

**NYU Moving Image Archiving and Preservation (MIAP) Program**  
**Fall 2022 Syllabus**

CINE-GT 1802 Conservation and Preservation: Principles (2 credits)

Wednesdays, 4:00pm-6:00pm

14 sessions

(Condensed to 13 with two longer classes on 11/14 and 11/16.)

**Class Meeting Dates:** Sept 14, 21, 28; Oct 5, 12, 19, 26; Nov 2, 9, 14 (Mon) and 16 (1-4pm Location Discussed in First Class), 21 (Mon 2pm to 4pm in 646), 30  
Location: 721 Broadway, Room 646

Resources and recorded lectures available via brightspace.nyu.edu

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Office hours: by appointment.

Course Description

This course will explain the principles of conservation and preservation, and place moving image preservation within the larger context of cultural heritage preservation. It will explore the chemical and physical mechanisms of deterioration, and how institutions work to mitigate these factors through storage and proper handling. The course addresses selection for preservation and the role preservation actions play in future access to materials. Students will learn principles of condition assessment, conservation treatment, and how to write a disaster plan. They will also learn about working with vendors to outsource work, and sources of funding for preservation activities.

Learning Objectives

To understand how objects deteriorate, and how preservation programs work within institutions to accomplish selection for preservation, collection care, disaster preparedness and recovery, and environmental control to prevent deterioration.

Student Learning Outcomes:

Through successful completion of the course, students

- Demonstrate awareness of the major trends in the development of library, archives, and museum preservation,
- Identify the types of objects found in cultural heritage collections; understand how identifications of materials are made; discuss important factors in the deterioration of collection objects.
- Demonstrate familiarity with basic goals, techniques and limitations of conservation treatment
- Apply the principles of conservation ethics to preservation decision making.

- Understand how preservation activities, such as disaster preparedness, environmental control, treatment, and reformatting are carried out within institutions to maintain access to collections for their present and future users.

### Course Texts

There is no single textbook for this course.

Readings for the course are accessible from links in the syllabus, or available on course reserve if so indicated.

Readings for a class session appear in the row associated with that class meeting and should be completed in advance of that day's meeting.

### Attendance

Class attendance is required.

Students will be given the opportunity to make up missed quizzes and in-class presentations at the discretion of the instructor. As a general rule, only absences due to illness or emergency, or otherwise meeting Tisch's definition of an excused absence will justify making up a missed quiz. Please contact the instructor as soon as possible if you will need to miss class on the day a quiz or presentation is assigned.

### Class Topics

Unit I – Classes 1 – 4	History of Preservation
	Technology and structure of records materials
Unit II – Classes 6, 7, 8, 10, 11	Conservation and Collection Care
Unit III – Classes 5, 12	Environmental control and disaster response
Unit IV – Classes 9, 13	Preservation planning and program design

### Readings

Readings listed on a class meeting date should be read in advance of that class session. Readings listed as "further reading" are optional, and all others are required.

## Assignments

Assignment	Description	Instructions given	Due Date
Artifact Assignment	Paragraph describing an Artifact	September 14	September 21
Quiz 1	In-class test on material from classes 1 and 2	September 14	October 5
Quiz 2	In-class test on material from classes 1 – 4	September 14	November 2
Environment Assignment	2 pages	October 12	October 19
Preservation Assessment	5-7 pages	October 19	November 23
Presentation	Summary of Preservation Assessment paper	October 19	In class, November 30

## Grading

Graded work is marked on a scale of 0 – 100 points.

94-100 A	77-79 C+	60-63 D-
90-93 A-	74-76 C	0-60 F
87-89 B+	70-73 C-	
84-86 B	67-79 D+	
80-83 B-	64-66 D	

- Two quizzes - average of two grades --25%
- Class participation, including in-class group exercises, participating in class discussions, presentation on Dec.10 – 20%
- Artifact assignment – 5%
- Environment assignment – 2pgs – 15%
- Final paper – preservation planning project–5-7 pages – 35%

Assignments turned in past the deadline will be reduced by 3 points per overdue day. If you are unable to complete an assignment on time, please contact the instructor as soon as possible.

## Formatting

Please use **Chicago Notes and Bibliography** citation format for all submitted work.

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.

DATE	TOPIC	READINGS
<b><u>Class 1</u></b>  <b>Sept 14</b>	<b>Introduction</b>  <b>Overview of course</b>  <b>History of the field of preservation</b>  <b>Discussion of non-textual information and the artifact</b>	<p>Frost, Gary. "Pioneers of Book Conservation."</p> <p>Modern Language Association. <a href="#">Statement on the significance of primary records.</a> 2003.</p> <p>Abby Smith. <a href="#">The Evidence in hand: The report of the Task Force on the Artifact in Library Collections, Chapter 2 "The Artifact in Question."</a> Washington, DC: Council on Library and Information Resources, 2001.</p> <p>McCorison, Marcus. <a href="#">"Statement on Conservation."</a> <i>Abbey Newsletter</i> 14, no. 5 (1990): 84–85.</p> <p>PBS Newshour. <a href="#">"Decades after Florence's great flood, an art hospital renews still-damaged treasures."</a> Oct 20, 2015.</p> <p>Further reading/viewing:</p> <p>Cloonan, Michele Valerie. <a href="#">"The Preservation of Knowledge."</a> <i>Library Trends</i>, 41.4 (Spring 1993): 594-605.</p> <p><a href="#">The Restoration of Books</a>, London: Royal College of Art, 1968. Running time, 39 minutes. Choose selections to watch as time permits.</p>

<p><b>Class 2</b> <b>Sept 21</b></p> <p><b>Artifact Description DUE</b></p>	<p><b>Technology and structure of library materials</b></p> <p><b>Chemical reactions that cause deterioration</b></p> <p><b>Part I – Paper, Pigments</b></p>	<p>Northeast Document Conservation Center, <a href="#">Preservation 101, Chapter 2: Deterioration of Paper Collections</a>. Read sections on “Papermaking” and “Inherent vice: Paper.”</p> <p>National Information Standards Organization (NISO). <a href="#">Permanence of Paper for Publications and Documents in Libraries and Archives ANSI/NISO Z39.48-1992 (R2002)</a>. Bethesda, MD: NISO Press, 1997. <a href="http://www.niso.org/">http://www.niso.org/</a> (PDF). <b>SKIM.</b></p> <p><a href="#">Ink Corrosion</a> Web site. Read “Iron Gall Ink: History, Ingredients, Manufacture”</p> <p>Michael Price, <a href="#">“Levigating Azurite.”</a></p> <p>University of Iowa Center for the Book, <a href="#">“Chancery Papermaking.”</a></p> <p>Nadeau, Louis. <a href="#">“Office Copying and Printing Processes,”</a> from <i>Guide to the Identification of Prints and Photographs: Featuring a Chronological History of Reproduction Technologies</i>, 2002. (PDF). <b>SKIM, read and compare two or three different entries.</b></p> <p>Further viewing: <a href="#">Making Hanji</a>: Korean papermaking by Shin Hyun Se :</p>
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<p><b>Class 3</b> <b>Sept 28</b></p>	<p><b>Technology and structure of library materials</b></p> <p><b>Part II - Bookbindings</b></p> <p><b>Leather</b></p> <p><b>Parchment</b></p>	<p><a href="#"><u>"Care for Bookbindings,"</u></a> National Preservation Advisory Centre (UK)</p> <p><a href="#"><u>ANSI/NISO Z39.78 - 2000 Library Binding (2018 revision)</u></a> go to <a href="https://groups.niso.org/apps/group_public/download.php/18990/Z39.78-2000_R2018.pdf"><u>https://groups.niso.org/apps/group_public/download.php/18990/Z39.78-2000_R2018.pdf</u></a> <b>SKIM</b></p> <p>Stewart, Eleanor. "Special Collections Conservation," in Banks, Paul N. and Pilette, Roberta. <a href="#"><u>Preservation: Issues and Planning.</u></a> Chicago: ALA, 2000. pp. 285-306.</p> <p><b>Further reading:</b> Ogden, Sherelyn. <a href="#"><u>"NEDCC Preservation Leaflets: 7.6 Conservation Treatment for Bound Materials of Value"</u></a></p> <p>Merrill-Oldham, Jan and Nancy Carlson Schrock, "The Conservation of General Collections." in Banks, Paul N. and Pilette, Roberta. <a href="#"><u>Preservation: Issues and Planning.</u></a> Chicago: ALA, 2000. pp.225-247.</p> <p>Princeton University Library. <a href="#"><u>"Hand Bookbindings from Special Collections in the Princeton University Library: From Plain and Simple to Grand and Glorious."</u></a></p> <p>Fitzwilliam Museum, <a href="#"><u>"The Making of a Medieval Manuscript"</u></a></p>
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<p><b>Class 4</b> <b>Oct 5</b></p> <p><b>In class quiz, material from weeks 1-2</b></p>	<p><b>Part III – Photographs, A/V media, Electronic media</b></p>	<p><a href="#"><i>Film preservation guide</i></a>, Chp. 2 Understanding film and how it decays, pp. 6-18.</p> <p>Susie Clarke and Franziska Frey. <i>Care of photographs</i>, Amsterdam: European Commission on Preservation and Access, 2003, chp. 2-3, pp. 7-25 – in Brightspace.</p> <p>Dietrich Schüller, <a href="#">“Audio and video carriers,”</a> TAPE, 2008</p> <p><a href="#">Longevity of Recordable CDs and DVDs</a> - Canadian Conservation Institute (CCI) Notes 19/1</p> <p>Further reading:</p> <p>Canepi, Kitty, et al. (2013) <a href="#">“Managing Microforms in the Digital Age.”</a> ALA Preservation and Reformatting Section. Chapter 3: Microform Terminology.</p> <p>Reilly, James M. <a href="#">History, technique and structure of Albumen prints</a>, AIC Preprints, May 1980. pp.93-98.</p> <p>Iraci, Joe. <a href="#">Caring for Audio, Video, and Data Recording Media.</a> Canadian Conservation Institute.</p>
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<p><b>Class 5</b> <b>Oct 12</b></p> <p>Environment assignment distributed</p> <p><b>Due Oct 19</b></p>	<p><b>Library Environments and Building Design</b></p> <p><b>Retrofitted, modern and high-density buildings</b></p> <p><b>Review: what are the parameters for safe storage of collections?</b> <b>Temperature</b> <b>Relative Humidity</b> <b>Light</b> <b>Indoor Air Quality</b></p>	<p>Banks, Paul N. "Environment and Building Design." In Banks, Paul N. and Pilette, Roberta. <a href="#"><i>Preservation: Issues and Planning</i></a>. Chicago: ALA, 2000. pp. 115-144.</p> <p>NISO TR01-1995 <a href="#">Environmental Guidelines for the Storage of Paper Records</a> by William K. Wilson</p> <p>Tyson, Peter. "<a href="#">Fading Away</a>". <i>Saving the National Treasures</i>. NOVA, Public Broadcasting Service, 2005.</p> <p><b>Further reading:</b> Thomson, <a href="#">The Museum Environment</a>. 2nd ed. Burlington : Butterworth-Heinemann. 1986. Chapters on "Light" and "Relative Humidity."</p>
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<p><b>Class 6</b> <b>Oct 19</b></p> <p>Final paper assignment distributed</p> <p>Envi Assignment DUE</p>	<p><b>COLLECTION CARE</b></p> <p><b>Handling materials</b></p> <p><b>Housing and stabilization</b></p> <p><b>Integration of preservation activities with other library activities</b></p> <p><b>Security</b></p>	<p>Collections Trust UK <a href="#">“Labelling and Marking Collections.”</a></p> <p>Sarah D. Stauderman, Irene Brückle, Judith J. Bischoff. <a href="#">“Observations on the Use of Bookkeeper® Deacidification Spray for the Treatment of Individual Objects.”</a> AIC Book and Paper Group Annual, v. 15, 1996.</p> <p>Judith Reed, Olga Souza Marder, and Laura McCann, <a href="#">“Art Serving Science: Solutions for the Preservation and Access of a Collection of Botanical Art and Illustration.”</a> Book and Paper Group Annual, American Institute for Conservation, v.18.</p> <p>Library of Congress Preservation Directorate. <a href="#">“Care, Handling and Storage of Books”</a> and <a href="#">“Ownership Marking of Paper-Based Materials.”</a></p>
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<p><b><u>Class 7</u></b></p> <p><b>Oct 26</b></p> <p><b>Tour of Columbia Conservation Lab</b></p>	<p><b>Conservation Treatment Part I</b></p> <p><b>Conservation Treatment for Books and Paper</b></p> <p><b>Education for library conservation</b></p> <p><b>Treatment documentation</b></p> <p><b>Visit or virtual visit to Columbia Conservation Lab for tour and discussion</b></p>	<p>Stewart, Eleanor. "Special Collections Conservation," in Banks, Paul N. and Pilette, Roberta. <a href="#">Preservation: Issues and Planning</a>. Chicago: ALA, 2000. pp. 285-306.</p> <p>Merrill-Oldham, Jan and Nancy Carlson Schrock, "The Conservation of General Collections." in Banks, Paul N. and Pilette, Roberta. <a href="#">Preservation: Issues and Planning</a>. Chicago: ALA, 2000. pp.225-247.</p> <p>American Institute for Conservation. <a href="#">Code of ethics and guidelines for practice. 1994</a>. Skim.</p> <p>Harvard Weissman Preservation Center, <a href="#">"Take a Tour,"</a></p> <p><b>Further reading:</b></p> <p>Ogden, Sherelyn. "NEDCC Preservation Leaflets: <a href="#">7.6 Conservation Treatment for Bound Materials of Value</a>"</p> <p>Paris, Jan. "NEDCC Preservation Leaflets: <a href="#">7.7 Choosing and Working with a Conservator</a>"</p>
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<p><b>Class 8</b> <b>Nov 2</b></p> <p><b>In Class Quiz</b> <b>Weeks 1-4</b></p>	<p><b>COLLECTION CARE AND CONSERVATION II</b></p> <p><b>Other media, artworks, including special handling requirements</b></p> <p><b>Exhibits and Loans - Conservation's role</b></p> <p><b>Technical Analysis of collection objects</b></p>	<p>Watch both: Metropolitan Museum of Art. <a href="#">Conserving a Yup'ik Mask</a>.</p> <p>American Museum of Natural History. <a href="#">The Guts and Glory of Objects Conservation</a>.</p> <p>Read: Hambro, M. and M. Heffernan, <a href="#">The Life Cycle of a Loan</a>. Museum of the City of New York. (2017)</p> <p><a href="#">Environmental Conditions for Exhibiting Library and Archival Materials</a>. ANSI/NISO Z39.79-2001. Bethesda: NISO Press, 2001. pp. 5-14.</p> <p><a href="#">"Guide to Preservation Matting and Framing"</a> Library of Congress Preservation Directorate.</p> <p><b>Further reading:</b></p> <p>Olin, Jacqueline. <a href="#">"Scientists Determine Age of First New World Map: "Vinland Map" Parchment Predates Columbus' Arrival in North America."</a> Smithsonian Museum Conservation Institute.</p> <p>NOVA, <a href="#">"The Viking Deception,"</a></p>
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<p><b><u>Class 9</u></b> <b>Nov 9</b></p>	<p><b>PLANNING PRESERVATION ACTIVITIES</b></p> <p><b>Selection for Preservation</b></p> <p><b>Conservation Surveys</b></p> <p><b>Treatment Decision- making Exercises</b></p> <p><b>Context of Reformatting and Digitization</b></p>	<p>Paris, Jan. <a href="#">“Conservation and the Politics of Use and Value in Research Libraries.”</a> AIC Book and Paper Annual, v. 19, 2001.</p> <p>Harris, Carolyn. “Selection for Preservation.” in Banks, Paul N. and Pilette, Roberta. <a href="#">Preservation: Issues and Planning</a>. Chicago: ALA, 2000. pp. 206-224</p> <p>NEDCC Preservation 101, <a href="#">Session 7</a>, sections on “Preservation Microfilming” and “Paper Reproductions”.</p> <p>FURTHER READING: Getty Conservation Institute, <a href="#">“The Conservation Assessment: A proposed model for evaluating museum environmental management needs.”</a></p> <p>Thomas H. Teper, Stephanie S. Atkins. <a href="#">“Building Preservation: The University of Illinois at Urbana-Champaign’s Stacks Assessment.”</a> College and Research Libraries (64:3) 2003</p> <p>Pickwood, Nicholas. <a href="#">“The condition survey of the manuscripts in the monastery of Saint Catherine on Mount Sinai”</a> <i>The Paper Conservator</i> v. 28 (2004) 33-61</p> <p>Federal Agencies Digitization Initiative Still Image Working Group. <a href="#">Technical Guidelines for Digitizing Cultural Heritage Materials: Creation of Raster Image Master Files.</a> read pp.8-18, then skim.</p> <p><a href="#">“Preservation Photocopying,”</a> Washington, DC: Library of Congress.</p>
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<p><b><u>Class 10</u></b></p> <p><b>Nov 14</b></p>  <p>Photographs Conservators Nora Kennedy and Katie Sanderson</p> 	<p><b>Still Photography,</b></p> <p><b>Session One</b></p> <ul style="list-style-type: none"> <li>– <b>History of photography</b></li> <li>– <b>Chemistry of photography</b></li> <li>– <b>Identifying processes and time periods</b></li> <li>– <b>Exercises</b></li> </ul>	<p>Kennedy, Nora. "The Coming of Age of Photograph Conservation" ICOM Committee for Conservation. 11th Triennial Meeting Edinburgh, Scotland. 1-6 September 1996. Preprints Volume II.</p> <p>Zinkham, Helena. <a href="#">"Reading and Researching Photographs,"</a> in <i>Archival Outlook</i>, January/February 2007. Chicago, IL.: Society of American Archivists. pp. 6-7, 28.</p> <p>Metropolitan Museum of Art. <a href="#">Understanding Photographic Processes.</a> .</p>
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<p><b>Class 11</b> <b>Nov 16</b></p> <p><b>Second of two classes at MET MUSEUM</b></p> <p><b>NOTE CHANGE IN TIME: Wednesday, 1-4</b></p>	<p><b>Still Photography, Session Two</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Handling and storing photographs</li> <li><input type="checkbox"/> Cleaning and mending</li> <li><input type="checkbox"/> Exercises</li> </ul>	
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<p><b>Class 12</b> <b>Nov 23</b></p> <p><b>Final Paper DUE</b></p>	<p><b>DISASTER PLANNING</b></p> <p><b>Emergency Response and Recovery</b></p> <p><b>Mold</b></p> <p><b>Integrated Pest Management (IPM)</b></p> <p><b>Disaster response group exercises</b></p>	<p><a href="#">“Salvaging Library and Archive Collections,”</a> National Preservation Advisory Centre (UK)</p> <p>“EMERGENCY MANAGEMENT <a href="#">3.8 Emergency Salvage of Moldy Books and Paper</a>” NEDCC Preservation Leaflets</p> <p>U.S. National Park Service. <a href="#">“Mold and Mildew: Prevention of Microorganism Growth in Museum Collections.”</a></p> <p>Integrated Pest Management Working Group. <a href="#">“Prevention.”</a> Read as many of the documents in this section as possible.</p> <p>Further Reading:</p> <p><a href="#">Preventing Infestations: Control Strategies and Detection Methods</a> - Canadian Conservation Institute (CCI) Notes 3/1</p> <p>Hilary A. Kaplan and Kathleen A. Ludwig, <a href="#">“Ehttps://cool.culturalheritage.org/bytopic/disasters/primer/npsmold.htmlfficacy of Various Drying Methods”</a></p> <p>U.S. Environmental Protection Agency, <a href="#">“Mold Remediation in Schools and Commercial Buildings”</a></p>
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<p><b>Class 13</b> <b>Nov 30</b></p> <p><b>In Class</b> <b>Presentations</b></p>	<p><b>Summary and Future Directions</b></p>	<p>Lars Meyer. <a href="#"><i>Safeguarding Collections at the Dawn of the 21st Century: Describing Roles &amp; Measuring Contemporary Preservation Activities in ARL Libraries</i></a>. Washington, DC: ARL, 2009.</p> <p>Abby Smith, <a href="#">“What Can We Afford to Lose?”</a> <a href="http://www.nps.gov/parkhistory/online_books/preserve_protect/cha">http://www.nps.gov/parkhistory/online_books/preserve_protect/cha</a></p> <p>Further reading:</p> <p>Michele Valerie Cloonan, <a href="#">“W(h)ither Preservation?”</a></p>
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### 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.

### **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](https://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](mailto:juana@nyu.edu)) and/or Academic Program Manager Jess Cayer ([jess.cayer@nyu.edu](mailto: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](https://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](mailto:juana@nyu.edu)) and/or Academic Program Manager Jess Cayer ([jess.cayer@nyu.edu](mailto: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 the 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](mailto:juana@nyu.edu)) and/or Academic Program Manager Jess Cayer ([jess.cayer@nyu.edu](mailto: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](https://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](http://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](http://library.nyu.edu); Ask A Librarian: [library.nyu.edu/ask](http://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](http://nyu.mywconline.com)

411 Lafayette, 4th Floor, 212-998-8860, [writingcenter@nyu.edu](mailto: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](http://cas.nyu.edu/content/nyu-as/cas/ewp/writing-resources/rise-workshops.html)).

### ***The University Learning Center (ULC)***

[nyu.edu/ulc](http://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](http://nyu.edu/students/communities-and-groups/students-with-disabilities.html)

726 Broadway, 3rd Floor, 212-998-4980, [mosescsd@nyu.edu](mailto: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).