NYU Moving Image Archiving and Preservation (MIAP) Program
Spring 2021 Syllabus

CINE-GT 1803: METADATA FOR MOVING IMAGE COLLECTIONS
Location: online
Time: Wednesday 5:30-9:30pm
Class Dates: FEB 3, 10, 24; MAR 3, 10, 17, 24, 31; APR 7, 14, 21, 28; MAY 5
Office hours: By appointment, Zoom

Instructor
Shawn Averkamp (she/her/hers)
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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. 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 the how metadata enables the discovery, management, preservation, navigation, and use of moving image and other information resources
- Appreciate the full lifecycle of how metadata is created/collected, curated, managed, maintained, migrated, enriched, aggregated, shared, reused, and deprecated
- Understand the different types of metadata standards--structural, content, value and format--and learn how standards are collectively created and maintained
- Understand the subjectivity of all metadata and how to manage bias in description
- Model a domain based on defined user needs to support specification of a metadata profile for description
- Gain experience in writing documentation to support the creation, maintenance, and interpretation of metadata
- Gain technical expertise in working with common data formats used to store and share metadata
- Gain familiarity with human, automated, and hybrid metadata creation and enrichment workflows as well as considerations in workflow design
- Learn how to enable metadata interoperability through crosswalks and linked data technologies

Course Texts
Available online and indicated under each week below.

Course technologies

In this remote class, we will be making ample use of Google Drive, Docs, and Sheets, Zoom, and Miro, an online whiteboard and collaboration tool (you do not need to create an account--I will share links to the boards, which you will be able to edit anonymously).

Attendance

Attendance at all classes is expected unless excused. Students anticipating missing a class should email notice to Shawn prior to class. For each excused or unexcused absence after the first absence, students will write a 1-2 page summary and reflection of the week's readings (single-spaced) to be emailed to Shawn before the start of the next class. Your class participation grade is based heavily on your class attendance, so please try to attend every class, even if you haven't completed the readings or homework.

Class Topics

Outline of Topics, Assignments

	Date	Topic	Activities and assignments
1	2/3	Class overview, Introduction to metadata	Activity: User personas and needs
2	2/10	Metadata models	Activity: Data modeling our class collection
3	2/17	NO CLASS	
4	2/24	Metadata models, relational databases	Due: Group project collection overviews and user personas Activity: Data modeling our class collection, cont.
5	3/3	Data structure standards	Activity: XML
6	3/10	Linked data, controlled vocabularies, authorities	Due: Group project conceptual data model Activity: Wikidata editing
7	3/17	Descriptive cataloging standards	Activity: Cataloging workshop
8	3/24	Application profiles; metadata documentation	Activity: Building an application profile for our class collection
9	3/31	Preservation and technical metadata	Due: Group project application profile Activity: PREMIS, Extracting technical metadata
10	4/7	Rights and accessibility metadata metadata; METS: Migrating and managing metadata	Due: Entities and properties in Wikibase Activity: working session on group project
11	4/14	Metadata interoperability and	Due: Group project records in Wikibase

		crosswalks	Activity: Creating a metadata crosswalk
12	4/21	Metadata quality and remediation, metadata services	Due: Cataloging guidelines
13	4/27	Metadata sharing and reuse	Due: Metadata crosswalks Activity: Cataloging each other's videos Activity: Google Sheets
14	5/5	Student presentations	Due: Group project presentations Activity: Querying with APIs, SPARQL
			Due: Group project final deliverables, self-reflection and peer reviews

Assignments

All assignment instructions can be found in the class Google Drive.

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. (30% of grade)

Group project. Throughout the course of this semester, in groups of 3-4 people (3 groups total), you will create or repurpose a moving image collection you can access online and work toward building and populating a class Wikibase (Wikidata) instance. You will define your collection's users and their information needs, tailor a common data model created for this class to meet your users' needs, build an application profile for the collection with detailed data definitions of your model's entities and properties, and draft cataloging guidelines to instruct peers on creating metadata for your collection resources. You will apply your application profile to Wikibase and create necessary entities and properties to describe your collection items and then populate the Wikibase with records for at least 15-20 items (5 items per group member). You will then crosswalk your customized schema to other metadata schemas, one per group member. For the final class, your group will submit revised versions of all previously submitted parts and give a final presentation to the class. You will also write a one-page self reflection and a review of your group members' work. (The self-reflection and peer reviews will NOT be included in the MIAP Digital Archive.)

This project will demonstrate your ability to design a metadata model focused around user needs and define, implement, and document the entities and properties necessary for effective discovery and management of a collection of moving image materials. For most steps in the project, you will share your progress with the class as an informal 5-15 minute class presentation at the start of the class when the assignment is due. The project will constitute 50% of the final grade for the class. (see longer description in Google Drive Assignments folder).

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

All assignments should be single-spaced and may be submitted by sharing via Google Drive or email.
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 (20%)
- Class activities/homework (30%)
- Group project (50%)

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 group project will be based on originality, completeness, accuracy (grammar, spelling), and timeliness.

Week 1: Feb. 3 -- Introduction to metadata

Due this class:

- Read: Doctorow, Cory. (2001). "Metacrap: Putting a torch to the seven straw-men of the meta-topia," http://www.well.com/~doctorow/metacrap.htm
- Read: Onuoha, Mimi (2016). "The Point of Collection," Data & Society Points, https://points.datasociety.net/the-point-of-collection-8ee44ad7c2fa

Topics/activities:

- Class goals and expectations; review of syllabus and group project
- Principles of metadata

- Activity: Best search experiences
- Activity: Discussing and exploring our class video collection
- Activity: User needs and personas using the persona template

Week 2: Feb. 10 -- Metadata models
Due this class:

- Read: Gilliland, Anne. (2016). "Setting the Stage," in *Introduction to Metadata*, 3rd ed. https://www.getty.edu/publications/intrometadata/setting-the-stage/
- Read: WITNESS, *Profiling the Police* (2019). Read the following sections: "Project Story," https://elgrito.witness.org/, "About the Project," https://elgrito.witness.org/about-the-project/, and "Metadata," all sections (Intro, Data Modeling, Entities, Attributes, Relationships, Data Model Test, Metadata Schema) starting with https://elgrito.witness.org/portfolio/metadata-intro/
- Read: 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

Topics/activities:

- Introduction to data models/ontologies
- Activity: Modeling our class video collection

Week 3: Feb. 17 -- NO CLASS

Week 4: Feb. 24 -- Metadata models, relational databases
Due this class:

- Homework: Group project collection overview and user personas
- Read: Tillett, Barbara. "What is FRBR?" Washington, D.C.: Library of Congress, Cataloging Distribution Service, 2004. https://www.loc.gov/cds/downloads/FRBR.PDF
- Read: Carlyle, Allyson, (2006). "Understanding FRBR As a Conceptual Model: FRBR and the Bibliographic Universe." *Library Resources & Technical Services*, 50(4), 264-273. http://dx.doi.org/10.5860/lrts.50n4.264 (read up to "Other Cataloging Models").
- Read: 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, note that this is assessing BIBFRAME version 1.0)
- Explore: BIBFRAME model: https://www.loc.gov/bibframe/docs/bibframe2-model.html
- (Optional) Read: "Relational Databases/Introduction." Wikiversity (Last updated November 15, 2019). https://en.wikiversity.org/wiki/Relational_Databases/Introduction

Topics/activities:

- Group presentations on collection introduction and user personas
- Activity: Finishing modeling our class video collection
- Multi-level data models: FRBR, BIBFRAME, PBCore

Week 5: Mar. 3 -- Data structure standards, intro to controlled vocabularies
Due this class:

- Explore: Riley, Jenn. “Seeing Standards: a Visualization of the Metadata Universe” http://jennriley.com/metadatamap/
- Read: 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
- Watch: PBCore Structure Tutorial, https://pbcore.org/tutorials#structure (feel free to watch any of the other tutorials as well)
- Explore: PBCore Schema Elements and Attributes, https://pbcore.org/elements, https://pbcore.org/attributes (see examples at American Archive of Public Broadcasting, https://americanarchive.org/ -- add .pbcore to the end of any asset URL to view the PBCore XML)
- Read: Hansen, Carissa. “Your EAD Primer: Part 1.” Hack Library School, December 12, 2016. https://hacklibraryschool.com/2016/12/12/your-ead-primer-part-1/
- Read: 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

Topics/activities:

- Structure vs content vs value standards
- Discuss and compare data structures for libraries, archives, museums: MARC21, MODS, Dublin Core, PBCore, EAD
- Activity: XML Essential Training: https://www.linkedin.com/learning/xml-essential-training-2 (Parts 1, 2, 3.1, 4.1, 5) Have a code editor such as Sublime Text or Visual Studio installed. Use this XML cheatsheet for doing basic tasks in each of these editors.
- Activity: PBCore cataloging tool and XML validator

Week 6: Mar. 10 -- Linked data, identifiers, more on controlled vocabularies

Due this class:

- Homework: Group project data model
- Read: Berners-Lee, Tim, Hendler, James, and Lassila, Ora, (2001). “The semantic web.” *Scientific American*, May 2001, p. 29-37. https://www-scientificamerican-com.proxy.library.nyu.edu/article/the-semantic-web/ (PDF in Google Drive)
- Read: Dublin Core Metadata Initiative, “Metadata Basics.” (Last updated December 17, 2019). https://www.dublincore.org/resources/metadata-basics/
- Watch: Sporny, Manu. “What is Linked Data?” (June 16, 2012) https://www.youtube.com/watch?v=4x_xzT5eF5Q
- Read: 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/
- Read: Wikibase/DataModel/Primer: https://www.mediawiki.org/wiki/Wikibase/DataModel/Primer
- Explore: Dublin Core Metadata Initiative (DCMI) terms: http://dublincore.org/documents/dcmi-terms/
- Explore: VIAF: http://viaf.org
- Explore: Getty vocabularies: http://www.getty.edu/research/tools/vocabularies/

- Explore: Library of Congress Linked Data Service. http://id.loc.gov/
- Take the Wikidata Tours: https://www.wikidata.org/wiki/Wikidata:Tours

Topics/activities:

- Class presentations on group project data model
- RDF and linked data
- Introduction to Wikidata
- Activity: IRL linked data
- Activity: Wikidata editing

Week 7: Mar. 17 -- Descriptive cataloging standards

Due this class:

- Read: Describing Archives: a Content Standard (DACS). Chicago: Society of American Archivists, 2013, 2nd edition, http://www2.archivists.org/standards/DACS/statement_of_principles
- Read (skim): FIAF Moving Image Cataloging Manual. International Federation of Film Archives, 2016, especially p. 1-11. Available at: https://www.fiafnet.org/images/tinyUpload/E-Resources/Commission-And-PIP-Resources/CDC-resources/20160920%20Fiaf%20Manual-WEB.pdf
- Read: Miller, L. (2011). "Resource Description and Access (RDA): An Introduction for Reference Librarians." *Reference & User Services Quarterly,* 50(3). http://www.jstor.org.proxy.library.nyu.edu/stable/41241166
- Explore: Library of Congress Moving Image Genre-Form Terms http://www.olacinc.org/sites/default/files/Genre-Form-Headings_2018_1.pdf and Library of Congress Moving Image Genre/Form Headings H 1913: http://www.loc.gov/catdir/cpso/h1913.pdf

Topics/activities:

- Guest speaker: Crystal Rangel, Dance Cataloger, NYPL
- Activity: Cataloging exercise -- blank cataloging form

Week 8: Mar. 24 -- Application profiles

Due this class:

- Read: Heery, Rachel and Patel, Manjula (2000). "Application profiles: mixing and matching metadata schemas." *Ariadne* 25. http://www.ariadne.ac.uk.proxy.library.nyu.edu/issue/25/app-profiles/
- Explore: DLF AIG Metadata Application Profile Clearinghouse: https://dlfmetadataassessment.github.io/MetadataSpecsClearinghouse/
- Explore: Metadata application profiles and data dictionaries:
    - Carnegie Hall: https://github.com/CarnegieHall/digitalcolls-metadataprofile
    - University of Nebraska-Lincoln: https://unl.libguides.com/c.php?g=813899&p=5807669 (Review each tab)
    - New York Art Resources Consortium (NYARC): https://www.nyarc.org/sites/default/files/web-archiving-profile-version2.pdf
    - NISO data dictionary--technical metadata for digital still images: https://groups.niso.org/apps/group_public/download.php/14697/z39_87_2006_r2011.pdf (in particular, sections 5 and 6)

Topics/activities:

- Application profiles, data dictionaries, Wikidata properties
- Activity: Building an application profile for our class collection
- In-class working session on group project application profiles

Week 9: Mar. 31 -- Preservation and technical metadata
Due this class:

- Homework: Group project application profile
- Read: Caplan, Priscilla and PREMIS Editorial Committee. Understanding PREMIS, revised 2017. https://www.loc.gov/standards/premis/understanding-premis-rev2017.pdf
- Explore: PREMIS 3.0 https://www.loc.gov/standards/premis/v3/premis-3-0-final.pdf
- Read: FADGI Audio-Visual Working Group, "DRAFT Significant Properties for Digital Video." Federal Agencies Digital Guidelines Initiative (2019). http://www.digitizationguidelines.gov/guidelines/sigpropvideo.html (read both the context/information document and the worksheet)
- Read: Tactical Technology Collective, "Behind the data: investigating metadata." *Investigating the Invisible.* https://exposingtheinvisible.org/guides/behind-the-data-metadata-investigations/
- Watch and read: SMPTE standards https://www.smpte.org/top-standards

Topics/activities:

- Class presentations: application profiles
- Preservation, technical, and embedded metadata
- Activity: Tools for working with technical metadata
- Activity: PREMIS
- Activity: more wikidata

Week 10: Apr. 7 -- Rights metadata, accessibility metadata, structural and package metadata
Due this class:

- Homework: Group project entities and properties in Wikibase
- Read: Whalen, Maureen. "Rights Metadata Made Simple." In *Introduction to Metadata*. http://www.getty.edu/research/publications/electronic_publications/intrometadata/ rights.html
- Explore: Traditional Knowledge (TK) labels. http://localcontexts.org/tk-labels/
- Read: 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/
- Explore: Rightsstatements.org https://rightsstatements.org/en/
- Read: Beyene, Wondwossen Mulualem (2017), "Metadata and universal access in digital library environments." *Library Hi Tech* 35(2) https://doi.org/10.1108/LHT-06-2016-0074 (PDF in Assignments folder at https://drive.google.com/open?id=17xI-G4FeRbtH04UYenDuPQwtqOxEWF_u)
- Read: METS Overview http://www.loc.gov/standards/mets/METSOverview.v2.html
- Read: Crane, Tom. "An Introduction to IIIF." Digerati (March 2017) https://resources.digirati.com/iiif/an-introduction-to-iiif/

Topics/activities:

- Rights and permissions metadata
- Container formats and strategies for packaging/connecting metadata and content
- Working session on Wikibase/Wikidata -- instructions

Week 11: Apr. 14 -- Metadata interoperability and crosswalks
Due this class:

- Homework: Group project records in Wikibase

- Read: 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/
- Read: 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:

- Aggregation and interoperability
- Creating and understanding crosswalks
- Activity: Creating a metadata crosswalk
- Working session on Wikibase records

Week 12: Apr. 21 -- Metadata quality, metadata workflows and services

Due this week:

- Homework: Cataloging guidelines
- Read: 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
- Explore: DLF AIG Metadata Working Group Metadata Assessment Toolkit: https://dlfmetadataassessment.github.io/
- Read: "Practical Principles for Metadata Creation and Maintenance" in *Introduction to Metadata*, 3rd ed., https://www.getty.edu/publications/intrometadata/practical-principles/

Topics/activities:

- Activity: Crosswalks, continued
- Metadata quality, remediation, workflows, and services

Week 13: Apr. 28 -- Metadata sharing and reuse

Due this class:

- Homework: Group project metadata crosswalks
- Read: 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
- Read: Always Already Computational (2018). “The Santa Barbara Statement on Collections as Data.” https://collectionsasdata.github.io/statement/
- Read: Wittman, Rachel et al. (2019) "From Digital Library to Open Datasets: Embracing a "Collections as Data" Framework.” *Information Technology and Libraries*, 38(4), https://doi.org/10.6017/ital.v38i4.11101
- Explore: DPLA, “API Codex” https://pro.dp.la/developers/api-codex (Read at minimum: API Codex, API Basics, Requests (skim this), Responses, Philosophy)

Topics/activities:

- Metadata licenses
- Methods for sharing metadata records and digital assets
    - APIs
    - Data dumps (ex. http://americanarchive.org/help/obtain-metadata)
    - Frictionless data and JSON
- Collections as data
- Activity: Cataloging each other’s collections
- Activity: Cleaning up metadata (Google sheets) -- instructions and template

Week 14: May 5 -- Student presentations
Due this class:

- Homework: Student presentations

Topics/activities:

- Activity: Using APIs and SPARQL to query and harvest metadata -- sample queries

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).

NYU Title IX Policy
Tisch School of the Arts is 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 this link.
https://www.nyu.edu/about/policies-guidelines-compliance/equal-opportunity/title9.html

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 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 Student Accessibility (CSA)
nyu.edu/students/communities-and-groups/students-with-disabilities.html
726 Broadway, 3rd Floor, 212-998-4980, mosescsd@nyu.edu
New York University is committed to providing equal educational opportunity and participation for all students. The Moses Center for Student Accessibility (CSA) works with NYU students to determine and implement appropriate and reasonable accommodations as well as connect to available programs and resources to support equal access to a world-class education. CSA provides services for undergraduate and graduate students (and other students enrolled in an NYU course) with hearing and visual, mobility, learning and attention, chronic illness, psychological and temporary needs. Learn more about CSA services at nyu.edu/csa.

MIAP Resources for Current Students
More resources for current MIAP students can be found here: https://tisch.nyu.edu/cinema-studies/miap/current-students including the Program Contacts, links to the NYU MIAP Student Handbook, Academic Policies, Important Dates, and additional information for current MIAP students.