NYU Moving Image Archiving and Preservation (MIAP) Program
Spring 2023 Syllabus (updated 1/16/23)

CINE-GT 1803: METADATA FOR MOVING IMAGE COLLECTIONS
Location: 721 Broadway, rm. 652
Time: Thursdays 5:30-9:30pm
Class Dates: JAN 26; FEB 2, 9, 23; MAR 2, 9, 23, 30; APR 6, 13, 20, 27; MAY 4
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. 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 and data quality
- 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).

Attendance

Attendance at all classes is expected unless excused. Students anticipating missing a class should email notice to Alex prior to class, but everyone's health is the most important thing and please do not hesitate to reach out at any time. Your class participation grade is based on your class attendance, so please try to attend every class, even if you haven't completed the readings or homework.

Revisions to Syllabus

I may revise this syllabus as we go. You will be advised of any changes in class and/or via email, and you are encouraged to consult the live syllabus in the course Google Drive.

Class Topics

Slide decks will be uploaded every Monday in advance of each week's topic.

	Date	**Topic**	**Activities and assignments**
1	1/26	Class overview, Introduction to metadata	Activity: User personas and needs
2	2/2	Metadata models	Activity: Data modeling our class collection
3	2/9	Metadata models, relational databases	Due: Group project collection overviews and user personas Activity: Data modeling our class collection, cont.
4	2/16	NO CLASS (Virtual trip to LoC)	
5	2/23	Data structure standards	Activity: XML
6	3/2	Linked data, controlled vocabularies, authorities	Activity: Wikidata editing
7	3/9	Descriptive cataloging standards	Due: Group project conceptual data model Activity: Cataloging workshop
8	3/16	NO CLASS (Spring Break)	
9	3/23	Application profiles; metadata documentation	Activity: Building an application profile for our class collection
10	3/30	Preservation and technical metadata	Due: Group project application profile Activity: PREMIS, technical metadata

11	4/6	Rights and accessibility metadata metadata; METS: Migrating and managing metadata	Due: Entities and properties in Sheets Activity: working session on group project
12	4/13	Metadata interoperability and crosswalks	Activity: Creating a metadata crosswalk
13	4/20	Metadata quality and remediation, metadata services	Due: Group project records in Sheets Due: Cataloging guidelines Activity: Cataloging each other's videos
14	4/27	Metadata sharing and reuse	Due: Metadata crosswalks Activity: OpenRefine
15	5/4	Student presentations	Due: Group project presentations
	5/11		Due: Group project final deliverables, self-reflection and peer reviews

Assignments

All assignment instructions can be found in the course 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 spreadsheet of structural and descriptive metadata. 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 a Google Sheets spreadsheet, create necessary entities and properties to describe your collection items, and then populate the spreadsheet with records for at least 15-20 items (5 items per group member). This spreadsheet must be exportable and downloadable (comma-separated values preferred). In a separate document, you will 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 10-15 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.

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 submitted individually via BrightSpace. PDFs preferred. Assignments done as a group can use group file naming convention (below).

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: Jan. 26 -- 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: Discussing and exploring our class video collection (Covid-19 PSAs)
- Activity: Best search experiences
- Activity: User needs and personas using the persona template

Week 2: Feb. 2 -- 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. 9 -- Metadata models, relational databases

Due this class:

- Homework: Group project collection overview and user personas, presentation
- 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:

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

Week 4: Feb. 16 -- NO CLASS (virtual trip to Library of Congress)

Week 5: Feb. 23 -- Data structure standards, intro to controlled vocabularies
Due this class:

- 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
- Read: XML tutorial ("XML Home" - "XML Display" https://www.w3schools.com/xml/default.asp
- 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
- Explore: Riley, Jenn. "Seeing Standards: a Visualization of the Metadata Universe" http://jennriley.com/metadatamap/

Topics/activities:

- Structure vs content vs value standards
- Discuss and compare data structures for libraries, archives, museums: MARC21, MODS, Dublin Core, VRACore, EAD
- Activity: XML Essential Training: https://www.linkedin.com/learning/xml-essential-training-2 (Parts 1, 2, 3.1, 5) Have a code editor such as Sublime Text installed.
- Activity: PBCore cataloging tool and XML validator
- Activity: Vaccine PSA data modeling check-in

Week 6: Mar. 2 -- Linked data, identifiers, more on controlled vocabularies
Due this class:

- Read: Dublin Core Metadata Initiative, "Metadata Basics." (Last updated March 7, 2021). https://www.dublincore.org/resources/metadata-basics/
- Explore: DCMI terms http://dublincore.org/documents/dcmi-terms/
- Read (PDF in Google Drive): Drabinski, Emily (2013). "Queering the Catalog: Queer Theory and the Politics of Correction." *The Library Quarterly,* 83(2).
- Read: Berners-Lee, Tim, Hendler, James, and Lassila, Ora, (2001). "The semantic web." *Scientific American*, May 2001, p. 29-37 (PDF in Google Drive)
- Watch: Sporny, Manu. "What is Linked Data?" (June 16, 2012) https://www.youtube.com/watch?v=4x_xzT5eF5Q
- 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:
- RDF and linked data
- Introduction to Wikidata
- Activity: Wikidata editing
- Activity: Group data modeling work

Additional resources:
- Inclusive Metadata & Conscious Editing Resources (see Tools (including thesauri, subject heading lists, best practice guides, etc.)

Week 7: Mar. 9 -- Descriptive cataloging standards

Due this class:
- Homework: Group project data model and presentation
- Skim: Describing Archives: a Content Standard (DACS). Chicago: Society of American Archivists, 2013, 2nd edition, https://saa-ts-dacs.github.io/
- Read: Tai, Jessica. "Cultural Humility as a Framework for Anti-Oppressive Archival Description." https://journals.litwinbooks.com/index.php/jclis/article/view/120/75
- 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
- Read (PDF in Google Drive): Billie, A., Drabinski, E., and Roberto, K. R. (2014). "What's Gender Got To Do With It? A Critique of RDA 9.7." *Cataloging & Classification Quarterly,* 52(4).
- Explore: 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/cathttp://www.loc.gov/catdir/cpso/h1913.pdfdir/cpso/h1913.pdf
- (Optional) Explore: OLAC Best Practices https://cornerstone.lib.mnsu.edu/olac-publications/

Topics/activities:
- Class presentations on group project data model
- Activity: Cataloging exercise

Week 8: Mar. 16 -- NO CLASS (spring break)

Week 9: Mar. 23 -- 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 types
- Activity: Building an application profile for our class collection
- In-class working session on group project application profiles

Week 10: Mar. 30 -- 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: 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: download Exiftool & examine file types
- Activity: PREMIS
- Setting up spreadsheets

Week 11: Apr. 6 -- Rights metadata, accessibility metadata, structural and package metadata

Due this class:

- Homework: All entities and properties in Sheets
- 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. https://localcontexts.org/labels/traditional-knowledge-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 (PDF in Google Drive): Beyene, Wondwossen Mulualem (2017), "Metadata and universal access in digital library environments." *Library Hi Tech* 35(2)
- 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 Google Sheets record entry

Week 12: Apr. 13 -- Metadata interoperability and crosswalks

Due this class:

- 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

Week 13: Apr. 20 -- Metadata quality, metadata workflows and services

Due this week:

- Homework: Group project records in Sheets
- 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:

- Metadata quality, remediation, workflows, and services
- Activity: Cleaning up metadata (OpenRefine)
- Activity: Crosswalks continued

Week 14: Apr. 27 -- 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, Frictionless data and JSON)
    - Data dumps (ex. http://americanarchive.org/help/obtain-metadata)
- Activity: Cataloging each others’ videos
- Activity: Semester refreshers (e.g. XML/METS)

Week 15: May 4 -- Student presentations
Due this class:

- Homework: Student presentations

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: contact 212-443-9999 or via their website. Also, all students who may require academic accommodation due to a qualified disability, physical or mental, please register with the Moses Center for Student Accessibility (CSA): contact 212-998-4980 or via their website. 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 Resource Guide for Students
New York University (NYU) is committed to providing a safe environment for its Students. Sexual Misconduct, Relationship Violence, and Stalking are emotionally and physically traumatic, and are a violation of one's rights. There are many on-campus and community support services and resources available to help Students. 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
New York University (NYU) is committed to complying with Title IX and related laws and guidance, enforcing University policies prohibiting discrimination, and maintaining a safe learning, living, and working environment. To that end, the responsibilities of NYU's Office of Equal Opportunity (OEO) include managing the University's response to reports of discrimination, including alleged violations of

NYU's Sexual Misconduct, Relationship Violence, and Stalking Policy (Sexual Misconduct Policy). Detailed information regarding these laws and related NYU 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
New York University is committed to equal treatment and opportunity for its students; to maintaining an environment that is free of bias, prejudice, discrimination, harassment, and retaliation; and to establishing complaint procedures for allegations involving students. This policy demonstrates the University's strong commitment to prevent discrimination and harassment against students on the bases of several protected characteristics as set forth below. This policy applies regardless of whether the alleged wrongdoer is a student. This policy applies when the conduct occurs on NYU premises, in the context of an NYU program or activity (including but not limited to NYU-sponsored study abroad, research, or internship program), or the conduct occurs outside the context of an NYU program or activity but (i) has continuing adverse effects on NYU premises or in any NYU program or activity or (ii) occurs in close proximity to NYU premises and is connected to violative conduct on NYU premises.

NYU strongly encourages all members of the University community who have been victims of prohibited discrimination, prohibited harassment, or retaliation to report the conduct. In the case of incidents of prohibited discrimination and prohibited harassment alleged to have been committed against students, the student complainant or other reporting party may make a report to anyone listed on this website: 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) which also has detailed information about on-campus and community support services, resources, and reporting procedures.

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 the offices linked above.

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 in person and online. Most appointments will be in-person in the fall, although some online appointments will also be available.

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)
The University Learning Center (ULC) aims to help students meet the challenge of the College's rigorous academic standards, to guide students in their adjustment to the college learning environment, and to prepare them for a lifetime of self-sufficient learning. On the website you can find sign-ups for free one on one peer tutoring, group review workshops, academic skills workshops, and more.

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.