ACADEMIC CALENDAR

FALL 2011

Registration for continuing students April 4–29
Registration for new students; late registration, for continuing students August 19–26
Classes begin Monday, August 29
Last day to add a class Monday, September 12
Last day to drop a class Monday, September 19
Last day to withdraw from a class with a grade of W
Graduate students Monday, December 19
Online Session A August 29–December 19
Classes and exams end Monday, December 19

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

Rescheduled days
Week of November 21, Thursday classes will meet on Tuesday, November 22. The last class meeting for Wednesday evening classes will be on Monday, December 19. Monday daytime classes and all other classes will end the week of December 11–16.

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

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Important Notice: The information published herein represents the plans of The New School at the time of publication. The university reserves the right to change without notice any matter contained in this publication, including but not limited to tuition, fees, policies, degree programs, names of programs, course offerings, academic activities, academic requirements, facilities, faculty, and administrators. Payment of tuition for or attendance in any classes shall constitute a student’s acceptance of the administration’s rights as set forth in this notice.

The New School for Public Engagement
Office of Admission
72 Fifth Avenue, 3rd floor
New York, NY 10011
www.newschool.edu/nspe

SPRING 2012

Registration for continuing students October 31–November 28
Registration for new students; late registration, for continuing students January 16–20
Classes begin Monday, January 23
Last day to add a class Friday, February 3
Last day to drop a class Friday, February 10
Last day to withdraw from a class with a grade of W
Graduate students Monday, May 14
Online Session A January 23–May 18
Classes and exams end Monday, May 14
Graduation Friday, May 18

Holidays
Martin Luther King Day: Monday, January 16
President’s Day: Monday, February 20
Spring break: Monday–Sunday, March 12–18

SUMMER 2012

Applications deadline for summer term admission: April 2.
Registration for new students beginning in the summer term: May 2012
Registration for continuing students April 2–15
For details about Summer 2012 MA TESOL on-campus summer intensive, visit the website: www.newschool.edu/MA TESOL/

Holidays
Memorial Day: Monday, May 28
Independence Day: Wed, July 4

Note: University administrative offices are closed on Fridays from June 15 through August 10. This does not affect classes scheduled to meet on Fridays.
ABOUT THE NEW SCHOOL

The New School was founded in 1919 by a small band of progressive American educators as a “center for instruction, discussion, and counseling.” Today, it is a leading New York City university, enrolling more than 15,000 students in undergraduate and graduate degree programs and continuing education courses in liberal arts and social sciences, art and design, management, and performing arts. The New School offers programs and courses online as well as on campus. All of the divisions and programs of the university boast a notable faculty, excellent resources, small class sizes, and innovative curricula. The MA TESOL degree is offered through the School of Languages at The New School for Public Engagement, one of several academic divisions of the university.

THE NEW SCHOOL FOR PUBLIC ENGAGEMENT

David Scobey, Executive Dean
Kathleen Breidenbach, Vice Dean
Celesti Colds Fechter, Associate Dean for Academic Services
John Green, Associate Dean for Administration
Emily Martin, Assistant Dean for Academic Operations
Thelma Armstrong, Executive Assistant to the Executive Dean
Francisco Tezén, Senior Director of Development
Seth Cohen, Director of Administrative Services
Merida Escandon, Director of Admission
Suk Mei Man, Director of Academic Systems
Chrissy Roden, Director of Academic Student Services
Pamela Tillis, Director of Public Programs
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Emily Youssouf
Judith Zarin

HONORARY MEMBERS

David N. Dinkins
Malcolm Klein
Lewis H. Lapham
Message from the Executive Dean

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

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

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

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

Sincerely,

David Scobey
Executive Dean

ACCREDITATION

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

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

DEGREES AND CERTIFICATES

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

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

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

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

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

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

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

The Student Right to Know Act

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

NEW SCHOOL ALUMNI

New School graduates are cordially invited to take advantage of free admission to selected public programs; invitations to private events and receptions hosted by degree programs, the dean, and the university president; and reading privileges at the Fogelman, Gimbel, and Scherman libraries; as well as networking and professional development opportunities. Alumni receive and are invited to contribute to an alumni newsletter. Visit www.newschool.edu/alumni or contact Francisco Tezén, Senior Director of Development, 212.229.5662, nsalumni@newschool.edu.
MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Gabriel Diaz Maggioli, Chair of English Language Studies and Director of the MA TESOL program
diazmagg@newschool.edu

Caitlin Morgan, Director of ESL programs
morganc@newschool.edu

Lesley Painter-Farrell, Associate Director of MA TESOL
painterl@newschool.edu

Jackie Maffiore, Executive Secretary
maffiorj@newschool.edu

The School of Languages at The New School for Public Engagement offers a graduate TESOL program designed to educate professionals who will raise the standards of both the language and the teaching of it. The New School program offers graduate teacher education in two specializations: Teaching and Curriculum Development.

Our MA TESOL program emphasizes the political, cultural, and ethical implications of English language teaching; in this era of intense globalization, learning to speak English is critical for many because it has become the international language of finance, commerce, diplomacy, science, technology, and communication media. In the MA TESOL program, theoretical study is always connected to practical applications. Whether new to the profession or already working in the TESOL field, students can apply graduate study to professional development by working on challenging guided projects or a practicum. Either option enhances a student’s résumé.

The New School’s program differs from most TESOL programs in its flexibility. It is structured for working adults. The program can be completed entirely online, or online study can be combined with an intensive summer curriculum at the New School campus in New York City’s Greenwich Village. Full-time students (those taking at least 9 credits per semester) working online can earn the master’s degree in four terms (one and a half to two years). Students who complete the summer on-campus intensive can finish in three terms (one year). Students can also study on a part-time basis (6 or fewer credits per semester).

Our faculty and course developers are among the best, most experienced, and highly respected TESOL professionals in the world—teachers, writers, publishers, curriculum designers, and program administrators. The New School program is neither US- nor UK-centric, but rather reflects the global reality of the English language teaching profession today.

Message from the Director

Welcome to The New School’s graduate program in Teaching English to Speakers of Other Languages (MA TESOL). I commend your choice of our program and your decision to develop professionally in the TESOL field. The New School MA TESOL is uniquely structured to equip you to face the challenges and opportunities of teaching English in this era of globalization. It is rooted in The New School’s commitment to innovation, critical thinking, civic engagement, and global citizenship.

When you enter the MA TESOL program you join a vibrant global community. The international faculty includes some of the leading thinkers, writers, and practitioners in the field. You have opportunities to make enriching and lasting connections with classmates who live and work around the world. Your seminar-style online courses and intensive on-site summer courses will teach you how to scaffold instruction for a variety of contexts.

The New School has been at the forefront of online education for 20 years. You will find our experience evident in the design and delivery of the online component of the MA TESOL program.

So, welcome to the program from the dedicated faculty and support staff that will work with you and support you on your exciting journey into the TESOL profession. We look forward to your voice, ideas, and experiences enriching the MA TESOL community and conversation.

Gabriel Diaz Maggioli, Chair and Director

Gabriel Diaz Maggioli, Chair of English Language Studies and Director of the MA TESOL program
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Caitlin Morgan, Director of ESL programs
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Gabriel Diaz Maggioli, Chair and Director
Sharon Avni (PhD, NYU) conducted her dissertation research on the interactional and discursive construction of identity at a faith-based educational institution. In the past, she has taught graduate and undergraduate courses in literacy, assessment, second language acquisition theory and methods, and second language acquisition research. Additionally, she has written and published ESL material for the international market.

Steve Cornwell (EdD, Temple U.; MAT, School for International Training; ELT Certificate, The New School) is a professor at Osaka Jogakuin College in Osaka, Japan. He is co-editor of New Ways in Teacher Education, TESOL, Inc. and editor of the Jalt Journal, the research publication of the Japan Association for Language Teaching. He has taught or presented on EFL/ESL in New York City, Bangladesh, China, Ecuador, Singapore, Thailand, and Japan. In addition to teacher education and helping language teachers publish academically, he is interested in online education, curriculum design, gender awareness in language education, world Englishes and their related issues, and qualitative research methodologies.

John F. Fanselow (PhD, TESOL, Teachers College, Columbia U.), began teaching English in Nigeria as a Peace Corps volunteer in the 1960s and is now Professor Emeritus at Columbia U. Teachers College. His long career has focused on teacher training, particularly on classroom observation, in the United States, Africa, and Asia. He is a highly sought-after speaker and a published writer, whose 1987 text, Breaking Rules: Generating and Exploring Alternatives in Language Teaching, has influenced a generation of teachers, materials writers, and teacher trainers.

Gabriel Diaz Maggioli (MA in Education and EdD candidate, University of Bath; Diploma in Governance and Management of Teacher Education and Development, The Pennsylvania State University; Post-graduate Diploma in Educational Supervision, National Teacher Education College, Uruguay) has 30 years’ experience as an ESL teacher, teacher educator, materials writer and consultant. His most recent position was National Coordinator for Modern Foreign Language Teacher Education in Uruguay. He was tenured professor of TESOL Methods in the National Teachers College, and co-founded the Institute for Educational Evaluation at the Catholic University in Uruguay where he was both Associate Professor of Education and Researcher. He was a Fulbright Humphrey Fellow at Penn State University and a Visiting Expert at the Center for Applied Linguistics in Washington, DC. Between 2006 and 2009 he was a member of the Board of Directors for TESOL, the global professional association. He is a frequent guest speaker at TESOL-related conferences around the world. His publications include: Managing Learning Styles in the Classroom (TESOL Publications), Teacher-centered Professional Development (ASCD), Uruguay in Focus (Pearson Longman), Wonderful World (Macmillan) and the forthcoming Teaching Language Teachers (Rowman and Littlefield).

Jeremy Harmer (MA, Applied Linguistics, U. of Reading, UK), is known throughout the ELT world for his books on teaching methodology, particularly the classic texts How to Teach English and The Practice of English Language Teaching. He is the general editor of Longman’s “How-To” series and host of the Teacher Development section of the ELT Forum website. He frequently leaves his home base in England to train teachers and speak at conferences around the world.

Anne Katz, (PhD, Language, Literacy and Culture, Stanford U.) has nearly 30 years of experience as a researcher, project manager, and writer, concentrating on curriculum development and learner assessment. She has written numerous research papers, books, and articles on these subjects and was the chair of TESOL Assessment Guidelines Team for six years. Katz is based in Brattleboro, Vermont.

Carol Lethaby (MA TESOL with distinction, U. of London Institute of Education), has been involved in distance teacher education since 1998, having developed materials and tutored for distance-learning courses for the British Council and various universities in Mexico. She has also designed and run numerous on-site teacher training and education courses in California, Mexico, and the UK, including internationally recognized teaching certificates and diplomas. Her writing credits include several textbook series, most recently co-authoring Just Right (Marshall Cavendish London). Lethaby lives in San Francisco.

Jeffrey Mohammed (MA and postgraduate certificate in Education, Durham U., UK) has been working in TESOL since 1970 and has taught ESOL classes and/or TESOL training courses in nine countries. He currently runs the University of Cambridge CELTA (Cambridge Certificate in Teaching English to Adults) program at LSC-CyFair community college near Houston, Texas, and leads TESOL workshops for Adult Education teachers throughout southeast Texas. Since 2005, he has been the chief moderator for CELTA courses in the USA and Mexico.

Lesley Painter-Farrell (DELTA, CELTA, Cambridge U., MSc, Aston U.) is the associate director of the MA TESOL program. Painter-Farrell has taught English as a foreign language in Portugal, Poland, and many countries in Asia. She began teacher training when based in Poland for the Soros Foundation and Longman publications. Painter-Farrell moved to New York to head a teacher training department and designed courses for teaching younger learners, teaching using new trends, and language development courses for teachers who are...
not native speakers of English; she also ran CELTA courses. Her ELT books include *The Role Play Book* and *Homework*. She currently writes and designs for her own website, www.eslsite.com, which is dedicated to providing free resources for teachers.

**Scott Thornbury** (MA TEFL, with distinction, U. of Reading, UK), a native of New Zealand who now lives in Spain, is the series editor of the *Cambridge Handbooks for Teachers*. He has been a prolific writer of books and articles for teachers and students and a tireless presenter at international ELT conferences, sharing the knowledge gained from his more than 30 years of experience as a teacher, teacher trainer, and CELTA and UCLES examiner.

**Bonnie Tsai** (MA, Education, U. of Louisville; completing postgraduate work, Harvard U.) has trained in such humanistic approaches as Suggestopedia with Dr. G. Lozanov and Psychodramaturgie Linguistics. She is a master practitioner in Neuro Linguistic Programming and has trained with Drs. Howard Gardner and David Perkins at the Harvard Graduate School of Education in Multiple Intelligences. She has run teacher training courses all over the world in varying contexts. She currently teaches CELTYL (Certificate in Teaching English to Young Learners) candidates at Cambridge University.

**Deryn Verity** (PhD, Linguistics, U. of Delaware, MA TESL, St. Michael's College) has been active in the field for 29 years as an ESL instructor, teacher trainer, presenter, and English professor in the United States, the Middle East, Eastern Europe, and Japan. Verity has served as associate editor of the well-respected JALT (Japan Association for Language Teaching) Journal and is currently a professor of English in Osaka, Japan.

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**THE MA TESOL CURRICULUM**

The graduate TESOL program is a 30-credit curriculum leading to the Master of Arts degree. All students must take the five core courses. The other five courses, including the practicum or professional project, are taken in one of two concentrations: Teaching or Curriculum Development.

**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Analysis for Teachers: Phonology, Lexis, and Syntax</td>
<td>3</td>
</tr>
<tr>
<td>Language Analysis for Teachers: Grammar and Discourse</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Language Learning and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Sociolinguistics of English as a Global Language</td>
<td>3</td>
</tr>
<tr>
<td>Culture, Intercultural Communication, and ESOL</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15 credits</strong></td>
</tr>
</tbody>
</table>

**Concentrations**

**Teaching**

Today, people all over the world in all professions and from all walks of life want and need to learn English. Teaching opportunities are available in language schools, public schools, colleges and universities, private teaching, and business. The teaching curriculum provides practical, immediately useful TESOL training with emphasis on student-centered, content-based, communicative teaching and learning. The New School MA TESOL degree prepares students to teach English at all levels in a variety of contexts and provides the tools they need to reflect and build on their teaching experiences.

**Program of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA TESOL Core Courses</td>
<td>15 credits</td>
</tr>
<tr>
<td>Methods and Materials for Teaching ESOL: Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>Methods and Materials for Teaching ESOL: Skills</td>
<td>3 credits</td>
</tr>
<tr>
<td>Teaching Practicum</td>
<td>3 credits</td>
</tr>
<tr>
<td>Electives (choose two):</td>
<td>6 credits</td>
</tr>
<tr>
<td>Learner Assessments</td>
<td></td>
</tr>
<tr>
<td>Writing ESOL Materials</td>
<td></td>
</tr>
<tr>
<td>Curriculum Development and Course Design</td>
<td></td>
</tr>
<tr>
<td>English for Specific or Academic Purposes</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30 credits</strong></td>
</tr>
</tbody>
</table>
Curriculum Development

English is being introduced in educational systems at every level all over the world. In many countries, it is the medium of instruction in academic subjects beginning at the elementary level. TESOL curriculum developers and consultants are needed almost everywhere. This concentration prepares teachers of ESOL and educational administrators for careers in local, state, national, and international organizations; agencies; and schools, public as well as private, that offer or sponsor English language studies. Students learn how to design, update, and implement curricula for instruction and to create materials for a variety of educational contexts.

Program of Study

MA TESOL Core Courses 15 credits
Curriculum Development and Course Design 3 credits
Learner Assessment 3 credits
Writing ESOL Materials 3 credits
Electives (choose two): 6 credits
Professional Project
Methods and Materials for Teaching ESOL: Systems
Methods and Materials: Skills
English for Specific or Academic Purposes

Total 30 credits

Transfer Credits

Students can apply to transfer a maximum of 6 credits earned in another accredited graduate program to meet MA TESOL elective requirements. The courses must conform to the guidelines set by the New School program. Credit transfer determinations are made by the English Language Studies Center after a student has matriculated into the MA TESOL program. Approved transfer credit will be posted to the student’s transcript by the registrar’s office. Graduate students complete a Transfer of Credit Petition available at the registrar’s office. The New School does not transfer grades or grade points from other schools. Credits only are transferred.

Academic Planning and Advising

Each student accepted into the MA TESOL program plans a schedule and sequence of courses with a faculty advisor that fits his or her level of experience, preferred pace, and particular interests. Questions about advising should be directed to

English Language Studies
68 Fifth Avenue, 2nd floor
New York, NY 10011
Telephone: 212.229.5372
Fax: 212.989.1127
Email: elsc@newschool.edu

Online Learning/The Online Environment

All MA TESOL courses are offered online through MyNewSchool, the university portal (enter at http://my.newschool.edu/cp/home/displaylogin). Online courses are located in a module called “MyCourses.”

MA TESOL students should enter their online classes at least four times a week. Course materials are presented in a multilayered format that may include video, audio, and graphic elements and links to the Internet. Students post comments and answers to these materials on highly interactive discussion boards. These responses, along with those submitted by the instructor, create a dynamic learning platform. For more information about online study, visit www.newschool.edu/online.

Online Help and Support

The New School offers an online orientation for those new to online learning. In the orientation, students learn about academic resources available in the web-based environment; the dynamics of online interaction; how to navigate the online classroom; and how to communicate in the online classroom. The orientation is available for reference throughout the school year. Technical services support is available by telephone or email 24 hours a day, seven days a week at 212. 229.2828.

On-Campus Summer Intensive

With the summer intensive, students can finish the MA course requirements in as little as nine months, studying online full-time. This sequence of on-site and online study creates a strong collaborative learning community face-to-face that can be maintained online over the following year. The summer intensive can be a full-time or a part-time program. It includes seminars and guest speakers. Access the application and other information at www.newschool.edu/matesol/summer-intensive.

The on-campus summer intensive fast-tracks the MA TESOL concentration in Teaching. A student can earn up to 12 of the 30 required credits studying at The New School’s Greenwich Village campus. Summer courses are taught by members of the internationally renowned faculty, led by Scott Thornbury. This is an opportunity to meet and learn face-to-face from our distinguished instructors and your fellow students, and to experience a summer in New York City. It’s a wonderful opportunity for students who are not native speakers of English to be completely immersed in the language and to apply their studies to real-world experiences in a vibrant and cosmopolitan setting.
Summer 2012 Intensive Courses

ON SITE
Culture, Intercultural Communication and ESOL – 4 weeks
Language Analysis for Teachers Pronunciation, Lexis and Syntax – 4 weeks
Teaching Practicum – 8 weeks
Principles of Language Learning & Teaching – 8 weeks
Methods and Materials for Teaching ESOL: Systems – 4 weeks
Methods and Materials for Teaching ESOL: Skills – 4 weeks
Learner Assessment – 8 weeks

ONLINE
Curriculum development and Course design
Learner Assessment
Methods and Materials for Teaching ESOL: Systems
Methods and Materials for Teaching ESOL: Skills
English for Specific or Academic Purposes
Writing ESOL materials
Teaching Practicum
Professional Projects
Sociolinguistics of English as a Global Language

Students taking the methods classes or the practicum in the summer intensive can complete their required practice teaching in the MA TESOL Summer Outreach program, which provides English classes to low-income communities.

Summer Housing
Affordable housing is available in university residence halls on a first-come, first-served basis. You must apply separately for university housing. Visit www.newschool.edu/studentservices/housing/summer-housing for more information, or email summerhousing@newschool.edu and identify yourself as a New School MA TESOL student.

Course Descriptions

Language Analysis for Teachers: Phonology, Lexis, and Syntax
An understanding of the patterns, meanings, and systems underlying language is essential for those designing or implementing teaching programs. In this introductory language analysis course, we examine and describe the discrete-level systems of English, principally its phonology, lexicon, and sentence structure (syntax).

Language Analysis for Teachers: Grammar and Discourse
In the second language analysis course, we continue exploring the language systems of English, focusing first on such features of English grammar as its systems of tense, aspect, and modality. We then adopt a discourse-level view of language, investigating the way whole texts are structured and achieve coherence, while taking into account their purposes and the contexts in which they are used.

Principles of Language Learning and Teaching
This course surveys the main currents in contemporary second language acquisition research. Students develop an awareness of the process of learning a second language and the factors that help or hinder that process. Essential research resources are introduced and practical connections are made between approaches to language teaching and their underlying psycholinguistic rationales.

Methods and Materials for Teaching ESOL: Systems
In this basic methods course, teachers in training learn to present and practice language skills using a communicative, student-centered model. The course emphasizes the teaching of grammar, pronunciation, and vocabulary in context at all levels and examines appropriate materials. Classroom management, lesson planning, and group dynamics are also discussed.

Methods and Materials for Teaching ESOL: Skills
This second methods course is devoted to the skills of reading, writing, listening, and speaking at all levels. Topics include lesson planning that emphasizes learning in context and integrates the four skills with grammar, vocabulary, and pronunciation; published and authentic materials in specific skill areas; and group dynamics and techniques of classroom management. The goal is to train students to be organized, reflective teachers who can help their students attain communicative competence in English.

Learner Assessment
Teachers of ESOL in training look at ways of evaluating students’ levels and needs, including methods for assessing the needs of organizations and businesses proposing to offer English classes for members or employees. They also review ways of evaluating student progress, including traditional testing, quizzes, performance-based and portfolio evaluation, and outcomes assessment. The class offers hands-on practice in creating assessment tools and evaluating them in light of curriculum goals.

Curriculum Development and Course Design
Students are introduced to the phases and kinds of activities involved in developing an effective curriculum for a language program. They outline a complete curriculum to meet specific objectives and then design courses and choose and/or develop teaching materials that reflect the goals defined in the curriculum outline.
Writing ESOL Materials
Through close examination of published texts and teacher-written materials, students become aware of the range of elements involved in writing TESOL materials. The class offers students regular practice in developing and writing materials for their own particular situations or areas of interest.

Teaching Practicum
Teachers in training put into practice what they have learned in the two Methods and Materials courses. They teach an ESL class either alone or with another teacher in training. They take part in a seminar where they share their experiences and observations, reflecting on what worked and what didn’t work and looking at alternatives. Students receive feedback from an experienced teacher trainer, based either on a videotape of themselves teaching or on observation in person. They also design and implement action research.

Professional Project
A student with experience in the field of concentration may undertake a practical project of his or her own design. The project will reflect the student’s specific interests within the specialization and must be more advanced and challenging than any related coursework. The student works with an assigned project advisor to design and complete the project.

Sociolinguistics of English as a Global Language
What are the political and cultural ramifications of the growth of English to its current status as the dominant global language? The course focuses on this question. Using sociolinguistic principles, which will be mastered experientially wherever possible, the course addresses such issues as: attitudes toward English, multilingualistc identities and loyalties, the growth of localized English standards, and the “nativization” process. Students also explore, via case studies, the status of English in a variety of countries. Finally, each student considers the implications of the course on his or her own choices as a language teaching professional.

Culture, Intercultural Communication, and ESOL
This course addresses the cultural dimension of language teaching and learning. Culture is a vast, complex phenomenon, complicated further by its relationship with a global language like English. When persons from different cultures interact in English the focus expands to include intercultural communication. Language teachers need practical strategies and theories to make culture and intercultural communication accessible to learners. The content is based on these precepts: 1) To understand and communicate effectively and appropriately, how to establish relationships with others, how to carry out cultural research, and how to achieve empathy; 2) In order to teach about culture we must know how it can be learned in the classroom.

English for Specific/Academic Purposes
This class introduces participants to issues and questions central to the field of English for specific purposes, including English for academic purposes, needs analysis, curriculum and course design, genre and text issues, and current trends in pedagogy. Participants will read widely in the professional literature and write a research-based article.

Foreign Language Study
MA TESOL students are eligible to audit one foreign language course in any academic term in which they are also enrolled in an MA TESOL course. Contact the English Language Studies Department for a catalog of New School foreign language course offerings. Having chosen a course, contact academic student services in the dean’s office to schedule a registration appointment.

MA TESOL Online Career Center
The MA TESOL Program offers students and graduates information, support and guidance on finding and securing a TESOL job. The online Career Center is a dedicated site developed and managed by the MA TESOL faculty where students and graduates can find job offers and get support developing their resumes and applying for jobs. The center can also provide support and advice about job practicalities. Announcements are posted for TESOL jobs available anywhere in the world.
The New School welcomes applications from persons preparing for careers as teachers of English to adults, working teachers developing their careers in the field, and ESOL teaching professionals interested in curriculum development. The program accommodates full-time, part-time, and low-residency students.

Applicants must hold a bachelor’s degree from a regionally accredited university. Some knowledge of a language other than English is assumed for all applicants. Applicants for the concentration in curriculum development, in addition to these requirements, must have completed a minimum of 100 hours of English language teacher training and at least two years of English language teaching.

Admission to the MA TESOL program is selective. Applications are reviewed and admission decisions made by a faculty committee. Prospective students are encouraged to submit their applications well in advance of the stated deadline. Only completed applications received by the priority deadline will be considered for the upcoming academic term: June 1 (for fall entry), November 1 (for spring entry), and April 1 (for summer entry).

Application forms and requirements are found at www.newschool.edu/matesol/application-instructions. Admission counselors are available to discuss the MA TESOL program, the application process, financial aid questions, and more. Find contact information at www.newschool.edu/matesol/admission/.

International Applicants and other Applicants with Foreign Credentials

In addition to fulfilling the standard admission requirements as described on the program site, applicants with foreign credentials must submit as applicable:

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

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

The Test of English as a Foreign Language (TOEFL) score report administered by the Educational Testing Service (ETS) is required of all applicants who are not U.S. Citizens or Permanent Residents, with the exception of citizens of the United Kingdom, Ireland, Australia, New Zealand, Canada, and South Africa whose native language is English. The TOEFL score report must be submitted directly to The New School by ETS. The institution code for The New School is 2521; the department code is 83. A minimum score of 100 on the iBT, 250 on the computer-based exam, or 600 on the paper-based exam is required for admission to graduate study. Acceptable alternatives to the TOEFL are the Cambridge Advanced Certificate of Proficiency in English (minimum score of C or better) or the Cambridge International English Language Testing System, IELTS (minimum score of 7.0 or better).

Information for International Students

This school is authorized under federal law to enroll non-immigrant alien students. The MA TESOL program can be completed online without entering the United States, but international students who plan to come to New York to study on campus must have a proper visa before they will be permitted to register. Consult with an admission counselor about visa requirements.

Office of Admission

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

Program Liaison

Cory J. Meyers, Associate Director
MeyersC@newschool.edu

For more information about applying to the MA TESOL program, to request an admission packet, or to add your name to the MA TESOL mailing list, contact

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

TUITION AND FEES
Tuition is charged on a per-credit basis. The 2011–2012 rate for the MA TESOL program is $1,230 per credit. Most courses require the purchase of books. In some cases students will incur additional costs for necessary materials or equipment.

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

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

In fall and spring terms, students are charged a Health Insurance fee ($828 for fall 2011; $1225 for spring 2012) and a Health Services fee ($285 per semester in 2011–2012). Graduate students may waive these fees by completing the Online Waiver form by the waiver deadline.

SCHOLARSHIPS AND AWARDS
Every applicant to a graduate degree program (including international applicants) is considered for a merit scholarship as part of the admission review process. Merit-based scholarships are awarded after a review of the completed application. If awarded, the scholarship and amount will be indicated in the applicant’s official letter of acceptance to the program.

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

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

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

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

STUDENT FINANCIAL SERVICES
The New School provides a comprehensive program of financial services for degree-seeking students, including significant institutional scholarship support to eligible students on the basis of merit and need. There is also a monthly payment plan so that students can pay their fees in installments over the academic year.

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

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

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

Work Programs
Federal Work-Study Program

Other Programs
Federal aid to Native Americans
Veterans benefits
Occupational and Vocational Rehabilitation Program

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

Grants from Other States

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

Applying for Financial Aid

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

Estimated Cost of Attendance and Determining Eligibility

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

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

For more information about tuition, fees, educational expenses, billing and payment, and eligibility for aid, go to www.newschool.edu/studentservices/financialaid or contact Student Financial Services.

Typical School Year Expenses 2011–2012

Full-Time On-Campus Resident

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition: graduate</td>
<td>$22,140</td>
</tr>
<tr>
<td>Based on 9 credits in fall term and 9 in spring term. (Additional credits are charged at $1,230/credit.)</td>
<td></td>
</tr>
<tr>
<td>University Services Fee</td>
<td>$260</td>
</tr>
<tr>
<td>Student Senate Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Student Health Insurance</td>
<td>$2,053</td>
</tr>
<tr>
<td>Health Services Fee</td>
<td>$570</td>
</tr>
<tr>
<td>Room*</td>
<td>$12,260</td>
</tr>
<tr>
<td>Board**</td>
<td>$3,000</td>
</tr>
<tr>
<td>Personal Expenses**</td>
<td>$1,550</td>
</tr>
<tr>
<td>Transportation**</td>
<td>$936</td>
</tr>
<tr>
<td>Books and Supplies**</td>
<td>$920</td>
</tr>
<tr>
<td>Total</td>
<td>$43,669</td>
</tr>
</tbody>
</table>

Average; campus housing charges vary (includes the annual nonrefundable $250 deposit).

**Estimates; actual expenses will vary.
STUDENT LIFE

COMMUNICATION WITH STUDENTS

MyNewSchool

MyNewSchool is the university’s customizable web portal located at http://my.newschool.edu. Through a single secure sign-on process, students are able to access their university email account, view and make changes to their student records, participate in online courses, receive personal and campus announcements, explore library resources, and much more. Most student business is transacted online through mynewschool, including registering for classes, verifying financial aid awards, making payment arrangements, and viewing final grades. New students are notified when their mynewschool account has been established.

Student Email Accounts

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

Changes of Address and Telephone Number

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

Campus Crime Reporting and Statistics

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

STUDENT SERVICES

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

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

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

Student Housing and Residence Life

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

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

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

Student Health Services

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

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

Student Health Insurance

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

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

New School Career Development

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

The online database of job opportunities for New School students is hosted by College Central. To access the database, visit www.collegecentral.com/newschool. Registration is required. The registration process enables students to upload their résumés and search for positions.

The Department of English Language Studies has set up its own international Online Career Center for MA TESOL students and graduates.

International Student Services

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

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

Student Disability Services

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

University Student Senate

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

**Intercultural Support/HEOP**

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

**Social Justice Committee**

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

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**UNIVERSITY RESOURCES AND FACILITIES**

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

**Libraries**

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

**New School Libraries**

- Fogelman Social Science and Humanities Library
- Gimbel Art and Design Library
- Scherman Music Library
- Kellen Archives
- Visual Resource Center

**Research Library Consortium Libraries**

New York University
- Avery Fisher Center for Music and Media
- Elmer Holmes Bobst Library
- Library of the Courant Institute of Math Sciences

Cardozo Law Library of Yeshiva University

The Cooper Union Library

New York Academy of Art

The New-York Historical Society

**Blackboard**

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

**University Writing Center**

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

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

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

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

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

Wireless

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

University Help Desk

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

Contact the Help Desk Monday–Friday, 8:30 a.m. to 5:30 p.m.
Telephone: 212.229.5300 ext. 2828
Email: helpdesk@newschool.edu

Other Resources

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

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

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

REGISTRATION

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

Fulltime and Half-Time Status
For MATESOL graduate degree students, fulltime status is defined as enrollment in a minimum of 9 credits per semester. Half-time status is defined as enrollment in a minimum of 4.5 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 Procedures

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

Note the following specifics regarding registration procedures:

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

• All course registrations must be approved by a departmental advisor before a student registers, and then submitted to the registrar’s office through MyNewSchool or in person. Students who register for a course without an advisor’s approval will be asked to drop the course, and may be administratively withdrawn from the course.
• Student Financial Services emails continuing degree students a schedule of classes and a single invoice for tuition and fees several weeks before the start of the semester. Students should verify the accuracy of the schedule. A student is not registered, and will not receive credit, for courses not appearing on the schedule.
Registration is not complete until payment or payment arrangements have been made.

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

Registration Holds

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

Adding, Dropping, and Withdrawing From Courses

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 Office of the Registrar 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

(See the Academic Calendar for exact dates for each semester.).

Adding a course: through the 2nd week of the semester (late-starting courses may be added after the deadline with advisor’s permission)
Dropping a course (deleted from student’s academic transcript): through the 3rd week of the semester
Withdrawal with a grade of W noted on academic transcript (no academic penalty)

• MATESOL graduate students: through the end of the semester

Short, late-starting, and online courses may have different deadlines. Student should consult the registrar’s website or their advisor for details.
Attendance in class or completion of course requirements does not constitute formal registration and will not make a student eligible to receive credit for any course. Likewise, failure to attend classes, failure to complete coursework, failure to complete payment, or notification of the instructor, does not constitute official withdrawal and may result in a permanent grade of WF on the student’s record.

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

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

BILLING AND PAYMENT
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; 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.

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 Financial Services at the point of registration.

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

Wire Transfer: For information on how to wire transfer funds to The New School, sign in to MyNewSchool (select the “Student” tab, and in the “Student Financial Services” channel select “Wire transfer information”). Students who do not have access to MyNewSchool must email Student Financial Services for instructions. Only students who have been admitted and deposited can send funds by wire.

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

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

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

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

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

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

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

Late Fee Appeal Committee
c/o University Registrar
The New School
79 Fifth Avenue, 5th floor
New York, NY 10003

Deferral of Payment for Approved Financial Aid

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

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

For additional information, contact Student Financial Services.

Deferral of Payment for Employer Reimbursement

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

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

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

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

Terms of Reimbursement

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

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

Monthly Payment Plan

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

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

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

The plan is interest free and there is a $55.00 enrollment fee per semester. Payment for the fall five (5) month plan begins on August 1, and payment for the fall four
(4) month plan begins on September 1. Payment for the spring five (5) month plan begins on January 1, and payment for the spring four (4) month plan begins on February 1. Enrollment is through MyNewSchool.

**Important Note:** All payment plans are based on semester charges. To continue in the monthly payment plan, a student needs to re-enroll in the plan in each subsequent semester.

### Refund Schedule and Policies

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

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

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

#### University Refund Schedule

<table>
<thead>
<tr>
<th>When Course is dropped</th>
<th>% of Tuition Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before semester begins</td>
<td>100%</td>
</tr>
<tr>
<td>Within first week of semester</td>
<td>90%</td>
</tr>
<tr>
<td>Within second week of semester</td>
<td>80%</td>
</tr>
<tr>
<td>Within third week of semester</td>
<td>70%</td>
</tr>
<tr>
<td>Within fourth week of semester</td>
<td>60%</td>
</tr>
<tr>
<td>After fourth week of semester</td>
<td>No refund</td>
</tr>
</tbody>
</table>

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

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

Students receiving federal financial aid who withdraw officially or unofficially from all classes are subject to a Title IV recalculation of aid. Federal aid eligibility is re-determined based on the student’s last date of attendance in class, using a proportional calculation through 60 percent of the payment period. Title IV recalculation may result in the loss of all or some federal loans and federal grants. Students subject to recalculation will be sent a revised award letter indicating any change in federal aid. Such 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.

### GRADES AND RECORDS

#### Grade Reporting

Faculty members determine the grades that each student receives for work done under their instruction. Grades are recorded for all students registered in a course for credit. They are generally posted within two weeks of the end of the course. Students can access their grades and view their academic transcript on MyNewSchool.

The university does not automatically mail paper copies of grades to students. Students who need an official copy of their grades for the current term can request it through MyNewSchool.

Numerical values of grades are as follows:

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

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

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

#### Grade of W

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

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

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

Graduate students: Work must be completed no later than one year following the end of the class. Grades of “I” not revised in the prescribed time will be recorded as a final grade of “WF” (for Parsons and Mannes graduate students) or “N” (for all other graduate students) by the Office of the Registrar. The grade of “N” does not affect the GPA but does indicate a permanent incomplete.

Grade-Point Averages

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

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

Grade Changes

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

Grade Appeal Policy

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

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

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

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

Academic Transcripts

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

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

ACADEMIC STANDING AND PROGRESS

Degree Completion Term Limits and Extensions of Time

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

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

Attendance and Lateness

Federal regulations require that the university monitor attendance for all degree students and notify the appropriate agency of any student receiving financial aid who has not attended a 15-week on site class for 2 or more consecutive weeks (for online classes, 2 or more consecutive weeks of not logging into the class) or 1 week of nonattendance for a 9-week onsite class (for an online class, 7 days or more of not logging into the class).
Students are responsible for knowing and complying with the attendance policy. Students should refer to course syllabi for information about attendance expectations and requirements, or consult their instructors for clarification.

**Religious Absences/Equivalent Opportunity**

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

**Retaking a Course**

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

**Academic Standing Requirements**

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

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

**Academic Standing and Financial Aid**

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

A student who loses financial aid eligibility because of failure to satisfy academic progress requirements may have his or her financial aid reinstated if satisfactory academic standing is regained or if he or she is readmitted to the academic program.

**Dismissal Notification**

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

**Dismissal Appeals**

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

Appeals must contain the following information:

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

**Academic Status**

**Leaves of Absence**

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

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

Leaves of absence for medical reasons require appropriate documentation. To return from a leave taken for medical reasons, a student must submit follow-up documentation indicating that the student is able to continue study, at which point a decision will be made as to the student’s eligibility to return.

If unable to return to study as planned, the student must contact the appropriate academic affairs officer immediately to request an extension of the leave.

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

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

Withdrawal from a Degree Program
A student wishing to withdraw completely from the university must meet with the academic affairs officer in his or her division and complete the official Exit Form. Their academic records will be maintained in accordance with the relevant drop and withdrawal deadlines, and refunds will be calculated in accordance with the University Refund Schedule. Students who withdraw and later wish to return to the university must reapply through the Office of Admission.

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

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

GRADUATION
Requirements for Graduation
To earn a graduate degree, students must have a minimum 3.0 cumulative GPA and must complete all degree requirements (as specified in school catalogs) prior to the graduation date. Graduating students should 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 Office of the Registrar (online through My.NewSchool or a hard copy) and pay any appropriate fee by the dates listed below. The petition must be filed regardless of intent to attend the commencement ceremony.

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

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

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

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

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

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

Inquiries concerning the application of the laws and regulations concerning equal employment and educational opportunity at The New School (including Title VI-equal opportunity regardless of race, color or national origin; Section 504-equal opportunity for the disabled; and Title IX-equal opportunity without regard to gender) may be referred to: The Office of the General Counsel, The New School, 80 Fifth Avenue, Suite 800, New York, New York 10011. Inquiries may also be referred to: the Office of Federal Contract Compliance Programs, U.S. Department of Labor, 23 Federal Plaza, New York, NY 10078 or the U.S. Equal Employment Opportunity Commission (EEOC), New York District Office, 201 Varick Street, Suite 1009, New York, NY 10014. For individuals with hearing impairments, EEOC’s TDD number is 212.741.3080.

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

Standards of Conduct

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

Academic Honesty

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

(From the University Policies Governing Student Conduct, p. 65) “Academic honesty includes accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research findings or any aspect of the work of others (including that of instructors and other students). The standards of academic honesty and citation of sources apply to all forms of academic work (examinations, essay theses, dissertations, computer work, art and design work, oral presentations and other projects). The standards also include responsibility for meeting the requirements of particular courses of study. The New School recognizes that the different nature of work across the divisions of the university may entail different procedures for citing sources and referring to the work of others. Particular academic procedures, however, are based in universal principles valid in all divisions of The New School and institutions of higher education in general.”

Academic dishonesty includes but is not limited to:
- Cheating on examinations, either by copying another student’s work or by utilizing unauthorized materials.
- Any act of plagiarism, that is, the fraudulent presentation of the written, oral or visual work of others as original.
- Theft of another student’s work.
- Purchase of another student’s work.
- Submitting the same work for more than one course.
- Destruction or defacement of the work of others.
- Aiding or abetting any act of dishonesty.
- Any attempt to gain academic advantage by presenting misleading information, making deceptive statements or falsifying documents.

Statement of Ethical Responsibility for Research Involving Human Subjects

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

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 preserving and securing the conditions that permit the free exchange of ideas to flourish. Faculty members, administrators, staff members, students, and guests are obligated to reflect in their actions a respect for the right of all individuals to speak their views freely and be heard. They must refrain from any action that would cause that right to be abridged. At the same time, the university recognizes that the right of speakers to speak and be heard does not preclude the right of others to express differing points of view. However, this latter right must be exercised in ways that allow speakers to state their position and must not involve any form of intimidation or physical violence.

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

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

Immunization Requirements

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

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

Information about the measles, mumps, and rubella immunization requirements and meningococcal disease is posted at www.newschool.edu/studentaffairs/health.

Intellectual Property Policy

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

Use of Photographs

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

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

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

UNIVERSITY LEADERSHIP

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

THE DIVISIONS OF THE NEW SCHOOL

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

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

Eugene Lang College The New School for Liberal Arts

www.newschool.edu/lang

65 West 11th Street, New York NY 10011 | 212.229.5665

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

www.newschool.edu/mannes

150 West 85th Street, New York, NY 10024 | 212.580.0210

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

The New School for Drama

www.newschool.edu/drama

151 Bank Street, New York, NY 10014 | 212.229.5150

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

The New School for Jazz and Contemporary Music

www.newschool.edu/jazz

55 West 13th Street, New York, NY 10011 | 212.229.5896

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

The New School for Public Engagement

www.newschool.edu/publicengagement

66 West 12th Street, New York, NY 10011 | 212.229.5615

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

The New School for Social Research

www.newschool.edu/socialresearch

16 East 16th Street, New York, NY 10003 | 212.229.5700

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