NEW YORK UNIVERSITY BULLETIN

Arts & Science

Liberal Studies

Global Liberal Studies

2009-2011
Liberal Studies

ANNOUNCEMENT FOR
THE 38TH AND 39TH SESSIONS

Global Liberal Studies

ANNOUNCEMENT FOR
THE 1ST AND 2ND SESSIONS

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

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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 over 130 foreign countries.

The University includes 14 schools and colleges at five major centers in Manhattan. 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. More than 2,500 courses are offered, leading to more than 25 different degrees.

The Schools and Colleges of the University

The College of Arts and Science offers the Bachelor of Arts degree in a wide range of programs in the humanities, science, social sciences, and foreign languages and literatures and, in some departments, the Bachelor of Science degree. Joint programs of study currently involve NYU’s Robert F. Wagner Graduate School of Public Service; Graduate School of Arts and Science; Steinhardt School of Culture, Education, and Human Development; Silver School of Social Work; School of Medicine; College of Dentistry; and the Polytechnic Institute of NYU.

The School of Law is one of the oldest law schools in the United States. It offers a comprehensive first professional program leading to the degree of Juris Doctor and a graduate curriculum leading to the degrees of Master of Laws and Doctor of Juridical Science. The law school is a leader in providing scholarships to promising students, recruiting top faculty, and improving tuition subsidies and loan forgiveness programs. The School of Law regularly posts recent graduates to the U.S. Supreme Court for the highly coveted clerkships. The Root-Tilden-Kern scholarship program has produced more than 800 of the finest public service leaders in the country. Each year, some of the world’s top foreign lawyers visit to teach at the Hauser Global Law School, founded in 1995. An extraordinarily wide range of course offerings, research centers, colloquia, and special programs is made available to students. Policy makers and practitioners regularly converge on Washington Square South to explore critical issues in the law.

The School of Medicine and Post-Graduate Medical School offer the Doctor of Medicine degree and, through the Graduate School of Arts and Science, the Doctor of Philosophy degree as well as and courses for accreditation designed to meet the needs of physician-scientists and physicians in practice. Much of the clinical teaching takes place at the 809-bed Bellevue Hospital Center, where the School of Medicine supervises care. Medical students and residents also gain important clinical experience through the NYU Hospitals Center, which includes the 705-bed Tisch Hospital and the 174-bed Rusk Institute of Rehabilitation Medicine. The School also maintains affiliations with select institutions for a variety of joint academic and clinical programs. Affiliated hospitals include the NYU Hospital for Joint Diseases Orthopaedic Institute; the Department of Veterans Affairs New York Harbor Healthcare System; Jamaica Hospital Medical Center; North Shore-Long Island Jewish Health System; Manhattan Eye, Ear, and Throat Hospital; Gouverneur Hospital; and Lenox Hill Hospital. The School is renowned for the excellence of its basic and clinical science enterprises as well as its clinical care through its faculty group practices.

The School’s Helen L. and Martin S. Kimmel Center for Biology and Medicine at the Skirball Institute of Biomolecular Medicine is one of the world’s leading medical research centers, with interdisciplinary research emphasizing the biomolecular roots of disease. Specific areas of focus include developmental genetics, molecular pathogenesis, molecular neurobiology, and structural biology.

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The College of Dentistry is the third oldest and the largest private dental school in the United States. It offers a predoctoral program leading to the Doctor of Dental Surgery degree, as well as advanced education programs in the dental specialties and an allied health program in dental hygiene. The patient care clinics, laboratories, and other teaching facilities that comprise the College of Dentistry are housed within several buildings, including the Arnold and Marie Schwartz Hall of Dental Sciences and the K. B. Weissman Clinical Science Building. The center is located on First Avenue, from East 24th Street to East 25th Street, in the midst of one of the nation’s most renowned health sciences complexes, which extends from East 24th Street to East 34th Street. Located within the College of Dentistry is the College of Nursing, one of the top programs in the country. Graduates assume positions in leading health care institutions and universities and practice in areas including acute care, community health care, pediatrics, geriatrics, mental health, and emergency care. The College offers B.S., M.S., and Ph.D. degree programs. A B.S./M.S. dual degree program and an M.S./M.S. joint degree program with the Robert F. Wagner Graduate School of Public Service are also available.

The Graduate School of Arts and Science offers the degrees of Master of Arts, Master of Science, Master of Fine Arts, and Doctor of Philosophy in most areas of the humanities, social sciences, and natural sciences. Several certificate programs are also offered. The NYU in Paris and NYU in Madrid M.A. programs are based in centers in Paris and Madrid. Dual degree programs of study currently involve the School of Law, the School of Medicine, the Leonard N. Stern School of Business, and the Robert F. Wagner Graduate School of Public Service. Courses are offered in the late afternoon and evening as well as during the day.

The Steinhardt School of Culture, Education, and Human Development offers a broad range of innovative undergraduate preprofessional and professional programs and advanced graduate study in applied psychology, art, education, health, media, and music. Undergraduate programs
lead to the Bachelor of Science, Bachelor of Music, or Bachelor of Fine Arts degree and combine a solid foundation in the liberal arts with specialized course work and fieldwork, clinical practice, or internships in a wide variety of settings throughout New York City. Graduate students may enroll in master’s, advanced certificate, and doctoral programs in a wide variety of disciplines. Courses are given weekdays, evenings, and summers to full-time, part-time, and special students. Study abroad is available for undergraduates during the summer and academic year and for graduate students during the summer and January intersession. Applied research opportunities abound for all students.

**The Leonard N. Stern School of Business** is located in a three-building complex that comprises Tisch and Shimmel Halls and the Henry Kaufman Management Center. The Washington Square complex is adjacent to the University’s renowned Elmer Holmes Bobst Library. The Stern School offers B.S., M.B.A., and Ph.D. degrees. Students may specialize in accounting, economics, finance, information systems, international business, management, marketing, operations management, statistics, and actuarial science. Joint graduate-level programs are offered with the School of Law, the Wagner Graduate School of Public Service, and the Graduate School of Arts and Science. Enrollment in the graduate program may be full or part-time.

**The Undergraduate College of the Stern School of Business** administers the undergraduate business program. This program offers an innovative curriculum that integrates liberal arts studies with business studies. Through this course of study, students are exposed to the international dimensions of business, develop strong interpersonal and team-building skills, gain a sense of professional responsibility, and undertake cross-disciplinary course work while retaining a strong individualized component through elective course work. The undergraduate curriculum is a full-time course of study.

**The School of Continuing and Professional Studies (SCPS)** has for over 70 years provided courses and professional credentials to meet the cultural and career needs of today’s adult population. SCPS offers approximately 2,000 non-credit classes each semester in business and marketing; entertainment, technology, and digital arts; international studies; real estate and construction; hospitality; philanthropy; the creative arts; and more. SCPS also offers credit-bearing programs, including associate’s and bachelor’s degrees geared toward adults returning to college. For professionals seeking career advancement in specific industries, SCPS offers 13 Master of Science degree programs. Flexible scheduling, convenient class locations, and online offerings through the Virtual College™ draw thousands of adult students to SCPS every semester.

**The Robert F. Wagner Graduate School of Public Service** offers advanced programs leading to the professional degrees of Master of Public Administration, Master of Urban Planning, Executive Master of Public Administration, and Doctor of Philosophy. Through these rigorous programs, NYU Wagner educates the future leaders of public, nonprofit, and health institutions as well as private organizations serving the public sector. Dual degree programs are also available with the College of Arts and Science, the Graduate School of Arts and Science, the School of Law, the School of Medicine, the College of Nursing, the Silver School of Social Work, and the Leonard N. Stern School of Business. NYU Wagner takes a broad-based, interdisciplinary approach to public service education that recognizes the importance of a cross-sector perspective and values both theory and practice. Courses for full-time and part-time students are offered in the late afternoon and evening and on Saturdays.

**The Silver School of Social Work** offers Bachelor of Science, Master of Social Work, and Doctor of Philosophy degrees. The bachelor’s program prepares students for beginning social work practice immediately on graduation and for admission to graduate programs with advanced standing. The master’s program prepares students for the core mission of social work and provides an advanced concentration in clinical social work. The doctoral program offers a concentration in clinical social work. It prepares graduates to assume leadership positions as researchers, advanced practitioners, and educators. The school also offers a Post-Master’s Certificate Program in the Treatment of Alcohol- and Drug-Abusing Clients.

**The Tisch School of the Arts**, founded in 1965, provides undergraduate and graduate training in aspects of the performing and visual arts. Departments and programs offering professional training are acting, arts politics, dance, design, drama, performance studies, film and television, cinema studies, photography and imaging, dramatic writing, musical theatre writing, recorded music, and interactive communications. Degrees offered are the B.A., B.F.A., M.F.A., M.P.S., M.A. (moving image archiving and preservation), and, through the Graduate School of Arts and Science, the M.A. (performance studies or cinema studies) and Ph.D.

**The Gallatin School of Individualized Study** offers Bachelor of Arts and Master of Arts degrees in individualized programs of study. Gallatin provides an innovative and student-centered liberal arts education in which students create and hone their own plans of study under the mentorship of faculty advisers. The Gallatin model encourages students to integrate their studies in traditional disciplines and professions by combining Gallatin course work with independent studies, internships, and courses at other schools within NYU. Gallatin’s interdisciplinary courses focus on significant texts from around the world and engage students with major historical and philosophical traditions. Programs in the arts, writing, and community learning offer students opportunities to utilize New York City as their extended classroom and to explore the relationship between theory and practice as they develop their capacity for critical thinking, effective communication, and creative work.

**The Mount Sinai School of Medicine** offers the M.D. and Ph.D. degrees in addition to a combined M.D.-Ph.D. program in...
a rigorous intellectual environment focused on collaboration between faculty and students. The school is committed to training students to be not only outstanding clinicians and scientists but also compassionate individuals who serve science and society. The

NEW YORK UNIVERSITY LIBRARIES

The Elmer Holmes Bobst Library, designed by Philip Johnson and Richard Foster, is the flagship of an eight-library system that provides access to the world’s scholarship and serves as a center for the NYU community’s intellectual life. Bobst Library houses 3.8 million volumes and provides access to thousands of electronic resources, both on site and around the world via the Internet. The Library received more than 2.6 million visits in 2008-2009 and circulated over 800,000 items.

Bobst Library offers three specialized reference centers, 45 miles of open stacks, and approximately 2,500 seats for student study. The Avery Fisher Center for Music and Media, one of the world’s largest academic media centers, has 134 carrels for audio listening and video viewing and three multimedia classrooms. Last year, the center filled nearly 100,000 research requests for audio and video items. The Studio for Digital Projects and Research offers a constantly evolving, leading-edge resource for faculty and student projects and promotes and supports access to digital resources for teaching, learning, research, and arts events.

The Fales Library, a special collection within Bobst Library, is home to the unparalleled Fales Collection of English and American Literature; the Food Studies Collection, a rich and growing trove of cookbooks, food writing, pamphlets, papers, 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. 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. The department also provides training for students in many aspects of book, paper, and media preservation.

Beyond Bobst, the library of the renowned Courant Institute of Mathematical Sciences focuses on research-level material in mathematics, computer science, and related fields. The Stephen Chan Library of Fine Arts at the Institute of Fine Arts (IFA) houses the rich collections that support the research and curricular needs of the institute’s graduate programs in art history and archaeology. The Jack Brause Real Estate Library at the Real Estate Institute, the most comprehensive facility of its kind, serves the information needs of every sector of the real estate community. The newest member of the Division of Libraries is the Library of the Institute for the Study of the Ancient World (ISAW). The institute, on East 8-4th Street, is a center for advanced research and graduate education in ancient civilizations from the western Mediterranean to China. Complementing the collections of the Division of Libraries are the Frederick L. Ehrman Medical Library of NYU’s School of Medicine, the Dental Center’s John and Bertha E. Waldmann Memorial Library, and the Library of the School of Law.

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

FINE ARTS

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 comprises primarily 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 advisors 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 more than 2,000 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 e. Frances White, Vice Provost for Faculty Development, New York University, Elmer Holmes Bobst Library, 70 Washington Square South, New York, NY 10012-1091, telephone 212-998-2370, for faculty; to Josephine Katcher, Senior Director of the Office of Employee Relations, New York University, 7 East 12th Street, New York, NY 10003-4475, telephone 212-998-1242, for employees; and to Thomas Grace, Director of Judicial Affairs and Title IX and VI Officer and Section 504 Coordinator, Office of the Vice President for Student Affairs, New York University, 60 Washington Square South, Suite 601, New York, NY 10012-1019, telephone 212-998-4403, for students. 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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Academic Adviser
The Liberal Studies Program houses two programs: a two-year core curriculum program (HEGIS Code 5699*) from which students transition to other NYU schools to complete their bachelor’s degree and the Global Liberal Studies Bachelor of Arts (HEGIS Code 4901*).

Liberal Studies (LS) is a full-time, two-year liberal arts program. LS offers a comprehensive liberal arts background that serves as a strong foundation for further study. At the end of their LS studies, LS students who successfully complete the program requirements with a minimum GPA of 3.0 and who meet the transfer criteria of the NYU school or college to which they originally applied for their baccalaureate will enroll as juniors in that school.

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

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

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

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

Graduates of GLS will be world citizens, proficient in a foreign language, engaged in international cultures, and well prepared to begin their careers or for admission to professional and graduate schools.
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New York, NY 10003-9580 • 212-998-7120 • www.liberalstudies.nyu.edu
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Liberal Studies (LS)

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Liberal Studies Academic Program

Liberal Studies Curricular Overview and Requirements
Liberal Studies (LS) is composed of a core liberal education curriculum that is based on the reading of great works and includes courses drawn from NYU’s eight undergraduate schools and colleges, allowing students to begin their major during their first two years. LS offers a comprehensive liberal arts background that serves as a strong foundation for further study. At the end of two years*, LS students who successfully complete program requirements and meet the transfer criteria of the NYU school or college to which they originally applied for their baccalaureate will enroll as juniors in that school or college.

The LS academic experience is based on an interdisciplinary core curriculum that fulfills the liberal arts requirements of all the undergraduate programs at NYU. LS is distinguished by small classes and an environment in which faculty and students work closely together to develop a community dedicated to learning.

FRESHMAN CURRICULUM REQUIREMENTS
All freshmen are required to complete a two-semester freshman writing sequence focusing on expository writing, the presentation of argument, and the elements of research. The freshman core courses Cultural Foundations I and II and Social Foundations I and II are based on the study of great works from antiquity to the beginning of the modern era. In the Cultural Foundations sequence, students study literature, the visual and performing arts, and music. In the Social Foundations sequence, students focus on philosophy, religion, political and social theory, and history. Taken together, the two sequences can be seen as a large-scale cultural history. The sequences also provide an introduction to skills in critical analysis and synthetic thinking that students need for successful study in all academic disciplines. Depending on the requirements of their baccalaureate program, students may also take a course in the natural sciences† and mathematics.

* LS is a four-semester program.
† Students pursuing a prehealth track should take physics, chemistry, and biology courses in the College of Arts and Science. Please see the LS Web site at ls.nyu.edu for the prehealth guidelines.

SOPHOMORE CURRICULUM REQUIREMENTS
During the sophomore year, students are required to complete Cultural Foundations III and Social Foundations III, which bring the sequence begun in the first year up to the present. In the sophomore year, students also complete a second science† (if required by the school to which they will transition), explore possible majors, and begin the course work toward those majors in the appropriate academic departments. LS students are expected to schedule meetings with their faculty adviser during which they receive advice about choosing additional courses from NYU’s extensive offerings. By the end of the sophomore year, a student should be able to declare a major.

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

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

In Writing II, students continue to work on the reading and writing skills they began developing in Writing I. Although students’ voices and ideas continue to be valued and encouraged, Writing II places increased emphasis on how the student’s ideas are situated in a larger conversation with “outside” voices, ideas and texts—in the academy, the arts, and the larger world or culture. Students produce work based on research, usually in the form of one or more research projects. The concept of “research” is not limited to library or online research but is thought of in the broadest and most creative sense of the term. In performing this research, students incorporate the voices of others into the general context of their own argument or idea, helping them engage in “critical exchanges” with other voices and sources of evidence. Students are expected to understand all the formal requirements of research writing (proper citation, constructing a bibliography, etc). More importantly, the goal of the work in Writing II is largely focused on the importance of having students place themselves in sophisticated and critical dialogue with other writers and thinkers, thereby connecting them to the academic community and its conversations, and to critical discussions happening outside of the University in the world at large.

Students learn to write essays that are informed by and responsive to the insights of others without being dominated by them. Writing II essays are usually longer than those generated in Writing I, and the drafting process is facilitated by providing a variety of exercises or benchmarks to help student negotiate the complex research process.

In addition to the standard sections of Writing II described above, LS offers two specialized Writing II sections. These sections are designed for students pursuing a major in visual and performing arts, teaching, or social work or for anyone interested in combining the Writing II class experience with a community service project.

Writing II: The Artist and the Critic in New York
Students pursuing degrees in the visual and performing arts take The World Through Art, a writing course that fulfills the Writing II requirement. The course focuses on artistic and ethical issues concerning the artist and his or her relationship to the University, the community, and the world. The format of the course incorporates guest lecturers and talks by local artists, writers, and performers. Students read texts and write papers connected to the thematic work of the class. The readings include classic and modern texts about aesthetic theory and the cultural and ethical implications of artistic production and performance.

This course is designed for students who are interested in thinking and writing about visual art—film, video, painting, photography, sculpture, theatre, and dance. The class focuses on a number of questions: What is the relationship between the critic and the artist? How do critics write about the art they see? In what ways is the critic also an artist? How does the city alter and shape the work of artists and critics? What expertise, research, and ways of seeing can we bring to visual texts? How do artists and critics influence one another? What does it mean to look and look again, especially in one’s own writing and art? In order to engage these questions the class works with theoretical texts, visual texts, primary research, secondary research, and of course, students’ own writing. Students also take advantage of the city’s art offerings through field trips to museums and galleries.

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**LS COURSES AND COURSE NUMBERS**

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CULTURAL AND SOCIAL FOUNDATIONS

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

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

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

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

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

Social Foundations III
The last semester examines major intellectual and historical events from the Enlightenment and the Qing Dynasty (around 1700) to the contemporary world. This period has seen some of the most rapid and significant changes in human society and scientific understanding. At the same time, many of the enduring questions of humanity have become even more critical as disparate cultures interact in a new global arena. This course is a capstone to the foundations sequence; accordingly, authors and themes come from a range of texts both interdisciplinary and international. Among the themes the course explores are the philosophical and political debates that followed the creation of global colonial empires, as societies...
from around the world confronted imperial polices and institutions. The course also considers the rise of vast, new international markets; the spread of revolutionary and national liberation movements in the 19th and 20th centuries; new challenges to established property; and the social effects of industrialization. In addition, instructors discuss postmodern attempts to question and undermine the institutions and practices that structure contemporary societies. In this part of the sequence, students consider criticisms of Western practices that form both within the West and from other regions of the world, giving special attention to the reception of Western texts by other traditions and, conversely, the influence of these other traditions on the West.

**LS SCIENCE CURRICULUM***

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

**History of the Universe**

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

**Environmental Studies**

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

**Life Science**

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

**MATHEMATICS**

LS students must fulfill mathematics and/or science requirements for both the A.A. degree conferred by LS and the bachelor’s degree to be conferred by an undergraduate school or college of NYU. LS requires only one mathematics or one science course for the A.A.
degree. Students are encouraged to postpone taking math until after transfer since the choice of major often determines what math class is required. LS does not offer mathematics courses; students take the math courses offered at the College of Arts and Science Department of Mathematics (in the Courant Institute of Mathematical Sciences).

Students should consult the LS Advising Center staff and refer to the specific departmental Web sites and bulletins for information about the math requirements for their bachelor’s degree program.

LS Elective Courses

- Global Cultures
- Economics I and II
- Creative Writing I and II
- Internships

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

GLOBAL CULTURES

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

African Cultures

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

East Asian Cultures

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

Latin American Cultures

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

Middle Eastern Cultures

This course offers a broad interdisciplinary introduction to the societies, cultures, politics, and history of the contemporary Near East and Islamic North Africa. Sociological, historical, and political texts, as well as achievements in the fine and performing arts, films, and literary works, are employed to examine the region’s rich historical legacy and current complexity. Topics include the historical-cultural relations between the Middle East and the West; the impact of historical, economic, and political change in the region’s cultures and societies; and the contemporary state of the region.

South Asian Cultures

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

ECONOMICS

LS offers two economics courses as electives for students. Economics I is a prerequisite for Economics II.

Economics I

This course introduces basic concepts of microeconomic theory. Topics include unemployment; inflation; aggregate demand; income determination and stabilization policies; fiscal and monetary policies; and the Keynesian monetarist debate over stabilization policy.

Economics II

This course introduces basic concepts of microeconomic theory by
examining price theory and its applications. Topics include consumer demand and choice; indifference curve analysis; big business and public policy; and factor markets and the distribution of income.

**CREATIVE WRITING**

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

**Creative Writing I**

This course is designed for students who have mastered basic writing skills but seek guidance in the fine points of literary craftsmanship. Although students are free to work in any medium, they are encouraged to experiment with professional creative writing techniques such as exposition, narration, description, characterization, monologue, stream of consciousness, dialogue, and dramatization.

**Creative Writing II**

This course focuses on in-class discussion of student manuscripts. Attention is given to point of view, structure as a means of arousing and satisfying curiosity, and effective use of analogy, irony, metaphor, and symbol. In individual conferences, students discuss their personal writing problems and learn how to edit their own work for syntactical precision. Underlying all work—at home, in class, and in conference—is concern for individual style.

**INTERNSHIPS**

Many internships are paid internships or volunteer internships that do not involve or require or allow academic credit. Students do not need permission from Liberal Studies to take such internships. LS students who have completed freshman year may only receive academic credit for internships.

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

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

Internships characterized by the following are not acceptable within Liberal Studies criteria:

- Involve an excessive amount of clerical or non-field-related work
- Do not provide for frequent contact between intern and supervisors/colleagues
- Limit intern’s work to a narrow and repetitive activity
- Restrict the exercise of independent judgment
- Do not articulate clear objectives and methods for internship training
- Have unrealistic expectations for the student’s performance and outcomes

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

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

**Liberal Studies Departmental Internships**

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

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

**Advanced Research Techniques**: The student gains practical experience in a variety of advanced research methods by working 10 hours per week with a
Faculty member engaged in a scholarly project with a complex research element. Students in a particular term might work with specialized databases and indexes, conduct archival research, gain a grounding in paleographic analysis, do onsite archaeological work, or otherwise practice advanced research skills; in any case, the internship involves more than finding materials in standard library catalogs. The student keeps a log of the skills he or she develops and writes a reflective essay on the intricate relation of information and analysis. Readings might range from Edward Tufte to John Creswell, as well as more specialized material in the particular field of research undertaken. (Only faculty members who have received a Liberal Studies Faculty Research Challenge Award [or the equivalent] for the year in question are eligible to direct Advanced Research Techniques internships.)

LS Degree Requirements

Students who complete the following requirements may apply to receive an Associate in Arts (A.A.) degree.

The student must complete at least 64 points with a minimum GPA of 2.0. The student must complete successfully the following required courses: Writing I and II; Cultural Foundations I, II, and III; Social Foundations I, II, and III; and one semester of either mathematics or science.

The student's transcript must also indicate that the Undergraduate Admissions Processing Center has received an official final high school transcript indicating the date of the student’s high school graduation. If this transcript has not been received, the student will be notified by the Office of the University Registrar, and it will be the responsibility of the student to have such a transcript sent to the admissions office by whatever deadline established for graduation by the registrar.

Note: Students must apply for the A.A. degree.

Degrees are awarded three times each year (in January, May, and September). Students with incompletes on their transcripts must satisfy those incompletes by certain deadlines in order to receive their A.A. degree on time.

RESIDENCY REQUIREMENT

LS is a four-semester program. LS students planning to earn the Associate in Arts degree and transfer to one of the baccalaureate programs at NYU normally must complete four semesters of full-time enrollment in LS. Full-time enrollment is defined as the completion of a minimum of 12 credit hours in each of the four semesters. Summer session enrollment will not be counted toward the residency requirement.

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

Writing Proficiency Requirement

Writing proficiency is required for the NYU bachelor's degree. The writing proficiency requirement is fulfilled by completing the Writing II course with a minimum grade of C. A Writing II grade that is below grade C requires that the student repeat the course.

COURSE REQUIREMENTS FOR THE A.A. DEGREE*

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Points</th>
<th>Sophomore Year</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Writing I and II</td>
<td>8</td>
<td>Cultural Foundations III</td>
<td>4</td>
</tr>
<tr>
<td>Cultural Foundations I and II</td>
<td>8</td>
<td>Social Foundations III</td>
<td>4</td>
</tr>
<tr>
<td>Social Foundations I and II</td>
<td>8</td>
<td>Electives</td>
<td>26-28</td>
</tr>
<tr>
<td>Science or Mathematics†</td>
<td>6, 4</td>
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</tbody>
</table>

Total for A.A. degree: .......................... 64
(36-38 core points; 26-28 elective points = 64 points)

† Some students take these courses during the sophomore year. Course descriptions can be found on pages 19-20. Note: The LS curriculum requirements for students transferring to the Tisch School of the Arts and the College of Arts and Science for prehealth are posted at ls.nyu.edu.

For more information about NYU study abroad programs, go to www.nyu.edu/studyabroad.

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LS Degree Requirements
Liberal Studies International Programs and Study Abroad

Liberal Studies International Programs for Freshmen

Liberal Studies offers first-year programs in Florence, London, and Paris.* Students in the international programs enroll in three full-year core courses (Cultural Foundations, Social Foundations, and Writing) and elective courses designed to enhance their international experience (for example, Italian language in Florence). Each LS study abroad site has unique advantages in addition to its location. LS in Florence students enjoy a spectacular setting, Villa La Pietra, a complex of Renaissance buildings on a hill about a mile from the center of the city. LS in London allows students access to certain introductory College of Arts and Science laboratory science courses, making it particularly appropriate for prehealth professions students and those majoring in science. The Paris program at the NYU in Paris Center offers students convenient access to the city’s cultural monuments and landmarks.

At the completion of their freshman year abroad, students matriculate as LS sophomores in New York. Students who meet the minimum GPA of 3.0 (B) or better, and who meet other program requirements, transition as juniors to the NYU school or college to which they originally applied for their baccalaureate.

For more information about LS’s international programs for freshmen, go to the following Web sites:
- Florence: www.nyu.edu/studyabroad/freshmen.programs/florence
- London: www.nyu.edu/studyabroad/freshmen.programs/london
- Paris: www.nyu.edu/studyabroad/freshmen.programs/paris

*Note: Liberal Studies students who wish to enroll in the freshman program at a global site must be 18 years of age or before the date of their travel to the site for purposes of study.

Liberal Studies International Programs for Sophomores

NYU encourages every undergraduate to have an international experience. LS offers 100 of its sophomores an extraordinary array of opportunities to study abroad for one semester at NYU international sites in Florence, Paris, or London. Students interested in sophomore study abroad should consult with the LS adviser during the spring semester of freshman year to ensure that they plan their academic program to make the best use of their international experience.

Other Study Abroad Opportunities

LS students also may participate in NYU Summer Study Abroad programs. In addition, after their transfer from LS, juniors and seniors may study at one of several NYU Study Abroad sites, including Abu Dhabi, Berlin, Buenos Aires, Florence, Ghana, London, Madrid, Paris, Prague, or Shanghai. LS students who are members of the Dean’s Circle University Scholars program also have an international travel experience.
The LS academic advisement system is designed to help students navigate a complex university, identify students’ academic goals, and provide advice and information about how best to achieve those goals. LS is a student-oriented liberal arts program. Class size is kept small to ensure substantial faculty-student interaction, the faculty know their students by name, and the academic advisement system provides academic support and problem-solving services.

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

E-mail announcements are sent to flag these deadlines and to announce the schedule of preregistration information sessions each semester. Note: All students are advised to visit the LS Web site periodically (www.ls.nyu.edu) to get answers to preliminary questions about majors, courses, registration, policies, deadlines, and resources.

FACULTY ADVISERS
In addition to the services offered by the LS Advising Center, all LS students are assigned a faculty adviser. Normally, students will be advised by the same faculty adviser for the two years that they spend in LS. (After transitioning to the baccalaureate program from which they expect to earn their bachelor’s degree, students are assigned a new faculty adviser in the department in which they declare their major.) Faculty advisers in LS are prepared to give academic advice to their students: advice to freshmen about college adjustment issues (such as time management, juggling extracurricular activities with academic responsibilities, and beginning the search for a major and a minor) and to sophomores about meeting academic goals (making plans for transitioning to one of the baccalaureate programs, finding out the details about the department in which they are interested in the respective bulletins and online Web sites, and making use of the vast resources of New York University). Faculty advisers often refer students to the LS Advising Center to have an academic problem solved or a registration problem rectified; to the NYU Student Health Center for medical treatment or psychological counseling; to the Wasserman Center for Career Development to get expert advice about finding an internship, developing a résumé, or beginning a job search; or to specific NYU departments, resources, or Web sites to obtain additional information. Students have a responsibility to be proactive in arranging and keeping appointments with their adviser.

LIBERAL STUDIES ELECTRONIC NEWSLETTER
LS publishes an electronic newsletter that is sent to all current LS students via e-mail on a monthly basis. Therefore, it is absolutely essential that all LS students activate their NYU e-mail account and regularly check their NYU e-mail. The LS electronic newsletter lists all upcoming extracurricular events and includes special announcements about key deadlines, important events, and activities.
LIBERAL STUDIES
Transition Requirements

LS students who meet established transfer criteria will transition as juniors to the NYU school or college to which they originally applied. Note: Students who are not certain about the school or college to which they originally applied should visit the LS Advising Center to have the matter clarified before choosing electives. There is some leeway for changing tracks (i.e., applying for a transfer to an NYU school or college to which the student did not originally apply), but off-track transfers are not guaranteed and the competitiveness of off-track transfers varies from school to school. Students with queries about the possibility of an off-track transfer should meet with an adviser in the LS Advising Center.

LIBERAL STUDIES
Transition Procedures

In the spring semester of their sophomore year, LS students begin the seamless process of transitioning to their baccalaureate division. The process is done via e-mail. The student notifies the admissions office that he or she intends to enroll in the NYU school or college to which the student originally applied. Students are notified via e-mail when the process is complete.

Each school or college requires a minimum GPA for guaranteed transition. The minimum GPA for guaranteed transition from LS to an undergraduate school or college at NYU is 3.0; students are also required to have earned an average of 3.0 or better in electives taken in the school or college to which they are transferring. The minimum GPA for transfer to the Tisch School of the Arts is 3.0; also required is a successful demonstration of talent, through either an audition (for drama or dance students) or a portfolio (for film, photography, or dramatic writing students). Students interested in transferring internally to a school or college other than that to which they originally applied must consult the staff of the LS Advising Center no later than fall semester of their sophomore year.

Some schools require specific course work on the transcript before a student is eligible to transition to that school. LS students must use their elective space while in LS to satisfy these requirements. For example: Students transferring to the Gallatin School of Individualized Study are encouraged to have one Gallatin interdisciplinary seminar on their transcript before transfer; students transferring to the College of Arts and Science are encouraged, but not required, to sample at least one course in the department to which they plan to transfer; and prehealth students have particular course requirements that must be taken in sequence and finished within a certain time period. LS students should visit www.ls.nyu.edu for curriculum guidelines for prehealth students, as well as meet with their LS prehealth adviser.

Liberal Studies is a four-semester program. Exceptions: some departments in the Steinhardt School of Culture, Education, and Human Development and the Tisch School of the Arts require early transfer, and students who express interest in these departments will be advised accordingly. LS students who complete the core course requirements will have met most or all of the liberal education requirements of NYU’s schools and colleges.
WALLACE GOEBETZ MEMORIAL PRIZE
The Wallace Goebetz Memorial Prize is awarded to one graduating LS sophomore. This prize serves to recognize academic scholarship, and it is awarded on the basis of highest academic average. The prize was established in memory of Professor Wallace Goebetz, a long-standing member of the School of Continuing and Professional Studies faculty who actively participated in the development of the degree program.

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

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

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

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

STEVE CURRY SCHOLARSHIPS
Curry awards, in honor of the program’s first associate dean, provide students who study abroad and receive financial aid with funds for academic research travel during their international experience.
Global Liberal Studies
Academic Program

Global Liberal Studies Curriculum Overview and Requirements

The Global Liberal Studies Bachelor of Arts (GLS) is a rigorous course of study in the liberal arts that emphasizes the great works and combines ideas, materials, and methodologies from multiple fields of inquiry, including literature, history, philosophy, political science, physical and biological sciences, mathematics, foreign language, music, and art. Sophomore seminars reinforce the global perspective infused throughout the core curriculum and prepare students to spend their junior year abroad at one of NYU's many international campuses in Africa, Asia, Europe, and Latin America. The senior year in New York combines advanced course work with a guided research project that integrates the four years of study.

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

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

FRESHMAN AND SOPHOMORE CURRICULUM REQUIREMENTS

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

The Freshman Year

Students begin Global Liberal Studies in New York or at NYU in Florence, London, or Paris. The Global Liberal Studies programs abroad fit in seamlessly with the academic program at Washington Square so that course requirements are met on time for graduation in four years. During the freshman year, students examine the world’s major cultural traditions and the ways in which they are connected through eight core courses: Writing I and II, Cultural Foundations I and II, Social Foundations I and II, Global Cultures, and a laboratory science course. Students participate in small, in-class discussions that encourage them to think in new and different ways. Students advance their communication and writing skills, which are emphasized in all courses.

The Sophomore Year

In the sophomore year, students pursue the study of world culture. In Cultural and Social Foundations III, students continue their foundational courses and advance to 20th-century great works. In their sophomore seminars, students learn sophisticated methods of cultural analysis and explore issues of transnational importance. The seminars are discussion-based, writing intensive, and interdisciplinary, and they require the completion of a significant research project.

*Global Liberal Studies students who wish to enroll in the freshman program at a global site must be 18 years of age on or before the date of their arrival to the site for purposes of study.
The thesis draws upon all the student's work, including independent projects. The senior year is designed to complete the student's thesis. In effect, the senior year is tailored to meet the goals and aspirations of each student.

The Junior Year
The junior year of international study is a unique feature of the Global Liberal Studies B.A. In the first three semesters, students acquire a broad understanding of the interconnections between world cultures. In their fourth semester, students begin to explore in depth the cultural context and language of the site at which they will study as juniors. The sites available in a given year are carefully selected to coordinate with every aspect of a student's four-year course of study. Students don't just study at an international site—the site itself becomes an important subject of study. Experiential learning, special topics, and language courses immerse students in the history and contemporary culture of the site. As part of their junior year, students complete a substantial research essay in preparation for the senior thesis. Upon return, students join a senior colloquium key to their international experience while they use advanced research techniques to complete a senior thesis that grows out of the junior-year experience.

The junior year experience is integrated closely into students' academic careers. At their global sites, students take courses each semester in Advanced Global Cultures (which provides students with a closer geographical focus on the country in which they reside and which is supplemented by cocurricular programming, including museum trips, architectural tours, and lectures by local artists and scholars); a service learning sequence (engaging in appropriate community-based projects designed by staff and faculty and combining guided research in an appropriate field of study with supervised practical work); a foreign language course; and electives geared toward the particular academic emphases and geographic advantages of the site. Students thus attain a thorough working knowledge of the historical and contemporary culture and society of the site at which they study.

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

Throughout each student's academic career, a distinct thread will emerge based largely on where and what the student has chosen to study abroad. The senior year thesis requires in-depth exploration of a subject that is related to both international study and to the body of work already completed in the program. Faculty work closely with each student to integrate all the major elements of the senior year, ensuring an educational experience uniquely tailored to the individual student's needs and interests. Senior electives may include upper-level courses in the College of Arts and Science, including courses that are cross-listed with the Graduate School of Arts and Science.

ACCELERATED B.A./M.A. PROGRAM
The Liberal Studies Program and the Graduate School of Arts and Science (GSAS) offer Global Liberal Studies (GLS) students the opportunity to earn both the bachelor's degree and the master's degree in a number of departments in a shorter period of time. For more information, see pages 40-41 of this bulletin.
Global Liberal Studies Required Courses

Writing I and II
Writing is an essential part of the Global Liberal Studies Program. Every course requires that students write to demonstrate their mastery of material. Writing courses also provide students with an important method for organizing and expressing their thoughts while enhancing their critical, analytical, and interpretive skills.

In Writing I, students develop both fluency and confidence as writers and thinkers, as well as an understanding of their own writing processes. Instructors emphasize the importance of students developing their own ideas and becoming conscious of their own voices and ideas in relation to other voices and texts.

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

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

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

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

Cultural Foundations III
The third semester explores the arts form the late 17th/early 18th century to the post-World War II era, examining how they define and reflect both local cultural views and rapidly shifting global understandings of the world. The course considers how the diverse conceptions and conditions of modernity both shaped and were shaped by the arts around the world. Many of the issues pertinent to the course—industrialization/urbanization; the dislocations, disasters, and opportunities that followed cross-cultural contact; colonialism, decolonization, conflicts of political ideology, and liberation struggles; fundamental redefinitions of mind, language, gender, and sexual identity—have had very different effects in various parts of the world. Instructors encourage students to explore what it means to study the arts from global perspectives and to examine what “globalization” itself has meant and means in the context of the arts.
Social Foundations I
The first semester introduces students to the ancient world and ends with the dissolution of the Western Roman Empire, the Gupta Empire in India, and the Han Dynasty in China. This course takes a global perspective and uses an interdisciplinary approach, and part of its aim is to explore enduring questions such as the relation between the individual and society, between justice and power, and between humanity and the divine. The ancient societies from which the texts emerged are as much objects of study as the ancient texts themselves. Students are expected to consider many ideas with which they might not agree. They ask how these earlier conceptions speak to their own lives and how these earlier ideas connect to the world today. Students are encouraged to distinguish between understanding a text in its historical settings and engaging in broad historical criticism. Accordingly, writing assignments strive to strike a balance between close reading and comparative assessment. In addition to drawing seminal texts from the Mediterranean world and the Middle East, instructors give extended attention to at least one Mediterranean/non-European culture.

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

Social Foundations III
The last semester examines major intellectual and historical events from the Enlightenment and the Qing Dynasty (around 1700) to the contemporary world. This period has seen some of the most rapid and significant changes in human society and scientific understanding. At the same time, many of the enduring questions of humanity have become even more critical as disparate cultures interact in a new global arena. This course is a capstone to the foundations sequence; accordingly, authors and themes come from a range of texts both interdisciplinary and international. Among the themes the course explores are the philosophical and political debates that followed the creation of global colonial empires, as societies from around the world confronted imperial polices and institutions. The course also considers the rise of vast, new international markets; the spread of revolutionary and national liberation movements in the 19th and 20th centuries; new challenges to established property; and the social effects of industrialization. In addition, instructors discuss postmodern attempts to question and undermine the institutions and practices that structure contemporary societies. In this part of the sequence, students consider criticisms of Western practices that form both within the West and from other regions of the world, giving special attention to the reception of Western texts by other traditions and, conversely, the influence of these other traditions on the West.

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

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

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

**Latin American Cultures**

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

**Middle Eastern Cultures**

This course offers a broad interdisciplinary introduction to the societies, cultures, politics, and history of the contemporary Near East and Islamic North Africa. Sociological, historical, and political texts, as well as achievements in the fine and performing arts, films, and literary works, are employed to examine the region’s rich historical legacy and current complexity. Topics include the historical-cultural relations between the Middle East and the West; the impact of historical, economic, and political change in the region’s cultures and societies; and the contemporary state of the region.

**South Asian Cultures**

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

**SCIENCE**

The science curriculum in the Global Liberal Studies Program gives our students the best possible foundation in the liberal arts and science by introducing them to scientific principles analysis applicable to many world issues and problems. GLS offers three science courses. All students take History of the Universe, which examines the development of the universe and of life on Earth together with the growth of our scientific understanding of that development. Students must take a second science course; they have a choice between Life Science, which introduces students to evolution, genetics, molecular biology, and biotechnology; and Environmental Studies, which examines the science of our environment and its role in the making of environmental policy.

In addition to presenting scientific subject matter, each course works to develop students’ understanding of the methods of science and the role of science in each student’s life. In keeping with the integrated, interdisciplinary nature of Global Liberal Studies, historical science is related to the context in which it developed, and contemporary science is related to the issues of the day. Readings from appropriate original scientific literature are included. Each course honors the GLS commitment to small classes. The laboratory component of each course emphasizes computer-based simulations and scientific inquiry using online databases, introducing students to a range of scientific concepts, including some using worldwide databases that would not be practical in a traditional laboratory setting. The GLS science curriculum brings students to a level of scientific literacy that will enable them to understand and evaluate the science they will meet throughout their lives. Note: GLS accepts AP credit toward the program’s Science requirement.

**History of the Universe**

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

**Environmental Studies**

Environmental decisions are frequent and important in daily life at the levels of both personal behavior and governmental policy. Students learn about modern environmental science in the context of contemporary global issues, exploring the impact that the decisions of nations and individuals have on local and world ecologies. The course emphasizes the science involved in environmental decisions while also examining the role of ethics, politics, and economics in all real-life environmental decisions. Students examine such topics as ecology and biodiversity, including the nature and effects of succession, evolution, and invasion species; the atmosphere, including air pollution, ozone depletion, and climate change; sources, use, and

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* Students pursuing a prehealth track do not take the science courses listed here but will be advised to take appropriate required courses at the College of Arts and Science.
misuse of water resources; human population and feeding the world’s people, including developments in agriculture and genetic modifications of organisms; and the nature of Earth’s energy resources and their use by humankind.

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

**Sophomore Seminars**
While the freshman courses encourage students to comprehend the possibilities for broad interdisciplinary understandings, the sophomore seminars form a very different experience. These seminars emphasize writing-intensive research on specific topics as well as activities such as student presentations, student-moderated discussions, and peer feedback. Students read and respond to the seminal great works in each field.

**Sophomore Seminar: Approaches**
This course introduces students to the most influential recent intellectual movements across a range of fields. Emphasis falls on the ideas and methods of analysis that have created the various intellectual climates of the late 20th and early 21st centuries, with some reference to their immediate antecedents—for instance, discussion of contemporary psychoanalytic approaches might be grounded in Freud and Lacan, while recent theories of the gaze might be studies in the context of earlier theoretical texts from the Futurist or Dadaist movements. Special attention is paid to movements that influence both academic thinking and life outside the academy. Theoretical models are examined both for the ways they illuminate the interpretation of specific texts and as important texts in their own rights.

**Sophomore Seminar: Global Topics**
This course introduces students to a major facet of the social, intellectual, and/or cultural context of the region in which they will study as juniors. Rather than focusing narrowly on the city that houses the international site, Global Topics provides a larger regional frame into which students can fit their individual experiences of living outside the United States. Interdisciplinary in scope, the course focuses on how, in the context of a particular social and cultural moment, cultures transform (or attempt transformation) in relation to each other. A section might, for instance, focus on a region-specific theme involving cultural transformation, such as Marxism in Asia, with a particular emphasis on the Cultural Revolution in China. Alternatively, a section might address a more broadly defined phenomenon of transformation, such as world feminism or the changing politics of agriculture. A section might focus either on the contemporary world or on a moment or period before the 20th century, but regardless of the era it chiefly concerns, significant attention is paid to how history informs the present.

**Quantitative Reasoning**
In consultation with their adviser, students choose one of several Quantitative Reasoning courses. Each of them aims at acquainting students with elementary principles of mathematical inquiry; each stresses the use of mathematical means to address real-world matters ranging from the numerical substrata of natural phenomena to polling data and probability in poker. Note: GLS accepts certain AP credit in fulfillment of the program’s Quantitative Reasoning requirements.

**Junior Service Learning I and II** (Experiential Learning)
Students come into close contact with the daily life of the site at which they are studying through experiential learning, engaging in group projects designed and supervised by local site staff. In consultation with a faculty director, students conduct research in the appropriate field of study as well as perform practical work. They complete a substantial individual project (to be submitted in installments over the course of each term) in consultation with the faculty director.

**Advanced Global Topics**
This course concentrates in an interdisciplinary fashion on issues of special interest in the context of the particular international site where the course is taught. It includes components that take full advantage of the specific site—e.g., museum trips and architectural tours, explorations of neighborhoods, lectures by or conversations with members of the community (scholarly and otherwise), and the like. The course illuminates aspects of the culture and history of the host country in relation to regional and local issues.

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

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

SENIOR COLLOQUIUM (FULL-YEAR COURSE)

The senior colloquium pursues a theme intimately connected to the site and themes students encountered during their junior year. For example, students who studied at Berlin in junior year might take a colloquium on emerging definitions of European identity in the 20th and 21st centuries, with a special focus on changing concepts of what it means to be German. In addition to exploring material related to the theme, the course constitutes an advanced education in a broad range of intellectual methods. The colloquium instructor also serves as the first reader of the student’s thesis. In addition to research and writing skills, students receive substantial instruction aimed at refining their abilities in practical areas, such as conceiving and delivering oral presentations, incorporating visual material into verbal arguments, leading discussions, and crafting successful group projects.

SENIOR THESIS

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

GLOBAL LIBERAL STUDIES COURSES AND COURSE NUMBERS

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*Offered at the NYU College of Arts and Science.

*An upper-level College of Arts and Science course, including those cross-listed with the Graduate School of Arts and Science, may (with permission) be substituted for one semester of the senior capstone seminar.
Students complement their GLS electives with coursework in a wide array of electives in GLS and in other NYU schools chosen in consultation with their adviser. These may include GLS Economics I (macroeconomics), GLS Economics II (microeconomics), and GLS Creative Writing, as well as advanced language instruction in the NYU College of Arts and Science (CAS). Students also may pursue over 40 all-University minors, including several languages and economics in CAS, business studies in CAS and NYU Stern School of Business, and communication studies in the NYU Steinhardt School of Culture, Education, and Human Development.

**ECONOMICS**

GLS offers two economics courses as electives for students. Economics I is a prerequisite for Economics II.

**Economics I**

This course introduces basic concepts of macroeconomic theory. Topics include unemployment; inflation; aggregate demand; income determination and stabilization policies; fiscal and monetary policies; and the Keynesian monetarist debate over stabilization policy.

**Economics II**

This course introduces basic concepts of microeconomic theory by examining price theory and its applications. Topics include consumer demand and choice; indifference curve analysis; big business and public policy; and factor markets and the distribution of income.

**Creative Writing**

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

**Creative Writing I**

This course is designed for students who have mastered basic writing skills but seek guidance in the fine points of literary craftsmanship. Although students are free to work in any medium, they are encouraged to experiment with professional creative writing techniques such as exposition, narration, description, characterization, monologue, stream of consciousness, dialogue, and dramatization.
Creative Writing II
This course focuses on in-class discussion of student manuscripts. Attention is given to point of view, structure as a means of arousing and satisfying curiosity, and effective use of analogy, irony, metaphor, and symbol. In individual conferences, students discuss their personal writing problems and learn how to edit their own work for syntactical precision. Underlying all work—at home, in class, and in conference—is concern for individual style.

INTERNSHIPS
Many internships are paid internships or volunteer internships that do not involve or require or allow academic credit. Students do not need permission from Liberal Studies to take such internships. GLS students who have completed freshman year may only receive academic credit for internships.

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

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

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

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

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

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

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

Advanced Research Techniques: The student gains practical experience in a variety of advanced research methods by working 10 hours per week with a faculty member engaged in a scholarly project with a complex research element. Students in a particular term might work with specialized databases and indexes, conduct archival research, gain a grounding in paleographic analysis, do onsite archaeological work, or otherwise practice advanced research skills; in any case, the internship involves more than finding materials in standard library catalogs. The student keeps a log of the skills he or she develops and writes a reflective essay on the intricate relation of information and analysis. Readings might range from Edward Tufte to John Creswell, as well as more specialized material in the particular field of research undertaken. (Only faculty members who have received a Liberal Studies Faculty Research Challenge Award [or the equivalent] for the year in question are eligible to direct Advanced Research Techniques internships.)
Global Liberal Studies
International Programs and Study Abroad

International Study

Global Liberal Studies students have two opportunities to study abroad, either in their freshman year or junior year in the program. Freshmen can study in Florence, London, or Paris. The specific NYU international sites available to GLS students in their junior year will differ by year but will normally include at least one site in Asia, Europe, and Latin America. Study at an international site during the junior year is required regardless of the site at which the student has spent freshman year. For a complete list of NYU study abroad sites, go to www.nyu.edu/studyabroad.

THE FRESHMAN YEAR

Most Global Liberal Studies students choose to begin their program in New York. Some choose to begin at NYU in Florence, London, or Paris. During the freshman year, GLS students examine the world’s major cultural traditions and the ways in which they are connected through eight core courses: Writing I and II; Cultural Foundations I and II; Social Foundations I and II; Global Cultures; and a laboratory science course. Students participate in small in-class discussions that encourage them to think in new and different ways. They advance their communication and writing skills, which are emphasized in all courses. Students who choose to begin in Florence, London, or Paris often take accelerated language courses or other approved electives in place of Global Cultures or Science.

Global Liberal Studies
Freshman Year in Florence

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

Global Liberal Studies
Freshman Year in London

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

Global Liberal Studies
Freshman Year in Paris

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

THE JUNIOR YEAR

The junior year of required international study is a unique feature of the Global Liberal Studies B.A. In the first three semesters, students acquire a broad understand-

*The Global Liberal Studies programs abroad fit in seamlessly with the academic program at Washington Square so that course requirements are met in time for graduation in four years. GLS students who choose to begin their freshman year abroad must complete an academic questionnaire and review it with an advisor to ensure that the freshman year abroad meets their long-term academic goals in GLS.

†Note: Global Liberal Studies students who wish to enroll in the freshman program at a global site must be 18 years of age on or before the date of their travel to the site for purposes of study.
ing of the interconnections between world cultures. In their fourth semester, students begin to explore in depth the cultural context and language of the site at which they will study as juniors. The sites available in a given year are carefully selected to coordinate with every aspect of a student’s four-year course of study. Students don’t just study at an international site—the site itself becomes an important subject of study. Experiential learning, special topics, and language courses immerse students in the history and contemporary culture of the site. Upon return, students join a senior colloquium keyed to their international experience, while they develop and use advanced research techniques to complete a senior thesis that grows out of the junior year experience.

The junior year experience is integrated closely into students’ academic careers. At their global site, students take courses each semester in Advanced Global Cultures (which provide them with a closer geographical focus on the region in which they reside and which are supplemented by cocurricular programming, including museum trips, architectural tours, and lectures by local artists and scholars); an experiential learning sequence (engaging in appropriate community-based projects designed by staff and faculty and combining guided research in an appropriate field of study with supervised practical work); a foreign language course; and electives geared toward the particular academic emphases and geographic advantages of the site. Students thus attain a thorough working knowledge of the historical and contemporary culture and society of the site at which they study. The junior year abroad requires a full immersion year at the specific site. Students are expected to spend both semesters of junior year at one site, given that the sophomore year courses and senior year course work are connected to the junior year site selected.
LS ADVISING CENTER
The LS Advising Center, located at 726 Broadway, 6th Floor, is open Mondays through Fridays from 9 a.m. to 5 p.m. The assistant dean for academic advising and the academic advising staff are available for individual meetings with students or via e-mail for students studying abroad (gls.abroad@nyu.edu). The academic advising staff serves as a resource to assist students with matters such as registration deadlines, degree requirements, selecting electives, choosing majors and minors, study abroad options, making schedule changes, satisfying incompletes, withdrawing from courses, etc. Important advising information is available on the GLS Web site (see www.gls.nyu.edu). Note: All students are advised to visit the GLS Web site periodically to get answers to preliminary questions about majors, courses, registration, policies, deadlines, and resources.

FACULTY ADVISERS
Academic advisement is a vital part of the GLS undergraduate experience. During the first week of freshman year, students are assigned a GLS faculty member as their academic adviser. Students meet with their faculty adviser to discuss educational and professional objectives and techniques for succeeding in college. Students are encouraged to meet with their adviser regularly, beginning in the first year. Together, students and their adviser establish working relationships that foster academic excellence and personal growth. Academic advisers also assist students in preparing for registration each semester by making sure students are on track for meeting requirements and by providing advice about choosing electives. Students maintain close contact with their faculty adviser during their junior year, and in the senior year, students also work closely with their thesis supervisor.

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

All GLS students are required to meet with their faculty adviser during the semester and have at least one meeting scheduled in anticipation of the following semester’s preregistration period. Students can register via Albert (NYU’s online registration system) only after being cleared to register, and GLS students are cleared each semester by their adviser.
GLS students are eligible to take advantage of the academic programs listed below. Each program offers GLS students the opportunity to add an area of expertise or higher learning to their GLS educational experience by earning credits for a minor in a specific field, a combined bachelor's/master's degree, or a professional certificate. Each program has specific requirements, and students should refer to the Web sites listed below for additional information. Students are also advised to confer with an academic adviser in the Liberal Studies Advising Center, who can help students consider available options for taking courses in other NYU schools and help them choose those that best fit their academic goals. The opportunity to pursue and complete any of these academic programs depends on a variety of factors including academic record, academic goals, course scheduling and sequencing, program requirements, and advance planning.

Note: These optional programs supplement the GLS bachelor's degree and do not replace GLS requirements.

**CROSS-SCHOOL MINORS (ALL-UNIVERSITY MINORS)**

Web site: [www.nyu.edu/advisement/majors/minors](http://www.nyu.edu/advisement/majors/minors) and click “Cross School Minors.”

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

**ACCELERATED B.A./M.A. PROGRAM**

Web site: [www.gls.nyu.edu/page/bama](http://www.gls.nyu.edu/page/bama)

The Liberal Studies Program and the Graduate School of Arts and Science (GSAS) offer Global Liberal Studies (GLS) students the opportunity to earn both the bachelor’s degree and the master’s degree in numerous departments in a shorter period of time and at less cost than is normally the case.

Qualifying students are typically accepted into a program toward the end of the sophomore year or the beginning of the junior year. In their remaining undergraduate semesters, they can then accelerate by taking some graduate courses during regular terms and/or during the summer. In the graduate portion of the program, students can qualify for a scholarship covering up to 50 percent of the tuition for the master’s degree. The scholarship is only for one year.

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

**Curriculum**

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

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

**Admission and Eligibility Criteria**

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

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

**Scholarships and Financial Aid**

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

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

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

To apply, a student completes a special version of the GSAS admissions application available from the Liberal Studies Advising Center, two letters of recommendation, and a statement of purpose. After the student has successfully completed the undergraduate requirements, the Liberal Studies Advising Center notifies GSAS Graduate Enrollment Services (GES) that the student may be admitted to the master’s program. Liberal Studies Advising forwards the original application materials to GES. GSAS mails the student an official letter of admission to the master’s program and information about the scholarship program.

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

Advisement and Questions
General information and advisement about the accelerated B.A./M.A. program is available in the Liberal Studies Advising Center, 726 Broadway, 6th Floor. As early as possible, students should discuss with an adviser how the program might fit into both their curricular program and their longer-range plans. Questions about eligibility for, or application to, the B.A./M.A. program should be directed to the Liberal Studies Advising Center. Students are also encouraged to discuss their plans with their faculty adviser and with the assistant dean for academic advising.

PROFESSIONAL EDGE
CERTIFICATES AT THE NYU SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES (SCPS)
http://cas.nyu.edu/page/ug_professional/edge

At the end of their sophomore year, GLS students who have completed 64 credits with a GPA of 3.5 or higher, have the opportunity to apply to earn (at no additional tuition cost) a noncredit certificate at NYU’s School of Continuing and Professional Studies. These Professional Edge Certificates are designed for high-achieving and highly motivated full-time juniors and seniors pursuing a liberal arts degree who also want additional professional training in a particular field. Most certificates require five courses, which vary in length from a weekend to a whole term. Certificates are offered in several fields including foreign language translation and interpretation; design, digital arts, and video production; fine arts appraisal; publishing; law and paralegal studies; marketing and advertising; finance and accounting; and real estate and architecture. Interested students should refer to the Web site above for program requirements, certificate descriptions, and application deadlines and procedures. Students should also meet with an adviser in the Liberal Studies Advising Center at 726 Broadway, 6th Floor.
DEAN’S HONORS LIST
At the end of each academic year, a Dean’s Honors List is compiled. This is an honors roll of matriculated students who have achieved an average of 3.650 or higher for that academic year (September-May) in at least 28 graded points. In order to be listed, a student must not have any grades of Incomplete or N at the time the list is compiled. Note that grade point averages are not rounded off.

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

STEVE CURRY SCHOLARSHIPS
Curry awards, in honor of the program’s first associate dean, provide students who study abroad and receive financial aid with funds for academic research travel during their international experience. For additional information on scholarships and awards, go to www.gls.nyu.edu.
Academic Policies and Procedures*

WRITING PROFICIENCY REQUIREMENT
Writing proficiency is required for the NYU bachelor’s degree. The writing proficiency requirement is fulfilled by completing the Writing II course with a minimum grade of C. A Writing II grade that is below the grade of C requires that the student repeat the course.

ONLINE COURSE REGISTRATION (ALBERT)
Albert is the NYU student information services Web site. Students can use Albert to register for courses, change addresses, and review transcripts and financial aid information. Albert can be accessed via NYUHome at http://home.nyu.edu.

GRADES
To receive a final grade for a course, a student must be in regular attendance and satisfactorily complete all examinations and other assignments prescribed by the instructor. A student will not receive a grade for any course for which she or he is not officially registered.

Students who request faculty to review the calculation of a final grade must do so within one month after the course ends. The review must normally be completed within one month but may be extended in the case of a formal grade appeal to the dean.

The following grades are awarded and are computed in the grade point average: A, A-, B+, B, B-, C+, C, C-, D+, D, and F. In general, A indicates excellent work; B indicates good work; C indicates satisfactory work; D indicates passable work and is the lowest passing grade; and F indicates failure. The weights assigned to the grades in computing the grade point average are as follows:

\[
\begin{align*}
A &= 4.0, \\
A- &= 3.7, \\
B+ &= 3.3, \\
B &= 3.0, \\
B- &= 2.7, \\
C+ &= 2.3, \\
C &= 2.0, \\
C- &= 1.7, \\
D+ &= 1.3, \\
D &= 1.0, \\
F &= 0.0.
\end{align*}
\]

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

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

Total grade points 58.6

\[
\text{GPA} = \frac{58.6}{18} = 3.255
\]

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

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

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

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

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

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

The pass/fail option is not permitted for any required course.

A Note for Liberal Studies Students (only) about Pass/Fail:
Students should note that in other schools of NYU, the pass/fail option

*Note: The following policies (pages 44-51) apply to students enrolled in either the Liberal Studies Program or the Global Liberal Studies Program. Exception—Page 46 applies to GLS students only.
generally is not permitted for any
Morse Academic Plan courses, for
any degree requirements, for courses
in the major and the minor, or for
required preprofessional courses.
Students who change majors may
not be able to use courses taken
under the pass/fail option to satisfy
requirements of the new major.
Students contemplating the pass/fail
option should consult with a LS
staff adviser about the likely effect
of such grades on their academic
and career plans.
The form for declaring the LS
pass/fail option may be obtained in
the LS Advising Center. Ultimately, the courses
that students sign up for are their
responsibility. When not certain
about changes they want to make,
students should check with the LS
Advising Center. Students may
withdraw from a course up until the
ninth week of the semester. Courses
dropped during the first three
weeks of classes will not appear on
the transcript. After the third week
of classes, students can no longer
add a course, and a W will be
recorded on their transcript if they
withdraw from a course. This grade
will not be included in the calcula-
tion of their grade point average.
Note: LS students are strongly
cautioned that they should not
add courses or change sections of
courses after the second week of the
semester. Students who wish to add
courses in the third week must
secure permission from the instruc-
tor in advance. Students who add
a course or change a section at any
time are fully responsible for all
work previously assigned.
After the ninth week of classes,
students can withdraw from a
course only in case of severe emer-
gency. Late withdrawals must be
approved by the dean. Undergraduates
are not allowed to completely
withdraw from all courses through
Albert. For complete withdrawal,
students must see a member of the
LS advising staff.

ADVANCED STANDING
CREDITS
LS accepts a maximum of 32 cred-
its of advanced standing. While
GLS accepts up to 32 advanced
standing credits, the structure of the
program does not normally
allow for early graduation.
Advanced standing credits are col-
lege credits earned before entering
NYU. Advanced standing credits
are submitted to the NYU
Undergraduate Admissions
Processing Center and evaluated by
the LS Academic Advising Center.
Examples of advanced standing
credits are credits earned at other
colleges and universities before
admission to NYU in which the
grades earned were B or better and
for which scores of 4 or 5 were
obtained on the Advanced Placement
examinations. International
Baccalaureate, French Baccalaureate,
A-levels, and Abitur credits may also
result in advanced standing credit.
Some courses taken at other colleges
may not be honored by NYU.
In order to receive evaluation
of advanced standing credits, stu-
ents should request that official
AP results, college transcripts, and
other documentation be sent to
the Undergraduate Admissions
Processing Center, New York
University, 665 Broadway, 11th
Floor, New York, NY 10012-2339.
While LS accepts advanced
standing credits, the work reflect-
ed by these credits will not substi-
tute for any of the LS core courses.
The only LS requirements for
which advanced standing credits
may substitute are mathematics
and science. Students should also
note that the several undergradu-
ate schools and colleges of NYU
have different policies on whether
AP or other advanced standing
credit will be accepted in fulfill-
ment of major and other require-
ments. Students should consult
with the LS Advisement Center
about advanced standing credits
and how they will be counted.
See also pages 46-47, 59-60.

REFUNDS
Each semester, the Office of the Bursar
establishes a refund schedule
that applies to withdrawals.
The first calendar week consists of
the first seven calendar days begin-
ning with the official opening day of
the term. Students who receive
financial aid should consult the
Office of Financial Aid immediately
if they register for, or drop to,
less points than they indicated
they would take on the application
for financial aid. A change in
enrollment status may affect the
financial aid students receive. It
may also affect their financial obli-
gation to the University by mak-
ing them immediately responsible
for any charges incurred up to the
point of withdrawal. The refund
schedule is not applicable to stu-
dents whose registration remains in
the flat-fee range (12-18 points).
The refund schedule is based on
the total applicable tuition,
excluding nonrefundable fees and
deposits. Students who are due a
refund can speed the process by
going to the Office of the Bursar
at 25 West Fourth Street and fil-
ing a refund request form.
For more information about
NYU tuition policies, go to
www.nyu.edu/bursar.

AUDITING A COURSE
Students may audit a designated
course with the consent of the LS
assistant dean for academic advis-
ing and the permission of the
instructor. Auditors may not
preempt space required for registered
students. Audited courses will not
appear on students’ official tran-
script, nor will credit or a grade be
awarded. Students should not audit
courses required by their curricu-
um. Audited courses will not be
considered to satisfy prerequisite
requirements for advanced courses.
Auditors are allowed to attend
classes but not to participate in
other ways. Auditors may not sub-
mit papers or take exams. Students
who wish to audit should fill out
the approval form no later than the
first day on which the class meets.
Forms are available in the Liberal
Studies Advising Center.

STUDENT GRIEVANCES
Students who have complaints
about grades or other academic
matters should attempt in the first
instance to resolve them by con-
tacting the instructor of the
course. If the matter cannot be
resolved in this way, students
should consult with the assistant
dean for academic affairs, who may
attempt to bring about an infor-
mal resolution.
Global Liberal Studies participates in the Advanced Placement (AP) Program of the College Entrance Examination Board. Global Liberal Studies students who present AP test scores with the appropriate grade (usually 4 or 5) may receive college credit toward the degree. Students who receive AP credit may not take the corresponding NYU course for credit. If they do so, they will lose the AP credit.

AP credit in chemistry or physics may be used to substitute for History of the Universe. AP credit in biology may be used to substitute for Life Science, and AP credit in environmental science may be used to substitute for Environmental Studies. AP credit in any mathematics examination or in statistics may be used to fulfill the Quantitative Reasoning requirement. Students may not present AP credit (or any form of advanced standing) for courses in the core curriculum (the Cultural Foundations, Social Foundations, and Writing sequences).

Note that the AP equivalencies listed below are for students in Global Liberal Studies only and apply to requirements and electives in the GLS program of study. However, students who declare certain cross-school minors may need to consult the Liberal Studies Advising Center about credits that may apply to particular minors or that may satisfy certain departmental prerequisites.

Note also that examinations marked (*) with the indicated score will satisfy the GLS Quantitative Reasoning requirement; examinations marked (†) with the indicated score will satisfy one of the GLS Science requirements.

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### ADDITIONAL INFORMATION ABOUT ADVANCED STANDING

### CREDIT POLICIES FOR THE GLOBAL LIBERAL STUDIES PROGRAM

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

AP credit in chemistry or physics may be used to substitute for History of the Universe. AP credit in biology may be used to substitute for Life Science, and AP credit in environmental science may be used to substitute for Environmental Studies. AP credit in any mathematics examination or in statistics may be used to fulfill the Quantitative Reasoning requirement. Students may not present AP credit (or any form of advanced standing) for courses in the core curriculum (the Cultural Foundations, Social Foundations, and Writing sequences).

Note that the AP equivalencies listed below are for students in Global Liberal Studies only and apply to requirements and electives in the GLS program of study. However, students who declare certain cross-school minors may need to consult the Liberal Studies Advising Center about credits that may apply to particular minors or that may satisfy certain departmental prerequisites.

Note also that examinations marked (*) with the indicated score will satisfy the GLS Quantitative Reasoning requirement; examinations marked (†) with the indicated score will satisfy one of the GLS Science requirements.

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### ADVANCED PLACEMENT EQUIVALENCIES

#### EXAMINATION

<table>
<thead>
<tr>
<th>Examination</th>
<th>Grade</th>
<th>Points</th>
<th>Course Equivalencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4,5</td>
<td>4</td>
<td>V43.0001 or V43.0002</td>
</tr>
<tr>
<td>Biology†</td>
<td>4,5</td>
<td>6</td>
<td>T07.5010</td>
</tr>
<tr>
<td>Calculus AB*</td>
<td>4,5</td>
<td>4</td>
<td>V63.0121</td>
</tr>
<tr>
<td>Calculus BC*</td>
<td>4,5</td>
<td>4</td>
<td>V63.0121</td>
</tr>
<tr>
<td>Chemistry†</td>
<td>4,5</td>
<td>6</td>
<td>T07.6020</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>4,5</td>
<td>4</td>
<td>V33.0204</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4,5</td>
<td>4</td>
<td>V22.0101</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>4,5</td>
<td>4</td>
<td>V22.0101</td>
</tr>
<tr>
<td>English Language</td>
<td>-</td>
<td>-</td>
<td>No credit awarded</td>
</tr>
<tr>
<td>English Literature</td>
<td>4,5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Environmental Science†</td>
<td>4,5</td>
<td>6</td>
<td>T07.5005</td>
</tr>
<tr>
<td>European History†</td>
<td>4,5</td>
<td>4</td>
<td>V57.0001 or V57.0002</td>
</tr>
<tr>
<td>French Language</td>
<td>4,5</td>
<td>4</td>
<td>V45.0101</td>
</tr>
<tr>
<td>French Literature</td>
<td>4,5</td>
<td>4</td>
<td>V45.0115</td>
</tr>
<tr>
<td>German Language</td>
<td>4,5</td>
<td>4</td>
<td>Any 100-level language course</td>
</tr>
<tr>
<td>Italian Language and Culture</td>
<td>4,5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>4,5</td>
<td>4</td>
<td>V33.0250</td>
</tr>
<tr>
<td>Latin Literature</td>
<td>4,5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Latin: Vergil</td>
<td>4,5</td>
<td>4</td>
<td>V27.0006</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>4,5</td>
<td>4</td>
<td>T08.1001</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>4,5</td>
<td>4</td>
<td>T08.1002</td>
</tr>
<tr>
<td>Music Theory</td>
<td>-</td>
<td>-</td>
<td>No credit awarded</td>
</tr>
<tr>
<td>Physics B†</td>
<td>4,5</td>
<td>6</td>
<td>T07.6020</td>
</tr>
<tr>
<td>Physics C†</td>
<td>4,5</td>
<td>6</td>
<td>T07.6020</td>
</tr>
<tr>
<td>Politics (U.S. Govt. and Politics)</td>
<td>4,5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Politics (Comp. Govt. and Politics)</td>
<td>4,5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Psychology</td>
<td>4,5</td>
<td>4</td>
<td>V89.0001</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>4,5</td>
<td>4</td>
<td>V95.0004</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>4,5</td>
<td>4</td>
<td>V95.0200</td>
</tr>
<tr>
<td>Statistics*</td>
<td>4,5</td>
<td>4</td>
<td>V89.0009</td>
</tr>
<tr>
<td>Studio Art</td>
<td>-</td>
<td>-</td>
<td>No credit awarded</td>
</tr>
<tr>
<td>U.S. History</td>
<td>4,5</td>
<td>4</td>
<td>V57.0009 or V57.0010</td>
</tr>
<tr>
<td>World History</td>
<td>4,5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
</tbody>
</table>

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### ADVANCED PLACEMENT CREDIT AND GLOBAL LIBERAL STUDIES REQUIREMENTS

#### AP EXAMINATION GRADE

<table>
<thead>
<tr>
<th>Requirement Satisfied</th>
<th>Grade</th>
<th>Requirement Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>4,5</td>
<td>Life Science</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4,5</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4,5</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4,5</td>
<td>History of the Universe</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4,5</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>Physics B</td>
<td>4,5</td>
<td>History of the Universe</td>
</tr>
<tr>
<td>Physics C</td>
<td>4,5</td>
<td>History of the Universe</td>
</tr>
<tr>
<td>Statistics</td>
<td>4,5</td>
<td>Quantitative Reasoning</td>
</tr>
</tbody>
</table>

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1. The AP examinations in computer science AB, French literature, Latin literature, and Italian language were administered for the last time in May 2009.
2. In order to receive credit for a score of 4 or 5 on Chinese language and culture and/or Japanese language and culture, students must successfully place above Intermediate II on language placement exams administered by the Department of East Asian Studies. Credits awarded in this manner count as elective credit and cannot be applied to the East Asian studies minor.
Students may, if they wish, petition the Committee on Student Grievances. The committee will seek information from the complainant and the instructor and then hold a hearing on the matter. The committee’s judgments may be appealed to the dean.

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

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

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

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

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

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

Note: Students receiving financial aid should note that the University’s Office of Financial Aid defines “satisfactory progress” for full-time students as maintaining a grade point average of 2.0 or better and completing 32 credit hours per year (exclusive of summer sessions).

Such progress is essential for students to remain eligible for student aid. Therefore, while I and W grades are not computed in a student’s grade point average, they will affect the student’s eligibility for financial aid. Students who have any questions about this can call the Office of Financial Aid at 212-998-4444 to determine if their financial aid is in jeopardy.

INDEPENDENT STUDY
In special circumstances (such as when a student is working on a preapproved research paper with a faculty member), a student may be able to take a 2-credit independent study course.

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

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

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

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

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

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

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

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

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

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

- The Writing Center, part of the Expository Writing Program at the College of Arts and Science, offers tutorial help in writing for the University community. The center is located at 411 Lafayette Street, 3rd Floor. See also www.nyu.edu/cas/exp and click on “Writing Center.”

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

- The College Learning Center, at the College of Arts and Science, offers tutoring services and workshops (see below for more information).

The College Learning Center
The College of Arts and Science operates the College Learning Center at three locations: Weinstein Hall, University Hall, and Third Avenue North Residence Hall. The center provides extensive academic support services to students in all divisions of the University who take courses in the College. The center offers various free services, including the following:

- Individual and group tutoring sessions
- Examination review sessions
- Residence hall group study sessions
- Study skills assessment
- Academic Success Workshops
- Computer-assisted tutoring

For more information, go to www.nyu.edu/cas/clc.

STUDENT CONDUCT AND DISCIPLINE
Students are expected to familiarize themselves and to comply with the rules of conduct, academic regulations, and established practices of the University and the Liberal Studies Program. If, pursuant to such rules, regulations, and practices, the withdrawal of a student is required before the end of the term for which tuition has been paid, a refund will be made according to the standard schedule for refunds. The University’s “Policy on Student Conduct” can be found at www.nyu.edu/studentsguide.

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

The NYU Code of Conduct prohibits the above violations. Students who violate the policies may be subject to disciplinary charges by the Committee on Student Discipline. Decisions of the committee may be appealed to the dean. The committee may impose the following sanctions:

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

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

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

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

5. Suspension: Exclusion from classes and other privileges or extracurricular activities as set forth in the notice of suspension for a definite period of time. Students may not make academic progress at another institution and then transfer those credits back to NYU during the term of suspension. A student who has been suspended and who is not found to be responsible for the violation of school policy shall be allowed full opportunity to make up whatever work was missed due to the suspension.
6. Dismissal: Termination of student status for an indefinite period. The conditions for readmission, if any are permitted, shall be stated by the panel in the order of dismissal. Students may not make academic progress at another institution and then transfer those credits back to NYU during the term of dismissal.

LEAVE OF ABSENCE

Students who wish to take a semester off must obtain an official leave of absence from the associate director of student affairs before the beginning of the semester. Those who do not obtain an official leave of absence must apply for readmission. A leave may be requested for one semester or for the entire academic year. Leave of absence applications may be obtained from, and should be submitted to, the LS Advising Center at 726 Broadway, 6th Floor.

Students may apply for a medical leave of absence at any time. This will be granted upon the recommendation of a physician or therapist, the NYU Student Health Center, or the NYU Counseling and Behavioral Health Services office. Program changes may also be requested based on medical conditions.

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

OFFICIAL TRANSCRIPTS

Official copies of your University transcript can be requested when a stamped and sealed copy of your University records is required. Requests for official transcripts require the signature of the student requesting the transcript. Currently, NYU is not accepting requests for a transcript by e-mail.

A transcript may be requested by either (1) completing the online request form at www.nyu.edu/registrar/transcript-form.html and mailing/faxing the completed and signed letter. The fax number is 212-995-4154; the mailing address is New York University, Office of the University Registrar, Transcripts Department, P.O. Box 910, New York, NY 10276-0910. There is no charge for academic transcripts.

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

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

Unofficial transcripts are available on Albert.

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

Once a final examination period has begun, no transcript will be forwarded for any student who is currently enrolled in courses until all the student’s final grades have been received and recorded. Please notify the Office of the University Registrar immediately of any change of address.

Students are able to access their grades at the end of each semester via Albert, NYU’s Web-based registration and information system. Albert can be accessed via NYUHome at http://home.nyu.edu.

INFORMATION ON HOW TO REQUEST ENROLLMENT VERIFICATION

Students can view/print their own enrollment certification directly from Albert using the integrated National Student Clearinghouse student portal. This feature can be accessed from the “Enrollment Certification” link on the Albert homepage. Eligible students are also able to view/print a Good Student Discount Certificate, which can be mailed to an auto insurer or any other company that requests proof of a student’s status as a good student (based on the student’s cumulative GPA). This feature is available for students in all schools except the School of Law.

Verification of enrollment or graduation may also be requested by submitting a signed letter with the following information:
- University ID number, current name and any name under which the student attended NYU, current address, date of birth, school of the University attended, dates attended, date of graduation, and the full name and address of the person or institution to which the verification is being sent. Students should address their request to Office of the University Registrar, Transcript and Certification Department, New York University, P.O. Box 910, New York, NY 10276-0910. Signed requests may also be faxed to 212-995-4154.

Please allow seven business days from the time the Office of the University Registrar is in receipt of the request. Students who wish to confirm receipt of their request should contact the office at 212-998-4280, and a representative will assist them. Currently, the office is not accepting requests for certification by e-mail.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

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

Education Records Covered Under FERPA: The Guidelines describe those education records that are covered by FERPA and that are available for student review. “Education records” refers to any record or document containing information directly related to a student and is not limited to a file with the student’s name on it.

Student Access: Requests by students for access to their education records should be referred to Assistant Provost Barnett W. Hamberger, 194 Mercer Street, 4th Floor, 212-998-2310.

SUMMER SESSION
NYU does not normally accept summer school transfer credits taken at another university. In rare circumstances, and only with prior approval, students may take such summer courses. Students who wish to apply for approval must do so by filing a petition (forms are available at the LS Advising Center) no later than the first of May preceding the summer in which work is to be taken. No late applications are considered. Students are also advised that courses taken during the summer at other universities may not fulfill requirements toward degrees and majors in the other undergraduate schools and colleges of NYU. Students who wish to have summer work at another university substitute for courses or requirements at NYU will require approval from the appropriate NYU school or college as well as from the LS Department. To receive NYU credit once permission is granted, a student must earn a grade of B or better and then arrange for all official transcripts and scores to be forwarded to the LS Advising Center and to the Undergraduate Admissions Processing Center, New York University, 665 Broadway, 11th Floor, New York, NY 10012-2339.

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

DIPLOMA ARREARS POLICY
Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

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

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

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

The only exceptions to this policy are instances in which (1) the bearer is in possession of written permission from a dean, associate dean, assistant dean, or department head and (2) such possession or use of simulated firearms is directly connected to a University- or school-related event (e.g., play, film production). Whenever an approved simulated firearm is transported from one location to another, it must be placed in a secure container in such a manner that it cannot be observed. Storage of approved simulated firearms shall be the responsibility of the Department of Public Safety in a location designated by the vice president for public safety. Under no circumstances, other than at a public safety storage area, may approved simulated firearms be stored in any University owned, leased, or controlled facilities.

IMMUNIZATION REQUIREMENTS
New York State Public Health Law (NYS PHL) 2165 requires all students registering for 6 or more credits in a degree-granting program to provide immunization documentation for measles (rubeola), mumps, and rubella (German measles) prior to registration. Students born before January 1, 1957, are exempt. New students should complete the MMR section of the Student Health History form. Continuing students should complete and submit a Student Immunization Record Form.
All Veterans. Allowance checks are usually sent directly to veterans by the Department of Veterans Affairs. Veterans and eligible dependents should contact the Office of the University Registrar each term for which they desire Veterans Affairs certification of enrollment.

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

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

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

The Department of Veterans Affairs is currently accepting applications for the Post-9/11 GI Bill. To qualify for the Yellow Ribbon Enhancement, students must apply to the VA. The VA will then determine a student’s eligibility for the Post-9/11 GI Bill and issue the student a Certificate of Eligibility. Note: Students can apply using the VA Form 22-1990 (PDF), and the form includes the instructions needed to begin the process.

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

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

At NYU, there are extraordinary opportunities to participate in student life. Students participate in a wide variety of University activities, including hundreds of student clubs, volunteer programs, and intercollegiate sports. To learn more about NYU student activities, go to www.nyu.edu/community and click on “Student Life.” To learn more about student activities and cocurricular activities for Liberal Studies and Global Liberal Studies, go to www.liberalstudies.nyu.edu.

Program Board
Kimmel Center for University Life
60 Washington Square South, Suite 707
Telephone: 212-998-4984
E-mail: program.board@nyu.edu

Fraternity and Sorority Life
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4710
E-mail:毓宇yi@nyu.edu

Ticket Central Box Office
Kimmel Center for University Life
60 Washington Square South, Suite 206
Telephone: 212-998-4949
Web site: www.nyu.edu/ticketcentral

Commuter and Off-Campus Student Services
60 Washington Square South, Suite 210
Telephone: 212-998-4418
E-mail: commuter.office@nyu.edu
Web site: www.nyu.edu/src/commuters

Center for Multicultural Education and Programs
Kimmel Center for University Life
60 Washington Square South, Suite 806
Telephone: 212-998-4343
Web site: www.cmp.nyu.edu

Office of Lesbian, Gay, Bisexual, and Transgender Student Services
Kimmel Center for University Life
60 Washington Square South, Suite 602
Telephone: 212-998-4424
E-mail: lgbt.office@nyu.edu
Web site: www.nyu.edu/lgbt

ALUMNI ACTIVITIES
Office for University Development and Alumni Relations
25 West Fourth Street, 4th Floor
Telephone: 212-998-6912
E-mail: alumni.info@nyu.edu
Web site: alumni.nyu.edu

ATHLETICS
Department of Athletics, Intramurals, and Recreation
Jerome S. Coles Sports and Recreation Center
181 Mercer Street
Telephone: 212-998-2020
E-mail: coles.sportscenter@nyu.edu
Web site: www.nyu.edu/athletics

Palladium Athletic Facility
140 East 14th Street
Telephone: 212-992-8500
Web site: www.nyu.edu/palladiumathleticfacility
BOOKSTORES
Main Bookstore
18 Washington Place
Telephone: 212-998-4667
Web site: www.bookstores.nyu.edu

Computer Store
242 Greene Street
Telephone: 212-998-4672
E-mail: computer.store@nyu.edu
Web site: www.bookstores.nyu.edu

Professional Bookstore
530 La Guardia Place
Telephone: 212-998-4680
E-mail: prof.books@nyu.edu
Web site: www.bookstores.nyu.edu
(Serves the Leonard N. Stern School of Business [Graduate Division], the School of Law, and the Robert F. Wagner Graduate School of Public Service.)

CAREER SERVICES
Wasserman Center for Career Development
133 East 13th Street, 2nd Floor
Telephone: 212-998-4730
Fax: 212-998-3827
Web site: www.nyu.edu/careerdevelopment

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

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

HOUSING
Department of Housing Services
383 Lafayette Street, 1st Floor
Telephone: 212-998-4600
Fax: 212-995-4099
E-mail: housing@nyu.edu
Web site: www.nyu.edu/housing

Office of Off-Campus Housing
4 Washington Square Village (corner of Mercer and Bleecker streets)
Telephone: 212-998-4620
Web site: www.nyu.edu/housing/offcampus

Department of Residential Life
75 Third Avenue, Level C2
Telephone: 212-998-4311
Web site: www.nyu.edu/residential.education

Office of Summer Housing
14A Washington Place
Telephone: 212-998-4621
Web site: www.nyu.edu/summer/housing

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

RELIGIOUS AND SPIRITUAL RESOURCES
Catholic Center
371 Sixth Avenue/Avenue of the Americas
Telephone: 212-998-1065
Web site: washingtonsquarecatholic.org

Edgar M. Bronfman Center for Jewish Student Life–Hillel at NYU
7 East 10th Street
Telephone: 212-998-4114
Web site: www.nyu.edu/bronfman

Hindu Students Council
Web site: www.nyu.edu/clubs/hsc

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

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

Spiritual Diversity Network
Telephone: 212-998-4956
E-mail: spiritual.life@nyu.edu

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

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

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

SERVICES FOR STUDENTS WITH DISABILITIES
Henry and Lucy Moses Center for Students with Disabilities
719 Broadway, 2nd Floor
Telephone: 212-998-4080 (voice and TTY)
Web site: www.nyu.edu/csd
COUNSELING SERVICES

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

Counseling and Behavioral Health Services (CBH)
726 Broadway, Suite 471
Telephone: 212-998-4780
Web site: www.nyu.edu/counseling

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

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

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

NYU STUDENT HEALTH CENTER
Student Health Center
726 Broadway, 3rd and 4th Floors
Telephone: 212-443-1000
E-mail: health.center@nyu.edu
Web site: www.nyu.edu/nyuhc
The University Student Health Center provides a walk-in clinic staffed by physicians, nurse practitioners, physician assistants, and nurses. Also available are specialists, by appointment only, in the areas of dermatology, gynecology, medical consultation, nutrition, dentistry, and orthopedics.

Student Health Insurance Services
726 Broadway, Suite 346
Telephone: 212-443-1020
E-mail: health.insurance@nyu.edu
Web site: www.nyu.edu/health/insurance
NYU students in degree-granting programs are required to maintain health insurance. Most students are automatically enrolled in an NYU-sponsored student health insurance plan as part of NYU’s registration process. For more information, the Student Health Insurance Services office can be reached via e-mail at health.insurance@nyu.edu.

Immunization Clinic
726 Broadway, Suite 347
Telephone: 212-443-1199
E-mail: health.immunizations@nyu.edu
For appointments only: 212-443-1188
For more information about student immunization requirements, see pages 50-51.

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

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

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

Liberal Studies Admission

Applicants are selected for LS from the pool of freshman applicants to NYU’s undergraduate schools and colleges. The Admissions Committee offers only to a select group of freshman applicants the opportunity to enroll in the Liberal Studies (LS) Program at our New York City campus or at our site in Florence, London, or Paris. Transfer applicants are not eligible for admission to LS.

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

LIBERAL STUDIES ADMISSIONS PROCESS

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

The minimum requirements for consideration are as follows:

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

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

Freshman candidates should submit official score reports for standardized tests:

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

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

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

APPLICANTS WITH INTERNATIONAL CREDENTIALS

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

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

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

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

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

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

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

Global Liberal Studies Admission

GLOBAL LIBERAL STUDIES ADMISSIONS PROCESS

Admission to the Global Liberal Studies (GLS) Program is highly selective. When reviewing applications, the Admissions Committee weighs a number of factors: academic record, standardized test scores, recommendations, and essays. The Admissions Committee actively seeks students who have a variety of interests, talents, and goals. The committee carefully considers the applicant’s special talents, alumni affiliation, socioeconomic background, geographic location, and race and ethnicity. The Admissions Committee is also interested in applicants who have an active and sustained level of involvement in school and/or community activities and who have taken on the responsibility of leadership.

Transfer applicants are not eligible for admission to the Global Liberal Studies Program.

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

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

The minimum requirements for consideration are as follows:

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

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

Freshman candidates should submit official score reports for standardized tests:

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

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

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

The Global Liberal Studies Program application also requires applicants to submit an additional essay describing why their talents, interests, backgrounds, and goals make them strong candidates for the program.

The admission application—including all supporting credentials—must be received by January 1 for regular decision admission. Applications received after this date will be considered only if space remains. If NYU is your first-choice college, we encourage
you to apply under the Early Decision Plan. Early Decision candidates should submit the application and all supporting credentials by November 1. Our obligation under this arrangement is to provide you with an admission decision beginning in mid-December, while your obligation to attend NYU if admitted.

To send your scores to New York University, enter the appropriate code number in the test booklet. For all SATs, Advanced Placement Exams, and the TOEFL, the University’s code number is 2562. For the ACT, the code number is 2838. Detailed information about these examinations may be obtained from the College Board, 45 Columbus Avenue, New York, NY 10023-0017; 212-713-8000; www.collegeboard.com. Detailed information about the ACT may be obtained from ACT, 500 ACT Drive, P.O. Box 168, Iowa City, IA 52243-0168; 319-337-1270; www.act.org.

APPLICANTS WITH INTERNATIONAL CREDENTIALS

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

Freshman applicants (those who are currently attending or who previously completed secondary school only) seeking to begin studies in the fall (September) semester must submit applications and all required credentials on or before January 1. Transfer applicants are not eligible for admission to the Global Liberal Studies Program.

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

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

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

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

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

Financial Aid

For many students, financial aid is an important consideration in deciding where to go to college. Financial aid packages at NYU are awarded when students are offered admission, and they take into account both financial need and academic merit. NYU also offers a wide range of financing alternative plans to assist students with meeting the cost of attendance. In order to maximize their opportunities for financial assistance, students who are U.S. citizens must file the Free Application for Federal Student Aid (FAFSA). NYU recommends that students apply electronically via the NYU Web site at www.nyu.edu/financialaid. A paper FAFSA form may be obtained from the student’s high school or by calling 800-4-FED-AID or by visiting the FAFSA Web site at www.fafsa.ed.gov. Freshman applicants should submit the FAFSA between January 1 and February 15. When filing the FAFSA, students must request that their information be sent to New York University by entering the FAFSA code 002785. Students will not be charged a fee when filing this form.

The FAFSA is the only application students must complete to be considered for all federal financial aid, including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Subsidized Stafford Student Loans, Federal Unsubsidized Stafford Student Loans, Federal Perkins Loans, Federal Work-Study, and other federal financial aid programs. Please note that NYU uses only the FAFSA form. Students
who have completed the College Scholarship Service application or any other financial aid application should not list NYU as a recipient of the information.

New York State residents will also be required to complete a separate application for the Tuition Assistance Program (TAP) (mailed to the student automatically), and students from other states may have to complete separate applications for their state programs if their state grants can be used at New York University.

Early decision candidates who submitted the NYU Early Decision Financial Aid Application by November 1 will be able to receive a financial aid estimate by the early decision notification date. Early decision applicants must also file the Free Application for Federal Student Aid (FAFSA) between January 1 and February 15.

After the admission decision is made and the appropriate financial aid applications are submitted, a request for financial aid is considered. (See also the Tuition, Fees, and Financial Aid section, pages 63-67.)

Campus Visits

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

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

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

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

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

NYU Guest Accommodations at Washington Square

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

Required Testing

Freshman candidates should submit official score reports for standardized tests:

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

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

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

The test booklets provide a space in which applicants who want their scores sent to New York University may enter the appropriate code number. For the
SAT and Advanced Placement Examinations, the University’s code number is 2562. For the ACT, the code number is 2838.

Arrangements to take these examinations should be made during the junior and senior years in high school and one month prior to the examination date. It is recommended that applicants seeking September admission should take the SAT Reasoning Test (SAT Subject Tests) or ACT (with Writing Test) during the preceding October, November, or December. If applicants wish to submit results of the Advanced Placement Examinations, the tests should be taken in the spring of their junior year in high school.

Detailed information on the SATs and Advanced Placement Examinations, may be obtained from the College Board, 45 Columbus Avenue, New York, NY 10023-6917; telephone: 212-713-8000; www.collegeboard.com.

Detailed information on the ACT may be obtained from ACT, 500 ACT Drive, P.O. Box 168, Iowa City, IA 52243-0168; telephone: 319-337-1270; www.act.org.

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

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

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

Student Visas and Orientation

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

Readmission of Former Students

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

Advanced Standing Credits

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

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

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

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

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

See also pages 45-47, 60.
The Enrollment Process

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

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

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

Credit by Examination

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

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

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

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

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

See also pages 45–47, 59.
Tuition, Fees, and Financial Aid

When estimating the net cost to the family of a university education, a student should consider two factors: (1) the total cost of tuition, fees, and materials related to a particular program, plus costs directly related to the choice of living style (dormitory, apartment, commuting costs) and (2) financial aid that may be available from a variety of sources. This section provides information on both of these distinct but related topics.

Tuition and Fees— 2009-2010

For 2010-2011 tuition and fees, visit www.nyu.edu/bursar/ tuition.fees.

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2009-2010. The Board of Trustees reserves the right to alter this schedule without notice. Tuition, fees, and expenses may be expected to increase in subsequent years and will be listed in supplements to this bulletin.

Note that the registration and services fee covers membership, dues, etc., to the student’s class organization and entitles the student to membership in such University activities as are supported by this allocation and to receive regularly those University and college publications that are supported in whole or in part by the student activities fund. It also includes the University’s health services, emergency and accident coverage, and technology fee.

All fees are payable at the time of registration. The Office of the Bursar is located at 25 West Fourth Street. Checks and drafts are to be drawn to the order of New York University for the exact amount of the tuition and fees required. In the case of overpayment, the balance is refunded on request by filing a refund application in the Office of the Bursar.

A fee will be charged if payment is not made by the due date indicated on the student’s statement.

The unpaid balance of a student’s account is also subject to an interest charge of 12 percent per annum from the first day of class until payment is received.

Holders of New York State Tuition Assistance Program Awards will be allowed credit toward their tuition fees in the amount of their entitlement, provided they are New York State residents, are enrolled on a full-time basis, and present with their schedule/bill the Award Certificate for the applicable term.

Students who receive awards after registration will receive a check from the University after the New York State payment has been received by the Office of the Bursar and the Office of the Registrar has confirmed eligibility. The following is an explanatory schedule of fees for 2009-2010.

Full-Time Students
Tuition, 12 to 18 points, per term ........ $18,293.00

Fall term 2009: nonreturnable registration and services fee ........ 1,089.50
Spring term 2010: nonreturnable registration and services fee ........ 1,089.50

For each point taken in excess of 18, per point, per term (includes a nonreturnable registration and services fee of $59.00 per point) .... $1,137.00

Basic Health Insurance Benefit Plan
Full-time students automatically enrolled1;2; all others can select:

Annual ............... $1,261.00
Fall term ................ 416.00
Spring term ............ 774.00 (coverage for the spring and summer terms)
Summer term .......... 341.00 (only for students who did not register in the preceding term)

Other Students
Tuition, per point, per term ........ $1,078.00
Fall term 2009: nonreturnable registration and services fee, first point ........ 403.00
Fall term 2009 nonreturnable registration and services fee, per point, for registration after first point .................. 59.00
Spring term 2010: nonreturnable registration and services fee, first point ........ 416.00
Spring term 2010: nonreturnable registration and services fee, per point, for registration after first point .................. 59.00

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1Waiver option available.
2Students automatically enrolled in the Basic Plan or the Comprehensive Plan can change between plans or waive the plan entirely (and show proof of other acceptable health insurance).
Comprehensive Health Insurance Benefit Plan
International students automatically enrolled\(^1\); all others can select:

- **Annual** ............ $1,963.00
- **Fall term** ......... 758.00
- **Spring term** .......... 1,205.00
  (coverage for the spring and summer terms)
- **Summer term** .......... 530.00
  (only for students who did not register in the preceding term)

Stu-Dent Plan
Dental service through NYU's College of Dentistry:

- **Primary member** ...... $225.00
- **Partner** ............... 225.00
- **Dependent** (under age 16) ........... 80.00
- **Renewal membership** .......... 185.00

Maintenance of Matriculation

**Per term** ............. varies

- **Plus**
  Nonreturnable registration and services fee:
  - **Fall term** ........ $344.00
  - **Spring term** .......... 357.00

Special Fees for All Students

- **Late payment of tuition fee** ........... $25.00
- **Late registration fee commencing with the second week of classes** .......... 50.00
- **Late registration fee commencing with the fifth week of classes** .......... 100.00
- **Penalty fee** .............. $20.00

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

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

Diploma Arrears Policy
Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma held may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

**WITHDRAWAL AND REFUND OF TUITION**
A student who for any reason finds it impossible to complete a course for which he or she has registered should consult with an academic adviser. An official withdrawal must be filed either on Albert (through the first three weeks of the term only) or in writing on a completed Change of Program (drop/add) form with the Office of the University Registrar. (Note: An official withdrawal must be filed if a course has been canceled, and, in this case, the student is entitled to a refund of tuition and registration fees paid.) Withdrawal does not necessarily entitle the student to a refund of tuition paid or a cancellation of tuition still due. A refund of tuition will be made provided such withdrawal is filed within the scheduled refund period for the term (see schedule below).

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

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

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

**REFUND PERIOD SCHEDULE (FALL AND SPRING TERMS ONLY)**
This schedule is based on the total applicable charge for tuition, excluding nonreturnable fees and deposits.

- **Withdrawal through the official first day of the semester** .......... 100% (100% of tuition and fees)*
- **Second calendar week of classes** .......... 70% Tuition Only
- **Third calendar week of classes** .......... 55% Tuition Only
- **Fourth calendar week of classes** .......... 25% Tuition Only
- **After the fourth calendar week** .......... NO REFUND

*Note: After the official opening first day of the semester, all fees (including school-related fees) are nonrefundable.

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

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

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

Federal regulations require adjustments reducing financial aid if a student withdraws even after the NYU refund period. Financial aid amounts will be adjusted for stu-
Financial Aid

New York University awards financial aid in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student’s demonstrated need. Renewal of assistance depends on annual reevaluation of a student’s need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Detailed information about financial aid is available on the Office of Financial Aid Web site, www.nyu.edu/financialaid.

A concise summary is also included in the NYU Students Guide, available at the Student Resource Center, Kimmel Center for University Life, 60 Washington Square South, Suite 210, and online at www.nyu.edu/studentsguide.

Many awards are granted purely on the basis of scholastic merit, while others are based on financial need. It is frequently possible to receive a combination of awards based on both. University scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. To ensure that maximum sources of available support will be investigated, students must apply for financial aid by the appropriate deadline. It is the student’s responsibility to supply true, accurate, and complete information to the Office of Financial Aid and to notify them immediately of any changes or corrections in his or her financial situation, enrollment status, or housing status, including tuition remission benefits, outside scholarships and grants, and state-sponsored prepaid college savings plans.

A student who has received a financial aid award must inform his or her department and the Office of Financial Aid if he or she subsequently decides to decline all or part of that award. To neglect to do so may prevent use of the award by another student. If a student has not claimed his or her award (has not enrolled) by the close of regular (not late) registration and has not obtained written permission from his or her department and the Office of Financial Aid for an extension, the award may be canceled, and the student may become ineligible to receive scholarship or fellowship aid in future years.

Determination of financial need is also based on the number of courses for which the student indicates he or she intends to register. A change in registration therefore may necessitate an adjustment in financial aid.
HOW TO APPLY
Students must submit the Free Application for Federal Student Aid (FAFSA), and New York State residents must also complete the preprinted New York State Tuition Assistance Program (TAP) application. (The TAP application is also available on the Internet when using FAFSA on the Web. See www.nyu.edu/financial.aid/tap.)

The FAFSA (available online at www.fafsa.ed.gov) is the basic form for all student aid programs. Be sure to complete all sections.

Students should give permission on the FAFSA for application data to be sent directly to New York University (the NYU federal code number is 002785).

Students are encouraged to apply for financial aid electronically—the fastest and most accurate method. See www.nyu.edu/financial.aid or www.fafsa.ed.gov. Entering freshmen should submit the application by February 15 for the fall term or by November 1 for the spring term.

Graduate students should consult the Financial Aid Web site or their department for financial aid deadlines.

Students requiring summer financial aid must submit a summer aid application in addition to the FAFSA and TAP application. The application, available in February, can be obtained from the Financial Aid Web site or the Office of Financial Aid.

ELIGIBILITY
Enrollment. To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration. Generally, University-administered aid is awarded to full-time students. Half-time students (enrolled for fewer than 12 but at least 6 credit points per semester) may be eligible for a Federal Stafford Loan or a Federal PLUS Loan, but they must also maintain satisfactory academic progress. Part-time undergraduate students may also be eligible for Aid for Part-Time Study (APTS) (New York State residents only—separate application is necessary) or for a Pell Grant.

Renewal Eligibility. Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the NYU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing.

Citizenship. In order to be eligible for aid from NYU and from federal and state government sources, students must be classified either as U.S. citizens or as eligible noncitizens. Students are considered to be eligible noncitizens for financial aid purposes if one of the following conditions applies: 1. U.S. permanent resident with an Alien Registration Receipt Card I-551 (“green card”). 2. Other eligible noncitizen with an Arrival-Departure Record (I-94) showing any one of the following designations: (a) “Refugee,” (b) “Indefinite Parole,” (c) “Humanitarian Parole,” (d) “Asylum Granted,” or (e) “Cuban-Haitian Entrant.”

Withdrawal. Those receiving federal aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government. The amount of federal aid “earned” up to that point is determined by the withdrawal date and a calculation based upon the federally prescribed formula. Generally, federal assistance is earned on a pro-rata basis.

UNIVERSITY-SPONSORED AND -ADMINISTERED PROGRAMS
Through the generosity of its alumni and other concerned citizens, as well as from funds supplied by the federal government, the University is able to provide an extensive financial aid program for its students. Awards are competitive and based on academic achievement, test scores, and, in most cases, financial need.

Scholarships and Grants
Scholarships and grants awarded by the University generally range from $500 to $25,000. In addition, the University has established separate scholarship funds for students in special situations of merit or need. There is no special application for NYU scholarships. All students are automatically considered for academic (merit-based) and financial (need-based) scholarships after applying for admission and financial aid. The FAFSA and the admissions application contain all the information needed for scholarship determination.

AnBryce Scholarship. Through the generosity of the AnBryce Foundation, this scholarship is awarded each year to a small number of academically motivated students who demonstrate financial need and are the first generation in their family to attend college. The award covers up to the cost of tuition and is renewable over four years of undergraduate study at NYU. In addition to educational and cultural activities, these scholars participate in a rich combination of orientation and mentoring programs.

Arch Award. This NYU scholarship is awarded each year to students who demonstrate financial need and are committed to having a positive impact on the world. The award helps students meet full tuition needs and is renewable over four years of undergraduate study at NYU. The Office of Undergraduate Admissions has partnered with NYU’s Wasserman Center for Career Development to create a career development and internship program for these scholars that will introduce them to career options and help them develop career potential and marketable professional skills.

Lewis Rudin City Scholars.
NYU has established the Lewis Rudin City Scholars to recognize the academic excellence and community service of exceptional graduates from New York City high schools. Rudin Scholars will receive a merit scholarship and may also qualify for need-based financial aid.

Martin Luther King, Jr. Scholars. This honor is offered to select freshmen who demonstrate exceptional scholastic ability and a commitment to the principles of Dr. Martin Luther King, Jr., including leadership, community service, humanitarianism, and
social progress. Martin Luther King, Jr. Scholars are eligible to receive a merit scholarship and may also qualify for need-based financial aid. They participate in cultural and social events and community service activities. Scholars also travel domestically and internationally and conduct research projects.

New York University Merit Scholarships. The University sponsors scholarships for finalists in the annual National Merit Scholarship Program. New York University must be listed as the first choice of schools in order to qualify for New York University Merit Scholarships.

The Reynolds Program in Social Entrepreneurship. The Reynolds Program in Social Entrepreneurship offers 20 graduate fellowships and 10 undergraduate scholarships each year. The program is a comprehensive initiative designed to equip the next generation of social entrepreneurial leaders and infrastructure developers and managers with the skills, resources, and networking opportunities needed to help solve society’s most intractable problems in sustainable and scalable ways. The undergraduate scholarship provides up to $40,000 over two years and dedicated curricular and cocurricular activities. Students must submit an application for consideration. For more details, visit www.nyu.edu/reynolds.

Part-Time Employment Wasserman Center for Career Development. Most financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses. It is not necessary to be awarded work-study in order to use the services of the Wasserman Center. All students may use the center as soon as they have paid their tuition deposit and may also wish to use the center as a resource for summer employment. Extensive listings of both on-campus and off-campus jobs are available. The Wasserman Center for Career Development is located at 133 East 13th Street, 2nd Floor; 212-998-4730.

Resident Assistantships. Resident assistants reside in the residence halls and are responsible for organizing, implementing, and evaluating social and educational activities. Assistants also serve as peer counselors and sources of information for dormitory residents. Compensation may include room and/or board, and/or a stipend. Applications and further information may be obtained from the Department of Residential Education, New York University, 75 Third Avenue, Level C2, New York, NY 10003-5382; 212-998-4311.

ALL OTHER SOURCES OF AID

State Grants
New York State offers a wide variety of grants and scholarships to residents. Although application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when assembling the student’s financial aid package.

New York State Tuition Assistance Program (TAP). Legal residents of the state of New York who are enrolled in a full-time degree program of at least 12 credit points a term, or the equivalent, may be eligible for awards under this program. The award varies, depending on income and tuition cost. Students applying for TAP must do so via a FAFSA application (see the earlier How to Apply section). Return the completed application as instructed. For more information about TAP, visit www.nyu.edu/financial.aid/tap.html.

Aid for Part-Time Study (APTS). A financial aid program to help New York State residents pursuing part-time undergraduate degree study offers awards in amounts of up to $2,000 per academic year. The amount of an award is determined by the institution. To be eligible, the student must have filed a FAFSA and demonstrated financial need, must not have exhausted his or her TAP eligibility, must be otherwise eligible for financial aid, and must be enrolled for 3 to 11 credit points per term. Applications are available from the Office of Financial Aid or their Web site. The application deadline varies; please consult the Office of Financial Aid.

Additional programs are listed at www.hesc.com. For complete information, contact the New York Higher Education Services Corporation (HESC) toll-free at 1-888-697-4372, or visit the Web site at www.hesc.com.

States Other Than New York. Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at New York University. These students should contact their state financial aid agency (call 1-800-433-3243 to get its telephone number and address) to ask about program requirements and application procedures. Students who receive an eligibility notice from their state program should submit it to the New York University Office of Financial Aid in advance of registration.

Federal Grants and Benefits

Pell Grant Program. The Federal Pell Grant Program provides assistance to undergraduate students who demonstrate financial need according to economic criteria and program requirements established by the federal government. To be eligible, students must enroll in a degree or approved certificate/diploma program and be matriculated for their first bachelor’s degree. (Students are not eligible if they have already completed a bachelor’s degree.) By submitting the Free Application for Federal Student Aid (FAFSA), students are also applying for a Federal Pell Grant.

Federal Supplemental Educational Opportunity Grants (SEOG). These federally funded grants are awarded to undergraduates whose financial need is substantial. All FAFSA filers who qualify are automatically considered for this grant. However, funds for this program are very limited.
Veterans Benefits. Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs, the amount of benefits varies. Applications and further information may be obtained from the student’s regional office of the Department of Veterans Affairs. Additional guidance may be obtained from the Office of the University Registrar, 25 West Fourth Street, 1st Floor.

Scholarships and Grants from Other Organizations
In addition to the sources of gift aid described above, students may also be eligible for a private scholarship or grant from an outside agency or organizations. Some sources to explore are employers, unions, professional organizations, and community and special interest groups. (The NYU Office of Undergraduate Admissions Web site includes some examples of such outside scholarships available to undergraduates that can be used at NYU. Visit admissions.nyu.edu/financial.aid/scholarships.html.)

Federal Loans
Federal Perkins Loan Program. New York University administers the Federal Perkins Loan Program, supported by the federal government. The University determines eligibility for a Perkins loan based on a student’s financial need and availability of funds; students are considered for this loan when they apply for financial aid. The University generally awards Perkins loans to the neediest full-time students only.

Perkins loans are made possible through a combination of resources: an annual allocation from the U.S. Department of Education, a contribution from New York University, and repayments by previous borrowers.

The annual interest rate is currently 5 percent, and interest does not accrue while the student remains enrolled at least half time.

Federal Stafford Loan Program. The Federal Stafford Loan is obtained from a bank or other lender (or from the U.S. Department of Education if a Federal Direct Loan is suggested) and is generally insured by both the state and federal governments. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year. The interest rate is fixed at 5.60 percent. Stafford loan payments are copayable to NYU and the student, and funds are applied first to any outstanding balance on the student’s account. An origination fee of up to 3 percent may be deducted from the loan funds.

Students may qualify for both subsidized and unsubsidized Stafford loans. The interest on the Federal Subsidized Stafford Loan is paid by the U.S. government while the student is in school and remains enrolled at least half-time. The Federal Unsubsidized Stafford Loan terms and conditions are essentially the same as the subsidized loan except the federal government does not pay the interest while the student is in school. Instead, the interest is accrued and added to the principal of the loan.

Subsidized Stafford loans are based strictly on financial need. During the first year of study, a student may borrow up to a total of $5,500 (combined subsidized and unsubsidized), with no more than $3,500 as the subsidized amount. In subsequent years, the total is increased to $6,500 for sophomores (with no more than $4,500 as the subsidized amount), $7,500 for juniors and seniors (with no more than $5,500 as the subsidized amount), and $20,500 for graduate students (with no more than $8,500 as the subsidized amount).

For independent undergraduate students and some dependent undergraduate students whose parents do not qualify for a PLUS loan, the Federal Unsubsidized Stafford Loan Program offers yet more borrowing eligibility. For details about additional unsubsidized amounts available and the maximum aggregate limits for all Stafford loans combined, see our Web site at www.nyu.edu/financial.aid/stafford_unsub.html.

Federal PLUS Loan Program. The PLUS loan enables parents of dependent undergraduate students and qualifying graduate students to borrow up to the full amount of an NYU education minus other aid. There is no aggregate loan limit, and individual lenders will evaluate credit history. The interest rate is fixed at 8.50 percent. An origination fee of up to 3 percent will generally be deducted from the loan funds. PLUS loan disbursements are made copayable to NYU and the parent, and funds are applied first to the current years outstanding balance on the students account.

Private Loans
A private (nonfederal) loan may be a financing option for students who are not eligible for federal aid or who need additional funding beyond the maximum amounts offered by federal loans. For more information on the terms and conditions of the suggested private loan (as well as applications), visit our Web site: www.nyu.edu/financial.aid/private-loans.php.

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

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New York University  
Master Teacher

Carley Moore, Ph.D.  
New York University  
Master Teacher

Martin Reichert, Ph.D.  
New York University  
Master Teacher

Karen Karbiener, Ph.D.  
Columbia University  
Master Teacher

Patricio Navia, Ph.D.  
New York University  
Master Teacher

Tamuira Reid, M.F.A.  
Sarah Lawrence College  
Master Teacher

Stephanie Kiceluk, Ph.D.  
Columbia University  
Master Teacher

Roberta Newman, Ph.D.  
New York University  
Master Teacher

Anthony Reynolds, Ph.D.  
New York University  
Master Teacher

Catherine King, M.S.  
University of Montana  
Master Teacher

Lori Nicholas, M.S.  
New York University  
Master Teacher

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

William Klein, Ph.D.  
Johns Hopkins University  
Master Teacher

Eugene Ostashevsky, Ph.D.  
Stanford University  
Master Teacher

Michael Shenefelt, Ph.D.  
Columbia University  
Master Teacher

Gail Linsenbard, Ph.D.  
University of Colorado (Boulder)  
Master Teacher

Christopher Packard, Ph.D.  
New York University  
Master Teacher

Robert Squillace, Ph.D.  
Columbia University  
Master Teacher

Matt Longabucco, Ph.D.  
New York University  
Master Teacher

Louis Pataki, Ph.D.  
Yale University  
Master Teacher

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

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

Albert Piacente, Ph.D.  
University of Virginia  
Master Teacher

Lenny Tevlin, Ph.D.  
CUNY Graduate Center  
Master Teacher

Molly M. Martin, Ph.D.  
Columbia University  
Master Teacher

James Polchin, Ph.D.  
New York University  
Master Teacher

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

Eugene Ostashevsky, Ph.D.  
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Master Teacher

Michael Shenefelt, Ph.D.  
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Master Teacher

Joseph Portanova, Ph.D.  
Columbia University  
Master Teacher

Ronald Rainey, Ph.D.  
Columbia University  
Master Teacher

Nancy Reale, Ph.D.  
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Lenny Tevlin, Ph.D.  
CUNY Graduate Center  
Master Teacher

Tilottama Tharoor, Ph.D.  
New York University  
Master Teacher
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<th>Institution</th>
<th>Position</th>
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<td>Joseph Thometz, Ph.D.</td>
<td></td>
<td>Graduate Theological Union (Berkeley)</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Elayne Tobin, Ph.D.</td>
<td></td>
<td>University of Pittsburgh</td>
<td>Master Teacher</td>
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<tr>
<td>Timothy Tomlinson, M.F.A.</td>
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<td>Columbia University</td>
<td>Master Teacher</td>
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<tr>
<td>Shouleh Vatanabadi, Ph.D.</td>
<td></td>
<td>State University of New York (Binghamton)</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>José Vázquez, Ph.D.</td>
<td></td>
<td>CUNY Graduate Center</td>
<td>Master Teacher</td>
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<tr>
<td>Philip Washburn, Ph.D.</td>
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<td>Columbia University</td>
<td>Master Teacher</td>
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<tr>
<td>Heidi White, Ph.D.</td>
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<td>New School for Social Research</td>
<td>Master Teacher</td>
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<tr>
<td>Amy Wilkinson, Ph.D.</td>
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<td>University of Missouri (Columbia)</td>
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<tr>
<td>Rolf Wolfswinkel, Ph.D.</td>
<td></td>
<td>University of Cape Town</td>
<td>Master Teacher</td>
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<tr>
<td>Mahnaz Yousefzadeh, Ph.D.</td>
<td></td>
<td>State University of New York (Binghamton)</td>
<td>Master Teacher</td>
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<tr>
<td>2009</td>
<td>Event</td>
<td>Day</td>
<td>Date</td>
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<tr>
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<td>Labor Day: holiday</td>
<td>Monday</td>
<td></td>
<td>September 7</td>
</tr>
<tr>
<td>Fall term begins</td>
<td>Tuesday</td>
<td></td>
<td>September 8</td>
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<tr>
<td>Last day for</td>
<td>Monday</td>
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<td>September 28</td>
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<tr>
<td>withdrawing from</td>
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<tr>
<td>a course without a &quot;W&quot;</td>
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<tr>
<td>Last day for filing</td>
<td>Monday</td>
<td></td>
<td>November 9</td>
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<tr>
<td>or revoking Pass/Fail</td>
<td></td>
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<tr>
<td>option; last day for</td>
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<tr>
<td>withdrawing from a</td>
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<tr>
<td>course with a &quot;W&quot;</td>
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<tr>
<td>Thanksgiving recess</td>
<td>Thursday-Saturday</td>
<td></td>
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</tr>
<tr>
<td>Legislative day</td>
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<td></td>
<td>December 15</td>
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<tr>
<td>(classes meet on a</td>
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<tr>
<td>Thursday schedule;</td>
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<td>therefore, Tuesday</td>
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<tr>
<td>classes do not meet)</td>
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<tr>
<td>Last day of classes</td>
<td>Tuesday</td>
<td></td>
<td>December 15</td>
</tr>
<tr>
<td>Reading day</td>
<td>Wednesday</td>
<td></td>
<td>December 16</td>
</tr>
<tr>
<td>Fall term final</td>
<td>Thursday-Wednesday</td>
<td></td>
<td>December 17-23</td>
</tr>
<tr>
<td>examinations</td>
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<tr>
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<td>Thursday-Saturday</td>
<td></td>
<td>December 24-January 16</td>
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<tr>
<td>Event</td>
<td>Date</td>
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<td>--------------------------------------------</td>
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<td></td>
<td></td>
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<tr>
<td>Martin Luther King Jr. Day: holiday</td>
<td>Monday January 18</td>
<td></td>
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<tr>
<td>Spring term begins</td>
<td>Tuesday January 19</td>
<td></td>
<td></td>
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<tr>
<td>Last day for withdrawing from a course with a “W”</td>
<td>Monday February 8</td>
<td></td>
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</tr>
<tr>
<td>Presidents’ Day: holiday</td>
<td>Monday February 15</td>
<td></td>
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</tr>
<tr>
<td>Spring recess</td>
<td>Monday-Saturday March 15-20</td>
<td></td>
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<tr>
<td>Last day for filing or revoking Pass/Fail option; last day for withdrawing from a course with a “W”</td>
<td>Monday March 29</td>
<td></td>
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</tr>
<tr>
<td>Legislative day</td>
<td>Tuesday May 4 (classes meet on a Monday schedule; therefore, Tuesday classes do not meet)</td>
<td></td>
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</tr>
<tr>
<td>Last day of classes</td>
<td>Tuesday May 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading day</td>
<td>Wednesday May 5</td>
<td></td>
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<tr>
<td>Spring term final examinations</td>
<td>Thursday-Wednesday May 6-12</td>
<td></td>
<td></td>
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<tr>
<td>Commencement: conferring of degrees</td>
<td>Wednesday May 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010 Summer Session I</td>
<td>Monday-Friday May 17-June 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memorial Day: holiday</td>
<td>Monday May 31</td>
<td></td>
<td></td>
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<tr>
<td>2010 Summer Session II</td>
<td>Monday-Friday June 28-August 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independence Day: holiday</td>
<td>Monday July 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Important Calendar Dates:**
1. For refund schedule, see Refund Period Schedule in the Tuition, Fees, and Financial Aid section of this bulletin.
2. For registration and drop/add schedules, consult the LS Advising Center, 726 Broadway, 6th Floor.
### Travel Directions to the Washington Square Campus*

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<tr>
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<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lexington Avenue Subway</strong></td>
<td>Local to Astor Place Station. Walk west on Astor Place to Broadway, then south on Broadway to Waverly Place, and west on Waverly Place to Washington Square.</td>
</tr>
<tr>
<td><strong>Seventh Avenue Subway</strong></td>
<td>Local to Christopher Street-Sheridan Station. Walk east on West Fourth Street to Washington Square.</td>
</tr>
<tr>
<td><strong>Broadway Subway</strong></td>
<td>Local to Eighth Street Station. Walk south on Broadway to Waverly Place, then west on Waverly Place to Washington Square.</td>
</tr>
<tr>
<td><strong>Sixth or Eighth Avenue Subway</strong></td>
<td>To West Fourth Street-Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.</td>
</tr>
<tr>
<td><strong>Port Authority Trans-Hudson (PATH)</strong></td>
<td>To Ninth Street Station. Walk south on Avenue of the Americas (Sixth Avenue) to Waverly Place, then east to Washington Square.</td>
</tr>
<tr>
<td><strong>Fifth Avenue Bus</strong></td>
<td>Buses numbered 2, 3, and 5 to Eighth Street and University Place. Walk south to Washington Square. Bus numbered 1 to Broadway and Ninth Street. Walk south on Broadway to Waverly Place and west to Washington Square.</td>
</tr>
<tr>
<td><strong>Eighth Street Crosstown Bus</strong></td>
<td>Bus numbered 8 to University Place. Walk south to Washington Square.</td>
</tr>
<tr>
<td><strong>Broadway Bus</strong></td>
<td>Bus numbered 6 to Waverly Place. Walk west to Washington Square.</td>
</tr>
<tr>
<td><strong>Eighth Street Crosstown Bus</strong></td>
<td>Bus numbered 8 to University Place. Walk south to Washington Square.</td>
</tr>
</tbody>
</table>

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

www.nyu.edu
ls.nyu.edu
gls.nyu.edu

Admissions (Undergraduate)
212-998-4500
663 Broadway

Bobst Library (Information)
212-998-2505
70 Washington Square South

Bookstore, Main
212-998-4667, 4668
18 Washington Place

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

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

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

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

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

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

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

Housing (University)
212-998-4600
383 Lafayette Street, 1st Floor

Housing (Off-Campus)
212-998-4620
4 Washington Square Village

Information—Jeffrey S. Gould
Welcome Center
212-998-4636
Shimkin Hall, 50 West Fourth Street,
1st Floor

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

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

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

Ticket Central
212-998-4999
Kimmel Center for University Life
60 Washington Square South,
Suite 206

Wellness Exchange, NYU
212-443-9999
999 (on-campus phone)
www.nyu.edu/999
726 Broadway, Suite 402
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