

LETTER FROM THE DEAN

The College's greatest resource is its faculty. The institution, and its students, owe a particular debt of gratitude to faculty like you who serve as Directors of Undergraduate Studies (DUGS), departmental advisers, and College mentors. You are implementing the principle laid down in the *FAS Guide to Administrative Planning and Procedures* that, in addition to teaching, "related obligations of every department include student advisement and curricular enhancements." This brochure is meant to serve as a compact guide to information and resources that can help you in this role.

As part of their responsibility to serve as a conduit of information between the department and the College Office, DUGS are expected to attend the DUGS meetings. These are held roughly once a month, on Wednesdays from 4:15 to 5:45 p.m. (The dates for 2008–09 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 Otto Sonntag (998-8113; otto.sonntag@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.

Matthew S. Santirocco
Dean

I. DATES AND DEADLINES, 2008–2009

Sept. 2	Fall term begins
Sept. 24	DUGS meeting
Oct. 13–14	No classes
Oct. 6	Spring 2009 courses go online on Albert
Oct. 22	DUGS meeting
Nov. 3	Last day for withdrawing from a fall course
Nov. 10	Student appointments for spring registration begin
Nov. 14	Proposals for last UCC meeting of term due
Nov. 19	DUGS meeting
Nov. 21	Legislative day; classes meet on a Monday schedule
Nov. 27–29	Thanksgiving recess
Dec. 8	Summer 2009 courses go online on Albert
Dec. 11	Last day of classes
Dec. 12	Reading day
Dec. 15–19	Final exam period
Jan. 5–16, 2009	Winter session
Jan. 16	Registration of new transfer students
Jan. 20	Spring term begins
Feb. 11	DUGS meeting
Feb. 16	Presidents' Day: holiday
March 9	Fall 2009 courses go online on Albert
March 11	DUGS meeting
March 16–21	Spring recess
March 16	Proposals for last UCC meeting of term due
March 29	Last day for withdrawing from a spring course
April 13	Student appointments for fall registration begin
April 15	DUGS meeting
May 4	Last day of classes
May 5	Reading day
May 6–13	Final exam period
May 12	CAS Baccalaureate Ceremony
May 14	University Commencement
May 18	Summer Session I begins (ends June 26)
May 25	Memorial Day: holiday
June 29	Summer Session II begins (ends Aug. 7)
July 3	Independence Day: holiday
Sept. 8	Fall term begins

II. STUDENT INFORMATION SYSTEM (SIS)

All directors of undergraduate studies and departmental advisers, along with the professional staff assisting the DUGS, should obtain access to the electronic Student Information System (SIS). Required passwords and training may be obtained through Marlyn Olivieri, in the Office of the University Registrar (998-4890, sisactreq@nyu.edu).

For most persons with SIS clearance, the Web has become the best place to get up-to-the-minute information about students' registration status, schedules, and academic records and

progress, as well as course information. Class rosters can also be printed or downloaded from this site. To access it, go to www.nyu.edu, click on “Faculty & Staff Resources” under the “Working at NYU” tab, then “Albert Administration.”

For some student information and much course information, however, it is still necessary to turn to the pre-Web version of SIS. A list of useful screens in that version follows:

Screen Desired Student Information or Action (accessed by student ID)

1N2	Adviser’s clearance for registration
1N2	Declaration of major or minor
1N3	Registering students for, or dropping them from, departmental courses
104	Schedule and grades for a specific term
109	Schedule with days, hours, and rooms for a specific term
159	Chronology of registration, drops, and adds for a term
184	Internatranscript
6N1	Analysis of academic progress (degree audit)
003	Local and permanent addresses, telephone numbers, e-mail address

Screen Desired Course Information (accessed by course or section number)

105	Meeting times, limits, enrollments, wait lists, etc. for any or all courses in a specific term
107	Roster of students enrolled in, or dropped from, a specific section
108	Roster of students on the wait list for a specific section
127	Enrollment patterns in a given course since 1990
128	Inventory of course numbers and titles, with initial and terminal dates, since 1990
129	Full title, call number, credits, etc.
132	Cross-listed numbers and enrollments for a specific section
134	Room assignments for a specific section
141	Prerequisites
142, 143	Enrollment restrictions (by major, class, or school)

Adviser’s Clearance. Before students can register for a given semester, they must be cleared either

- *by SIS screen 1N2*—after entering the student’s ID number and the term for which registration is being approved, the adviser or designee enters his or her ID number in the field labeled CLEARED BY—or
- *by Albert*—on the main Albert menu the adviser or designee clicks on the “Registration” tab and then on the “Registration Status” tab, enters the student’s ID number and his or her own ID number, and finally clicks on the “Post Advisor’s Approval” tab.

Declaration of Major or Minor. Students must officially 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. Authorized persons enter or change the four-letter code (ALL CAPS!) of the major or minor on screen 1N2. There are three exceptions to electronic posting in the department:

- *Second minors.* A signed form or memo approving a *second* minor needs to be sent to Hortence Drew, Office of the University Registrar, 7 East 12th Street, 4th Floor; 998-4840.
- *Non-CAS students.* The CAS department/program signs a major/minor declaration form from the home school; the student then takes the form back to his or her home school, where the information is entered into SIS.
- *Graduating Seniors.* Once a student is in his or her final (“checkout”) semester, any new major or minor declaration must assume the form of written notification to Hortence Drew, Office of the University Registrar, 7 East 12th Street, 4th Floor.

Closed, Controlled, Restricted Classes. By means of SIS screen 1N3, authorized persons are able to enroll students in, or drop them from, courses in their department or program. In particular, they can directly put students into closed, controlled, or restricted courses, as long as the course is not at room capacity and does not have students on the waiting list. (The codes to be entered in the override column are D for controlled enrollment courses, L for closed courses, and R for restricted courses.)

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 (the override code is P), if that appears appropriate. 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 (screen 141 shows the current prerequisite information in SIS). The Registrar's Office has provided detailed information on the prerequisite-checking process; here are some points that should be kept in mind:

- Prerequisites must be defined as specific course numbers (including numbers of study abroad courses—e.g., V31.0001 and V31.9001).
- Courses in progress or with a current grade of I are treated as passing the prerequisite test.
- The system cannot be used to check *co*-requisites.
- A minimum grade in the prerequisite course may be specified.
- Placement test scores (especially in foreign languages) can be used in the verification process.
- Students who may encounter problems include visiting students and transfers with incomplete evaluations of their transfer credits.

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 Albert. Advisers and administrators with SIS access can do so either via Albert or via screen 6N1 (see above, p. 3). 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 Office of the University Registrar (998-4899; emiko.sanchez@nyu.edu).

III. CLASS SCHEDULING

Turnaround Document. The scheduling of classes begins with the "turnaround document," which is a printout of the preceding year's schedule, distributed to departments and programs in May for the following spring and in December for the following fall. Questions regarding course numbers, titles, days and hours, restrictions, and the like may be addressed to Associate Dean for Academic Affairs Otto Sonntag (998-8113). For the handling of instructor information, see below, under ASIS. After the turnaround is updated and subsequent proofs are checked, the information is published by the Registrar online on Albert, which students can access via NYUHome. 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 only the agreement of all the participating parties. Before a course given by another school may be cross-listed in CAS, however, it must go through the new-course approval process, initiated by the cross-listing CAS department/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 check on SIS screen 132 that the sponsor is correct (especially if different from prior semesters) and that the listings are properly linked, so that enrollments under the various numbers will be combined. All parties to cross-listings, however, 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 TAs) 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: <http://www.nyu.edu/fas/GAP/ASIS.html>. The login to ASIS is at <https://faswebserver.fas.nyu.edu/>. Questions regarding access, passwords, training sessions, operational problems, etc. should be directed to Jill Appel (998-8492; jill.appel@nyu.edu).

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, DUGS, and DGS to meet that goal by achieving staffing efficiencies. This list has been developed in consultation with P&P, the chairs, DUGSes, 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” (<http://as.nyu.edu/page/aboutas.spr>) also 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, DUGS, 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.
7. 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.
8. It is often desirable that some courses do “double duty”: e.g., a small, “boutique” M.A. 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 G courses with V numbers, a practice that the Registrar confirms has long existed on a small scale and that SIS and Albert can support, even to the extent that the two listings can have different credit values, prerequisites, maximum enrollments, and/or other restrictions. (Departments that wish to engage in this sort of G/V cross-listing can consult CAS Associate Dean for Academic Affairs Otto Sonntag for assistance with logistics.)
9. 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.
10. 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).
11. 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).
12. 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 underenrolled at either the graduate or the undergraduate level.

13. 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, DUGS, 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 the start of the semester in which they are to be given. That means proposals for new spring courses must be submitted to the UCC, at the latest, by mid-September, for summer courses by mid-November, and for fall courses by mid-March; earlier submission is *strongly* recommended, in case questions about the proposed courses arise in the UCC. Proposals must follow the UCC guidelines, available online at xxxxxxxx.

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.

V. COLLEGE POLICIES AND SERVICES

Academic Integrity. The College policies on academic integrity can be found on p. 388 of the *CAS Bulletin*; in addition, the *CAS Academic Handbook* (presented to freshmen and transfers as part of their orientation) contains information on this topic, on pp. 77–79. For general University policies and procedures, see the *NYU Students Guide*, at <http://www.nyu.edu/student.affairs/students.guide/policies.html>.

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 DUGS 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 DUGS should not hesitate to consult Associate Dean Kalb.

As important as how the College handles infractions is how it educates its community about paramount academic values. The College's summer orientation sessions explicitly address the topic of academic integrity; advisers review policies with students in small groups and then in individual advising sessions; and all freshmen are asked to sign a document stating that they understand and agree to abide by these standards. After orientation, students are asked to complete the University of Indiana online tutorial "How to Recognize Plagiarism" and to present the certificate they receive upon successful completion of the tutorial to their adviser early in the fall. Policies are also thoroughly discussed with graduate students during TA 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).

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*; the instructors 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 been 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*, p. 384, gives further details on the policy regarding Incompletes.

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 DUGS 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 DUGS and submitted as usual. Any questions regarding this procedure should be addressed to Associate Dean for Students Richard Kalb (998-8140).

Transfer Credit. Transfer students have their prior work evaluated initially by the Admissions Office, which issues the Transfer Evaluation Statement. Later 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). The CAS department or program (usually through the DUGS) 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 DUGS 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 DUGS 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, *minimally*, be 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 DUGS, 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 should 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 (currently Professor Joy Connolly).

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.
- *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.

VI. 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 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).

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 new 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 www.nyu.edu/999 for information. Three components of the Wellness Exchange are especially relevant to DUGS:

- *Counseling Services.* The College Counseling Service (920 Silver; 998-8150) is a branch of the University Counseling Service (726 Broadway; 998-4780). The office provides psychological counseling for individuals as well as groups, workshops on a variety of topics such as health issues and academic effectiveness, and, when appropriate, referral to off-campus sources of help. All services are free and confidential. Faculty can refer students directly and/or consult with a staff member on any matters of concern. Additional information is available at <http://www.nyu.edu/counseling>.
- *Health Center.* Designed to meet the needs of NYU students, the University Health Center (726 Broadway; 443-1000) 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 <http://www.nyu.edu/health>.
- *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. 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 <http://www.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 copy-righted materials in educational and research activities have become more complicated with the rapid proliferation of electronic (digital) works. A good resource is the website

<http://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 nondigital copyrighted materials, see the relevant section of the Faculty Handbook, available online at <http://www.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 <http://library.nyu.edu/ask>.

VII. 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. Otto Sonntag, Associate Dean (otto.sonntag@nyu.edu)

Dr. Ryan Poynter, Associate Director (ryan.poynter@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)

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; Scholars Program; Zuckerman Forum

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.E., B.A./M.A.); internships; NYU study abroad programs and exchanges; Peer Alliance and Support (PALS); Academic Achievement Program for Black, Latino, and Native American Students (AAP); Engineering Society; class advisory boards

College Counseling Service (920 Silver; 998-8150)

Mr. Alistair Blake, Counselor (alistair.blake@nyu.edu)

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

College Learning Center (Weinstein, Third Avenue North, and University Hall residence halls; main number, 998-8085)

Ms. Ivelys Figueroa, Associate Director (ivelys.figueroa@nyu.edu)

individual and group tutoring; review sessions; multimedia language lab; study skills assessment and workshops

Early Intervention (905 Silver; 998-8130)

Dr. Dermot O'Brien, Associate Director (dermot.obrien@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)

Ms. Staci Hersh, Associate Director (staci.hersh@nyu.edu)

Freshman Programming (905G Silver; 998-8167)

Anita Farrington, Assistant Dean (froshdean@nyu.edu)

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

Honors (503 Silver; 992-9517)

Prof. Joy Connolly, Director of College Honors (joyc@nyu.edu)

Internships (41 East 11th St., 7th Floor; 998-8091)

Prof. Daniel Walkowitz, Director of Experiential Education (daniel.walkowitz@nyu.edu)

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

General (998-8072) – *Prof. Eliot Borenstein, Director of MAP (eliot.borenstein@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)

Charlene Visconti, Assistant Dean (charlene.visconti@nyu.edu)

prehealth, prelaw, and prebusiness advisement and programming; Professional Edge program; Career Assistance Program

Research Initiatives (1009 Silver; 998-8205)

Prof. David Scicchitano, Director of Undergraduate Research Initiatives (das2@nyu.edu)

Student Affairs (909B Silver; 998-8146)

Dr. Ruth Shoemaker Wood, Assistant Dean (ruth.wood@nyu.edu)

financial aid; awards and prizes; Dean's Undergraduate Research Fund; *Course Evaluation Guide*; commuter issues

University Resources

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

Transcripts and Processing (998-4825) – *Ms. Elba Gonzalez* (elba.gonzalez@nyu.edu)

Grading, Degree Audit, and Graduation (998-4807) – *Ms. Ramona Fernandez*
(mrfl@nyu.edu)

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)

Course Evaluation Guide (CEG)

In recent years the College has achieved much wider coverage and greater standardization in the evaluation of its courses. The current *Course Evaluation Guide* uses a survey instrument developed by a faculty/student committee; since 2007–08 the form includes several new questions recommended by the all-University Undergraduate Academic Affairs Committee. The College distributes the forms, scans them, and prepares an electronic database. All faculty are expected to participate every semester in the *CEG* evaluation process, which represents one way to assess and improve the quality of undergraduate teaching—through student feedback. 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 <http://www.nyu.edu/cas/ceg>.