### ACADEMIC CALENDAR

#### FALL 2011

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration for continuing students</td>
<td>April 4–29</td>
</tr>
<tr>
<td>Registration for new students</td>
<td>June 13–16</td>
</tr>
<tr>
<td>Classes begin</td>
<td>Monday, August 29</td>
</tr>
<tr>
<td>Last day to add a class</td>
<td>Monday, September 12</td>
</tr>
<tr>
<td>Last day to drop a class</td>
<td>Monday, September 19</td>
</tr>
<tr>
<td>Last day to withdraw from a class with a grade of W</td>
<td>Monday, December 19</td>
</tr>
<tr>
<td>Classes and exams end</td>
<td>Monday, December 19</td>
</tr>
</tbody>
</table>

**Holidays**
- Labor Day Weekend: Saturday–Monday, September 3-5
- Rosh Hashanah: Wednesday–Thursday, September 28 eve*–September 29
- Yom Kippur: Friday–Saturday, October 7 eve*–October 8
- Thanksgiving: Wednesday–Sunday, November 23-27
- Winter break: Tuesday–Friday, December 20-Jan 20

**Rescheduled days**
- On Tuesday, November 22, classes follow the Thursday schedule. On Monday, December 19, day classes do not meet and evening classes follow the Wednesday schedule.

*Classes scheduled for 4:00 p.m. and later do not meet September 28 and October 7; classes are cancelled all day on September 29 and October 8 (see rescheduled days above).*

#### SPRING 2012

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration for continuing students</td>
<td>October 31–November 28</td>
</tr>
<tr>
<td>Registration for new students</td>
<td></td>
</tr>
<tr>
<td>Registration for new students; late reg. for cont. students</td>
<td>January 17–20</td>
</tr>
<tr>
<td>Classes begin</td>
<td>Monday, January 23</td>
</tr>
<tr>
<td>Last day to add a class</td>
<td>Friday, February</td>
</tr>
<tr>
<td>Last day to drop a class</td>
<td>Friday, February 10</td>
</tr>
<tr>
<td>Last day to withdraw from a class with a grade of W</td>
<td>Monday, May 14</td>
</tr>
<tr>
<td>Classes and exams end</td>
<td>Monday, May 14</td>
</tr>
<tr>
<td>Graduation</td>
<td>Friday, May 18</td>
</tr>
</tbody>
</table>

**Holidays**
- Martin Luther King Day: Monday, January 16
- Presidents Day: Monday, February 20
- Spring break: Monday–Sunday, March 12-18

**Fall 2012 Registration for continuing students**
- April 3–8

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**Published 2011 by The New School**

**Produced by Communications and External Affairs, The New School**

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**The New School for Public Engagement**

**Office of Admission**
72 Fifth Avenue, 3rd floor
New York, NY 10011
www.newschool.edu/nspe
ABOUT THE NEW SCHOOL

The New School was founded in 1919 by a small band of progressive American educators as a “center for instruction, discussion, and counseling.” Today, it is a leading university, enrolling more than 15,000 students in undergraduate and graduate degree programs and continuing education courses in liberal arts and social sciences, management, art and design, and performing arts. The New School offers programs and courses online as well as on campus in New York City. The MFA in creative writing is a program of The New School for Public Engagement, one of several academic divisions of the university.

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Lewis H. Lapham

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Anthony Mannarino

Victor Navasky

Steve Nislick

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Lorie A. Slutsky

Paul A. Travis

Emily Youssouf

Judith Zarin
A Message from the Executive Dean

This is the beginning of a journey for us at The New School. The home division of the graduate creative writing program is being transformed as part of an exciting educational venture. In 2010 The New School for General Studies (home to the Bachelor’s Program and graduate programs in International Affairs, Creative Writing, Media Studies, and Teaching English to Speakers of Other Languages) and Milano The New School for Management and Urban Policy became one division, The New School for Public Engagement. This division also serves as a hub for interdisciplinary undergraduate programs in environmental, urban, and global studies. Such a broad array of innovative degrees and programs, demonstrates the value that we place on interdisciplinary education; the interconnections of liberal, professional, and practical learning; and local and global civic engagement.

In one sense, this initiative represents a return to The New School’s founding values of academic innovation and social responsibility. In another, it represents a rethinking of what a university should look like in the 21st century. It is the result of a planning process that brought together students, staff, faculty, and administrators from across The New School.

What does this mean for you as a graduate student? In coming semesters, we will enrich opportunities for linkages, collaboration, and learning that engages with real-world issues and problems. I am proud of what we offer now. I am excited by the opportunities for learning in action that we are developing.

I hope this catalog sends you on a fabulous journey. You will not travel alone. You will find inspiring teachers, engaging collaborators among your fellow students, and you will cross many boundaries together. As you pursue your studies, all of you will find ways to contribute to this new educational community we are building.

Sincerely,

David Scobey, Executive Dean

Accreditation

All degree programs at The New School are registered by the New York State Department of Education. The New School has been regionally accredited by the Middle States Commission on Higher Education since 1960. Additionally, professional curricula are accredited by the appropriate professional educational agency or board. Accrediting agencies of individual programs are listed below.

- Parsons The New School for Design has been accredited by the National Association of Schools of Art and Design since 1966.
- The graduate Clinical Psychology program has been accredited by the American Psychological Association since 1981.
- The master’s program in Urban Policy Analysis and Management has been accredited by the National Association of Schools of Public Affairs and Administration since 1988.
- The master’s program in Architecture has been accredited by the National Architectural Accrediting Board since 1994.

Degrees and Certificates

The New School for Public Engagement offers bachelor’s degrees in Liberal Arts (BA and BS), Environmental Studies (BA and BS), Global Studies (BA), and a BFA degree in musical theater for graduates of the American Musical and Dramatic Academy (AMDA) Integrated Program.

The division offers master’s degrees in Creative Writing (MFA), Environmental Policy and Sustainability Management (MS), International Affairs (MA or MS), Media Studies (MA), Nonprofit Management (MS), Organizational Change Management (MS), Teaching English to Speakers of Other Languages (MA TESOL), and Urban Policy Analysis and Management (MS); and a doctoral degree in Public and Urban Policy (PhD).

Higher Education General Information Survey (HEGIS) codes: BA and BS in Liberal Arts, 4901.00; BA and BS in Environmental Studies, 1999.10; BA in Global Studies, 2210.00; BFA in Musical Theater (AMDA program), 1007.00; MS in Environmental Policy and Sustainability Management, 0506.00; MA and MS in International Affairs, 2210.00; MA in Media Studies, 0601.00; MFA in Creative Writing, 1507.00; MS in Nonprofit Management and MS in Organizational Change Management, 0506.00; MA in TESOL, 1508.00; MS in Urban Policy Analysis and Management and PhD in Public and Urban Policy, 2214.00.
Certificate Programs

The division awards certificates in Creative Arts Therapy (HEGIS code 5299.00)*; Documentary Media Studies (graduate level; HEGIS code 0605.00); English Language Teaching (CTE) (HEGIS code 5608.00); English as a Second Language (noncredit only); ESL + Design (noncredit only); Film Production (HEGIS code 5610.00)*; Leadership and Change (graduate level, credit only; HEGIS code 0506.00) ; Media Management (graduate level, credit only; HEGIS code 0599.00)†; Organizational Development (graduate level, credit only; HEGIS code 2199.00) Screenwriting (HEGIS code 5610.00)* †; and Sustainability Strategies (graduate level, credit only; HEGIS code 0506.00).*

Each certificate program has specific requirements. Students are responsible for knowing and completing attendance and academic performance requirements for their courses.

*These certificate programs may be taken for undergraduate credit or on a noncredit basis.

†Students can complete these certificates on site, online, or in combination.

The Student Right to Know Act

The New School discloses information about the persistence of undergraduate students pursuing degrees at this institution. This data is made available to all students and prospective students as required by the Student Right to Know Act. During the 2011–2012 academic year, the university reports the “persistence rate” for the year 2010 (i.e., the percentage of all freshmen studying full time in fall 2010 who were still studying full time in the same degree programs in fall 2011). This information can be found under the common data set information. Visit the Office of Institutional Research at www.newschool.edu/admin/or for more information.

NEW SCHOOL ALUMNI

New School graduates are cordially invited to take advantage of free admission to selected public programs; invitations to private events and receptions hosted by degree programs, the dean, and the university president; and reading privileges at the Fogelman, Gimbel, and Scherman libraries; as well as networking and professional development opportunities. Alumni receive and are invited to contribute to an alumni newsletter. Visit www.newschool.edu/alumni or contact Francisco Tezén, Senior Director of Development, 212.229.5662, nsalumni@newschool.edu.
The New School Writing Program follows the workshop method of teaching: An experienced writer-teacher gives guidance to students by focusing on their manuscripts and on the creative acts of revision and self-editing through workshops and individual conferences. This program provides a framework and sustained blocks of time for students to focus intensively on developing their craft and creating a substantial body of work. Both in the classroom and through readings and lectures by distinguished visitors, The New School program seeks to animate and intensify the writer’s life.

A Message from the Director

The tradition of experienced writers reflecting on their own practices and disciplines offers a uniquely powerful vantage for the study of literature of the past, since for writers learning or tracking their art, the past is inescapably the present. Think of W.G. Sebald, in 1999, discovering how to write The Rings of Saturn by reading Sir Thomas Browne’s “Hydriaphibia, Urn Burial; or, A Discourse on the Spulchral Urns Lately Found in Norfolk” of 1658. Think of young Elizabeth Bishop creating her early poems under the spectral tutelage of George Herbert and Gerard Manley Hopkins.

In 1996, The New School began offering the master of fine arts degree in creative writing. This is a full-time, two-year graduate program with concentrations in poetry, fiction, nonfiction, and writing for children. We are pleased to note that Poets & Writers Magazine recently ranked The New School Writing Program as the third best nationally in the area of nonfiction, and among the top 30 writing programs in the United States.

Classes, readings, and most other activities take place in the evenings, on the assumption that our students may hold jobs. For students seeking financial assistance, many partial fellowships are available, awarded on merit for the full two years of the program. Additionally, specifically for second-year students, Riggio Writing and Democracy Teaching Assistantships and various faculty Research Assistantships are available.

In this catalog, you will find complete information about the MFA course of study, our distinguished faculty, requirements for admission, as well as financial aid and student life information.

You will also find information about the numerous literary readings, lectures, and other public programs presented by the Writing Program. We offer some 50 public events every semester, featuring some of today’s most exciting poets, biographers, novelists, essayists, critics, and publishers.

Writing Programs, whatever else they might involve, are communities, and those communities emanate from the talent, seriousness, and commitment to teaching of the faculty. Ours is an active and widely published faculty, many of whom work in multiple literary genres and
Robert Antoni: Fiction writer inspired by his 200-year-long family history in the West Indian island of Trinidad. His novels include Divina Trace (1991), Blessed is the Fruit (1997), and Carnival (2005), in addition to the story collection, My Grandmother’s Erotic Folktales (2001). His forthcoming historical novel, As Flies to Whatter Boys, was awarded a Guggenheim fellowship for 2010. His work has been translated into Spanish, French, Finnish, and Chinese. Antoni received the Commonwealth Prize for Best First Book in 1991, and was shortlisted for this prize in the Best Overall Book category in 2005. He is the recipient of a National Endowment for the Arts grant and James Michener and Orowitz fellowships. Antoni’s short fiction has appeared in Conjunctions, the Paris Review, Bomb, Ploughshares, and other periodicals; it was selected as an Editor’s Choice, included in The Oxford Book of Caribbean Short Stories, and chosen for the Aga Kahn Prize by the Paris Review. He is the editor of Archipelago (Conjunctions 27), an anthology of innovative Caribbean writing. Antoni holds an MA from the Writing Seminars at Johns Hopkins U., and an MFA and a PhD from the Writers Workshop at U. of Iowa. He taught fiction writing and literature in the MFA program at U. of Miami for nine years, and more recently at Columbia University and The New School.

Catherine Barnett: Recipient of a 2006 Guggenheim Fellowship, a 2004 Whiting Award, the 2004 Glasgow Prize for Emerging Writers, and a Pushcart Prize. Her book, Into Perfect Spheres Such Holes Are Pierced, won the 2003 Beatrice Hawley Award and was published in spring 2004 by Alice James Books. Her poems have been published in Gulf Coast, Pleiades, The Washington Post, Barrow Street, Shenandoah, The Massachusetts Review, and The Iowa Review. Barnett also teaches at NYU, where she was recently honored with an Outstanding Service Award.

Susan Bell: A former editor at Random House and Conjunctions magazine, Susan Bell has edited fiction and nonfiction professionally for over 20 years. Her books include The Artful Edit: On the Practice of Editing Yourself (W.W. Norton & Co., 2007) and, co-written with Mayor Jason West, Dare to Hope: Saving American Democracy. Her writing has appeared in various magazines, including Tin House and Vogue. She has taught at the New School graduate writing program since 2000, and, since 2004, at the Tin House Summer Writers Workshop.

Peter Cameron: Graduated from Hamilton College in 1982. He sold his first short story to the New Yorker in 1983 and published 10 more stories in that magazine over the next few years. His first collection of stories was awarded a special citation by the PEN/Hemingway Award for First Book of Fiction. Since 1990 he has published five novels, one of which (The City of Your Final Destination) was a finalist for the PEN/Faulkner Prize. His latest novel, Someday This Pain Will Be Useful to You, a coming-of-age story, was selected by Publishers Weekly magazine as one of the best book of 2007. A new novel, Coral Glynn, will be published by Farrar, Straus & Giroux in 2012. Cameron, a recipient of grants from The National Endowment for the Arts and The Guggenheim Foundation, has taught writing at Oberlin College, Columbia University, Sarah Lawrence College, The New School, and Yale University.

Susan Cheever: Author of five novels, including Doctors & Women, and Elizabeth Cole; eight nonfiction books, including her most recent memoir, Desire: Where Sex Meets Addiction; and the best-selling American Bloomsbury, Home Before Dark, and the two biographies My Name Is Bill: Bill Wilson--His Life and the Creation of Alcoholics Anonymous, and Louisa May Alcott: A Personal Biography. She is currently working on a biography of Louisa May Alcott. Her work has been published in the New Yorker, the New York Times, Newsweek, and many other places. Her numerous awards include a Guggenheim Fellowship and a National Book Critics Circle Award nomination.

Jonathan Dee: Author of five novels, The Privileges, Palladio, St. Famous, The Liberty Campaign, and The Lover of History. His short fiction, nonfiction, and criticism have appeared in many periodicals, including Harper's, the New York Times Magazine, and Paris Review, where he was formerly senior editor. He also teaches in graduate writing programs at Columbia U. and Queens U. of Charlotte, NC.

Elaine Equi: Born in Oak Park, Illinois, Elaine Equi earned her undergraduate and graduate degrees at Columbia College of Chicago. Her latest book, Click and Clone, was published in 2011. Ripple Effect: New & Selected Poems (Coffee House Press, 2007) was a finalist for the L.A. Times Book Award and was on the short list for Canada’s prestigious Griffin Poetry Prize. She has published many other collections of poetry, including Surface Tension, Decoy, Voice-Over, which won the San Francisco State Poetry Award, and The Cloud of Knowable Things. Her work is widely anthologized and appears in Postmodern American Poetry: a Norton Anthology and in several editions of The Best American Poetry. Elaine Equi teaches at NYU and in the MFA program at CCNY in addition to The New School.

Jennifer Michael Hecht: Author of award-winning books of philosophy, history, and poetry. Doubt: A History (HarperCollins, 2003) describes skepticism about religion throughout the world since the origins of written history. Her book The End of the Soul: Scientific Modernity, Atheism, and Anthropology (Columbia U., 2003) won the Phi Beta Kappa Society’s prestigious Ralph Waldo Emerson Award “for scholarly studies that contribute significantly to interpretations of the intellectual and cultural condition of humanity.” Hecht’s first poetry book, The Next Ancient World, won the Poetry Society of America’s Norma Farber First Book Award in 2002. Her most recent collection of poems, Funny, won the U. of Wisconsin’s 2005 Felix Pollak Poetry Prize, and Publisher’s Weekly called it “one of the most original and entertaining books of the year.” Her book reviews appear in the New York Times and the Washington Post. Hecht received her PhD in history and the history of science from Columbia U.

Ann Hood: Author of eight novels, including Somewhere off the Coast of Maine, The Knitting Circle, and The Red Thread; two memoirs, Comfort: A Journey Through Grief and Do Not Go Gentle: My Search for Miracles in a Cynical Time; a collection of short stories An Ornithologist's Guide to Life; and a young adult novel, How I Saved My Father's Life and Ruined Everything Else. Her essays and stories have appeared in many publications, including the New York Times, Tin House, Glimmer Train, Traveler, Bon Appetit, National Geographic Traveler, and the Paris Review. She has twice won a Pushcart Prize and has also received a Best American Spiritual Writing Award and The Paul Bowles Prize for Short Fiction. A member of the faculty of the low residency Stone Coast MFA Program, she has also taught at Brown U., NYU, and Rhode Island School of Design.

Shelley Jackson: Author of Half Life, The Melancholy of Anatomy, hypertexts including Patchwork Girl, My Body, and The Doll Games, and author/illustrator of several children's books, including The Old Woman and the Wave. Her short stories and essays have appeared in numerous anthologies and journals including Conjunctions, the Paris Review, Bookforum, the L.A. Times, the Village Voice and Cabinet Magazine. She is the author of SKIN, a story published in tattoos on the skin of 2095 volunteers, and co-founder (with artist Christine Hill) of The Interstitial Library. The recipient of a Howard Foundation grant and a Pushcart Prize, she has degrees from Stanford U. and Brown U. and has taught at Brown U., MIT, Pratt Inst., and the European Graduate School.
Zia Jaffrey: Author of *The Invisibles: A Tale of the Eunuchs of India*, Zia Jaffrey is currently writing a book on AIDS in South Africa. She has covered the Palestinian/Israeli conflict, the global AIDS pandemic, South Africa’s Truth and Reconciliation Commission hearings, and Pakistan under General Musharraf, and has written cover stories, features, and book reviews for numerous publications, including the *New York Times*, the *Nation*, the *Village Voice*, Harper’s *Bazaar*, and *Mother Jones*, among others. She teaches international fiction and nonfiction in The New School’s MFA program.


James Lasdun: Has published three books of poetry, two collections of short stories, and two novels, *The Horned Man* and *Seven Lies*. His story “The Siege,” was adapted by Bernardo Bertolucci for his film *Besieged*. He co-wrote the screenplays for two other feature films, *Signs and Wonders* and *Sunday*, and the latter, based on another of his stories, won Best Feature and Best Screenplay awards at Sundance in 1997. With Michael Hofmann, he co-edited the anthology *After Ovid: New Metamorphoses*. He is a recipient of a Guggenheim Fellowship in poetry and was the winner of the inaugural National Short Story Competition in the UK. A new collection of his stories, *It’s Beginning to Hurt*, was published by FSG in 2009.

David Lehman: Master’s degree, Cambridge U.; PhD in English and Comparative Literature, Columbia U. *Yeshiva Boys* (Scribner, 2009) and *When a Man Loves a Woman* (Scribner 2005) are the most recent of his eight books of poetry. Lehman, who is poetry coordinator of the writing program, is also the author of six books of critical prose, including *A Fine Romance: Jewish Songwriters, American Songs, The Last Avant-Garde: The Making of the New York School of Poets, Signs of the Times: Deconstruction and the Fall of Paul de Man*, and *The Perfect Murder: A Study in Detection*. He edited *The Oxford Book of American Poetry* (2006), a one-volume comprehensive anthology of American poetry from its origins to the present. He is also the editor of such other collections as *Great American Prose Poems* (2003) and *The Best American Erotic Poems* (2008). He founded *The Best American Poetry* in 1988 and continues as the series editor of this prestigious annual anthology. Lehman became general editor of the University of Michigan Press’s Poets on Poetry Series in 1994 and held the position for 12 years. He has received fellowships and awards from the Guggenheim Foundation, the National Endowment for the Arts, and the American Academy of Arts and Letters. He has lectured in China, Mongolia, Russia, Japan, Denmark, Poland, India, and England; his work has been translated into 15 languages.

Suzannah Lessard: Began her career as a writer/editor for the *Washington Monthly* and was a staff writer at the *New Yorker* for 20 years. In 1996, she authored *Architect of Desire: Beauty and Danger in the Stanford White Family*, published by Dial Press. In recent years, her articles have appeared in the *New York Times Magazine*, *Architectural Record*, *Architectural Digest*, the *New Yorker*, and *Wilson Quarterly*. She has taught writing and led master classes at Columbia School of the Arts, Wesleyan U., The New School, George Mason U., George Washington U., and Goucher College, and has co-taught a seminar on Trials in Literature at Georgetown U. Law Center and Fordham Law School. She recently received an Anthony Lukas Award to write a book about the decentralization of the American landscape (to be published by Dial Press).

David Levithan: Author of YA novels including *Boy Meets Boy, The Realm of Possibility, Are We There Yet?, Marly’s Ghost, Wide Awake*, and (with Rachel Cohn) *Nick & Norah’s Infinite Playlist* and Naomi & Ely’s *No Kiss List*, as well as the collection *How They Met, and Other Stories*. The anthologies he’s edited include the Lambda-award-winning *The Full Spectrum* (edited with Billy Merrell). David Levithan serves as executive editorial director at Scholastic, overseeing the Scholastic Press fiction list, the crossmedia publishing program, and the PUSH teen imprint. Books he’s edited include Judy Blundell’s *What I Saw and How I Lied*, winner of the National Book Award, and Coe Booth’s *Tyrell*, winner of the L.A. Times Book Prize. He has taught at The New School since 2004.

Selected Poems and an Introductory Essay, published in 2010. He has also edited several anthologies including The Art of the Personal Essay and Writing New York. His honors include two NEA grants, a Guggenheim fellowship, and a New York Public Library fellowship. He has taught writing in the graduate programs of Columbia U., NYU, U. of Houston, and Bennington College, and currently has the Adams Chair at Hofstra U.

Patrick McGrath: Author of two story collections and seven novels, including Port Mungen, Dr. Haggard’s Disease and Spider, which he adapted for the screen, and which was filmed by David Cronenberg. His Martha Peake: A Novel of the Revolution won Italy’s Premio Flaiano Prize, and his 1996 novel Asylum was shortlisted for both the Whitbread and Guardian fiction prizes in Britain. Ghost Town: Tales of Manhattan Then and Now was published in 2005. His seventh novel, Trauma, was published in 2008. He is the co-editor of The New Gothic, an influential collection of short fiction. He is a regular contributor to the New York Times Book Review. Recent nonfiction includes the introduction to the Oxford World’s Classics edition of Moby Dick, and the Folio Society’s edition of Barnaby Rudge. His work is translated into more than two dozen languages. He is a Fellow of the Royal Society of Literature in the UK, and a member of PEN America and the Writers Guild of America East.

Honor Moore: Her memoir The Bishop's Daughter, a New York Times Editors Choice, was published in May, 2008 and The White Blackbird: A Life of the Painter Margaret Sargent by Her Granddaughter, reissued in paperback in 2009, was a New York Times Notable Book in 1996. She is the author of three collections of poems, Red Shoes, Darling, and Memoir; the editor of Amy Lowell: Selected Poems and Poems from the Women's Movement for the Library of America; and the co-editor of The Stray Dog Cabaret: A Book of Russian Poems, translated by Paul Schmidt. Her play Mourning Pictures was produced on Broadway and published in The New Women’s Theatre: Ten Plays by Contemporary American Women, which she edited, and she has been a theater critic for the New York Times. She has received awards from the John Simon Guggenheim Foundation, the National Endowment for the Arts, the Connecticut Commission on the Arts and the New York State Council on the Arts. Honor Moore’s poems and prose have appeared in the New Yorker, Salmagundi, Conjunctions, the New Republic, the American Scholar, Open City, the Paris Review, and other journals and anthologies. She has taught in the New School Writing Program since 1999 and has taught nonfiction in the graduate programs at the U. of Iowa and Columbia U. School of the Arts and poetry at Wesleyan U.

Dale Peck: Born on Long Island, a graduate of Drew U., Dale Peck is the author of the novels Now It's Time to Say Goodbye, Martin and John, and The Law of Enclosures (and co-writer of the screenplay for the latter); the novel-memoir What We Lost; the children’s novels Drift House and The Lost Cities; the YA novel Sprout; and a collection of literary criticism, Hatchet Jobs. In 2010, he published Shift, a novel co-written with Tim King, the first volume of a trilogy entitled The Gates of Orpheus. His short fiction has appeared in Artforum, Bookforum, BOMB, London Review of Books, the New Republic, the New York Times, and the Village Voice. He received a Guggenheim Fellowship in 1995.

Darryl Pinckney: Born in Indianapolis, Indiana, in 1953, Darryl Pinckney attended Columbia U. In 1977, he began to write for the New York Review of Books. Pinckney's High Cotton, published in 1992, is a coming-of-age novel that depicts a young black man's futile attempts to escape from old and new styles of black identity, as defined by his grandfather’s generation and his own militant contemporaries. In 2001 Pinckney published Sold and Gone, a collection of essays about African-American literature in the 20th century that examines black writers from Charles Chesnutt to Edward P. Jones. According to the publisher’s description of the book, “Pinckney describes the changing cultural influences on black writers and in this book asserts that there are myriad forms evident in African American literary narrative.” He questions the place accorded to folklore and the oral tradition and looks at Black literature as belonging to specific literary traditions. In 2002 he published Out There: Mavericks of Black Literature. Pinckney also wrote a monologue about Mary Queen of Scots, Mary Said What She Said, for a Robert Wilson production in Luxembourg starring Jeanne Moreau.


Jenni Qilter: Her academic research is focused on collaborations between the arts, especially that of the New York School poets like John Ashbery and visual artists. She’s currently editing an anthology of collaborations (poems, art pieces, essays, and ephemera) for Rizzoli Books to be published in 2012. Qilter writes for a variety of journals, magazines, exhibition catalogs, and artists’ monographs. Recent publications include workspace (2009), a book about painter Max Gimblett’s studio, and a set of extensive interviews with painter Matt Jones published in 2010, Innerspace and Matt Jones. She runs a small printing press devoted to publishing collaborative books, (picnic, lightning press), and works with a artists in a variety of media: Shahzad Ismaily, Marc Ribot and Carla Khilstedt, Jessika Kenney and Eyvind Kang (music), Jillian McDonald (new media), and Andy McGraw and I Made Sibai (Balinese theatre). She has taught at Oxford University, the University of Auckland, (New Zealand), and New York University. Her honors include Fellow at the Headlands Center for the Arts (2008), Sisam Scholar (2005), Rhodes Scholar (for New Zealand, 2001), Senior Scholar at the University of Auckland (2001). She received her PhD in English literature from Oxford in 2006.

Helen Schulman: Author of five novels, This Beautiful Life (Harper, 2011), A Day at the Beach (Houghton Mifflin, 2007), P.S. (Bloomsbury, 2001), The Revisionist (Crown, 1998), and Out of Time (Athenaeum, 1991), and a short story collection, Not A Free Show (KNOPF, 1988). She is a co-editor with Jill Bialosky of the anthology Wanting a Child (FSG, 2001). Her novel P.S. was made into a film starring Laura Linney and Topher Grace, and the screenplay was written by Helen Schulman and Dylan Kidd. Her fiction, nonfiction, and reviews have been published in Vanity Fair, Time, GQ, Vogue, the New York Times and the New York Times Book Review among others. She has taught at Emory U., Bard College, Bennington College, NYU, Columbia U., and the Bread Loaf Writers Conference. Awards include a Sundance Fellowship, a Pushcart Prize, and a New York Foundation for the Arts grant.

Tor Seidler: Books for young readers include The Dulcimer Boy; Terpin (a New York Times Notable Book); A Rat’s Tale (a Publisher’s Weekly and Library of Congress Notable Book); The Tar Pit; The Wainscott Weasel (an ALA Notable Book, Publisher’s Weekly Pick of the List, and Parent’s Choice Story Book Award winner); The Silent Spillbills; Mean Margaret (a National Book Award finalist, a Publisher’s Weekly and School Library Journal Best Book); The Revenge of Randal Reese-Rat; Brothers Below Zero; Brainboy and the Deathmaster (a Parent’s Choice Gold Award winner); Toes (a Parent’s Choice Silver Award); and Gully’s Travels. His work has been translated into a dozen languages; A Rat’s Tale was made into a motion picture (Warner Bros). For adults, Seidler published a novel, Take a Good Look (FSG, 1990). He taught creative writing at Hofstra U. in the mid-1990s and has taught in the MFA writing program at The New School since 2002.

Laurie Sheck: Author of the hybrid work A Monster’s Notes (Knopf, 2009) and books of poems including Captivity (2007) and The Willow Grove, which was a finalist for the Pulitzer Prize. She has been a Guggenheim Fellow, a Fellow at the Radcliffe Institute for Advanced Study at Harvard, and, most recently, a Fellow at the Cullman Center for Scholars and Writers at the New York Public Library. Her work has appeared in the New Yorker, the New York Times, the Paris Review, Pushcart Prize, Best American Poetry, and elsewhere.

Darcey Steinke: Author of the memoir Easter Everywhere (Bloomsbury 2007, New York Times Notable Book) and the novels Milk (Bloomsbury, 2005), Jesus Saves (Grove/Atlantic, 1997), Suicide Blonde (Atlantic Monthly Press, 1992), and Up Through the Water (Doubleday, 1989, New York Times Notable Book). With Rick Moody, she edited Joyful Noise: The New Testament Revisited (Little, Brown, 1997). Her books have been translated into 10 languages. Her novel Milk was translated into French, Spanish, Italian and Portuguese. Her nonfiction has appeared, among other places, in the New York Times Magazine, the Boston Review, Vogue, Spin, the Washington Post, the Chicago Tribune, and the Guardian (London). Her web-story “Blindspot” was a part of the 2000 Whitney Biennial. She has been both a Henry Hoyns and a Stegner Fellow and Writer-in-Residence at U. of Mississippi, and has taught most recently at Columbia University School of the Arts and Barnard College.

Benjamin Taylor: Author of a book of essays, Into the Open, and a novel, Tales out of School, winner of the Harold Ribalow Prize. In May of 2008, Steerforth Press reissued Tales out of School in paperback and published The Book of Getting Even. In 2010, Penguin published The Letters of Saul Bellow, edited by Taylor. Naples Declared, a travel memoir also from Penguin, is scheduled for 2012, along with Mondadori’s Spanish edition of The Book of Getting Even. Taylor is a graduate of Haverford College and Columbia U. where he earned the doctorate in English and comparative literature. He has contributed to magazines including Bookforum,

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**BOMB**, the Los Angeles Times Book Review, the New Leader, the Georgia Review, Raritan, Three Penny Review, Antaeus, Salmagundi, Provincetown Arts, and others. A longtime member of the Graduate Writing Program faculty at The New School, he has also taught at Washington U. in St. Louis, the Poetry Center of the 92nd Street Y, Bennington College and the Graduate Writing Division of the Columbia University School of the Arts.

**Jackson Taylor:** Helped found the Graduate Writing Program at The New School, where he is the associate director. He also has for over 20 years directed the Prison Writing Program at PEN American Center where he has edited and written numerous versions of the program’s Handbook for Writers in Prison. He acts as a consultant to the Anne Frank Center’s Prison Diary Project, and besides teaching courses at The New School, has taught creative writing at Mediabistro, Friends of Island Academy, and the Holy Apostles Soup Kitchen. His poems have recently appeared in Sleeping Fish, LIT, Witness, and Barrow Street, and is included in the upcoming anthology, What's Your Exit? A Literary Detour through New Jersey. His novel The Blue Orchard was published in January 2010 by Simon and Schuster.

Craig Morgan Teicher is the author of Brenda Is In the Room and Other Poems and Cradle Book. His next book of poems is forthcoming from BOA Editions. He is a Vice President on the board of the National Book Critics Circle and the Senior Web Editor and poetry reviews editor of Publishers Weekly. He teaches at NYU in addition to The New School.

**Sarah Weeks:** Author of more than 50 picture books and novels for children, including the award winning novel, So B. It, the Regular Guy series for middle-grade readers (Harper Collins), Oggie Cooder (Scholastic), If I Were a Lion (Simon and Schuster), and, a forthcoming children’s novel, Pie (Scholastic). Her books have been optioned for film and television and a number of titles have been translated for foreign editions. Sarah Weeks has participated in many national reading conferences for librarians and teachers, on panels and as a keynote speaker, and in author-in-residence programs at elementary and middle schools in the United States and abroad. She is a founding member of ART (Authors Readers Theatre, www.authorsreadertheatre.com). Born and raised in Ann Arbor, Michigan, she is a graduate of Hampshire College and NYU’s Tisch School of the Arts.

**Brenda Wineapple:** Books include White Heat: The Friendship of Emily Dickinson and Thomas Wentworth Higginson (Knopf 2008); Genêt: A Biography of Janet Flanner (Houghton Mifflin); Sister Brother Gertrude and Leo Stein (Putnam’s); and Hawthorne: A Life (Knopf), which received the Ambassador Award of the English-speaking Union for the Best Biography of 2003 and the Julia Ward Howe Prize from the Boston Book Club. Editor of The Selected Poetry of John Greenleaf Whittier for the Library of America’s American Poets Project and chair of the nonfiction panel of the National Book Awards in 2005, Wineapple has also been the recipient of a Guggenheim Fellowship, an American Council of Learned Societies Fellowship, and two fellowships from the National Endowment for the Humanities. Her essays and reviews regularly appear in the New York Times, the Los Angeles Times, and the Nation. Her anthology of Nineteenth-Century American Writers on Writing for The Writers World series editor, Edward Hirsch, was published in 2010.

**Stephen Wright:** Author of the novels Meditations in Green, M31: A Family Romance, Going Native, and the Amalgamation Polka. His work has also appeared in Esquire, the Ontario Review, the Antioch Review, and the anthology Avant-Pop. Awards and grants include the Maxwell Perkins Prize, the Hodder Fellowship, a Whiting Writers Award, a Guggenheim, and a Lannan Literary Award. He has taught at Princeton, Brown., and Goucher College.

**Tiphanie Yanique** is a fiction writer, poet and essayist. She is the winner of a the Rona Jaffe Writers’ Award, a Pushcart Prize, the Kore Press Fiction Prize, The Academy of American Poets Project and the Boston Review Fiction Prize. Her fiction, poetry or essays can be found in the Best African American Fiction, Transition Magazine, American Short Fiction, The London Magazine, Prism International, Callaloo, and other journals and anthologies. She has had residencies with Bread Loaf, Callaloo, Squaw Valley and the Cropper Foundation for Caribbean Writers. Her story collection, How to Escape from a Leper Colony, was published by Graywolf Press in 2010. Her debut novel The Land of Love of Love and Drowning, is forthcoming from Riverhead Books.
ACADEMICS

All applicants to the MFA program declare a concentration in one of four areas: fiction, poetry, nonfiction, or writing for children. Students are required to enroll in workshops within their concentration, but they may elect literature seminars both outside and within their field of study.

Applicants with substantial accomplishment in more than one area of concentration may apply for a dual concentration but must then declare a primary and a secondary field of study. Students approved for a dual concentration must fulfill all requirements in the primary area of study and pursue an additional year of residence in the secondary field. They must submit a separate thesis project for each concentration.

DEGREE REQUIREMENTS

The MFA program is a 36-credit course of study, with four concentrations as mentioned above: fiction, nonfiction, poetry, and writing for children. Writing workshops are balanced with literature seminars for the first three semesters. Workshops are always in students’ concentrations, but those interested in taking some literature seminars outside of their chosen field may elect to do so.

During each of their first three terms, students enroll in one writing workshop (4 credits) in their area of concentration and one literature seminar (4 credits) and must participate in the Writer’s Life Colloquium (1 credit). In the final term of residence, students continue the Writer’s Life Colloquium while working closely with an advisor or advisors in independent study leading to the completion of both a Writing Thesis (4 credits) and a Literature Project (4 credits) within their concentration.

The Writer’s Life Colloquium requirement is met by participation in a minimum of eight approved literary or related events at The New School, including craft seminars (Fiction Forum, Poetry Forum, etc.), special readings, publishing roundtables, and visiting writer residencies. For more information about the concentrations, writing workshops, literature seminars, and the final writing thesis and literature project, see below and visit the website, www.newschool.edu/writing.

The creative writing graduate program is designed to be completed in two years of full-time study. All courses meet at the Greenwich Village campus of The New School. Courses and most Writer’s Life Colloquium events are conveniently scheduled in the evenings. At this time, part-time study is not an option.

Transfer Credits

Due to the integral nature of the curriculum, transfer credits are not accepted.

Academic Planning and Advising

Each student is assigned a faculty advisor, who is a member of the teaching faculty whose interests in some way match the student’s as articulated in the application materials. The function of the academic advisor is to assist the student in:

- refining his or her educational goals and interests
- reviewing his or her academic progress

During their first semester, students meet with their advisors to initiate an informal and extended conversation about their long-range goals. Students must meet with their advisors at least once a year to plan their course schedules and confirm their progress toward completing the degree.

THE CURRICULUM

Writing Workshops

The New School Writing Program follows the workshop method of teaching: An experienced writer-teacher gives guidance to students by focusing on their manuscripts and on the creative acts of revision and self-editing through workshops and individual conferences. This program provides a framework and sustained blocks of time for students to focus intensively on developing their craft and creating a substantial body of work. Graduate writing workshops meet once a week in two-hour evening sessions, Monday through Thursday. Graduate writing workshops may include a short assigned reading list and occasional visits by guest writers who read and discuss their work. Structure and content of writing workshops are adapted to the individual area of concentration:

Fiction

Class sessions are principally devoted to reading and discussing students’ fiction, usually short stories or excerpts from novels-in-progress. Students learn how to balance inspiration with revision; explore methods for strengthening characterization, storytelling, and style while developing their voices to the utmost; and explore those narrative forms and techniques best suited to their individual styles.

Poetry

Class sessions are principally devoted to reading and discussing students’ poems. There is constant attention to the craft of poetry; the skills and strategies involved in making the modern poem; aspects of prosody and new directions in writing; and, particularly, the discovery (and invention) of techniques most appropriate for the poet's subjects, issues, and materials. There is special emphasis on possibilities for revision.
Nonfiction
Class sessions are principally devoted to reading and discussing students’ nonfiction, usually in the form of personal reminiscence, reflective essay, reportage, and biography. Students learn how to choose a subject; develop a sense of structure, tone, style, and personal voice; and attend to such techniques as characterization, dialogue, imagery, metaphor, and dramatic development, as well as to the skills of interviewing and documentary research.

Writing for Children
Class sessions are principally devoted to reading and discussing students’ writings for children in the form of stories, picture book texts, 8-12 fiction or nonfiction, and teenage fiction or nonfiction. Students explore the techniques and strategies of writing and producing books for children, and learn to find voices and forms for their writing and to express their ideas in styles appropriate for children’s interests at different ages. Students initiate and develop projects of their own choosing.

Literature Seminars
The graduate Writing Program includes intensive seminars on traditional and contemporary literary topics, which are investigated from the specialized perspective of the active writer. Topics and readings vary each semester, but all literature seminars are conducted by writers and concentrate on crucial aspects of craft and technique as well as on issues of literary history and theory. Literature seminars meet once a week in two-hour sessions. Like the writing workshops, seminars are conveniently scheduled in two-hour evening sessions, Monday through Thursday.

The Writer’s Life Colloquium
Graduate writing students at The New School participate in an ongoing colloquium of visiting writers, editors, writing teachers, publishers, and literary agents. This Writer’s Life Colloquium reflects the wide range of cultural activity at The New School and the belief that students benefit from exposure to many voices and genres. The Writer’s Life Colloquium carries 1 point of credit each term, and involves special readings, craft seminars, teaching lectures, publication discussions, and visiting writer residencies arranged exclusively for the MFA candidates. Active participation in the colloquium consists of attendance at a minimum of eight events.

The Writing Thesis
 Upon successful completion of three writing workshops, students advance to the thesis stage. Each student works closely with a writing instructor through structured conferences over an entire semester to produce a substantial manuscript in the student’s area of concentration, whether fiction, poetry, nonfiction, or writing for children.

Thesis requirements for each concentration are as follows:

- **Poetry**: a manuscript of 40 to 60 pages of individual poems, poetic sequences, or a long poem
- **Fiction**: a manuscript of 70 to 100 pages of short stories, a novella, or a novel-in-progress
- **Nonfiction**: a manuscript of 70 to 100 pages of reflective essays, reportage, memoir, biography, or a book-in-progress
- **Writing for Children**: a manuscript of 50 to 70 pages of stories or other fiction or nonfiction, or a completed children’s book in a state appropriate for publication

Each thesis graded by the student’s advisor and then submitted to the director of the Writing Program for final approval.

The Literature Project
Upon successful completion of three literature seminars, students advance to the independent literature project stage, where, alongside their creative work, they gain experience writing critical prose. Each student works closely with a writing workshop or literature seminar instructor through structured conferences to create an essay (or a series of essay-reviews) of approximately 20 pages on a topic of the student’s devising but within the field of concentration. The Literature Project usually is undertaken concurrently with the Writing Thesis. The Literature Project can complement a student’s thesis by exploring how other writers have addressed corresponding challenges and problems of literary work, or it can stand alone as a critical study. Each Literature Project is assigned a grade by the student’s advisor and then submitted to the director of the Writing Program for final approval.

THE WRITER’S LIFE IN NEW YORK CITY
When The New School started the MFA program in Creative Writing, one aspiration was to take full advantage of the university’s geographical location in New York City—home to so many gifted writers and so many vital magazines and publishers. The New School Writing Program reflects the amplitude and diversity of the writer’s life in New York City.

Students in the program maintain their own reading series and edit and publish their own journal, LIT. The New School has established creative partnerships with many other New York City cultural institutions, and, every year, a host of distinguished writers take part in a wide variety of events that enhance the classroom experience for our students. The program enjoys lively collaborations with the Poetry Society of America, the Academy of American Poets, PEN, CLMP, Poet’s House, and Cave Canem, among others.
The New School is proud of what may be the preeminent university public reading series in the nation, presenting as many as 100 literary events each academic year. Every fall, The New School hosts the National Book Award reading, and in the spring presents the National Book Critics Circle Award reading and hosts the gala awards ceremony the following night. Recently, a festival was staged in honor of poet John Ashbery, a tribute to New Yorker editor Alice Quinn, and the Ghana Writers Conference reading. The New School Writing Program also believes writers must engage all arts—hence film festivals spotlighting Samuel Fuller, Edgar G. Ulmer, and experimental documentaries; celebrations of writer/artists Manny Farber and Joe Brainard; a lecture series on music and democratic speech, curated by Greil Marcus; a series of talks on the Constitution in Crisis featuring Cass Sunstein, Eric Foner, Elaine Scarry, and Bryan Stevenson; and Robert Pinsky reading his poems as part of a quartet with musicians Vijay Iyer, Ben Allison, and Andrew Cyrille.

The New School demonstrates its commitment to progressive publishing through literary evenings devoted to anthologies and journals like The Believer, Tin House, Conjunctions, McSweeney’s, Fence, Granta, Open City, BOMB, Artforum, Agni, Best American Poetry, and Best American Movie Writing.

The Writing Program honors the historic legacy of The New School as a home for the “public intellectual” in the tradition initiated here by writing instructors Anatole Broyard, Robert Lowell, and Frank O’Hara in the early 1960s. New School writing students have recently heard such established and emerging writers, critics, and artists as Lydia Davis, Yusef Komunyakaa, Paul Auster, C.K. Williams, Anne Carson, Peter Carey, George Saunders, Caryl Phillips, Bradford Morrow, Jo Ann Beard, Kate Braverman, Kelly Link, Lucie Brock-Broido, James Ellroy, Susan Choi, Nathaniel Mackey, Joanna Klink, Terese Svoboda, Joe Wenderoth, Steve Erickson, Jacqueline Woodson, Walter Dean Myers, Lynne Tillman, Wayne Koestenbaum, Michael Harper, John Ashbery, Harry Matthews, Fanny Howe, Frank Bidart, Dana Gioia, Lou Reed, James Tate, Marie Ponsot, Jorie Graham, Richard Howard, Robert Creely, Charles Bernstein, Jane Hirshfield, Jayne Cortez, Mark Doty, Verlyn Klinkenborg, Mary Karr, Jonathan Safran Foer, Nick Flynn, Percival Everett, Philip Gourevitch, Brenda Hillman, Charles Simic, Ann Lauterbach, and John Edgar Wideman.

What Our Alumni Are Doing

The achievements of our graduates are so varied and numerous that we can only urge you to visit the Alumni and Friends section of our website at www.newschool.edu/writing/ for a sample of their books, CDs, stories, poems, and essays; the notable literary journals they have launched; and the lively reading series they curate.

FOREIGN LANGUAGE STUDY

Graduate students in the Writing Program are eligible to audit one foreign language course during any semester in which they are taking credits toward the MFA. Students who wish to take advantage of this resource should speak to their faculty advisor about foreign language courses offered at The New School. Having chosen a course, they can schedule a registration appointment with the assistant director of academic student services in the dean’s office.

Upon graduation, writers are encouraged to submit selections from their writing theses to a chapbook contest sponsored by the Writing Program. The winners are chosen by a panel of independent judges. Each winner receives 100 copies of a 250-copy chapbook press run published by The New School. Many of these chapbooks have subsequently led to book contracts and full-length publications.
ADMISSION

The crucial component of any great graduate writing program is the students. Good writers can come from any background. The New School Writing Program is a community that cares deeply about literary excellence and about the influence that writers have beyond the world of letters. Applications are welcome from people who demonstrate a sincere interest developing their lives as writers, whether or not they are already published. All applicants must hold a baccalaureate degree from an accredited college or university.

The MFA in Creative Writing program admits new students in the fall semester only. The application deadline is January 15. It is the applicant’s responsibility to ensure receipt of all materials by the deadline.

Admission counselors are available to discuss the MFA program, the application process, and financial aid. Contact information and application forms and instructions can be found on the website, www.newschool.edu/writing.

International Applicants and other Applicants with Foreign Credentials

In addition to fulfilling the standard admission requirements as described on website, applicants with foreign credentials must provide, as applicable:

- Official documents in the original language, including proof of conferment of degrees or diplomas. If the documents are in a language other than English, a certified English translation must be included.

- A World Education Service (WES) course-by-course credential evaluation of any transcripts you submit. Information about this service can be obtained by visiting www.wes.org. WES is preferred; for other approved credential evaluation providers, see the National Association of Credential Evaluation Services (NACES) website at www.naces.org.

- The Test of English as a Foreign Language (TOEFL) score report administered by the Educational Testing Service (ETS) is required of all applicants who are not U.S. Citizens or Permanent Residents, with the exception of citizens of the United Kingdom, Ireland, Australia, New Zealand, Canada, and South Africa whose native language is English. The TOEFL score report must be submitted directly to The New School by ETS. The institution code for The New School is 2521; the department code is 83. A minimum score of 100 on the iBT, 250 on the computer-based exam, or 600 on the paper-based exam is required for admission to graduate study. Acceptable alternatives to the

TOEFL are the Cambridge Advanced Certificate of Proficiency in English (minimum score of C or better) or the Cambridge International English Language Testing System, IELTS (minimum score of 7.0 or better).

Information for International Applicants

This school is authorized under federal law to enroll non-immigrant alien students. International students coming to the United States must have a proper visa before they will be permitted to register. Consult with an admission counselor about visa requirements.

OFFICE OF ADMISSION

Merida Escandon, Director
Robert MacDonald, Director
Cory J. Meyers, Associate Director
Henry Watkin, Associate Director
Anita M. Christian, Assistant Director
Coralee M. Dixon, Assistant Director
Sharon Greenidge, Assistant Director
Sarah L. Burtch, Admission Counselor
Matt Morgan, Admission Counselor
Naomi Spencer, Office Manager

Contact Information

Writing Program Liaison
Cory J. Meyers
MeyersC@newschool.edu

For more information about the MFA program and an admission packet, or to add your name to the MFA mailing list, go online to the creative writing program application page or contact:

The New School
Office of Admission
72 Fifth Avenue, 3rd Floor
New York, NY 10011
phone: 212.229.5630 or 800.862.5039
fax: 212.627.2695
email: nsadmissions@newschool.edu
FINANCIAL INFORMATION

TUITION AND FEES

Tuition for the graduate Creative Writing program is charged as a flat rate per semester (9–15 credits). The 2011-2012 tuition per semester is $12,575. Most courses require the purchase of books.

The University Services Fee is $130 per academic term. This fee covers registration services, ID, access to libraries and university computer centers, and transcripts of record, among other services.

A fee of $5 per semester supports the university’s Student Senate.

In fall and spring terms, students are charged a Health Insurance fee ($828 for fall 2011; $1,225 for spring 2012) and a Health Services fee ($285 per semester in 2011-2012). Graduate students may waive these fees by completing the Online Waiver form by the waiver deadline.

SCHOLARSHIPS AND AWARDS

Every applicant to a graduate degree program (including international applicants) is considered for a merit scholarship as part of the admission review process. Merit-based scholarships are awarded after a review of the completed application. If awarded, the scholarship and amount will be indicated in the applicant’s official letter of acceptance to the program. Second year students may also apply for teaching fellowships in the Riggio Honors Program: Writing & Democracy and research assistantships.

New School Scholarships and Awards

Graduate students may be eligible for various university scholarships, fellowships, and awards. Admitted students who file a financial aid application are considered for all applicable scholarships. For more information, see Tuition and Financial Aid on the Writing Program website.

Fulbright Program

Fulbright grants are made to U.S. citizens and nationals of other countries for a variety of educational activities, primarily university lecturing, advanced research, graduate study, and teaching in elementary and secondary schools. Since the program’s inception, more than 250,000 participants—chosen for their leadership potential—have been able to study or teach in another country thanks to the program.

The program is sponsored by the US Department of State and administered by the Institute of International Education (IIE). IIE conducts a series of guidance sessions to answer questions about the Fulbright Program. Fulbright Program advisors as well as applicants are welcome to attend the guidance sessions.

At The New School, International Student Services supports the Fulbright Program by acting as liaison between the academic divisions and IIE, ordering and posting publicity, application materials, and supplementary information from IIE, organizing an annual meeting with the IIE representative for Fulbright U.S. Student Programs to discuss opportunities for New School students, collecting basic information about potential applicants and transmitting it to the divisions, acting as receiving agent for applications and other forms, and providing logistical support. For more information, contact International Student Services at 212.984.5327 or ISS@newschool.edu.

STUDENT FINANCIAL SERVICES

The New School provides a comprehensive program of financial services for degree-seeking students, including significant institutional scholarship support to eligible students on the basis of merit and need.

There is also a monthly payment plan so that students can pay their fees in installments over the academic year.

Student Financial Services works with students and families of all income levels to explore financing options. Eligible students may apply for assistance under the following federal, state, and institutional aid programs.

Need-Based Scholarships and Grants

Federal Pell Grant
Federal Supplemental Educational Opportunity Grant (FSEOG)
New York State Tuition Assistance Program (TAP)
New York State Aid for Part-Time Study (APTS)
New York State Regents Opportunity Scholarship Program
New School Scholarships

Loans

William D. Ford Direct Student Loans
William D. Ford Direct Parent Loans for Undergraduate Students (PLUS)
William D. Ford Direct Graduate PLUS Loans
Federal Perkins Loan Program
Alternative (private) credit-based educational loans

Work Programs

Federal Work-Study Program
Other Programs
Federal aid to Native Americans
Veterans Benefits

Occupational and Vocational Rehabilitation Program
The New School is an eligible institution for the New York State Occupational and Vocational Rehabilitation Program (OVR). Students approved by their home state’s vocational rehabilitation program must also meet all other entry requirements of The New School. Depending on the state, a student may receive as much as, or more than, half the cost of yearly expenses. For information and application, students should contact their state’s Department of Vocational Rehabilitation directly.

Grants from Other States
Rhode Island, Vermont, and Washington, D.C., are among jurisdictions offering grants that may be used at New York State institutions, with maximum awards as high as $2,000. Qualification requirements vary from state to state. In all cases, students must maintain a legal permanent address in their home state (a parent’s address is sufficient). For information regarding programs available and their respective requirements, students should contact their home state’s department of education.

HOW TO APPLY FOR FINANCIAL AID
In general, to be eligible to apply for assistance under the programs listed above, students must be matriculated in a degree program and be enrolled at least half-time (6 credits per semester). To be eligible for federal assistance, students must not be in default on or owe a refund to any of the federal aid programs. Students interested in applying for the government and other need-based assistance programs must complete the Free Application for Federal Student Aid (FAFSA) annually. The New School code is 002780. File this form electronically at www.fafsa.ed.gov. Submitting the FAFSA enables Student Financial Services to receive a need analysis report or Student Aid Report (SAR) electronically.

Estimated Cost of Attendance and Determining Eligibility
The Student Aid Report (SAR) allows Student Financial Services to determine a student’s eligibility for institutional scholarship awards and federal aid programs. The expected student contribution and aid from other sources are subtracted from the student expense budget to determine the individual student’s financial need. Thus, a simple expression of the financial aid equation is represented by the following formulation: Student Expense Budget – Available Resources = Need.

Your student expense budget, also known as your Cost of Attendance (COA), is the foundation on which eligibility for student financial assistance is determined. Federal laws regulating the disbursement of funds to students receiving Title IV aid (including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Academic Competitiveness Grant, William D. Ford Direct Student Loans, Federal Perkins Loans, and Federal Work-Study awards), dictate the expense items that can be included when calculating COA budgets. Allowable expenses for the period of enrollment are tuition and fees, books and supplies, room and board, other personal expenses, transportation costs, and federal loan fees.

Additional Information
Details on tuition, fees, educational expenses, billing, payment, as well as rules and regulations governing aid eligibility can be found at www.newschool.edu/studentservices/financialaid or by contacting Student Financial Services.

Student Financial Services
The New School
72 Fifth Avenue (lower level)
New York, NY 10011
Phone: 212.229.8930
sfs@newschool.edu

Typical School Year Expenses 2011–2012
Academic Year
Full-Time On-Campus Resident
Tuition: $25,150
(Additional credits are charged at $1,390/credit.)
University Services Fee $260
Student Senate Fee $10
Student Health Insurance $2,053
Health Services Fee $570
Room* $12,260
Board** $3,000
Personal Expenses** $1,550
Transportation** $936
Books and Supplies** $920
Total $46,709
*For on-campus housing; actual charges will vary from student to student; charges include a nonrefundable $250 deposit.
**Estimates only; actual expenses will vary.
STUDENT LIFE

COMMUNICATION WITH STUDENTS

MyNewSchool

MyNewSchool is a customizable Web portal, located at my.newschool.edu, that connects students and employees to the university. Students can access their university email, view and update their personal information, participate in online courses, receive announcements, use library resources, check their accounts, see their financial aid award status and academic records, and much more. Most student business is transacted online through MyNewSchool, including registration for classes, payment of tuition and fees, and posting of grades. New students are notified when their MyNewSchool accounts have been set up.

Student Email Accounts

The university administration and academic departments routinely communicate with students through New School email. The university provides every degree or credit seeking student with a New School email account. Official communications are made to the New School email address only.

Changes of Address and Telephone Number

Students are responsible for keeping their addresses and telephone numbers current with the university. They can update their contact information whenever necessary through MyNewSchool. University correspondence is mailed to the address designated as “official” or emailed to the student’s New School email address.

Campus Crime Reporting and Statistics

The Security and Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education. Anyone wishing to review the university’s current crime statistics may access them through the website for the Department of Education: ope.ed.gov/security. A copy of the statistics may also be obtained by contacting the Director of Security for The New School at 212.229.5101.

STUDENT SERVICES

Student Services offers resources and programs to enrich each student’s experience at The New School and prepare students for a life of responsible citizenship. The Office of Student Services provides the following resources:

- Student Housing and Residence Life
- Student Health Services
- International Student Services
- Student Disability Services
- Student Rights and Responsibilities
- Career Development
- Intercultural Support
- Student Development
- Recreation and Intramural Sports

To find out more about Student Services, visit www.newschool.edu/studentservices.

Student Housing and Residence Life

The New School has living and learning spaces for undergraduate and graduate students with amenities to suit individual needs and budgets. All residences and some apartment facilities are fully furnished and staffed by professional residence hall directors and student resident advisors. Through the enthusiasm and creativity of the resident advisors, students who choose to live in university residences are introduced to diverse educational and social activities at The New School and in New York City. All facilities have 24-hour security coverage, and our staff is trained in handling emergencies should the need arise. The “Residence Hall Handbook” details housing services and residence hall policies essential to creating safe, supportive, and respectful communities.

For students who wish to navigate the metro New York real estate market, listings of rental properties, shared apartments, short-term accommodations, and sublets are available in the Student Housing office. Student Housing will provide a compilation of current listings on request. The “Off-Campus Housing Resource Guide” provides information about New York City and its neighborhoods and the ins and outs of the local real estate market. Workshops and one-on-one sessions with the staff are also available. For more information, visit www.newschool.edu/studentservices.

Students can enroll in a university meal plan or take advantages of dining facilities on campus on a cash basis. (Students living in certain residence halls are automatically enrolled in a meal plan.) For more information, visit www.newschool.edu/studentservices.

Student Health Services

Student Health Services provides counseling and medical services, promotes student wellness and health, and administers the Student Health Insurance Plan. All degree, diploma, visiting, mobility, graduate certificate, and non-matriculating students in undergraduate and graduate degree programs, including students taking courses only online, are automatically charged a Health Services Fee at registration.

A Medical Services staff of physicians, nurse practitioners, physician assistants, nurses, and office assistants is available to provide treatment for illnesses or
injuries, routine health care, and medical advice. The Counseling Services staff of licensed psychologists, clinical social workers, an art therapist, and a psychiatrist provides emotional support and psychological counseling in a supportive environment, working with each student client on a reasonable and helpful plan of action to address the student’s concerns. The Wellness and Health Promotion program empowers students, connects them to information, resources, and support, cultivates healthy attitudes, skills and behaviors, and fosters a culture on campus that values health. Professional health educators meet with students one-on-one, offer workshops, and provide interactive programs on a variety of topics, including but are limited to stress reduction, money management, time management, meditation, acupuncture, nutrition and cooking, physical activity, smoking cessation, harm reduction, sexual health, HIV/AIDS, depression, sexual assault, and interpersonal violence. For more information visit www.newschool.edu/studentservices/health.

**Student Health Insurance**

The university offers students a comprehensive health insurance plan that includes coverage for emergencies, hospitalization, and regular outpatient visits. The Student Health Insurance Plan provides easy access to health care services locally, nationally, and globally. For complete information about the Student Health Insurance Plan, visit www.newschool.edu/studentservices/health. All eligible students are automatically enrolled at registration.

*Waivers:* Students may be eligible to decline the insurance plan by submitting an Online Waiver Form before EVERY fall semester by the posted deadline (or spring semester for students entering in the spring). Access the Online Waiver Form by going to www.universityhealthplans.com (select the “New School” link). To learn more about the Student Health Insurance Plan and your financial responsibility if you do not waive the insurance, visit the Student Health Services section of the university website.

**New School Career Development**

The Office of Career Development promotes a holistic approach to career planning, helping students make sound career decisions to ensure personal and professional growth. Services are designed to assist students as they enter the competitive global job arena. The services include individual counseling, special programs and workshops in the form of résumé reviews, mock interviews, and cover-letter writing, connections to full- and part-time employment opportunities, career resource information, and job search strategies. To facilitate the search for information online, Career Development posts information arranged by field on its website.

The online database of job opportunities for New School students is hosted by College Central. To access the database, visit www.collegecentral.com/newschool.

Registration is required. The registration process enables students to upload their résumés and search for positions.

**International Student Services**

This school is authorized under federal law to enroll nonimmigrant alien students. All international students are required to attend an orientation and check in with International Student Services at the beginning of each academic year. The office checks documents to see that students have been properly admitted into the United States and reviews their rights and responsibilities and government regulations.

The mission of International Student Services is to help international students from other countries reach their full potential and have positive experiences at The New School. Along with the rest of the university community, International Student Services promotes diversity and respect for cultures from all over the world. The office offers workshops, handouts, and other programs, as well as advice and support. Every international student has access to one-on-one advising. For more information, please visit www.newschool.edu/studentservices.

**Student Disability Services**

The New School is committed to helping students with disabilities obtain equal access to academic and programmatic services. Student Disability Services assists students who may need special accommodations, as required by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Federal Rehabilitation Act of 1973. If you have a temporary or chronic disability of any kind, please submit medical documentation to Student Disability Services at the beginning of the semester. The staff will advise you on policies and procedures and discuss available support and accommodations. For more information, visit www.newschool.edu/studentservices/disability.

**University Student Senate**

The University Student Senate (USS) is the official university student government of The New School. Student senators are elected by the matriculated students of each academic division. The number of senators from each division is determined by the enrollment of that division. Elections are held in April for the following school year. The USS represents students’ concerns to administration, plans university-wide events, makes suggestions for improving the university, helps with student orientation, works with the provost and deans on academic planning, represents the students on university-wide committees, and works generally to ensure that the student experience at The New School is positive. The USS meets two or three times a month; the schedule is posted on the Student Senate website. Meetings are open to all students, and students are encouraged to bring their
concerns or ideas to USS meetings. Visit http://www.newschoolsenate.org/ for more information.

**Intercultural Support/HEOP**

The Office of Intercultural Support (OIS) works with students of diverse backgrounds to build community at The New School. OIS offers individual counseling services and sponsors events and workshops to promote intercultural awareness. The staff works closely with recognized student organizations and the Social Justice Committee. This office also administers the Arthur O. Eve Higher Education Opportunity Program (HEOP) and the Student Ombuds service.

**Social Justice Committee**

The Office of the Provost, committed to making social justice one of The New School's top priorities, has established a university-wide Social Justice Committee to guide The New School’s efforts to promote a sense of inclusion and fairness among the many social identities, life experiences, intellectual approaches, and personal beliefs represented in our community. A concern for social justice is central to the way in which many understand and relate to The New School. This impulse can be traced in the history of our divisions and programs, which have been concerned with providing access to higher education for working people, serving as a haven for scholars at risk, devising policies that promote equity and democratic governance, designing for democratic participation and social change, and contributing to the public discourse on economic development. For more information, visit www.newschool.edu/provost/social-justice.

**UNIVERSITY RESOURCES AND FACILITIES**

The New School is located in New York City’s Greenwich Village, with a few facilities elsewhere in Manhattan. For a campus map and building hours visit www.newschool.edu/about.

**Libraries**

New School libraries offer a full array of workshops and lab classes for students and faculty. Individual reference appointments are available upon request from students and faculty. For information about the New School libraries and the Research Library Consortium of South Manhattan, described below, visit www.library.newschool.edu.

**New School Libraries**

Fogelman Social Science and Humanities Library
Gimbel Art and Design Library
Scherman Music Library

Kellen Archives
Visual Resource Center

**Research Library Consortium Libraries**

New York University
• Avery Fisher Center for Music and Media
• Elmer Holmes Bobst Library
• Library of the Courant Institute of Math Sciences
Cardozo Law Library of Yeshiva University
The Cooper Union Library
New York Academy of Art
The New-York Historical Society

**Blackboard**

Blackboard is the virtual “classroom” used for online and many on-campus courses. Log in by selecting the Blackboard icon at my.newschool.edu.

**University Writing Center**

The University Writing Center helps students become better expository writers, offering individual tutoring sessions in every phase of the writing process, from brainstorming ideas to developing an outline or rough draft to revising and editing. In addition, the Center provides mathematics tutoring, ESOL support such as speech and pronunciation, and tutoring in graduate-level academic writing for students enrolled in MA and PhD programs.

The Writing Center works both by appointment and on a walk-in basis. All sessions start on the hour and are 50 minutes long. To schedule an appointment or for more information visit www.newschool.edu/writingcenter.

**Computing Facilities**

Students have access to the latest technology in the labs and work spaces operated by the office of Academic Technology. For locations of facilities and hours of operation, visit www.newschool.edu/at. Features include:

• Mac and Windows open labs with printers
• Computer-equipped presentation classrooms
• Advanced video, audio, Web, print design, 2D and 3D modeling and animation programs
• Research, statistics, and Microsoft Office software
• Private editing suites, an AV recording studio, and a voiceover studio
• Print output center for photographic quality standard and large-format printing
• Specialty scanners (oversized, slide, film, and drum)

Questions about AT labs, the equipment center, the print output center, and AT-supported presentation classrooms
should be directed to the Academic Technology staff:
Email at@newschool.edu or call 212.229.5300 ext. 4538.

Wireless
The New School provides free wireless Internet access throughout the campus. For information visit www.newschool.edu/at/network/wireless.

University Help Desk
The University Help Desk is the point of contact for students, faculty, and staff requiring assistance or information on all university computing issues.
Contact the Help Desk Monday–Friday, 8:30 a.m. to 5:30 p.m.
Telephone: 212.229.5300 ext. 2828
Email: helpdesk@newschool.edu

Other Resources

Barnes and Noble Booksellers
105 Fifth Avenue at 18th Street
212.675.5500
www.barnesandnoble.com/textbooks
New and used textbooks for most courses are available for purchase at the Barnes and Noble store on 18th Street.

The Foundation Center
79 Fifth Avenue, 2nd floor
212.620.4230
www.fdncenter.org
Students pursuing foundation funding for their education (or for research projects) can contact the reference librarians at the Foundation Center. To learn more about these resources, visit the www.fdncenter.org.
UNIVERSITY POLICIES

Please note that certain published policies and procedures may apply only to certain classes of students. Any student unsure about the applicability of a policy or procedure should consult with his or her academic advisor.

REGISTRATION

The Office of the Registrar registers students for classes, charges tuition and fees, and processes course changes and withdrawals.

Full-time and Half-time Status

For Creative Writing MFA students, fulltime status is defined as enrollment for a minimum of 9 credits per semester, depending on the program. Half-time status is defined as enrollment for a minimum of 4.5 credits.

Students with loans or tuition grants from external sources, including New York State TAP awards, should be advised that such programs may require 12 credits for fulltime status. It is the student’s responsibility to meet the fulltime status requirements as defined by an external source of funds.

Registration Procedures

Registration procedures at The New School vary by school. Students should refer to the Registration Information website (www.newschool.edu/reginfo) each semester for detailed registration instructions specific to their school, as well as relevant policy information. Students should follow the registration procedures outlined by their school.

Note the following specifics regarding registration procedures:

Exact advising and web registration dates will be provided by the student’s department. Generally, new students register over the summer (for the fall term) or in January (for the spring term). Continuing degree students register in April for the following fall term, and in November for the following spring term.

• All course registrations must be approved by a departmental advisor before a student registers, and then submitted to the registrar’s office through MyNewSchool or in person. Students who register for a course without an advisor’s approval will be asked to drop the course, and may be administratively withdrawn from the course.

• Student Financial Services emails continuing degree students a schedule of classes and a single invoice for tuition and fees several weeks before the start of the semester. Students should verify the accuracy of the schedule. A student is not registered, and will not receive credit, for courses not appearing on the schedule. Registration is not complete until payment or payment arrangements have been made.

• Students who do not register or who do not make payments by the stated deadlines (see below) will incur late fees. Deadlines for completing registration will not be extended because of delays in clearing registration holds (which may be imposed for reasons including non-payment of tuition, late fees, or for failure to submit vaccination forms).

Registration Holds

In the event that a student fails to satisfy requirements for documentation or payment, the appropriate university office will place a hold preventing further registration. Students should check MyNewSchool at least two weeks prior to registration to see if any holds have been placed on their account. MyNewSchool will indicate the type of hold and the appropriate office to contact to resolve the hold. The deadlines for completing registration will not be extended because of delays in clearing holds, and students will be subject to any applicable late fees.

Adding, Dropping, and Withdrawing From Courses

Deadlines for adding, dropping, and withdrawing from courses are as follows (see the Academic Calendar for exact dates for each semester):

Adding a course: through the 2nd week of the semester (late-starting courses may be added after the deadline with an advisor’s permission)

Dropping a course (deleted from student’s academic transcript): through the 3rd week of the semester

Withdrawal with a grade of W noted on transcript (no academic penalty; see Grades)

• Creative Writing MFA students: through the end of the semester

Short, late-starting, and online courses may have different deadlines. Student should consult the registrar’s website or their advisor for details.

Attendance in class or completion of course requirements alone does not constitute formal registration and will not make a student eligible to receive credit for that course. Likewise, failure to attend classes, failure to complete coursework, failure to complete payment, or notification of the instructor, does not constitute official withdrawal and may result in a permanent grade of WF on the student’s record.
Pass/Fail Registration

Students have the option of taking certain courses as pass/fail, or P/U. In order to take a class pass/fail, a Petition for Graduate Pass/Fail Grade must be approved by the instructor. The petition must be filed at the registrar’s office by the end of the semester’s “add period.” Such petitions cannot be filed retroactively. If the student has opted for pass/fail, only a grade of P or U may be assigned. Grades of P/U will not be included in the cumulative grade point average.

Auditing Courses

In order to audit a course, a student must obtain the appropriate advisor signatures using an Add/Drop form and register for the course in-person at the Registrar’s Office. Students cannot register to audit courses via MyNewSchool. Audit fees are listed in the Tuition and Fee Schedule on the registrar’s Web pages.

BILLING AND PAYMENT

For registered continuing students, invoices are sent electronically to the student’s New School email address (@newschool.edu) notifying him or her that the invoice is ready to view at MyNewSchool. Fall semester invoices are available for viewing in early July with payment due by August 10. Invoices for the spring semester are available in December with payment due by January 10. The invoice includes all financial aid authorized as of the date of the invoice.

For students who register just prior to the start of classes tuition and fees, less approved financial aid awards, (including housing fee if applicable) are payable in full at the point of registration, unless a student makes special payment arrangements with the Student Financial Services (see Monthly Payment Plan and Em at

Accepted forms of payment: Payment may be made by Visa, MasterCard, Discover, American Express, check (U.S. funds only), money order, travelers check, cash (in person only), and wire transfer (see instructions below). Students are encouraged to make payment online at MyNewSchool for timely, accurate, and secure posting. Online payment may be made using a U.S. checking or savings account, or Visa, MasterCard, Discover, or American Express credit cards.

Wire Transfer: For information on how to wire transfer funds to The New School, please sign on to MyNewSchool (click the “Student” tab, then in the “Student Financial Services” channel click “Wire transfer information”).

Students who do not have access to MyNewSchool, please email Student Financial Services for instructions. Only students who have been admitted and deposited can send funds by wire.

Returned Check Fee

If for any reason a check does not clear for payment after being deposited, a penalty of $30 is charged to the student’s account. The university cannot presume that the student has withdrawn from classes because the check has not cleared or has been stopped; payment and penalty remain due. Payment for the amount of the returned check and the $30 returned check fee must be made with cash, a certified bank check, or a money order. Another personal check is not acceptable. A penalty (ten percent of the balance) is charged if payment for a returned check is not received within four weeks. If a second check is returned, all future charges must be paid with cash, a certified bank check, or a money order; personal checks will no longer be accepted.

Late Registration and Late Payment Fees

The policy outlined below applies to all continuing degree students, except those returning from a leave of absence or mobility. It does not apply to newly admitted students during their first semester.

Please note that tuition and fee policies are subject to change.

Fall semester: Students registered for the fall semester are required to make arrangements to pay by August 10. Failure to do so will result in a late payment fee of $150. Students who register after August 10 will be charged a late registration fee of $150.

Spring Semester: Students registered for the spring semester will be required to make arrangements to pay by January 10. Failure to do so will result in a late payment fee of $150. Students who register after January 10 will be charged a late registration fee of $150.

Appeals: Students who are charged the late payment fee or late registration fee and have extenuating circumstances that warrant a review of the fee may appeal by writing a letter stating their case and attaching appropriate documentation.

The appeal must be received prior to October 15 for the fall term or prior to February 15 for the spring term. The fee must be paid before the appeal can be reviewed. If the appeal is granted, a refund will be issued. The appeal should be sent to:

Late Fee Appeal Committee
 c/o University Registrar
 The New School
 79 Fifth Avenue, 5th floor
 New York, NY 10003
Deferral of Payment for Approved Financial Aid

Students receiving financial aid may defer tuition and fees only if an award has been granted and the proper forms have been signed and returned to Student Financial Services. Approved financial aid awards appear on student invoices and reduce the amount due. Students must make payment in full of any charges not covered by their financial aid package.

It is the student’s responsibility to know the status of his or her financial aid awards, including loans, so that all tuition and other charges are satisfied in a timely fashion. In the event anticipated financial aid or loans are not realized, the student will be required to pay any outstanding balance through other means.

For more information, contact Student Financial Services.

Deferral of Payment for Employer Reimbursement

Students expecting reimbursement from an employer or sponsor may defer payment of tuition and fees by submitting a signed authorization letter on official employer/sponsor letterhead along with the appropriate deferral form(s) as described below. This may be done by mail or fax or in person, but not by email.

The authorization letter must show a current date and must include the student’s full name (and, if available, the student’s New School ID number), the amount to be reimbursed, the academic term for which the charges will be covered, the signer’s address and telephone number, and the specific terms for reimbursement (either contingent on receipt of grades or else billable upon registration; see below). Any portion of charges that the employer has not agreed to pay may not be deferred. Registered degree students may fax the forms (instructions below). Nonmatriculated students must submit the forms with their registration.

A registered degree student must submit the authorization and the deferment form(s) to Student Financial Services by the appropriate payment due date in order to avoid the late payment fee. A nonmatriculated (general credit, noncredit, or certificate) student must submit the authorization and deferment form(s) with his or her registration.

Authorization letters and forms should be faxed to 212.229.8582; mailed to The New School, attention Third Party Billing, 79 Fifth Avenue, 5th floor, New York, NY 10003; or brought in person to the cashiering office at 72 Fifth Avenue. Payment may be made online at MyNewSchool.edu by ACH or credit card, or by faxing a credit card authorization along with the deferral form to 212.229.8582. Payment of all charges is the responsibility of the student. The student is liable for any and all deferred charges that the employer does not pay for any reason. The student’s liability is not contingent on receiving grades, receiving passing grades, or completing courses. For answers to questions regarding employer reimbursement, email sfs@newschool.edu or call 212.229.8930, option 2.

Terms of Reimbursement

If the reimbursement will be made upon receipt of grades: There is a participation fee of $150, and the student must complete both the Employer Reimbursement Deferment Form and the Deferral Credit Card Payment Authorization. (These forms can be downloaded from the website: go to www.newschool.edu/studentservices and select Billing and Payment.) Payment of the $150 participation fee and any balance of tuition and university fees not covered by the authorization letter must be made prior to or submitted with the deferment forms. Deferred charges must be paid in full by February 1 for the fall semester, June 15 for the spring semester, and August 15 for the summer term.

If payment is not contingent on receipt of grades and The New School can bill the employer directly: There is no participation fee. The student submits only the Employer Reimbursement Deferment Form (found on the website; see above) with the employer authorization letter. The New School will send an invoice for payment to the employer according to the authorization. Payment for any balance due not covered by the authorization letter must be made prior to or submitted with the deferment form.

Monthly Payment Plan

The New School offers a monthly payment plan, which is accessible through MyNewSchool. It enables students or their families to pay interest-free monthly installments toward tuition, fees, and housing. The monthly payment plan allows you to maximize your savings and income by spreading your education expenses over four or five monthly payments each semester. Many students and families find monthly installments more manageable than one lump payment each semester.

The payment plan is not a loan so there are no credit checks. It is available for the fall and spring semesters. (This payment plan is not available for summer charges).

Matriculated students taking six or more credits per semester and New School for Social Research students maintaining status are eligible.

The plan is interest free, but there is a $55 enrollment fee per semester. Payment for the fall five (5) month plan begins on August 1, and payment for the fall four (4) month plan begins on September 1. Payment for the spring five (5) month plan begins on January 1, and payment for the spring four (4) month plan begins on February 1. Enroll through MyNewSchool.

Important Note: All payment plans are based on per semester charges. Students will need to re-enroll each
subsequent semester in order to continue using the payment plan as an option.

Refund Schedule and Policies

Students are responsible for familiarizing themselves with university policies regarding adding or dropping courses and refund of tuition and fees.

In the event of early withdrawal, a percentage of tuition may be refunded. Refunds are granted only after the official withdrawal procedure has been completed or the university determines you are no longer enrolled.

In processing tuition refunds for degree students who drop or withdraw from fall or spring classes, the following schedule applies. (For the summer refund policy, see the registrar’s website.) Please note that fees, including tuition deposits for new students, are non-refundable. Housing fees are subject to the terms stated in the housing contract:

<table>
<thead>
<tr>
<th>University Refund Schedule for Degree Students</th>
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<tbody>
<tr>
<td>When course is dropped</td>
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<tr>
<td>Before semester begins</td>
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<tr>
<td>Within first week of semester</td>
</tr>
<tr>
<td>Within second week of semester</td>
</tr>
<tr>
<td>Within third week of semester</td>
</tr>
<tr>
<td>Within fourth week of semester</td>
</tr>
<tr>
<td>After fourth week of semester</td>
</tr>
</tbody>
</table>

The above percentages will be applied to the number of credits dropped or withdrawn, in order to determine a student’s remaining liability for those credits. The tuition will then be recalculated to include the new credit load and any liability for dropped/withdrawn credits. Refund amounts will be the difference between tuition already paid and the recalculated tuition. Refund processing takes approximately four weeks.

Student financial aid may be affected when a student withdraws or drops credits. Failure to complete payment prior to withdrawal does not relieve a student of financial liability. Students should contact Student Financial Services with questions regarding their account.

Students receiving federal financial aid who withdraw officially or unofficially from all classes are subject to a Title IV recalculation of aid. Federal aid eligibility is re-determined based on the student’s last date of attendance in class, using a proportional calculation through 60 percent of the payment period. Title IV recalculation may result in the loss of all or some federal loans and federal grants. Students subject to recalculation will be sent a revised award letter indicating any change in federal aid. Such recalculations of aid eligibility have no bearing on a student’s institutional charges. The amount of tuition, fees, housing, and meal plan charges assessed will be based on the institutional refund policy as listed above.

GRADES AND RECORDS

Grade Reporting

Faculty members determine the grades that each student receives for work done under their instruction. Grades are recorded for all students registered in a course for credit. They are generally posted within two weeks of the end of the course. Students can access their grades and view their academic transcript on MyNewSchool. The university does not automatically mail paper copies of grades to students. Students who need an official copy of their grades for the current term can request it through MyNewSchool.

Numerical values of grades are as follows:

- A = 4.0
- B+ = 3.3
- C+ = 2.3
- D = 1.0
- A- = 3.7
- B = 3.0
- C = 2.0
- F = 0.0
- B- = 2.7
- C- = 1.7

The following grades are not figured into the grade-point average:

- W = Withdraw
- I = Temporary incomplete
- N = Permanent Incomplete
- P = Pass (credits count toward degree)
- U = Unsatisfactory (credits do not count toward degree)
- AP = Approved (non-credit certificate)
- NA = Not approved (non-credit certificate)
- GM = Grade not reported

Grade of W

The grade of W will be issued by the Registrar to any student who officially withdraws from a course within the applicable deadline. There is no academic penalty, but the grade will appear on the student’s transcript.

A grade of W may also be issued by an instructor to a graduate student (except at Parsons and Mannes) who has not completed course requirements nor arranged for an Incomplete.

Grades of Incomplete

The grade of I, or Temporary Incomplete, may be granted to a student under unusual and extenuating circumstances, such as when the student’s academic life is interrupted by a medical or personal emergency. This mark is not given
Grade-Point Average

The semester grade-point average is computed by multiplying the number of credits earned in each course by the numerical values associated with the grade received in that course. The grade points for all courses are totaled and then divided by the total number of graded credits attempted, including any failed courses.

The cumulative grade-point average is computed by dividing the total number of grade points earned (quality points) by the total number of graded credits attempted. Credits transferred from another institution are not included in the cumulative GPA.

Grade Changes

Final grades are subject to revision by the instructor with the approval of the dean’s office for one semester following the term in which the course was offered (one year for graduate students). After that time has elapsed, all grades recorded in the registrar’s office become a permanent part of the academic record, and no changes are permitted.

Grade Appeal Policy

Students may petition for review of any grade up to 60 days after the grade was issued. Before deciding to appeal, the student must request an informal explanation of the basis of the grade from the instructor. If the student is not satisfied with the explanation, the student may pursue the matter as follows:

The student submits a letter outlining any questions and/or objections directly to the faculty member, with a copy to the department chair or director. (If the faculty member is also the chair or director, the copy will be sent to the dean’s office.)

The instructor submits a written response to the student’s letter within one month of receipt, with a copy to the department chair or director (or the dean’s office, if the faculty member is also the chair or director).

If the student is not satisfied by the faculty member’s written response, the student may appeal further by writing and sending copies of previous communications to the dean’s office designee. This designee will convene an appeals committee to review both letters, clarify any outstanding questions or issues, and make a recommendation to the dean of the college. The dean’s decision is final.

Academic Transcripts

An official transcript carries the registrar’s signature and The New School seal, and documents a student’s permanent academic record at the university. Students may have a transcript mailed to the address of their choosing (including other colleges and institutions) by submitting an official request to the Office of the Registrar. This can be done online at MyNewSchool, or by downloading the transcript request form from the registrar’s website: [http://www.newschool.edu/studentservices/registrar/transcripts/](http://www.newschool.edu/studentservices/registrar/transcripts/)

Standard transcript services are free of charge. Transcripts are not issued for students with outstanding debts to the university.

ACADEMIC STANDING AND PROGRESS

Degree Completion Term Limits and Extensions of Time

Students must complete degree requirements within five years for the master’s degree. Beyond this time limit, students are not permitted to register unless an extension of time is obtained. Extensions of time may be granted based on a petition submitted by the student and assessed by the student’s academic department.

To petition, the student must outline work completed toward the degree and a plan for completion of the degree. If the extension of time is not granted, the student will be dismissed from the program.

Attendance and Lateness

Federal regulations require that the university monitor attendance for all degree students and notify the appropriate agency of any student receiving financial aid who has not attended a 15-week on site class for 2 or more consecutive weeks (for online classes, 2 or more consecutive weeks of not logging into the class) or 1 week of nonattendance for a 9-week onsite class (for an online class, 7 days or more of not logging into the class).

Students are responsible for knowing and complying with the attendance policy. Students should refer to course syllabi for information about attendance expectations and requirements, or consult their instructors for clarification.

Religious Absences/Equivalent Opportunity

Pursuant to Section 224-a of the New York State Education Laws, any student who is absent from school
because of his or her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements which he or she may have missed because of such absence on any particular day or days.

Retaking a Course

With approval, graduate students with a grade of B– or below in a course are eligible to retake the course and have the original grade removed from the cumulative GPA. Approval will be granted for this up to three times during a single degree program. The initial grade will continue to appear on the transcript but will drop out of the cumulative GPA; the grade earned the second time will be used to compute the GPA. Retaken courses will not count twice toward fulfillment of graduation requirements nor for student loan or New York Tuition Assistance Program (TAP) certification. Students who wish to retake a course should contact their advising or dean's office to learn the proper procedure prior to registration.

Academic Standing

Graduate students must maintain a 3.0 term and cumulative GPA to remain in good academic standing. Students with less than a 3.0 term GPA or cumulative GPA will be placed on academic probation. Students whose term GPA or cumulative GPA falls below 3.0 for two consecutive semesters are subject to dismissal.

Graduate students who do not complete one half of accumulated attempted credits after two consecutive semesters in their program will be subject to probation and will not necessarily be allowed to register for more courses and/or equivalency credits the following semester. Students are additionally responsible for meeting department/program academic requirements in order to remain in good academic standing in their program.

Academic Standing and Financial Aid

Satisfactory academic progress is a crucial factor in maintaining eligibility for state, federal, and institutional financial aid. In addition to the standards described above, certain aid programs (such as New York State’s Tuition Assistance Program) may have additional or different academic progress requirements. Failure to meet these requirements may jeopardize a student’s continued financial assistance. Students should contact Student Financial Services with questions about general requirements or personal status. A student who loses financial aid eligibility because of failure to satisfy academic progress requirements may have financial aid reinstated if satisfactory academic standing is regained or if he or she is readmitted to the academic program.

Dismissal Notification

Students dismissed based on fall semester grades must be notified before spring semester classes begin. Otherwise, the student will be placed on probation and allowed to attend spring semester classes.

Academic Dismissal Appeals

Students who are dismissed from their degree program may petition to their dean’s office to reverse the decision by filing a formal appeal. All appeals must be presented in writing, with supporting documentation, within two weeks of receipt of notice of academic dismissal. Students may expect to hear the results of an appeal within two to four weeks of its submission.

Appeals must contain the following information:

- An explanation of poor performance and/or failure to complete required coursework
- A description of plans to improve academic performance and/or to complete outstanding work
- Any other relevant information pertaining to academic history or potential

Academic Status

Leaves of Absence

Students in good academic standing may petition for a leave of absence. Students taking a leave of absence should meet with the assistant director of Academic Student Services (212.229.5615, x2150) and complete the official Exit Form. Leaves of absence are typically approved for one or two semesters, depending on the curriculum and academic requirements of the program. Recipients of student loans should note that a leave of absence constitutes a break in their program of study, resulting in loss of their loan repayment grace period and/or eligibility for student deferment. They should consult Student Financial Services when contemplating taking a leave of absence. International students on F1 and J1 visas normally fall out of status during the period of a leave and must return to their home countries during the leave; international students should consult International Student Services when contemplating a leave of absence.

Academic records for students on leave are maintained in accordance with the relevant drop and withdrawal deadlines, and refunds are calculated in accordance with the University Refund Schedule.

Leaves of absence for medical reasons require appropriate documentation. To return from a leave taken for medical reasons, a student must submit follow-up documentation indicating that the student is able to continue study, at which point a decision will be made as to the student’s eligibility to return.
If unable to return to study as planned, the student must contact the appropriate academic affairs officer immediately to request an extension of the leave.

Change of Major or Program
A graduate student who wishes to change major or concentration must obtain permission from the director of the program and may be required to reapply for admission.

A student matriculated in one degree program who seeks admission to another program must apply for admission to the other program through the proper admission office.

Withdrawal from a Degree Program
A student wishing to withdraw completely from the university must meet with the academic affairs officer in his or her division and complete the official Exit Form.

Their academic records will be maintained in accordance with the relevant drop and withdrawal deadlines, and refunds will be calculated in accordance with the University Refund Schedule.

Students who withdraw and later wish to return to the university must reapply through the Office of Admission.

Readmission
A student seeking to return to the university may be required to apply for readmission if he or she

• was dismissed
• did not complete the official Exit Form before taking a leave or withdrawing
• was not approved for a leave of absence
• was approved for a leave of absence but did not return to the university within the approved time frame
• withdrew from his or her program

GRADUATION

Requirements for Graduation
To earn a graduate degree, students must have a minimum 3.0 cumulative GPA and must complete all degree requirements as described in this catalog prior to the graduation date.

Graduating students should not receive incomplete grades in any course taken in the final semester of study.

Petitioning to Graduate
Students who intend to graduate must submit a Graduation Petition to the Office of the Registrar (through MyNewSchool or by hard copy) and pay the appropriate fee by the dates listed below. The petition must be filed regardless of intent to attend the commencement ceremony:

**Deadlines for January graduation petitions**
- Prior to October 1: No fee
- After October 1: $20 late fee
- After November 1: $50 late fee
- Final deadline: November 15

**Deadlines for May graduation petitions**
- Prior to February 15: No fee
- After February 15: $20 late fee
- After March 15: $50 late fee
- Final deadline: March 30

Degree Conferral and Issuing of Diplomas
The New School confers degrees in January and May. After all semester grades are received and posted, the student’s academic record is evaluated to determine eligibility to graduate. This process will take several weeks. If the student is eligible to graduate, the degree will be conferred and a diploma will be mailed to the student’s specified “diploma address” approximately 12 weeks later. Diplomas are not issued to students with outstanding debts to the university.

The Commencement Ceremony
The graduation ceremony for both May and January graduates is held in May. Graduate students must complete all degree requirements in the semester prior to commencement to participate in the ceremony. Participation in commencement exercises does not ensure that degree requirements have been met.

Students attending the May ceremony must purchase graduation attire from the university supplier.

OTHER UNIVERSITY POLICIES

Equal Employment and Educational Opportunity
The New School is committed to creating and maintaining an environment that promises diversity and tolerance in all areas of employment, education, and access to its educational, artistic, or cultural programs and activities. The New School does not discriminate on the basis of age, race, color, gender (including gender identity and expression), pregnancy, sexual orientation, religion or religious practices, mental or physical disability, national or ethnic origin, citizenship status, veteran status, marital or partnership status, or any other legally protected status.

Inquiries concerning the application of the laws and regulations concerning equal employment and educational
opportunity at The New School (including Title VI-equal opportunity regardless of race, color or national origin; Section 504-equal opportunity for the disabled; and Title IX-equal opportunity without regard to gender) may be referred to: The Office of the General Counsel, The New School, 80 Fifth Avenue, Suite 800, New York, New York 10011. Inquiries may also be referred to: the Office of Federal Contract Compliance Programs, U.S. Department of Labor, 23 Federal Plaza, New York, NY 10278 or the U.S. Equal Employment Opportunity Commission (EEOC), New York District Office, 201 Varick Street, Suite 1009, New York, NY 10014. For individuals with hearing impairments, EEOC’s TDD number is 212.741.3080.

Students or Employees who believe they have been discriminated against on the basis of a disability may contact their division’s dean’s office, their department director, or the Office of the Senior Vice President for Human Resources and Labor Relations, who is the University Disability Official.

**Standards of Conduct**

The New School reserves the right to deny a person admission to or continuance in its courses of study.

**Academic Honesty**

Academic honesty, the duty of every member of an academic community to claim authorship of his or her own work and only for that work and to recognize the contributions of others accurately and completely, is fundamental to the integrity of intellectual debate and creative and academic pursuits. All members of the university community are expected to conduct themselves in accordance with the standards of academic honesty. Students are responsible for knowing and making use of proper procedures for writing papers, presenting and performing their work, taking examinations, and doing research. Faculty are equally responsible for informing students of their policies with respect to the limits within which students may collaborate with or seek help from others on specific assignments. Instructors are expected to educate students about the legal and ethical restrictions placed upon creative work and about the consequences of dishonesty in the professional world.

(From the University Policies Governing Student Conduct, p. 63) “Academic honesty includes accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research findings or any aspect of the work of others (including that of instructors and other students). The standards of academic honesty and citation of sources apply to all forms of academic work (examinations, essay theses, dissertations, computer work, art and design work, oral presentations and other projects). The standards also include responsibility for meeting the requirements of particular courses of study. The New School recognizes that the different nature of work across the divisions of the university may entail different procedures for citing sources and referring to the work of others. Particular academic procedures, however, are based in universal principles valid in all divisions of The New School and institutions of higher education in general.”

Academic dishonesty includes but is not limited to:

- Cheating on examinations, either by copying another student’s work or by utilizing unauthorized materials.
- Any act of plagiarism, that is, the fraudulent presentation of the written, oral or visual work of others as original.
- Theft of another student’s work.
- Purchase of another student’s work.
- Submitting the same work for more than one course.
- Destruction or defacement of the work of others.
- Aiding or abetting any act of dishonesty.
- Any attempt to gain academic advantage by presenting misleading information, making deceptive statements or falsifying documents.

**Statement of Ethical Responsibility for Research Involving Human Subjects**

New School faculty and staff engaged in research or supervising student research projects must be aware of their responsibilities for ethical conduct in any project involving the use of human subjects. Faculty and staff are responsible for research done by students under their supervision with respect to these matters. Each research design must be examined for possible risk to subjects. If even minor risk of physical, psychological, sociological, or other harm may be involved, the faculty or staff member must consult with the university Institutional Review Board. The full policy with guidelines and consent forms can be found on the website at [www.newschool.edu/admin/provost](http://www.newschool.edu/admin/provost).

**Academic Freedom: Free Exchange of Ideas**

An abiding commitment to preserving and enhancing freedom of speech, thought, inquiry, and artistic expression is deeply rooted in the history of The New School. The New School was founded in 1919 by scholars responding to a threat to academic freedom in this country. The University in Exile, progenitor of The New School for Social Research, was established in 1933 in response to threats to academic freedom abroad. The bylaws of the institution, adopted when it received its charter from the State of New York in 1934, state that the “principles of academic freedom and responsibility … have ever been the glory of the New School for Social Research.” Since its beginnings The New School has endeavored to be an educational community in which
The New School is committed to academic freedom in all forms and for all members of its community. It is equally committed to protecting the right of free speech of all outside individuals authorized to use its facilities or invited to participate in the educational activities of any of the university’s schools. A university in any meaningful sense of the term is compromised without unhindered exchanges of ideas, however unpopular, and without the assurance that both the presentation and confrontation of ideas takes place freely and without coercion. Because of its educational role as a forum for public debate, the university is committed to preserving and securing the conditions that permit the free exchange of ideas to flourish. Faculty members, administrators, staff members, students, and guests are obligated to reflect in their actions a respect for the right of all individuals to speak their views freely and be heard. They must refrain from any action that would cause that right to be abridged. At the same time, the university recognizes that the right of speakers to speak and be heard does not preclude the right of others to express differing points of view. However, this latter right must be exercised in ways that allow speakers to state their position and must not involve any form of intimidation or physical violence.

Beyond the responsibility of individuals for their own actions, members of the New School community share in a collective responsibility for preserving freedom of speech. This collective responsibility entails mutual cooperation in minimizing the possibility that speech will be curtailed, especially when contentious issues are being discussed, and in ensuring that due process is accorded to any individual alleged to have interfered with the free exchange of ideas.

Consistent with these principles, the university is prepared to take necessary steps to secure the conditions for free speech. Individuals whose acts abridge that freedom will be referred to the appropriate academic school for disciplinary review.

**Immunization Requirements**

New York State requires that matriculated students enrolling for six or more credits (including equivalency credit) who were born on or after January 1, 1957, provide the university with documentation of their immunity to measles, mumps, and rubella.

All students must also affirm that they have read the material distributed by the university on meningococcal disease and either plan to get an immunization, have documentation of having had a meningococcal immunization, or decline the immunization in writing. All new students receive in their admission packet an immunization and meningitis documentation form that must be completed and submitted prior to registering for classes. Students who do not submit the form will not be allowed to register.

Information about the measles, mumps, and rubella immunization requirements and meningococcal disease is posted at [www.newschool.edu/studentaffairs/health](http://www.newschool.edu/studentaffairs/health).

**Intellectual Property Policy**

Under The New School’s Intellectual Property Policy, the university shall have a nonexclusive, royalty-free, worldwide license to use works created by its students and faculty for archival, reference, research, classroom, and other educational purposes. With regard to tangible works of fine art or applied art, this license will attach only to stored images of such work (e.g., slides, videos, digitized images) and does not give the university a right to the tangible works themselves. With regard to literary, artistic, and musical works, this license will attach only to brief excerpts of such works for purposes of education. When using works pursuant to this license, the university will make reasonable efforts to display indicia of the authorship of a work. This license shall be presumed to arise automatically, and no additional formality shall be required. If the university wishes to acquire rights to use the work or a reproduction or image of the work for advertising, promotional, or fundraising purposes, the university will negotiate directly with the creator in order to obtain permission.

**Use of Photographs**

The New School reserves the right to take or cause to be taken, without remuneration, photographs, film or videos, and other graphic depictions of students, faculty, staff, and visitors for promotional, educational, and/or noncommercial purposes, as well as approve such use by third parties with whom the university may engage in joint marketing. Such purposes may include print and electronic publications. This paragraph serves as public notice of the intent of the university to do so and as a release to the university giving permission to use those images for such purposes.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

The Family Educational Rights and Privacy Act of 1974, with which The New School complies, was enacted to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for correction of inaccurate or misleading statements.

The New School has established the following student information as public or directory information, which may be disclosed by the institution at its discretion: student name; major field of study; dates of attendance; full- or
part-time enrollment status; year level; degrees and 
awards received, including dean’s list; the most recent 
previous educational institution attended, addresses, 
phone numbers, photographs, email addresses; and date 
and place of birth.

Students may request that The New School withhold 
release of their directory information by notifying the 
registrar’s office in writing. This notification must be 
renewed annually at the start of each fall term.

The Family Educational Rights and Privacy Act (FERPA) 
affords students certain rights with respect to their 
education records. These rights include:

_The right to inspect and review the student’s education 
records within 45 days of the day the university receives a 
request for access._

A student should submit to the registrar, dean, head of the 
academic department, or other appropriate official, a written 
request that identifies the record(s) the student wishes to inspect. 
The university official will make arrangements for access and 
notify the student of the time and place where the records may 
be inspected. If the records are not maintained by the university 
oficial to whom the request was submitted, that official shall 
advise the student of the correct official to whom the request 
should be addressed.

_The right to request the amendment of the student’s 
education records that the student believes are 
inaccurate, misleading, or otherwise in violation of the 
student’s privacy rights under FERPA._

A student who wishes to ask the university to amend a record 
should write to the university official responsible for the record, 
clearly identify the part of the record the student wants changed, 
and specify why, in the student’s opinion, it should be changed.

If the university decides not to amend the record as requested, 
the university will notify the student in writing of the decision 
and the student’s right to a hearing regarding the request for 
amendment. Additional information regarding the hearing 
procedures will be provided to the student when notified of the 
right to a hearing.

_The right to provide written consent before the university 
discloses personally identifiable information from the 
student’s education records, except to the extent that 
FERPA authorizes disclosure without consent._

The university discloses education records without a student’s 
prior written consent under the FERPA exception for disclosure 
to school officials with legitimate educational interests. A school 
oficial is a person employed by the university in an 
administrative, supervisory, academic or research, or support 
staff position (including law enforcement unit personnel and 
health services staff); a person or company with whom the 
university has contracted as its agent to provide a service instead 
of university employees or officials (such as an attorney, 
auditor, or collection agent); a person serving on the New 
School Board of Trustees; or a student serving on an official 
committee, such as a disciplinary or grievance committee, or 
assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the 
official needs to review an education record in order to fulfill his 
or her professional responsibilities for the university.

_The right to file a complaint with the U.S. Department of 
Education concerning alleged failures by the university to 
comply with the requirements of FERPA._

The name and address of the office that administers 
FERPA is:
Family Policy Compliance Office 
U.S. Department of Education 
400 Maryland Avenue, SW 
Washington, DC 20202-5901
ABOUT THE UNIVERSITY

UNIVERSITY LEADERSHIP

David E. Van Zandt, President
Tim Marshall, Provost and Chief Academic Officer
Frank J. Barletta, Chief Financial Officer and Senior Vice President for Finance and Business
Craig Becker, Vice President and Treasurer
Pamela Besnard, Vice President for Development and Alumni Relations
Stephanie Browner, Dean, Eugene Lang College The New School for Liberal Arts
Carol Cantrell, Senior Vice President for Human Resources and Labor Relations
Nancy Donner, Vice President for Communications and External Affairs
Lia Gartner, Vice President for Design, Construction and Facilities Management
Robert Gay, Vice President for Enrollment Management
Richard Kessler, Dean, Mannes College The New School for Music
Rosemary Mathewson, Senior Vice President for Distributed and International Education
Roy P. Moskowitz, General Counsel and Vice President for Legal Affairs
Martin Mueller, Executive Director, The New School for Jazz and Contemporary Music
Pippin Parker, Director, The New School for Drama
Shelley E. Reed, Senior Vice President for Information Technology
Linda A. Reimer, Senior Vice President for Student Services
Bryna M. Sanger, Deputy Provost and Senior Vice President for Academic Affairs
Michael Schober, Dean, The New School for Social Research
David Scobey, Executive Dean, The New School for Public Engagement
Joel Towers, Executive Dean, Parsons The New School for Design

THE DIVISIONS OF THE NEW SCHOOL

As we approach the 100th anniversary of the university’s founding, The New School’s legacy of change remains a source of pride. The New School has been evolving since the day it began offering nondegree courses for working adults, responding to changes in the marketplace of ideas, career opportunities, and human curiosity. Each area of study, degree program, and school within the university has a unique story—from the founding division’s focus on nontraditional students to the new approaches to design, management, urban policy, and the performing arts introduced by the divisions that have become part of The New School since the 1970s. Today undergraduate, graduate, and continuing education students still come to The New School expecting a university like no other. For that reason, the story of The New School’s seven divisions, themselves the products of continuous reinvention, occupies a special place in the history of higher education.

Visit the home page of each division for information about degrees offered and areas of study.

Eugene Lang College The New School for Liberal Arts

www.newschool.edu/lang
65 West 11th Street, New York NY 10011 | 212.229.5665

Eugene Lang College is The New School’s four-year liberal arts college for traditional-age undergraduates. What began as the experimental Freshman Year Program in 1972 and transitioned into the Seminar College in 1975 finally became a division of the university in 1985. This bold experiment in undergraduate education was named to honor educational philanthropist and New School trustee Eugene M. Lang. Students at Eugene Lang College enjoy small seminar-style classes taught by a faculty of prominent scholars, many of whom are also affiliated with The New School for Social Research. Lang is one of only a few liberal arts colleges in the country situated in the center of a major metropolitan area, a location that offers its students unsurpassed opportunities for civic engagement and internships.
Mannes College The New School for Music
www.newschool.edu/mannes
150 West 85th Street, New York, NY 10024 | 212.580.0210

Founded in 1916 by David Mannes and Clara Damrosch, Mannes became part of The New School in 1989. A leading conservatory of classical music, the college provides professional training for some of the most talented student musicians in the world. The comprehensive curriculum, the faculty of world-class artists, and the resources of a progressive university support students in their quest for virtuosity in vocal and instrumental music, conducting, composition, and theory. Like the students they teach, Mannes faculty members come from every corner of the world. They include performers and conductors from prominent orchestras, ensembles, and opera companies and renowned solo performers, composers, and scholars from every field of classical music.

The New School for Drama
www.newschool.edu/drama
151 Bank Street, New York, NY 10014 | 212.229.5150

The New School has been a center of innovation in theater since Erwin Piscator founded the Dramatic Workshop here in the 1940s. His students included Marlon Brando, Walter Matthau, Harry Belafonte, Elaine Stritch, and Tennessee Williams. Piscator established a tradition of excellence in theater education that continues at The New School today. The graduate program in dramatic arts was introduced in 1994 to prepare talented individuals for careers as actors, playwrights, or directors. The school’s New York City setting offers students abundant opportunities to learn through observation as well as professional connections through the broadest career network in the country.

The New School for Jazz and Contemporary Music
www.newschool.edu/jazz
55 West 13th Street, New York, NY 10011 | 212.229.5896

Established in 1986, The New School for Jazz and Contemporary Music offers talented undergraduates an opportunity to train with professional artists from New York’s peerless jazz community. The New School employs a teaching model based on the tradition of the artist as mentor: Our students study and perform with some of the world’s most accomplished musicians and are immersed in the history, development, and latest incarnations of jazz, blues, pop, and all the ever-evolving genres of contemporary music. Learning takes place in the classroom, ensemble playing, one-on-one tutorial sessions, public performances, and master classes with legendary performers. Students develop their creative talents to meet the high standards of professional musicianship exemplified by the faculty.

The New School for Public Engagement
www.newschool.edu/publicengagement
66 West 12th Street, New York, NY 10011 | 212.229.5615

The New School for Public Engagement embodies the values that motivated the university’s founders in 1919. The division was formed in 2011 through the integration of The New School for General Studies, home of the founders’ adult and continuing education programs, and Milano The New School for Management and Urban Policy, created in 1975 to offer graduate study in public administration and civic life. The New School for Public Engagement is a unique academic enterprise. Its degree and certificate programs and continuing education courses connect theory to practice, support innovation in culture and communication, and encourage democratic citizenship through lifelong education. The New School for Public Engagement offers undergraduate and graduate degrees and professional certificates as well as hundreds of open-enrollment continuing education courses for adults in Greenwich Village and online.

The New School for Social Research
www.newschool.edu/socialresearch
16 East 16th Street, New York, NY 10003 | 212.229.5700

In 1933, The New School gave a home to the University in Exile, a refuge for German scholars fleeing persecution by the Nazis. In 1934, The New School incorporated this community as a graduate school of political and social science. In recognition of the graduate faculty’s unparalleled contribution to social science discourse, the division retains the name of The New School for Social Research. Opportunities abound for graduate students to cross disciplinary boundaries and collaborate with social scientists, humanists, designers, and artists in other divisions of the university. The New School for Social Research addresses the most relevant political, cultural, and economic concerns of the day while fostering the highest standards of scholarly inquiry.
Parsons is one of the preeminent colleges of art and design in the world. Founded as the Chase School of Art in 1896 by artist William Merritt Chase and his circle, Parsons was renamed in 1936 for its longtime president, Frank Alva Parsons, who dedicated his career to integrating visual art and industrial design. Parsons became part of The New School in 1970. The first institution to award university degrees in fashion design, interior design, and lighting design in the United States, Parsons has earned a national reputation as a school at the vanguard of design education. Students in its undergraduate and graduate degree programs hold themselves to exceptional standards of creativity and scholarship, developing their skills and building knowledge in laboratories, workshops, and seminars. Nonmatriculated students of all ages can participate in certificate and general art and design education programs for design professionals and anyone with an interest in art and design.