y. (Clinical), MD
Lidasan, Thor R. (Clinical), MD
Lin, Edward C. (Clinical), MD
Lubit, Elana B. (Clinical), MD, PhD
Luria, Brent Jay, (Clinical), MD
Manne, Joseph S. (Clinical), MD, PhD
Marable, Krystyna, (Clinical), MD
Muntyan, Igor (Clinical), MD
Nampiaparampil, Devi E. (Clinical), MD
Ngai, Jennie Y. (Clinical), MD
Nguyen, Tammy P. (Clinical), MD
Perera, Sauni P. (Clinical), MD
Pizzuto, David T. (Clinical), MD
Popovic, Jovan, (Clinical), MD
Rambissoon, Ganes P. (Clinical), MD
Ramirez-Racelis, Carmela R. (Clinical), MD
Reynolds, Jeanne, (Clinical), MD
Roccaforte, J David (Clinical), MD
Shah, Vaishali A. (Clinical), MD
Sheth, Rajul (Clinical), MD
Singh, Kumkum (Clinical), MD
Steinberg, Vladimir, (Clinical), MD
Stejanovic, Gordana (Clinical), MD
Susser, Laurence S. (Clinical), MD
Tepfenhardt, Lisa M. (Clinical), MD
Tan, Simon (Clinical), MD
Umeh, Uchenna O. (Clinical), MD
Vaida, George T. (Clinical), MD
Voiculescu, Lucia, (Clinical), MD
Volkov, Dmitri, (Clinical), MD
Wang, Jing, MD, PhD
Weeks, Edwin J. (Clinical), MD
Xu, Fang, (Research), PhD
Yang, Guang, PhD
Yeh, Joseph S. (Clinical), MD
Zaslavskiy, Leonid, (Clinical), MD
Zweifler, Iris A., (Clinical), MD

Adjunct Assistant Professors
Day, Mansoor, MD

Clinical Assistant Professors
Ali, Mahgul M., MD
Aranoff, Jonathan, MD
Bertoni, Giancarlo, MD
Botas, Dorina A., MD
Chapman, Kenneth B., MD
Comerford, Michele D., MD
Contreras, Juana J., MD
Deeby, Magdelanine, MD
Deluty, Sheldon H., MD
Feiler, Michael A., MD
Feng, Cynthia L., MD
Iofin, Natalia, MD
Ji, Paul S., MD
Kogan, Avrimin M., MD
Kozikowski, Grzegorz, MD
Leff, Alan, MD
Linton, Patrick, MD
Liu, Kaixuan, MD
Noorbaksh, Kourosh R., MD
O’Neill, Daniel K., MD
Purgess, Jan, MD
Rabinowitz, Lawrence E., MD
Rim, Jun. H., MD
Sequeira, Patricia M., MD
Tan, Jason A., MD
Wang, Helen, MD, PhD
Weinhouse, George R., MD
Yook, Inkyung R., MD
Yuan, Lily L., MD Equivalent
Zou, Shengping, MD Equivalent

Research Assistant Professors
Haile, Michael Minasse, MD

Instructors
Asano, Kenichi, MD
Boublik, Jan, MD, PhD
Galeano, Eduardo E., MD
Green, Laura, MD
Heiser, Nicholas E., MD
Jagasia, Dhiraj R., MD
Kim, Carolyn Y., MD
Koenigsberg, Joanna Beth, MD
Koenigsberg, Joanna Beth, MD
Milgrim, Jeremy S., MD
Nalabolu, Harsha R., MD
Nazemzadeh, Milad, MD
Neuburger, Peter J., MD
Patel, Anita K., MD
Ramirez, Alain, MD
Shoham, Marny, MD
Xu, Yang, MD, PhD
Zolnowski, Ian P., MD

Clinical Instructors
D’Angelo, Donald R., MD
Fulman, Yevgeny, MD
Garcia, Adelaida, MD
Kim, Charles, MD
Mouzi, Lisa K., MD
Sacks, Amanda, PhD

Biochemistry and Molecular Pharmacology
http://biomolpharm.med.nyu.edu/

Professor and Interim Chair of Departments of Biochemistry and Molecular Pharmacology and Professor of Medicine and Pathology
Klein, Hannah L., PhD

Helen and Milton Kimmelman Professor of Pharmacology and Professor of Medicine
Samuels, Herbert H., MD

Julie Wilson Anderson Professor of Biochemistry
Nudler, Evgeny A., PhD

Professors
Bar-Sagi, Dafna, PhD
Borowiec, James A., PhD
Burden, Steven J., PhD
Cowan, Nicholas J., PhD
Deustachio, Peter G., PhD
Hubbard, Stevan R., PhD
Jelinek, Warren R., PhD
Lee-Huang, Sylvia, PhD
Margolis, Richard U., MD, PhD
Mohammadi, Moosa, PhD
Partridge, Nicola C., PhD
Reinberg, Danny, PhD
Ziff, Edward, PhD

Research Professors
Day, Loren A., PhD
Stern, Arnold, MD, PhD

Adjunct Professors
Gillespie, Marc E., PhD

Associate Professors
Bach, Erika, PhD
Cardozo, Timothy J., MD, PhD
David, Gregory, PhD
Fenyo, David, PhD
Kong, Xiangpeng (Research), PhD
Neubert, Thomas A., PhD
Stanley, Frederick M. (Research) PhD

Research Associate Professors
Thomas, John O., PhD
Vales, Lynne Dorothy, PhD

Adjunct Associate Professors
Sap, Jan M, PhD
Schlick, Tamar, PhD

Visiting Associate Professors
Rameau, Gerald A., PhD

Assistant Professors
Dasgupta, Ramanuj, PhD
Huang, Tony T., PhD
Ichtchenko, Konstantin (Research), PhD
Liang, Fengxia (Research), PhD
Pankiewicz, Joanna E. (Research), MD, PhD
Rothenberg, Eli, PhD
Serganov, Alexander A., PhD
Tahiliani, Mananta V., PhD
Ueberheide, Beatrix Magdalena (Research), PhD
Yun, Chi Y. (Research), PhD Equivalent

Research Assistant Professors
Gusarov, Ivan I., PhD
Mahajan, Muktar A., PhD
Mahajan, Shahana S., PhD
Nishiyama, Makoto, MD, PhD
Shatalin, Konstantin Y., PhD
Taylor, Laura J., PhD
Tian, Guoling, PhD

Adjunct Assistant Professors
Shmelkov, Sergey V., MD

Members of the Faculty
Shen, Shu Quan, MD, PhD
Cardiothoracic Surgery
http://www.med.nyu.edu/cvsurgery/

Seymour Cohn Professor of Cardiothoracic Surgery and Chairman of the Department
Galloway, Aubrey C., MD

Stephen E. Banner Professor of Thoracic Oncology and Professor of Surgery
Pass, Harvey I., MD

George E. Reed Professor of Cardiac Surgery and Professor of Pediatrics
Mosca, Ralph S., MD

Professors
Culliford, Alfred T., MD
Grossi, Eugene A., MD

Research Professor
Baumann, Francis G., PhD
Associate Professors
DeAnda, Abelardo (Clinical), MD
Loulmet, Didier F. (Clinical), MD
Mignatti, Paolo G., MD
Ribakove, Greg, MD

Clinical Assistant Professor
Zias, Elias A., MD

Assistant Professors
Axelrod, Howard I. (Clinical), MD
Balsam, Leora B., MD
Bizekis, Costas (Clinical), MD
Crawford, Bernard K. (Clinical), MD
Crooke, Gregory A. (Clinical), MD
Donington, Jessica S. (Clinical), MD
Dralle, James G. (Clinical), MD
Huflejt, Margaret E., PhD
Malhotra, Sunil P. (Clinical), MD
Zeros, Michael (Clinical), MD

Clinical Assistant Professors
Harris, Loren J., MD
Saunders, Paul C., MD

Research Assistant Professor
Slomiany, Mark Gregory, PhD

Clinical Instructors
Ham, Maria J., MD
Lackey, Adam H., MD
Smith, Deane E., MD
Towe, Christopher, MD
Tsukashita, Masaki, MD (Kyoto), PhD
Weitman, Evan S., MD
Yaffee, David W., MD
Yankey, Godfred K., MD
Yu, Pey-Jen, MD

Cell Biology
http://cellbiology.med.nyu.edu/

Charles Aden Poindexter Professor of Medicine, Professor of Cell Biology, and Interim Chairman of the Department
Rifkin, Daniel B., PhD

Rudolf L. Baer Professor of Dermatology and Professor of Cell Biology, Biochemistry and Molecular Pharmacology, and Urology
Sun, Tung-Tien, PhD

Frederick L. Ehrman Professor of Cell Biology
Sabatini, David D., MD, PhD

Laura and Isaac Perlmutter Professor of Cell Biology
Lehmann, Ruth, PhD

Professors
Chao, Moses V., PhD
Kreibich, Gert, PhD
Mishra, Bhubaneswar, PhD
Moscatelli, David A. (Research), PhD
Salzer, James L., MD, PhD
Stokes, David L., PhD
Treisman, Jessica E., PhD
Wang, Da-Neng, PhD
Wilson, Elaine L., PhD

Adjunct Professor
Ron, David, MD

Clinical Professor
Kessler, Richard E., MD
Research Professors
Adesnik, Milton B., PhD
Bogart, Bruce I., PhD

Associate Professors
Brown, Stuart M. (Research), PhD
Frey, Alan B., PhD
Nance, Jeremy F., PhD
Ren, Mindong (Research), PhD
Rindler, Michael J., PhD
Rosenfeld, Melvin G. (Research), PhD
Ryoo, Hyung Don, PhD
Smith, Phillip R., MD, PhD

Adjunct Associate Professors
Kluger, Yuval, PhD
Papadopoulos, Stylianos, PhD
Robbins, Edith S., PhD

Research Associate Professors
Ivanov, Ivan E., PhD
Mohraz, Manijeh, PhD

Assistant Professors
Brukner Dabovic, Branka (Research), PhD
Harnik, Victoria M. (Research), PhD
Howard, David (Research), MD
Knaut, Holger, PhD
Malyango, Avelin A. (Research), MD
O’Guin, William M. (Research), PhD
Ringstad, Niels, PhD
Simon, Jean-Pierre (Research), PhD
Sfeir, Agnel, PhD
Stadtfeld, Matthias, PhD
Suh, Seong-Bae Greg, PhD
Todorovic, Vesna (Research), PhD
Torres-Vazquez, Jesus, PhD

Adjunct Assistant Professor
Einheber, Steven, PhD

Instructor
Palsdottir, Hildur, PhD

Estimated number of teaching assistants in the Department of Cell Biology is one.

Child and Adolescent Psychiatry
http://www.aboutourkids.org/

Arnold Simon Professor of Child and Adolescent Psychiatry and Chairman of the Department
Saxe, Glenn, MD

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Felicia B. Axelrod Professor of Dysautonomia Research of Neurology and Professor of Medicine and Pediatrics
Kaufmann, Horacio, MD

Nancy Glickenhaus Pier Professor of Pediatric Neuropsychiatry of Neurology and Professor of Child and Adolescent Psychiatry
Nass, Ruth D., MD
Professors
Beric, Aleksandar (Clinical), MD
Devinsky, Orrin, MD
Di Rocco, Alessandro (Clinical), MD
French, Jacqueline A., MD
Galvin, James E. (Clinical), MD
Goodgold, Albert, MD
Hilz, Max J., MD, PhD
Jonas, Saran, MD
Kuzniecky, Ruben I., MD
Levine, David N., MD
Riviello, James J., MD
Sander, Howard W. (Clinical), MD
Wisniewski, Thomas M., MD

Adjunct Professors
Broderick, Patricia A., PhD
Lyon, Gilles, MD

Clinical Professors
Balcer, Laura J., MD
Block, Jerome, MD
Fish, Irving, MD
Foo, Sun-Hoo, MD
Forem, Sandra L., MD
Friedman, Jacqueline, MD
Goldberg, Elkhonon, PhD
Gopinathan, Govindan, MD
Gruber, Michael L., MD
Neophytides, Andreas N., MD
Rubenstein, Allan E., MD
Sacks, Oliver Wolf, MD
Weinberg, Harold Jay, MD, PhD

Research Professor
Quartermain, David, PhD

Associate Professors
Barr, William B. (Research), PhD
Chu, Mary-Lynn Y. (Clinical), MD
Henry, Katherine A. (Clinical), MD
Herbert, Joseph (Clinical), MD
Hutchinson, Michael (Clinical), MD, PhD
Nirenberg, Melissa J. (Clinical), PhD
Pacia, Steven V. (Clinical), MD
Pastores, Gregory M. (Clinical), MD
Staudinger, Robert (Clinical), MD

Adjunct Associate Professors
Goni, Fernando R., PhD
Halgren, Eric, PhD
Quartarone, Angelo, MD

Clinical Associate Professors
Bonomo, Roger, MD
Boylan, Laura S., MD
Devi, Gayatri, MD
Fazzini, Enrico, MD, PhD
Fouladvand, Mohammad, MD
Grieco, Giacinto, MD
Hainline, Brian W., MD
Hanson, Richard M., MD
Hiesiger, Emile M., MD
Najjar, Souhel, MD
Pfeffer, Robert I., MD
Wells, John T., MD
Younger, David S., MD

Research Associate Professors
Bacon, Joshua H., PhD
Ludvig, Nandor, MD, PhD

Assistant Professors
Blum, Sonja (Clinical), MD, PhD
Bluvstein, Judith (Clinical), MD
Butler, Tracy, MD
Carlson, Chad, MD
Crystal, Sara C. (Clinical), MD
Drafta, Christina M. (Clinical), MD
Dugan, Patricia Christine (Clinical), MD
Eisenberg, Michal (Clinical), MD
Friedman, Daniel (Clinical), MD
Gazzola, Deana M. (Clinical), MD
Hirsch, Scott E. (Clinical), MD
Howard, Jonathan E. (Clinical), MD
Karantzoulis, Stella (Clinical), PhD
Kiprovski, Kiril (Clinical), MD
Kister, Ilya (Clinical), MD
Li, Yong-Sheng (Research), MD
Liu, Anli A. (Research), MD
Luciano, Daniel J. (Clinical), MD
Miles, Daniel K. (Clinical), MD
Nadkarni, Siddhartha S. (Clinical), MD
Rodriguez, Alcibiades J. (Clinical), MD
Sadowski, Martin, MD, PhD
Sathe, Swati A. (Clinical), MD
Siller, Keith A. (Clinical), MD
Singh, Anuradha (Clinical), MD
Swift, Patrick T. (Clinical), PhD
Talos, Delia M., MD
Adjunct Assistant Professors
April, Robert S., MD
Berliner, Randall G., MD
Ghilardi, Maria Felice M., MD
Labovitz, Daniel L., MD
Liu, Ping, MD
Rosenthal, Neil S., MD
Shemmer, Benjamin, PhD

Clinical Assistant Professors
Aberfeld, Donald C., MD (Bucharest)
Becske, Tibor, MD
Bernbaum, Melissa L., MD
Bhatt, Jaydeep M., MD
Bronfin, Ludmilla, MD
Cardiel, Myrna I., MD
David, Alan S., MD
Gao, Xiao-Ke, MD, PhD
Geraci, Anthony P., MD
Gilbert, Rebecca M., MD, PhD
Goldberg, Hilda R., MD
Golomb, James B., MD
Gruber, Deborah B., MD
Gutstein, Harold, MD
Halpern, Audrey, MD
Lewis, Gayle R., PhD
MacAllister, William Stephen, MD
Macaluso, Claude, MD
Mesh, Alla A., MD
Mitra, Nirmala, MD
Morrison, Chris, PhD
Reich, Edward, MD
Rosenblum, Jay, MD
Sahlein, Daniel H., MD
Shulman, Melanie B., MD
Song, Suying L., MD
Sousa, Rolando C., MD
Tikoo, Ravi K., MD
Torgovnick, Josh, MD
Vazquez-Santana, Blanca R., MD
Zhang, Xishan, MD

Research Assistant Professors
Asuni, Abdur-Rasheed Ayodeji, PhD
Blackmon, Karen Elaine, PhD
Boutajangout, Allal, MD

Instructors
Bunch, Marjorie E., MD
Cohen, Elaine Victoria, PhD
Foo, Farng-Yang A., MD
Lau, Heather Ann, MD
Lolis, Athena M., MD
Zhovtis Ryerson, Lana, MD

Clinical Instructors
Brys, Miroslaw S., MD (Jagiellonian), PhD
Fallil, Zianka H., MD
Favate, Albert S., MD
Legault, Genevieve, MD (Sherbrooke)
Mehta, Amor R., MD
Pinkhasova, Dora S., MD
Roncevic, Dusan, MD
Strizhak, Andre V., MD

Estimated number of teaching assistants in the Department of Neurology is one.

Neurosurgery
http://www.med.nyu.edu/neurosurgery/

Chairman of the Department of Neurosurgery and Associate Professor of Neurosurgery and Otolaryngology
Golfinos, John G., MD

Professors
Benjamin, Vallo, MD
Chesler, Mitchell, MD, PhD
Jafar, Jafar J., MD
Rice, Margaret E., PhD
Weiner, Howard L., MD
Sen, Chandranath (Clinical), MD

Clinical Professors
Brown, Eric R., PhD
Kelly, Patrick J., MD
Raynor, Richard, MD
Associate Professors
Doyle, Werner K. (Clinical), MD
Frempong-Boadu, Anthony K. (Clinical), MD
Sadik, Abdul, MD
Sterio, Dorde (Research), MD
Wisoff, Jeffrey H., MD

Clinical Associate Professors
Babu, Ramesh P., MD
Goodman, Robert R., MD, PhD

Assistant Professors
Harter, David H. (Clinical), MD
Huang, Paul P. (Clinical), MD
Parker, Erik C. (Clinical), MD
Placantonakis, Dimitris G., MD, PhD
Russell, Stephen (Clinical), MD
Samadani, Uzma (Clinical), MD, PhD
Smith, Michael L. (Clinical), MD
Song, Hae-Ri (Research), MD

Adjunct Assistant Professor
Avshalumov, Marat V., PhD

Clinical Assistant Professors
Anderer, Erich G., MD
Chiles, Bennie W., MD
Douglas, Andrea F., MD
Nobandegani, Fariborz, MD
Post, Nicholas H., MD
Sanderson, Scott P., MD
Tessler, Lee E., MD
Woo, Henry Heesang, MD

Research Assistant Professors
Galifianakis, Nataliya V., PhD
Patel, Jyotiben C., PhD

Members of the Faculty
Mogilner, Alon, MD, PhD
Perinpanayagam, Noel I., MD
Riina, Howard Antony, MD
Estimated number of teaching assistants in the Department of Neurosurgery is one.

Obstetrics and Gynecology
http://obgyn.med.nyu.edu/

Stanley H. Kaplan Professor and Chairman of the Department of Obstetrics and Gynecology and Professor of Cell Biology
Keefe, David, MD

Silverman Professor of Obstetrics and Gynecology
Young, Bruce K., MD

Professors
Barron, Bruce A., MD, PhD
Berkeley, Alan S., MD
Curtin, John P., MD
Goldstein, Steven R., MD
Grifo, James A., MD, PhD
Guzman, Edwin R. (Clinical), MD
Monteagudo, Ana, MD
Nachtigall, Lila, MD
Naftolin, Frederick (Research), MD, PhD
Noyes, Nicole (Clinical), MD
Porges, Robert F., MD
Post, Robert, MD
Schmidt-Sarosi, Cecilia L., MD
Timor, Ilan E., MD
Wallach, Robert C., MD
Wan, Livia S. MD

Adjunct Professors
Alvarez, Manuel M., MD
Raymond, Elizabeth G., MD

Clinical Professors
Calanog, Anthony, MD
Debrovner, Charles, MD
Khatamee, Masood, MD
Kohan, Silviu, MD
Krey, Lewis C., PhD
Lockwood, Charles J., MD
Seifer, David B., MD

Adjunct Professor of Clinical
Radunovic, Nebojsa, MD, PhD

Research Professor
Toniolo, Paolo G., MD

Associate Professors
Allen, Machelle H. (Clinical), MD
Antoine, Clarel, MD
Arslan, Alan A. (Research), MD
Blank, Stephanie V. (Clinical), MD
Licciardi, Frederick L. (Clinical), MD
Pothuri, Bhavana (Clinical), MD
Quaglirello, John R., MD
Smilen, Scott W. (Clinical), MD
Snyder, Jon R., MD
Witt, Barry R. (Clinical), MD
Zinberg, Stanley, MD
Adjunct Associate Professor
Palumbo, Angela, MD, PhD

Clinical Associate Professors
Boozarjomehri, Fereshteh, MD
De Celis, Judith, MD
Gonzalez, Frederick A., MD
Ho, Alison, MD
Lustig, Ilana D., MD
Mannor, Shlomo, MD
Markoff, Gary R., MD
Mierlak, Julian A., MD
Muccioli, Gary, MD
Mucelli, Louis A., MD
O’Leary, Michael, MD
Ordorica, Steven A., MD
Saltzman, Daniel H., MD
Schweizer, William E., MD
Seubert, David E., MD
Silverman, Frank, MD
Song, Joon, MD
Stiber, Andrew, MD

Research Associate Professors
Fadiel, Ahmed M., PhD
Katz, Joseph, PhD

Assistant Professors
Ades, Veronica (Clinical), MD
Anzai, Yuzuru (Clinical), MD
Benedetto-Anzai, Maria T. (Clinical), MD
Boyd, Leslie R. (Clinical), MD
Chau, Patricia C. (Clinical), MD
Chervenak, Judith L. (Clinical), MD, JD
Dieguez, Cristina A. (Clinical), MD
Ding, Qing (Clinical), MD
Durante, Margaret S. (Clinical), MD
Fino, Mary E., MD
Hansis, Christoph, MD, PhD
Kump, Lisa M. (Clinical), MD
Lau, Grace (Clinical), MD
Lerner, Veronica (Clinical), MD
Mehta-Lee, Shilpi S. (Clinical), MD
Murthy, Amitasrigowri S. (Clinical), MD
Powell, Hartaj K. (Clinical), MD
Proudfit, Christine L. (Clinical), MD
Roshan, Daniel F. (Clinical), MD
Speed, Elizabeth (Clinical), MD
Tristan, Sigrid B. (Clinical), MD
Tsai, Ming C. (Clinical), MD
Winkel, Abigail F. (Clinical), MD
Adjunct Assistant Professor
Morrow, Jon D., MD

Clinical Assistant Professors
Abrahams, Michael A., MD
Alvaro, Joseph M., MD
Amo, Gregory, MD
Archibald, Carmit, MD
Atallah, Fouad B., MD
Bautista, Judita B., MD
Berg, Robert E., MD
Biswa, Smita, MD
Bloomgarden, Amy, MD
Brandeis, Ilona V., MD
Brown, Jessica R., MD
Bushman, Sheryl, MD
Chang, Kok-Chung, MD
Chawla, Kiranpreet K., MD
Cheon, Teresa H., MD
Cho, Jennifer E., MD
Coady, Deborah J., MD
Cordoba-Munoz, Marcos I., MD
Cremer, Miriam L., MD
Daley, Devorah C., MD
David-West, Gizelka A., MD
Douek, Victor J., MD
Dunham, Samantha M., MD
Easterlin, Marie O., MD
Eden, Elizabeth, MD
Essig, Mitchell N., MD
Feldman, Danielle R., MD
Flagg, Heidi S., MD
Fox, Nathan S., MD
Friedman, Rachel L., MD
Gagliardi, Morris S., MD
Gardner, Andrew S., MD
Gerlach, Kecia H., MD
Giordano, Margaret N., MD
Gong, Mabel P., MD
Greene, Miriam, MD
Gronau, Karen A., MD
Gruss, Leslie, MD
Gupta, Simi K., MD
Hade, Jesse J., MD
Handwerker, David C., MD
Harris, Dena, MD
Harris, Leslie A., MD
Hochman, Joseph, MD
Hodes-Wertz, Brooke, MD
Hsu, Ying-Chih, MD
Jackson, Hollace D., MD
Jaffe, Ira M., MD
Kaplan, Kenneth, MD
Kastell, Paul H., MD
Klauser, Chad K., MD
Kolton, Shelly, MD
Kramer, Jamie, MD
Kwon, Christina H., MD
Lam, Lai-Yet, MD
Levey, Kenneth A., MD
Levitan, Lawrence J., MD
Lieberman, Beth, MD
Liu, Connie S., MD
Lukanova, Annekatrin Y., MD
Maldonado, Brina A., MD
Manigar, Kwakuvi, MD
Mark, Meryl S., MD
Martin, Terrissa C., MD
McDaniel, Sha-Barbara E., MD
Mehri, Sepideh, MD
Meimaris, Natalia A., MD
Melzer, Katherine E., MD
Min, Dorothy L., MD
Minior, Victoria, MD
Modell, Ellyn H., MD
Mokrzycki, Mark L., MD
Moomijy, Maureen O., MD
Moskowitz, Joel M., MD
Nicoll, Linda M., MD
Park, Joonhee, MD
Pilshchik, Lina, MD
Pineda, Irene, MD
Podell, Robert, MD
Raccuglia, Maria Giovanna, MD
Rebarber, Andrei, MD
Rivera-Casamento, Mary L., MD
Rodgers, Elizabeth B., MD
Rodriguez-Dumont, Ernesto Luis, MD
Roman, Ashley S., MD
Rosner, Jonathan Y., MD
Rowen, Heidi D., MD
Sassoon, Albert, MD
Selick, Caryn, MD
Shah, Anupama S., MD
Soskin, Luba, MD
Styler, Marianne, MD
Su, Mari, MD
Sultan, Khalid, MD
Szlachter, Betty N., MD
Tessler, Ruth A., MD
Thomas, Calvin E., MD
Thompson, Stephanie L., MD
Tsyba, Yelena, MD
Villanueva, Rachel, MD
Whitehead, Antonette O., MD
Wilson, Angela, MD
Wirth, John C., MD
Wong, Soman Mary, MD

Research Assistant Professors
Antunes, Danielle, PhD
Liu, Lin L., PhD

Instructor
Dodson, Cara Stanko, MD

Clinical Instructors
Abayev, David, MD
Abrams, Janet, MD
Adler, Alexis, BS
Angkustsiri, Surachanee, MD
Ban, Chelsea, MD
Batista, Betulia, MD
Berger, Alan W., MD
Betancourt, Maria I., MD
Buxbaum, Audrey J.d., MD
Cho, Linda M., MD
Cote, Sharon Cassidy, MD
Day, Brian T., MD
Dori, Ezra M., MD
Faroqui, Raufa G., MD
Fateh, Majid, MD
Fischer, Ilene M., MD
Gahr, Deborah A., MD
Galasso, Jane, MD
Gershowitz, Judith E., MD
Goodstein, Catherine, MD
Hirsch, Lissa, MD
Huang, William M., MD
Kim, Laura S., MD
Estimated number of teaching assistants in the Department of Obstetrics and Gynecology is one.

Ophthalmology
http://www.med.nyu.edu/ophthalmology/

Professor of Ophthalmology and Chairman of the Department
Dodick, Jack (Clinical), MD

Professors
Carr, Ronald E., MD
Cohen, Elisabeth J. (Clinical), MD
Obstbaum, Stephen, MD
Holopigian-Cahill, Karen (Research), PhD
Smith, Roland T. (Research), MD, PhD

Adjunct Professors
Byron, Herve M., MD
Cohen, Irwin, MD
Deutsch, Frederic H., MD
Fisher, Yale L., MD
Karlin, David B., MD
Kazim, Michael, MD
Saffra, Norman, MD
Wisnicki, Herbert J., MD
Yannuzzi, Lawrence A., MD

Adjunct Professor of Clinical
Kuhns, Thomas R., MD

Clinical Professors
Charles, Norman C., MD
D’Amico, Robert, MD
Donnenfeld, Eric D., MD
Finger, Paul T., MD
Friedberg, Dorothy N., MD, PhD
Haight, David H., MD
Harrison, Raymond M., MD
Kanellopoulos, A. John, MD
Lee, Carol M., MD
Liebmann, Jeffrey, MD
Lisman, Richard D., MD
Luntz, Maurice H., MD
Mackool, Richard J., MD
Magramm, Irene, MD
McDonald, Marguerite B., MD
Richards, Renee, MD
Slakter, Jason S., MD
Solomon, Joel M., MD
Sperber, Laurence, MD
Stenson, Susan, MD
Warren, Floyd A., MD
Young, Joshua A., MD

Research Professors
Flower, Robert W., D.Sc
Greenstein, Vivienne C., PhD
Seiple, William H., PhD
Witkovsky, Paul, PhD

Adjunct Associate Professor
Barasch, Kenneth R., MD

Clinical Associate Professors
Belmont, Sandra C., MD
Cykiert, Robert C., MD
Farriss, Edmund P., MD
Fell, Millie, MD
Freund, K. Bailey, MD
Friedman, Alan, MD
Gibraltar, Richard P., MD
Levitzky, Munro, MD
Orloff, Paul, MD
Ostriker, Glenn, MD
Palu, Richard N., MD
Pamel, Gregory J., MD
Park, Lisa, MD
Prince, Andrew M., MD
Prywes, Arnold S., MD
Shakib, Manoucher, MD
Sherman, Spencer E., MD
Spaide, Richard F., MD
Starr, Michael B., MD
Steele, Mark A., MD
Wald, Kenneth, MD
Weichsel, Ruth, MD

Research Associate Professor
De Moraes, Carlos Gustavo V., MD

Assistant Professor
Tseng, Joseph J. (Clinical), MD

Adjunct Assistant Professor
Flom, Leonard, MD
Schafrank, Michael S., MD

Adjunct Assistant Professor of Clinical
Burns, Lucille R., MD
Ditkoff, Robert R., MD

Clinical Assistant Professors
Airiani, Suzanna, MD
Aizman, Alexander, MD
Amesur, Kiran B., MD
Berenbom, Anne E., MD
Berger, Lionel A., MD
Biser, Seth A., MD
Borodoker, Natalie, MD
Boyman, Anna, MD
Breingan, Peter J., MD
Brown, Robert H., MD
Ceisler, Emily J., MD
Cohen, Kenneth R., MD
Cooney, Michael J., MD
DeLuca, Richard L., MD
Furlan, Louis, MD
Glavas, Ioannis P., MD
Goldbaum, Andrew, MD
Gorman, David B., MD
Greenbaum, Scott, MD
 Hirshfield, Gary S., MD
Jacobson, Lawrence, MD
Katz, Andrea F., MD
Katz, Julia D., MD
Kestin, William, MD
Khadem, John J., MD
Klancnik, James M., MD
Klein, Robert W., MD
Ky, Willy, MD

Lattman, Jessica, MD
Ligh, Jonathan, MD
Lissauer, Boaz J., MD
Lustig, Marc J., MD, PhD
Martin, Edward J., MD
Mason, Benjamin F., MD
Melamed, Mark, MD
Miller, Andrew I., MD
Najarian, Lawrence, MD
Nam, Julie N., MD
Pollack, Aryeh, MD
Rodriguez-Sains, Rene S., MD
Schottenstein, Edwin, MD
Seidenberg, Keith, MD
Shapiro, Jonathan P., MD
Sirotta, Marc A., MD
Sorenson, John A., MD
Stein, Jonathan J., MD
Tello, Celso, MD
Teng, Christopher C., MD
Tucker, David N., MD

Research Assistant Professors
Engelbert, Michael, MD
Volgyi, Bela, PhD

Instructors
Dobrow, Harvey R., MD
Hall, Lisabeth S., MD
Hayashi, Naomi I., MD
Monsanto, Vivian R., MD

Clinical Instructors
Angelilli, Allison, MD
Barbazetto, Irene A., MD
Della Torre, Kara E., MD
Deobhakta, Avnish A., MD
Dhar, Sonya, MD
Fang, Hui E., MD
Feig, Robert L., MD
Fernando, Sandra M., MD
Fuchs, Leah R., MD
Gelman, Rony, MD
Ghaznawi, Neelofar, MD
Gordon, Leslie E., MD
Haller, Tod M., MD
Hoang, Quan V., MD
Huang, John J., MD
Kahanowicz, Ronit, MD
Kahn, Jonathan B., MD
Kim, Eleanore T., MD
Liu, Grace, MD
Mackool, Richard J., MD
Margolis, Susan G., MD
Mukkamala, Sri Krishna, MD
Myung, Jane S., MD
Ovodenko, Boris, MD
Paccione, Jeffrey, MD
Patel, Payal, MD
Pieroni, Cristiana G., MD
Rubaltelli, David M., MD
Scherick, Kenneth J., DO
Schron, Aaron, DO
Schwartz-Jacobs, Shirah, MD
Sheindlin, Jonathan, MD
Sigler, Eric J., MD
Sleem, Abraham, MD
Sung, SoYoung, MD
Wang, Silas L., MD
Zelefsky, Joseph R., MD

Orthopaedic Surgery
http://orthosurgery.med.nyu.edu/

Walter A.L. Thompson Professor of Orthopedic Surgery and Chairman of the Department
Zuckerman, Joseph D., MD

Joseph E. Milgram Professor of Orthopaedic Surgery and Professor of Pediatrics
Otsuka, Norman Y., MD

Professors
Egol, Kenneth A. (Clinical), MD
Errico, Thomas J., MD
Feldman, David (Clinical), MD
Frankel, Victor (Clinical), MD
Kirsch, Thorsten, PhD
Kummer, Fred J. (Research), PhD
Lehman, Wallace B. (Clinical), MD
Tejwani, Nirmal C. (Clinical), MD
Walker, Peter S. (Research), PhD

Clinical Professors
Berman, Arnold T., MD
Goldstein, Jeffrey Andrew, MD
Grant, Alfred D., MD
Jaffe, Fredrick F., MD
Jaffe, William L., MD

Lonner, Baron S.H., MD
Lusskin, Ralph, MD
Olsewski, John M., MD
Ort, Paul J., MD
Parisien, Jacques S., MD
Posner, Martin, MD
Sanders, Roy W., MD
Schwab, Frank J., MD
Tests, N. Noel, MD
Tzimas, Nicholas, MD

Research Professor
Nordin, Margareta C., MD

Associate Professors
Bosco, Joseph (Clinical), MD
Cardone, Dennis A. (Clinical), MD
Frenkel, Sally R. (Research), PhD
Jazrawi, Laith M. (Clinical), MD
Kwon, Young W. (Clinical), MD, PhD
Liu, Chuanju, PhD
Rapp, Timothy B. (Clinical), MD
Rokito, Andrew S. (Clinical), MD
Sherman, Orrin H. (Clinical), MD
Stuchin, Steven A. (Clinical), MD

Adjunct Associate Professors
Balague, Federico, MD
Szpalski, Marek, MD

Clinical Associate Professors
Adler, Edward, MD
Atar, Dan, MD
Bendo, John A., MD
Campello, Marco, PhD
Crider, Russell J., MD
Ergas, Enrique, MD
Fetto, Joseph, MD
Gidumal, Ramesh H., MD
Godfried, David H., MD
Golyakhovsky, Vladimir, MD, PhD
Green, Steven, MD
Grossman, John A. I., MD
Handelsman, John E., MD
Lamont, Justin G., MD
Lubliner, Jerry, MD
Marwin, Scott E., MD
Nuzzo, Roy M., MD
Paksima, Nader, MD
Phillips, Donna P., MD
Pitman, Mark, MD
Price, Andrew E., MD
Raskin, Keith B., MD
Rettig, Michael E., MD
Rose, Donald J., MD
Silver, Lester, MD
Springer, Stuart, MD
Weiss, David S., MD

Research Associate Professors
Band, Philip, MD
Halpern, Manny, PhD
Sheikhzadeh, Ali, PhD
Weiser-Horwitz, Sherri, PhD

Assistant Professors
Chorney, Gail S. (Clinical), MD
Chu, Alice (Clinical), MD
Davidovitch, Roy I., MD
Dryer, Joseph W. (Clinical), MD
Frances, Jenny M. (Clinical), MD
Lajam, Claudette M. (Clinical), MD
Mclaurin, Toni M. (Clinical), MD
Meislin, Robert J. (Clinical), MD
Moskovich, Ronald (Clinical), MD
Mroczek, Kenneth J. (Clinical), MD
Protopsaltis, Themistocles (Clinical), MD
Sapienza, Anthony (Clinical), MD
Shah, Mehul R. (Clinical), MD
Slover, James D., MD
Spivak, Jeffrey M. (Clinical), MD
Strauss, Eric J. (Clinical), MD
Tress, Vladimir (Clinical), MD
Young, Warren K. (Clinical), MD

Adjunct Assistant Professors
Goldsheyder, David, MD
Graichen, Heiko, MD
Leger, Dawn L., PhD

Clinical Assistant Professors
Antoine, Roger, MD
Appel, Marc H., MD
Baez, Jorge, MD
Bazos, Andrew N., MD
Bernstein, Adam, MD
Bharam, Srin, MD
Bregman, Alvin M., MD, PhD
Brief, L. Paul, MD
Buchalter, Joel S., MD

Burman, William, MD
Capeci, Craig, MD
Chang, Winshih, MD
Chapman, Cary, MD
Choueka, Jack, MD
Creighton, Mark G., MD
Dayan, Alan J., MD
de Moura, Alexandre B., MD
Eisenstein, Arthur L., MD
Emami, Arash, MD
Eneman, Jay W., MD
Fabian, Dennis F., MD
Fauser, Douglas J., MD
Fay, Collen M., MD
Feldman, Andrew J., MD
Fernandez-Madrid, Ivan J., MD
Foster, Lawrence G., MD
Frank, Joshua B., MD
Friedman, Lawrence J., MD
Gallina, Jason M., MD
Garofalo, Alfred, DPM
Gerling, Jason M., MD
Goldstein, Robert S., MD
Gupta, Salil, MD
Gurland, Mark A., MD
Hale, James J., MD
Hershon, Stuart J., MD
Hwang, Ki S., MD
Israelski, Ronald H., MD
Khabie, Victor, MD
Kim, Yong H., MD
Kirshenbaum, Ira, MD
Klein, Steven S., MD
Krinick, Ronald M., MD
Lenzo, Salvatore, MD
Letko, Lynn J., MD
Levin, Nachum, MD
Lieberman, Lester, MD
Maddalo, Anthony V., MD
Martin, Eric L., MD
Maurer, Stephen G., MD
Meere, Patrick, MD
Menche, David S., MD
Miller, Seth, MD
Montalbano, Gregory, MD
Murray, Michael T., MD
Passias, Peter G., MD
Paulino, Carl B., MD
Pellegrini, Frances R., MD
Pereira, David S., MD
Peretz, Andrew M., MD
Pettrizzo, Anthony M., MD
Pick, Robert Y., MD
Post, Paul, MD
Razi, Afshin E., MD
Richmond, Jeffrey, MD
Rieger, Mark A., MD
Rizio, Louis, MD
Rodriguez-Olaverri, Juan C., MD
Rosen, Jeffrey E., MD
Ross, Hank, MD
Schrank, Philip L., MD
Scott, Susan C., MD
Seethala, Gangadhara Naga Raghavendran, MD
Seldman, Ernesto D., MD
Seslowe, Kenneth E., MD
Sheskier, Steven, MD
Simon, Jordan A., MD
Soojian, Michael G., MD
Soyer, Adam D., MD
Stein, Drew A., MD
Stieber, Jonathan R., MD
Styles, Stuart T., MD
Suarez, Joseph A., MD
Thompson, Sean L., MD
Uh, Benjamin S., MD
Weg, Oskar, MD
Weiner, Shira, PhD
Wiener, Bradley D., MD
Wilson, Arnold B., MD
Wisser, Jamie R., MD
Yang, Syngil St., MD
Youm, Thomas, MD
Yu, Chi Hyong, MD
Yun, Jean S., MD

Instructor
Klein, Jeffrey D., MD

Instructors in Clinical
Greisman, Alfred D., MD
Rachlin, Edward S., MD
Struhl, Steven, MD

Clinical Instructors
Hoashi, Jane S., MD
Israel, Robert, MD
King, William L., MD
Liggio, Frank J., MD
Maoz, Guy, MD

Robbins, Philip, MD
Roghani, Reza, MD
Sasson, Victor, MD
Schulman, Lawrence, MD
Silverman, Marc, MD

Member of the Faculty
Liporace, Frank A., MD

Otolaryngology
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Mendik Foundation Professor of Otolaryngology, Chairman of the Department, and Professor of Neurosurgery
Roland Jr., J. Thomas, MD

Noel L. Cohen Professor of Hearing Science of Otolaryngology
Svirsky, Mario A., PhD

Marica F. Vilcek Professor of Otolaryngology
Waltzman, Susan B., PhD

Professors
Jacobs, Joseph B., MD
Myssiorek, David (Clinical), MD

Adjunct Professor
Har-El, Gady, MD
Wang, Beverly Y., MD

Clinical Professors
Cohen, Noel, MD
Komisar, Arnold, MD, DDS
Pastorek, Norman J., MD

Associate Professors
Amin, Milan R., MD
Chandra-Sekhar, Hosakere, MD
Kaufman, David, MD
Schneider, Kenneth L., MD
Sculerati, Nancy, MD
Delacure, Mark D. (Clinical), MD
Lebowitz, Richard A. (Clinical), MD

Adjunct Associate Professor
Kuriakose, Moni A. MD
Clinical Associate Professors
Edelstein, David, MD
Hammerschlag, Paul E., MD
Kohan, Darius, MD
Nass, Richard L., MD
Plasse, Harvey M., MD
Rothstein, Stephen G., MD
Setzen, Michael, MD
Shapiro, William H., MD
Ward, Robert F., MD
Watts, Joe D., MD
Zbar, Lloyd, MD

Research Associate Professor
Neuman, Arlene C., PhD

Assistant Professors
Branski, Ryan C., PhD
Constantinides, Minas S. (Clinical), MD
Fitzgerald, Matthew B., PhD
Froemke, Robert C., PhD
Lee, Judy W. (Clinical), MD
Long, Michael A., PhD
Machold, Robert P. (Research), PhD
Rickert, Scott M. (Clinical), MD
Roehm, Pamela C., MD, PhD
Suurna, Maria V. (Clinical), MD
Tan, Chin-Tuan, PhD
White, William M. (Clinical), MD

Clinical Assistant Professors
Berg, Howard, MD
Carew, John F., MD
Castellano, Bartolomeo, MD
Cohen, Jason P., MD
Cosetti, Maura K., MD
Falciglia, Danielle Nicoletta, PhD
Givi, Babak, MD
Miller, Philip J., MD
Patel, Nilesh D., MD
Reitzen, Shari D., MD
Shah, Dhiru H., MD
Shemen, Larry J., MD
Stackpole, Sarah A., MD
West, Gerald, MD
Wise, Jeffrey B., MD
Yung, Raymond L., MD

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Sagi, Elad, PhD

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Klausner, Lee Ann M., MD
Lessow, Alexa S., MD
Levine, Jennifer M., MD
Papageorge, Ariadna, MD, PhD
Voigt, Erich P., MD

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Cangiarella, Joan F., MD

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Nussenzweig, Victor, MD, PhD

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Littman, Dan Rudolf, MD, PhD

May Ellen and Gerald Jay Ritter Professor of Oncology of Pathology
Pagano, Michele, MD

Dr. Louis A. Schneider Professor of Molecular Pathology and Professor of Microbiology
Levy, David E., PhD

Muriel G. and George W. Singer Professor of Molecular Immunology and Professor of Pathology
Dustin, Michael L., PhD

C.V. Starr Professor of Medical and Molecular Parasitology of Pathology and Microbiology
Nussenzweig, Ruth S., MD, PhD

Professors
Aguero-Rosenfeld, Maria E. (Clinical), MD
Dynlacht, Brian D., PhD
Ghiso, Jorge A., PhD
Gorny, Miroslaw K. (Research), MD, PhD
Lafaille, Juan J., PhD
Lee, Peng (Clinical), MD, PhD  
Melamed, Jonathan, MD  
Meruelo, Daniel, PhD  
Pellicer, Angel G., MD, PhD  
Simsir, Aylin (Clinical), MD  
Zagzag, David, MD, PhD  
Zolla-Pazner, Susan B., PhD

**Adjunct Professors**  
Demopoulos, Rita, MD  
Finegold, Milton J., MD  
Greco Garcia, Maria A., MD  
Hershko, Avram, MD, PhD

**Adjunct Professor of Surgical**  
Klein, Michael J., MD

**Clinical Professors**  
Basch, Ross S., MD  
Hanna, Bruce A., PhD  
Lifshitz, Mark S., MD  
Steiner, German C., MD  
Tieno, Philip M., PhD  
Waisman, Jerry, MD

**Research Professors**  
Celada, Franco, MD  
Prince, Alfred M., MD  
Quagliata, Julia M., PhD  
Teebor, George, MD

**Associate Professors**  
Aifantis, Ioannis, PhD  
Aliferis, Constantin, MD, PhD  
Darvishian, Farbod (Clinical), MD  
Demaria, Sandra, MD  
Durbin, Joan, MD  
Erlebacher, Adrian I., MD, PhD  
Hernando-Monge, Eva M., PhD  
Hioe, Catarina E., PhD  
Hubbard, E. Jane Albert, PhD  
Ibrahim, Sherif (Clinical), MD  
Jacobs, Ellis (Clinical), PhD  
Laal, Suman, PhD  
Miller, Linda J. (Research), PhD  
Mische, Sheenah M. (Research), PhD  
Mittal, Khushbakhat R., MD  
Nyambi, Phillip N., PhD  
Pei, Zhiheng, MD, PhD  
Pullium, Jennifer (Research), MVB, DACLAM  
Rostagno, Agueda A. (Research), PhD  
Singh, Baljit (Clinical), MD  
Skok, Jane, PhD  
Smith, Susan L., PhD  
Sun, Wei (Clinical), MD  
Waldo, Elaine, MD  
Xu, Ruliang (Clinical), MD, PhD  
Zavadil, Jiri (Research), PhD

**Adjunct Associate Professors**  
Inghirami, Giorgio G., MD  
Sanchez, Miguel A., MD  
Wieczorek, Rosemary L., MD

**Clinical Associate Professors**  
Arbini, Arnaldo A., MD  
Ciavarella, David J., MD  
Desai, Panna, MD  
Galvao Neto, Antonio L., MD  
Levine, Pascale G., MD  
Liu, Cynthia Z., MD, PhD  
Oweity, Thaira, MD  
Shevchuk, Maria, MD

**Research Associate Professor**  
Bushkin, Yuri, PhD

**Assistant Professors**  
Abramovici, Luigia C. (Clinical), MD  
Bai, Shuting (Clinical), PhD  
Bannan, Michael A. (Clinical), MD  
Brody, Rachel I. (Research), MD, PhD  
Deng, Fang-Ming (Clinical), MD, PhD  
Feske, Stefan, MD  
Hernandez, Osvaldo J. (Clinical), MD  
Hilbert, Timothy P. (Clinical), MD, PhD  
Jacobson, Jessica L. (Clinical), MD  
Kim, Sang Yong (Research), PhD  
Koralov, Sergei B., PhD  
Krishna, Maryala (Clinical), PhD  
Krogsgaard, Michelle, PhD  
Loomis, Cynthia A. (Research), MD  
Marie, Isabelle J. (Research), PhD  
Mikolaenko, Irina (Clinical), MD  
Nimeh, Diana (Clinical), MD  
Pampeno, Christine L. (Research), PhD  
Paul, Jeremy Israel (Research), PhD  
Perle, Maryann (Clinical), PhD  
Popiolek, Dorota A. (Clinical), MD  
Rapkiewicz, Amy V. (Clinical), MD
Sanchez, Irma (Research), PhD
Schwab, Susan R., PhD
Seki, Tetsunori (Research), PhD
Shukla, Pratibha (Clinical), MD
Trombetta, Eduardo S. (Research), PhD
Wei, Xiao-Jun (Clinical), MD, PhD

Adjunct Assistant Professors
Budimlija, Zoran M., MD, PhD
Lafaille, Maria C., PhD
Minkowitz, Gerald, MD
Piva, Roberto, PhD
Sheffer, Eric C., MD

Adjunct Assistant Professor of Clinical
Sandhu, Kuldip K., PhD

Clinical Assistant Professors
Azar, Omar P., MD
Bonhomme, Marjorie, PhD
Da Silva, Moacyr M., MD
Del Rosario, Cesar D., MD
Hajdu, Cristina H., MD
Harris, Jonathan A., MD
Leung, Allen H., MD
Li, Xiaosong, MD
McVoy, Lauren A., MD, PhD
Rakowski-Anderson, Tammy L., MS, VMD
Shi, Yan, PhD
Suh, James H., MD
Tsou, Hui C., MD
Zamuco, Ronaldo, MD

Research Assistant Professors
Chiriboga, Luis A., MD
Lopez, Peter A., BS
Singh, Krishna K., PhD

Instructor
Roble, Gordon S., BA, DVM

Clinical Instructors
Huang, Cheng Cheng, MD
Wang, Steven, MD

Estimated number of teaching assistants in the Department of Pathology is one.

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Pat and John Rosenwald Professor of Pediatrics and Chairman of the Department
Manno, Catherine S., MD

Otto and Marguerite Manley and Making Headway Foundation Professor of Pediatrics
Neuro-Oncology and Professor of Neurology
Allen, Jeffrey C., MD

Julie and Edward J. Minskoff Professor of Pediatrics and Professor of Pathology
Carroll, William L., MD

Andrall E. Pearson Professor of Pediatric Cardiology
Ludomirsky, Achiau, MD

Carl Seaman Family Professor of Dysautonomia Treatment and Research of Pediatrics and Professor of Neurology
Axelrod, Felicia B., MD

Professors
Borkowsky, William, MD
Coetzee, William A., PhD
David, Raphael, MD
Dreyer, Benard P., MD
Granowetter, Linda (Clinical), MD
Kaul, Aditya (Clinical), MD
Klass, Perri E., MD
Laraque, Danielle (Clinical), MD
Levy, Joseph (Clinical), MD
Palusci, Vincent J. (Clinical), MD
Reich, Elsa W. (Clinical), MS
Terracio, Louis, PhD
Weitzman, Michael L., MD

Professor of Clinical
Meislin, Aaron, MD

Adjunct Professors
Artman, Michael, MD
Friedman, Deborah, MD
Leggiadro, Robert J., MD
Parks, Wade P., MD, PhD
Schaeffer, Henry A., MD
Shelov, Steven P., MD
Speiser, Phyllis, MD
Clinical Professors
Boufford, Melville E., MD
Claps, Albina A. MD
Cobrinik, Ralph, MD
Danilowicz, Delores A., MD
Davies, Edward, MD
Levi, Michael A., MD, PhD
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Fierman, Arthur H., MD
Gardner, Sharon L. (Clinical), MD
Grassi, Armando, MD
Kohn, Brenda (Clinical), MD
Mchugh, Margaret T. (Clinical), MD
Mendelsohn, Alan L., MD
Mooallem, Frederick, MD
Nardi, Michael A. (Research), MS
Phoon, Colin K. (Clinical), MD
Pollack, Henry J. (Clinical), MD
Raetz, Elizabeth A. (Clinical), MD
Rigaud, Mona (Clinical), MD
Rojas, Mary D. (Research), PhD
Rudy, Bret, MD
Trasande, Leonardo, MD
Zimmerman, Sol S., MD

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Benkov, Keith J., MD
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Berkowitz, Wendy A., MD
Burstin, Harris E., MD
Catapano, Peter, DDS
Chang-Lin, Julia, MD
Henry, Gillian L. (Clinical), MD
Howell, Heather B. (Clinical), MD
Kahn, Philip J. (Clinical), MD
Kaistha, Abha (Clinical), MD
Karajannis, Matthias A. (Clinical), MD
Khaitan, Alka, MD
Kim, Paul (Clinical), MD
Kim, Yang S. (Clinical), MD
Langsner, Alan M. (Clinical), MD
Legano, Lori A. (Clinical), MD
Lighter, Jennifer L., MD
Mally, Pradeep N. (Clinical), MD
Monahan, Laura J. (Clinical), MD
Pappas, John G. (Clinical), MD
Ramirez, Michelle M. (Clinical), MD
Roman, Elizabeth Ann (Clinical), MD
Rosenberg, Rebecca (Clinical), MD
Santos, Laura (Clinical), MD
Shah, Bina C. (Clinical), MD
Tewksbury, Linda R. (Clinical), MD
Tomopoulos, Soultana (Clinical), MD
Yancelevich, Naomi (Clinical), MD
Yin, Hsiang, MD
Zandieh, Stephanie O. (Clinical), MD
Zawistowski, Christine A. (Clinical), MD

Adjunct Assistant Professors
Barone, Anthony, MD
Borg, Morton D., MD
Brownstein, Carrie M., MD
Franco, Karen, MD
Graziano, Joan F., MD
Hobbs, Charlotte V., MD
Huberman, Harris S., MD
Jaffer, Zahara M., PhD
Kaufman, Lisa, MD
Merkler, Richard G., MD
Merlis, Daniele T., MD
Miles, Eileen M., MD
Nghi, Phuong M., MD
Pittman, Nanci S., MD
Rutkovsky, Lisa R., MD
Slovis, Arnold, MD
Sussman, Elihu L., MD
Vadde, Nirmala, MD
Walpita, Pramila, PhD
Wiener, Ethan S., MD
Wistinghausen, Birte, MD

Adjunct Assistant Professors of Clinical
Di John, David, MD
Lew, Lily, MD

Clinical Assistant Professors
Afonja, Olubunmi O., MD
Alexis, Ama, MD
Alpert, Mitchel, MD
Anastasiades, Anastasios A., MD
Ansong-Assoku, Betty N., MD
Au, Loretta, MD
Baez, Julissa, MD
Bairan, Aurora C., MD
Banner, Burton, MD
Barbot, Oxiris, MD
Bases, Hugh, MD
Becker, Steven E., MD
Behroozi, Hooshang, MD
Berman, Morton, MD
Bhatty, Anis, MD
Bourne, Jeffrey A., MD
Bick, David H., MD
Bulmash, Max, MD
Campbell, Christiana, MD
Canary, Catherine, MD
Casey, John A., MD
Chao, Eda C., MD
Connolly, Dana M., PhD
Cosme, Jacqueline, MD
DeCarlo, Regina R., MD
Ditchek, Stuart, MD
Ehrlich, Paul M., MD
Feldman, Saul, MD
Fiscina, Bernadette, MD
Friedman, Debbie, MD, PhD
Geary, Natalie W., MD
Gordon, Seth D., MD
Gottlieb, Susan E., MD
Greenstein, Debra, MD
Gros, Shana A., MD
Grubman, Samuel D., MD
Guttenberg, Jane A., MD
Heiss, Robert, MD
Henle, Jennifer, MD
Hire, Mary Lou, MD
Hoover, William S., MD
Jaeger, Jennifer, MD
Jelin, Abraham, MD
Kaplovitz, Harry S., MD
Kaufman, Howard, MD
Keith, Marie B., MD
Klein, Robert M., MD
Kramer, Joseph, MD
Kyvelos, Efni, MD
Lacoius-Petrucelli, Alberto, MD
Lao, Juanita, MD
Leblanc, Patrick E., MD
Lee, Yick Moon, MD
Lemma, Teresa, MD
Leung-Eng, Lucy, MD
Levine Rockland, Andrea J., MD
Levine, Howard J., MD
Levitzky, Susan, MD
Lewis, Jennifer V., PhD
Li, Chin-Ju, MD
Marino, Flavia, MD
Martinez, Matthew N., MD
McCarthy, Edith A., MD
Medows, Marsha, MD
Messito, Mary Jo, MD
Mevs, Clifford, MD
Mittal, Rakesh, MD
Moore, Heidi S., MD
Motaghed, Roja, MD
Nejat, Morris, MD
Papadeas, Vicki, MD
Peshkovsky, Courtney C., MD
Poitevien, Patricia, MD
Prezioso, Paula J., MD
Rafii, Daniela Y., MD
Rivlin, Kenneth Alan, MD, PhD
Rosello, Lori, MD
Rosenblum, Andrew, MD
Rosman, Howard J., MD
Sacker, Ira M., MD
Sadanandan, Swayamprabha, MD
Saken, Robert D., MD
Santiago, Felix E., MD
Sarnoff, Jon D., MD
Schwartz, Stephen A., MD
Shagrin, Bianca S., MD
Shaha, Mamta A., MD
Simon, Harvey J., MD
Simone, Steven J., MD
Siracuse, Jeffrey, MD
Tam, Pearl, MD
Teitel, Michael, MD
Tsao, Mary Ann W., MD
Vaccaro, Peter, MD
Vierczhalek, Susan, MD
Violaris, Kimon, MD
Werzberger, Alan, MD
Wu, Cheryl T., MD

Research Assistant Professors
Cates, Carolyn B., PhD
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Prasad, Veeramac, PhD
Wang, Jinhua, PhD

Instructors
Ahn, Danielle S., MD
Aponte-Patel, Linda R., MD
Berg, Erica D., MD
Bhatia, Rubina, MD
Bhatia, Teena, MD
Blanchard, Deena N., MD
Boakye, Cynthia G., MD
Busovsky-McNeal, Melissa A., MD
Chang, Lucy M., MD
Cummings, Samari O., MD
Fordjour, Lawrence K., MD
Gallombaro, Julie L., MD
Genece-Sekyiamah, Nadeige S., MD
Goodman, Ilysa A., MD
Gottesman, Avraham J., MD
Grossman, Devin S., MD
Hate, Rahul U., MD
Infante, Denise, MD
Joong, Anna G., MD
Kessler, David O., MD
Kupersmith, Lauren, MD
Kurtz, Seth D., MD
Lazz, Chioma N., MD
Lief, Amy E., MD
Newman, Brigitte J., MD
Papageorge, Alexis S., MD
Patterino, Charles M., MD
Rhee, David, MD
Rosen, John M., MD
Serra, Elisabeth H., MD
Taylor, Candice E., MD
Tholany, Maryann, MD
Wang, Christine T., MD
Yick, Christina D., MD
Zou, Anna Y., MD

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Amler, David H., MD
Chen, Wen J., MD

93
Putman, Donald, MD
Putter, Ellen Chazin, MD

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Akhtar, Mustansar J., MD
Arabolu, Pallavi, MD
Armstrong, Shani N., MD
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Ashourzadeh, Kourosh, MD
Ayora, Paola C., MD
Berne, Andrea S., BN, MPH
Cheng, Sonia, MD
Chhabria, Sasha S., MD
Choy, Karin E., MD
Claude, Shari L., MD
Cohen, Michel A., MD
DaSilva, Shonola S., MD
Degenhardt, Aran, MD
DeLara, Daniel A., MD
Dhall, Girish, MD
Dhodapkar, Kavita, MD
DiMaggio, Dina M., MD
Duncan, Eva, MD
Eng, Mee Yee Y., MD
Felix, Robert, MD
Ferrier, Genevieve, MD
Finkelstein, Mikal R., MD
Fisk, Rebecca, MD
Frank, Rachel A., MD
Fullerton, Katherine T., MD
Furman, Jasmin, MD
Generoso, Leonila, MD
Gindi, Edward, MD
Glaser, Amy L., MD
Glassman, Melissa E., MD
Goldstein, Steven J., MD
Gonzalez, Flavio, MD
Gormley, Glenn J., PhD
Greco, Annamaria, MD
Green, Cori M., MD
Guidera, Blair J., MD
Gunduz, Susan, MD
Han, Nancy, MD
Hashim, Asmaa, MD
Herzfeld, Sharon, MD
Hoang, Truc, MD
Hollander-Bobo, Robin P., MD
Huang, Sherry, MD

Hun, Larysa, MD
Itzkevitch, Mziya, MD
Jakus-Capla, Judith, MD
Keating, Elizabeth, BN, MSN
Kim, Bonnie E., MD
Klein, David M., MD
Knipe, Tiffany A., MD
Kulich, Edward A., MD
Kunjumon, Bjee, MD
Kuo, Josephine, MD
Lau, Cheuk Wai, MD
Lau, Helen, MD
Lau, Lisa T., MD
Lawsky, Heather E., MD
Levy, Gweneth F., MD
Lidoshore-Fuld, Karen D., MD
Lin, Rita H., MD
Louie, Moi W., MD
Lupica, Marie, MD
Lyons, Yasmin, MD
Ma, Miu, MD
Magnas, Tamar E., MD
Mariando, Nora R., MD
Michaels, Shobha, MD
Motlow, Ferrell A., MD
Muthuswamy-Pillai, Sophia, MD
Natale, Liza S., MD
Nelson, Tamasyn Andrea, MD
O’Hara, Mandy A., MD
Okunpolor, Clementina, MD
Oppenheim, Jennifer A., MD
Pellechino, Tracey L., MD
Penalver, Josiah M., MD
Perea, Annette, MD
Perry, Andrea O., MD
Polizzi, Laura N., MD
Porges, Vicki M., MD
Price, Barry, MD
Rio, Taryn W., MD
Rossi, Edward, MD
Roure, Juan, MD
Rubin, Jamie D., MD
Sandoval, Gladys, MD
Schwimmer, Richard P., MD
Seidler, Alice F., MD
Shaik, Shaziya G., MD
Shen, Jiying, MD
Shih, Jenny L., MD
Shiwbaran, Leena S., MD
Silverblatt, Katerina, MD
Sklar, Tzipporah, MD
Spang, Rigmor E., MD
Tolete-Rotor, Herminia A., MD
Tomer, Gitit, MD
Trzcinski, Stacey E., MD
Villarin, Jose, MD
Walsh, Megan E., MD
Wang, Cai Ling, MD
Wapinski, Yael, MD
Weinberg, Eric R., MD
Weinberger, Sylvan, MD
Weiss, Jona D., MD
Wells, Jamie L., MD
Werho, David, MD
Wong, Mei, MD
Wou, Margaret L., MD
Yang, Julia K., MD
Yuen, Sharon S.m., MD
Zeng, Katherine F., MD
Zullo, Alessandra, MD
Zyskind, Israel, MD

Members of the Faculty
McElhinney, Doff Bryan, MD
Sagy, Mayer, MD
Trachtman, Howard, MD

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Druckenmiller Professor of Neuroscience and Chairman of the Department
Tsien, Richard, D.Phil

Biggs Professor of Neuroscience
Buzsaki, Gyorgy, MD, PhD

Thomas and Suzanne Murphy Professor of Neuroscience
Llinas, Rodolfo, MD, PhD

Professors
Baker, Robert G., PhD
Bloomfield, Stewart A., PhD
Fishell, Gordon J., PhD
Gan, Wenbiao, PhD
Gardner, Esther P., PhD
McLaughlin, David W., PhD
Nicholson, John C., PhD
Rosenbluth, Jack, MD
Rudy, Bernardo, MD, PhD
Schmidt, Brian L., MD
Simpson, John I., PhD
Sugimori, Mutsuyuki, MD, PhD

Adjunct Professor
Movshon, J. Anthony, PhD

Research Professors
Hillman, Dean E., PhD
Vorontsov, Mikhail A., PhD
Young, Wise, MD, PhD

Associate Professors
Akopian, Abram (Research), PhD
Lang, Eric J., MD, PhD
Monaco, Marie E., PhD
Rubinson, Kalman, PhD
Sigurdsson, Einar M., PhD
Walton, Kerry D., PhD

Adjunct Associate Professors
Khachaturian, Zaven S., PhD
Mitra, Partha P., PhD
Simoncelli, Eero P., PhD
Ustinen, Mikhail N., PhD

Research Associate Professor
Tao, Lian, PhD

Assistant Professors
Dasen, Jeremy S., PhD
Hoeffer, Charles A., PhD
Stavropoulos, Nicholas, MD
Vega, Eleazar (Research), MD

Adjunct Assistant Professors
Ackert, Jessica M., MD
Beck, James C., PhD
Hrabetova, Sabina, MD, PhD
Jeanmonod, Daniel, MD, PhD
Moreno, Herman W., MD

Research Assistant Professors
Chen, Jessie, PhD
Kruglikov, Illya, PhD
Thuault- Restituito, Sophie A., PhD
Zhang, Yanqing, PhD
Visiting Assistant Professor
Harris, Kenneth D., PhD

Instructors
Norcliffe-Kaufmann, Lucy Jane, PhD
Thorne, Robert G., MD

Member of the Faculty
Rinberg, Dmitry, PhD

Plastic Surgery
http://plastic-surgery.med.nyu.edu/

Helen L. Kimmel Professor of Reconstructive Plastic Surgery and Chairman of the Department
McCarthy, Joseph G., MD

Professors
Aston, Sherrell J., MD
Baker, Daniel C. (Clinical), MD
Beasley, Robert W., MD
Chiu, David T., MD
Cutting, Court B., MD
Staffenberg, David A. (Clinical), MD, DSc (Hon)
Zide, Barry M., MD, DMD

Adjunct Professor of Clinical
Terzis, Julia K., MD

Clinical Professors
Allen, Robert J., MD
Pitman, Gerald H., MD
Rees, Thomas P., MD

Associate Professors
Ahn, Christina Y. (Clinical), MD
Colen, Stephen R., MD, DDS
Grayson, Barry H., DDS
Jelks, Glenn W., MD
Karp, Nolan S., MD
Levine, Jamie P., MD
Thorne, Charles H., MD
Warren, Stephen M., MD

Clinical Associate Professor
Tabbal, Nicolas G., MD

Assistant Professors
Ceradini, Daniel J., MD
Choi, Mihye (Clinical), MD
Hazen, Alexes, MD
Margiotta, Michael S. (Clinical), MD
Saadeh, Pierre B., MD
Shetye, Pradip R., DDS, BDS, MDS
Sharma, Sheel (Clinical), MD
Thanik, Vishal D. (Clinical), MD

Adjunct Assistant Professor
Blitz, Aileen G., PhD

Clinical Assistant Professors
Brecht, Lawrence E., DDS
Carter, Christina R., DMD
Coleman, Sydney R., MD
Hirsch, David L., MD, DMD
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Clinical Instructors
Draper, Lawrence B., MD
Levine, Steven M., MD
Patel, Parit Arun, MD

Member of the Faculty
Chiu, Ernest S., MD

Estimated number of teaching assistants in the Department of Plastic Surgery is seven.

Population Health
http://pophealth.med.nyu.edu/

Chair and Professor of Population Health, Dr. Adolph and Margaret Berger Professor of Medicine, and Professor of Psychiatry
Gourevitch, Marc N., MD

Drs. William F. and Virginia Connolly Mitty Professor of Bioethics
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Professors
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Garcia-Arcement, Nerina, PhD
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Gerdis-Karp, Joyce, MD
Goh, Kah Hong, MD
Goldbloom, David, MD
Goldman, Rachel L., PhD
Goloff, Marc S., PhD
Goni, Margaret, MD
Gray, Susan M., MD
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Gunter, Cary S., MD
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Hernando, Raymundo T., MD
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Hertz, Jonathan A., MD
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Karp, Jane, MD
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Levy-Carrick, Nomi C., MD
Lewis, Barbara A., PhD
Lewis, Rebecca, MD
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Low, Julie Y., MD
Low, Kai-Siang D., PhD
Luther, Tracie E., MD
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Malach, Stephen A., MD
Maloy, John, MD
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Mascialino, Guido, PhD
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McMenamin, Daniel T., MD
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Mundy, Daniel S., MD
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Nichols-goldstein, Nancy J., PhD
Nierenberg, Ona I., PhD
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O’Brien, Madeleine M., MD
Paleos, Kosmas Casey A., MD
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Perez, Dolores L., MD
Poe, Megan C., MD
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Saeed, Haroon, MD
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West, Ilene M., PhD
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Estimated number of teaching assistants in the Department of Psychiatry is one.
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Clinical Professors  
Ahn, Jung H., MD  
Cohen, Jeffrey M., MD  
Gold, Joan T., MD  
Itoh, Masayoshi, MD  
Jimenez, Arthur C., MD  
Kieran, Owen P., MD  
Lanyi, Valery E., MD  
Ma, Dong, MD  
O’young, Bryan J., MD  
Rashbaum, Ira G., MD  
Sherr, Rose L., PhD  
Thistle, Howard G., MD  
Zaretsky, Herbert H., PhD

Research Professors  
Diller, Leonard, PhD  
Sarno, Martha T., MD

Associate Professors  
Alba, Augusta, MD  
Haas, Francois, PhD  
Ashman, Teresa Anne (Clinical), PhD  
Moroz, Alex (Clinical), MD  
Bushnik, Tamara (Research), PhD

Adjunct Associate Professors  
Erlanger, David M., PhD  
Young, Mark A., MD

Clinical Associate Professors  
Chiang, Shi-Cheng, MD  
Daniels-Zide, Ellen D., EdM, EdD  
Fiedler, Irma G., PhD  
Gordon, Robert M., PhD  
Gross, Jeffery M., MD
Houston, Vern L., PhD
Kaplan, Esin, MD
Langenbahn, Donna M., PhD
Langer, Karen G., PhD
Padrone, Frank J., PhD
Richter, Edwin F., MD
Sasson, Nicole Lizette, MD
Shea, Leo J., PhD
Stokes, Wayne, MD
Sukhov, Renat, MD
Varlotta, Gerard P., MD

Assistant Professors
Raghavan, Preeti, MD
Whiteson, Jonathan H. (Clinical), MD

Adjunct Assistant Professors
Luo, Gangming, PhD
Voelbel, Gerald T., PhD

Adjunct Assistant Professor of Clinical
Kang, Seong-Kwan, MD

Clinical Assistant Professors
Bertisch, Hilary C., PhD
Cai, Peiti, MD
Corcoran, John R., DPT
Deporto, Robert, MD
Diab, Marguerite E., MD
Elwood, Douglas, MD
Ezrachi, Ora, PhD
Fang, Qiang Gary, MD
Garritan, Susan, MD
Goldberg, Harvey, MD
Green, Jonah S., MD
Grunwald, Ilana S., PhD
Ha, Edward, MD
Horn, Sheila E., MD
Kalva, Shailaja R., MD
Kim, Sie H., MD
Kingsley, Kristine T., PhD
Lerner, Patricia K., MA
Marcantuono, Joseph Thomas, PhD
Okoronkwo, Ifeoma, MD
Parkin, Catherine A., MA
Pines, Joyce F., MD
Qu, Sue, MD
Ragucci, Mark V., MD
Rath, Joseph F., PhD
Riedel, Karen, PhD
Saadeh, Boutros B., MD
Waked, William J., PhD
Zhang, Victoria, MD

Instructors
Bonder, Jaclyn H., MD
Galgano, Jessica, PhD
Im, Brian S., MD
Vanlew, Steve F., PhD

Instructor in Clinical
Tranese, Louis J., MD

Clinical Instructors
Antell, Craig, MD
Bansal, Amit K., MD
Biderman, David J., PhD
Bieber, Benjamin, MD
Birnbaum, Henry P., MD, DDS
Briody, Marie E., PhD
Burns, Philip, MD
Denham, Teresa V., MA
Fritzhand, Jason, MD
Fusco, Heidi Nicole, MD
Gasalberti, Richard A., MD
Guy, Ali E., MD
Heckman, Jeffrey T., MD
Huang, Josephine Z., MD
Katims, Jefferson J., MD
Kim, Ryul, MD
Kornreich, Jeffrey I., MD
Kuo, Ting-Ting, MSPT, DPT
Kyriakides, Christopher, MD
Lanter, Robert B., MD
Lefkowitz, Todd R., MD
Levine, Jaime M., MD
Lim, Ai-Lian, MA
Lippman, Eric S., MD
Litke, David R., PhD
Liu, Wei A., MD
Mihovich, Eva G., PhD
Miles, Laura M., PhD
Neely, Michael J., MD
Ng, Chow H., MD
Norden, Terri, MD, DDS
Nozdrovicky, Michael Phillip, MA, DNP
Onefater, Vladimir, MD
Panaro, Nicholas R., MD
Penta, Pradeep, MD
Perry, Jeffrey, MD
Petrucelli, Robert P., MD
Poulos, Philip J., MD
Prilik, Sofiya, MD
Qian, Xinru, MD
Robles, Juan C., MD
Rossi, Roger P., MD
Salsberg, David H., PsyD
Sonatore, Carol, MD
Tafurt, Maria C., MA

**Surgery**
http://surgery.med.nyu.edu/

**George David Stewart Professor of Surgery and Chairman of the Department**
Pachter, Hersch L., MD

**Kanas Family Foundation Associate Professor of Surgical Oncology**
Axelrod, Deborah M. (Clinical), MD

**S. Arthur Localio Professor of Surgery**
Eng, Kenneth, MD

**Frank C. Spencer Professor of Surgery**
Riles, Thomas S., MD

**Frank J. Veith Associate Professor of Vascular and Endovascular Surgery**
Adelman, Mark A., MD

**Jules Leonard Whitehill Professor of Surgery and Oncology**
Roses, Daniel F., MD

**Professors**
Boyd, Arthur D., MD
Glickman, Robert S., DMD
Gouge, Thomas H., MD
Harris, Matthew, MD
Heller, Keith S. (Clinical), MD
Hochberg, Mark (Clinical), MD
Reich, Theobald, MD
Schnabel, Freya R. (Clinical), MD
Simon, Ronald J. (Clinical), MD
Spencer, Frank, MD
Tice, David A., MD
Veith, Frank (Clinical), MD

**Professor of Clinical**
Golomb, Frederick M., MD

**Clinical Professors**
Bloom, Norman D., MD
Coran, Arnold G., MD
Rifkind, Kenneth M., MD
Saxe, David, MD
Solowey, Alex, MD
Turner, James W., MD

**Associate Professors**
Berman, Russell S., MD
Diflo, Thomas (Clinical), MD
Fielding, Christine J. (Clinical), MD
Fielding, George A. (Clinical), MD
Frangos, Spiros G. (Clinical), MD
Ginsburg, Howard B., MD
Guth, Amber A. (Clinical), MD
Hofstetter, Steven R., MD
Hopkins, Mary Ann (Clinical), MD
Jacobowitz, Glenn R. (Clinical), MD
Kabnick, Lowell (Clinical), MD
Karlis, Vasiliki, MD, DMD
Lamparello, Patrick J. (Clinical), MD
Maldonado, Thomas (Clinical), MD
Morgan, Glyn R. (Clinical), MD
Newman, Elliot (Clinical), MD
Rockman, Caron B. (Clinical), MD
Shapiro, Richard L. (Clinical), MD
Teperman, Lewis W., MD
Todd, Samuel R. (Clinical), MD

**Adjunct Associate Professor**
Petersen, Bert M., MD

**Adjunct Associate Professor of Clinical**
Giangola, Gary, MD

**Clinical Associate Professor**
Marcus, Stuart G., MD

**Assistant Professors**
Berland, Todd L. (Clinical), MD
Bholat, Omar S. (Clinical), MD
Carter, Joseph (Clinical), MD
Cayne, Neal S. (Clinical), MD
Checka, Cristina M. (Clinical), MD
Cohen, Steven M. (Clinical), MD
Dhage, Shubhada (Clinical), MD
Assistant Professor of Clinical
Fink, Simon, MD

Clinical Assistant Professors
Barzideh, Suliaman, MD
Brandeis, Steven Z., MD
Cai, Steven, MD
Castellano, Michael L., MD
Distant, Dale, MD
Ferstenberg, Henry, MD
Goldstein, Evan B., MD
Hanan, Scott H., MD
Harlin, Brian P., MD
Harris, Marsha A., MD
Hecht, Pauline G., MD
Hirsch, Christian J., MD
Kim, Geun Eun, MD
Kwauk, Sam, MD, PhD
Nalbandian, Harout I., MD
Nalbandian, Matthew M., MD
Pugkhem, Tretorn, MD
Raccuia, Joseph S., MD
Sabado, Mario F., MD
Wang, Mingke, MD
Winnick, Aaron M., MD
Wong, Steven, MD

Clinical Instructors
Fried, Gregory, MD
Kamdar, Mehul R., MD
Lam, Geoffrey Tak-Kin, MD

Member of the Faculty
Bernstein, Mitchell A., MD

Estimated number of teaching assistants in the Department of Surgery is 85.

Urology
http://urology.med.nyu.edu/

Martin Spatz Chairman of the Department of Urology and Professor of Urology and Biochemistry and Molecular Pharmacology
Lepor, Herbert, MD

James M. Neissa and Janet Riha Neissa Professor of Urologic Oncology and Professor of Radiology
Taneja, Samir, MD

Professors
Golimbu, Mircea, MD
Morales, Pablo, MD
Nitti, Victor W., MD
Shapiro, Ellen, MD
Wu, Xue-Ru, MD

Professor of Clinical
Amelar, Richard, MD

Adjunct Professor
Djavan, Babak, MD

Clinical Professors
Farcon, Eduardo M., MD
Johanson, Karl-Eric, MD
Kavoussi, Louis R., MD
Plaine, Leonard, MD
Sosa, Raul E., MD
**Associate Professors**
Logan, Susan K., PhD
Stifelman, Michael D. (Clinical), MD
Zhou, Ming (Clinical), MD, PhD
Telegrafi, Shpetim H. (Research), MD

**Clinical Associate Professors**
Glasser, Jeffrey, MD
Gluck, Robert, MD
Provot, John, MD
Romanzi, Lauri J., MD
Salant, Robert, MD
Scionti, Stephen M., MD
Shulman, Yale, MD

**Assistant Professors**
Alukal, Joseph (Clinical), MD
Brucker, Benjamin M. (Clinical), MD
Grishina, Irina B., PhD
Huang, William C., MD
Kelly, Christopher E. (Clinical), MD
Li, Xin, PhD
Makarov, Danil V., MD
Mues, Adam C. (Clinical), MD
Rosenblum, Nirit, MD
Shah, Ojas, MD

**Clinical Assistant Professors**
Kaminetsky, Jed, MD
Kanofsky, Jamie A., MD
Peng, Benjamin, MD
Torre, Pablo L., MD

**Instructor**
Loeb, Stacy, MD

**Clinical Instructors**
Bjurlin, Marc Andrew, MD
Ficazzola, Michael, MD
Gerardi, Carl, MD
Kheterpal, Emil, MD
Wysock, James S., MD

**Administrative Faculty**
Adjunct Professor
Burke, Michael T., (Finance Administration), BS
Johnson, Annette (Medical School Administration), PhD, JD
Balthazar, Emil, Radiology
Bosniak, Morton A., Radiology
Chandra, Ramesh, Radiology

Shorris, Anthony E. (Medical School Administration), BA, MD

**Assistant Professor**
Weider, Jonathan H. (Educational Informatics) (Research), BA

**Adjunct Assistant Professors**
Gemeda, Mekbib (Social Medicine), BS, MA
Match Suna, Vicki (Medical School Administration), M.Arch
Mcgrath, Joanne (Medical School Administration), MSEd

**Nondepartmental Professor**
Bowar-Ferres, Susan (Nursing & Nursing Administration), PhD

**Research Professor**
Budin, Wendy C. (Nursing), MSN, PhD

**Adjunct Professor**
Brienza, Raymond J. (Medical School Administration), EdM
Brewer, Karen L., PhD
Goldstein, Barry M., (Humanism), MD, PhD

**Clinical Associate Professor**
Woodrow, Richard (Medical Education), BA, MS, DSW

**Research Associate Professor**
Glassman, Kimberly K. (Nursing), BSN, MA, PhD

**Research Assistant Professor**
Oliker, Aaron (Educational Informatics), BA, MS
Qualter, John J. (Educational Informatics), BA, MS

**Adjunct Assistant Professor**
Hubbard, Vanessa Marie (Medical School Education), MD
Micoli, Keith James, BA, PhD

**Instructor**
Restrepo, Carlos A. (Medical Spanish), BA, MA

**Professors Emeriti**
Balthazar, Emil, Radiology
Bosniak, Morton A., Radiology
Chandra, Ramesh, Radiology
Cohen, Noel, Otolaryngology
Cohen, Norman, Environmental Medicine
Cooper, Paul R., Neurosurgery
Defendi, Vittorio, Pathology
Doyle, Eugenie, Pediatrics
Elsbach, Peter, Medicine
Frangione, Blas, Pathology and Psychiatry
Friedman-Kien, Alvin E., Dermatology
Godson, G Nigel, Biochemistry
Hirschhorn, Rochelle, Medicine, Cell Biology and Pediatrics
Holzman, Robert S., Medicine and Environmental Medicine
Imparato, Anthony M., Surgery
Karpatkin, Margaret H., Pediatrics
Kayden, Herbert, Medicine
Keegan, Albert, Radiology
Kolodny, Edwin H., Neurology
Kricheff, Irvin I., Radiology
Levitz, Mortimer, Obstetrics and Gynecology
Levin, Richard I., Medicine
Maas, Werner, Microbiology
Marshall, Christopher H., Radiology
Musacchio, Jose, Pharmacology
Noz, Marilyn E., Radiology
Siegel, Irwin, Ophthalmology
Weissmann, Gerald, Medicine
Zitrin, Arthur, Psychiatry
Zucker-Franklin, Dorothea, Medicine

Estimated number of nondepartmental teaching assistants is seven.

ROSTER OF STUDENTS

Dual Degrees

Doctor of Medicine/MS in Clinical Investigation
Jhawar, Sachin, B.S., New York University
Prabhu, Vinay, B.S., Cornell University
Maddalo, Scott, B.A., Connecticut College
McClintock, Tyler, B.S., Johns Hopkins University
Peng, Robert, B.A., New York University
Ruiz, Ryan, B.A., Vanderbilt University
Wilson, Taylor, B.S., University of Miami
Won, Eugene, B.A., Williams College

Doctor of Medicine/MA Bioethics
Birnbaum, Kylie, B.A., Colorado College

Doctor of Medicine/MPH
Elkin, Zachary, B.A., University of Pennsylvania
Govil, Nandini, B.A., New York University
Haider, Steffen, B.S., University of Rochester
Joudrey, Paul, B.A., Case Western Reserve University, MA, City College of New York (CUNY)
Park, Youngjun, B.S., Brooklyn College (CUNY)
Stierman, Bryan, B.S., University of Texas, Austin

Doctor of Medicine/MPA
Chee, Tingyin, B.S., Sophie Davis School of Biomedical Educ./CUNY
Somberg, Molly, B.A., Vanderbilt University

Medical Scientist Training Program
Alvarez, Yelina, A.A., Miami Dade College, B.S., Stanford University
Armenti, Stephen, A.B, Princeton University
Arowojolu, Omotayo, B.S., Johns Hopkins University
Beck, David Benjamin, B.A., Brown University
Beenken, Andrew, B.S., Yale University
Berger, Stephen, B.A., Johns Hopkins University
Bernstein, Hannah, B.A., Stanford University
Blaisdell, Adam, BS/BA, Case Western Reserve University
Bold, Tyler, B.S., University of Illinois
Bowman, Christopher, BS/BA, California State University Long Beach
Cantor, David, BA/BS, Pennsylvania State University
Chalifoux, Jason, BS/MS, Boston College
Chan, Emily, B.A., University of California, Berkeley
Cichon, Joseph, BS/MS, Pennsylvania State University-Main Campus
Cohen, Samuel, B.A., Wesleyan University
Dankert, John, B.S., Rochester Institute of Technology
Delgado, Camila, B.S., Florida International University
Douthit, Jessica, B.S., Temple University
Fang, Victoria, B.A., Amherst College
Feig, Jessica, B.A., Yeshiva University-Stern College for Women
Fok, Alice, B.S., University of Chicago
Gay, Carl, B.A., Johns Hopkins University
Gooden, Frank, B.S., University of Maryland
Handler, Jesse, B.A., Swarthmore College
Hines, Marcus, B.S., University of Georgia
Horton, Joshua, B.S., Indiana University-Purdue University
Hussein, Maryem, B.S., Haverford College
Jastrab, Jordan, B.S., Tufts University
Jee, Justin, B.S., Yale University
King, Julia, B.S., University of Virginia-Main Campus
Korta, Dorota, B.S., California Institute of Technology
Levenson-Palmer, Rose, B.A., Columbia University
Lewellis, Stephen, B.S., Haverford College
Livanos, Alexandra, B.S., Duke University
Lubkin, Ashira, B.A., Columbia University
Lutz, Gabriel, B.S., Brooklyn College (CUNY)
Maffie, Jonathon, B.A., Cornell University
Marlin, Joseph, BS/BA, University of California, Berkeley
Martinez, Luis, B.A., Harvard University
Maurer, Alexandria, B.S., University of Rochester
McGarry, Laura, B.A., Columbia University
McGill, Megan, B.A., University of Pennsylvania
McKenzie, Melissa, B.A., Cornell University
Meng, Xiaosong, B.S., University of Maryland-College Park
Millman, Scott, B.S., Cornell University
Mitre, Mariela, B.E., Cooper Union for the Advancement of Sci & Art
Modrek, Aram, B.S., University of California, Irvine
Mortazavi, Shirin, B.S., University of Texas-Austin
Muñoz-Miranda, William, B.S., University of Puerto Rico-Rio Piedras Campus
Narendra, Varun, B.A., Harvard University
Nemetski, Sondra, B.A., Princeton University
Ng, Charles, B.S., University of California, Los Angeles
Oh, Philmo, B.A., University of North Carolina, Chapel Hill
Okobi, Daniel, B.A., Harvard University
Ong, Karen, B.S., Pacific Union College
Parkhurst, Christopher, B.S., Cornell University
Pont, Adam, B.S., University of Nebraska-Lincoln
Rahman, Karishma, B.S., Massachusetts Institute of Technology
Rawlings, Stephen, B.A., Tufts University
Rosenberg, Evan, B.S., Brandeis University
Sekar, Krithiga, B.A., Boston University
Sun, Amy, B.S., Stanford University
Sunseri, Nicole, B.S., University of California, Davis
Titcombe, Roseann, B.S., Yale University
Tsai, Frederick, B.S., University of California, Los Angeles
Wang, John, B.A., University of California, Berkeley
Wengrod, Jordan, B.A., University of California, Berkeley
Wynne, Joseph, B.S., Cornell University
Young, Lauren, B.A., Harvard University
Zemla, Roland, B.A., Columbia University
Zheng, Danielle, B.A., University of Chicago
Zhou, Xiao Lu Angela, B.A., University of California, Berkeley

Class of 2013

Abbasi, Mohammed, B.S., Brooklyn College (CUNY)
Ableman, Genna, B.A., Harvard University
Acho, Megan, B.A., University of Michigan, Ann Arbor
Agraharkar, Shilpa, B.A., University of Texas, Austin
Appelblatt, Rachel, B.S., University of Michigan, Ann Arbor, DDS, University of Pacific
Boggott, Kaitlin, B.A., University of Pennsylvania
Ballentine, Samuel, B.S., University of Rhode Island
Bandera, Christopher, B.S., Sophie Davis School of Biomedical Educ./CUNY
Barr, Jason, B.A., University of Colorado, Boulder
Baten, Ahmareen, B.S., Pennsylvania State University-Main Campus
Bearnot, Benjamin, B.A., Amherst College
Beck, David, B.A., Amherst College
Bedell, Sarah, B.A., Brandeis University
Belda, Manuela, B.S., Brown University
Berler, David, B.A., New York University
Bhagavatula, Sharath, B.S., Cornell University
Bian, Jessica, B.A., Yale University
Billings, Marion, B.A., Brown University, MSc, London School of Hygiene & Tropical Medicine
Bonte, Benjamin, B.A., Johns Hopkins University
Bring, Rachel, B.A., Williams College
Burdowski, Joseph, B.S., University of Wisconsin-Madison
Carney, Kerrilynn, B.S., Brown University
Cheng, David, B.A., New York University
Cheng, Hao, B.S., University of Illinois at Urbana-Champaign
Chhabra, Akansha, B.A., Barnard College
Chhabra, Natasha, B.A., New York University
Cimeno, Arielle, B.S., Boston College
Clark, Jaclyn, B.S., Johns Hopkins University
Cohen, Gabriel, B.A., Princeton University
Crist, Michael, B.S., Queen's University at Kingston, MSc, University of Guelph
Cruz, Rogelio, B.S., University of Illinois at Urbana-Champaign
Cunningham, Benjamin, B.S., Pennsylvania State University-Main Campus
Datkhhaeva, Iliina, B.A., University of Colorado, Boulder
DelSole, Edward, B.S., University of Scranton
Desai, Gopi, B.A., Tufts University
Desiraju, Suneetha, BS/BA, University of Maryland-College Park
DiPrisco, Bridget, B.A., Dartmouth College
Eyel, Olga, B.A., New York University
Farhadian, Joshua, B.A., University of Pennsylvania
Feller, Jill, B.A., Princeton University
Foster, Lauren, B.A., Dartmouth College
Francis, Gloria, B.A., New York University
Fulton, Sarah, B.A., Skidmore College
Gard, Sabrina, B.S., Sophie Davis School of Biomedical Educ./CUNY
George, Ilena, B.A., Stanford University
Giovinazzo, Jerome, B.A., Amherst College
Gold, Alex, B.S., Boston College
Grossman, Craig, B.A., George Washington University
Haq, Muhammad, B.A., Vassar College
Harnett, Zachary, B.A.M.A. Brown University
Harrington, Amanda, B.A., Harvard College
Harris, Amanda, B.S., College of New Jersey
Hayes, Scott, B.S., Cornell University
Joelscher, Christian, B.S., Pennsylvania State University
Hopkins, Reid, B.A., Brown University
Huang, Grace, B.A., Pomona College
Huang, Yi, B.S., Massachusetts Institute of Technology
Jenkins, Megan, B.S., University of Rochester
Kayal, Maia, B.A., New York University
Keller, Robert, B.A., New York University
Kim, Mitchell, B.A., University of Washington
Kimmel, Jessica, B.A., University of Pennsylvania
Kissel, Margaret, B.S., Duke University
Klindienst, Joshua, B.A., Brandeis University
Koziatek, Christian, B.A., Washington University in St. Louis
Krigel, Anna, B.A., Dartmouth College
Krutoy, Jeffrey, B.S., University of Georgia, DDS, Columbia University College of Dental Medicine
Kudlowitz, David, B.A., Tufts University
Kuritzkes, Benjamin, B.A., Yale University
Kurz, Daniel, B.S., Loyola University of Chicago
Lakhaney, Divya, B.A., Barnard College
Lee, Michael, B.S., New York University
Leigh, Lyvia, B.A., Rutgers University
Leon Guerrero, Alexandra, B.A., Stanford University
Li, Albert, B.A., Harvard College
Li, Carey, B.A., Dartmouth College
Litton, Tyler, B.S., University of Missouri-Columbia
Liu, James, B.S., University of Maryland-College Park
Liu, Jennifer, B.A., Northwestern University
Long, Yang, B.S., Brown University
Malone, Michael, B.S., University of Wisconsin-Madison
Marascalchi, Bryan, B.S., Syracuse University
Matthews, Avery, B.A., Barnard College
McGrath, Jessica, B.S., University of Maryland-Baltimore County
McKeever, James, B.A., Harvard University
Merola, Jonathan, B.S., Stanford University
Modarressi, Taher, B.A., Princeton University
Mone, Anjali, B.A., College of New Jersey
Morley, Christopher, B.A., Johns Hopkins University
Mulliken, Jennifer, B.A., Dartmouth College, MA, Courtauld Institute of Art
Murthy, Vivek, B.A., Johns Hopkins University
Murthy, Vivek, MS, Oxford University
Mushlin, Harry, B.S., George Washington University
Myer, Kaley, B.A., University of California, Berkeley
Nahvi, Farzon, B.S., Cornell University
Nejat, Rebecca, B.A., Barnard College
Niedfeld, Melissa, B.A., New York University
Olivieri, Patrick, B.A., Georgetown University
O’Malley, Greynie, B.S., American University
Ort, Katherine, B.A., Williams College
Oved, Joseph, BA/MA, New York University
Perl, Ari, B.A., Yeshiva University-College for Men
Peters, Austin, B.S., Fordham University
Pospishil, Liliya, B.S., Sophie Davis School of Biomedical Educ./CUNY
Price, Alison, B.S., Duke University
Quarles, Brandon, BS/BA, University of Miami
Quay, Ellinor, B.A., Princeton University
Radusky, Ross, B.A., Queens College(CUNY)
Ramos, Nicholas, B.S., Washington University in St. Louis
Rastogi, Natasha, B.S., Lehigh University
Rehm, Alyssa, B.A., Georgetown University
Richman, Michael, B.A., University of Michigan-Ann Arbor
Riviello, Peter, B.A., Tufts University
Romero, Daniela, B.S., University of Florida
Rosenbaum, Sarah, B.S., Brown University
Rosenthal, David, B.A., Boston University
Rosenthal, Jamie, B.S., Cornell University
Roudenko, Alexandra, B.A., Barnard College
Russell, Tara, B.S., Dickinson College, MPH, Tufts University School of Medicine
Sagebin, Fabio, B.S., Utah Valley University
Setton, Robert, B.A., Hunter College (CUNY)
Silver, Ethan, B.S., Washington University-St. Louis
Singh, Prabhjot, B.A., New York University
Smerek, Paul, B.A., Boston University
Smith, Aaron, B.A., Harvard University
Smith, Meghan, B.A., New York University
Smith, Natalie, B.S., University of Michigan
Stember, Joseph, B.A., Williams College, M.S.Ph.D, Cornell University
Swensen, Stephanie, B.S., Fordham University
Tan, Ainah, B.A., University of Pennsylvania
Tan, Galina, B.S., Cornell University
Tannis, Candace, B.S., Brown University
Taylor, Jennifer, B.A., Yale University
Toprover, Michael, B.A., New York University
Treibl, Daniela, A.A., Palm Beach Community College, B.A., Sarah Lawrence College
Turchiano, Michael, B.A., Georgetown University
Valladares, Jackelyn, A.A., Pierce College, B.S., University of California, Los Angeles
Viola, Justine, B.S., Sophie Davis School of Biomedical Educ./CUNY
Vittorino, Roselle, B.A., Hunter College-CUNY
Wang, Xiao Jing, B.A., New York University
Weinstejn, Andrew, B.S., Cornell University
Wentlandt, Max, B.A., Loyola University-New Orleans
Winberger, Nicole, B.A./MA, St. Cloud State University
Winer, Arthur, B.A., Georgetown University
Wolverton, Jay, B.S., Indiana University
Wong, Sze, B.S., Yale University
Wu, Timothy, B.A., University of California, Berkeley
Yeung, Howa, B.S., Sophie Davis School of Biomedical Educ./CUNY
Yuhas, Courtney, B.S., Cornell University
Zhang, Shali, B.A., New York University

Class of 2014

Abiri, Benjamin, B.S., Brown University
Adler, Lisa, B.A., Cornell University
Agathis, Nickolas, B.A., Lehigh University
Aggarwal, Ishita, B.A., University of California, Berkeley
Albano, Nicholas, B.S., Lafayette College
Al-Mondhriy, Jafar, BA/MS, Pennsylvania State University
Anderson, Molly, B.A., New York University
Anderson, Morgan, B.S., Duke University
Antler, Lauren, B.A., Brown University
Azova, Svetlana, B.A., Hunter College (CUNY)
Bajracharya, Siddhartha, B.S., Cornell University
Bhatia, Navin, B.A., Princeton University
Billig, Jessica, B.A., University of California, Berkeley
Blachford, Courtney, B.S., Yale University
Boas, Rebecca, B.A., University of Pennsylvania
Bourgeois, Wallace, B.A., University of Chicago
Bowman, Kathryn, B.A., Vanderbilt University
Brady, Bobbi, B.S./B.A, University of Miami
Breinager, Lindsey, B.A., Barnard College
Brown, Lauren, B.A., Boston University
Brusca, Samuel, B.S., Washington & Lee University
Calcei, Jacob, B.A., Kenyon College
Chanatry, Scott, BA/MA, Stanford University
Cheng, Ray, B.A., New York University, DDS, Columbia University College of Dentistry
Chiu, Shannon, B.A., Williams College
Chuang, Philip, B.S., Johns Hopkins University
Chung, Kevin, B.A., University of Pennsylvania
Cloyd, Trudi, B.A., Smith College, MSc, Oxford University
Concors, Seth, B.A., New York University
Cowley, Alicia, B.A., Harvard University
Cuadrado, Fernando, B.S., Ball State University
Cunningham, Courtney, B.S., Johns Hopkins University
Davenport, Michael, B.S., Johns Hopkins University
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Class of 2012

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Gutman, David, Transitional, New York Medical College-Sound Shore Medical Center, New Rochelle, NY
Haimovic, Adele, Medicine-Preliminary, NYU School Of Medicine, New York, NY
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NYU School Of Medicine, New York, NY
Mestel, Celine, Medicine-Preliminary, Lenox Hill Hospital, New York, NY
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Efros, Kevin, Anesthesiology, UC San Francisco Medical Center, San Francisco, CA
Evers, Jacob, Anesthesiology, New York Presbyterian Hospital-Columbia University Medical Center, New York, NY
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Iranmahboob, Amir, Radiology-Diagnostic, NYU School Of Medicine, New York, NY
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Landau, Daniel, Neurology, Einstein/Montefiore Medical Center, Bronx, NY
Landau, Elliot, Radiology-Diagnostic, Staten Island University Hospital, Staten Island, NY
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Maung, Chan-Nyein, Anesthesiology, NYU School Of Medicine, New York, NY
Mausner, Elizabeth, Radiology-Diagnostic, NYU School Of Medicine, New York, NY
Maxey, Courtney, Anesthesiology PG 2-4, Massachusetts General Hospital, Boston, MA  
Mestel, Celine, Dermatology, SUNY Health Science Center, Brooklyn, NY  
Moore, Grant, Ophthalmology, UCLA Medical Center, Los Angeles, CA  
Nam, Rebekah, Anesthesiology, NYU School Of Medicine, New York, NY  
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Patel, Manisha, Radiology-Diagnostic, Thomas Jefferson University, Philadelphia, PA  
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Portnoy, Elie, Radiology-Diagnostic, Johns Hopkins Hospital, Baltimore, MD  
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Regev, Aviva, Anesthesiology, UCLA Medical Center, Los Angeles, CA  
Rosendale, Nicole, Neurology, UC San Francisco-CA, San Francisco, CA  
Samra, Fares, Plastic Surgery, Hospital of the University of Pennsylvania, Philadelphia, PA  
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Sorice, Sarah, Plastic Surgery (Integrated), Stanford University, Standford, CA  
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Tchelebi, Leila, Radiation-Oncology, New York Methodist Hospital, Brooklyn, NY  
Yoo, Christine, Anesthesiology/4 yr, Barnes-Jewish Hospital, St. Louis, MO  

**TRAVEL DIRECTIONS**  
Lexington Avenue Subway (6)  
Local to 33rd Street Station. Walk or take 34th Street crosstown bus east to First Avenue.  

Seventh Avenue Subway (1, 2, 3)  
Local or express to 34th Street Station. Walk or take 34th Street crosstown bus east to First Avenue.  

Broadway Subway (N, Q, R, W)  
Local or express to 34th Street Station. Walk or take 34th Street crosstown bus east to First Avenue.  

Sixth or Eighth Avenue Subway (A, B, C, D, E, F, V)  
Local or express to 34th Street Station. Walk or take 34th Street crosstown bus east to First Avenue.  

Thirty-fourth Street Crosstown Bus (M16, M34)  
Take east to First Avenue.  

First Avenue Bus (M15)  
Runs north. Local bus stops at the Medical Center, 550 First Avenue. Limited bus stops at 29th and 34th Streets.  

Second Avenue Bus (M15)  
Runs south. Local bus stops at 34th and 31st Streets. Limited bus stops at 34th Street. Walk or take 34th Street crosstown bus east to First Avenue.  

Third Avenue Bus (M101, M102)  
Runs north. Local bus stops at 31st and 34th Streets. Limited bus stops at 34th Street. Walk or take 34th Street crosstown bus east to First Avenue.
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