

LETTER FROM THE DEAN

Thank you for your service to the College. Directors of Undergraduate Studies (DUS), departmental advisers, and College mentors are core contributors to our mission of providing the best, most rigorous, and most intellectually exciting undergraduate education in the world. You are the people on whom students, colleagues, and parents will rely as they navigate our curricular and research opportunities. This is meant to serve as a compact guide to information and resources that can help you fulfill this role.

As part of their responsibility to serve as a conduit of information between the department and the College Office, DUS are expected to attend the DUS meetings. These are held roughly once a month, on Wednesdays from 4:15 to 5:30 p.m. (The dates for 2012–13 are in the calendar on page 2, below.) Please do not schedule any teaching or other regular obligations in that slot. If you are unable to be at a specific meeting, please notify Associate Dean for Academic Affairs Karen Krahulik (998-8113; karen.krahulik@nyu.edu) in advance and also arrange to have a faculty colleague attend in your stead and report back to you.

The College staff and I stand ready to assist you in any way that we can. Please don't hesitate to call upon us.

G. Gabrielle Starr
Acting Dean

I. DATES AND DEADLINES, 2012–2013

Sept. 4	Fall term begins
Sept. 17	SIS waitlists are no longer active after 5 PM
Sept. 19	DUS meeting, 4:15 PM
Oct. 5	Last day for students to apply for Jan. 2013 degree
Oct.	Winter Session courses go online on Albert
Oct. 15–16	No classes
Oct.	Spring 2012 courses go online on Albert
Oct. 17	DUS meeting, 4:15 PM
Nov. 1	Proposals for last UCC meeting of term due
Nov. 7	Last day for withdrawing from a fall course
Nov. 12	Student appointments for spring registration begin
Nov. 14	DUS meeting, 4:15 PM
Nov. 22–25	Thanksgiving recess
Dec. 5	Summer 2012 courses go online on Albert
Dec. 14	Last day of classes
Dec. 17–21	Final exam period
Jan. 7–25, 2013	Winter session
Jan. 21	Martin Luther King Day: holiday
Jan. 24–25	Registration of new transfer students
Jan. 28	Spring term begins
Feb. 6	SIS waitlists no longer active after 9 AM
Feb. 18	Presidents' Day: holiday
Feb. 20	DUS meeting, 4:15 PM
March 5	Fall 2012 courses go online on Albert
March 18–24	Spring recess
March 13	DUS meeting, 4:15 PM
March 26	Last day for withdrawing from a spring course
April 1	Proposals for last UCC meeting of term due
April 16	Student appointments for fall registration begin
April 17	DUS meeting, 4:15 PM
May 13	Last day of classes
May 14	Reading day
May 15–21	Final exam period
May 21	CAS Baccalaureate Ceremony
May 22	University Commencement
May 27	Memorial Day: holiday
May 28	Summer Session I begins (ends 7/6)
July 4	Independence Day: holiday
July 8	Summer Session II begins (ends 8/17)
Sept. 4	Fall term begins

II. STUDENT INFORMATION SYSTEM (SIS)

Access to SIS functions is available through four centers: the Student Center, the Faculty Center, the Adviser Center, and SIS Admin. All of these centers are accessible via Albert, which can be reached via the Academics tab in NYU Home.

Of the four centers, SIS Admin has the widest functionality. Directors of undergraduate studies and departmental advisers, along with the professional staff assisting DUSes, should have access to SIS Admin. Requests for required passwords and training for SIS should be emailed by the department chair, program director, or DUS to Associate Dean Karen Krahulik at karen.krahulik@nyu.edu. This email should include a title, Net ID, and University ID number (N-number) for each individual for whom access is being requested.

Three types of SIS access can be requested: View access (to the schedule of classes, the course catalog, and enrollment), Update/Limited Maintenance access (to the schedule of classes, career/program/plan, and enrollment), and Adviser Clearance Access. No training is required for View access or for Adviser Clearance Access. Training sessions are, however, required for Update/Limited Maintenance access. The sessions that are currently available are ***CS 100 PeopleSoft Training: Building the Schedule of Classes*** (for class scheduling in PeopleSoft); ***CS 200 PeopleSoft Training: Enrollment and CPP*** (for enrollment and major/minor declaration functions); and ***CS 400 PeopleSoft Training: Academic Advisement*** (for advising functions, e.g., transcripts and degree progress reports). Registration for these in-person training sessions is through NYUiLearn (under the Work tab on NYU Home). To avoid confusion, faculty and administrators are asked to wait until they have been pre-approved by Associate Dean Krahulik before registering for a training session.

Helpful information about PeopleSoft, including training guides, is available at nyu.edu/registrar/sis/training/.

Adviser's Clearance. Before students can register for a given semester, they must be cleared, either by the DUS or by a faculty or staff adviser. Advisers may be assigned to students through SIS Admin; for instructions, see the Assigning Advisers to Students Guide, which can be downloaded at nyu.edu/registrar/sis/training/.

Those with access to SIS Admin can clear students to register by selecting Campus Community in the main menu, then Service Indicators (Student), and, finally, Manage Service Indicators. After entering the student's ID number, click on the XAC link (Adviser Clearance Required)

in the Service Indicator Summary. You will be directed to the Edit Service Indicator page; to clear the student to register, click on the Release button, then on OK.

For more information, consult pages 3–6 of the Enrollment and CPP Training Guide or the Negative Service Indicators Help Guide, both of which can be downloaded at nyu.edu/registrar/sis/training/.

Faculty or staff advisers who do not have access to SIS Admin can clear students through the Adviser Center, which is available through NYU Home (by clicking on Albert under the Academics tab). In the student's Advisee Student Center, click on the General Info tab, then on the Edit Service Indicators button. To clear the student to register, click on the XAC link (Adviser Clearance Required), then on the Release button, then on OK. For more information, consult the Adviser Center Help Guide, available at nyu.edu/registrar/sis/training/.

Faculty and staff advisers are encouraged, but not required, to attend **CS 300 PeopleSoft Training: Academic Advisement**; registration for this training session is available through NYUiLearn.

Declaration of Major or Minor. Students must declare a major before they have completed 64 credits. Minors are not required, but they may be declared at any time. The declaration of a major (or minor) takes place in the relevant department or program, which posts it in SIS. Departmental administrators responsible for major/minor declarations must be pre-approved for Update access to the schedule of classes by Associate Dean Karen Krahulik (karen.krahulik@nyu.edu); they must also attend the training session **CS 100 PeopleSoft Training: Building the Schedule of Classes**.

There are three exceptions to electronic posting in the department/program:

- **Non-CAS students.** Students can submit the Cross-School Minor Declaration Form on Albert. Students are then notified that the form went to (a) their home school advising office, (b) the advising office of the school offering the minor, and (c) the department/program offering the minor. The home school advising office will post the minor in SIS if everything looks in order.
- **Minors outside of CAS.** CAS students can get information about cross-school minors at cas.nyu.edu/object/ug.academicprograms.interscholminors and at nyu.edu/advisement/majors.minors/crossminors.html. They can submit the Cross-School Minor Declaration Form on Albert (see the preceding paragraph). The CAS Advising Center will eventually post the cross-school minor

in SIS.

- **Graduating seniors.** Once a student is in his or her final semester, any new major or minor declaration must assume the form of written notification to Ninette Gironella, Office of the University Registrar, 726 Broadway, 8th Floor.

Closed, Controlled, Restricted Classes. By means of the Quick Enroll a Student feature in SIS Admin (under Records and Enrollment in the main menu), authorized persons are able to enroll students in, or drop them from, closed, controlled, or restricted courses, as long as the course is not at room capacity and does not have students on the waiting list. Students can be added to closed courses by clicking in the Closed Class box under the Class Overrides tab. They can be added to controlled or restricted courses by clicking in the Class Permissions box, also under the Class Overrides tab.

Prerequisite Checking. SIS has the capacity to check online whether students attempting to register for a course have the stipulated prerequisite(s) for it and, if they do not, to keep them from enrolling in it. Authorized individuals, primarily in the departments, can override the block, if that appears appropriate, via the Quick Enrollment page in SIS Admin (see above, "Closed, Controlled, Restricted Classes"), by clicking in the Requisites box under the General Overrides tab. In order for the system check to function smoothly, the information in SIS regarding prerequisites (as well as that regarding students' academic history) must be accurate and up to date.

Degree Audit (Degree Progress). A useful feature of SIS provides an analysis of a student's progress toward the fulfillment of his or her degree requirements. Students can consult this analysis on the Web via the Albert Student Center. DUSes, advisers, and administrators can do so via the Degree Audit Report in the Adviser Center (under the Faculty/Adviser tab in Albert). Instructions on how to run a Degree Audit Report are available in the Creating a Degree Audit Report/Creating a What-If Report Guide, which can be downloaded at nyu.edu/registrar/sis/training/.

The first section of the audit summarizes the student's credits toward graduation and indicates the cumulative GPA, both overall and in the major. The second section enumerates requirements that remain to be done in the Morse Academic Plan (MAP) and in the declared major(s) and minor(s). The third section lists course requirements that are already completed or in progress; it groups the courses under

the rubrics MAP, Major/Minor, and General Electives. Any apparent discrepancies in how the audit treats requirements in a given major or minor should be reported to Emiko Sanchez in the Registrar's Office (998-4899; emiko.sanchez@nyu.edu).

III. CLASS SCHEDULING

Building the Schedule of Classes. All course and schedule information is entered directly online by departments and programs. Departmental administrators responsible for class scheduling must attend the training session *CS 100 PeopleSoft Training: Building the Schedule of Classes*. Prior to attending this session, they must be pre-approved by the Associate Dean for Academic Affairs Karen Krahulik (karen.krahulik@nyu.edu). Questions regarding course numbers, titles, days and hours, restrictions, and the like may also be addressed to Associate Dean Krahulik. For the handling of instructor information, see below, under ASIS. After the course information is entered, it is published by the Registrar online on Albert, which students can access via NYUHome, as well as via nyu.edu/registrar/listings/. The course information appears about one month before registration appointments for the following semester begin.

Cross-listed Courses. Courses listed by more than one department/program call for special attention. New cross-listings within CAS require the agreement of all the participating parties. Before a course given by another school may be cross-listed in CAS, it must go through the new course approval process, initiated by the cross-listing CAS department or program (see below, p. 10). The sponsoring department/program bears the primary responsibility for ensuring that the course information is entered correctly in SIS under all course numbers and for keeping cross-listing departments/programs apprised of any changes; in particular, it should ensure that the listings are properly linked, so that enrollments under the various numbers will be combined. All parties to cross-listings should be aware of other potential pitfalls: these include discrepancies in course titles, days and hours, limits, prerequisites, and section notes (e.g., a missing "taught in French"). Course cancellations should not be submitted to the Registrar's Office without prior notification of or consultation with the other parties.

Arts and Science Information System (ASIS). ASIS is a database developed by FAS that extracts and links information in various University databases, including SIS and the payroll system. All chairs,

directors of undergraduate studies, directors of graduate studies, and departmental administrators have access to the Web-based ASIS, and access for others can readily be obtained. Departments and programs should enter instructor information directly in ASIS; from there it is uploaded daily to SIS. It is important—for purposes of class and grade rosters, course evaluations, union requirements, etc.—that full and accurate information on instructors (including course assistants) be entered as soon as it is known, ideally before the schedule of classes goes online and never later than the start of classes. General information about ASIS may be found at the following website: as.nyu.edu/page/aboutas.asis. The login to ASIS is at <https://faswebserver.fas.nyu.edu/>. Questions regarding access, passwords, training sessions, operational problems, etc. should be directed to ASIS Support (asis@nyu.edu).

Wait Lists and Enrollment Management. Students should be able, whenever possible, to get into the courses they need and want. The substantial growth in the student body, not only of the College but of most of the other undergraduate schools, makes it necessary for departments to have a strategy for reducing enrollment pressure points.

- **Activated Wait Lists.** It is College policy that all credit-bearing undergraduate courses must have active wait lists, except for those that are controlled enrollment. During the week of early-registration appointments in November and April, as well as on the registration days of freshman and transfer orientation (in late June and early July), the wait lists should be monitored twice daily.
- **Responding to Wait Lists.** If wait lists develop, departments should take steps to reduce, if not wholly eliminate, the number of students on these lists. If that requires either larger classrooms or additional resources—e.g., for a grader or for an additional section—they should request them from the College Dean’s Office.
- **Long-Term Planning.** In cases where there is a history of enrollment pressures, departments should not merely react to the growth of wait lists on an ad hoc basis each semester but should anticipate what courses need expanded capacity. They should, therefore, put into their Annual Planning Reports (APRs) requests for any additional resources they may need.

Further strategies for managing curriculum in this high-enrollment environment are given in the following section.

Tools for Managing Curriculum. It is the responsibility of departments to ensure that undergraduates have access to our tenured and tenure-track faculty. This is all the more important as the size of the College has significantly increased over the last decade and as the number of non-CAS students whom we teach has also grown proportionately. To that end, the FAS administration regularly reviews departments' curricular staffing to ensure that faculty are in fact teaching all the courses that it is appropriate for faculty to teach. In doing this, FAS is committed to looking at the issue globally and recognizes that departments will not all be able to contribute to the College in the same way and also that departments with heavy undergraduate instructional responsibilities must receive necessary resources. Over the past few years FAS has recruited additional faculty and is also taking steps to stem the inflow of students into the College. In the context of these initiatives, the FAS deans will work with departments to customize staffing solutions that will maintain the quality of both graduate and undergraduate education. FAS has also developed a list of tools to enable each department's chair, DUS, and DGS to meet that goal by achieving staffing efficiencies. This list has been developed in consultation with P&P, the chairs, DUSes, and DGSes. Some of the following tools are matters of FAS policy, while others are strategies that various departments have developed on their own and have used successfully.

1. Every department should have a robust undergraduate program that includes challenging courses taught by faculty and that provides, as the FAS guide to Strategic and Annual Planning Reports (as.nyu.edu/page/aboutas.spr) states, "student advisement and curricular enhancements such as research opportunities, independent study and reading courses. While explicitly required for doctoral studies, these elements are also important at the undergraduate and master's levels."
2. It is FAS policy that all faculty members contribute to the undergraduate program. Wherever possible and consistent with high-quality teaching, all faculty should teach each year at least one course at the undergraduate level.
3. Course release for administrative responsibilities should be granted only for the main positions in a department—chair, DUS, and DGS.
4. It is FAS policy that, if a faculty member gets a course reduction for any reason, that course should be, in the first instance, a graduate

course. If that presents undue hardship for the graduate program, the department should consult the College and GSAS deans.

5. For departments with annual teaching loads that are uneven, if a faculty member goes on leave for one term, s/he should teach two courses in the other term, and at least one should be at the undergraduate level.
6. The guide to Strategic and Annual Planning Reports states that “the balance between undergraduate and graduate teaching should be assessed regularly.” A periodic rebalancing is particularly in order in departments with many more undergraduates than graduate students. Thus, for example, giving one fewer graduate course, or giving it on a less frequent rotation (see item 10, below), would free up a faculty member to teach an additional undergraduate course.
7. It is often desirable that some courses do double duty: e.g., a master’s-level course could also serve advanced undergraduates, or a course could be designed to suit both constituencies. This can simply be a matter of encouraging qualified undergraduate majors to enroll in certain graduate courses under the graduate numbers. It can also involve cross-listing certain GA courses with UA numbers, a practice that the Registrar confirms has long existed on a small scale. (Departments that wish to engage in this sort of GA/UA cross-listing can consult CAS Associate Dean for Academic Affairs Karen Krahulik for assistance with logistics.) If undergraduate students, however, are enrolled in a graduate-level course and are doing the same amount and quality of work, it is important that they be given the opportunity to enroll at the graduate level, so that their transcripts reflect their work accurately.
8. Combining two large lectures into a somewhat larger one could free up one faculty member to teach a different and perhaps smaller class. The goal is not to create more large classes; rather, the goal is to develop a few large signature courses that might foster a sense of identity in the College and also to achieve a better balance between large courses and (more) small courses. Such small courses could be Freshman Honors Seminars, Advanced Honors Seminars, or classes for the honors track of the major.
9. Courses that are given frequently with small enrollments can be given on a longer cycle, but with larger enrollment limits (e.g., a small course that is given each semester could be offered only once a year and to a somewhat larger number of students).

10. If a department must run some courses regularly with very small enrollments and if doing so would keep it from staffing courses with regular faculty, it should develop an accounting system that aggregates small courses in such a way that more than one will be needed to count as a faculty load of one course. For departments that would like to increase the number of majors, the College will work with the faculty to help it reach out and recruit students early in their careers (e.g., in the pre-admission and orientation stages).
11. It is FAS policy that, if a course is canceled and the faculty member cannot be reassigned to another course in the same semester, the faculty member “owes” a course in a future semester. Ideally, however, departments should make every effort not to offer courses that are likely to be under-enrolled at either the graduate or the undergraduate level.
12. Undergraduate course staffing and scheduling should be seen in the context of all aspects of the department and therefore be a collaborative process involving the department chair, DUS, and DGS. In addition, departments should devote at least one faculty meeting a year to reviewing and assessing the undergraduate program, to considering improvements (when necessary), and to discussing staffing and scheduling issues as they arise. Again, the College stands ready to assist departments in this process.

IV. CURRICULAR INITIATIVES

New Courses. All new courses must be approved by the Undergraduate Curriculum Committee (UCC) and the FAS faculty before courses for the semester in which they are to be given are posted on Albert. That means that proposals for new spring courses must be submitted to the UCC, at the latest, by early September, for summer courses by mid-November, and for fall courses by early February; earlier submission is strongly recommended in case questions about the proposed courses arise in the UCC. Proposals must follow UCC guidelines, available online at as.nyu.edu/object/aboutas.pp.forms.

New or Revised Majors, Minors, or Other Substantial Initiatives. When a department or program wishes to propose substantial curricular initiatives, it must submit an Academic Program Impact Statement to the College and the Divisional Deans for FAS review and approval before it can be presented to the UCC. The statement must address both the academic substance and the financial implications of the proposed

initiative. Among the initiatives that require an impact statement are proposals for a new major or minor, a new track in an existing major, a wholesale revision of the curriculum, a sequence of courses in a new foreign language, or a new name for the major and/or program.

Topics Courses. Most undergraduate departments or programs have a topics course—or several, in different broad areas. These are typically used when a visiting or late-arriving new faculty member makes it possible to offer, on short notice, a worthwhile new course; when a department wishes to try out a new course before submitting it as a regular course; or when a new course is unlikely ever to be given again. Once the UCC has approved a generic topics course, the specific topics courses do not require further approval. The department/program should let the Registrar know about the repeatability of topics courses—i.e., how often, or for a total of how many credits, a student may take the topics course. If a department wishes to repeat a topics course, it should send a formal course proposal to the UCC.

V. PARTICIPATION IN YIELD CAMPAIGNS

Each year, all admitted freshmen receive a letter from the DUS of the department in which they have expressed an interest on their application. This letter is sent in April, a few days after the Admissions letter. In early March, all DUSes receive an email from the First-Year Dean asking them to review the departmental letter that was sent out the preceding year, and to make any necessary changes. Revised departmental letters should be sent to the First-Year Programming Office, along with a form to be signed by the DUS. Since each department's letter is printed on its own letterhead by the First-Year Programming Office, the department is also asked to provide appropriate quantities of departmental stationery.

VI. COLLEGE POLICIES AND SERVICES

Academic Integrity. The College policies on academic integrity can be found on pp. 451-52 of the print edition of the *CAS Bulletin*, and on 477-78 of the online edition (available at <http://bulletin.cas.nyu.edu>); in addition, the *CAS Academic Handbook* (presented to freshmen and transfers as part of their orientation) contains information on this topic, on pp. 78-79. See also the University-wide policy on Academic Integrity for Students at NYU, which is available online at cas.nyu.edu/page/academicintegrity.

The University has acquired a license for Turnitin, a plagiarism

prevention and detection tool that compares student papers to several sources: previous student submissions, the Internet, and databases containing periodicals, journals, and other publications. Turnitin has been added to Blackboard and is available for use by all faculty. Detailed instructions for activating and using this tool for a course may be obtained through group training classes or a private tutorial. A schedule for these sessions is available at nyu.edu/its/blackboard/training/.

If an instructor discovers that a student has cheated or committed some other infraction, he or she has the option of handling the matter within the department (e.g., giving an F for the particular exam or project, or for the entire course); in such cases the instructor must notify the student and Associate Dean for Students Richard Kalb (998-8140). Alternatively, the instructor and department may opt to bring the matter forward for centralized adjudication in the Dean's Office, again by contacting Associate Dean Kalb. In both cases, if the student declines a consensual resolution, the matter may be brought before the FAS Discipline Committee, on which both faculty and students serve. The instructor and/or the DUS is always encouraged to meet with the student and discuss the nature of the offense and the action taken. Regarding any incident involving undergraduates, the instructor or DUS should not hesitate to consult Associate Dean Kalb and should report all such incidents to his office.

As important as how the College handles infractions is how it educates its community about paramount academic values. The College's Collegiate Cohort Program (CCP) explicitly addresses the topic of academic integrity. In CCP group meetings early in the fall semester, advisers review the new CAS Honor Code with their first-year students and also discuss how to recognize and avoid plagiarism. Policies are also thoroughly discussed with graduate students during teacher training. All faculty are encouraged to become familiar with policies and procedures, and to work actively at the departmental level to educate students (and colleagues) on these matters. Moreover, in order not to put students in harm's way, instructors should take precautionary measures (e.g., proctoring all examinations; assigning papers that would be difficult to purchase; and securing areas where students might gain access to one another's papers, grades, and personal information). Please note that leaving graded work in an unsupervised location (e.g., in a reception area or outside a faculty member's door) not only enables academic dishonesty but may also violate the students' privacy.

Course Evaluation Guide (CEG). The University Senate has mandated that all NYU courses be evaluated. In addition, as part of the University's most recent reaccreditation by the Middle States Association (which also mandates assessment), the University's self-study reaffirmed the need for all courses to be evaluated, using student feedback. To that end, the College's Course Evaluation Guide uses a survey instrument developed by an FAS faculty/student committee; since 2007–08 the form includes several new demographic and qualitative questions that were recommended by the all-University Undergraduate Academic Affairs Committee for use by all schools in the University. The College distributes the forms, scans them, and prepares an electronic database. Summary statistics, as well as the original forms, are sent by the CAS Dean's Office to departments after each term. Detailed results of the evaluations are published on the Web, at nyu.edu/cas/ceg.

All faculty are expected to participate every semester in the CEG evaluation process, and the DUS is responsible for ensuring participation within his/her department. While the CAS course evaluation questionnaire is used by all departments in CAS, that does not preclude an individual department or program from distributing a second survey of its own. Such a departmental evaluation does not, however, substitute for the CEG process.

Once the results are in each semester, the DUS should work with the Chair and the Director of Graduate Studies to review the course evaluations of all faculty (and, where relevant, graduate student instructors) in the department. The departmental leadership should then consult with faculty colleagues whose evaluations suggest the need for improvement. Among the resources for this purpose are the programs of the University's Center for Teaching Excellence (nyu.edu/cte/).

Late Registration. The College policy is that students may not register for classes beyond the Registrar's published deadlines. In very rare instances (e.g., when a student is de-enrolled without his or her knowledge because a parent has neglected to pay a bill), students may be enrolled after the deadline. Instructors who discover students in their classes who are not registered should ask them to see Associate Dean for Students Richard Kalb (998-8140) immediately; they should not continue to accept coursework from them or assign grades if they remain unregistered into the semester.

Late Withdrawals. Students may withdraw from a class up to the end of the ninth week of the semester (end of the fourth week of a six-week

summer session); a W will appear on the transcript if the withdrawal occurs after the third week (after the third day of a six-week summer session). A student who wishes to withdraw between the ninth week and the last day of classes must submit a written petition to the College Office of Academic Standards (909B Silver, 998-8140). Once classes have ended (i.e., in finals period and beyond), all such petitions must also be submitted to the Academic Standards Office. Petitions for retroactive withdrawals are granted only in very special cases. It should not be suggested to students that late withdrawals are a viable option in any but the most extenuating circumstances.

Final Examinations. Final examination schedules are set and published well in advance, so that faculty and students alike may make travel and other plans accordingly. All examinations should be given on the dates assigned by the Registrar's Office. A student who misses a final needs a doctor's note to get an Incomplete.

Incompletes. Although a grade of Incomplete is generally considered to be the student's responsibility, faculty also have responsibilities that bear keeping in mind. They should not, for example, give Incompletes unless a substantial amount of the course work has been finished and a good and documented reason supplied. Most importantly, faculty must provide a reasonable opportunity for the student to complete all outstanding coursework within one semester, unless the student specifically requests and is granted an extension. Delays, even if prompted by concerns about proper curving, put the student in jeopardy and are contrary to College policy. Extensions should be granted only to enable students to complete outstanding course work and not to allow them to "sit in" on the course again. The *CAS Bulletin* gives further details on the policy regarding Incompletes on pp. 477-78 of the print edition, and on p. 474 of the online version, available at <http://bulletin.cas.nyu.edu>.

Pass/Fail Option. Students may elect one pass/fail option each term, including the summer sessions, for a total of not more than 32 points during their college career. The decision to take a course pass/fail can be made only by the student. An instructor may recommend that a student choose this option for any number of reasons, but cannot assign a P (unless the grading in the entire course has been designated to be pass/fail only); the instructor submits to the Registrar a letter grade (A, B, C, D, or F) at the end of the term. CAS students must declare the pass/fail option before the completion of the fifth week of the term (second week of a six-week summer session), by filling out a form in the College

Advising Center (Silver Center, Room 905, 998-8130). A student wishing to initiate or revoke a declaration after that deadline must submit a written petition to the College Office of Academic Standards (Silver Center, Room 909B, 998-8140). Students and advisers should be aware that the grade of P is not acceptable in courses taken to fulfill a major, minor, or MAP requirement.

Grade Appeals. All grade appeals are handled within the academic department/program. A student appealing a grade should be encouraged to contact the instructor to discuss the matter. If the student continues to feel that the issue has not been resolved, it should be taken to the DUS and/or the chair for a departmental review. In some departments it has been found advantageous to involve other faculty members in this review process. If it is determined that the grade should be changed, the Change of Grade Form is signed by the instructor and the chair or DUS and submitted as usual. Any questions regarding this procedure should be addressed to Associate Dean for Students Richard Kalb (998-8140).

Transfer Credit. External transfer students have their prior work evaluated initially by the Admissions Office, which issues the Transfer Evaluation Statement. Later general reevaluations of credit are handled by the College Advising Center. Once students are matriculated in CAS, they are expected to take all their remaining courses at NYU. Students wishing to take non-NYU study abroad or summer courses through another institution must petition in advance to have those credits counted toward their CAS degree. All such petitions must be submitted to the CAS Office of Academic Standards (909B Silver; 998-8140). Without this prior approval there is no guarantee that the student will be given transfer credit. The CAS department or program (usually through the DUS) has the final say whether a given transfer course may be counted toward its major or minor. Grades in courses from another institution are never computed into the student's College GPA.

Departmental Honors. It is important that we encourage our best students to complete the honors track in their major (students in the Scholars Program are required to do so). The report of the Committee on College Honors, which the Arts & Science faculty approved in April 2005, states that the goal is to have the top 15–20 percent of all graduates complete an enriched curriculum that culminates in a sustained piece of research and writing in the student's major. The report contains the following provisions, which apply to students

entering honors programs in fall 2005 and thereafter:

- Students seeking admission to and graduation with departmental honors are expected to have a minimum GPA of 3.65 (raised from 3.50), both overall and in the major. Departments may exercise some flexibility in admissions as follows. In rare cases where a candidate for admission to a departmental honors program falls short of the expected minimum GPA, the DUS or Director of Departmental Honors may petition the Director of College Honors for an exception. In all cases, once admitted, students are expected to maintain the GPA at the stipulated level in order to graduate with departmental honors (the final GPA must be based on a minimum of 64 graded credits in CAS courses). Should there be an exceptional circumstance in which the stipulated GPA is not maintained, the DUS or Director of Departmental Honors may petition the Director of College Honors for an exception. If the case is compelling, the latter will inform the Registrar's Office of the waiver.
- Honors programs *must*, at minimum, consist of a two-term (8-credit) experience that includes a capstone research project. The capstone project, which typically culminates in a thesis, should reflect sustained original research over two semesters (8 credits). The scope and length of the thesis will vary by disciplines, but theses are typically 40–60 pages in length.
- Programs are strongly encouraged to initiate, whenever possible, honors coursework in the junior year and to expand requirements to as many as four courses. It should be noted that the Dean's Undergraduate Research Fund (DURF) welcomes applications from sophomores and juniors.
- Final honors projects may be evaluated by a faculty adviser or by a committee. It is important, however, that final honors recommendations for graduation with highest honors, high honors, or honors not be determined by a single faculty adviser or even the DUS, but rather by a standing honors committee of the department, ratified by a vote of the department as a whole. The honors committee should be looking at the GPA when it determines its final recommendation for honors, but that determination should be based on an evaluation of the combination of the thesis grade, coursework, and any other salient aspects of performance in the honors program and the major.
- Recommendations for different levels of departmental honors should follow these guidelines: honors will normally be equivalent to A-work; high honors will normally be equivalent to A; highest honors

should be reserved for superior work at the highest level.

- All students completing departmental honors must make public presentations of their work, preferably at the CAS Undergraduate Research Conference (URC) held at the end of the academic year, or in a departmental forum held in conjunction with the URC. (Departments should notify the Director of College Honors well in advance of such a departmental event, so that it can be listed as an off-site part of the URC.)

Students with double majors in discrete, unrelated disciplines must complete honors programs in each major for which they seek honors. Students with double majors in interdisciplinary or related fields may, if the two departments concur, convene a joint honors committee to establish an interdisciplinary research program of coursework that culminates in a single thesis. Similarly, in the case of joint majors, the relevant departments have to work out an agreement on the requirements for honors and on the supervision and evaluation of students' theses or projects. The joint committee should notify the CAS Committee on Academic Standards of joint projects.

All questions concerning the above provisions, or the structuring and staffing of departmental honors, should be addressed to the Director of College Honors.

After the end of each semester the Registrar's Office asks departments/programs to nominate their graduates for departmental honors and to indicate what level of honors. A form for that purpose is available as a Word document at <https://files.nyu.edu/nag2/public/DeptHonorForm.doc>. The form can be returned either in hardcopy or electronically via Webspaces.

Internships. One defining characteristic of the NYU educational experience is the opportunity students have to apply their classroom learning to real-life experiences in a variety of professional and community service settings. Many different types of opportunities are available to students; the following criteria can serve as a guide:

- ***Paid Internships*** These are the most common form of internship. Jobs related to a student's professional interests provide pay for the work that students are doing for the organization. Many companies and organizations provide part-time jobs that allow students to gain experience and to network in the field, while at the same time helping to alleviate the financial burden of being a college student. The College awards no credit for paid internships. (Please note:

some for-profit companies ask students to volunteer, but allow it only if the student can earn academic credit. Many of these so-called internships do not relate directly to a student's academic work and are not worthy of academic credit in a discipline. In these cases, the company should consider providing compensation for the work done by a student, thus making it a paid internship.)

- **Voluntary or Community Service** Certain organizations encourage students to work on a volunteer basis in order to gain experience and to provide needed assistance to the organization. This type of arrangement, for example, is common in government and not-for-profit organizations. Such internships are valued, sometimes even required, for admission to some professional schools. But the College awards no credit for them.
- **Credit-Bearing Internships** A few departments offer academic internships that directly advance a student's knowledge in the academic discipline and thus earn course credit. Such academic internships must be sponsored by an appropriate faculty member through an academic department and normally require close faculty supervision, significant research in addition to the practical work experience, a report of findings, and a formal assessment of the student's work. All such internships require permission of the department or program, and registration for them must be within the regular deadlines. Departments offering credit-bearing internships may restrict them to declared majors, since those students have the requisite background. Internship courses can be counted toward some majors but not toward others. Students should check relevant websites to learn more about the specific policies and procedures pertaining to credit-bearing internships in different departments and programs. The College now offers a non-departmental internship course, which might be appropriate for students who need to receive credit for an internship that is not related to their major. Students should be referred to the Preprofessional Center (901 Silver; 998-8160) for more information.
- **Independent Study** In some departments, independent study may be a possibility. Like a credit-bearing internship, independent study requires a proposal by the student, careful guidance from a faculty member, and a body of work that can be submitted at the end of the study and evaluated for course credit.

VII. GENERAL POLICIES

Study Abroad. Students should be encouraged to participate in an NYU study abroad program or exchange, for which their financial aid will be portable and their courses preapproved. Any student wishing to study abroad on a non-NYU program must petition Associate Dean for Students Richard Kalb (909B Silver) in writing, showing academic justification for the choice of program. For general information on NYU programs and exchanges, students can be directed to the website nyu.edu/studyabroad/, to the Office of Global Programs (110 East 14th Street, Lower Level; 998-4433), and, for help with general academic issues, to the College Advising Center (905 Silver; 998-8130). Most importantly, in order to ensure a smooth articulation between their courses abroad and their major program, students need to work with their departmental adviser.

International Students. The U.S. Immigration and Naturalization Service (INS) has greatly tightened the process of tracking all persons who are in the country on a student visa. NYU's Office for International Students and Scholars (OISS) is required to report to the INS within thirty days of the start of each term on every international student. INS regulations require that students enroll in and complete a minimum of 12 points every semester; that they make satisfactory progress toward their degree; that they report any changes of local address to NYU and the INS within ten days; and that they not work on campus for more than twenty hours a week. Lists by major can help departments and programs identify their international students and ensure that they are meeting all the INS requirements; such lists can be obtained from the OISS (561 LaGuardia Place; 998-4720) or the CAS Office of Academic Affairs (908 Silver; 998-8110).

Student Health Center. This University center (726 Broadway; 443-1000) offers a wide range of services available to students:

- **NYU Wellness Exchange.** The Wellness Exchange is the constellation of NYU's programs and services designed to address the overall health and mental health needs of its students. Students can access this service 24 hours a day, seven days a week. A hotline will put them in touch with professionals who can help them address day-to-day challenges as well as crises they may encounter. Call 443-9999 or visit nyu.edu/999 for information.
- **Counseling Services.** The College Counseling Service (920 Silver;

998-8150) is a branch of the University Counseling and Behavioral Health Services (726 Broadway; 998-4780). The office provides psychological counseling for individuals as well as groups, self-improvement classes, referrals, and psychiatric medication services. All services are confidential and free, except psychiatric medication services. Faculty can refer students directly and/or consult with a staff member on any matters of concern. Additional information is available at nyu.edu/counseling.

- **Medical Services.** Designed to meet the needs of NYU students, the University Health Center provides services that include primary and urgent care, an extensive array of clinical and specialty services, and on-site laboratory and radiology capabilities. It also offers counseling and psychological services, comprehensive health education, a smoking-cessation program, advice on healthy nutrition and exercise, and numerous publications that address students' health concerns. Additional information is available at nyu.edu/health.
- **Health Promotion.** This office (726 Broadway; 443-1234) produces dynamic educational workshops, health information, peer training, and campus events to enhance personal, academic, and career success. Accessible professional and student health educators design, deliver, and evaluate diverse wellness programming, provide health consultations, and serve as referral sources to additional support for vital student health issues.
- **Moses Center for Students with Disabilities.** In order to qualify for services and accommodations, a student must present appropriate and recent documentation of a disability and complete an intake interview with a counselor at the Henry and Lucy Moses Center for Students with Disabilities (726 Broadway, 2nd Floor; 998-4980). Services include the provision of sign language interpreters, readers, notetakers, and other auxiliary aids. The center works with faculty and academic and administrative departments to provide assistance with examination accommodations, registration, and housing. Additional information is available at nyu.edu/csd.

Faculty who have questions about the most appropriate referral—e.g., for a student who is excessively absent, not participating in class, or experiencing academic or personal difficulty—are encouraged to contact Associate Dean for Students Richard Kalb (998-8140). His office can discreetly investigate the situation, offer procedural advice, and, when necessary, take immediate action to assist the student.

Use of Copyrighted Materials. Questions about the use of copyrighted materials in educational and research activities have become more complicated with the rapid proliferation of electronic (digital) works. A good resource is the website library.nyu.edu/copyright, which includes the Handbook for Use of Copyrighted Materials, prepared by representatives of the NYU Libraries, Information Technology Services, Office of the Provost, and Office of Legal Counsel. The handbook discusses the general principles of fair use, which underlie most allowable uses of materials without permission of their copyright holder. Fair use does not normally apply to coursepacks of materials prepared before the beginning of a course; their preparation should be handled through the NYU Book Center, which obtains permissions when necessary. (For the NYU policy on photocopying of non-digital copyrighted materials, see the relevant section of the Faculty Handbook, available online at nyu.edu/students.guide/policies/photocopying.pdf.) Apart from fair use, permission may not be needed for restricted use by members of the NYU community if NYU has secured a license for the copyrighted material, such as the full text of selected electronic journals. Questions about which materials are licensed and what uses are permitted can be sent to library.nyu.edu/ask.

VIII. RESOURCES

The many offices that can provide further information and assistance, or to which students with special questions or needs can be referred, include the following (in most cases, the chief contact persons and their e-mail addresses are also indicated):

College Resources

Academic Affairs (908 Silver; 998-8110)

Dr. Karen Krahulik, Associate Dean (karen.krahulik@nyu.edu)

Dr. James C. Mazza, Assistant Dean (james.mazza@nyu.edu)

class scheduling; foreign-language testing; student and enrollment data; CAS Bulletin and departmental brochures; Curriculum Committee liaison; Freshman Honors Seminars; Collegiate Seminars; Advanced Honors Seminars

Academic Standards (909A Silver; 998-8140)

Dr. Richard Kalb, Associate Dean (richard.kalb@nyu.edu)

Dr. Natalie Friedman, Assistant Dean (natalie.friedman@nyu.edu)

academic standards, petitions; academic integrity and disciplinary problems; late-registration issues; students with problems; counseling

and medical leaves of absence; NYU Speaking Freely; NYU study abroad; CAS scholarships and financial aid; Scholars Program

Advising Center (905 Silver; 998-8130; CASVirtualAdvisor@nyu.edu)

Dr. William Long, Associate Dean (willie.long@nyu.edu)

Ms. Patti Davis, Associate Director (patti.davis@nyu.edu)

general and pre-major advising; combined degree programs (B.A./M.P.A., B.A./M.U.P., B.S./B.S., B.A./M.A.); internships; NYU study abroad programs and exchanges; Peer-to-Peer Mentor Program; Academic Achievement Program for Black, Latino, and Native American Students (AAP); Engineering Society; class advisory boards

College Counseling Service (920 Silver; 998-8150)

Mr. Eric Thurnauer, Counselor (eric.thurnauer@nyu.edu)

student personal problems and academic effectiveness; a satellite office of the University Counseling Service

Early Intervention (905 Silver; 998-8130)

Dr. Rachele Sussman Rumph, Associate Director (rachele@nyu.edu)

support for students at academic risk

Expository Writing Program (411 Lafayette Street, 3rd Floor; 998-8866)

Prof. Pat Hoy, Director (ph3@nyu.edu)

Dr. Denice Martone, Associate Director (denice.martone@nyu.edu)

Dr. Darlene Forrest, Director of Faculty Development (darlene.forrest@nyu.edu)

Dr. Andrea McKenzie, Director of Writing-in-the-Disciplines (am127@nyu.edu)

Dr. William Morgan, Director of the Writing Center (wm32@nyu.edu)

Freshman and Transfer Orientation (905 Silver; 998-8130)

Mr. Devon Pryor, Director (devon.pryor@nyu.edu)

Freshman Programming (905G Silver; 998-8167)

Dr. Kate Baxter, Assistant Dean (kate.baxter@nyu.edu)

retention; Freshman Dialogue and Convocation; Faculty Mentor Program; faculty letters and phonathon for accepted freshmen

Honors (19 University Place, 3d floor; 998-8654)

Prof. Patrick Deer, Director of College Honors (patrick.deer@nyu.edu)

Morse Academic Plan (FCC/FSI) (903 Silver; 998-8119;

General (998-8027) – Prof. Mal Semple, Director of MAP (mal.semple@nyu.edu)

Foundations of Scientific Inquiry (998-8078) – Prof. Trace Jordan, Associate Director (trace.jordan@nyu.edu)

Foundations of Contemporary Culture (998-8071) – Prof. Vincent Renzi, Associate Director (vincent.renzi@nyu.edu)

National Scholarship Competitions (909C Silver; 998-8140)

Dr. Kimberly Germain, Associate Director (*kim.germain@nyu.edu*)
academic planning and application assistance for national scholarships—
Truman, Goldwater, Rhodes, Marshall, etc.

Preprofessional Advising (901 Silver; 998-8160)

Dr. Brian Paquette, Associate Dean, Preprofessional Advising (*brian.paquette@nyu.edu*)

Dr. Melinda Cohen, Associate Director of Preprofessional Advising/
Director of the Post-Baccalaureate Program (*melinda.cohen@nyu.edu*)

Ms. Kelli Johnson, Assistant Dean for Preprofessional Advising (*kelli.johnson@nyu.edu*)

Mr. Paul Cognata, Assistant Director of Preprofessional Advising (*paul.cognata@nyu.edu*)
prehealth, prelaw, and prebusiness advisement and programming;
Professional Edge program; Career Assistance Program

Research Initiatives (6 Washington Place, Room 971; 998-3894)

Prof. Marisa Carrasco, Director of Undergraduate Research Initiatives
(*marisa.carrasco@nyu.edu*)

Student Affairs (909B Silver; 998-8146)

Dean's Undergraduate Research Fund and related issues; Course Evaluation
Guide; commuter issues

University Learning Center (Academic Resource Center and University
Hall residence hall; main number, 998-8085)

Ms. Soomie Han, Assistant Dean (*soomie.han@nyu.edu*)
individual and group tutoring; review sessions; multimedia language lab;
study skills assessment and workshops

University Resources

Registration and Classroom Scheduling (998-4805) – Mr. Albert Gentile
(*albert.gentile@nyu.edu*)

Transcripts and Processing (998-4825) – Ms. Ramona Fernandez
(*mrf1@nyu.edu*)

Grading, Degree Audit, and Graduation (998-4807)

Wasserman Center for Career Development (998-4730)

University Counseling Service (998-4780)

Moses Center for Students with Disabilities (998-4980)

International Students and Scholars (998-4720)

