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THE NEW SCHOOL FOR JAZZ AND CONTEMPORARY MUSIC
**JAZZ AT A GLANCE**

**The New School for Jazz and Contemporary Music**

55 West 13 Street, 5th floor
New York, NY 10011
www.jazz.newschool.edu

**Mission**

The New School for Jazz and Contemporary Music offers a unique course of study for serious and seriously talented young musicians. The curriculum emphasizes development of individual creativity based on the artist-as-mentor tradition. The faculty is a community of accomplished active jazz artists, many of whom have significant links to the history and evolution of jazz, blues, pop, and emerging musical genres. Their mission is to guide our students to the highest standards of achievement, to educate performers, composers, and arrangers who will go on to take a place among the top practitioners of jazz and related genres.

This New School BFA program provides the expert musical training associated with classical conservatories enlivened by the creative spirit and vigor of jazz. Our motto is “respecting tradition, embracing innovation.”

The New School also offers the academic resources and services of a major urban university that has a historical and ongoing relationship with American musical avant garde.

**Students**

The New School for Jazz and Contemporary Music enrolls between 250 and 300 students. Admission is highly selective. A large percentage of jazz students come from other countries, giving the program a highly cosmopolitan flavor. There are currently approximately 10,000 matriculated students in The New School as a whole.

**Faculty**

The success of The New School for Jazz and Contemporary Music is due in large part to its faculty of experienced professional musicians. Our students work with creators, not just interpreters, of this music, music that reaches toward new expressive horizons. And these teachers can convey from personal experience the challenges of intense small-group playing and life on the road.

**Location**

The New School is located in downtown New York City, a world center of musical innovation in the 21st century. It is arguably the most active site in the world for musicians of all genres. It is the home of many of the legends of jazz.

Our students are surrounded by concerts and cabarets, theaters, and recording, broadcasting, and new media studios. From the university’s Greenwich Village campus is only a walk or a quick subway ride to fabled nightclubs, Carnegie Hall, Lincoln Center, Broadway theaters, and the youthful music scenes of the Lower East Side and Williamsburg. And New York City is the headquarters of many corporate and independent record labels, broadcasting networks, and digital technology companies.

**History**

In 1986, a radical idea was born at The New School—that professional jazz musicians should teach their art in an academic degree curriculum. Leading lights of American jazz were convinced to make this idea a reality by taking their music into the classroom.

This integration of the musical and educational communities has given birth to a new breed of jazz musicians who enter the profession with a solid academic musical foundation combined with personal insight into the artistry of their music and the challenges of the performing artist’s life.

Our notable alumni represent every genre of jazz, blues, and contemporary music. They include: Peter Bernstein, Larry Goldings, Walter Blanding Jr., Avishai Cohen, Jesse Davis, Rebecca Coupe Franks, Robert Glasper, Roy Hargrove, Gilad Hekselman, Susie Ibarra, Satoshi Inoue, Ali M. Jackson, Gregoire Maret, Virginia Mayhew, Carlos McKinney, Brad Meldhau, Shedrick Mitchell, Vickie Natale, Bilal Oliver, John Popper, Jaz Sawyer, Alex Skolnick, Becca Stevens, E.J. Strickland, Marcus Strickland, Manuel Valera, Jamire Williams.

**International Association of Schools of Jazz (IASJ)**

The New School for Jazz and Contemporary Music is a founding member of the IASJ, a worldwide association of 85 jazz schools in 36 countries. Several New School Jazz students are sent as delegates to every annual meeting, which has been held in Holland, Spain, Ireland, Austria, Italy, Israel, Denmark, Brazil, and Germany.
New School Jazz Administration

Office of the Executive Director
Martin Mueller, Executive Director
Pamela Sabrin, Director of Administration
Martin Hundley, Director of Academic Affairs

Office of Admission
Georgia Schmitt, Director of Performing Arts Admission
Kevin Smith, Admission Counselor

Development and Alumni Relations
Terry Frankenberger, Senior Director Development

Board of Governors
James C. Freund
LaTanya Hall
Bertram H. Lubin
Hank O'Neal
Gerine Ongkeko
Timothy L. Porter
Mark A. Schulman

Accreditation
The New School has been regionally accredited by the Middle States Commission on Higher Education (MSCHE, 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104; 216-284-5000) since 1960. All degree programs at the New York City campus of The New School are registered by the New York State Education Department (NYSED, 89 Washington Avenue, Albany, New York 12234; 518-474-1551). Both NYSED and MSCHE, a federally recognized body, provide assurance to students, parents, and all stakeholders that The New School meets clear quality standards for educational and financial performance.

Parsons Paris is a registered branch campus of The New School and is accredited by MSCHE and the National Association of Schools of Art and Design (NASAD, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; 703-437-0700). In addition, Parsons Paris has the authorization of the French Ministry of Education to operate in France.

The appropriate professional educational agency or board accredits professional curricula at The New School. 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 (NASAD) since 1966.
  - The BBA in Design and Management meets NASAD standards for the Bachelor of Arts—four years: Design and Management. It is registered as a Bachelor of Business Administration through the New York State Education Department (NYSED) and is listed as a Bachelor of Business Administration in Design and Management by The New School.
- The master’s program in Architecture has been accredited by the National Architectural Accrediting Board since 1994.
- 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.
# ACADEMIC CALENDAR 2014–2015

## FALL 2014

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<thead>
<tr>
<th>Event/Registration</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>April 7–May 2</td>
</tr>
<tr>
<td>(Most new students register over the summer for the fall term. Visit <a href="http://www.newschool.edu/student-services/newstudents">www.newschool.edu/student-services/newstudents</a>.)</td>
<td></td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Mon., Aug. 25</td>
</tr>
<tr>
<td>Last Day to Add a Class</td>
<td>Mon., Sept. 8</td>
</tr>
<tr>
<td>Last Day to Drop a Class</td>
<td>Mon., Sept. 15</td>
</tr>
<tr>
<td>Last Day to Waive Student Health Insurance and Fees</td>
<td>Mon., Sept. 22</td>
</tr>
<tr>
<td><strong>Last Day to Withdraw From a Class With a Grade of W</strong></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Students</td>
<td>Fri., Oct. 10</td>
</tr>
<tr>
<td>Parsons and Mannes Graduate Students</td>
<td>Fri., Oct. 10</td>
</tr>
<tr>
<td>All Other Graduate Students</td>
<td>Mon., Dec. 15</td>
</tr>
<tr>
<td><strong>Holidays</strong></td>
<td></td>
</tr>
<tr>
<td>Labor Day</td>
<td>Sat., Aug 30–Mon., Sept. 1</td>
</tr>
<tr>
<td><em>Wednesday classes scheduled to start 3:50 p.m. or later do not meet. No classes meet on Thursday. See rescheduled days below.</em></td>
<td></td>
</tr>
<tr>
<td>Yom Kippur:</td>
<td>Fri., Oct. 3 eve–Sat., Oct.4</td>
</tr>
<tr>
<td><em>Friday classes scheduled to start 3:50 p.m. or later do not meet. No classes meet on Saturday. See rescheduled days below.</em></td>
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</tr>
<tr>
<td>Thanksgiving:</td>
<td>Wed., Nov. 26–Sun., Nov. 30</td>
</tr>
<tr>
<td>Winter Break:</td>
<td>Tue., Dec. 16–Sun., Jan. 25</td>
</tr>
<tr>
<td><strong>Spring 2013 Registration</strong></td>
<td>Nov. 3–28</td>
</tr>
<tr>
<td>Juries</td>
<td>Arranged by program</td>
</tr>
<tr>
<td>Classes and Exams End</td>
<td>Mon., Dec. 15</td>
</tr>
<tr>
<td>Online Session A</td>
<td>Aug. 25–Dec. 15</td>
</tr>
<tr>
<td>Online Session B</td>
<td>Aug. 25–Oct. 24</td>
</tr>
<tr>
<td>Online Session C</td>
<td>Oct. 6–Dec. 15</td>
</tr>
</tbody>
</table>

## SPRING 2015

<table>
<thead>
<tr>
<th>Event/Registration</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>Registration</td>
<td>Nov. 3–28, 2014</td>
</tr>
<tr>
<td>(New students register in Dec. and Jan. for the spring term.)</td>
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</tr>
<tr>
<td>Classes Begin</td>
<td>Mon., Jan. 26</td>
</tr>
<tr>
<td>Last Day to Add a Class</td>
<td>Fri., Feb. 6</td>
</tr>
<tr>
<td>Last Day to Drop a Class</td>
<td>Fri., Feb. 13</td>
</tr>
<tr>
<td>Last Day to Waive Student Health Insurance and Fees</td>
<td>Mon., Feb. 23</td>
</tr>
<tr>
<td><strong>Last Day to Withdraw From a Class With a Grade of W</strong></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Students</td>
<td>Fri., Mar. 13</td>
</tr>
<tr>
<td>Parsons and Mannes Graduate Students</td>
<td>Fri., Mar. 13</td>
</tr>
<tr>
<td>All Other Graduate Students</td>
<td>Mon., May 18</td>
</tr>
<tr>
<td><strong>Holidays</strong></td>
<td></td>
</tr>
<tr>
<td>Martin Luther King Day:</td>
<td>Mon., Jan. 19</td>
</tr>
<tr>
<td>Presidents Day:</td>
<td>Mon., Feb. 16</td>
</tr>
<tr>
<td>Spring Break:</td>
<td>Mon., Mar. 23–Sun., Mar. 29</td>
</tr>
<tr>
<td><strong>Fall 2015 Registration</strong></td>
<td>Apr. 6–May 1</td>
</tr>
<tr>
<td>Juries</td>
<td>Arranged by program</td>
</tr>
<tr>
<td>Classes and Exams End</td>
<td>Mon., May 18</td>
</tr>
<tr>
<td>Graduation</td>
<td>Fri., May 22</td>
</tr>
<tr>
<td>Online Session A</td>
<td>Jan. 26–May 18</td>
</tr>
<tr>
<td>Online Session B</td>
<td>Jan. 26–April 3</td>
</tr>
<tr>
<td>Online Session C</td>
<td>Mar. 9–May 18</td>
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ACADEMIC PROGRAM

The primary goal of the Jazz academic program is to provide students with a thorough technical, conceptual, and historical understanding of jazz. Instruction takes place primarily in three environments:

- The classroom. Students are instructed in ensemble playing, instrumental music, music history, music theory, and related topics.
- Traditional tutorial instrumental study. Students meet one-on-one with renowned musicians who live, work, and teach in New York City.
- Master classes. Master classes are scheduled lectures, performances, and workshops that feature guest artists. They are offered in addition to regular coursework and are integrated into the curriculum. Past artists include Jon Faddis, Barry Harris, Fred Hersch, Lee Konitz, Wynton Marsalis, Pat Metheny, Steve Coleman, Marc Ribot, James Blood Ulmer, Tyshawn Sorey, Jim Hall, and Jimmy McGriff.

The core curriculum includes courses in performance, analysis, composition, music history, and liberal arts. It provides for increasing flexibility and individual focus as students advance toward graduation. Students learn from first-rank musician-educators and are exposed to the traditions and practices of modern music in an intellectual context that encourages exploration and innovation.

Students have opportunities to register for classes in liberal arts at The New School for Public Engagement and classes in music theory and composition at Mannes College The New School for Music, a classical conservatory. These courses can add depth to a student’s education and provide additional standards of professionalism against which students can measure their achievements and progress.

Other divisions of The New School, such as Parsons The New School for Design, The New School for Drama, and Eugene Lang College The New School for Liberal Arts, can add a special dimension to jazz students’ educational experience. Students are encouraged to participate in artistic collaborations and performances with students from these divisions.

Educational experience at The New School extends beyond the classroom, into streets and studios, clubs and concert halls, offering outstanding opportunities for creative development.

General Education at the University

The New School’s academic programs are designed to prepare students to be productive citizens in the 21st century. In addition to mastery of discipline-specific competencies, the university expects all of its graduates to be able to think critically, analyze quantitative and/or scientific constructs, communicate effectively both orally and in writing, and use appropriate technologies as tools for collecting and disseminating information.

BACHELOR OF FINE ARTS

The New School for Jazz and Contemporary Music awards the bachelor of fine arts degree. To earn the degree, students must successfully complete the following program of study.

128 credits total

A minimum of 80 credits in Jazz and Contemporary Music studio courses (studio music courses, approved internships, and independent study) This includes a 3 credit requirement of Career and Music Business related courses.

Demonstrated proficiency in Music Theory, Ear Training, Theory and Performance, Piano, Rhythmic Analysis, Sight-Reading, Arranging, and Instrumental Proficiency (These requirements can all be met by taking courses or by demonstrating an acceptable level of proficiency in placement examinations.)

A minimum of 15 liberal arts credits earned by taking courses in the liberal arts curricula at Eugene Lang College and The New School for Public Engagement.

15 credits of Music History

2 credit Senior Seminar liberal arts course at NSJCM

16 credits of General Electives

Completing the Sophomore Repertoire Jury

Completing the Senior Recital

Transfer Students

Applicants who have previously completed college-level courses may qualify for advanced standing. The New School will evaluate prior credits after a student has been admitted.

Evaluation of transfer credits for undergraduate degree students is handled through the Office of Admission, and must be completed during a student’s first semester in residence at The New School. Every course is evaluated individually. The New School normally accepts credits from other regionally accredited institutions. Students seeking to transfer credits for courses taken at non-accredited institutions may be asked to provide course syllabi, portfolios, and other pertinent documentation.

The maximum number of credits that may be transferred to the Jazz BFA program is 64. Within this limit no more than 48 credits may be classified as Music Studio, 15 credits as Music History, and 15 credits as Liberal Arts. All students must complete a minimum of 64 credits in residence at The New School.

Final determination of the number of credits accepted for transfer will depend on the match between those credits and the BFA requirements. In some cases, transfer students will need more than the minimum number of credits from The New School in order to satisfy all of their studio, music history, liberal arts, and elective distribution requirements.

Those who wish to transfer college credits earned at institutions outside the United States must also have their transcript evaluated by World Education Services.
(www.wes.org), our preferred provider, or another member of the National Association of Credit Evaluation Services (NACES). A Course-by-Course Evaluation Report must be prepared for each transcript.

All transfer students, regardless of class standing, must take the same placement exams as first-year students: theory, ear training, theory and performance, piano, rhythmic analysis, sight-reading, arranging, and instrumental proficiency.

Students can view their approved transfer credits and the correlation to their degree requirements in DegreeWorks, the university's online degree audit tool accessible through MyNewSchool.

The New School does not transfer grades or grade points from other schools. Only credits are transferred. Approved transfer credits will be posted to the student's transcript.

**Combined BA/BFA (Five years)**

America’s higher education system presents many bright and talented young musicians with a difficult choice. They may either attend a conservatory, where professional study inevitably takes precedence over liberal arts, or attend a traditional liberal arts college, taking as much music as possible but recognizing that, in most cases, this may fall far short of the requirements for entering the music profession.

At The New School you can do both. The New School for Jazz and Contemporary Music and Eugene Lang College The New School for Liberal Arts together offer a structured five-year curriculum in which students simultaneously complete two degrees: the professional BFA and the liberal arts BA. Students complete both a full music and a full liberal arts curriculum and are prepared to enter the music field or pursue graduate study in areas including law, business, and the humanities. Interested students should speak to an admission counselor or academic advisor.

**BA/BFA Requirements**

To complete the combined five-year BA/BFA program, a student must earn a total of 180 credits: 90 credits of studio work and 90 liberal arts credits.

**Jazz Courses**

To fulfill the BFA component, students must complete or test out of requirements in the following areas: theory, theory and performance, ear training, piano, rhythmic analysis, sight-reading, arranging, and instrumental proficiency. Along with the necessary 90 studio credits, passing of the sophomore jury and performance of a senior recital are also required.

**Liberal Arts courses**

To fulfill the BA component, students must take at least one Eugene Lang College course every semester, completing a minimum of 90 credits and fulfilling all requirements for a major at Lang.

**Transfer credit**

The transferability of credits from other institutions toward the BA/BFA degrees is determined by the Office of Admission.

**Additional Information**

To request an application or to schedule a visit, contact the Lang Office of Admission:

Eugene Lang College
72 Fifth Avenue, 2nd floor
New York, NY 10011
Tel 212.229.5665
Fax 212.229.5355
lang@newschool.edu

**Higher Education General Information Survey (HEGIS) Code**

BFA in Jazz and Contemporary Music: 1004.00

**ACADEMIC ADVISING**

The purposes of academic advising are to ensure that each student satisfies all requirements for the BFA degree; to help students make the best possible use of their electives; and to help students achieve academic and artistic excellence. The advising system also provides contact, support, and continuity for students in the program.

The Director of Academic Affairs coordinates academic advising. Students with questions or problems relating to course selection or coursework may drop in or make appointments with the Director and Assistant Director of Academic Affairs, who have daily office hours.

**Registration Advising**

All BFA students have individual appointments with special registration advisors who help them navigate the registration process. These half-hour appointments, which take place during each registration period, give students an opportunity to review their progress and ensure that they are satisfying all degree requirements. The registration advisors also help students make appropriate selections for their elective courses.

**STUDY OPTIONS**

**Private Lessons**

All entering students are evaluated within Instrumental Proficiency guidelines to determine which category—In Proficiency (IP) or Out of Proficiency (OOP)—they will be placed in for private lessons.

**In Proficiency (IP)**

When placed In Proficiency (IP), students take ten lessons each semester, focusing on the proficiency curriculum. Students remain In Proficiency until they meet the requisite standards to place Out of Proficiency (OOP). Each student placed IP is assigned a teacher to meet his or her needs. At the end of the semester, IP lesson teachers reevaluate students and determine whether or not they should matriculate to the Out of Proficiency program. Private lesson grades are based on attendance and the student’s adherence to the guidelines set by...
the instructor. To be eligible for a passing grade, students must complete a minimum of seven lessons.

Out of Proficiency (OOP)

Out of Proficiency students take nine private lessons each semester and are allowed to choose their own instructors from an extensive list of New York area musicians. Students consult at the beginning of each semester with their OOP advisors to choose their instructors, and advisors follow up with instructors regarding payment, hours, and availability. The instructors that students choose must be sufficiently available during the school year to complete the necessary lessons, and must be easily accessible by email or phone during the school year. Students may choose to split their nine lessons between two different teachers in a semester (six lessons with one teacher and three with the other). To be eligible for a passing grade, students must complete a minimum of six lessons.

For at least six lessons in each of the first two semesters of OOP lessons, students must choose an instructor based on their major instrument. Once this requirement is satisfied, students may choose instructors associated with any instrument, including composers.

Tutoring

The Office of Academic Affairs provides free tutoring for Jazz and Contemporary Music students who need help in their required studio courses. Tutors are available to help students in theory, ear training, piano, rhythm, arranging, improvisation, and music history. Students should contact the office to be assigned a tutor in one or more areas if they feel they need help or if their teachers recommend tutoring. Students who are interested in working as tutors should direct their inquiries to the Assistant Director of Academic Affairs.

Independent Study

Students who have completed all of their required courses may register for a 1 to 3 credit independent study course working with Full Time Faculty members. The student collaborates with the director or instructor to design the course, which may involve historical or stylistic analysis, musical composition, performance, or some combination of these. The student and the instructor complete a contract describing the course of study and required work.

Brazil Exchange Program

Each semester the opportunity to study abroad at the Federal University of Minas Gerais (UFMG) in Belo Horizonte, Brazil is made available to two students. While studying at UFMG, students are offered a variety of course options through their Brazilian Popular and Classical music divisions. Courses include Brazilian Rhythms in Practice, Brazilian Song/Lyrics/Diction, Research in Brazilian Popular and Folkloric Music, and Performance Ensembles. Students are expected to have a basic level of proficiency in Portuguese before arriving, which can be obtained via prior enrollment in courses offered at The New School for Public Engagement or outside institutions. Students are also encouraged to attend a language intensive course offered at UFMG prior to the start of their semester. Each student pays his or her normal New School tuition, as well as travel and living expenses while in Brazil. Participating in this program will not delay graduation; students receive New School credits for courses taken at UFMG.

Taking Courses Elsewhere

Under certain circumstances, students may take courses at another institution for credit toward their liberal arts degree requirements. The student must be in good academic standing and must have completed the English writing requirement (Freshman Composition or an equivalent course). These “mobility” credits are counted as transfer credits. A maximum of 9 mobility credits can be transferred, which will count toward the maximum total of 64 transfer credits permitted.

New School Jazz does not permit students to enroll in courses at other institutions during the academic year, so mobility credits can be earned only during the summer and winter breaks. Jazz students interested in mobility credits should make an appointment with the Director of Academic Affairs well in advance of the other institution’s registration deadlines in order to obtain approval for the proposed course(s).

Part-Time Study

BA/BFA and BFA students who wish to register for fewer than 12 credits per semester must receive permission from the director of academic advising. Part-time students, charged tuition on a per credit basis, must register for 9 to 11 credits. The only time students may register for fewer than 9 credits is in their graduation semester if they need fewer credits to reach the 128 credits necessary for graduation.

Because of visa requirements, international students may not study on a part-time schedule, except during their final semester if they need fewer than 12 credits to graduate.

Registering for part-time study may affect financial aid eligibility and scholarship amount. Students who wish to enroll part-time should also consult with the Financial Aid Office.

PROFESSIONAL OUTREACH

The New School for Jazz and Contemporary Music offers students music industry internships (for academic credit) and paid performance opportunities. These hands-on experiences enable students to develop performance skills and make job and career connections. Through these opportunities, students are able to gain the practical knowledge they need for successful careers in music.

The Music Industry Internship Program

New York City becomes the classroom for students who want a behind-the-scenes look at the music industry. The internship supervisor helps students revise their résumés, identify their goals, and locate appropriate internships. In addition to using the New School Jazz internship database, students are expected to seek opportunities through research and
networking. In the past, students have been placed at Blue Note Records, Chelsea Music Festival, The Jazz Gallery, Jazz at Lincoln Center, Search and Restore, Pi Recordings, ArtistShare, EMI Music Marketing, and Sony BMG, as well as at nonprofit performing arts organizations and recording studios across the city. Although students may take internships after their first full year at The New School for Jazz and Contemporary Music, most wait until they are juniors or seniors.

**The Gig Office**

Each year, more than 150 paid performance opportunities are available to students through the Gig Office. Auditions are held during the fall semester for students interested in becoming Gig Office bandleaders. Leaders are selected for gigs on a rotating basis according to event requirements. Our musicians have been hired for corporate and other private parties, galas, cultural events, weddings, and other gatherings. In addition to events at The New School, Gig Office groups also perform in a wide variety of locations, including the Neue Galerie, New York Live Arts, the Four Seasons, the Yale Club, the Highline, Union Square Park, Hudson River Park, and Washington Square Park.

**Bern International Jazz Festival**

The New School for Jazz and Contemporary Music has developed an exciting, ongoing collaboration with the Bern International Jazz Festival. Every spring, seven New School student ensembles travel to Switzerland to play three sets a night during the week of the festival. This is a wonderful learning experience for young musicians—traveling abroad, working in front of an enthusiastic and sophisticated audience, and interacting with world-renowned artists.

**AFTER GRADUATION**

Graduates of The New School for Jazz and Contemporary Music often go on to careers in a wide variety of music-related areas. In addition to performing, many alumni are active in teaching, production, film scoring, and other aspects of music composition, audio engineering, journalism, promotion, theater, radio, and television. Visit the news page at www.newschool.edu/jazz to learn more about the latest achievements of Jazz students and alumni.
APPLICATION INSTRUCTIONS

- Complete and submit the online application from the website: www.newschool.edu/jazz/apply.
- Pay the $50 application fee.
- Attach a personal statement explaining your interest in the Jazz BFA program.
- Provide two letters of recommendation.
- Provide official transcripts.
- Audition (live or recorded).
- Applicants whose first language is not English must provide their score on the Test of English as a Foreign Language (TOEFL).
- U.S. citizens and permanent residents should file the Free Application for Federal Student Aid (FAFSA).

Application Requirements Explained

Application Fee
An application is not complete without the $50 (USD) nonrefundable application fee. This should be paid by credit card as part of the online application. Under unusual circumstances the fee can be waived based on the recommendation of a high school guidance counselor.

Personal Statement
This should consist of one typewritten page responding to the following prompt: “Describe your personal definition of success in today’s music scene and what you feel you will need to do to build a career, earn a living, and make a difference. Tell us how you feel The New School for Jazz and Contemporary Music will help you achieve those goals.” The statement must be uploaded and submitted as part of the online application.

Official Transcripts
Applicants must provide transcripts of all high school and college studies completed and in progress. Transcripts should be mailed directly to The New School by the institution, or if mailed to the student must be forwarded to The New School in the original sealed envelope. Unofficial copies or unsealed official copies will not be accepted. Applicants who have already completed 24 credits at a regionally accredited college or university are not required to submit high school transcripts.

Recommendation Letters
Applicants must submit two letters of recommendation, one academic and one artistic, that directly address their qualifications to study at The New School for Jazz and Contemporary Music. Recommendation letters can be submitted online as part of the online application or mailed directly to the Office of Admission by the person providing the reference.

Official TOEFL Score
All applicants whose primary language is not English must provide an official TOEFL score (Test of English as a Foreign Language administered by ETS; our institution code is 2572). A minimum score of 79 is required for admission. UK residents may submit IELTS scores in place of TOEFL.

Audition
All applicants must audition live in New York City, at one of our regional auditions, or submit a recorded audition. All applicants are strongly encouraged to audition live, but a recording will be accepted if travel to New York City is impractical. Note: Voice applicants living in North America must arrange a live audition. Visit www.newschool.edu/jazz for audition schedules and instructions.

Transfer Students
If you have earned credits at another college or university, you are a transfer applicant. Transfer applicants must submit both high school and college official transcripts (applicants who have already completed 24 credits at a regionally accredited college or university are not required to submit high school transcripts). The number of your previous college credits that could be applied to the Jazz BFA will be determined by The New School after you are matriculated in the Jazz program. Read more about The New School for Jazz and Contemporary Music transfer credit policy on the website.

Evaluation and posting of transfer credit for new undergraduate degree students is handled through the Office of Admission. The Registrar’s Office will post approved transfer credits for continuing students. The New School does not transfer grades or grade points from other schools. Credit points only are transferred.

International Applicants
All applicants who attended secondary school or college in another country are required to submit original transcripts accompanied by a certified English language translation. Those who wish to transfer college credits earned at non-U.S. institutions must also have their transcript evaluated by World Education Services (www.wes.org), our preferred provider, or another member of the National Association of Credit Evaluation Services (NACES). A Course-by-Course Evaluation Report must be prepared for each transcript. It is recommended that you start the evaluation process as early as possible to ensure the timely completion of your report.
The New School is authorized under federal law to enroll non-immigrant international students. Students who are not U.S. citizens or permanent U.S. residents (green card holders) must obtain an I-20/DS-2019 form before they can apply for a visa to study in the United States. It is essential that you begin the visa application process as soon as you receive the letter of acceptance from your program, as the process can take 90 days or longer. We recommend that you review Your 5 Steps to U.S. Study at www.educationusa.info for a suggested timeline.

In your acceptance letter, you will find a link to our I-20/DS-2019 application website from which you can submit your I-20/DS-2019 application online. The same link is also available in the Accepted Students tab in my.newschool.edu. The I-20/DS-2019 application website is not accessible through the main ISS website, so only students who have received an acceptance letter or whose my.newschool.edu account has been set up will have access to it. After you complete and submit the online I-20/DS-2019 form, you must send the required supporting documents as a single PDF file to iss@newschool.edu. If you do not have access to email, you can fax or mail the documents, but this may delay processing. For more information please see www.newschool.edu/international-student-services/prospective-students.

Contact Information

Office of Admission
The New School for Jazz and Contemporary Music
55 West 13th St, 6th floor
New York, NY 10011
phone: 212.229.5150 x4589
fax: 212.229.8936
email: jazzadm@newschool.edu
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. Eligible students may apply for assistance under the following federal, state, and institutional aid programs:

**Scholarship and Grant Programs**
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- New York State Tuition Assistance Program (TAP)
- New York State Aid for Part-Time Study Program (APTS)
- New York State Regents Opportunity Scholarship Program
- New School scholarships

**Loan Programs**
- William D Ford Direct Student Loan Program
- William D Ford Parent Loan for Undergraduate Students (PLUS) Program
- Federal Perkins Loan Program
- Private credit-based educational loans

**Work Programs**
- Federal Work-Study Program (FWS)
- On-Campus Student Employment (OCSE)

**Other Programs**
- Federal aid to Native Americans
- Veterans’ benefits
- Social Security payments to children of deceased or disabled parents

For additional information on financial aid sources, visit the Department of Education’s website at www.studentaid.ed.gov.

**How to Apply**
In general, to be eligible to apply for assistance under the programs listed above, students must be matriculated in a degree program and enrolled at least half time (6 credits per semester). Students receiving institutional scholarships may only be able to maintain the scholarship by registering full-time (12-19 credits per semester). To be eligible for U.S. government assistance, students must not be in default on or owe a refund to any of the federal aid programs.

U.S. citizens and permanent residents interested in applying for the government and institutional financial assistance programs listed above must complete the Free Application for Federal Student Aid (FAFSA) annually. The New School’s code is 002780. This form can be filed electronically at www.fafsa.ed.gov. Completing and 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:

\[ \text{Student Expense Budget} - \text{Available Resources} = \text{Need} \]

Your student expense budget, also known as your Cost of Attendance (COA; see Typical School Year Expenses below), is the foundation on which eligibility for need-based 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 Subsidized and Unsubsidized 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 and other personal expenses; transportation costs; and federal loan fees.

**Additional Information**
Details about cost of attendance, billing, payment, and regulations governing financial aid eligibility can be found at www.newschool.edu/student-financial-services.

**Contact Information**
Student Financial Services
The New School
72 Fifth Avenue 4th Floor
New York, NY 10011
212.229.8930
sfs@newschool.edu
COST OF ATTENDANCE

Typical School Year Expenses 2014–2015 Academic Year
Full-Time BFA Candidate and On-Campus Resident

Tuition (undergraduate) | $40,000
(Based on 12-18 credits in fall and spring terms.)
University Services Fee | $260
Student Senate Fee | $16
Student Health Insurance | $2892
Health Services Fee | $636
Room* | $10,000
Board** | $3,000
Personal Expenses** | $1,550
Transportation** | $460
Books and Supplies** | $920
Total | $59,734

*Actual-on-campus housing charges vary from student to student.
**Estimates only; actual expenses vary.

SCHOLARSHIP AWARDS AND REVIEW

New School Jazz awards merit scholarships to outstanding applicants based on their application and auditions. Recipients are notified of their scholarship awards as part of their acceptance package. Applicants hoping for a scholarship are strongly encouraged to apply early and audition during the main Audition Period, because the funding for scholarships is limited and the funds remaining for students auditioning during the late auditions can be limited.

Merit scholarships are normally renewed from year to year. At the end of every semester, the Academic Review Committee considers the records of students currently receiving scholarship support. This committee may reduce or eliminate scholarship support if a student’s grades are deemed inadequate or the student is otherwise not making satisfactory progress toward the BFA degree. Continuing students may appeal in writing to the Scholarship Review Committee for an increase in the amount of their scholarships after one full year of residency as a full-time degree-seeking student. This committee meets at the end of each semester to consider the appeals.
**Instrumental Proficiency**

Before beginning the Jazz BFA, each student is issued a booklet that describes the minimum skills that must be developed on his or her instrument to demonstrate basic instrumental proficiency. Upon entry, all students are evaluated based on these guidelines. Students placing “in proficiency” (IP) are required to take private lessons with an assigned teacher deemed appropriate to the individual’s needs. Proficiency requirements and instrumental faculty are subject to change. Meeting proficiency standards is a graduation requirement.

**Instrumental Proficiency Faculty**

- **Piano**
  - Gerard D’Angelo, Francesca Tanksley
- **Guitar**
  - Vic Juris, Ed MacEachen, Steve Cardenas
- **Bass**
  - Jeff Carney, Andy McKee, Johannes Weidenmueller, Alexis Cuadrado
- **Drums**
  - David Gibson, Amir Ziv, Jeff Seigel
- **Saxophone**
  - David Glasser, Jim Snidero, David Schnitter
- **Trumpet**
  - Cecil Bridgewater, Jimmy Owens
- **Trombone**
  - Chris Stover
- **Voice**
  - Kate Baker, Julie Hardy, Amy London, La Tanya Hall, Elisabeth Lohninger
- **Violin**
  - Rob Thomas
- **Flute**
  - Nic Cowles

**Core Studio Curriculum**

Before the start of their first semester, students are also evaluated by selected faculty members in theory, ear training, rhythmic analysis, piano (for non-piano majors), sight-reading, theory and performance, and arranging. The test results are used to determine placement in required core studio courses. The tests also enable the faculty and administration to develop an overall evaluation of each student. Once students are placed in appropriate courses, they must complete the curriculum requirements in order to graduate. Requirements are as follows:

- New Student Seminar
- New Student Technology Seminar
- Theory 1A, 1B, 2A, 2B
- Ear Training 1A, 1B, 2A, 2B
- Sight-Reading 1A, 1B, 2A, 2B (first year only for bass, piano, & brass)
- Theory and Performance 1A, 1B, 2A, 2B (first year only for drummers; not required of vocalists)
- Rhythmic Analysis 1A, 1B, 2A, 2B (2B is optional for vocalists)
- Piano A & B
- Arranging Fundamentals
- Two courses related to career and music business (total of at least 3 credits)
- Percussion Ensemble and Hand Percussion for Drummers (drummers only); Guitar Duos (guitarists only)
- Private lessons (every semester to a maximum of 8 semesters)
- Improvisation Ensemble (every semester; not required of vocalists)

**Additional Requirements for Vocalists:**

- Basic Arranging for Vocalists
- Vocal Musicianship 1 & 2
- Vocal Improvisation 1 & 2
- Sight-Singing 1A, 1B, 2A, 2B
- Vocal Performance 1, 2 & 3 (in place of Improvisation Ensemble)
- Story, Song, and Stage
- Vocal Blues Ensemble
- Vocal Jazz Ensemble

**Liberal Arts**

All BFA students must take 15 credits in liberal arts (five 3-credit courses), of which at least two must be English composition or literature courses, two must be drawn from The New School’s University Lecture (ULEC) curriculum, and the remaining course must be a liberal arts elective. Jazz students are expected to fulfill their liberal arts requirements by selected courses from The Eugene Lang College and The New School for Public Engagement’s liberal arts curriculum. Courses taken at other institutions will be treated as transfer credits. The remaining 2 credits must be a required Senior Seminar course at The New School for Jazz and Contemporary Music. Liberal arts courses are defined as academic courses as opposed to “applied” or professional training.

**Music History**

All students must take five music history courses:

- History of Jazz
- Understanding Jazz in its Social Contexts
- Classical Music History
- Progressive Currents in 20th Century Music
- World Music History
**Sophomore Repertoire Jury**

The sophomore jury is generally held at the end of the student’s second year, or for transfer students, at the end of the student’s first year. It is meant to evaluate each student’s competence as a jazz performer, check on his or her overall progress toward graduation, and help assess his or her direction and development.

**Jury Guidelines**

The student prepares ten (20 for vocalists) tunes of contrasting styles from a standard repertoire list. The jury committee selects three of the tunes, and the student performs them with a professional rhythm section. Each jury session lasts 20 minutes. The committee consists of three faculty members.

All songs must be memorized, but students must bring charts already transposed for accompanying musicians. Students are evaluated on the basis of their punctuality, presentation of material, instrumental or vocal command and improvisational skill, rhythmic sophistication, band leadership, and communication with both the band and the audience.

Completing the sophomore repertoire jury is a graduation requirement.

**Senior Seminar and Senior Recital**

The Senior Seminar is a cohort based capstone for graduating seniors that prompts students to think reflectively about their purpose, practice, and engagement as an artist in society. This course aims to foster dialogue and collaboration within the graduating class cohort, support seniors in developing presentations of their work through portfolios and recitals, and forge meaningful connections to professional engagement beyond their undergraduate study.

The Senior Recital should reflect the student’s growth, both technically and artistically, as a musician. The recital is a formal performance, to take place in the school’s performance space. The senior recital must be completed and meet programmatic guidelines before the student can graduate.
PROGRAM LEARNING OUTCOMES

The New School for Jazz and Contemporary Music aims to prepare young music artists as entrepreneurs and collaborative creative problem solvers, with skills essential for success in a new interconnected global economy. The school is dedicated to graduating performing and composing musicians who are equipped to enter society with communication and critical thinking skills, social awareness, and worldview commensurate with the mastery of their art form. The following learning outcomes articulate overarching goals for students that are mapped onto the Jazz and Contemporary Music curriculum.

Musicianship and Instrumental Mastery

• Master musical technique and facility specific to instrumental performance

• Achieve comprehensive musicianship via command of content in each core curriculum area—Theory, ear training, rhythm, improvisation, and music history

• Execute professional studio skills for music performance—Reading and literacy, composing and arranging, keyboarding and analysis

• Build strength and experiences in performance practice and ensemble leadership

Aesthetic Understanding

• Gain fluency in the diverse musical idioms and aesthetics of jazz and contemporary music

• Develop a broad knowledge of creative practice and seminal work in the canon of jazz and contemporary music

• Engage in scholarly discourse that explores diverse musical traditions through the lens of social, cultural, and historical development

• Build the capacity to connect musical aesthetics and practice to other disciplines—Visual arts, dance, design, media, entrepreneurship

• Develop and express an individual artistic voice

Professional Development

• Utilize technology as tool for composition and performance in music

• Understand and prepare for occupational opportunities beyond the primary performance discipline—Music therapy, education, publishing, recording, film scoring, and management

• Gain facility and practical work experience in key areas of music business

Liberal Arts Education

• Foster broad dispositions and skills for clear articulation in both verbal and written realms

• Gain research and analytical skills critical to the pursuit of further knowledge and learning

• Develop a global understanding of the world as a reflective citizen engaged with political, social, and community issues
## CURRICULUM MAP FOR INSTRUMENTALISTS

### Bachelor of Fine Arts: Jazz and Contemporary Music - Instrumental Concentrations

#### Program Requirements and Recommended Course Distribution by Semester

<table>
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<tr>
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<th>Course Number</th>
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<th>Sophomore</th>
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**Totals** | 128 | 15 - 16 | 17 - 18 | 15 - 18 | 16 - 18 | 16 | 15 | 14 - 18 | 13 - 16 |

### Notes about Instrument Concentrations:

1. Drum concentration takes one semester of Percussion Ensemble - JPER 4592
2. Drum concentration takes two semesters of Drum Lab instead - JPER 1213 and 1214
3. Music Theory concentration is exempt from Theory and Performance 2A and 2B
4. Only saxophone, drum, and guitar concentrations take Sight Reading 2A and 2B
5. Piano concentration is exempt from Piano courses
6. Only drum concentration takes Hand Percussion for Drummers
7. Only guitar concentration takes Guitar Duos
8. Studio elective credits depend on concentration and placements
# CURRICULUM MAP FOR VOCALISTS

## Bachelor of Fine Arts: Jazz and Contemporary Music - Vocal Concentration

Program Requirements and Recommended Course Distribution by Semester

<table>
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Notes about Instrument Concentrations:

<sup>1</sup> Studio elective credits depend on placements in required curricula
COURSE LISTING

Core Curriculum Requirements
Instrumental Proficiency and Instruction
Improvisation Ensemble
Theory 1A, 1B, 2A, 2B
Ear Training 1A, 1B, 2A, 2B
Rhythmic Analysis 1A, 1B, 2A, 2B
Theory and Performance 1A, 1B, 2A, 2B
Instrumental Sight-Reading 1A, 1B, 2A, 2B
Piano A & B
Arranging Fundamentals
New Student Seminar
New Student Technology Seminar
Hand Percussion for Drummers (drummers only)
Percussion Ensemble (drummers only)
Guitar Duos (guitarists only)

Music History Requirements
History of Jazz
Understanding Jazz in its Social Contexts
Classical Music History
Progressive Currents in 20th Century Music
World Music History

Career and Music Business Courses
Eyes of the Entrepreneurs
Internship in the Music Industry
Music Pedagogy
Prospects of Recording
Survey of the Music Business

Vocal Requirements
Basic Arranging for Vocalists
Introduction to Vocal Jazz Performance
Vocal Performance 1: The Band
Vocal Performance 2: Repertoire
Vocal Performance 3: Capstone
Story, Song and Stage
Sight-Singing 1A, 1B, 2A, 2B
Vocal Musicianship 1 & 2
Vocal Improvisation 1 & 2
Vocal Blues Ensemble
Vocal Jazz Ensemble

Composition Electives
15 Ways to Compose
Advanced Composition and Arranging
Alternative Musical Forms
Composers’ Forum
Intermediate Arranging
Introduction to Film Scoring
Linear Composition for Improvisers
Philosophies of Time and Process in Music
Songwriting
Special Topics
Species Counterpoint
Words and Music

Vocal Electives
Piano for Vocalists
Vocal Styles Through Performance

Music Technology Electives
Audio Engineering Internship
Introduction to Finale
Introduction to Sibelius
ProTools

Special and Interdisciplinary Electives
Contemporary Studio Collaborative
Eyes of the Masters
Hip Hop: Skill, Style, and Science
Punk and Noise
Independent Study
Listening Discovery
Stage Presence, Showmanship, and the Inner Voice
Semester Specific Projects and Collaborations

Theory and Analysis Electives
Advanced Ear Training
Advanced Reharmonization
Bebop Harmony
The Music of Bill Evans
Score Reading and Analysis

Composer and Bandleader Elective Ensembles
Art Blakey and the Jazz Messengers Ensemble
Charles Mingus Ensemble
Charlie Parker Ensemble
Chick Corea Ensemble
Electric Miles Ensemble
Herbie Hancock Ensemble
John Coltrane Ensemble
Ornette Coleman Ensemble
Sonny Rollins Ensemble
Sun Ra Arkestra
Thelonious Monk Ensemble
Wayne Shorter Ensemble

Stylistic Elective Ensembles
Advanced Rhythmic Concepts Ensemble
The Art of the Rhythm Section
Choral Musicianship
Futuristic Concepts of Music
Gospel Chorus
Jazz Orchestra
“Live” Electronica Orchestra
M-BASE Ensemble
Rhythm and Blues Revue Ensemble
Standards: The Art of the Ballad
Standards: The American Song Tradition
Super Trios Ensemble

World Music Elective Ensembles
Afro-Cuban Jazz Orchestra
Brazilian Choro Ensemble
Brazilian Jazz Ensemble
Brazilian Percussion Workshop
Cross-Cultural Improvisation
Indian Ensemble
West African Heritage Ensemble
COURSE DESCRIPTIONS

Core Curriculum Requirements

The following courses are required of all students.

Instrumental Proficiency and Instruction

Instrumental Proficiency Faculty and Additional Instructors

All students must develop fluency on their chosen instrument. Entering students are evaluated in all aspects of instrumental proficiency. Students who do not meet basic program proficiency guidelines will be assigned a private teacher appropriate to their needs. Students who have met the proficiency guidelines on their instruments will work with their advisor to select a private instructor from among the exceptional jazz and classical musicians in New York City. Required for all students every semester, up to a maximum of 8 semesters. (A complete description of basic proficiency guidelines by instrument can be requested from the Office of Admission.) 2 credits

Improvisation Ensemble


New School Jazz fosters individual musical creativity, especially within the environment of small-group improvisation. To this end, all students are enrolled in ensembles whose members are determined by the faculty on the basis of previous jazz experience and stylistic direction. Ensemble performance is encouraged at every opportunity. Depending on their level of achievement, groups may perform at clubs, professional events, festivals, and student concerts throughout the year. All ensembles are professionally recorded each semester. Required for all instrumental students every semester. 2 credits

Theory 1A, 1B, 2A & 2B

Chris Stover (coordinator), Jay Bianchi, Gerard D’Angelo, Richard Harper, David Lopato

All students must complete four semesters of Jazz Theory or demonstrate equivalent proficiency on their placement exam. This course sequence provides the foundations of jazz harmony and theory in a step-by-step format, including scales, modes, melodic construction, chord voicings, and voice leading. Other important topics covered include basic music analysis, the blues, standard jazz song forms, and typical chord substitutions. This course sequence is usually taken in conjunction with the four-semester Ear Training program. 2 credits

Ear Training 1A, 1B, 2A & 2B

Elisabeth Lohninger (coordinator), Junko Arita, Richard Boukas, Alexis Cuadrado, David Lopato, Arun Luthra, Johannes Weidenmueller

Students are required to complete four semesters of Ear Training or demonstrate equivalent proficiency on their placement exam. The sequence of study begins with interval, scale, and chord recognition, then progresses to include more advanced sight-singing, harmonic dictation, and transcription. A class in advanced ear training is also provided for students as an elective. 2 credits

Rhythmic Analysis 1A, 1B, 2A & 2B

Rory Stuart (coordinator), Arun Luthra

A solid foundation in rhythm is necessary for all jazz musicians. Students are required to pass the four-quarter sequence in rhythmic analysis (three semesters for vocalists). Further courses in the area may be taken as electives. Emphasis is on developing basic rhythmic fluency and swing and on understanding rhythm through dictation and transcription. 2 credits

Theory and Performance 1A, 1B, 2A & 2B

Ed MacEachen (coordinator), Alexis Cuadrado, Gerard D’Angelo, David Schnitter, Rachel Z, Amir Ziv

This course functions as a link between the theory and the performance of jazz improvisation. It is conceived as practical extensions of the theory classes described above. In the first year, students play and practice scales, chords, chord progressions and interconnections, and other aspects of music theory as they relate to improvisation. In the second year, students develop more advanced and sophisticated improvisational techniques and expand their repertoires. Main areas of focus include approach tones for all qualities of major and minor chords, pentatonic and hexatonic scales, chord substitutions, non-functional harmony, and solo development. 2 credits

Instrumental Sight-Reading 1A, 1B, 2A & 2B

Richard Boukas (guitar), Jeff Carney (bass), Haim Cotton (piano), Ed MacEachen (guitar), Jimmy Owens (brass), Jim Snidero (reeds), Amir Ziv (drums)

Students in each instrumental area are expected to achieve minimum sight-reading proficiency. Those students not meeting basic program proficiency goals in their placement tests are assigned to reading labs that address the diverse sight-reading situations that confront today’s instrumentalists. Sight-reading labs are conducted for all instrument groups, including piano, bass, drums, reeds, and brass (vocalists are accommodated in sight-singing courses—see Vocal Courses). 1 credit

Piano

Jay Bianchi, Haim Cotton

All students who are not pianists must demonstrate moderate ability at the keyboard. Students’ proficiency on the piano is evaluated when they enter the program, and they then take one year of piano classes at their proficiency level. Students with no piano experience are placed in a Basic Piano class for one semester and then move on to the required year of piano study. 1 credit
Arranging Fundamentals
Kirk Nurock
Students are required to complete one semester of Arranging Fundamentals or demonstrate equivalent proficiency. This introductory course is designed to instill basic craft skills. Instrument ranges, basic voicing principles, score layout, and basic music preparation are covered. The course includes in-class playing projects. Prerequisite: 2 semesters of Theory 1 or equivalent. 2 credits

New Student Seminar
Martin Hundley
This is a series of weekly meetings for all new students. Topics covered include academic advising and registration, degree requirements, educational philosophy, citizenship, reflective practice, musical professionalism, and an introduction to various university resources. Non-credit

New Student Technology Seminar
Alexis Cuadrado
This is a series of weekly meetings for all new students. This course is designed to give students an introduction to music technology software that will be integral to their musical career. Software covered will include music production, notation, and mixed media. 1 credit

Senior Seminar
This capstone course for graduating seniors prompts students to think reflectively about their purpose, practice, and engagement as an artist in society. In both looking back at the evidence of their work at The New School as well as looking forward towards plans for professional projects beyond graduation, students will build and refine a portfolio that documents their work and facilitates connections to larger public communities. In addition to incorporating performance elements students will develop statements of purpose and inquiry based research projects in the development of their portfolios, which will be constructed in The New School electronic learning portfolio platform. This course is also a space where students will plan and discuss concepts for their Senior Recital presentations both in a collaborative cohort based forum as well as in meetings with faculty mentors facilitated by the instructor. Written and programmatic elements of recital planning will be included as part of the course syllabus and featured in student portfolios. Students will be connected to career preparation resources offered through the Center for Student Success while working individually and in groups to articulate intellectual and creative paths to future career and opportunities in music performance. The Senior Seminar aims to foster dialogue and collaboration within the graduating class cohort, support seniors in developing presentations of their work through portfolios and recitals, and forge meaningful connections to professional engagement beyond their undergraduate study. 2 credits

Hand Percussion for Drummers
Rolando Morales-Matos
For drummers only. This is a course where jazz “trap set” drummers learn how to function as percussionists. Students are introduced to a variety of Caribbean and World percussion instruments and taught proper technique on each instrument. Focus is on developing a good sound and good dynamic control of each instrument, and also on understanding and practicing how to integrate the percussion instruments into the sound of an ensemble which also has a trap set drummer. 2 credits

Guitar Duos
Steve Cardenas
For guitarists only. A course in which guitar players work in pairs to develop their skills as accompanists, including comping in a wide variety of styles and rhythmic grooves, “orchestral” accompaniment, and applied reharmonization. In addition, guitarists get a chance to broaden their repertoires, and get experience performing in the context of the guitar duo, which is itself a viable artistic and commercial performance format. 2 credits

Music History Requirements
The following courses are required of all students for a total of 15 credits in music history.

History of Jazz
Bill Kirchner
An overview of jazz development, beginning with its roots in African, European, and American music and continuing to the bands of New Orleans and other American and world influences. The work and stylistic contributions of the great jazz originals, from Buddy Bolden to John Coltrane and beyond, are examined in their cultural and musical context. 3 credits

Call & Response: Understanding Jazz in its Social Contexts
Evan Rapport
This course addresses jazz and related African American musics as a continual process of “call and response” by musicians, audiences, writers, and other participants on the scene in relation to their broader social environment. Students will investigate topics such as the American civil rights movement through music by Max Roach, John Coltrane, Nina Simone, and others; large-scale musical framings of the historical narratives of African American experiences and identities by William Grant Still, Duke Ellington, John Carter, and Matana Roberts; uses of jazz styles by musicians responding to societal issues beyond the United States; and competing debates surrounding jazz as a representative expression of African American identity, as a symbol of America as a “melting pot,” and as a global emblem of freedom, democracy, cosmopolitanism, revolution, and struggle. Historical examples will be placed in relation to the urgent “calls” to musicians in our contemporary society, and
the many responses to these calls by today’s artists; in this tradition, students will be encouraged to develop their own socially informed responses to the world around them.

3 credits (spring only)

Classical Music History
Daniel Beliavsky
A one-semester survey of the great tradition of Western classical music before 1900. Students study the formal and aesthetic qualities of selected works and consider them in relation to their historical and social context. Special attention is given to developing an understanding of the relevance of this musical tradition to contemporary improvising musicians.

3 credits (fall only)

Progressive Currents in 20th Century Jazz and Contemporary Music
Chris Stover
This course examines progressive trends in 20th and 21st century concert music and improvised music in the US and Europe. It begins by framing two "semantic and syntactic crises": that which arose from what many considered to be the waning of tonality at the end of the 19th century, and two streams that emerged in the post-war years in response to the orthodoxies of serialism and bebop respectively. It explores some of the ways that composers and improvisers have engaged vernacular musics from Western traditions as well as global musics, and it engages a large number of new compositional and improvisational frames that have been offered, including innovations in pitch structures, rhythmic processes, timbral manipulation, formal design, and more. Throughout, it engages the political motivations behind various musical actions (those of individual artists as well as "schools"), including not only how music can resonate explicitly with political action, but with the more abstract political machinations of various practitioners as they have engaged the trajectories of their own pasts. It also emphasizes the fundamental interconnectedness between improvised music and composed music, blurring the perceived lines that have been drawn between them by various partisan factions.

3 credits (spring only)

World Music History
Chris Stover
Knowledge of the world’s musical forms and traditions is invaluable to aspiring musicians today. This course examines the historical and cultural contexts of music from around the world. Topics of special interest include: how music travels, cross-cultural syncretism, musical interconnections, and how music is brokered and commodified. 3 credits (fall only)

Career & Music Business Courses
Students are required to choose from any two of the following courses for a total of 3 credits in career and music business.

Eyes of the Entrepreneurs
Phil Ballman (coordinator)
This is a series of master classes presented by prominent entrepreneurs in jazz and contemporary music. Each guest presents a unique perspective on how students can develop their entrepreneurial skills to forge a successful career in the rapidly changing landscape of the music business. 1 credit (fall only)

Internship in the Music Industry
Kyle Wilson (coordinator)
Learn about the music industry with direct work experience as an intern at companies such as Verve, Blue Note, Sony, and Jazz at Lincoln Center. Opportunities are also available at nonprofit organizations, clubs, and recording studios across New York City. To earn two credits, interns are required to work at least 80 hours per semester, though many organizations will require 15-20 hours per week. Gain valuable work experience, make professional contacts, and create potential employment opportunities. Prerequisite: sophomore status or higher. 1-6 credits

Music Pedagogy
Martin Hundley
This course develops students’ skills as music teachers, with a primary focus on private lesson instruction, and prepares them for careers in the music industry. Attention is also given to group lessons, clinics, ensembles, and master classes. Topics covered include preparation and organization of teaching materials, setting standards, dealing with equipment, pacing and timing, motivating ambivalent students, and developmental psychology as it applies to teaching music. Students are asked to share and analyze their experiences and to develop a critical understanding of their past and present music teachers. The first part of the semester is oriented toward basic instrumental instruction techniques; the second part moves to teaching more advanced students, including instruction in jazz style and improvisation. 2 credits

Prospects of Recording
Robert Hurwitz
This course, taught by the president of Nonesuch Records, examines the issues facing musicians as they enter into the marketplace. It focuses on an age-old question: how to navigate between the worlds of art and commerce? The title refers to a 1964 article by the legendary Canadian pianist Glenn Gould, one of the few musicians at that time to think about music in relationship to technological changes as they affected culture. This course explores the creative life and commercial forces in today’s culture, and the role of media companies and modern technology in limiting or enhancing the abilities of creative artists to envision their careers and to reach their audiences. Admission to the course is limited on the basis of a written essay. 2 credits
Survey of the Music Business
Gene Perla
This course provides an overview of the business of music. Students become acquainted with how the music business affects the professional musician, music educator, and businessperson. Practical information covers areas such as copyright laws, performing rights, mechanical rights, agents, management, unions and benefits, the non-profit sector, creating work for yourself, and the success mindset, as well as problems faced by professional musicians including procrastination, lack of motivation, poor career development, and lack of work. Emphasis is on the use of the internet and other contemporary technologies to further the musician’s career. Students learn necessary skills in order to become successful professional musicians and develop the knowledge to build a career in the music industry that includes variety, longevity, and levels of success. 2 credits

Vocal Requirements
These courses are open only to vocalists, with the exception of approved rhythm section accompanists (bass, drums and guitar) for Vocal Performance courses.

Basic Arranging for Vocalists
Amy London
This course addresses the special needs of vocalists developing arrangements of their repertoires. Through analysis of recordings and scores, students investigate functions and stylistic characteristics of each instrument in the rhythm section, “stock” arranging techniques (introductions and endings), tempos and rhythmic feels, language for communicating with rhythm sections, and the role of improvisation in vocal jazz. 1 credit

Introduction to Vocal Jazz Performance
Julie Hardy
This is a basic course for students who may be lacking some fundamental jazz vocal skills, and who have not had extensive experience fronting and leading a band. The course helps these first-semester students develop a familiarity with common jazz repertoire, and an experiential understanding of the elements of musical structure and jazz style, along with better overall control of their intonation, dynamics, and rhythmic precision. This course is part of the required vocal curriculum, depending on evaluation placement. 2 credits

Vocal Performance 1: The Band
Joan Stiles
In this class, vocal students are accompanied by a rhythm section and learn how to communicate effectively with the band: explaining the form and mood of the tune; counting off tempos; and assigning and signaling solos, introductions, and endings. They also gain experience in writing out clear transposed lead sheets and implementing their arranging decisions. This course is part of the required vocal curriculum, depending on evaluation placement. 2 credits

Vocal Performance 2: Repertoire
Amy London
This class pushes students to expand their jazz repertoires in preparation for the Sophomore Jury. Students explore a wide variety of tempos, moods, and rhythmic styles, including swing (slow, medium, and fast), bossa nova, samba, rhumba, waltz, Afro-Cuban, blues, and funk. The class also helps students continue to develop their basic music and performance skills, with attention to interpretation of lyrics, storytelling, and stage presence. This course is part of the required vocal curriculum, depending on evaluation placement. 2 credits

Vocal Performance 3: Capstone
Janet Lawson
Vocalists learn to interact with the band as equal partners. Students explore more complex jazz forms and more challenging tempos, write original lyrics for instrumental tunes, and apply their improvising skills. Emphasis is placed on applied theory; on internalizing melody, chords, and scales in order to improvise with acumen; and on personalizing interpretations of music through arrangements as well as improvisation. This course is part of the required vocal curriculum, depending on evaluation placement. 2 credits

Story, Song, and Stage
Kamal Scott
This course investigates the story in a song and how to stage that story effectively. It is designed to aid the vocalist in becoming a public performer capable of engaging an audience in a personal interpretation of the meaning of a song. There are four primary foci: personalization of the lyric through the creation of background story, character, sense memory and environment; development of lyric interpretive melody singing including the purposeful use of melodic variations; development of ease and flexibility in the vocal production; staging and performance using all these skills in a public forum. This course is part of the required vocal curriculum, depending on evaluation placement. 2 credits

Sight-Singing 1A, 1B, 2A & 2B
Junko Arita
This class is designed to help students develop basic sight-singing skills using solfège and melody, as well as original compositions and/or arrangements of existing music. The class emphasizes techniques for staying calm while maintaining the correct rhythm in realistic professional situations. This course is part of the required vocal curriculum, depending on evaluation placement. In the second year, develop more advanced sight-singing skills in non-diatonic situations, as well as apply analysis and different approaches to music theory and sight-singing. This course is a part of the required vocal curriculum, depending on evaluation placement. 1 credit
Vocal Musicianship 1 & 2
Richard Harper
For beginning and intermediate students, these courses focus on basic skills needed for efficient sight-singing and vocal improvisation. They include singing scales, modes, chords, roots, rhythms using solfège, and “singing by numbers.” This course is a part of the required vocal curriculum, depending on evaluation placement. 2 credits

Vocal Improvisation 1 & 2
Richard Harper
Building on musicianship, these classes—for intermediate and advanced singers—explore the challenges of “blowing” over changes including blues, rhythm, and other standard forms. This course is a part of the required vocal curriculum, depending on evaluation placement. 2 credits

Vocal Blues Ensemble
Danny Mixon
The blues is one of the foundations of jazz. This ensemble course enables singers to understand the blues in its many guises, to interpret the blues with feeling, and to apply its patterns and moods to their own repertoire and improvisations. Vocalists have the opportunity to sing with the accompaniment of Mr. Mixon. The course is a part of the required vocal curriculum. 2 credits

Vocal Jazz Ensemble
Amy London
Students work on a variety of choral jazz pieces, focusing on sight reading, inner part singing to create lush harmonies, vocal blending skills and swinging together. Special attention will be given to creating the sound of a vocal big band. The ensemble will perform arrangements from such legendary groups as Lambert, Hendricks and Ross, as well as current groups such as Manhattan Transfer and New York Voices. Arrangements will be drawn from the libraries of Darmon Meader, Gene Puerling, Phil Matsen, Barry Harris, and Pam Watson. This class culminates in a concert, accompanied by a rhythm section, at the end of the semester. This course is part of the required vocal proficiency curriculum, but vocalists and instrumentalists alike are all welcome. 1-2 credits

Elective Courses
As students complete core curriculum requirements, they may choose from a variety of elective courses. Instructors possess vast expertise in their performance fields, and students benefit from this firsthand knowledge.

Composition Electives

15 Ways to Compose
Rory Stuart
One challenge for the young composer is relying on very few approaches in composing – it is easy to run low on inspiration or find yourself turning out pieces that sound similar. In this 15-week course, we examine 15 entirely different ways to compose a piece of music. Each of us will write something new each week using the approach discussed in class at the beginning of that week – and have a way (midi/recording/live performance) by the next session for the class to hear what you’ve written. Much of the class time will be spent listening to and discussing what each of us has written, and what we have earned/discovered, as we try each approach. By the end of the semester the student will have composed many new pieces, formed relationships with fellow composers, and developed an “arsenal” of composition approaches. Students of all levels of experience in composition are invited to participate in this class, but please do not register unless you are ready and eager to do the work! 2 credits

Advanced Composition and Arranging
Bill Kirchner
For advanced students, this course is oriented to developing a personal style of composition and arranging that goes beyond the song form. It includes intensive analysis of recordings and scores - both jazz and 20th-century classical - writing assignments, sophisticated compositional techniques, and end-of-semester writing projects that are performed by top New York professionals. This will primarily focus on both small groups (2-5 horns and rhythm section). Prerequisite: Arranging Fundamentals and Theory 2B or equivalent, or permission of the instructor. 2 credits

Alternative Musical Forms
Chris Stover
This hands-on class explores new compositional designs, focusing on extensions of and alternatives to cyclical forms for improvisation. We will study through-composed models from throughout history, the “process” music of various minimalist and post-minimalist schools, the developing variation of West African and diasporic dance-drum music, processual structures from other cultural traditions (such as Hindustani raga and Arabic maqam), and more, especially how all of these can function as frameworks for improvising musicians. Although there will be a good deal of analysis, the majority of the class will be spent doing - we will compose numerous pieces over the course of the semester. Prerequisites: Theory 2B and Arranging Fundamentals or permission of instructor. 2 credits
Composers’ Forum

Chris Stover

This will be a composition seminar in which students work on style-specific compositions from a number of historical periods. Through the 15-week semester students will study and write a fugue, a 19th-century lied (with text), a twelve-tone composition, a composition in the style of Wayne Shorter, and a “minimalist” composition. Representative pieces in each style will be examined closely, as will the compositional techniques, strategies, and syntax that each involves. Since this is a writing-specific course, students will be encouraged to compose for their own ensembles, although there will be opportunities to get some works played in class. Prerequisite: Theory 2B or equivalent. 2 credits

Intermediate Arranging

Chris Stover

This course offers an in-depth study of voicings, textures and timbres, instrumental sonorities and capabilities, and orchestral possibilities for small and large ensembles. It includes a detailed study of characteristic arranging styles from jazz history and rigorous work emulating them. Prerequisite: Arranging Fundamentals and Theory 2B, or permission of instructor. 2 credits

Introduction to Film Scoring

George Fontenette

Whether 30-second television commercial, 20-minute documentary or full-length feature film, scoring to picture is an increasingly valuable creative outlet and source of income for the professional musician. This course presents an historical overview of music written for films and examines the work of such key composers as Bernard Hermann, Ennio Morricone, Jerry Goldsmith, Carl Stalling, and John Williams. Several scores are analyzed cue by cue, to demonstrate how they are constructed. Technical aspects are explored, including the synchronization of sound to picture and the use of computers and MIDI in the realization of the music. Documentaries, industrials, and commercials as well as feature films are explored. Some basic computer experience is recommended but not required. This is a limited-enrollment class. Prerequisite: second semester of Theory 2 or equivalent. 2 credits

Linear Composition for Improvisers

Jane Ira Bloom

Students explore how to structure compositions and improvisations using melodic lines of horizontal motion. They learn to compose using improvisation as their point of departure and are required to write and perform several compositional and improvisational assignments. A live concert recording of students’ original compositions is the final class project. Final enrollment is at the discretion of the instructor. 2 credits

Philosophies of Time and Process in Music

Chris Stover

In this course we will critically examine the thoughts about time, flow, and process of philosophers from Heraclitus and Parmenides through Deleuze and Ricoeur, with particular emphasis on Hegel’s dialectics, Henri Bergson’s model of process and flow, and phenomenological frames from Husserl and his followers. We will also focus on some ways in which musicians and music theorists have used these frames to examine and describe musical process and Becoming. Throughout, we will engage musical compositions and occasionally other artistic media such as film, to contextualize the discussion and to suggest avenues for further and deeper consideration. This is a seminar course involving weekly readings and responses, moderated discussions, and a final research paper or project. 3 credits

Songwriting

Kirk Nurock

This course is intended to help students develop the craft of songwriting (melody, lyrics, harmony, song form). The classroom approach will include exercises to help develop that craft and individual guidance and assistance from the instructor to help students develop their own songs. This class will be open to all students, and they must have completed Theory 1B and Piano 1B (or be tested at level 2 or higher on piano). While students will be actively engaged in rehearsing and singing their songs as they develop them, this course is not a performance ensemble. Emphasis will be on the analysis and development of songs rather than on their performance. 2 credits

Sound in Time

Diane Moser

This course is the most fundamental definition of music. Beginning with an understanding of the harmonic series and its numeric implications we can begin to explore and create a seemingly endless but organized approach towards tuning systems, intervals, harmony, and temporal organization including polyrhythm and groove. Each student will create a personal lexicon that includes extended techniques, metaphors, and extra-musical inspiration. Through sharing these lexicons each student will create “tailor-made” improvisational scores for members of the class. There will be a final performance of these compositions. 2 credits

Special Topics

Robert Sadin

An intensive seminar in musical analysis and composition in which masterworks of the classical repertoire are discussed in the context of techniques and problems of contemporary composition, including jazz and more commercial forms. Specific topics vary from semester to semester. Students compose and perform as well as analyze. This course is designed for serious, self-motivated students. Prerequisite: second semester of Theory 2 or equivalent. 1 credit
Species Counterpoint
Armen Donelian

Classical species counterpoint is an effective tool for developing the ear to hear and react to the subtleties of interacting melodic lines. It cultivates a linear sophistication for both improvisation and composition. The study of species counterpoint dates back to the pre-baroque and comprises a series of little “puzzles” that must be “solved” within strict guidelines. In addition to exploring two- and three-voice settings, the course explores creative application of contrapuntal techniques to jazz tunes. Prerequisite: Theory 1B or equivalent. 2 credits

Words and Music
Diane Moser

Using words as a compositional tool is the theme of this class. The elements of poetry, prose, song, and short story are the same as those of music: the pulse of the work, the rhythms of the words, the texture and harmony in the flow of sentences and the emotions felt. Students examine the historic collaborations of Charles Mingus/Langston Hughes, David Amram/Jack Kerouac, Bill Zavatsky/Marc Copland, and Jayne Cortez/Ornette Coleman, as well as poets Steve Dalachinsky, John O’Hara, and others. Students perform and compose weekly assignments throughout the course. A collaboration with poets and a live concert recording of students’ original compositions is the final class project. Final enrollment is at the discretion of the instructor. 2 credits

Music Technology Electives

Audio Engineering Internship
Christopher Hoffman

It is beneficial for musicians to have at least a basic understanding of electronics and recording in order to take full advantage of new technology. Students learn the fundamentals of various electronic devices commonly found in recording studios. For the first eight weeks, students explore cables, microphones, mixing consoles, recording devices, recording media, and outboard processing (equalizers, compressors, reverb, etc.) and learn how to connect equipment for optimal performance. After this preliminary portion, recording sessions and live performances take place. Students receive hands-on experience with studio setups, microphone selection and placement, mixing, tracking, and live sound reinforcement. Each student is required to complete a minimum of three recording sessions and three live performances. 2 credits

Introduction to Finale
Alexis Cuadrado

This introductory class teaches the basics of computer copying needed for the design of professional-looking lead sheets and scores. A must for jazz musicians and composers. Prerequisite: second semester of Theory 1B or equivalent. 1 credit

Introduction to Sibelius
Gene Perla

This limited-enrollment introductory class teaches the basics of computer music copying and leads up to the design of professional looking lead sheets and scores in Sibelius, which has now reached equal status with Finale. Prerequisite: Theory 1B or equivalent. 1 credit

ProTools
Karl Wenninger

Students get extensive hands-on experience with ProTools, the leading software for digital recording. Recordings of the spoken word, field recordings, multitrack recordings, and sampled material from commercial CDs are used for editing, mixing, and sound processing purposes. 2 credits

Special and Interdisciplinary Electives

Contemporary Studio Collaborative
Rory Stuart

This collaborative ensemble will bring together student performers and composers to recreate the professional and contemporary recording studio experience in a large ensemble setting. Composers will cultivate strong/unique compositional voices, develop arranging skills with real-time feedback from players interpreting their work as well as recorded classes, and communicate musical ideas using accurate notation. Performers will develop skills in sight-reading, section playing, and stylistic interpretation. This ensemble will have integration capabilities with other composition-based courses, giving students the opportunity to have their pieces workshoped and recorded. Final enrollment is at the discretion of the instructor. 2 credits

Eyes of the Masters
Phil Ballman (coordinator)

This is a series of ten master classes presented by ten prominent artists in jazz and contemporary music. Among the masters who have participated in recent years are Brad Meldhau, Jason Moran, Mark Turner, Butch Morris, Grady Tate, Bill Frisell, Steve Coleman, Randy Weston, Pat Metheny, and Maria Schneider. 1 credit

Hip Hop: Skill, Style, Science
Evan Rapport

This course explores hip hop aesthetics, techniques, and history by focusing on the music and discourse of those who are engaged in hip hop culture in various ways, including emceeing, deejaying, graffiti writing, and breaking. The focus of the course is on elements of musical style such as rhythm, form, sampling, and stress and rhyme patterns. Other topics include politics, authenticity, and the connections between hip hop and the African diaspora. The course offers opportunities for performance and composition, and is cross-listed with Eugene Lang College. 3 credits
Independent Study
Phil Ballman, Jane Ira Bloom, Richard Harper, Chris Stover, Rory Stuart, Evan Rapport, Reggie Workman

Students who have finished their studio requirements may earn credit by doing an independent study project with a full time faculty member. Any interested student must submit a proposal to the Director of Academic Affairs and have it approved prior to the beginning of the semester. Proposals are generally academic in nature and involve writing an extended paper, usually about 10 pages per credit earned. So for example a two-credit independent study project will normally require about a 20-page paper. 1-3 credits

Listening Discovery—“What the Heck Was That?”
Martin Mueller

In this limited-enrollment course students present musical samples, duplicating a “listening party,” a gathering held purely for the love and discovery of music. New music. Old music. Loud music. Soft music. In each class session, students will be required to bring in a burned copy of anything but standard tunes that everyone’s heard a million times by an artist that everyone knows. It is about quality. It is about range. It is, perhaps more than anything else, about surprise. Students may very well bring “Blue Bossa,” but only if it is “Blue Bossa” as performed by a punk-jazz band from Norway who recorded it on a four-track at some obscure festival just before its singer died from an aneurysm bungee-jumping from her Harley. In other words, you bring something interesting, something unexpected. It can be mainstream, but the song should be sonically fascinating, well recorded, somehow unique, and not something others have heard. Each class will consist of a series of blind listening rounds. After listening and commentary on each round, each student contributing samples will explain why they choose their selection, and be prepared to articulate what this music means in relation to his or herself, artistry, and study at The New School for Jazz and Contemporary Music. Grading is pass/fail and is based on a strict attendance and participation formula as well as the submission of one short paper at the end of the semester. 1 credit

Punk and Noise
Evan Rapport

This course explores the aesthetics, techniques, history, and elements of style of punk and noise music, with an emphasis on New York City-based musicians, audiences, and venues. Related topics include postmodernism, youth subcultures, the music industry, and issues of politics and gender. The course offers opportunities for performance and composition. Cross-listed with Eugene Lang College. 3 credits

Stage Presence, Showmanship, and the Inner Voice
La Tanya Hall

Students develop skills for reaching their audience in the most effective way. Students cultivate a stage presence, combining professionalism with personal style. The class explores ritual, gesture, formality, and fun from the perspective of leader, sideperson, and audience. Also explored are announcing at the microphone; acknowledging and riding applause; timing, humor, and suspense; and the importance of visuals (clothing, lighting, and stage arrangement). A particular focus is on the projection of emotion—how to “go inside” to play deeply while opening to the powerful spirituality of a large gathering. 1 credit

Semester Specific Projects and Collaborations

Each semester the program offers courses related to project based and collaborative work that is specific to that term. These courses often feature guest teaching artists and partnerships with other divisions of The New School. Examples of previous semester specific courses include

- Speak Music & Design (collab with Parsons)
- Flashmob Ensemble
- Sound in Time and Place
- Stew’s Song Factory (collab with Drama)
- The Stone Workshops (collab with Mannes)
- Visual Music (collab with Parsons)

Theory and Analysis Electives

Advanced Ear Training
Armen Donelian

The focus is on the harmonic and melodic vocabulary and repertoire of the sixties and later, including Wayne Shorter, Herbie Hancock, and Chick Corea. Topics may include advanced transcriptions of John Coltrane, Clifford Brown, and Bill Evans; composition and dictation of harmonic progressions using Arnold Schoenberg’s Theory of Harmony; atonal sight-singing using Modus Novus by Lars Edlund; and analysis and dictation of the chord voicings of Scriabin, Debussy, Ravel, and Bartok. Prerequisite: Ear Training 2B with a grade of B+ or higher, or placement out of required Ear Training. 2 credits

Advanced Reharmonization
Lee Ann Ledgerwood

This class explores a variety of techniques for reharmonization. Focus is on pedal point, creation of chromatic voicings, and enabling the student to discover a personalized relationship with harmony. New and unique approaches are taught using the jazz standard repertoire. Prerequisite: second semester of Theory 2 or equivalent. 2 credits

Bebop Harmony
David Glasser

This class explores Barry Harris’ approach to improvisation through an in-depth understanding of dominant chords. Mr. Harris’ simple but profound approach reveals the choices available within and moving through different tonalities. Material covered includes dominant seventh scales, tri-tone relationships, diminished chords, whole-tone scales, augmented chords, and chromaticism as they occur in moving
between major and minor tonalities. Emphasis is on the practical application of these concepts to common jazz standards. Students are required to bring their instruments for class participation. Prerequisite: second semester of Theory I or equivalent. 2 credits

**The Music of Bill Evans**  
**Lee Ann Ledgerwood**

An overview of the career of Bill Evans, this class focuses on his compositional and pianistic styles, his musical collaborations, and his harmonic influence on many of today’s artists. The class includes live demonstrations and audio and film examples. Prerequisite: second semester of Theory I or equivalent. 1 credit

**Score Reading and Analysis**  
**Kirk Nurock**

Students explore the content of a variety of tonal works. Score-reading skills (both transposed and concert) are taught as students analyze the layers of large ensemble pieces in classical and jazz genres. Focus is on in-depth examinations of motivic development, harmonic language, rhythm, structure, and orchestration. Students learn to play lines at the piano while singing others and to recognize essential compositional elements while listening to recordings. Prerequisite: second semester of Theory 2 or equivalent. 2 credits

**Vocal Electives**

**Piano for Vocalists**  
**Rachel Z**

It is essential that singers learn to accompany themselves on the piano. They must be able to play the chords of a tune in order to learn the tune and to develop a stronger working knowledge of jazz harmony and melody. By the end of this course, vocalists will be able to select an appropriate key for a piece of music and play through the chords while singing the melody. Prerequisite: one year of keyboard harmony or the equivalent. 1 credit

**Vocal Styles Through Performance**  
**Richard Harper**

This is an ensemble/workshop class where characteristics of vocal music are examined through individual and group performance of various historical styles. Emphasis is placed on the African-American music tradition and its influence on American singing. The focus is on selected genres including work songs, holllers, spirituals, country and classic blues, rags, swing, gospel bebop, doo-wop, rhythm and blues, funk, modal music and rap. Elements of, and relationships among these genres are explored primarily through improvisational and compositional techniques, modeling and ensemble singing and performance. Vocal students should have completed Vocal Improvisation 1 and Vocal Performance 3 or its equivalent. Instrumental students may also audition. 2 credits

**Composer Elective Ensembles**

**Art Blakey and the Jazz Messengers Ensemble**  
**Charles Tolliver**

An in-depth study of the repertory and performance traditions of Art Blakey. Original recordings are studied, and students work toward developing an authentic playing style in an ensemble devoted to Blakey’s work. Final enrollment is at the discretion of the instructor. 2 credits

**Charles Mingus Ensemble**  
**Andy McKee**

Charles Mingus, one of the most important composers and band leaders in jazz history, contributed much to the formation of modern jazz. This class is devoted to listening, analyzing, and, especially, performing Mingus’ compositions. Attention is focused on capturing the experimental spirit of the Mingus Jazz Workshop. Final enrollment is at the discretion of the instructor. 2 credits

**Charlie Parker Ensemble**  
**David Glasser**

The repertoire of Charlie Parker is learned and studied. Specific tunes and original arrangements are practiced and recorded, including the music of some of Parker’s contemporaries, such as Dizzy Gillespie, Thelonious Monk, Bud Powell, and Tadd Dameron. The language of the bebop musicians is studied through listening, emulation, and implementation. Repertoire includes such works as “Groovin’ High,” “Blue and Boogie,” “Salt Peanuts,” “Dizzy Atmosphere,” “Shaw Nuff,” “Round Midnight,” “Donna Lee,” “Confirmation,” “Hot House,” “Be-bop,” “The Squirrel,” “One Base Hit,” and “Two Base Hit.” Final enrollment is at the discretion of the instructor. 2 credits

**Chick Corea Ensemble**  
**Armen Donelian**

Students play, listen to, and study the music of Chick Corea, one of the most prolific, influential, and multi-directional pianists and composers in jazz history. Special attention is paid to developing students’ improvisational originality, melodic and harmonic clarity, sensitivity to dynamics and timbral nuances, propulsive and relaxed sense of time and rhythm, and interplay within the rhythm section. Works include “Steps,” “What Was,” “Tones for Joan’s Bones,” “Windows,” “Litha,” “Captain Marvel,” “Like This,” and “Morning Sprite.” A final concert is presented. Final enrollment is at the discretion of the instructor. 2 credits

**Electric Miles Ensemble**  
**Adam Holzman**

This ensemble covers arrangements of mid- to late-eighties Miles Davis repertoire, including material from We Want Miles, You’re Under Arrest, Tutu, Amandla, and Live Around The World. The ensemble uses the music and format of Miles’ later bands as a framework for exploring fresh approaches to comping and soloing. Modern rhythm section ideas,
superimposing chords over static harmonies, and polytonal street grooves are explored. These ideas are applied to other material, including student compositions. Final enrollment is at the discretion of the instructor. 2 credits

**Herbie Hancock Ensemble**
*George Cables*

A performance ensemble devoted to exploring the compositions and performances of Herbie Hancock from the early sixties through the seventies. The class discusses and applies many key elements of Hancock’s writing and playing style, focusing on material from his Blue Note albums as well as on his later Headhunters compositions. Hancock’s concepts are applied to every instrument in the band. Final enrollment is at the discretion of the instructor. 2 credits

**John Coltrane Ensemble**
*Reggie Workman*

This repertory ensemble explores the compositions and performances of John Coltrane. Mr. Workman performed with Coltrane as a member of his band and develops the ensemble in the spirit of the great Coltrane groups. Final enrollment is at the discretion of the instructor. 2 credits

**Ornette Coleman Ensemble**
*Jane Ira Bloom*

This ensemble emphasizes an aural and intuitive approach to learning, performing, and improvising the early compositions of Ornette Coleman. The course explores music from albums including *Something Else, This is Our Music, Tomorrow is the Question,* and *The Shape of Jazz to Come.* Final enrollment is at the discretion of the instructor. 2 credits

**Sonny Rollins Ensemble**
*Armen Donelian*

This ensemble is dedicated to the music of Sonny Rollins, one of jazz’s pivotal saxophonists and composers. Particular attention is paid to Rollins’ early work as a leader, including compositions such as “Oleo,” “St. Thomas,” “Valtz Hot,” “Airegin,” “Strode Road,” “Newk’s Fadeaway,” “Tenor Madness,” “Blue Seven,” and “Pent-Up House.” Standards known for Rollins’ interpretations of them are also played, including “The Way You Look Tonight,” “You Don’t Know What Love Is,” “Easy Living,” “Star Eyes,” “I’ve Got You Under My Skin,” “I’ll Remember April,” “What Is This Thing Called Love,” “Softly as in a Morning Sunrise,” “Four,” “Woody ’n You,” “You Stepped Out of a Dream,” and “All the Things You Are.” Instrumentalists and vocalists are encouraged to audition. One Rollins solo transcription is required during the semester. Final enrollment is at the discretion of the instructor. 2 credits

**The Sun Ra Arkestra Ensemble**
*Ahmed Abdullah*

The works of master composer, arranger, bandleader, and pianist Sun Ra are overdue for critical attention from music students. For many years, his music was available only to those who visited his Arkestra. Sun Ra’s compositions give students a range of challenges, incorporating odd intervals and ranging from ballads to swing and beyond. In the Sun Ra Arkestra Ensemble, compositions are rehearsed in an unusual big band format and presented in a unique style that reveals the philosophical underpinnings of the music. Sun Ra’s lyrics, some of which speak of space travel and a planet without cemeteries, challenge students to expand their understanding of art music. In this ensemble class, we explore the multidisciplinary vision—combining poetry, music, and dance with lyrics—that is Sun Ra’s legacy. Final enrollment is at the discretion of the instructor. 1–2 credits

**Thelonious Monk Ensemble**
*Steve Cardenas*

An ensemble focusing on Monk’s important compositions and stylistic innovations. Students are required to bring in their own arrangements of Monk’s music. Final enrollment is at the discretion of the instructor. 2 credits

**Wayne Shorter Ensemble**
*Doug Weiss*

Wayne Shorter is one of the giants of improvised music, as well as a noted leader and composer. This ensemble studies Shorter’s work in depth, in terms of both composition and improvisation. Classroom activities include learning early compositions directly from the recordings as well as reading transcriptions made by the instructor. Final enrollment is at the discretion of the instructor. 2 credits

**Stylistic Elective Ensembles**

**Advanced Rhythmic Concepts Ensemble**
*Rory Stuart*

This ensemble focuses on student performance of concepts from the Rhythmic Analysis level 2 classes. Students learn rhythmic superimpositions, metric modulations, odd meters, changing meters, and cross-rhythms, using original music by the instructor and ensemble members, as well as blues, standards, and originals by other jazz composers. Improvisation in solos, accompaniment, and ensemble work are all used to further mastery. The instrumental makeup of the ensemble is flexible and multiple players can be used on any instruments in the ensemble’s arrangements. This ensemble is an opportunity to go further in making the advanced concepts from Rhythm class a part of your playing. Prerequisite: completion of Rhythmic Analysis 2A, or permission of instructor. Final enrollment is at the discretion of the instructor. 2 credits

**The Art of the Rhythm Section**
*Hal Galper*

This class focuses on the various aspects of rhythm section playing: the logistics of listening; clarifying instrument roles; the decision-making process; and developing performance awareness, concentration, and instrumental control. Final enrollment is at the discretion of the instructor. 2 credits
Choral Musicianship
Richard Boukas

A mixed a cappella choir (women and men) comprising vocal and instrumental jazz students offers musicians the uplifting experience of singing European polyphonic music from 1300 to the present. Masterpieces from the European Renaissance and baroque periods are performed, including works by Ockeghem, Josquin, Tallis, Byrd, Victoria, Monteverdi, Schütz, Bach, Brahms, and select contemporary composers. Proper breath support and vocal production, choral rehearsal techniques, working with a conductor, singing in Latin and other foreign languages, reading C clefs, and transposing are covered. Performances are not part of the choir’s obligation, although informal presentations are possible with mutual interest. Final enrollment is at the discretion of the instructor. Prerequisite: ability to sight-sing lines of medium difficulty in a choral setting. 1–2 credits

Futuristic Concepts of Music
Reggie Workman

An ensemble focusing on the art of spontaneous improvisation as developed in the sixties by Ornette Coleman, Cecil Taylor, John Coltrane, Albert Ayler, and others. Final enrollment is at the discretion of the instructor. 2 credits

Gospel Chorus
Charlotte Small

This class is open to all students who are interested in singing gospel music. The course involves singing a variety of gospel styles, ranging from traditional to urban contemporary. The focus is on phrasing, stamina, and three-part singing to achieve authentic gospel sound. 1–2 credits

Jazz Orchestra
Charles Tolliver

The big band of the swing and bop eras has provided the foundation for today’s larger jazz ensembles and studio recording groups. Experience playing in a big band is useful for all jazz musicians. It develops sight-reading skills and teaches the student to play in a section. Jazz Orchestra is a top-level ensemble that often performs at jazz clubs in New York City, frequently playing student arrangements and compositions. Final enrollment is at the discretion of the instructor. 1–2 credits

“Live” Electronica Orchestra
Amir Ziv

The “Live” Electronica Orchestra is open to all instrumentalists. The ensemble will utilize various sound manipulation effects such as ring-modulators, octavers, low-pass filters, delays, etc. We will place a strong emphasis on performing with a “sound-design” mentality; establishing cueing systems; developing clear A/B/C sections for live-ensemble, “through-composed” improvisation; and using electronic effects and amps as instruments. Extreme tempos, unorthodox techniques, and advanced forms and rhythms will further enrich our compositional toolkit as we lead the next wave of electronically influenced music and create the soundtrack of tomorrow. LEO is a performing laboratory for all things now and current in electronically influenced music, drawing inspiration from a history rich in electronic audio experimentation and pushing the stylistic thresholds of music. Final enrollment is at the discretion of the instructor. 2 credits

M-BASE Ensemble
Andy Milne

Oral dictation is used to improve students’ melodic ear training and ability to distinguish unfamiliar rhythms and melodic passages. The music taught is based primarily on the compositions of Ralph Alessi, David Gilmore, Steve Coleman, and Andy Milne. In these works, students face specific rhythmic challenges not normally found in standard jazz repertoire. The course gives students a firsthand look at the music characterized as “M-BASE” and helps them develop the musical muscles to understand and improvise with this music. Although much of this music doesn’t sound like traditional jazz standards, it draws heavily on the lexicon of that music. Much attention is given to connecting the melodic and harmonic content of M-BASE with the more familiar jazz standards. This is not a superficial survey on soloing over odd time signatures but an extensive study in developing a rhythmic concept that will open doors for playing in any meter, including 4/4. The approach used encourages students to hear musical phrases rather than time signatures. The process of eliminating the conceptual bar line helps foster a greater sense of freedom, based on understanding music from the ground up. Final enrollment is at the discretion of the instructor. 2 credits

Rhythm and Blues Revue Ensemble
Michael Wolff

This is a performance ensemble that uses lead and back-up vocalists, horn and rhythm sections, the electric bass, one or more keyboards, and one or more guitarists. The group rehearses and performs music drawn from the repertoires of such R&B greats as Ray Charles and James Brown, along with more contemporary music including original compositions by the instructor and the students. Final enrollment is at the discretion of the instructor. 2 credits

Standards: The Art of the Ballad
Jane Ira Bloom

A performance course in which students develop an understanding of how to interpret a jazz standard, with special emphasis on the subtleties of ballad playing. Attention is given to the influence of the jazz vocal tradition in shaping a personal instrumental approach to song. One vocalist will be accepted. Final enrollment is at the discretion of the instructor. 2 credits

Standards: The American Song Tradition
Reggie Workman

Students who have recently entered the music community will be exposed to some of the material that can be considered standard up to approximately 1965. Students examine songs
made popular through theater, Broadway, and film, concentrating on composers in the later part of the 19th century and early part of the 20th century. Students are expected to memorize a substantial number of songs from the era in more than one key. Material that the average musician may encounter in the course of his or her career is the focus. 2 credits

**Super Trios Ensemble**  
Lee Ann Ledgerwood

This ensemble covers the musical contributions of piano trios including those led by Nat King Cole, Bill Evans, Paul Bley, Hampton Hawes, McCoy Tyner, and Keith Jarrett. Enrollment is limited to pianists, acoustic bassists, and drummers. Particular emphasis is placed on communication and support among the various members of the ensemble and the individual role of each player. Final enrollment is at the discretion of the instructor. 2 credits

**World Music Elective Ensembles**

**Afro-Cuban Jazz Orchestra**  
Bobby Sanabria

The Afro-Cuban tradition began in New York City in 1940. Machito and his Afro-Cubans, under the direction of maestro Mario Bauza, fused the harmonic sophistication of jazz with the rhythmic complexity of Afro-Cuban music. The ensemble explores that rich legacy with a repertoire that hints at the past, present, and future of the genre. The ensemble performs once a month at the Nuyorican Poets Café and every semester in a concert featuring a renowned guest soloist. High-level sight reading and solo skills are recommended. Final enrollment is at the discretion of the instructor. 1–2 credits

**Brazilian Choro Ensemble**  
Richard Boukas

Choro is Brazil’s unique tradition of instrumental/chamber music, blending European forms (polka, waltz, etc.), Afro-Brazilian dances (samba, maxixe), classical contrapuntal, and Jazz influences. Players learn the complex relations between melody, bassline, and accompaniment, idiomatic melodic phrasing, and improvisation approaches on more Jazz-oriented pieces. Repertoire spans 125 years from early nationalist composers through 20th century masters to modern jazz innovators. Final enrollment is at the discretion of the instructor. 2 credits

**Brazilian Jazz Ensemble**  
Richard Boukas

An authentic repertoire ensemble covering bossa nova, MPB, samba, choro, baiao, frevo, maracatu, and other Brazilian genres in their organic fusion with jazz, popular, and classical traditions. Master composers include Hermeto Pascoal, Jovino Santos Neto, Jobim, Pixinguinha, Gnattali, Guinga, Edu Lobo, Ivan Lins, Milton Nascimento, and composers from the thriving São Paulo scene. Students learn rhythm section roles and interaction adapted from percussion sources, idiomatic melodic phrasing, and improvisation concepts for Brazilian grooves. The ensemble requires strong readers, saxophonists with flute double, and one vocalist with instrumental scatting ability (familiarity with Portuguese is helpful). Final enrollment is at the discretion of the instructor. 2 credits

**Brazilian Percussion Workshop**  
Scott Kettner

An introduction to Brazilian rhythms in the tradition of the Rio de Janeiro samba schools. No prior drumming experience is required. Students learn to work with specific rhythms such as samba, partido alto, afobe, maracatu, baiao, and samba reggae. They also learn to play surdo, tamborim, agogo, repique, chocalho, and caixa. Some of the percussion patterns are applied to the drum set. Final enrollment is at the discretion of the instructor. 2 credits

**Cross Cultural Improvisation**  
Evan Rapport

Countless jazz musicians have found inspiration in the many different approaches to musical improvisation practiced throughout the world. In this course, students will examine some of these approaches, and creatively explore ways to apply new systems and techniques into their own improvisation styles. Through this investigation, students will gain a broader understanding of the jazz tradition itself. Our topics will include North and South Indian classical music, Arab maqam, song dueling, dance/drum dialogues, the Persian radif, and simulated improvisation. We will also consider the history of the concept of “improvisation,” and how it relates to “composition.” Final enrollment is at the discretion of the instructor. 2 credits

**Indian Ensemble**  
Samir Chatterjee

Students learn and perform repertoire from a variety of Indian music styles and genres, including popular music and the classical traditions of northern India (Hindustani music) and southern India (Karnatak music). Special attention is paid to the principles of raga and tala as well as improvisational techniques and approaches that have been of great interest to jazz musicians for decades. Final enrollment is at the discretion of the instructor. 2 credits

**West African Heritage Ensemble**  
Yosvany Terry

This ensemble explores the rich musical heritage of West Africa and the West African diaspora in the Americas. Special attention is paid to internalizing rhythmic patterns and phrases by way of clapping, singing, and call-and-response techniques. Students apply West African concepts to their understanding of jazz composition and improvisation, including historical connections and contemporary interpretations. Final enrollment is at the discretion of the instructor. 2 credits
Ahmed Abdullah (composer/trumpeter/writer), BM, Queens College. Mr. Abdullah has been leader of his own ensembles since 1972 and is currently with the band Diaspora. He has performed and recorded as sideman with numerous artists including Sam Rivers, Rashid Ali, Arthur Blythe, Billy Bang, and Ed Blackwell. Mr. Abdullah has worked with Sun Ra as a key member of the Arkestra, performing worldwide and on more than 25 recordings spanning 20 years.

Junko Arita (vocalist), BFA, The New School for Jazz and Contemporary Music; BA, Meijigakuin University, Tokyo. Junko Arita has worked extensively in composition, arranging, and computer music notation.

Phil Ballman (music business, drummer). Phil Ballman is a percussionist, drummer, and music business veteran who has broad experience as a performer, booking agent, publicist, talent buyer, promoter, tour manager, and artist manager. In the late 90s he served as office manager for the Knitting Factory booking and label distribution office in Amsterdam, the Netherlands. From 1999–2003 he was the drummer and first manager of the critically praised afrobeat orchestra Antibalas and toured extensively throughout Europe and North America. As co-founder of the international music booking agency Mondo Mundo, he presented major North American tours by established artists such as Milton Nascimento, the Master Musicians of Jajouka, and the Mahotella Queens, as well as emerging artists from many countries including Brazil, France, Senegal, Morocco, and Israel with appearances at major festivals and renowned venues such as the Hollywood Bowl, Carnegie Hall, and many others. Winner of an Arts International Grant, Mr. Ballman studied samba percussion in Rio de Janeiro and made numerous research trips to study Vodou drumming in Haiti. In 2010 he created and produced a season of free outdoor concerts (in partnership with the City Parks Foundation) at the OtherGround Music Festival in Queens, New York.

Daniel Beliavsky (pianist/composer), MA and PhD, New York University, BA, Columbia. Dr. Beliavsky, a classical concert pianist, has performed throughout Europe and the US both with orchestra and in recital. He has recorded the world-premiere complete collection of Lukas Foss’ solo piano music, and two other solo CD’s including music by Scarlatti, Bach, Mussorgsky, Schubert, and Chopin. A widely experienced educator, Dr. Beliavsky gives lectures and demonstrations around the United States as a Steinway Supporting Personality.

Jay Bianchi (pianist/composer/producer), performance certificate from Guildhall School of Music & Drama in London; MM, University of Miami; BM, SUNY Fredonia. Recently he has worked with John Patitucci, Bette Midler, Glenn Close, Leslie Gore, producer Angelo DiPippo, Duncan Sheik, and performed on Broadway in the musical in the hit musical Billy Elliot

Jane Ira Bloom (saxophonist/composer/producer), graduate of Yale University and the Yale School of Music. Ms. Bloom is a winner of the Downbeat International Critics’ Poll for soprano saxophone. She has received the Doris Duke Jazz Competition Award and fellowships from the NEA, Rockefeller and Ford Foundations, as well as the IAJE Charlie Parker Fellowship for Jazz Innovation. She has performed, recorded, and collaborated with Charlie Haden, Ed Blackwell, George Coleman, Rufus Reid, Kenny Wheeler, Julian Priester, Fred Hersch, Jay Clayton, and Cleo Laine. She has created compositions and undertaken commissions for the American Composers Orchestra, Pilobolus Dance Theatre, and the NASA Art Program. Ms. Bloom has performed at the Montreal, Paris, Berlin, San Francisco, Detroit, JVC, and Texaco Jazz Festivals; at the Kennedy Center, Carnegie Hall, and Lincoln Center; and in New York clubs.

Richard Boukas (guitarist/vocalist), BA, New York University; MA, Queens College. Richard Boukas is the founder of the New School Brazilian Jazz Ensemble and resource team chair in Brazilian music for IAJE. Recognized as the “best Brazilian jazz guitarist in U.S.” by Guitar One magazine, Mr. Boukas is a Malandro recording artist and leader or co-leader on several recordings and founder of JazzEthnics, a nonprofit arts-in-education organization. He is the recipient of four NEA performance grants and a NYFA Composer Fellowship. Artist residencies include Campos do Jordao (Brazil), Harvard and Cornell Universities, University of Denver, and the National Guitar Workshop. He is the award-winning producer for Queens Public Television and VOX, the webcasting station for The New School.

Joanne Brackeen (pianist/composer) is a two-time winner of Downbeat International Critics’ Poll for best pianist and a two-time NEA grant winner. Ms. Brackeen has been described as a “virtuoso pianist, one of jazz’s most prized possessions.” She has performed or recorded with Art Blakey & the Jazz Messengers, Joe Henderson, Stan Getz, Pharaoh Sanders, Freddie Hubbard, Dave Liebman, Toots Thielmans, Jon Faddis, Eddie Gomez, and Jack DeJohnette. Leading her own groups, she has performed in North and South America, Europe, Asia, and Australia. Venues have included the Kennedy Center, the Smithsonian Institute, Carnegie Hall, and Avery Fisher Hall, as well as the JVC, Monterey, Montreal, North Sea, and Montreux Jazz Festivals. With more than 25 recordings as a leader, Ms. Brackeen is currently a recording artist for Arkadia Records. A recent CD, Pink Elephant Magic, received a Grammy nomination in 2000.

Cecil Bridgewater (trumpeter/composer) studied music education, performance, and composition at the University of Illinois. He has performed with Art Blakey & the Jazz Messengers, Horace Silver, Joe Henderson, McCoy Tyner, Dizzy Gillespie, Jimmy Heath, Benny Golson, and the Duke Ellington and Count Basie Orchestras. He has performed, composed, and arranged for the Thad Jones/Mel Lewis Orchestra, Max Roach, Lena Horne, and Dee Dee Bridgewater. Mr. Bridgewater’s arrangement for “Undecided Now” on the award-winning CD Dear Ella was nominated for a Grammy. With commissions from Meet the Composer, he produced The Cannonball Adderley Suite. With a NY State Council on the Arts commission, he produced the orchestral piece New Dawn. He has played on many recordings under his own name, including the most recent, Mean What You Say on Brownstone Records.
George Cables (pianist/composer), studied classical piano at the Mannes College of Music in the 1960’s, but switched his focus to jazz and has become one of the major figures in the music. As a sideman he has performed and recorded with dozens of the greatest jazz musicians including Art Blakey, Max Roach, Dizzy Gillespie, Joe Henderson, Dexter Gordon, Sonny Rollins, Woody Shaw, Art Pepper, Bobby Hutcherson, and Freddie Hubbard. Mr. Cables has recorded more than 25 albums as a leader, and several of his compositions have become anthologized jazz standards.

Steve Cardenas (guitarist) has become one of the most in-demand musicians in New York in recent years, working in the Paul Motian Electric Bebop Band, the Charlie Haden Liberation Music Orchestra, the Ben Allison Band, and the Steve Swallow Quartet. He has also worked with such notables as Eddie Harris, Joey Barron, John Patitucci and Norah Jones. He collaborated with Don Sickler to produce the landmark Thelonious Monk Fakebook, and has recorded three albums as leader of his own trio.

Jeff Carney (bassist), BM, San Francisco Conservatory of Music. Mr. Carney has accompanied Stan Getz, Art Farmer, John Abercrombie, Bobby McFerrin, Dewey Redman, Bobby Hutcherson, Joe Henderson, Woody Shaw, Freddie Hubbard, and Clifford Jordan, as well as popular music stars including Sting, James Taylor, Billy Joel, Elton John, and Barbra Streisand. Principal bassist with the New York Pops Orchestra at Carnegie Hall, Mr. Carney has played with the New York Philharmonic, the San Francisco Symphony, and the Broadway orchestras for Secret Garden and Beauty and the Beast.

Samir Chatterjee (tabla) is one of the best-know Indian musicians living in the USA. In addition to has extensive touring and recording experience, Mr. Chatterjee is the founder and director of Chhandayan, an organization promoting and preserving Indian music and culture, and is chair of the India Performing Arts Center at Rutgers University. He is also the author of two important books, A Study of Tabla and Music of India. Since 2008, Mr. Chatterjee has been doing pioneering work in Afghanistan toward their musical revival.

Haim Cotton (pianist) studied at Tel Aviv Academy of Music and Juilliard. Mr. Cotton has performed with Randy Brecker, Anton Fig, and others. His debut solo album is 100% Cotton and he is staff composer at OMNI-MUSIC.

Alexis Cuadrado (bassist/composer) graduated from the Taller De Músicas in Barcelona (1993), studied with the legendary concert bass master François Rabbath in Paris (1995-98), and received an MA in Jazz Performance and Composition from the Aaron Copland School Of Music at CUNY-Queens in 2001. His credits as a sideman include performances and recordings with Kurt Rosenwinkel, Bruce Barth, Ben Monder, Perico Sambeat, Mark Turner Angelique Kidjo, Bill McHenry, Steve Wilson, Seamus Blake, and many others. He has released four albums as a leader, the latest of which is the critically acclaimed Noneto Ibérico.

Andrew Cyrille (drummer/composer) attended the Juilliard and Hartnett Schools of Music and worked with jazz artists including Mary Lou Williams, Coleman Hawkins, Illinois Jacquet, Kenny Dorham, Freddie Hubbard, Walt Dickerson, and Babatunde Olatunji. From the mid-sixties to the seventies, Mr. Cyrille collaborated with pianist Cecil Taylor, was a member of the choral theater group Voices Inc., and taught as artist-in-residence at Antioch College. Mr. Cyrille organized several percussion groups featuring notable drummers such as Kenny Clarke, Milford Graves, Famoudou Don Moye, Rashied Ali, Daniel Ponce, and Michael Carvin. Mr. Cyrille has toured and performed throughout North America, Europe, Africa, and the former USSR. He is currently a member of TRIO3, also featuring Oliver Lake and Reggie Workman. He has received three NEA grants for performance and composition, two Meet the Composer/AT&T- Rockefeller Foundation grants, and an Arts International award to perform with his quintet in Accra, Ghana, and West Africa. In 1999, Mr. Cyrille received a Guggenheim Fellowship for composition.

Gerard D’Angelo (pianist/arranger), BM (Composition and Performance), Five Towns College. Mr. D’Angelo has performed with Zoot Sims, Ira Sullivan, Mel Lewis, Nat Adderley, Red Rodney, Bucky Pizzarelli, George Anders, and Georgie Auld, and also teaches at the Manhattan School for Music.

Armen Donelian (pianist/composer/author), BA, Columbia University; Artists’ Certificate, Westchester Conservatory of Music. Mr. Donellan has performed and recorded in 18 countries as solo artist, bandleader, and sideman with Sonny Rollins, Chet Baker, Billy Harper, Anne Marie Moss, Paquito D’Rivera, and Night Ark. A Steinway-affiliated artist, he has produced six recordings for Sunnyside, Odin, and Atlas labels. He is the recipient of six NEA Jazz Fellowships, five Meet the Composer grants, one New Jersey State Council on the Arts 2000 grant, one CEC International Partners/Artslink Collaborative Grant, and one Faculty Development grant from The New School. He is also the author of Training the Ear (Advance) and articles in Rutgers Annual Review of Jazz Studies, Downbeat, and Keyboard magazines.

Mario Escalera (woodwinds/composer), MA, Conducting and Music Education, Teachers College, Columbia University; BA, Liberal Arts, Regents College, SUNY; BA, Flute and Composition, Empire State College. Mr. Escalera studied privately with Kenny Dorham and Bobby Capers and has performed with “Screamin’” Jay Hawkins, Al Hibbler, Jaki Byard, Ray Draper, Richard Williams, and Patato Valdez. He has made three recordings as composer and leader and was the recipient of a CAPS composition fellowship and a Meet the Composers grant.

George Fontenette (trumpet/composer/producer), MM, New York University; BA, Southern University. Mr. Fontenette began his career as a New Orleans trumpet player who led his own band and worked as a sideman with Mark Whitfield, Jimmy Heath, Frank Foster, Dizzy Gillespie as well as various members of the Marsalis family. As a composer, he has worked extensively as a jingle writer for TV commercials and as a film scorer, including the feature film Multiple Sarcasms and the documentary film The Golden Greek: The Harry Agganis Story.
Hal Galper (pianist/composer/publisher/author), graduate, Berklee College of Music. Mr. Galper has worked with Chet Baker, Cannonball Adderley, John Scofield, the Phil Woods Quintet, and Mike & Randy Brecker, producing more than 82 recordings, 20 as a leader. Mr. Galper has also worked with the Slide Hampton Quartet, the Lee Konitz Duo, and the Stan Getz Quartet. His articles have appeared in Downbeat and the Jazz Educators’ Journal. Mr. Galper has won a Grammy award for his work with the Phil Woods Quartet/Quintet, received a Distinguished Alumni Award from Berklee College of Music, and multiple awards from the IAJE. He has also received grants from the NEA, the Lila Wallace-Readers Digest Foundation, and The New School.

Dave Glasser (saxophonist), BM, MM, Eastman School of Music; extensive study with Barry Harris. Mr. Glasser has been a member of the Clark Terry Quintet since 1995, and has performed extensively with the Count Basie Orchestra and Illinois Jacquet’s big band. In addition, he has performed in concert with Dizzy Gillespie, Sir Roland Hanna, Sarah Vaughn, Billy Eckstine, and Junior Mance. His CD as a leader, Uh! Oh! (Nagel Heyer), features his composing, arranging, and performing and includes Clark Terry, Roy Hargrove, Barry Harris, Frank Wess, Benny Powell, Peter Washington, and Curtis Boyd. Mr. Glasser is a former faculty member of the Clark Terry International Institute of Jazz Studies and a clinician at the Thelonious Monk Institute in Boston.

La Tanya Hall (vocalist, actor), BA, University of Colorado. Ms. Hall has toured with Bobby McFerrin, Diana Ross, Harry Belafonte, Michael Feinstein, Sekou Sundiata, and Patti Austin in addition to performing in New York with Kenny Werner, Quincy Jones, Elvis Costello, and many others. Her theatrical career includes roles in Stormy Weather, God’s Trombones, Dreamgirls, and A Christmas Carol, and her work on television has included dramatic roles in Law & Order and The Sopranos as well as musical appearances on Jay Leno, David Letterman, The Today Show, and Good Morning America. In 2010 Ms Hall released her first solo recording as a jazz artist, appropriately named It’s About Time.

Julie Hardy (vocalist, composer), MA, New England Conservatory; BA, University of New Hampshire. Ms Hardy has worked with Ben Monder, Mike Moreno, John Ellis, Jaleel Shaw and many other top musicians of the younger generation. Winner of an ASCAP Young Jazz Composers award, she has released two critically acclaimed jazz albums and is the leader of the indie-rock project Clementine.

Billy Harper (saxophonist), BM, North Texas State. Mr. Harper has performed with Art Blakey & the Jazz Messengers, Max Roach, Thad Jones/Mel Lewis Orchestra, Gil Evans Orchestra, Donald Byrd, and Lee Morgan. He has taught at Livingston College and Rutgers University and received a special grant from the New Jersey State Council for the Arts to teach improvisation at 15 high schools. His awards and honors include three music composition grants, two from the NEA and one from the Creative Arts Program. He also received the International Critics Award for Tenor Saxophone for two consecutive years. Mr. Harper and his quintet, which released the CD Soul of an Angel (Metropolitan Records), have performed extensively in Europe and the Far East.

Richard Harper (keyboards/vocals/brass/winds), ABD, Ethnomusicology and Composition, Union Institute; MM, Manhattan School of Music; BA, Wesleyan University. Mr. Harper performed with Sam Rivers, Jaki Byard, Carlos Garnett, Craig Harris, Deirdre Murray, and Lena Horne. He received excellence in teaching awards from the State University of New York at Old Westbury and from The New School. He has made recordings with Makanda McIntyre and James Jabbo Ware. His latest release as sideman is Get Hit in Your Soul with Jack Walrath.

Christopher Hoffman (Audio Engineering), Christopher Hoffman moved to New York after working as a post-production and music engineer at Chicago Recording Company. In addition to his work at The New School, he currently works as a freelance engineer, producer, multi-instrumentalist and runs Hundred Pockets Records. He is a proud member of Henry Threadgill’s Zooid and leads his own ensemble called Sad Companion. He has worked with Martin Scorsese, Randy Newman, Marc Ribot, Iron & Wine, Bebel Gilberto, Ryan Adams, Devotchka, Butch Morris, Christina Courtin, Willie Nile, Agnus & Julia Stone, Dar Williams, Ryan Scott, Spring Awakening, John Zorn, Jeremiah Cymerman, and Clare & The Reasons.

Adam Holzman (keyboardist) worked with Miles Davis’ band from 1985 to 1989 as musical director for the entire band, performing in more than 200 countries. Mr. Holzman has toured and recorded with artists including Chaka Khan, Michel Petrucciani, Wayne Shorter, and Kenny Garrett. In the spring of 1997, he joined Grover Washington Jr.’s band. By the late nineties, he was also playing with FM Tribe and Francis M’Bappe in New York City. In addition to his role as a sideman, Mr. Holzman has led the Los Angeles-based jazz-rock group The Fents and formed the progressive-influenced Mona Lisa Overdrive.

Martin Hundley (pedagogy, saxophone) is a saxophonist and educator from North Carolina. Martin holds a Bachelor of Music in jazz studies and saxophone performance from Oberlin Conservatory, where he studied with Gary Bartz, Donald Byrd, and Wendell Logan. He earned a Masters degree in arts education from Harvard University. Martin has worked at Jazz at Lincoln Center on education programming, The Kaufman Center’s Special Music School (P.S. 859), and The Jazz Standard. As a performer he has appeared at the Museum of Modern Art PS1, Dizzy’s at Lincoln Center, The Knitting Factory, South Eastern Center for Contemporary Art, as well as at The North Sea, Vienne, and Montreux Jazz Festivals. Martin was an artist in residence at The Banff Centre, Virginia Center for the Creative Arts, and The Hambidge Center for Creative Arts & Sciences. Martin is Director of Academic Affairs at The New School Jazz & Contemporary Music.

Robert Hurwitz (music business) has been president of Nonesuch Records since 1984. He previously ran the American operations of ECM Records, after beginning his career at Columbia Records. Hurwitz grew up in Los Angeles, where he was trained as a pianist, and graduated Phi Beta Kappa with a degree in history from the University of California, Berkeley. He has taught a course at The New School since 2006. At Nonesuch, he has signed or worked with John Adams, Timo Andres, Louis Andriessen, Henry
Gorecki, Philip Glass, Astor Piazzolla, Steve Reich, Stephen Sondheim, John Zorn, Björk, Jeremy Denk, Bill Frisell, Richard Goode, Lorraine Hunt Lieberson, Kronos Quartet, Gidon Kremer, k.d. lang, Audra McDonald, Brad Mehldau, Pat Metheny, Punch Brothers, Randy Newman, Joshua Redman, Dawn Upshaw, and Caetano Veloso. During Hurwitz’s tenure, the label’s artist roster has grown to include Laurie Anderson, The Black Keys, the Buena Vista Social Club, the Carolina Chocolate Drops, Ry Cooder, Emmylou Harris, and Wilcoand Nonesuch releases have won 42 Grammy awards.

Vic Juris (guitarist) studied with Charlie Banacos and Pat Martino. He is currently a member of Dave Liebman group and Gary Peacock Quartet, and leader and musical director of the Charles Mingus Guitar Quintet. He has performed with Barry Miles, Richie Cole, Eddie Jefferson, Jimmy Smith, Mel Torme, Nancy Wilson, and Sarah Vaughan. Mr. Juris is the leader of his own group and a Steeple Chase recording artist. His latest release is Songbook.

Michael Karn (saxophonist/bassist), BM, New York University; private studies with Joe Lovano. Mr. Karn has performed and recorded with Ray Charles, Jimmy Cobb, Charles Earland, Junior Mance, Charli Persip, Irene Reid, Valery Ponamarev, and Andy Bey. He has toured with Harry Connick as a saxophonist and, more recently, The Vanguard Jazz Orchestra as a bassist. He has made two recordings as a leader on Criss Cross Jazz: Head to Head and In Focus.

Scott Kettner (drums/percussion), BFA The New School for Jazz and Contemporary Music. Mr. Kettner has studied the Brazilian musical style known as Maracatu both in New York and in its indigenous home of Recife in Brazil. He is the founder and leader of New York’s only school of Maracatu, and also the founder and leader of Nation Beat, a band which fuses Maracatu with New Orleans jazz. Nation Beat has released three albums and has performed with artists as diverse as Willie Nelson, Cyro Baptista, and the Klezmatics.

Bill Kirchner (woodwinds/composer/author), BA, Manhattan College; recipient of Grammy and Indie awards; leader of the Bill Kirchner Nonet. Mr. Kirchner has placed in eight Downbeat International Critics’ Polls as “talent deserving wider recognition–arranger.” He is producer/annotator of new and reissued recordings for a number of labels; producer of the NPR “Jazz Profile” series; and editor of A Miles Davis Reader (Smithsonian Press, 1977) and The Oxford Companion to Jazz (Oxford University Press, 2000). His current CDs include Some Enchanted Evening and Trance Dance (A-Records).

Janet Lawson (vocalist). A Grammy nominee for her first album, The Janet Lawson Quintet, with Bill O’Connell, Ratzo Harris, Jimmy Madison and Roger Rosenberg, she has also performed with Duke Ellington, Tommy Flanagan, Clark Terry, Billy Hart, Cedar Walton, Billy Higgins, Bob Dorough, and numerous others. Performances include jazz festivals and clubs in Europe. Lawson is a co-founder of The New School Vocal Jazz Program; has created vocal jazz programs in schools and music camps throughout Latvia; and conducted vocal jazz workshops in London, Paris, Canada, other European countries, and throughout the United States. Ms. Lawson has received numerous awards and honors, including grants from the National Endowment for the Arts for composing and co-writing, with lyricist Diane Snow Austin, the musical JASS IS A LADY, supported by ASCAP and produced by Playwrights Horizons in New York; from the Rockefeller Foundation; and from the New York and Pennsylvania Councils on the Arts and ArtsLink. She is listed in the New Grove Dictionary of Jazz and the All Music Guide to Jazz and is included in Leslie Gourse’s Louis’ Children, and Scott Yanow’s The Jazz Singers. The Japanese record label CELESTE released a double CD of her previous recordings. Lawson’s forthcoming books include The Integrated Artist: Improvisation as a Way of Life and a soon-to-be-published children’s book and accompanying CD about the history of jazz, Grandma Sage and Her Magic Music Room, co-written with renowned composer and author Carman Moore. Lawson was nominated for the 2007 IAJE Jazz Education Hall of Fame Award. She received a Collaborative Project Award with adjunct professor of visual arts Craig Houser. Private studies include Hall Overton, Warne Marsh, Hal Galper.

Lee Ann Ledgerwood (pianist/composer) studied at Cleveland Institute of Music, North Texas State University, and Berklee College of Music. Ms. Ledgerwood performed or toured with Red Mitchell, Eddie Gomez, Joe Chambers, Buster Williams, and others. Her recordings include You Wish, Now, Zen Quartet (featuring Jon Gordon), Breaking the Waves, Simple Truth, and Transitions (piano trio).

Elisabeth Lohninger (vocalist), MA in Music Pedagogy from Hochschule Mozarteum, Salzburg, Austria; jazz studies at Bruckner Conservatory, Linz, Austria; Mannes College The New School for Music; and The New School for General Studies. Ms. Lohninger has made several recordings as a leader or as a duo, most notably Austrian LiedGood with pianist Walter Fischbacher and Beneath Your Surface with the Elisabeth Lohninger Quartet. She regularly tours internationally with her quartet and is a Wasserman Award-winning film music composer for I’m Thursdays by British filmmaker Helena Smith.

Amy London (vocalist/lyricist), BA in Voice, Syracuse University. Ms. London was in the original Broadway cast of City of Angels and City Center’s Promises, Promises. She has been featured on recordings and appeared with Barry Harris, Sir Roland Hanna, Charles Aznavour, Frank Wess, and Chris Anderson. Her debut CD with Roni Ben-Hur is entitled Two for the Road, and has released two more CD’s as a leader on the Motema Records label. Ms. London also performs with fellow faculty member Jim Snidero on Jazz Conception.

David Lopato (pianist/composer), BA, Yale University; graduate study at California Institute of the Arts. Mr. Lopato has performed with Ray Anderson, Jane Ira Bloom, Wadada Leo Smith, and David Mott and has recorded with Lumina and Enemy Records.

Arun Luthra (saxophonist), BFA, The New School for Jazz and Contemporary Music. Ms. Luthra has recorded and performed with Billy Harper, Eddie Henderson, Bernard Purdie, Greg Tardy, Bobby Short, Loren Schoenberg, Jon Gordon, Brit Woodman, Ken Peplowski, and Lew Soloff and has made numerous recordings as a sideman.
Ed MacEachen (guitarist), BA, Cleveland State University. Mr. MacEachen has toured and/or performed with Jackie Byard, Barry Harris, Jack McDuff, Stanley Turrentine, Ernestine Anderson, Chico Hamilton, and others. He is featured on Starlight (Jazz Today Records) and also appears on First Things First (On Track Records) and At This Moment (Wonderlust Records).

Andy McKee (bassist), having performed extensively with many jazz greats, has been a member of groups led by Philly Joe Jones, Chet Baker, Michel Petrucciani, and Elvin Jones, as well as the Mingus Big Band. Arriving in New York in 1980, Mr. McKee worked with performers such as Jaki Byard, Clifford Jordan, Sal Nistico, Charlie Rouse, Billy Harper, and Brazilian drummer Edison Machado. While living in France in the mid-eighties, he performed and toured with Mal Waldron, Clark Terry, Steve Lacy, Don Cherry, Horace Parlan, Steve Grossman, and Barry Altschul. Mr. McKee’s own group, NEXT, received critical acclaim for live performances in the United States and Europe as well as for their Mapleshade recording, Sound Roots. Mr. McKee’s new book, Jazz Bass on Top, was recently published by Hal Leonard.

Andy Milne (pianist/composer), BFA, York University, studied at Banff Centre for Fine Arts. As the leader of Cosmic Dapp Theory, Mr. Milne has had a long association with Steve Coleman in his core unit Five Elements and in the M-BASE collective. He has also performed and/or recorded with Joe Lovano, Archie Shepp, Cassandra Wilson, Greg Osby, Ralph Alessi, Matthew Garrison, Reggie Washington, Carla Cook, Dianne Reeves, Robin Eubanks, and Red Mitchell.

Danny Mixon (pianist/composer) has worked in the renowned jazz bands led by Art Blakey, Charles Mingus, Lionel Hampton, Frank Foster, and enjoyed a long and productive association with saxophonist Hank Crawford. Mixon was the pianist and musical director of vocalist Betty Carter’s band for several years. He has also led his own trio and quartet for over thirty years, including several recordings, the most recent of which is entitled On My Way.

Rolando Morales-Matos (percussionist) BFA in Music, Carnegie Mellon University; MA, Duquesnes University; Certificate of Professional Studies from Temple University. He is a percussionist and assistant conductor with Disney’s production of The Lion King in New York City. He performs and records regularly in New York with various Latin jazz groups. He is the recipient of the 2006 Drum Magazine World Beat Percussionist of the Year award. Mr. Morales-Matos is a member of Ron Carter Jazz Quartet, Philadelphia Orchestra. He is a professor at both Curtis Institute of Music in Philadelphia and The New School for Jazz and Contemporary Music in New York City.

Diane Moser (pianist/composer) has been a featured performer and composer with jazz ensembles, big bands, orchestras, chamber music ensembles, dance companies, and theater companies. She is the musical director, pianist, and contributing composer of Diane Moser’s Composers Big Band, a 17-piece big band formed for the purpose of developing and presenting new music for jazz orchestra. Presenting monthly concerts beginning in January of 1997, the band features the music of its seven resident composers, as well as over 80 guest composers and performers. Since 1999, she has lead The Diane Moser Quintet, and was awarded a grant in 2003 through Chamber Music America's “New Works: Creation and Presentation” to compose an extended work for her quintet, “Music for The Last Flower,” which is based on the book by James Thurber. She has been a featured performer and composer with Mark Dresser, Marty Ehrlich, Mark Hählen, Gerry Hemingway, Howard Johnson, Oliver Lake, Charles McPherson, Curtis Pagler, Diamanda Galas, Jim French, Yale Strom, Andrew Cyrille, poet Marilyn Mohr, Cedar Rapids Symphony Orchestra, Tri-City Symphony, The Drifters, and others.

Kirk Nurock (composer/pianist/arranger/conductor), BM, MM, Juilliard (Composition). Mr. Nurock has performed with Phil Woods, Sonny Stitt, and Chet Baker. Mr. Nurock’s jazz and new music compositions and arrangements have been performed and recorded by such artists as Dizzy Gillespie, Randy Brecker, Jane Ira Bloom, Marty Ehrlich, Jay Clayton, and Theo Bleckmann. After returning from five years as jazz professor at the Hochschule der Künste in Berlin, he has released a CD, Remembering Tree Friends, with Bobby Previte and Harvie S (Koch Jazz). He has also done composition studies with Manny Albam, Johnny Richards, Vincent Persichetti, and Luciano Berio.

Jimmy Owens (trumpeter/composer), MEd, University of Massachusetts. A fine hard-bop soloist, Jimmy Owens started on trumpet when he was ten years old and later studied with Donald Byrd. Mr. Owens has played as a sideman with many of the most important names in jazz: Lionel Hampton, Hank Crawford, Charles Mingus, Herbie Mann, Duke Ellington, Gerry Mulligan, Count Basie, the Thad Jones/Mel Lewis Orchestra, and the Dizzy Gillespie reunion band. He appeared on Billy Cobham’s Spectrum album in 1973 and was a founding member of the Collective Black Artists group. Mr. Owens was also closely involved with the Jazzmobile in New York and has served on several arts commissions. He directs the Jimmy Owens Plus Ensemble.

Gene Perla (bassist), BA in Music from Thomas Edison University. Gene Perla was raised in New Jersey where he studied piano and trombone. After attending Berklee School of Music he moved to New York and began his musical career as a jazz bassist. He has performed and/or recorded with Chick Corea, Miles Davis, Dizzy Gillespie, Woody Herman, Elvin Jones, Chick Mangione, Joni Mitchell, Buddy Rich, Sonny Rollins, Nina Simone, Frank Sinatra, Stone Alliance, Sarah Vaughan, Nancy Wilson, and others. In the early 1970s he formed music publishing and record companies, and his group the Stone Alliance traveled to South America and Europe, which gave him experience in management and booking. Other experience includes Broadway sound design and recording studio operations. He is currently playing his basses, producing records, running an Internet design and hosting company, and teaching at Lehigh University and The New School.

Charli Persip’s (drummer/author) long drumming career for several big band and post-bop ensembles has showcased the unrelenting swing and dramatic accenting strokes that signify his style. Mr. Persip’s first major professional gig was in 1953 with Tadd Dameron’s band. He was put to work later that year
in Dizzy’s United Nation Orchestra and continued with Dizzy until 1958. In the late fifties and early sixties he worked with many great large bands and influential smaller groups such as Dinah Washington, Lee Morgan, Gil Evans, Eric Dolphy, and Roland Kirk. He also led his own band called The Jazz Statesmen with Freddie Hubbard and Ron Carter, releasing an album in 1960 called The Jazz Statesmen. In the 1970s, Mr. Persip was drum instructor for the Jazzmobile in New York and led his own big band, Superband, with trumpeter Gary LaFurn. He also played a role in bands led by Archie Shepp, Roland Kirk, and Frank Foster. Mr. Persip is the author of How Not to Play the Drums.

Evan Rapport (ethnomusicologist) PhD in Music (Ethnomusicology), The Graduate Center, CUNY and a BMus in Jazz Composition from the Oberlin Conservatory of Music (1996). Evan Rapport is a composer, and reed player teaching at both New School Jazz and Eugene Lang College, where he began teaching in 2008. He currently performs with Gordon Beeferman's seven-piece Imaginary Band, Collide Quartet (with Peter Hess, Jeff Hudgins, and Ken Thomson), in trio with Zach Layton and Michael Evans, and in duo with Chuck Bettis. He has performed or recorded with the composers collective Anti-Social Music, the Tommy Dorsey Orchestra, the punk group All Scars, the Latin jazz ensemble Sonido Isleño, and Tim Berne, Eugene Chadbourne, Joe Giardullo, Amy Kohn, Julian Kytasty, Weasel Walter, and Jack Wright. He was a founding organizer of the High Zero Festival and the Red Room Collective in Baltimore. He is currently completing a book manuscript exploring the musical repertoire of Bukharian Jews in Queens, continuing the research that was the basis for his doctoral dissertation. He has also begun a new research project, an analysis of punk musical style. His past publications include an article on the music of George Gershwin and Bill Finegan, and Critical Minded: New Approaches to Hip Hop Studies (co-edited with Ellie M. Hisama, Institute for Studies in American Music, 2005).

Robert Sadin (conductor/arranger/composer/producer) studied at Juilliard and Cleveland Institute of Music. Mr. Sadin has conducted the Lincoln Center Jazz Orchestra and is a former member of the Princeton University Music Department and music director and conductor of the University of Cincinnati Conservatory of Music. He has guest-conducted the Leningrad Philharmonic and the Saint Paul Chamber Orchestra. Mr. Sadin’s musical arrangements are featured on recordings with Grover Washington, Kathleen Battle, Wynton Marsalis, Herbie Hancock, and Andre Previn. He is the producer of the Grammy-award winning Hancock CD, Gershwin’s World.

Bobby Sanabria (percussionist/drummer), BM, Berklee College of Music. Mr. Sanabria has performed and recorded with Mario Bauza, Mongo Santamaria, Tito Puente, Dizzy Gillespie, Charles McPherson, and Paquito D’Rivera, among others. He has worked on the soundtracks to many movie and television productions and is the leader of Bobby Sanabria and Ascension. Mr. Sanabria has received a grant from the National Endowment for the Arts, three Mid-Atlantic Foundation grants, and numerous Meet the Composer grants. He is the creator of a three-part video series, Getting Started on Congas (Warner Bros.).

David Schnitter (saxophonist) BA, Jersey City State College. Mr. Schnitter has performed and recorded extensively with Art Blakey & the Jazz Messengers, Red Rodney, Richard “Groove” Holmes, Charles Earland, Freddie Hubbard, Johnny Griffin, Slide Hampton, and Bobby Hutcherson. Mr. Schnitter has recorded as a leader for Muse Records.

Kamal Scott (vocalist) is a seasoned performer who has participated in many art forms, including dance. He has been a guest artist with the Boston Pops under the direction of John Williams, the Virginia Beach Pops, and the New Jersey Philharmonic. His Broadway credits include Hello Dolly, Guys and Dolls, The Two Gentlemen of Verona and, most notably, the title role in the original Broadway cast of The Wiz for five years. Mr. Scott is an accomplished vocal teacher devoted to the art of bel canto singing and vocal technique. He was a guest professor at Sarah Lawrence College for two years and served on the faculty at MIT and the Brookline Music School.

Charlotte Small (vocalist) BFA, The Crane School of Music. Charlotte Small has performed on some of the best-known stages, including Madison Square Garden, the Apollo Theater, Lincoln Center and more at home and abroad. In the corporate world, Small performs for the Bloomberg Financial Organization, American Express, MetLife, Pepsi, The American Heart Association, MasterCard and many more. She was also chosen to select the special musical pieces, arrange, conduct and perform as the featured artist for the John F. Kennedy Jr., memorial service, many of the September 11 tributes including tributes to the New York City fire fighters... Additionally, Small has performed on the Off Broadway stage in Rock-a-my-Soul, Sweet Blessings, Going Back Home, and Sweet Dreams. Small has also appeared with Neil Diamond, Elizabeth Taylor, Mona Lisa, Ruff Endz, Barbara Tucker, Ultra Nate, Terry Hunter, Kenny Dope Gonzales, Grammy Award winners “Louie Vega” and “Speech,” from Arrested Development, and Sony’s new rock sensation, Teddy Geiger. Small’s debut album More was released by Midnite Enterprises.

Jim Snidero (saxophonist) studied at University of North Texas. Mr. Snidero has made more than a dozen recordings as a leader for EMI, Criss Cross, Red, and Double Time, among others. Has performed and recorded with Toshiko Akiyoshi, Mingus Big Band, Jack McDuff, Eddie Palmieri, Frank Sinatra, Sting, Brian Lynch, Conrad Herwig, Walt Weisskopf, and Frank Wess. Mr. Snidero is also the author of The Jazz Conception Series and a Selmer clinician.

Joan Stiles (pianist), ABD, City University of New York; MM, Manhattan School of Music; BA, Brooklyn College. Ms. Stiles has performed with Jeannie Bryson, Sheila Jordan, Zandra Alexander, and Harvie S. Her published work includes “Nocturne” in Dr. Johnson’s Piano Method, as well as pieces in Black Music Research Journal, Jazz/Keyboard Workshop, 1001 Keyboard Ideas, The Piano Stylist, and Sheet Music Magazine. Her recent CD as a leader, Love Call, is on Zoho.

Chris Stover (trombonist/composer), PhD and DMA, University of Washington; MA, Eastman School of Music; BM, Central Washington University. During his time in the Northwest, Mr. Stover was director of jazz at the University of
Puget Sound and also on the faculty of Green River Community College. He has three CDs as a leader and has appeared on over 50 recordings. His scholarly work includes publications on Cuban rumba and on rhythmic spaces in diasporic African music. A prolific and eclectic composer, Mr. Stover has recorded original compositions for jazz big bands, jazz combos, Latin jazz groups, R&B ensembles, and brass quintets.

Rory Stuart (guitarist/composer) is co-leader of the Cadence All-Stars and has led his own quartet since 1982. Mr. Stuart has worked with artists including Charlie Rouse, Charles Earland, Vinny Golia, Michael Cochrane, and Joe Locke. His two recordings as a leader have both received 4-star reviews from Downbeat magazine and twice he has been voted Talent Deserving Wider Recognition on the Downbeat International Critics’ Poll. Mr. Stuart has written an instructional article in the Master’s Series in Guitar Player and is currently writing a book on jazz improvisation. In addition to performances nationally and internationally, he has led workshops and clinics funded by Meet the Composer.

Francesca Tanksley (pianist/composer), MA, Queens College. She has performed with Billy Harper, Erica Lindsay, Melba Liston, David “Fathead” Newman, Howard Johnson, Sheila Jordan, Nick Brignola, Jay Clayton, and Cecil Payne. Ms. Tanksley leads her own trio and has recorded with Billy Harper and Erica Lindsay.

Yosvany Terry (saxophonist/composer), graduate of the Cuban National School of the Arts and the Amadeo Roldan Conservatory in Havana, worked with such master musicians as Chucho Valdes and Silvio Rodriguez before moving to New York in 1999. Besides leading his own quartet and releasing 3 CDs of his own music, he has performed and recorded with a wide variety of classic and contemporary jazz artists including Albert “Tootie” Heath, Roy Hargrove, Dave Douglas, Jeff “Tain” Watts, Gonzalo Rubalcaba, Eric Revis, and Ravi Coltrane.

Charles Tolliver (trumpeter/composer/arranger/producer) has performed with Jackie McLean, Sonny Rollins, McCoy Tyner, Horace Silver, the Gerald Wilson Orchestra, the Oliver Nelson Orchestra, Roy Ayers, Roy Haynes, Art Blakey, and Max Roach. He has produced numerous recordings as a leader and is director of the Charles Tolliver Big Band, which records for the legendary Blue Note label.

Johannes Weidenmueller (bassist), graduate of the Conservatory of Music in Cologne (Germany) and the Mannes College of Music. He has been a member of the Hank Jones trio, Ray Barretto’s New World Spirit, the Carl Allen-Vincent Herring quintet, the John Abercrombie quartet, and the Joe Lovano trio. Other associations include Eddie Henderson, Dewey Redman, Randy Brecker, Kenny Wheeler, Toots Thielemans, George Benson, Wynton Marsalis, Joshua Redman, Gary Bartz, Jonny Coles, Clifford Jordan, Joe Chambers, and many others. He has appeared at major jazz and music festivals around the world and has collaborated in productions with the National Orchestra of Spain, the Balthasar Neumann orchestra and choir, Flamenco musician Chano Dominguez, the Indian music ensemble of Gaurav Madzumdar. He has been the recipient of numerous awards and grants including the young European jazz artist of the year award in 1993 and 1996, the Hennessey jazz prize 1996, grants from Arts International and the New School faculty development grant. He has taught workshops and clinics at the Banff Center for the Arts, NYU, the Amsterdam Conservatory, the University of North Carolina at Chapel Hill, Monk Institute Aspen, and many others. He is also the author of Intro to Polyrhythms, co-authored with drummer Ari Hoenig, which was published by Mel Bay in 2006.

Doug Weiss (bassist), BM, William Paterson College. He performed with Joe Williams, Lee Konitz, Buddy Montgomery, Lew Tabakin/Toshiko Akiyoshi Big Band, Joe Chambers, and Art Farmer. Mr. Weiss has toured Europe and the Far East extensively and is currently a member of the Eddie Henderson Quintet. He has recorded with Kevin Hays, Jeff Williams, and the Joe Roccisano Big Band. Mr. Weiss also performs with the Vanguard Jazz Orchestra.

Karl Wenninger (music technology), BFA, The New School for Jazz and Contemporary Music. Karl Wenninger has composed and played for a wide variety of ensembles ranging from jazz and rock to electronic and chamber music. He has also recorded and/or produced tracks for numerous musicians, filmmakers, theater groups, and multimedia pieces.

Michael Wolff (pianist/composer) took a leave of absence from the University of California to join Cal Tjader’s band in 1972, and has been a full-time musician ever since. After Tjader, he toured with Flora Purim and Airto Moreira and then joined Cannonball Adderley’s quintet. Wolff spent four years as pianist and musical director for Nancy Wilson, and five years as musical director and bandleader for the Arsenio Hall show. Other notables he has toured and recorded with include Sonny Rollins, Tony Williams, Christian McBride, Tom Harrell, and Alex Foster. A prolific composer, Wolff has recorded 12 albums of his original music.

Reggie Workman (bassist/composer) has performed with almost every notable figure in the jazz world. Mr. Workman made his first recording in 1958 and became a member of Coltrane’s famous quartet in 1960, along with Elvin Jones and McCoy Tyner. His 50-year career includes landmark recordings with John Coltrane, Art Blakey, Archie Shepp, Lee Morgan, Wayne Shorter, and Cecil Taylor. His own groups have included Top Shelf, The Reggie Workman Ensemble, and his current group, Trio 3. In 1998, Mr. Workman launched Tribute to an African American Legacy, an ongoing initiative featuring arrangements and new works inspired by 20th-century African-American composers. Among his many accolades, Mr. Workman has received the Eubie Blake Award for Musical Excellence (1978), the International Association of Jazz Educators’ Award for Merits in Education (1991), a Lifetime Achievement Award from the Jazz Foundation of America (1997), and the Living Legacy Jazz Award from the Mid-Atlantic Arts Foundation (1999).

Rachel Z (pianist), BM, New England Conservatory. Rachel Nicolazzo (aka Rachel Z) is equally adept at acoustic straight-ahead and electronic fusion. She has performed and recorded extensively with Steps Ahead, as well as with Bob Moses, Miroslav Vitous, George Garzone, Najee, Al DiMeola, Larry Coryell, Special EFX, and Angela Bofill. Vibraphonist Mike
Mainieri produced her Columbia Records debut, Trust the Universe, in 1993. In 1996, NYC Records released her debut album, A Room of One’s Own. Her additional records as leader include an album on GRP, Love is the Power, and On the Milky Way Express. She collaborated, orchestrated, and performed on Wayne Shorter’s album High Life, which won a Grammy for Best Contemporary Jazz Album.

**Peter Zak** (pianist), BA, University of California, Berkeley. Has performed and/or recorded with George Coleman, John Handy, Etta Jones, Jon Hendricks, Scott Hamilton, Eric Alexander, Ryan Kisor, and Benny Bailey. He was a semi-finalist in the 1999 Thelonious Monk International Jazz Piano Competition. His solo recordings include More Than Love and Purple Refrain.

**Amir Ziv** (drummer/composer/bandleader), BFA, The New School for Jazz and Contemporary Music; graduation with honors from Percussion Institute of Technology; private studies with Kenwood Dennard, Efrain Toro, Jim Priess, Joe Porcaro, and Ralph Humphry. Mr. Ziv has performed and/or recorded with John Zorn, Matthew Garrison, Evan Lurie, Marc Ribot, Pizzicato Five, and Kenwood Dennard. He is a member of Sambanditos, co-founder of BloomziV, a drummer with Cyro Baptista’s Beat the Donkey, and the leader of Droid.
COMMUNICATION WITH STUDENTS

MyNewSchool
MyNewSchool is a customizable Web portal, located at my.newschool.edu, that connects students to the university and to their student records. 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 viewing of final 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.

The Student Success Network
The Student Success Network, or Starfish CONNECT, improves communication between students and their instructors and advisors and helps them connect with New School resources such as the Learning Center, libraries, and health and counseling services.

The Student Success Network enables students to:
  • Sign up online for appointments with course instructors and advisors who have posted their office hours
  • Schedule tutoring sessions at the Learning Center and with reference librarians
  • View support networks for your courses
  • Link to student services
  • Get referrals and other messages from instructors and advisors

To learn more, visit www.newschool.edu/student-services/student-success-network.

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. Student Services provides the following resources:

• Student Housing and Residence Life
• Student Health and Support Services
• International Student Services
• Student Disability Services
• Student Rights and Responsibilities
• Center for Student Success – Careers
• Intercultural Support
• Student Development and Activities
• Athletics and Recreation

To find out more about Student Services, visit www.newschool.edu/student-info.

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. For more information, visit www.newschool.edu/housing.

Students living in certain residence halls are required to enroll in a meal plan. Please review your housing application or visit www.newschool.edu/card/dining-dollars for more information.

Student Health and Support Services
Student Health and Support Services provides counseling and medical services, promotes student wellness and health, and administers the Student Health Insurance Plan. The Health Services Fee is automatically charged at registration to all degree, diploma, online only, visiting, mobility (study abroad), Lang and Parsons consortium, graduate certificate program, ESL + Design program, ESL + Music program, and graduate and undergraduate degree program nonmatriculating students.

Medical Services offers medical evaluation and treatment for illness and injury, gynecological consultation and treatment,
prescriptions, medications, immunizations, and other preventive services. All services are strictly confidential and do not become part of a student's academic record.

Counseling Services offers the opportunity to talk to someone who will listen in a supportive and non-judgmental manner. Counselors help students clarify issues, explore feelings and discuss problem solving strategies. We offer short-term individual treatment (a maximum of 12 sessions per academic year) but the duration of the treatment is decided on an individual basis. During the initial visit, the student and the counselor will decide on a treatment plan. Sometimes long-term or specialized treatment is indicated and the counselor will help the student find appropriate referrals in the community.

The Wellness and Health Promotion program provides a variety of health-related workshops, trainings, classroom presentations, and face-to-face sessions to students in every division. Topics explored include fitness, smoking cessation, nutrition, LGBTQIAGNC wellness, spiritual health, gender-specific health matters, communication skills, relationships, sex positivity and sexual assault prevention, drug and alcohol harm reduction, body positivity, and stress and time management. All programs and services are structured to encourage and help university community members to work toward optimal health and well-being in a non-judgmental and supportive environment. We recognize that health and social justice are inextricably linked and support student work that promotes health in our diverse communities.

For more information, visit www.newschool.edu/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. All eligible students are automatically enrolled at registration.

*Waivers:* Students may be eligible to decline the insurance plan by submitting an online waiver form at the beginning of 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 www.newschool.edu/health.

**Center for Student Success – Careers**

Center for Student Success – Careers at The New School promotes a holistic approach to career planning, helping students make sound career decisions to ensure personal and professional growth. Services include career counseling and assessment, résumé and cover letter reviews, mock interviews, and internship, and job search guidance. Special events including career workshops, panels, and networking opportunities also take place throughout the year. Visit www.newschool.edu/center-for-student-success/careers for contact information and further details.

**International Student Services**

International Student Services (ISS) provides expertise and support to international students throughout the U.S. visa application process and advises on the maintenance of legal immigration status, employment, reinstatement, changes of status, program changes, and other immigration-related matters. We also advise incoming students and scholars regarding higher education practices in the U.S. and other cultural adjustment issues and provide international student programs at The New School and with other institutions in New York City and in other countries.

For more information, please visit www.newschool.edu/international-student-services/

**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/student-disability-services.

**University Student Senate**

The University Student Senate (USS) is the official student government of The New School, which is comprised of a representative board of voting members from each of the seven divisions. The USS acts as an intermediary between the student population and the administration to create a cohesive community. For more information and to get involved, visit www.ussnewschool.com.

**Intercultural Support/HEOP**

The Office of Intercultural Support (OIS) works with students of diverse backgrounds to build community at The New School. OIS offers programs, workshops, services, and individual counseling to support and promote the varying world perspectives at The New School. The staff works closely with recognized student organizations and the Social Justice Committee. The OIS also oversees the functions of the Arthur O. Eve Higher Education Opportunity Program (HEOP) and the Student Ombuds office. For more information, visit www.newschool.edu/intercultural-support.
Student Development and Activities

The Office of Student Development and Activities (OSDA) is dedicated to helping students enhance their leadership skills and explore co-curricular opportunities available at The New School and beyond.

OSDA fosters a sense of community by organizing a diverse array of on- and off-campus student programs, including the annual Welcome Block Party, service projects, performances and theater productions, sporting events, and semi-annual study-break activities. For more information about OSDA, visit www.newschool.edu/student-services/student-development-and-activities.

OSDA also sponsors more than 50 university-recognized student organizations that are open to all New School students and focus on pre-professional and academic interests, intercultural and international themes, political action and advocacy, student programming, social networking, music, art, performance, and religious and spiritual topics. For information about starting a recognized student organization, or for a listing of current organizations, email studentorgs@newschool.edu.

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/leadership/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 and Archives

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 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

Canvas

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

University Learning Center

At the University Learning Center, New School students can receive academic support in areas including writing, math (PDF), ESL, and graduate writing. The ULC also holds regular workshops aimed at improving students' writing and other academic skills.

Writing sessions support development through constructive feedback and technical guidance, designed to help students clarify their ideas and evaluate their work. The ULC is not a proofreading or editing service; rather, our tutors work with students to identify areas that need improvement and offer advice about making adjustments. For more, visit www.newschool.edu/learning-center.

Computing Facilities

Students have access to the latest technology in the labs and work spaces operated by edu Services. For locations of facilities and hours of operation, visit www.newschool.edu/information-technology. Features and services 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
• Black and white, color, and large format printing, including wireless printing, standard and photographic quality.
• Specialty scanners (oversized, slide, film, and drum)

Questions about edu Services labs, the equipment center, the print output center, and edu Services-supported presentation classrooms should be directed to the edu Services staff by emailing itservicedesk@newschool.edu or calling 212.229.5300 x4537.

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

IT Service Desk
The IT Service Desk is the point of contact for students, faculty, and staff requiring assistance or information on all university computing issues.

• 72 Fifth Avenue, lower level
• Hours – 8:30 a.m. - 5:30 p.m. (Monday - Friday)
• Phone – 212.229.5300 HELP (x4357)
• Email – itservicedesk@newschool.edu

Other Resources

Barnes and Noble Booksellers
33 East 17th Street
212.253.0810, press 1
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.foundationcenter.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.foundationcenter.org.

JAZZ FACILITIES

Our main building, located at 55 West 13th Street, houses the performance space, classrooms, offices, university computer labs, and the Student Activities Center. It is a place to meet and socialize as well as study. At 55 West 13th Street, there are also lockers for storing equipment, mailboxes for correspondence and class information, and bulletin boards posting notices for gigs, concerts, equipment sales, and other opportunities.

Building Hours
During the academic year, normal building hours are Monday through Thursday, 8:30 a.m. to 11:00 p.m.; Saturday, 9:00 a.m. to 8:00 p.m.; and Sunday, 9:00 a.m. to 12:30 p.m.

Facilities and Equipment Office Hours
The Facilities and Equipment Office is staffed from 9:30 a.m. to 11:25 p.m. Monday through Thursday; from 9:30 a.m. to 9:25 p.m. on Friday; from 9:30 a.m. to 7:25 p.m. on Saturday; and from 12:00 p.m. to 11:25 p.m. on Sunday.

Hours may vary in different buildings, including separate hours for computer labs and studios. Students should check with the appropriate department for a current schedule. Students may work in buildings until closing time, but may not use any studio, classroom, lab, or shop where there is a class in progress.

Lockers

Fire regulations prohibit students from storing materials or work in the hallways. All students are assigned small lockers. Large lockers are assigned by instrument category (bass players get preference) and are available each semester to matriculated students on a first-come, first-served basis. Locks placed on unassigned lockers will be cut and the contents removed.

All lockers must be emptied at the end of the spring semester. One week after the last day of classes, any remaining locks will be cut and the contents of all lockers will be removed and discarded.

Students should not leave valuables in lockers. The New School is not responsible for any misplaced or stolen items.

Posting Policy

• All posters and fliers put up on bulletin boards in The New School must have an approval stamp from the Office of Student Development. The office reserves the right to remove posters that
  • are hung in stairwells or other inappropriate locations
  • are written entirely in a foreign language without English translations
  • are not in accordance with the Code of Conduct or Conduct or Policy on Free Expression
• have been up for 30 days or are obsolete
• do not have an approval stamp

Solicitation

Authorization for canvassing (i.e., collecting donations, selling food or subscriptions, or conducting similar transactions) is given only to recognized Jazz and New School groups and organizations. Solicitation (including, without limitation, fliers, leaflets, or advertising of any kind) in Jazz buildings is allowed only with permission from the New School Jazz office.
UNIVERSITY POLICIES

REGISTRATION

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

Registration procedures at The New School vary by school. New students should visit the New Students page (www.newschool.edu/student-services/newstudents) for registration information prior to arrival on campus. Continuing students should refer to the Registration Information website (www.newschool.edu/registrar/registration-information/) 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 information regarding registration procedures:

- Exact advising and web registration dates vary by academic program. 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 to every registered student 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.

- New students registering over the summer for their first-semester classes are e-mailed an invoice prior to their arrival on campus. Payment is due prior to the first day of classes.

- Students who do not register or who do not make payment or payment arrangements by the published deadlines (see Late Registration and Payment) 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).

Full-Time and Half-Time Status

For undergraduate degree students, full-time status is defined as enrollment in a minimum of 12 credits per semester. Half-time status is defined as enrollment in a minimum of 6 credits per semester.

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 full-time status. It is the student’s responsibility to meet the full-time status requirements as defined by each external source of funds.

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.

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:

University Appeals Committee
The New School
79 Fifth Avenue, 5th floor
New York, NY 10003
appeals@newschool.edu
Adding, Dropping, and Withdrawing from Courses

To add, drop, or withdraw from a course, students must contact their academic advisor for approval and instructions. All course changes must be submitted to the Registrar’s Office through MyNewSchool or in person. No course change is effective until this step is complete.

There is a financial penalty for dropping classes once the term has begun. However, if a student adds equivalent credits on the same day, the penalty is waived. (See the University Refund Schedule for more information.)

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
- Dropping a course (deleted from student’s academic transcript): through the 3rd week of the semester
- Undergraduate students withdrawal with a grade of W noted on academic transcript (no academic penalty): through the 7th week of the semester
- Undergraduate students withdrawal with a grade of WF noted on academic transcript (equivalent to F in GPA): after the 7th week of the semester

Late-starting courses may be added after these deadlines with an advisor’s permission. Online courses may have different deadlines; refer to the registrar’s office website 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 a 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.

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. Also non-refundable are any convenience fees assessed on credit card payments. Housing fees are subject to the terms stated in the housing contract:

| Through the first week of semester | 90% |
| Through the second week of semester | 80% |
| Through the third week of semester | 70% |
| Through the fourth week of semester | 60% |
| After the fourth week of semester | No refund |

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 can take up to 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 Accounts with questions regarding their account.

Students receiving federal financial aid who withdraw officially or unofficially from all classes once the semester has begun 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 recalculation 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.

BILLING, PAYMENT, AND REFUND POLICIES

Billing and Payment Information

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

Newly admitted students who register over the summer for their fall semester courses are emailed an invoice with payment due before the first day of classes.

Students who register just prior to the start of classes must pay their tuition and fees (and housing if applicable) in full, less approved financial aid awards. Degree students may also make payment arrangements with the approval of Student Accounts at the point of registration.
Accepted forms of Payment

Tuition payments can be made using a check, wire transfer, money order, traveler's check, cash (in person only), and credit card (American Express, Visa, MasterCard, and Discover).

Effective June 24, 2014, The New School only accepts credit card and debit payments through the online service PayPath. This service will be accessible through the "Make a Payment" link on the Student section of MyNewSchool. Credit card payments will no longer be accepted over the phone or in person. If you choose to use a credit card to pay your bill, you will be assessed a convenience fee of 2.75% each time a payment is made.

Students are encouraged to make payments online at MyNewSchool for timely, accurate, and secure posting. Online payments may be made using a U.S. checking or savings account, or credit or debit card.

Wire Transfer: For information on how to wire transfer funds to The New School, please log in 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 should email Student Accounts 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, 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. 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.

If it becomes necessary to forward an account to a collection agency, an additional 10 percent penalty will be charged on the remaining account balance.

Electronic Refunds Deposited in Your Bank Account

Student refunds can be deposited directly to a personal domestic savings or checking account. Students can sign up for this service on MyNewSchool. Exceptions: For students who are using a Parent Loan for Undergraduate Students to finance their educational expenses, a paper refund check (if applicable) will be sent to the parent borrower, unless otherwise authorized by the parent borrower. If using a credit card to pay your balance, refunds will be issued back to the card last used to complete this payment.

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 two, 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, spring, and summer semesters.

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 and there is a $55.00 enrollment fee per semester.

Payment Plan Due Dates

Although there is an option for changing the payment due dates on the system, the due date should not be altered. If there are adjustments made to your account within the semester, the plan will automatically recalculate.

Fall Term

Five-month plan begins August 1 and the four-month plan begins September 1, with subsequent payments being made on the first of the month.

Spring Term

Five-month plan begins January 1 and the four-month plan begins February 1, with subsequent payments being made on the first of the month.

Summer Term

Two-month plan begins May 18, with the last payment on June 18.

Plan Enrollment Deadlines

Fall 2014: August 10 for continuing students and August 22 for new students.

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.

Deferral of Payment for Employer Reimbursement or Third Party Billing

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

The authorization letter must be written on official employer/sponsor letterhead. The letter must show a current date and must include the following: student’s full name, the student’s New School ID number (if applicable), 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 and must be paid at registration.

Registered degree students must submit the authorization and the deferment form(s) to Student Accounts by the appropriate payment due date to avoid the late payment fee. A non-matriculated (general credit, noncredit, or certificate) student must submit the authorization and deferment form(s) with his or her registration.

Students can mail authorization letters and forms to The New School, attention Third Party Billing, 79 Fifth Avenue, 5th floor, New York, NY 10003; or bring their deferral documents in person to the Cashiering Office located at 72 Fifth Avenue, on the fourth floor. Payment may be made online at my.newschool.edu by ACH or credit card. Registered students can fax a credit card authorization along with the deferral form to Student Accounts at 212.229.8582.

Payment of all charges is the responsibility of the student. The student is liable for any and all deferred charges that are not paid by the employer/sponsor. The student’s liability is not contingent on receiving passing grades or completing courses. For answers to questions regarding employer reimbursement or third party billing, please email myaccount@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/student-financial-services/forms. The forms are under ‘Other University Financial Services Forms’.) 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 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 by the student prior to or submitted with the deferment form.

GRADES AND GRADING

Faculty members determine the grades that each student will receive for work done under their instruction. Depending on the character of the class, grades reflect the degree of accomplishment in some or all of the following elements: concept, technical facility, execution, preparation for class, individual progress, class participation, and attendance. Instructors discuss their grading practices with students during the first class session. 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  WF = 0.0

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

W = Withdraw
I = Temporary incomplete
P = Pass (credits count toward degree)
U = Unsatisfactory (credits do not count toward degree)
GM = Grade not reported

Undergraduate Grade Descriptions

A  Work of exceptional quality, which often goes beyond the stated goals of the course
A-  Work of very high quality
B+  Work of high quality that indicates substantially higher-than-average abilities
B  Very good work that satisfies the goals of the course
B-  Good work
C+  Above-average work
C  Average work that indicates an understanding of the course material. Satisfactory completion of a course is considered to be a grade of C or higher.
C-  Passing work but not adequate to remain in good academic standing
D  Below-average work that indicates a student does not fully understand the assignments; probation level although passing for credit purposes
F  Failure, no credit
W  Withdrawal
The grade of W will be issued by the Registrar’s Office to a 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.

WF  Withdrawal Failure
The grade of WF may be issued by an instructor to any undergraduate student who has not attended class or not completed all required work for a course, but who did not officially withdraw before the withdrawal deadline. It differs from an “F,” which indicates that a student technically completed requirements but that the level of work did not
qualify for a passing grade. The WF is equivalent to F in calculating the grade point average (zero grade points), and no credit is awarded.

I Temporary Incomplete
The grade of I may be assigned under unusual and extenuating circumstances, such as when a student’s academic life is interrupted by a medical or personal emergency. This mark is not given automatically but only upon the student’s request and at the discretion of the instructor. A Request for Incomplete form must be completed and signed by both student and instructor. The time allowed for completion of the work and removal of the “I” mark will be set by the instructor with the following limitations for undergraduate students: Coursework must be completed no later than the seventh week of the following fall semester for spring or summer term incompletes and no later than the seventh week of the following spring semester for fall term incompletes. Grades of “I” not revised in the prescribed time will be recorded as a final grade of “WF” by the Registrar’s Office.

P/U Pass/Unsatisfactory (assigned only for courses designated as having a Pass/Fail option)

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.

Transfer credits do not affect cumulative GPA; credit points only are transferred, not grades.

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 unless the degree has been conferred. After that time has elapsed, or if a degree has been conferred, all grades recorded in the registrar’s office become a permanent part of the academic record, and no changes are permitted.

Grade Appeals
Students may petition for an academic grade review by following the procedure outlined below within 60 days after the grade was issued or within 30 days if the student has petitioned to graduate. Before deciding to appeal, the student should request a verbal explanation of the basis of the grade from the instructor. If the instructor is unavailable by phone or for an appointment, the explanation may be requested and provided by email.

If the student is not satisfied with the explanation, the student may appeal the grade according to the following steps:

1. The student submits a letter outlining any questions and/or objections to the faculty member, with a copy to the Director of Academic Affairs. If the faculty member is also the Director of Academic Affairs, the copy will be sent to the Executive Director.

2. The instructor submits a written response to the student’s letter within one month of receipt, with a copy to the Director of Academic Affairs, or to the executive director if the faculty member is also the Director of Academic Affairs.

3. If the student is not satisfied by the faculty member’s written response, the Director of Academic Affairs will convene a grade appeal committee to review both letters, clarify any outstanding questions or issues, and make a determination about the grade. Some cases may also be reviewed and evaluated by the Executive Director, whose decision will be final. The review will test the fairness and effectiveness of the grading procedure used.

Academic Transcripts
An official transcript documents a student’s permanent academic record at the university. It carries the registrar’s signature and the seal of The New School. Students may have a transcript mailed to the address of their choosing (including other colleges and institutions) by submitting a request to the Registrar’s Office online through MyNewSchool. Transcripts are not issued to students with outstanding debts to the university. For more information, visit www.newschool.edu/registrar/transcripts.

ACADEMIC STANDING AND PROGRESS
The Office of Academic Affairs closely monitors every student’s academic progress each semester. In addition to a complete review of students’ grades at the end of every semester, the office conducts a mid-semester evaluation, asking every instructor to report on the progress of the students in their classes. Instructors also report to the office whenever a student misses two consecutive weeks of class without an approved excuse. In a number of cases, the office will contact a student who has fallen behind in class work and/or has missed several classes and encourage the student to get tutoring in the relevant subjects.

Attendance Policies
Consistent classroom attendance in all courses is of the utmost importance for BFA students. When a student misses class not only does s/he suffer from having missed important material and discussions, but the entire class suffers from missing the contributions of an important member of that classroom community. These adverse consequences are heightened when the class that is missed is an ensemble, where the absence disrupts the group’s musical development and progress.

While there is no uniform, university-wide policy on attendance, the rule of thumb is that students may not receive credit for any course if they miss more than 20 percent of the classes. Most Jazz classes meet once weekly for 15 weeks, so students who miss more than three classes in a semester
should expect this poor attendance to adversely affect their grades, including the possibility, depending on the particular policies of individual instructors, of receiving a grade of ‘F’ because of poor attendance.

Under certain circumstances, absences may be excused. Two of these circumstances are covered by university policy: illness (instructors and/or the Office of Academic Affairs may ask the student to provide a doctor’s note to verify that an absence was related to illness) and family emergency (a student may be asked to provide a note from a family member for verification).

There is a third circumstance under which class absences may be excused, which is specific to Jazz students, many of whom are working professional musicians. This is the “gig-related” absence. The New School for Jazz and Contemporary Music recognizes that its students may need to take gigs to earn money and to advance their careers.

In all cases where classes are missed, regardless of whether an absence is excused or not, students are fully responsible for all material covered in all classes missed, including lecture notes, assignments, tunes and performance parts, quizzes, and tests. Students must arrange to get lecture notes and assignments, must turn in all homework and papers, must arrange to make up all tests and quizzes, and must arrange for appropriate substitutes in their ensembles whenever they miss class for any reason. The fact that an absence from a class is excused does not in any way release the student from responsibility for any of the material missed in that class. Instructors will not be expected to rehash the class for students who have been absent.

Gig-Related Absences
While students’ professional absences can, at the discretion of their teachers and the Academic Affairs Office, be excused (i.e., they will not count against a particular teacher’s absence policy), such excused absences in no way diminish the students’ responsibility to maintain their academic standing and progress.

1) Gig-related absences can be excused only if the student seeks permission from the teacher in advance. If a student goes to a teacher after the missed class saying that s/he missed it because of a gig, the teacher will regard the absence as unexcused. Students in ensemble classes are required to arrange for a musically appropriate and reliable substitute for every missed class unless specifically and explicitly released from that obligation in advance by the instructor.

2) Special procedures apply to students who wish to take road gigs requiring multiple absences:

- Students must complete the Road Gig Checklist (available from the Academic Advising office) and make an appointment with the director of Academic Affairs to submit the checklist and discuss their preparations before leaving town. The form requires students to provide accurate contact information and a complete itinerary for the tour; notify every New School teacher (Jazz and others) in writing (email OK) about each class they anticipate missing; and

arrange to cover all assignments for all classes missed.

- If the road gig occurs during Out of Proficiency (OOP) advising time, the student must inform his/her OOP advisor in writing in advance (email OK) of the dates the student will be out of town. The student must make every reasonable effort to complete OOP advising before leaving town.

If a student does not meet all of these stipulations, absences will be regarded as unexcused.

Religious Absences and 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. The student must inform the instructor at the beginning of the course of any anticipated absences due to religious observance.

Retaking a Course
With approval, undergraduate students with a grade of F or WF 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 the director of Academic Affairs to learn the proper procedure prior to registration.

Academic Standing

Dean’s List
Undergraduates who are full-time students and have a term grade-point average of 3.7 or higher are placed on the Dean’s List, which is noted on the academic transcript. Students who receive grades of incomplete will be eligible for the Dean’s List if they complete all course requirements within the time allocated by the instructor. Dean’s List is not awarded for the summer term.

Academic Probation
All undergraduate students must earn a 2.0 term and cumulative GPA to remain in good academic standing. Students with a term or cumulative GPA of less than 2.0 will be placed on academic probation. Students who earn a term or cumulative GPA of less than 2.0 for two consecutive semesters will be dismissed. Any undergraduate earning a term GPA of less than 1.0 will be dismissed.

Incomplete grades not resolved in the time allocated by the instructor are automatically converted to grades of “WF” and
will be considered in determining a student’s academic standing. The “WF” is equivalent to an F in calculating the grade point average (zero grade points).

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 term classes.

Academic Dismissal Appeals
Students who are dismissed from their degree program may petition the Academic Status Review Committee 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 course work.
- A description of plans to improve academic performance and/or to complete outstanding work.
- Any other relevant information pertaining to academic history or potential.

The Academic Status Review Committee is chaired by the assistant dean and is composed of at least six staff and faculty members from the university community.

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 his or her financial aid reinstated if satisfactory academic standing is regained or if he or she is readmitted to the academic program.

Students considering a change of major or program can use the “What If” functionality of DegreeWorks (the university’s online degree audit tool) to explore how the courses they have taken will apply towards a new program of study.

Leave of Absence
Students in good academic standing may petition for a leave of absence by meeting with the Director or Assistant Director of Academic Affairs and completing 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. If a student wishes to take any more than 2 semesters leave of absence, they must re-apply and re-audition through the Admissions Office.

Recipients of student loans should note that a leave of absence constitutes a break in their program of study and may result in loss of their loan repayment grace period and/or eligibility for student deferment. They should consult Student Financial Services when contemplating 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. Students taking a leave for health reasons must contact Student Health Services after completing the Exit Form with the student’s advisor if the student is enrolled in the student health insurance plan and wishes to remain enrolled while on health leave. To return from a leave taken for medical reasons, a student must submit follow-up documentation indicating that the student is able to resume study. Upon receipt of this documentation, the Office of Student Support will make a decision regarding the student’s eligibility to return. A registration hold will be in place until the student receives clearance to return.

Students on leave who are unable to return to study as scheduled, must contact their division’s Academic Affairs office to request an extension of the leave.

Withdrawal from a Degree Program
Students who wish to withdraw completely from the university must meet with the Director or Assistant Director of Academic Affairs 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 will 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
Students can track their progress toward graduation in DegreeWorks, the university’s online degree audit tool accessible through MyNewSchool.

To earn an undergraduate degree, a student must have a minimum 2.0 cumulative grade-point average and must complete all degree requirements (specified in this catalog) prior to the graduation date.

Graduating students must not receive a grade of Incomplete 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 Registrar’s Office through MyNewSchool. The petition must be filed regardless of intent to attend the commencement ceremony. Students planning to graduate in January should petition prior to November 1. Students planning to graduate in May should petition prior to April 1. Late fees may apply after these deadlines. See the registrar’s website for details.

Graduation with Honors
Undergraduates who have completed at least 60 credits in residence for a bachelor’s degree or 34 credits for an associate’s degree and who have a cumulative grade point average of 3.7 or higher will graduate “with honors” noted on their diplomas and transcripts.

Departmental and divisional graduation honors are internally awarded and may be noted on transcripts but are not noted on the diploma.

Degree Conferral and Issuing of Diplomas
The New School confers degrees in January, May and August. After all semester grades are received and posted, the student’s academic record is evaluated to determine eligibility to graduate. This process takes 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 8 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. Undergraduate students who are within nine credits of completing their degree requirements and will complete all outstanding credits in the summer term following commencement are permitted to participate in the ceremony. Participation in commencement exercises does not ensure that degree requirements have been met.

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

STANDARDS OF CONDUCT
At The New School for Jazz and Contemporary Music, all students are expected to take an active role in their own education.

All students are responsible for promoting, protecting, and upholding the highest standards of academic integrity and honesty. Students are required to learn the procedures specific to their disciplines for correctly and appropriately differentiating original work from quoted, incorporated, or emulated sources.

All students are responsible for keeping track of their progress in particular courses. Students should familiarize themselves with course requirements by reading syllabi and by attending to oral and written instructions for assignments throughout the semester. Students are responsible for knowing and complying with the attendance policy of each instructor. If students have questions about course requirements, assignments, examinations, attendance records, progress or grades, they should ask instructors for clarification.

All students are responsible for keeping track of their academic progress. At all times, students should be aware of the credits they have earned, are in the process of earning, and have yet to earn in order to meet graduation requirements. If students have questions, they should ask the Office of Academic Advising for clarification.
ACADEMIC INTEGRITY AND HONESTY

Statement of Purpose: Academic Honesty and Integrity

The New School views “academic honesty and integrity” as the duty of every member of an academic community to claim authorship for his or her own work and only for that work, and to recognize the contributions of others accurately and completely. This obligation is fundamental to the integrity of intellectual debate, and creative and academic pursuits. Academic honesty and integrity 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 faculty members and other students). Academic dishonesty results from infractions of this “accurate use”. The standards of academic honesty and integrity, and citation of sources, apply to all forms of academic work, including submissions of drafts of final papers or projects. All members of the University community are expected to conduct themselves in accord with the standards of academic honesty and integrity.

Students are responsible for understanding the University’s policy on academic honesty and integrity and must make use of proper citations of sources for writing papers, creating, presenting, and performing their work, taking examinations, and doing research. Through syllabi, or in assignments, faculty members are responsible for informing students of policies with respect to the limits within which they may collaborate with, or seek help from, others. Individual divisions/programs may require their students to sign an Academic Integrity Statement declaring that they understand and agree to comply with this policy.

The New School recognizes that the different nature of work across the schools of the University may require different procedures for citing sources and referring to the work of others. Particular academic procedures, however, are based in universal principles valid in all schools of The New School and institutions of higher education in general. This policy is not intended to interfere with the exercise of academic freedom and artistic expression.

Definitions and Examples of Academic Dishonesty

Academic dishonesty includes, but is not limited to:

- cheating on examinations, either by copying another student’s work or by utilizing unauthorized materials
- using work of others as one’s own original work and submitting such work to the university or to scholarly journals, magazines, or similar publications
- submission of another students’ work obtained by theft or purchase as one’s own original work
- submission of work downloaded from paid or unpaid sources on the internet as one’s own original work, or including the information in a submitted work without proper citation
- submitting the same work for more than one course without the knowledge and explicit approval of all of the faculty members involved
- destruction or defacement of the work of others
- aiding or abetting any act of academic dishonesty
- any attempt to gain academic advantage by presenting misleading information, making deceptive statements or falsifying documents, including documents related to internships
- engaging in other forms of academic misconduct that violate principles of integrity.

Adjudication Procedures

An administrator or faculty member at each of the divisions/programs of the University is the Dean’s designee with responsibility for administering the University’s Academic Honesty and Integrity Policy (hereinafter “school designee”). The name of each School Designee is listed on the Provost’s Office website.

The steps below are to be followed in order. If the two parties come to agreement at any of the steps, they do not need to proceed further.

Throughout this policy where correspondence is indicated, but the method is not specified, New School e-mail accounts and/or hard copy, sent through regular mail or hand delivery, may be used and is considered a good faith effort of notification on the part of the University. Each school will follow internal procedures for tracking correspondences with students related to this policy.

All time frames indicated by days refer to business days that do not include when the University’s administrative offices are closed, including weekends and holidays.

Grades awarded under the university’s Academic Integrity and Honesty Policy are not subject to review under this Grade Appeal Policy.

Step 1: Notification to Student

A faculty member who suspects that a student has engaged in academic dishonesty will meet with the student. It is expected that the faculty member will contact the student within ten (10) days after the last day of classes for that semester in which the alleged incident occurs. If academic dishonesty is alleged on an examination, paper, or creative work due within the last two weeks of classes, the faculty member should submit an incomplete grade until the student can be properly notified and the matter resolved. If grading a major culminating work (for example, a Senior Exhibit, final course paper, Masters Thesis, or Doctoral Dissertation) which may take longer to evaluate, faculty may request an exception to this deadline through the Dean’s office.

The student must contact the faculty member within ten (10) days of the notification to schedule a meeting with the faculty member. The faculty member is responsible for setting the
meeting. This meeting can be in person or via telephone. A student who fails to respond in the time required will be deemed to have waived his/her rights under this policy. If the student does not respond, and the faculty member determines that the infraction is an actionable offense, s/he will inform in writing the School’s Designee of his/her determination and include copies of the following: correspondence with the student, syllabi, and course assignments.

In cases where the student is taking a course with a faculty member of a different school, the faculty member’s school designee will inform the student’s School Designee who will then oversee the adjudication process.

Step 2: Faculty Meeting with Student
During the meeting with the student, the faculty member will review the allegations with the student and allow the student the opportunity to respond. The student and/or the faculty member may, on a voluntary basis, request the presence of a designated third party from the student’s school or the University’s student ombudsman. A Third Party is appointed within each school for this purpose and can assist in clarifying questions about this policy and its processes, and facilitate communication between the faculty member and the student. The name of each Third Party is listed on the Provost’s Office website and the School Designee can never also serve as a Third Party. If the faculty member and/or the student elect to have a third party present, the requestor is responsible for notifying the other of his/her decision in advance of the meeting.

During this meeting, the student may either accept responsibility for the allegations or dispute them. Regardless, the faculty member will consult with the School Designee and then make one or more of the following determinations:

1. Indicate that the student has not committed an infraction of this policy.
2. Indicate that the student has committed an infraction and impose one of the following sanctions:
   a. require the student to resubmit the assignment; or
   b. give the student a failing grade for that particular assignment; or
   c. give the student a failing grade for the course.
3. Indicate that the student has committed an egregious infraction supporting the recommendation to the Dean that the student be suspended or expelled. Examples of egregious infractions include, but are not limited to: (1) multiple instances of academic dishonesty in a single course, (2) repeated instances of academic dishonesty by a student in different courses, and (3) academic dishonesty related to a major culminating work such as a Senior Exhibit, Masters Thesis or Doctoral Dissertation.

The faculty member will send correspondence as well as syllabi and course assignments to the School Designee with his/her determination.

In the rare and exceptional circumstance where the Step 2 process cannot occur, the instructor or the School’s Designee shall notify the student of the instructor’s concern that the student has engaged in academic dishonesty and that the matter has been referred to the Dean for resolution. In such cases, the student may proceed as set forth in the Appeals Procedures.

Step 3: Review of Faculty Determination and Possible Imposition of Sanctions by School Designee
The school designee will review the faculty member’s determination and consult, as needed, with appropriate academic personnel. Based on the faculty member’s determination, the nature of the most recent violation as it relates to past violations, consistency within the division and across the University, and on any other relevant information pertaining to the student’s record at the University, the School Designee may determine that modified sanctions should be imposed on the student that can include, but are not limited to, suspension or expulsion.

Recognizing the importance of the decision for the student, the faculty member and the School Designee will notify the student in writing of the sanction(s) as soon as possible, but not more than twenty (20) days after receipt of the faculty member’s written recommendation. In addition, the School Designee will notify the appropriate offices in the school, the faculty member, the faculty member’s School Designee (if the course at issue is offered through another school), as well as the Office of the Assistant Vice President for Student and Campus Life.

Appeal Procedures
If the student is dissatisfied with the outcome of the adjudication procedures, s/he has the right to appeal.

Student’s Right to Appeal
The student may appeal the school designee’s decision to the Dean/Director of the School or his/her designee (hereinafter “Dean”). The appeal must be in writing and sent within ten (10) days of the decision letter received by the student. The student may request that the Dean convene a meeting of the existing committee that is responsible for academic standards and standing, or convene such a committee should one not already exist, to review the appeal. No member of this committee will have been part of the appeals process to date. The committee’s recommendation will be made to the Dean, whose decision is final except in cases where the student has been suspended or expelled. Alternately, the student may waive review by a committee and request that the appeal be reviewed exclusively by the Dean or his/her designee, who will not be the School’s Designee.

The student’s appeal must be reviewed within fifteen (15) days of receipt. Note that an appeal to the Dean may result in a stricter penalty than that applied by the School Designee. The student must be notified in writing of the appeal decision within five (5) days of the decision. A copy of the decision must be sent to the faculty member who brought the initial
allegations, the Office of the Assistant Vice President for Student and Campus Life, and other offices as appropriate. The Dean’s decision is final, and not subject to further appeal, except in cases where the decision is either to suspend or expel.

**Appeal to the Provost**
A student who has been ordered suspended or expelled from the University because of a violation of this policy may appeal to the Provost or his/her designee (hereinafter “Provost”). The appeal must be made in writing within five (5) days of receipt of the Dean’s decision.

If the Provost decides to consider the appeal, such a review will be limited to: (a) whether the adjudication procedures outlined in this policy were properly followed; and (b) whether the sanction imposed is appropriate given the nature of the violation, and is consistent with sanctions imposed across the University in the past for similar violations. Note that an appeal to the Provost may result in a stricter penalty than that applied by the Dean; i.e. an appeal of a Dean’s decision of suspension could result in the Provost’s decision of expulsion. The Provost will, within ten (10) days of receipt of the request, make a determination. The Provost’s decision is final.

**INSTITUTIONAL INFORMATION**

Online access to your student account and records. All registered students can access their personal current student information through MyNewSchool, the university’s Web portal. Once students have a password, they can view course schedules, status of tuition and fees (paid, owed, refundable), and grades earned.

**Other University Policies**
The New School Board of Trustees has adopted number of policies addressing student rights and responsibilities, some of which are summarized below. Other policies address sexual and discriminatory harassment, use alcohol and illegal drugs, and disciplinary procedures. Texts of these policies are published on the university website at www.newschool.edu/student-rights-and-responsibilities and are available in the Office of Student Rights and Responsibilities.

**Equal Employment and Educational Opportunity**
The New School does not discriminate on the basis of age, race, color, creed, gender (including gender identity and expression), pregnancy, sexual orientation, religion, 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 following University officials:

**Thomas J. McDonald**
AVP for Student and Campus Life
2 West 13th Street, 12th floor
New York, NY 10011
212.229.5900 x3656
mcdonald@newschool.edu

**Carol S. Cantrell**
SVP for Human Resources and Labor Relations
79 Fifth Avenue, 18th floor
New York, NY 10003
212.229.5671 x4900
cantrelc@newschool.edu


**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 2014–2015 academic year, the university reports the “persistence rate” for the year 2013 (i.e., the percentage of all freshmen studying full time in fall 2013 who were still studying full time in the same degree programs in fall 2014). This information can be found under the common data set information. Visit the Office of Institutional Research at www.newschool.edu/admin/ori for more information.

For important information regarding your rights as a student, visit www.newschool.edu/your-right-to-know.

**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 must complete and submit an immunization and meningitis documentation form 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/health.

 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 United States Department of Education. Anyone wishing to review the University’s current crime statistics may access them through the web site for the Department of Education: http://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.

 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 Media

The New School reserves the right to take or cause to be taken, without remuneration, photographs, film or videos, and other graphic depictions and/or audio recordings 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 and recordings for such purposes.

 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 at www.newschool.edu/leadership/provost/irb/policies.

 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 public as well as scholarly issues are openly discussed and debated, regardless of how controversial or unpopular the views expressed are. From the first, providing such a forum was seen as an integral part of a university’s responsibility in a democratic society.

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 for 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.

**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 official 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 official 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.

**Addendum to FERPA Regulations**

As of January 3, 2012, U.S. Department of Education FERPA regulations expand the circumstances under which education records and personally identifiable information (PII) contained in such records—including Social Security Number, grades, and other private information—may be shared without a student’s consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state or local education authorities (“Federal and State Authorities”) may allow access to a student’s records and PII without the student’s consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to education records and PII without the student’s consent to researchers performing certain types of studies, in certain cases even when the educational institution did not request or objects to such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive a student’s PII, but the Authorities need not maintain direct control over such entities.

In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, and share without a student’s consent PII from the student’s education records and may track a student’s participation in education and other programs by linking such PII to other personal information about the student that they obtain from other federal or state data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.
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

For more information about university policies, visit www.newschool.edu/policies.
ABOUT THE UNIVERSITY

UNIVERSITY LEADERSHIP

David E. Van Zandt, President
Tim Marshall, Provost and Chief Academic Officer

Anne Adriance, Chief Marketing Officer
Andy Atzert, Vice President for Distributed and Global Education
Stephanie Browner, Dean, Eugene Lang College The New School for Liberal Arts
Carol S. Cantrell, Senior Vice President for Human Resources and Labor Relations
Lia Gartner, FAIA, LEED AP, Vice President for Design, Construction and Facilities Management
Richard Kessler, Executive Dean, Performance, and Dean, Mannes College The New School for Music
Mark Gibbel, Chief Development Officer
William Milberg, Dean, The New School for Social Research
Roy P. Moskovitz, Chief Legal Officer and Secretary of the Corporation
Martin Mueller, Executive Director, The New School for Jazz and Contemporary Music
Anand Padmanabhan, Senior Vice President and Chief Information Officer
Pippin Parker, Director, The New School for Drama
Linda Abrams Reimer, Senior Vice President for Student Services
Michelle Relyea, Vice President for Student Success
Donald Resnick, Chief Enrollment and Success Officer
Bryna Sanger, Deputy Provost and Senior Vice President for Academic Affairs
Tokumbo Shobowale, Chief Operating Officer
Steve Stabile, Vice President for Finance and Business and Treasurer
Joel Towers, Executive Dean, Parsons The New School for Design
Mary R. Watson, Executive Dean, The New School for Public Engagement

THE NEW SCHOOL IN BRIEF

The New School was established in 1919 as a center of lifelong education, founded on principles of intellectual and artistic freedom. Its founders were a group of prominent progressive scholars, including Charles Beard, John Dewey, and James Harvey Robinson. True to its name, The New School has evolved continuously since inception in response to the changing universe of ideas, career opportunities, and human curiosity. What began as a nondegree-granting school for working adults has become an urban university offering acclaimed, socially engaged programs that challenge students to develop their creative and intellectual potential in bold ways and foster innovation in the liberal arts, social sciences, art and design, performing arts, and public administration. Students from around the world enroll in diverse undergraduate, graduate, certificate, and continuing education programs taught at The New School’s seven divisions in New York and at a growing array of global academic centers, such as Parsons Paris. They are led by a renowned faculty of artists, scholars, and professionals and draw on the rich resources of one of the world’s great cities. As The New School approaches its 100th anniversary, the ideals of its founders continue to be reflected in the achievements of its students, faculty, and alumni.

THE NEW SCHOOL MISSION

The New School prepares students to understand, contribute to, and succeed in a rapidly changing society, and thus make the world a better and more just place. We will ensure that our students develop both the skills a sound liberal arts education provides, and the competencies essential for success and leadership in the emerging creative economy. We will also lead in generating practical and theoretical knowledge that enables people to better understand our world and improve conditions for local and global communities.

For more, visit www.newschool.edu/mission-vision

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. The college began in 1972 as the Freshman Year Program, an experimental program for high school seniors. In 1975, it became the Seminar College, a full-time bachelor’s program, and a separate division of the university in 1985. This bold experiment in undergraduate education is named in honor of New School trustee Eugene M. Lang, a generous supporter of the college. 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 graduate departments of The New School for Social Research. The college’s location in the center of a major metropolitan area offers its students opportunities for civic engagement and internships available to students of few other small liberal arts schools.

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 College became part of The New School in 1989. Mannes is a premier choice for students of classical music around the world, providing professional music training for citizens of the 21st century in performance and related fields that make up an increasingly dynamic musical environment. A comprehensive curriculum and a faculty of world-class artists enable students to attain virtuosity in vocal and instrumental music, conducting, composition, and theory. But because they come to Mannes for musical education relevant to a rapidly changing world, students enjoy access to
the resources of a renowned urban university and opportunities for civic engagement in New York City. Mannes College offers undergraduate and graduate music degrees and professional diplomas and supports a community extension program for adult learners and a preparatory program for young people.

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 brought his Dramatic Workshop here from Europe 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 New School for Drama, established in 1994, trains talented individuals for careers in the theater as actors, directors, and playwrights. Today, the division offers undergraduate and graduate degree programs. The New School’s New York City setting gives students abundant opportunities to learn through observation, share their work publicly, and make professional connections through the broadest theater career network in the United States.

The New School for Jazz and Contemporary Music

www.newschool.edu/jazz
55 West 13th Street, New York, NY 10011 | 212.229.5896

In 1986, The New School established an undergraduate program offering talented young musicians the opportunity to study with professional artists from New York City’s peerless jazz community. The teaching model is based on the tradition of the artist as mentor: Our students study and perform with some of the world’s most accomplished musicians. They are immersed in the history and theory of and latest developments in jazz, blues, pop, and the ever-evolving genres of contemporary music. Learning takes place in classrooms, student ensembles, one-on-one tutorials, public performances, and master classes. Students develop their creative talents to meet the high standards of professional musicianship exemplified by the legendary 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 renamed in 2011 to reflect its position as an academic unit designed to connect theory to practice, foster innovation in culture and communication, and promote democratic citizenship through lifelong education. The division offers undergraduate degree programs in its Bachelor's Program for Adults and Transfer Students and graduate degrees and certificates in its School of Language Learning and Teaching, School of Media Studies, School of Writing, and in the Milano School of International Affairs, Management, and Urban Policy. The division also offers hundreds of open-enrollment continuing education courses on campus 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 scholars fleeing persecution by the Nazis. In 1934, it incorporated this community as a prestigious graduate school of political and social science. Today, The New School for Social Research offers interdisciplinary master’s and doctoral degree programs in the social sciences, challenging students to address the most urgent political, cultural, and economic concerns of the day and uphold the highest standards of critical inquiry. Students work with a renowned faculty of international scholars and enjoy new opportunities to cross disciplinary boundaries and collaborate with scholars and artists in other divisions of the university.

Parsons The New School for Design

www.newschool.edu/parsons
2 West 13th Street, New York, NY 10011 | 212.229.8950

Parsons is one of the world’s preeminent colleges of art and design. Founded in 1896 by artist William Merritt Chase and his colleagues, the school was renamed in 1936 for its longtime president, Frank Alvah Parsons, who dedicated his career to integrating visual art and industrial design. Parsons became part of The New School in 1970. It was the first institution in the United States to award university degrees in interior design, advertising and graphic design (originally commercial illustration), and lighting design, and its fashion design program is credited with the rise of Seventh Avenue. Parsons has earned and maintained an international 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 knowledge in studios, workshops, and seminars. Parsons offers general art and design courses and certificate programs for students of all ages.

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