NYU Moving Image Archiving and Preservation (MIAP) Program
Spring 2019 Syllabus

CINE-GT 1803: METADATA FOR MOVING IMAGE COLLECTIONS
Location: 721 Broadway Room 652
Time: Thursday 5:30-9:30pm
Class Dates: JAN 31; FEB 7, 21, 28; MAR 7, 21, 28; APR 4, 11, 18, 25; MAY 2, 9
Office hours: By appointment

Instructor
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Course Description
Students in this course will learn about describing and managing moving image collections through metadata, or "data about data". Metadata may be defined as "structured information that describes, explains, locates, and otherwise makes it easier to retrieve and use an information resource." Because it facilitates the access, management and preservation of moving image resources, it is crucial that metadata be created and collected throughout the life cycle of the resource. The creation and use of metadata requires knowledge and experience using various digital tools. To facilitate students' skills in the practical implementation of metadata within real-world contexts, this class will include investigation of technologies for data storage and exchange, building on the digital literacy class in the first semester. Core concepts will include data modeling, resource description, and databases. Students will become familiar with tools to create and manage metadata.

Learning Objectives
Upon completion of the class students will:
- Understand how metadata supports various functions in the moving image archives
- Understand how to model metadata to support these functions; models allow one to take a broad view of the information needed for access and preservation to moving image resource.
- Understand specific metadata schemes used for describing, providing subject access to and managing moving image resources with an appreciation for the strengths and weaknesses of specific metadata schemes
- Be able to appreciate the importance of standards for describing and preserving moving image resources
- Understand how metadata is implemented and used in a variety of settings.
- Gain experience in creating metadata in different environments and using different tools
- Understand how to evaluate the metadata needs for a particular collection and implement it in a database.

Course Texts
Available online and indicated under each week. The following are texts used throughout the course, along with the articles listed below in the class descriptions and are available on NYU Google Drive.

Metadata. Marcia Lei Zeng and Jian Qin.Chicago: ALA, Neal-Schuman an imprint of American Library Association, 2016. ISBN: 9781555709655. Available on NYU Google drive:
https://drive.google.com/drive/folders/124sqXM_itwFBPkE5W9IWp0CHFBZrTLqW?usp=sharing

Other readings can be found in the course Google drive:
https://drive.google.com/drive/folders/124sqXM_itwFBPkE5W9IWp0CHFBZrTLqW?usp=sharing

<u>Attendance</u>
Attendance at all classes is expected unless excused. More than one unexcused absence will affect grading.

<u>Class Topics</u>

Outline of Topics, Assignments

	Date	Topic	Activities and assignments
1	1/31	Introduction to metadata; metadata models	Activity: Metadata categories, installing text/code editors
2	2/7	Metadata models	Activity: Data modeling exercise
3	2/14	Trip to Culpeper -- NO CLASS	
4	2/21	Data structure standards	Due: Data modeling homework Activity: TBD
5	2/28	Descriptive cataloging standards	Due: Final project proposal Activity: TBD
6	3/7	Controlled vocabularies, cataloging workshop	Activity: Cataloging workshop
7	3/14	Linked data	Activity: TBD
	3/21	Spring Break -- NO CLASS	
8	3/28	Application profiles; metadata documentation	Due: Data model Activity: Building an application profile; Wikibase/Wikidata
9	4/4	Metadata interoperability and crosswalks	Activity: creating a metadata crosswalk
10	4/11	Preservation and technical metadata	Due: Final project application profile Activity: Extracting technical metadata
11	4/18	Rights metadata; METS: Migrating and managing metadata	Due: Data mapping assignment Activity: Creating a METS structural map; working session on final project metadata
12	4/25	Metadata quality and remediation, metadata services	Activity: MDQC, OpenRefine

13	5/2	Metadata sharing and reuse	Due: sample records in Wikibase Activity: Querying with APIs, SPARQL
14	5/9	Student presentations	Due: Final assignment

Assignments
All assignment instructions can be found in the class Google Drive:
https://drive.google.com/drive/u/1/folders/1Pnzaz09l6MjcOLi9O5WSGv4FBqZs47Hv

#1: **In class assignments and homework.** Most classes will include activities that are done either in class or as homework, either as a group or individually. Students will be required to turn in or otherwise demonstrate the results of weekly assignments before the start of the following class meeting, regardless of whether the activity was completed in class or at home as homework. (20%)

(For the following see below under "Formatting" for file naming conventions.)
#2: **Data mapping project.** Create a crosswalk between three data structure standards. Map a minimum of 15 fields, selecting fields from different categories of information (descriptive, physical, legal, preservation, technical). Describe strengths and weaknesses of each data standard (minimum of 1 paragraph per standard); See longer description on NYU Classes. Due April 18 (30%)

#3: Final metadata project. Create or repurpose a moving image or other type of collection you can physically or digitally access. You will work toward building and populating a class Wikibase (Wikidata) instance with metadata for this collection throughout the semester. You will start by specifying a data model (what entities you will describe and what are their relationships), and then will build an application profile for the collection, which can borrow properties from established metadata vocabularies, but should be localized for your collection needs. Later you will apply your application profile to Wikibase and create necessary properties to describe your collection items. You will populate the Wikibase with a set of at least 10 records for items in your collection. For the last class, you will give a brief presentation on your collection to the class. The project should demonstrate your understanding of entity relationships, metadata standards and their application, and controlled vocabularies. The project will constitute 40% of the final grade for the class. (see longer description on NYU Classes). Proposal for collection due Feb. 28. Model draft due Mar. 28. Application profile draft due Apr. 11. Wikibase records due May 2. Final assignment due May 9 (40%)

Digital Archive of Student Work
All student projects are to be collected and made accessible on the Student Work page of the MIAP website (https://tisch.nyu.edu/cinema-studies/miap/student-work). Certain types of assignments will be password-protected and made accessible only to MIAP students and faculty. Students are required to submit all of their work for each class to their professor in a digital format (.pdf is encouraged for cross-platform compatibility) via email or other available digital medium.

As a primary goal of NYU's MIAP Program is to be useful to the archival field, the default status of student works will be public (with the exception of internship reports and thesis proposals). Students, in consultation with their instructor, can make a case for why a particular assignment should be restricted to internal use. Proprietary information, confidential information, or copyright issues may lead to this decision, but not a general unwillingness to make work public.

Formatting
When students submit digital files of their work, the file names should conform to MIAP's standard format, with *f* used to indicate fall semester and *s* used to indicate spring semester: YYsemester_course number_author's last name_a[assignment#].file extension. Here is an example of a student with the surname Smith, submitting the first assignment in the fall 2018 course CINE-GT 1800: *18f_1800_Smith_a1.pdf*.

For multiple authors, the two initials of each author will be used, separated from each other by underscores. An underscore and the assignment number will follow this. Assignment numbers are determined by the order in which the assignments are given. They begin with an "a," followed by a number between one and ten. For assignments with multiple files, a letter can be added after the number. Thus, one could have "a1b," meaning that this is the second of multiple files from one student for one particular assignment. In the case of a restricted file that should not be made public, the student should add an "_x" to the end of the file name indicating the file's restricted status: *18f_1800_Smith_a1_x.pdf*. Otherwise, permission shall be implicitly granted for the student's work to be posted on the MIAP website.

Grading
Grades will be based on the following:
- Class participation and attendance (10%)
- Class activities/homework (20%);
- Data mapping project (30%)
- Final metadata project (40%)

Feedback on assignments will be given electronically. Unless given an extension by the instructor, late submission may result in a reduction in the grade. Evaluation of the two projects will be based on originality, completeness, accuracy (grammar, spelling), and timeliness.

Week 1: Jan. 31 -- Introduction to metadata
Due this class:
- Reading: Gilliland, Anne. (2016). "Setting the Stage," in Introduction to Metadata, 3rd ed. https://www.getty.edu/publications/intrometadata/setting-the-stage/
- Reading: "Introduction" in Metadata. Pages 3-22 Available on NYU Google Drive https://drive.google.com/file/d/1DbsxXY6h6mLoEVLEeZ5ptz9eA_8n-lkW/view?usp=sharing
- Reading: Doctorow, Cory. (2001). "Metacrap: Putting a torch to the seven straw-men of the meta-topia," http://www.well.com/~doctorow/metacrap.htm
- Reading: Onuoha, Mimi (2016). "The Point of Collection," Data & Society Points, https://points.datasociety.net/the-point-of-collection-8ee44ad7c2fa

Topics/activities:
- Overview of class goals and expectations; review of syllabus.
- Overview of the principles of metadata -- slides
- Introduction to metadata models
- Activity: Metadata categories
- Activity: Installing code/text editors and intro to data formats (CSV, XML, JSON)

Week 2: Feb. 7 -- Metadata models
Due this class:

- Reading: Steve Höberman, "Section I: Data Modeling Introduction" and "Section 2: Data Model Components", Data Modeling Made Simple, 2nd edition. Technics Publications, 2012. Online version available from NYU Libraries: https://getit.library.nyu.edu/go/9442309
- Reading: Tillett, Barbara. "What is FRBR?" Washington, D.C.: Library of Congress, Cataloging Distribution Service, 2004. https://www.loc.gov/cds/downloads/FRBR.PDF
- Reading: Carlyle, Allyson. "Understanding FRBR As a Conceptual Model: FRBR and the Bibliographic Universe." Library Resources & Technical Services, 2006, 50(4), 264-273. http://dx.doi.org/10.5860/lrts.50n4.264 (read up to "Other Cataloging Models").
- Reading: MovieLabs. "White Paper -- Creative Works Ontology for the Film and Television Industry." September 2018. https://movielabs.com/creative-works-ontology/ (Read the white paper at https://movielabs.com/wp-content/uploads/2018/09/A-Creative-Works-Ontology-for-the-Film-and-Television-Industry-Final-2018-9-24.pdf
- Reading: Van Malssen, Kara. "Bibframe AV Modeling Study: Defining a Flexible Model for Description of Audiovisual Resources." (submitted May 15, 2014). http://www.loc.gov/bibframe/docs/pdf/bibframe-avmodelingstudy-may15-2014.pdf (Read p. 2-43)

Topics/activities:
- Metadata models for library, archive and museum contexts
  - Why do we need metadata models?
  - How are data models and ontologies built?
  - Understanding user needs and how they affect data models
  - FRBR (Functional Requirements for Bibliographic Records) and FRBR's applicability to moving image materials. http://www.ifla.org/VII/s13/frbr/frbr.htm
  - BIBFRAME model: https://www.loc.gov/bibframe/docs/bibframe2-model.html
  - Cinematographic Work Standard (EN 15907): http://filmstandards.org/fsc/index.php/EN_15907
  - MovieLabs ontology
  - Introduction to linked data
- Activity: Understanding data models: FRBR, BIBFRAME, EN 15907
- Activity: User needs and data modeling exercise
- Homework: Diagramming MovieLabs ontology

Week 3: Feb. 14 -- Trip to Culpeper -- NO CLASS

Week 4: Feb. 21 -- Data structure standards and element sets
Due this class:
- Review homework on conceptual data modeling
- Review: Riley, Jenn. "Seeing Standards: a Visualization of the Metadata Universe" http://jennriley.com/metadatamap/
- Reading: Metadata Pages 402-420; 445-456. Available on NYU Google Drive. https://drive.google.com/open?id=11g7wmOe7HLWQcI4PAn_zP09qdCcSfwL3 and https://drive.google.com/open?id=1015eioJetss3hU9ybePjb_9bCO0ylIUM
- Library of Congress (2009). "Understanding MARC Records: What is a MARC Record and Why is it Important?" Library of Congress, 2009. http://www.loc.gov/marc/umb/um01to06.html
- Handouts: See handouts on individual data standards and Data Standards List from NYU Classes (in Handouts folder under Resources/Readings)

Topics/activities:

- What is a data structure? Schemas and rules
    - Structure vs content vs value standards
- Data Structures for libraries, archives, museums:
    - Discuss and compare data structures: MARC21, MODS, Dublin Core, VRACore, PBCore, EBU Core, EAD
- Review metadata records
- Activity: XML (bring your laptops and have a code editor such as Sublime Text or Visual Studio installed.

Week 5: Feb 28 -- Descriptive cataloging standards

Due this class:
- Final project proposal
- Homework assignment on databases
- Reading: Describing Archives: a Content Standard (DACS). Chicago: Society of American Archivists, 2013, 2nd edition, http://www2.archivists.org/standards/DACS/statement_of_principles
- Reading: FIAF Moving Image Cataloging Manual. International Federation of Film Archives, 2016, especially p. 1-11. Available in NYU Classes and at: http://www.fiafnet.org/images/tinyUpload/E-Resources/Commission-And-PIPResources/CDC-resources/20160920%20Fiaf%20Manual-WEB.pdf
- TBD reading on RDA

Review:
- Library of Congress Genre/Form Terms for Archival Materials: Moving Image Genre-Form Terms. (Updated through 2015). http://olacinc.org/drupal/capc_files/GenreFormHeadingsList.pdf
- International Press Telecommunications Council. IPTC Newscodes Concept. http://cv.iptc.org/newscodes/mediatopic
- European Film Gateway. EFG vocabularies I: value lists and types for EFG data elements. [on NYU Classes]

Topics/activities:
- Review descriptive standards: AACR2 (Anglo-American Cataloging Rules, 2nd Edition), Resource Description and Access (RDA), FIAF Cataloging Manual, Describing Archives: a content standard (DACS)
- Activity: JSON (bring your laptops)

Week 6: Mar. 7 -- Cataloging Workshop; controlled vocabularies and authority control

Due this class:
- Reading: Harpring, Patricia. Introduction to Controlled Vocabularies, Terminology for Art, Architecture, and Other Cultural Works. Chapter 2: "What Are Controlled Vocabularies?" and Chapter 3: "Relationships in Controlled Vocabularies." Los Angeles, CA: J. Paul Getty Trust, 2010. http://www.getty.edu/research/publications/electronic_publications/intro_controlled_vocab/what.html and http://www.getty.edu/research/publications/electronic_publications/intro_controlled_vocab/relationships.html
- Library of Congress (2004). "Understanding MARC Authority Records: What is a MARC Record and Why is it Important?" Library of Congress, 2004. https://www.loc.gov/marc/uma/pt1-7.html

Review:
- Library of Congress Linked Data Service. http://id.loc.gov/
- EAC-CPF / SNAC: http://snaccooperative.org/

- Getty vocabularies: http://www.getty.edu/research/tools/vocabularies/

Topics/activities:
- Controlled vocabularies and authority control
- Guest speaker: Crystal Rangel, Dance Cataloger, NYPL
- Activity: Cataloging exercise (bring your laptops)

Week 7: Mar. 14 -- Linked data; identifiers

Due this class:
- Reading: Fauconnier, Sandra, (2018). "Many faces of Wikibase: Rhizome's archive of born-digital art and digital preservation." https://wikimediafoundation.org/2018/09/06/rhizome-wikibase/
- Reading: Wikibase/DataModel/Primer: https://www.mediawiki.org/wiki/Wikibase/DataModel/Primer
- More readings TBD

Topics/activities:
- Introduction to Wikidata
- Activity: Wikidata Tours: https://www.wikidata.org/wiki/Wikidata:Tours (bring your laptops)
- Activity: TBD

-- NO CLASS MARCH 21 (SPRING BREAK) --

Week 8: Mar. 28 -- Application profiles; metadata documentation

Due this class:
- Homework: Final project data model
- Review: DLF AIG Metadata Application Profile Clearinghouse: https://dlfmetadataassessment.github.io/MetadataSpecsClearinghouse/
- More readings TBD

Topics/activities:
- Activity: Building an application profile
- Activity: Properties in Wikibase/Wikidata

Week 9: Apr. 4 -- Metadata interoperability and crosswalks

Due this class:
- Reading: Metadata: p. 347-357. Available from NYU Google Drive: https://drive.google.com/open?id=1F66graOhSgyJZ9Iz8EyPcjWkRbPk7z1k
- Reading: Woodley, Mary S., revised by Baca, Murtha (2016). "Metadata Matters: Connecting People and Information" in Introduction to Metadata, 3rd ed. http://www.getty.edu/publications/intrometadata/metadata-matters/
- Reading: Marcus, Cecily and Carlson, Sarah (2018). "Out of the Shadows: Bringing African American Digital Collections Together in Umbra Search African American History." Open Library of Humanities, 4(2), 17. http://doi.org/10.16995/olh.279

Topics/activities:
- How do different metadata standards work together? Explore issues about metadata interoperability
- Creating and understanding crosswalks
- Activity: Creating a metadata crosswalk
- Homework: Data mapping assignment

Week 10: Apr. 11 -- Preservation and technical metadata

Due this class:
- Homework: Final project application profile
- Reading: Caplan, Priscilla and PREMIS Editorial Committee. Understanding PREMIS, revised 2017. https://www.loc.gov/standards/premis/understanding-premis-rev2017.pdf
- For the following, get a general familiarity with them:
  - Review: PREMIS 3.0 https://www.loc.gov/standards/premis/v3/premis-3-0-final.pdf
  - Review: SMPTE RP-210 (technical metadata dictionary) [on NYU Classes]

Topics/activities:
- Review data requirements and standards for preservation and technical metadata, including sources for controlled vocabularies for terms
- Generating metadata from digital objects and data management systems
- Activity: Extracting technical metadata

Week 11: Apr. 18 -- Rights metadata; Structural and package metadata
Due this class:
- Homework: Assignment on data mapping
- Reading: Whalen, Maureen. "Rights Metadata Made Simple." In Introduction to Metadata. http://www.getty.edu/research/publications/electronic_publications/intrometadata/rights.html
- Review: Traditional Knowledge (TK) labels. http://localcontexts.org/tk-labels/
- Reading: Kirby, J. (2017) "An Introduction to Traditional Knowledge Labels and Licenses." Commons Knowledge Blog. https://publish.illinois.edu/commonsknowledge/2017/09/07/an-introduction-to-traditional-knowledge-labels-and-licenses/
- Review: Rightsstatements.org https://rightsstatements.org/en/
- Reading: METS Overview http://www.loc.gov/standards/mets/METSOverview.v2.html
- Hardesty, Julie. (2017). "The Semantics of Metadata: Avalon Media System and the Move to RDF." Code4Lib Journal Issue 37 https://journal.code4lib.org/articles/12668

Topics/activities:
- Rights and permissions metadata
- Container formats and strategies for packaging/connecting metadata and content
- Review of RDF, PREMIS, and identifiers
- Metadata Encoding and Transmission Standard (METS)
  - What is a METS document?
  - How/where is METS used?
  - Alternatives to METS XML
- Activity: Creating a METS structural map
- Activity: Working session on final project metadata

Week 12: Apr. 25 -- Metadata quality and remediation, metadata services
Due this week:
- Reading: Bruce, Thomas and Hillman, Diane (2004) "The Continuum of Metadata Quality: Defining, Expressing, Exploiting." Published in "Metadata in Practice," ALA Editions. https://ecommons.cornell.edu/handle/1813/7895
- Review: DLF AIG Metadata Working Group Metadata Assessment Toolkit: https://dlfmetadataassessment.github.io/
- Reading: Metadata. Pages 251-258 https://drive.google.com/open?id=13q3Clx3RMNHkaeTYGvw8UXkyjK9bQxky

- Another reading TBD

Topics/activities:
- Metadata quality and dealing with messy data
- OpenRefine and its uses
- Activity: MDQC
- Activity: cleaning up metadata (OpenRefine)

Week 13: May 2 -- Metadata sharing and reuse
Due this class:
- Homework: Final project records in Wikibase
- Open Knowledge Foundation. "What is Open Metadata?" Published in "Open Metadata Handbook," Wikibooks (accessed January 13, 2019). https://en.wikibooks.org/wiki/Open_Metadata_Handbook/Open_Metadata
- TBD reading on APIs
- TBD reading on IIIF
- TBD reading on OAI-PMH
- TBD reading on Frictionless data

Topics/activities:
- Metadata licenses
- Methods for sharing metadata records and digital assets
    - OAI-PMH
    - APIs
    - Data dumps (ex. http://americanarchive.org/help/obtain-metadata)
    - IIIF
    - Frictionless data and JSON
- Activity: Using APIs and SPARQL to query and harvest metadata

Week 14: May 9 -- Student presentations
Due this class:
- Final project

Topics/activities:
- Student presentations

Important Policies and Resources

Tisch Policy on Academic Integrity
The core of the educational experience at the Tisch School of the Arts is the creation of original work by students for the critical review of faculty members. Any attempt to evade that essential transaction through plagiarism or cheating is educationally self-defeating and a grave violation of Tisch's community standards. Plagiarism is presenting someone else's original work as if it were your own; cheating is an attempt to deceive a faculty member into believing that your mastery of a subject or discipline is greater than it really is. Penalties for violations of Tisch's Academic Integrity Policy may range from being required to redo an assignment to dismissal from the School. For more information on the policy--including academic integrity resources, investigation procedures, and penalties--please refer to the Policies and Procedures Handbook (tisch.nyu.edu/student-affairs/important-resources/tisch-policies-and-handbooks) on the website of the Tisch Office of Student Affairs.

Health & Wellness Resources

Your health and safety are a priority at NYU. If you experience any health or mental health issues during this course, we encourage you to utilize the support services of the 24/7 NYU Wellness Exchange 212-443-9999. Also, all students who may require an academic accommodation due to a qualified disability, physical or mental, please register with the Moses Center 212-998-4980. Please let your instructor know if you need help connecting to these resources. Students may also contact MIAP Director Juana Suárez (juana@nyu.edu) and/or Academic Program Manager Jess Cayer (jess.cayer@nyu.edu) for help connecting to resources.

Sexual Misconduct, Relationship Violence, and Stalking Policy & Reporting Procedures

NYU seeks to maintain a safe learning, living, and working environment. To that end, sexual misconduct, including sexual or gender-based harassment, sexual assault, and sexual exploitation, are prohibited. Relationship violence, stalking, and retaliation against an individual for making a good faith report of sexual misconduct are also prohibited. These prohibited forms of conduct are emotionally and physically traumatic and a violation of one's rights. They are unlawful, undermine the character and purpose of NYU, and will not be tolerated. A student or employee determined by NYU to have committed an act of prohibited conduct is subject to disciplinary action, up to and including separation from NYU. Students are encouraged to consult the online Sexual Misconduct, Relationship Violence, and Stalking Resource Guide for Students (nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/sexual-misconduct--relationship-violence--and-stalking-resource-.html) for detailed information about on-campus and community support services, resources, and reporting procedures. Students are also welcome to report any concerns to MIAP Director Juana Suárez (juana@nyu.edu) and/or Academic Program Manager Jess Cayer (jess.cayer@nyu.edu).

Non-Discrimination and Anti-Harassment Policy & Reporting Procedures

NYU is committed to equal treatment and opportunity for its students and to maintaining an environment that is free of bias, prejudice, discrimination, and harassment. Prohibited discrimination includes adverse treatment of any student based on race, gender and/or gender identity or expression, color, religion, age, national origin, ethnicity, disability, veteran or military status, sexual orientation, marital status, or citizenship status, rather than on the basis of his/her individual merit. Prohibited harassment is unwelcome verbal or physical conduct based on race, gender and/or gender identity or expression, color, religion, age, national origin, ethnicity, disability, veteran or military status, sexual orientation, marital status, or citizenship status. Prohibited discrimination and harassment undermine the character and purpose of NYU and may violate the law. They will not be tolerated. NYU strongly encourages members of the University Community who have been victims of prohibited discrimination or prohibited harassment to report the conduct. MIAP students may make such reports to MIAP Director Juana Suárez (juana@nyu.edu) and/or Academic Program Manager Jess Cayer (jess.cayer@nyu.edu), or directly to Marc Wais, Senior Vice President for Student Affairs. Students should refer to the University's Non-Discrimination and Anti-Harassment Policy and Complaint Procedures (nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/non-discrimination-and-anti-harassment-policy-and-complaint-proc.html) for detailed information about on-campus and community support services, resources, and reporting procedures.

NYU Title IX Policy

Tisch School of the Arts to dedicated to providing its students with a learning environment that is rigorous, respectful, supportive and nurturing so that they can engage in the free exchange of ideas and commit themselves fully to the study of their discipline. To that end Tisch is committed to enforcing

University policies prohibiting all forms of sexual misconduct as well as discrimination on the basis of sex and gender. Detailed information regarding these policies and the resources that are available to students through the Title IX office can be found by using the this link (https://www.nyu.edu/about/policies-guidelines-compliance/equal-opportunity/title9.html).

NYU Guidelines for Compliance with the Family Educational Rights and Privacy Act (FERPA)
The Family Educational Rights and Privacy Act of 1974 (FERPA) was enacted to protect the privacy of students' education records, to establish the rights of students to inspect and review their education records, and to provide students with an opportunity to have inaccurate or misleading information in their education records corrected. In general, personally identifiable information from a student's education records, including grades, may not be shared without a student's written consent. However, such consent is not needed for disclosure of such information between school officials with legitimate educational interests, which includes any University employee acting within the scope of their University employment. See here (nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/FERPA.html) for full policy guidelines.

NYU Student Religious Observance Policy
See here for the University Calendar Policy on Religious Holidays.

NYU Academic Support Services
NYU offers a wide range of academic support services to help students with research, writing, study skills, learning disability accommodation, and more. Here is a brief summary:

NYU Libraries
Main Site: library.nyu.edu; Ask A Librarian: library.nyu.edu/ask
70 Washington Square S, New York, NY 10012
Staff at NYU Libraries has prepared a guide (http://guides.nyu.edu/c.php?g=276579&p=1844806) covering services and resources of particular relevance to graduate students. These include research services and guides by topic area, subject specialists, library classes, individual consultations, data services, and more. There's also a range of study spaces, collaborative work spaces, and media rooms at Bobst, the library's main branch.

The Writing Center
nyu.mywconline.com
411 Lafayette, 4th Floor, 212-998-8860, writingcenter@nyu.edu
The Writing Center is open to all NYU students. There, students can meet with a faculty writing consultant or a senior peer tutor at any stage of the writing process, about any piece of writing (except exams). Appointments can be scheduled online. Students for whom English is a second language can get additional help with their writing through a monthly workshop series scheduled by the Writing Center (cas.nyu.edu/content/nyu-as/cas/ewp/writing-resources/rise-workshops.html).

The University Learning Center (ULC)
nyu.edu/ulc; Academic Resource Center (18 Washington Pl, 212-998-8085) or University Hall (110 East 14th St, 212-998-9047)

Peer Writing Support: All students may request peer support on their writing during drop-in tutoring hours for "Writing the Essay / General Writing" at the University Learning Center (ULC), which has two

locations noted above. Students for whom English is a second language may wish to utilize drop-in tutoring geared towards international student writers (see schedule for "International Writing Workshop").

Academic Skills Workshops: The ULC's Lunchtime Learning Series: Academic Skills Workshops focus on building general skills to help students succeed at NYU. Skills covered can help with work in a variety of courses. Workshops are kept small and discuss topics include proofreading, close reading to develop a thesis, study strategies, and more. All Lunchtime Learning Series workshops are run by Peer Academic Coaches.

Moses Center for Students with Disabilities
nyu.edu/students/communities-and-groups/students-with-disabilities.html
726 Broadway, 3rd Floor, 212-998-4980, mosescsd@nyu.edu
All students who may require an academic accommodation due to a qualified disability, physical or mental, are encouraged to register with the Moses Center. The Moses Center's mission is to facilitate equal access to programs and services for students with disabilities and to foster independent decision making skills necessary for personal and academic success. The Moses Center determines qualified disability status and assists students in obtaining appropriate accommodations and services. To obtain a reasonable accommodation, students must register with the Moses Center (visit the Moses Center website for instructions).