ABOUT THE NEW SCHOOL FOR GENERAL STUDIES

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The New School was founded in 1919 as a center for “discussion, instruction, and counseling for mature men and women.” It became America’s first university for adults. Over the years, it has grown into an urban university of eight academic divisions.

The New School for General Studies, the founding division of the university, has always adhered to its original mission. It continues to serve the intellectual, cultural, artistic, and professional needs and interests of adult students. The curriculum published in this catalog offers an enormous range of opportunities for intellectual inquiry and skills development.

In preparing a curriculum each term, there are certain values that inform the process. These were articulated in a statement of purpose prepared by a University Commission on Continuing Education in the spring of 1984:

“The New School does not set any limits to its programs in regard to subject matter. Whatever seriously interests persons of mature intelligence properly falls within the province of the school. History and philosophy, the social and behavioral sciences, literature and art, the natural and biological sciences, education, and ethics naturally take up a significant part of the New School curriculum, since these are the fields in which the forces of culture and change are most significantly active, and in which human beings, their institutions, and their products are directly studied. The centrality of the liberal arts is maintained and strengthened in every possible way, but not to the exclusion of other educational programs that serve a legitimate need for mature adults in a mature community.”

Although every New School Catalog has reflected these values, an examination of catalogs over the years would reveal dramatic differences among them. The first six courses offered in 1919 dealt exclusively with the then-emerging social sciences—which reflected the primary interests of the founders. Early in the institution’s history, however, necessity and interest combined to produce a gradual broadening of the program. Courses in drama and literature soon appeared, followed by architecture, film, business, journalism, music, art, science, dance, speech and languages, and computers.

Some of the finest minds of the 20th century developed unique courses at The New School. W.E.B. DuBois taught the first course on race and African-American culture offered at a university; Karen Horney and Sandor Ferenczi introduced the insights and conflicts of psychoanalysis; Charles Abrams was the first to explore the complex issues of urban housing; the first university course on the history of film was taught at this institution; and in the early sixties, Gerda Lerner offered the first university course in women’s studies. Over the years, lectures, seminars, and courses have examined most of the important national and international issues of our time.

To this day, many talented teachers and professionals choose The New School as a place to introduce new courses and explore new ideas. Every year, hundreds of courses are offered for credit, many unique to this institution, designed and developed by teachers who teach what they know best and what most interests them. The New School maintains its tradition of educational innovation and keeps its place on the cutting edge of the intellectual and creative life of New York City.

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MESSAGE FROM THE EXECUTIVE DEAN

The catalog you hold in your hands represents the beginning of an educational journey, one that I hope you will find challenging and exhilarating. As you learn about the opportunities available to you in the Bachelor’s Program, I trust that you will find what you need. In fact, I am confident that you will find more than you need—that you will have the chance to explore, to be adventurous, to be surprised.

This catalog represents the beginning of a journey for us at The New School as well. The division that houses your program is being expanded and transformed as part of an exciting educational venture. This year, 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 will begin operating as one division. This division will also serve as a hub for interdisciplinary undergraduate programs in areas like environmental, urban, and global studies. In supporting such a broad array of innovative degrees and programs, our division demonstrates that we value interdisciplinary education; the interconnections of liberal, professional, and practical learning; and civic engagement on a local and global scale.

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 great university looks like in the 21st century. It is the result of a year-long planning process that brought together students, staff, faculty, and administrators from across The New School.

What will the new shape of the division mean for you, as a student in one of our programs? In coming semesters, we will enrich opportunities for interdisciplinary linkages, collaboration, and active learning that engages with real-world issues and problems. I am proud of what we offer you now. I am excited by the opportunities for learning in action that we are developing.

For me, this venture also represents a journey. I have just come to The New School to serve as executive dean of this division, after a quarter-century of teaching at a big public university and a small liberal-arts college. I came because I love The New School’s values and its history of educational daring, and I am excited to help lead the initiative I’ve been telling you about. I look forward to meeting you and hearing your thoughts about what and how we are doing.

I hope this catalog sends you on a fabulous journey. At the same time, I hope the journey will not be yours alone. I believe that you will find inspiring teachers, engaging collaborators among your fellow students, and many boundaries to cross. And as you pursue your studies, may you find ways to contribute to this new educational community we are building.

Sincerely,

David Scobey

Executive Dean, Milano/The New School for General Studies

ACCREDITATION

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

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

DEGREE PROGRAMS

The New School offers bachelor’s degrees in Liberal Arts (BA or BS) and Global Studies (BA). The school also offers a BFA degree in musical theater for graduates of the American Musical and Dramatic Academy (AMDA) Integrated Program. The school offers master’s degrees in Creative Writing (MFA), International Affairs (MA or MS), Media Studies (MA), Nonprofit Management (MS), Organizational Change Management (MS), Teaching English to Speakers of Other Languages (MA TESOL), and Urban Policy Analysis and Management (MS); and a doctoral degree in Public and Urban Policy (PhD).

Higher Education General Information Survey (HEGIS) codes: BA and BS in Liberal Arts, 4901.00; BA in Global Studies, 2210.00; BFA in Musical Theater (AMDA program), 1007.00; 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 of completion in several areas of study. A certificate attests to successful completion of a structured program of courses designed to establish proficiency in a specific field. The following certificates are currently offered:

- Creative Arts Therapy (HEGIS code 5299.00)*
- Documentary Media Studies (graduate level; HEGIS code 0605.00)*
- English as a Second Language (noncredit only)
- Film Production (HEGIS code 5610.00)*
- Media Management (graduate level; HEGIS code 0599.00)* †
- Organizational Development (HEGIS code graduate level; 2199.00)*
- Screenwriting (HEGIS code 5610.00)* †
- Teaching English to Speakers of Other Languages (HEGIS code 5608.00)*

* These certificate programs may be taken for academic credit. Others are offered for noncredit study only. Each certificate program has specific requirements. All certificate students are responsible for knowing and completing attendance and academic performance requirements for their courses.

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

Tuition for Certificate Students

Tuition for credit certificate students depends on the student’s status and the number of credits assigned to the course.

Grades

Certificate students receive a grade of Approved (AP) or Not Approved (NA). (Credit students should consult their program advisor to find out the minimum letter grade required for certificate approval.) Permanent records are maintained for all certificate students, and transcripts are available.
ABOUT THE NEW SCHOOL
BACHELOR’S PROGRAM

ADMINISTRATION

Bea Banu, Director, banub@newschool.edu
Michelle Materre, Associate Director, materrem@newschool.edu
Juana Kennedy, Assistant Director, kennedyj@newschool.edu

ABOUT

The New School Bachelor’s Program in Liberal Arts (BA or BS) is an individualized degree program for adults and transfer students. It is designed specifically for people who are committed to completing their undergraduate education with a solid foundation in the liberal arts. Within a set of broad guidelines and working closely with a faculty advisor, each student chooses courses that make sense for his or her personal goals. Students can attend part- or full-time, on campus, online, or by combining onsite and online courses.

Students develop their degree programs from the hundreds of courses described in this catalog. They may also choose courses from the university undergraduate Liberal Studies curriculum; most courses from Eugene Lang College; and a selection of offerings from Parsons The New School for Design, Mannes College The New School for Music Extension, and The New School for Jazz and Contemporary Music. Upperclass students may take select graduate courses; see page 28 for more information and consult your advisor.

Every student in the New School Bachelor’s Program is responsible for organizing the course offerings of The New School into a coherent academic program. To do so requires thoughtful planning and consideration of a variety of options. Each student forms a strong relationship with a faculty advisor with whom she or he talks through options, gains access to the full range of curricular resources available in the university, and shapes a group of courses into a coherent program suited to individual needs and interests.

MESSAGE FROM THE DIRECTOR

As you look through this catalog, you will find that you have picked the right place to continue and complete your undergraduate education. Your curricular options are extensive—and while it’s not quite accurate to say we offer everything from “soup to nuts” (although we do have an intriguing and growing Food Studies curriculum), it is fair to say that you can choose from subjects that span everything from anthropology to writing. The New School Bachelor’s Program’s watchword is: “flexibility.”

To make it easy for you to combine your studies and your life outside of school, classes are scheduled in the evenings, on weekends, and online. If you are ready to accelerate your education, you can enroll in combined bachelor’s and master’s programs in media studies, international affairs, organizational change management, psychology, and more.

The keys to unlocking this academic treasure chest are your own educational needs and passions and your academic advisor. When you arrive, you are matched with an advisor who shares your academic interests. Rules and regulations are kept to a minimum; you have a great deal of freedom to create your own educational path. Working together with your advisor, you can plot an academic course suited to your own requirements.

Take advantage of your advisors. With their help, you will have a more satisfying educational experience.

Above all, explore, experiment, and enjoy.

See you soon,
Bea Banu
Director, New School Bachelor’s Program

NEW SCHOOL ALUMNI

Graduates of the New School Bachelor’s Program 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 also receive and are invited to contribute to the alumni newsletter. For more information, visit www.newschool.edu/alumni or contact Francisco Tezén, director of development, 212.229.5662, nsalumni@newschool.edu.
FALL 2010

Registration for continuing students: April 5–30
Registration for new students; late reg. for cont. students: August 23–27
Classes begin: Monday, August 30
Convocation: Thursday, September 2
Last day to add a class: Monday, September 13
Last day to drop a class: Monday, September 20

Last day to withdraw from a class with a grade of W
Undergraduate students: Friday, October 15
Online Session A: August 30–December 20
Classes and exams end: Monday, December 20

Holidays
Labor Day Weekend: Saturday–Monday, September 4–6
Rosh Hashanah: Wednesday–Thursday, September 8 eve*–September 9
Yom Kippur: Friday–Saturday, September 17 eve*–September 18
Thanksgiving: Wednesday–Sunday, November 24–28
Winter break: Tuesday–Friday, December 21–January 21

Rescheduled days: On Tuesday, November 23, classes follow the Thursday schedule. On Monday, December 20, day classes do not meet and evening classes follow the Wednesday schedule.

*No classes that begin Wednesday and Friday 4:00 p.m. or after and no classes all day Thursday and Saturday.

SPRING 2011

Registration for continuing students: November 1–29
Registration for new students; late reg. for cont. students: January 18–21
Classes begin: Monday, January 24
Last day to add a class: Friday, February 4
Last day to drop a class: Friday, February 11

Last day to withdraw from a class with a grade of W
Undergraduate students: Friday, March 11
Online Session A: January 24–May 16
Classes and exams end: Monday, May 16
Graduation: Friday, May 20

Holidays
Martin Luther King Day: Monday, January 17
President’s Day: Monday, February 21
Spring break: Monday–Sunday, March 14–20

Summer and Fall 2011 registration: April 4–29
FACULTY

The New School Bachelor’s Program faculty includes full- and part-time instructors with professional and scholarly backgrounds in such fields as film, history, literature, media, and psychology.

Lily Alexander, PhD, U. of Alberta, Canada; has been teaching film studies since 1990; articles published internationally on film, communication, and culture; has given numerous lectures and presentations at conferences and universities in the U.S. and abroad.

Jeffery Renard Allen, PhD, U. of Illinois-Chicago; has published two books of poetry, *Harbors and Spirits* and *Stellar Places*, and a novel, *Rails Under My Back*, which won the Heartland Prize for fiction; other honors include fellowships at the NY Public Library Center for Scholars and Writers, the Breadloaf Writers’ Conference, and the Sewanee Writers’ Conference.

Roberta Allen, author of *The Travelling Woman* and *Certain People* (short short stories), *The Daughter*, *Amazon Dream* (memoir), *Fast Fiction* and *The Playful Way to Serious Writing* (writing guides), and *The Dreaming Girl* (novel).

Rebecca M. Alvin, MA in Media Studies, The New School; independent media artist, teacher, critic, and curator; her documentary films and videos have been shown internationally in a variety of venues; currently completing *Women of Faith*, about women in the Catholic Church; articles and reviews published in *Cineaste*, *Journal of Film and Video*, and other periodicals.


Julia Anderson, graduate from Condorcet (Paris); has taught French at all levels at Alliance Française of Chicago and New York; taught adult literacy in Paris; translated work (written) in French; has taught at Manhattan Marymount College; also teaches at Nightingale-Bamford School.

Anthony Anemone, PhD, UC Berkeley; associate dean for faculty affairs, associate professor of foreign languages and literary studies, The New School; has published *Just Assassins: The Culture of Terrorism in Russia* (Northwestern UP, 2010) and many essays and reviews on modern Russian literature and cinema.

Roland Vincent Anglin, PhD, U. of Chicago; co-principal investigator of the Living Cities Collaborative at Milano The New School for Management and Urban Policy; executive director, New Jersey Public Policy Research Institute; former program officer at the Ford Foundation responsible for funding community development initiatives.

Robert Ante, PhD, Columbia U.; honorary president, Form Development Comm., T’ai Chi Ch’uan Assn. (China); U.S. branch chairman, Intl. T’ai Chi Ch’uan Fed.; senior student of Grand Masters Cheng Man-ch’ing, Yu Hsien-wen, and Hsiao Chu-ming.

David Arcos, MA, Parsons The New School for Design; professional photographer whose clients include the NY state tourism industry; fashion and tabletop photographer; designer for multimedia with images and graphics.

Moshe Ariel, former soloist with the Israeli Inbal Dance Theatre; has worked on stage, screen, and TV.

Christine Augello, MA, ATR, NYU; currently art therapist at North Shore U. Hospital in Manhasset and in private practice; recently served on the Executive Board, NY Coalition for Creative Arts Therapies.

Laura Auricchio, Ph.D., Columbia U.; assistant professor of art history, Parsons The New School for Design; publications on 18th-century French and contemporary art in Art Journal, Eighteenth-Century Studies, Genders, and elsewhere; active art critic for *Time Out New York*.

Rachel M. Aydt contributes regularly to magazines including *Time International*, *Prevention*, NYMag.com, *Inked*, *Redbook*, and *Photo District News*; has worked in publishing for 15 years at publications including *Cosmopolitan*, *YM*, *American Heritage*, and, most recently, *CosmoGIRL!* as research director.

Claudia Bader, MA, Pratt Inst.; board-certified art therapist; director of education, Inst. for Expressive Analysis; adjunct professor, Pratt Inst. Graduate Art Therapy program; private practice in psychotherapy; creative arts therapist, Manhattan Psychiatric Center.

Bea Banu, PhD, CUNY Graduate Center; director, New School Bachelor’s Program; specializes in philosophy of art, aesthetics, and ethics; is co-editor of *The Fieldston Reader*, an anthology of readings on moral thinking for teenagers.

Catherine Barnett, recipient of Guggenheim Fellowship (2006), Whiting Award (2004), Glasgow Prize for Emerging Writers (2004), and Pushcart Prize; author, Into Perfect Spheres Such Holes Are Pierced (Alice James Books, 2004), winner of the 2003 Beatrice Hawley Award; poems have appeared in Gulf Coast, Pleiades, Washington Post, Barrow Street, Shenandoah, Massachusetts Review, and Iowa Review; teaches at NYU, where she was recently honored with an Outstanding Service Award.

Michele D. Beck, MFA, Parsons School of Design; video artist and performer; work shown at Fundacio Antoni Tapiés (Barcelona), the Queens and Bronx museums, and video and film festivals internationally; writes on cultural criticism, most recently for Fundacio La Caixa (Barcelona).
Karen Bell, MFA, RISD; widely exhibited and published photographer and book artist; has taught and lectured at FIT, RISD, ICP, and NY Studio Program; work is in the permanent collections of the Brooklyn Museum, NY Public Library, and many other institutions.

Teresa A. Bell, MA, Columbia U.; MA, NYU; has taught Spanish at all levels at Columbia and Pace U.; teaches adult literacy in NYC; translation work (written and simultaneous) in Spanish, Portuguese, and English; biomedical translator for Clinical Directors Network.

Dianne Bellino, MFA, U. of Iowa; artist and filmmaker; has had short films screened at festivals and venues such as SXSW, New York Underground, Ann Arbor, and MTV; her latest film, *Slitch*, was released on DVD by Drag City; has worked with directors Harmony Korine and the Farrelly Brothers.

Irina Belodedova, MA, NYU; diploma, Kiev State U. (USSR); has taught at Harvard U., Norwich U., and Kiev State U.; has taught at the Dept. of Russian & Slavic Studies, NYU, since 1979.


Carolyn Vellenga Berman, PhD, Brown U.; chair, Dept. of Humanities; author of *Creole Crossings: Domestic Fiction and the Reform of Colonial Slavery* and articles in *Victorian Literature and Culture, Novel, Genre, Marvels and Tales*, and *Just Below South*; former lecturer in comparative literature, Yale U.

Caterina Bertolotto, Laurea, U. of Turin (Italy); has taught at Sarah Lawrence College, Montclair State College, Baruch College, and Pratt Inst., where she received a Mellon Grant in 2008; has trained teachers of foreign languages; received a Distinguished Teaching Award from The New School; has worked on theater, dance, and opera productions, including *The Lion King on Broadway* and *The Magic Flute* at the Metropolitan Opera of NYC.

Mark Bibbins, recipient of Lambda Literary Award for Sky Lounge (Graywolf Press, 2003), his first collection of poems; co-founder, LIT; NYFA fellow (poetry); has appeared in Poetry, *Paris Review, Boston Review* and *The Best American Poetry*; recent works include *The Dance of No Hard Feelings*, a book of poetry.

Emily Bills, PhD, Inst. of Fine Arts, NYU; modern architectural and urban historian whose research interests include telecommunications, historic preservation, and history of Los Angeles; ACLS and Graham Foundation Award recipient; has taught at NYU, USC, and Woodbury U.

Margaret Boe Birns, MA, Columbia U.; adjunct assistant professor, NYU; recipient of SCE Award for teaching excellence; articles published in the *New York Times, The Cunning Craft: Essays on Contemporary Theory and Detective Fiction, Literary Review, Massachusetts Review, Women’s Studies*, and other publications.

Nicholas Birns, PhD, NYU; editor of *Antipodes*: author of *Understanding Anthony Powell, Theory After Theory, and The Wiley-Blackwell Encyclopedia of Critics and Criticism* (forthcoming 2011); has written for *Science Fiction Studies, European Romantic Review, and Hollins Critic*.

Abigail Burnham Bloom, PhD, NYU; managing editor, *Victorian Literature and Culture*; editor of *Personal Moments in the Lives of Victorian Women: Selections from Their Autobiographies and Nineteenth-Century British Women Writers*; has published articles on *The Pirates of Penzance*, Thomas and Jane Carlyle, and other Victorians.

Theresa M. Breland, MA, Columbia U. Teachers College; develops materials for business communication courses; delivers customized onsite corporate training; edits corporate documents; teaches ESL and business writing at Pace U.; has taught ESL at Columbia U. and U. of Miami.

Kurt Brokaw, MS, U. of Wisconsin; former creative supervisor and group creative director, Grey Advertising, Cunningham & Walsh, and Benton & Bowles; cultural editor, MadAveJournal.com; creative director, RCA Records; leads film noir series at 92nd Street Y and Society for Ethical Culture.

Jeremy Brooke, MA, The New School; co-founder and treasurer, Eyepatch Inc., a multimedia company.

Elizabeth V. Brown, MFA, The New School; editor at large for *LIT* magazine; fiction and criticism has appeared in *Newsday, Publishers Weekly, Now Culture, Rain Taxi*, and other publications.

Laurie Halsey Brown, MFA, California Inst. of the Arts; interdisciplinary artist and curator; recent exhibitions include Rotterdam Intl. Film Festival and Exit Art NYC; has created architecturally focused projects in Hollywood, South Carolina, and the Netherlands.

Rainer L. Brueckheimer, MA in music teaching, Brooklyn College; a native of Brazil, has taught German and Portuguese at The New School since 1994; currently a faculty member at Fairleigh Dickinson U. and Westchester Community College.

Tod Bryant, MS, SUNY-Albany; MA, Goucher College; author of *The Working Photographer*; freelance photographer specializing in location work for advertising, brochures, and annual reports; clients include GE, Xerox, U.S. Olympic Committee, Steinway Music, Keep America Beautiful, and Berlitz.
John Budde, BA, Brooks Inst.; cinematography and lighting designer whose work includes commercials, documentaries, dramatic films, and music videos; PBS/NEA grant recipient; showings at MoMA, Whitney Museum, and international film festivals.

Lisa M. Calderwood, MA in Media Studies, The New School; award-winning writer, producer, and director, corporate and broadcast; vice president and partner, Euro-Pacific Productions; former vice president, communications, Natl. League for Nursing.

Anthony S. Calypso, MFA, Sarah Lawrence College; has published work in Essence, Black Issues Book Review, Black Enterprise, Kestrel, The Caribbean Writer, and the anthology The Butterfly’s Way; acted in the HBO series Oz, Subway Stories, and Beloved.

Loren-Paul Caplin, director and writer; feature films The Lucky Ones and History of the World in 8 Minutes; co-wrote and co-produced Battle in the Erogenous Zone; plays include The Presidents (co-author), Sunday’s Child, and Men in the Kitchen; poetry published in Paris Review and Rolling Stone; teaches at Columbia U. and NYU.

Patricia L. Carlin, PhD, Princeton U.; author of Original Green (poems) and Shakespeare’s Mortal Men; poetry published in Verse, Boulevard, and other publications; editor of Barrow Street; co-founder of Barrow Street Press; recipient of New School Distinguished Teaching Award; has taught at Princeton and Vassar.

Noëlle Carruggi, PhD, NYU; former director of French Studies, Northeast Modern Language Assn.; author of Marguerite Duras: Une expérience intérieure, the forthcoming Maryse Condé, and Zen poems in Cahiers de l’Alba; received Zen training with Master Eido Shimano Roshi, Zen Studies Society; organizes multicultural poetry readings and performances.

Meg Chang, EdD, Columbia U.; LCAT, NCC, ADTR; certif. Psychosynthesis therapist; certif. Kinetic Awareness teacher; trained in Mindfulness-based stress reduction at Center for Mindfulness in Medicine (U. Mass.); MBSR consultant at Center for Comprehensive Care, St. Luke’s-Roosevelt Hospital(NYC); author of articles about dance therapy interventions and intercultural issues in creative arts therapy.

Frances Chiu, PhD, Oxford U.; edited Ann Radcliffe’s Gaston de Blondeville and Sheridan Le Fanu’s The Rose and the Key (Valancourt Books); articles published in 18th-Century Life, Notes and Queries, and Romanticism on the Net.

Natasha Chuk, MA, Media Studies; independent curator, media critic, and educator whose work explores experimental narratives, hybrid forms, and liminal space in works of art; co-founder of Unnamed Artists, a collaborative arts group that produces film, video, and audio projects; contributing editor to furtherfield.org, an online environment that shares and critiques networked, digital, interactive, and collaborative works of art.

Alice Eve Cohen, MFA, The New School; memoirist, playwright, and solo theater artist; author of the memoir What I Thought I Knew, awarded the Elle Literary Grand Prix and named one of Salon’s Best Books of 2009 and Oprah Magazine’s 25 Best Books of Summer; solo plays produced at New York Theatre Workshop, the New Georges, Edinburgh Fringe Festival, and Theatre Bama (Jerusalem); fellowships and grants from NYSCA, NEA, and Poets & Writers; Emmy Award commendation.

Celesti Colds Fechter, PhD, The New School for Social Research; associate dean for academic services; psychologist; background in social cognition with an emphasis on implicit or unconscious associations and subtle forms of biased behavior.

Trevor Corson, BA, Princeton U.; bestselling author of The Secret Life of Lobsters (a Best Nature Book of the Year, USA Today) and The Story of Sushi (a Best Food Book of the Year, Zagat); studied Buddhism in China and Japan and worked as a commercial fisherman in Maine before becoming a writer for The Atlantic, the New York Times, and other publications.

Susan Cottle, MFA, NY Acad. of Art; painter; has exhibited in the U.S. and abroad; has taught at NY Acad. of Art and Montserrat College of Art (Viterbo, Italy); adjunct assistant professor of art at St. John’s U.; Annenberg Resident Artist in NYC public schools; recent mural commission for P.S. 167, Brooklyn.

Leslie Daly, MS, Pratt Inst.; Integral Yoga Inst.-certified hatha yoga teacher; Yoga Alliance nationally registered yoga teacher; registered dance/movement therapist; licensed creative arts therapist at NY Presbyterian Hospital.

Anne Margaret Daniel, PhD, Princeton U.; JD, U. of Virginia; has taught English, American, and Irish literature at Princeton U., U. of Richmond, and the Yeats Summer School (Ireland); specialties are Victorian and modern British and Irish literature and contemporary Irish poetry.

Jonathan R. Danziger, MFA, USC; has written for producers at Miramax, HBO, NBC, Paramount, and Universal; contributed to Time, Washington Monthly, and the Los Angeles Times; worked as a script analyst for the Sundance Institute; teaches at Gotham Writers’ Workshop.

Liz Davis, MA, RDT, LCAT; drama therapist at Elmhurst Hospital Center, working with inpatient psychiatric adolescents; professional playwright, latest work was produced in New York this spring.

Nuno de Campos, MFA, Tufts U.; fine artist; recent shows at the PLMJ Foundation (Lisbon), Kinz, Tillou + Feigen, La Montagne Gallery, Smithsonian National Portrait Gallery, Prague Biennale II, Greenberg Van
Doreen Gallery; grants from NYFA, Calouste Gulbenkian, Mass. Cultural Council, Pollock-Krasner; participant, Marie Walsh Sharpe Space Program; reviewed in ArtForum, Art in America, and Tema Celeste.

Juan De Castro, PhD in Comparative Literature, USC; author of Mestizo Nations and The Spaces of Latin American Literature; has written for MLN, Aztlan, Revista de Estudios Hispánicos, and other journals.

Yan Deng, MA, Education, Qinghua U.; BA, English Language and Literature, Tianjin Foreign Languages Inst. (China); Chinese language instructor at the United Nations Headquarters and the China Inst.

Joseph Di Ponio, PhD, SUNY-Stony Brook; recent musical commissions include works for Yarn/Wire, TimeTable Percussion, and the 2009 Armory Show; research interests include time, musical ontology, and aesthetics.

Carol Dix, freelance journalist for newspapers, magazines, TV, radio, and the Web; author of many books, including, most recently, The Ultimate Guide to 21st-Century Dating; public relations and corporate writer who has edited and produced university house magazines and prospectuses; recently co-hosted a conference in London, “Where Higher Education Meets the New Digital Age.”

Josephine Dorado, MA in Media Studies, The New School; media artist, performer, and educator; initiated and codirects the Kids Connect international media art program in Second Life; UN consultant on youth issues; writes, choreographs, and performs plays, one-woman shows, and networked performances.

Shimon Dotan, fellow of the NY Inst. of the Humanities at NYU; award-winning filmmaker with ten feature films; recipient of the Silver Bear Award at the Berlin Film Festival (The Smile of the Lamb), Israeli Academy Awards, including Best Film and Best Director (Repeat Dive; The Smile of the Lamb), and Best Film at the Newport Beach Film Festival (You Can Thank Me Later); has taught filmmaking at Tel Aviv U. and Concordia U., Montreal.

Rena Down, screenwriter and Emmy Award-winning director; created dramatic series Aaron’s Way for NBC; producer and writer of Falcon Crest; story editor for Nurse and Dallas; author of commercial TV movies and The People vs. Inez Garcia for PBS.

Robert G. Dunn, BA, UC-Berkeley; freelance writer and editor and copyreader for Sports Illustrated; O. Henry Prize Story winner whose short stories, poetry, and essays have been published in the New Yorker, Atlantic, The Nation, Sewanee Review, and NY Times Book Review; author of novels including Pink Cadillac (Book Sense choice) and Meet the Annas.

Deanne Torbert Dunning, BA, Fairleigh Dickinson U.; principal, Concepts/Copy, a creative consultancy in marketing communications; former creative director, N.W. Ayer; has worked for DeBeers Diamonds, AT&T, DuPont, Avon, Movado Watch, the Ad Council, U.S. Army, CBS/Fox Video, and Bantam Doubleday Dell.

Elaine Edelman, BA, Sarah Lawrence; author of Boom-de-Boom and Dreaming Out Loud (poems) and of short fiction and essays for the NY Times Book Review, Esquire, Vanity Fair, and other publications; former senior editor, Harper & Row; Fellow, American PEN; Distinguished University Teacher, The New School.

Erica M. Eisinger, PhD, Yale U.; JD, magna cum laude, U. of Wisconsin Law School; visiting professor, Seton Hall U. Law School; director of clinical education, Wayne State U. Law School (retired); author of articles on civil litigation, clinical legal education, and French literature.

Jane Tainow Feder, PhD, Union Inst.; professor and former chair, English Dept., NYC Technical College-CUNY; author of “Can Johnny Write Yet?” in Perspectives; designer of writing curricula for junior high through postgraduate level; reviews English textbooks for publishers.

Ernesto Fedukovitch, born in Argentina, has taught and designed courses for all levels of Spanish since 1990; currently teaches at Instituto Cervantes; translator and simultaneous interpreter for several NGOs and companies.

Stanley Feldstein, PhD, NYU; historian; author of The Land That I Show You, Once a Slave, The Ordeal of Assimilation, and The Poisoned Tongue; professor, CUNY Center for Worker Education.


Miranda Field, MFA, Vermont College; Bread Loaf Teaching Fellow; author of Swallow, Katharine Nason Bakeless Literary Publication Prize in Poetry; winner of a “Discovery”/The Nation Award and a Pushcart Prize; poems and essays appear in magazines, journals, and anthologies.

Margaret Stanek Fiore, MA, Columbia U.; MEd, Boston U.; has taught writing classes at American U. in Paris and CUNY/Hunter College; has worked in NYC high schools as a teacher consultant for the NYC Writing Project and as a literacy coach.

Deirdre L. Fishel, BA, Brown U.; graduate of American Film Inst. Director’s Program; wrote, directed, and edited a feature film, Risk (premiered at Sundance); writer and director of Separate Skin, Witness, and The Best of Both; three feature film projects currently in development; work exhibited at film festivals internationally.
 Bernard C. Flynn, PhD, Duquesne U.; adjunct professor of philosophy, The New School for Social Research; author of Political Philosophy at the Closure of Metaphysics and The Philosophy of Claude Lefort: Interpreting the Political; co-editor of Merleau-Ponty and the Possibility of Philosophy.

Tomoyo Kamimura Fontein, MBA, Columbia U.; MA, Linguistics, U. of Oregon; has taught at Tokyo U. of Science, Baruch College and Rutgers U.; co-author of “Josei no shinri” (Women’s Psychology); co-editor of “Obunsha’s Shorter Japanese-English Dictionary”; translator of three books into Japanese; interviewer for The Japan Exchange & Teaching (JET) Program.

Flavia D. Fontes, documentary filmmaker; credits include Chico Mendes: Voice of the Amazon (Cine Golden Eagle and NEA Outstanding Achievement), I Talk with Animals, Living with Chimpanzees: Portrait of a Family (1996 Communicator Award for Excellence), and Forbidden Wedding (2004 Audience Award at Projections International Film Festival; broadcast on Sundance); currently in post-production with Who’s Afraid of Lynne Stewart?

Carlos Forment, PhD, Harvard U.; visiting fellow, Inst. for Advanced Studies, Princeton; visiting lecturer, College de France; former director, Centro de Investigacion de la Vida Publica (Buenos Aires); articles include “The Democratic Dribbler: Football Clubs and the 2003 Mayoral Elections in Buenos Aires” in Democracy in Latin America.

Thomas Forster, MLA, U. of Oregon; former policy director, Community Food Security Coalition; organic farmer; public policy campaign architect supporting development of local and regional food systems, school meals, and community-based market development; advocate for sustainable agriculture in U.S. Congress and UN Commission on Sustainable Development.

Julia L. Foulkes, PhD, UMass-Amherst; author of Modern Bodies: Dance and American Modernism from Martha Graham to Alvin Ailey; was an advisor on the 2001 PBS documentary Free to Dance; recently scholar-in-residence at the Rockefeller Archive Center and Fulbright Senior Scholar at Potsdam University (Germany).

David Fractenberg, PhD, U. of Kansas; professor emeritus, Communication and Human Relations, SUNY-New Paltz; specializes in rhetoric, semantics, political communication, theories of persuasion, and interpersonal communication; human relations trainer in the private and public sectors.

Michele Frank, LCSW; psychotherapist in private practice specializing in childhood trauma, chemical dependency, and career transition; formerly with the NYU Ehrenkranz School of Social Work Trauma Recovery Program and CAP Behavior Associates.


John Freitas, MA, The New School; former development analyst for Warner Bros. and Sony Pictures; has sold screenplays to Dustin Hoffman, Hakalax & Mandrake Productions, Finland, Canal+, producer Vincent Maraval (City of God), and legendary independent producer Edward R. Pressman (Badlands, Reversal of Fortune, The Cooler); also teaches at Hofstra U.

Melissa Friedling, PhD, U. of Iowa; filmmaker, video maker, and critic; short film and videos screened at festivals, galleries, and museums internationally; grants include NYSCA and NYFA; Fulbright Scholar Award in 2000; 2002 International Studio and Curatorial Program resident; author of articles on film, art, and contemporary culture and a book, Recovering Women: Feminisms and Representations of Addiction.

Andrew Friedman, JD, NYU School of Law; winner, Community Health Leadership Award, Robert Wood Johnson Foundation; co-founder, co-executive director, Make the Road NY; publications include In Defense of Dignity.

Elizabeth Gaffney, author, Metropolis (Barnes & Noble Discover Great New Writers selection) and works published in a variety of literary magazines; translator of books from German; former staff editor, Paris Review; editor-at-large for literary magazine A Public Space; residencies at Yaddo, the MacDowell Colony, and the Blue Mountain Center.

Luis Galli, MA, DeMont Fort U. (UK), MA Ecole Sawi (Switzerland), MFA in Acting, The New School, JD, Universidad de Lima; has been teaching Spanish at The New School since 2002 and has taught drama internationally at such institutions as the Warsaw Film School; member of the Lima Bar Association since 1993; has worked as a lawyer for organizations including the United Nations, specializing in environmental law, commercial law, and international claims; acts and directs in NYC, Philadelphia, and Los Angeles and internationally in such countries as Switzerland, Peru, Poland, and Spain.

Peter Garfield, BA, Dartmouth College, Ecole Nationale Supérieure des Beaux-Arts (Paris); artist working in photography, video, and sculpture; solo shows at Pierogi and Musée historique de Vevey (Switzerland); represented in recent shows at Mass MoCA, SF Museum of Art, Brooklyn Museum, Centre Pompidou; fellowships and awards from NEA, NYFA, Rotterdam Film Festival, Albee Foundation, MacDowell, and Yaddo.
Joshua A. Gaylord, PhD, NYU; currently teaches at Ramaz School; his first novel, Hummingbirds, was published in 2009; has written on William Faulkner, postmodernism, and narrative theory.


Sam Ishii Gonzales, doctoral candidate, NYU; teaches aesthetics and film history at NYU and Hunter College; co-editor of two volumes on Hitchcock; has published articles on Luis Buñuel, David Lynch, and the painter Francis Bacon.

Carol Goodman, MFA, The New School; author of The Lake of Dead Languages, The Seduction of Water, and The Drowning Tree; short stories and poetry have appeared in the Greensboro Review, Literal Latte, Midwest Quarterly, and Other Voices.


Terri Gordon-Zolov, PhD, Columbia U.; assistant professor of comparative literature, New School Bachelor’s Program; co-editor of WSQ “Citizenship” issue (Spring/Summer 2010); has published articles on Josephine Baker, cabaret, performance art, and postwar film; recipient of New School’s Distinguished Teaching Award, 2003.

Sonia Granillo-Ogikubo, MA, Colegio Normal (Mexico); has taught Spanish in Japan and Mexico.

Gabriel Grayson, principal NYC judicial system court-appointed dactylographer; television interviewer, producer, and actor; author of Talking with Your Hands, Listening with Your Eyes; recipient, Publishers Marketing Assn. Benjamin Franklin Natl. Book Award.

Michelle Greene, BFA, Syracuse U.; College Instructor Credential in Welding, UC-Berkeley; commissions include MTA Rail Riders’ Throne at 116th St. subway station; work exhibited at Franklin Parrasch Gallery and Paine Webber in NYC and the San Francisco Museum; taught at Chabot College and the Sculpture Center.

Seth Greenwald, MA, The New School; BFA, Parsons The New School for Design; photographer; formerly director of photography, Photonica; represented in the permanent collection of the NY Historical Society.

Christoph Grieder, MA; RMT; is a working musician (cellist); freelance workshop leader; has been creative arts therapy supervisor at Shelter Our Sisters, a facility for abused children.


Margarita Gutman, PhD, Architecture, U. of Buenos Aires (UBA); associate professor of urban studies and international affairs; chair and full professor of architecture and urban history, UBA; former scholar-in-residence at the Getty Research Inst. and visiting fellow at ICAS, NYU; author, co-author, or editor of 12 books, including Construir Bicentenarios: Argentina; directs Building Latin American Bicentennials program, OLA.

Luis Guzmán, PhD, The New School for Social Research; has taught philosophy at Hofstra U., NYU, LIU, and U. Nacional de Colombia (Bogotá); author and translator from Spanish and German of philosophical articles on Aristotle, Plato, Hegel, Schelling, and skepticism.

John Halsey, EdD, Columbia U.; jazz pianist/arranger; has performed at Birdland, Michael’s Pub, Red Blazer II and Cajun; lectures on American popular song at Bergen, NJ Ymha.

Susan Hamovitch, MFA, Brooklyn College; independent video producer and educator, currently working on Mama Sue’s Garden, a feature-length documentary about three Hurricane Katrina survivors; recently awarded a grant from NYS Council for the Humanities; has taught at many colleges in the NYC area.

Jacquie Hann, MFA, SVA; author and illustrator of internationally popular children’s books, including That Man Is Talking to His Toes, Up Day, Down Day (a Junior Literary Guild Selection), and, most recently, Kick Block Punch; her illustrations have appeared in Good Housekeeping, Humpty Dumpty, Children’s Digest, and Scholastic; has taught at Parsons The New School for Design and in private workshops.

Rachel Heiman, PhD, U. of Michigan; anthropologist who has conducted ethnographic fieldwork in Zimbabwe and New Jersey; current research on middle-class anxieties and suburban life; visiting scholar, Russell Sage Foundation; recent Summer Fellow, School of American Research.

Jeffrey Hogrefe, BA, UC-Berkeley; journalist and author; contributor to the New Yorker, Harper’s, Smithsonian, and the New York Observer; wrote a weekly arts column for the Washington Post; author of O’Keeffe: The Life of an American Legend; member of the Authors’ Guild and PEN.

Taeko Horiko, MA in Foreign Language Education, NYU; has taught Japanese at The New School in both undergraduate and continuing education since 1999; has also taught at NYU, Cooper Union, and FIT.

Samuel Howell, MA, U. of Florida; PhD candidate, Middlebury College; Chair, Dept. of Modern Languages, Nightingale-Bamford School, where he teaches French, Spanish, and Latin; has also taught at U. of Florida and U. of Miami; fields of interest include French-Canadian literature and Polynesian history and culture.

Richard M. Huff, writer and photographer for NYC-area newspapers and magazines; currently writes for the New York Daily News identifying trends in network TV and developing contacts with executives and actors; also writes a weekly motor sports column.

Zia Jaffrey, author, The Invisibles: A Tale of the Eunuchs of India, has written on topics including the Palestinian/Israeli conflict, the global AIDS pandemic, South Africa’s Truth and Reconciliation Commission hearings, and Pakistan under General Musharraf; has written cover stories, features, and book reviews for numerous publications, including the New York Times, Nation, Village Voice, Harper's Bazaar, and Mother Jones; also teaches international fiction and nonfiction in The New School’s MFA program; currently writing a book on AIDS in South Africa.


Xiaochun Jin, PhD, Adelphi U.; assistant professor of psychology, with a joint appointment at The New School for Social Research; clinical psychologist; recipient of several research grants, including one from the Natl. Inst. of Health; research interests include attachment behavior, domestic violence, and cross-cultural psychology.

Dave Johnson, poet and playwright; author of a book of poems, Marble Shoot, and the plays Sister, Cousin, Aunt and Baptized to the Bone; editor of Movin’: Teen Poets Take Voice; teaches at Yale U. and Cooper Union; visiting lecturer with The New School’s MFA in Creative Writing program.

Anthony Kaufman, MA, NYU; has written for the New York Times, Chicago Tribune, and Village Voice; regular contributor to IndieWIRE, Filmmaker Magazine, Variety, and Upte magazine; editor of Steven Soderbergh: Interviews; teaches film studies at Brooklyn College.

Nancy Kelton, BA, NYU; author of Writing from Personal Experience, Dating Is About Finding Someone So You Never Have to Date Again, Rebel Slave, and The Sled the Brothers Made; articles, essays, and humor in New York Times, Newsday, Parents, New Woman, McCall’s, Redbook, Writer’s Digest, and Working Mother.

Ichiro Kishimoto, MA in Linguistics, CUNY; BE, Waseda U. (Japan); theater director; actor in Zeitgeist 99; freelance writer; teaches Japanese at NYU’s School of Continuing & Professional Studies.

Noelle Kocot-Tomblin, MFA, U. of Florida; has received awards from the Acad. of American Poets, Fund for Poetry, American Poetry Review, and Natl. Endowment for the Arts; author of four books of poetry, including Poem for the End of Time and Other Poems and Sunny Wednesday.

Farideh Koohi-Kamali, DPhil, Faculty of Social Sciences, Oxford U.; author of Economic and Social Bases of Kurdish Nationalism in Iran and “Mrs. Ahmadi’s Husband” in Stories by Iranian Women Since the Revolution; editorial director, academic, Palgrave Macmillan.

Nancy Koprak, LCAT, BC-DMT; NYU graduate with 26 years of clinical practice; maintains a full-time practice in adult psychiatry; created a multimedia project utilizing mask-making and choreography; regularly presents at ADTA conferences and dance therapy retreats.

Karen Kramer, BFA, NYU; award-winning filmmaker of The Jolo Serpent Handlers, Legacy of the Spirits, Haitian Song, and The Ballad of Greenwich Village; has filmed cultures and rituals around the world.

Ida Kummer, PhD, U. of Paris IV-Sorbonne; teaches French language and French and Francophone literature and culture at the UN Intl. School and in Paris for several Study Abroad programs; author of scholarly articles about the treatment of immigration and gender in contemporary French literature and film.

Sabine Landreau-Farber, trained in Rassias and New School language teaching methods; has taught French at all levels for more than 25 years.

Florence Leclerc-Dickler, MBA, Marketing, SUNY; MA, Translation, U. of Geneva (Switzerland); chair, Dept. of Foreign Languages; Diploma in Translation, Ecole de Traduction et d’Interprétation, Geneva (Switzerland); baccalaureate in applied foreign languages, U. of Nice; has taught at Marymount School of New York and at the Language Immersion Inst., SUNY-New Palz.
Gerda Lederer, PhD, Columbia U.; co-editor of *Strength and Weakness: The Authoritarian Personality Today*; former editor of *Political Psychology*; has served as vice president of ISPP and received its Erik Erikson Award; has taught in Germany at U. of Hamburg and Technische U. in Berlin; extensive research in ethnocentrism.

Seon Jeong Lee, MA in Teaching Foreign Languages, NYU; BS, Business, NYU; teaches Korean and Japanese.

Halyna Lemek, PhD in Sociology, The New School; MA in Philology, Ukraine; research and writing focuses on social construction of identity among newly arrived immigrants to NYC, impact of immigration on children, and human trafficking.

Philip Lerman, PhD, CUNY; professor of Dramatic Arts, LaGuardia Community College; director and designer for off-Broadway and regional theater; writes and stages adaptations of drama classics; member, Dramatists Guild of America.


Margrit Lewczuk, fine artist; NEA fellowship; Guggenheim fellowship; solo exhibitions at Pamela Auchincloss Gallery (New York) and Thorden Wetterling (Stockholm); teaches at Princeton U.

Harry Lewis, EdD, Columbia U. Teachers College; MSW, Fordham U. Graduate School of Social Service; core faculty member, The New School Bachelor’s Program; psychotherapist in private practice.

Kimberly Libman, MPH, Hunter College, doctoral studies in environmental psychology, CUNY Graduate Center; former educator and program coordinator at the Brooklyn Botanic Garden and the New York Botanical Garden.

Sonya Mason, DMA, Manhattan School of Music (MSM); concert pianist; has performed in the United States, Japan, Europe, and Australia; faculty member and chair of Theory and Ear Training Department, MSM Precollege Division.

Michelle Materre, MEd, Boston College; associate director, New School Bachelor’s Program; independent producer, arts administrator, distributor, and marketing specialist; consults on film distribution, fundraising, educational outreach, exhibition; curatorial credits include 15th Annual Harlem Film Festival; member, NY Women in Film and Television board of directors, New School Teaching Excellence Award; advisor to Women Make Movies, Third World Newsreel, and filmmakers around the world.


Monica Mascia London, MA and Laurea, U. of Siena (Italy); has taught Italian at all levels at Columbia U. and currently teaches at FIT and BMCC; reports on arts, culture, and architecture for major Italian magazines (*Repubblica; Vanity Fair; Elle Decor*).
Maureen McAllister, MBA, Columbia U.; director of fashion industry mentoring program at Fashion Industries High School; teaches at Parsons The New School for Design; has also taught at St. Francis College and St. John’s U.; was a visiting professor in the Advertising Educational Foundation program of the ad agency Jordan, McGrath, Case & Taylor.

Stephanie McBride, MFA, Vermont College; founder of New Voices, bringing underrepresented writers into mainstream publishing.

Leslie McCleave, MFA, NYU; films have received top awards at Sundance, SXSW, Locarno, and San Francisco film festivals and been screened in New Directors/New Films at MoMA, Berlin International Film Festival, and others and broadcast on the Sundance Channel and FilmFour UK; grants from NEA, Creative Capital Foundation, NYSCA, and Radziwill Documentary Fund.

Barbara McKechnie, MA (NYU), LPC, LCAT, RDT/BCT; currently works on adolescent and adult units at New York Presbyterian’s Psychosocial Rehabilitation Program, Payne Whitney; past president, Natl. Assn. for Drama Therapy; board member, Drama Therapy Fund; president, New Jersey Association for Creativity in Counseling; contributing author, The Use of Creative Arts Therapy with Survivors of Domestic Violence; also works as a consultant and in private practice.

Madge McKeithen, MFA, Queens University of Charlotte; author of Blue Peninsula: Essential Words for a Life of Loss and Change.


Matthew P. Melucci, MA, Wesleyan U.; freelance writer and journalist with experience in newspapers, magazines, and online publications, including as managing editor of MTV Interactive’s SonicNet news team; winner, Scripps Howard Natl. Journalism Award, two Webbies, and ASCAP Deems Taylor Award.

Valerie Mendelson, PhD, CUNY Graduate Center; has taught at Hunter College and CCNY; papers on French artists and art historians, women collectors in France, and Victorian landscape photography presented at CAA, NEMLA, Barnard College, and elsewhere; artwork exhibited in New York, Alabama, Maryland, and Boston.

Polly Merdinger, MA, EdM; co-author of Even If You Can’t Carry a Tune; has taught ESL and ESL teaching at the American Language Program and Columbia U. Teachers College.

Sharon M. Mesmer, MFA, Brooklyn College; NYFA Poetry Fellowships (Jerome Grant, co-recipient); Fulbright Senior Specialist; publications include Annoying Diabetic Bitch, The Virgin Formica, Ma Vie à Yonago, In Ordinary Time, and The Empty Quarter; member of flarf collective.

David N. Meyer, BFA, Temple U.; author of Twenty Thousand Roads: The Ballad of Gram Parsons and His Cosmic American Music (named one of the 20 best nonfiction books of the year by the LA Times and five best rock books of the year by Rolling Stone); also wrote One Hundred Best Films to Rent You’ve Never Heard Of and A Girl and a Gun: The Complete Guide to Film Noir on Video; film editor of The Brooklyn Rail.

Stephen A. Michaels, BA, Harvard; AEA, SAG, AFTRA; studied with Lee Strasberg and at NYU School of the Arts Theater Program; has acted, directed, and taught acting for 20 years; teaches at the Lee Strasberg Theater Inst. and AMDA; role in the feature film Once We Were Strangers; recently directed Spike Heels and Closer at Lee Strasberg Theater Inst.

Steven Milowitz, PhD, NYU; teaches English and American literature at Ramaz School; has taught at Choate Rosemary Hall; author of Philip Roth Considered: The Concentrationary Universe of the American Writer.

Yumiko Mikanagi, PhD, Princeton U.; Abe fellow, senior research scholar, Weatherhead East Asian Institute, Columbia U.; publications include Japan’s Trade Policy and Josei to Seiji (“Women to Politics”).


Philippe-Gerard Montanari studied at Catholic U. of Argentina; member of AATF; has taught French and Spanish for more than 20 years.

Louise Montello, PhD, NYU; Certif., American Music Therapy Assn.; coordinator, New School Creative Arts Therapy Certificate Program; clinical research scientist, NYU Dept. of Psychiatry; associate editor, Intl. Journal of Arts Medicine; guest lecturer, Manhattan School of Music; in private practice.

Robert S. Montgomery, MFA, Yale School of Drama; author of plays including Subject to Fits, Electra, and Genesis; work has been produced by the Public Theater, La MaMa, Royal Shakespeare Co., and others here and abroad.

Jeffrey M. Mooney, has been teaching American Sign Language for more than 20 years; has performed sign language music on Broadway and at Shea Stadium; has signed for such celebrities as Bette Midler and Gene Wilder; has appeared in a variety of performances and commercials; has taught at the U. of Florida, Hunter College, Great Neck North HS, PS 19, PS 188, and
LaGuardia Community College; private sign language/music tutor.

**Caitlin Morgan**, MA, School for Intl. Training; RSA, Cambridge U.; interim chair of English Language Studies, The New School; has taught ESL and trained teachers in the U.S. and abroad; freelance ESL materials writer.

**Laura Morgan**, MA, The New School; producer and director of award-winning films for NBC, Showtime, and European and Asian TV; has worked as an actress, assistant director, editor, and art director on feature films.

**Douglas Morse**, MFA, NYU; independent filmmaker; feature films include *The Adulterer* (Best of Fest, Sarasota); *2000 Miles to Maine*, distributed by L.L. Bean and the Appalachian Trail Conservancy; *The Summoning of Everyman*, funded by a grant from the Faculty and the Medieval Forum; and *The Merchant of Venice: Uncut*, a video adaptation of a play staged at Cambridge U., where he was a visiting scholar.

**Margo Moss**, MA, NYU; LDTC; freelance photographer; published in textbooks, calendars, and magazines; created children’s photography for the Newark Museum; founder and former director of Creative Camps, a nonprofit school for children with learning disabilities.

**William Moulton**, MFA, California Inst. of the Arts; has taught at The New School (Joffrey BFA), SUNY-Brockport, Florida State, Calif. Inst. of the Arts, and NYU; founder and first president of Intl. Guild of Musicians in Dance; composer of solo and chamber music, musical theater, electronic scores, and works for dance; lyricist and librettist.

**Fred Murhammer**, BFA, NYU; computer graphics trainer and consultant.

**John Charles Murphy**, MA, U. of Colorado; Completion Diploma, Ecole Jacques Lecoq; director, writer, and producer; has taught acting and performance studies in Europe and the U.S.; has acted in plays, film, television, and commercials; performs seasonally with Mummenschanz.

**Tobias C. Nascimento**, MBA, Columbia U.; former Portuguese language student for the OAS representative to the United Nations.

**Kristin Nelson**, PhD Stanford U.; has published articles on narrative as an indicator of episodic memory and defensive psychological states, studying adolescents, dementia patients, and those with post-traumatic stress; taught psychoanalytic and feminist theory at UC Berkeley.

**Matthew Guy Nichols**, PhD, Rutgers U.; asst. professor of art history at Christie’s Education; frequent contributor to *Art in America*.

**Vladan Nikolic**, MA, The New School; director of undergraduate studies, Dept. of Media Studies and Film; award-winning film and TV director of feature films, documentaries, commercials, and music videos; films include *Love, The End of the Millennium, Cut, Serendipity, Burn, Going Under*, and a feature documentary, *The City*; has taught at UArts in Philadelphia and NYU.

**David Nugent**, MS, Boston U.; recently named director of programming for Hamptons Intl. Film Festival; previously program director for DocuClub and Newport Intl. Film Festival; member of selection committee for Gotham Awards, Cinema Eye Awards, and IFP Market; co-author of Isaac Julien’s installation piece *Baltimore*; recipient of Excellence in Teaching Award from Harvard.

**Sigrid Nunez**, author of five novels, including *The Last of Her Kind, For Rouenna*, and *A Feather on the Breath of God*, a finalist for the PEN/Hemingway Award for First Fiction and the Barnes & Noble Discover New Writers Award; winner of a Whiting Writer’s Award and awards from the American Academy of Arts and Letters; has taught at Amherst College, Smith College, Columbia, and the Bread Loaf Writers Conference.

**Anna Elise Odom**, PhD, The New School for Social Research; postdoctoral fellow, NY-Presbyterian Hospital and Payne Whitney Westchester; research interests include clinical implications and treatment of schizophrenia and substance use and treatment of borderline pathologies.

**Sidney Offit**, BA, Johns Hopkins U.; author of novels (*He Had It Made and Only a Girl Like You*), children’s books (*The Adventures of Homer Fink and Topsy Turvy*), a short story collection (*Not All Girls Have Million Dollar Smiles*), and *Memoir of the Bookie’s Son*; former senior editor, *Intellectual Digest*; curator, George Polk Awards.

**Jean Oliver-Cretara**, MA, The New School; freelance violist who has recorded and performed with SiSe, David Byrne, Imani Uzuri, and DJ Nicodemus; areas of interest include popular music and communication studies; presented “I Am This Riddim,” a paper about the use of music by Jamaicans in MySpace profiles, at the 2008 U. of the West Indies Global Reggae Conference; teaching artist in the strings program at the Noel Pointer Foundation.

**Melanie Beth Oliviero**, 30-year career devoted to social justice and human development; currently a member of the DAI (Development Alternatives, Inc.), an employee-owned consulting firm specializing in international development where she serves as a strategic advisor on leveraging private capital with donor funds to enhance impact.

William Pace, MFA, NYU; screenwriter and film producer; has produced four independent feature films, including *Charming Billy*, which he also directed; wrote episodes for syndicated TV series *Adventurers: Masters of Time* and *The School for Little Vampires*; produced and directed the award-winning short film *A Relaxing Day*.

Arlene Padilla, MS, Elementary Education, St. John’s U.; BA in Spanish Language and Literature, Syracuse U.; has taught Spanish at Marymount School of New York and Hunter College Campus High School; New York State Certified in Spanish.

Andrew Palmer, BA, Emerson College; actor with experience in off-Broadway, summer stock, and industrials; TV appearances on *Another World* and *Ryan’s Hope*.

Fabio Parasecoli, MA, La Sapienza U.; MA, Orientale U. (Naples); postgraduate studies, Beijing U.; writer and lecturer on food culture, history, politics, and media; author of *Food Culture in Italy* and *Bite Me: Food and Pop Culture*; general editor of Berg’s *Cultural History of Food*; president of the Assn. for the Study of Food and Society.

Pamela Pardi, BA, Hunter College; Romana’s Pilates Certified Level 3 instructor; studied Pilates with Carole Trier and Romana Kryzanowska; has taught Pilates since 1988; founded DanceTracks NYC, a nonprofit arts organization; author of booklet *Stretch-Eze*.

Chris Pastore, MFA, The New School; has contributed to *Offshore, Cruising World, Boat International, Newport Life, Real Simple*, and *Sailing World*, where he is contributing editor; served as associate editor at *Sailing World*, North America’s leading sailboat racing publication, and editor of *American Sailor* and *Junior Sailor*.


Linda Pelc, PhD, CUNY; has taught EFL/ESL since 1977 in NYC and abroad; has presented conference papers on second-language acquisition and instruction, pidgins and creoles, and language attrition.

Marc Peloquin, DMA, Manhattan School of Music; concert pianist; performances in the U.S., Europe, Mexico, and South America; recording *Chords at Night*; artist faculty member, Bloomingdale School of Music.

Gilda Pervin, MLitt, U. of Pittsburgh; Certif., Pennsylvania Acad. of Fine Arts; visual artist; work exhibited in the U.S., Brazil, and Sweden; awards include Pollock-Krasner Foundation Grant, NYFA Fellowship Grant, and NYSCA Project Grant.

Lauren Petty, MA, NYU; video and film artist; working with a collaborator creating single-channel videos and multiple-channel installations; exhibiting in New York and internationally; awards include a NYFA Fellowship in video and grants from the Jerome Foundation, Greenwall Foundation, NYSCA, and NEA.

Delis M. Pitt, MA, Auckland U. (New Zealand); RSA, Cambridge U.; teaches and develops instructional materials at Columbia U. American Language Program; has conducted observations and feedback for students at Columbia U. Teachers College.

Marie Ponsot, poet and translator; her books include *Springing, The Green Dark, Admit Impediment, True Minds*, and *The Bird Catcher* (Natl. Book Critics Circle Award and finalist for Lenore Marshall Poetry Prize); awards include the PSA Frost Medal, an NEA grant, the Delmore Schwartz Memorial Prize, and the MLA’s Shaughnessy Medal.

Timothy R. Quigley, PhD, U. of Wisconsin-Madison; has taught at U. of Wisconsin-Madison, Kenyon College, Oakland U., Wayne State U., CCS-College of Art and Design, NYU, Pratt Inst., and SVA; work published in *Journal of Aesthetics and Art Criticism, Canadian Philosophical Review, Philosophy Today*, and *Art and Representation*.

Josh Rabinowitz, BA, Tufts U.; SVP and director of music of Grey Group; has produced more than 1,000 tracks for commercials internationally, featuring such artists as Black Eyed Peas, LL Cool J, Rihanna, LeAnn Rimes, Smokey Robinson, Run DMC; was once called a “New Music mogul” by *Fast Company*, Beethoven’s Greatest Fan by NPR, and is a recognized voice in music branding; has been a columnist for *Billboard*, an adjunct at NYU, and a bandleader and trombonist in NYC.


Thomas Reed, MPA, Princeton U.; has developed educational and promotional materials for NYC Dept. of Health; member of and trainer for NY Mac User Group.
Rebecca Reilly, MFA, The New School; editor-at-large, LIT magazine, the literary journal of the New School Writing Program.

Ira Robbins, BFA, Pratt Inst.; partner, Start Studios; designer of print materials for New York City Ballet, Cunningham Dance Co., Intl. YMCA, Osborne Assn., Con Ed, The Kitchen, Lincoln Center, New Victory Theater, and Pressman Toys; has taught graphic design at the graduate and undergraduate levels for more than 15 years.

Martin Roberts, PhD, Cambridge U.; has taught at NYU, MIT, and Harvard U.; research centers on media and cultural studies, globalization, and popular culture; articles on ethnography and surrealism, world music, and the role of media in formation of national and transnational identities.

Justus Rosenberg, PhD, U. of Cincinnati; Russian Studies Research Fellow, Columbia U.; African Studies Research Scholar, Syracuse U.; chairman of Languages and Literature Division, Bard College; author of Constant Factors in Translation, Russia: Past and Present, and Brecht in Mandarin.

Cristina Ross, MA in Spanish, U. of Rhode Island; has taught Spanish and German at Berlitz Language School in Mexico City and NYC.

Randi Ross, BA, NYU; public relations writer whose work has been on radio and in print media; designer of a college-level writing curriculum; teaches at the Inst. of Design and Construction and CUNY.

Andrew Rubenfeld, PhD, NYU; has written on Walt Whitman for NJ Audubon Magazine; prepared text for Mark Twain & Huck Finn, a Natl. Geographic Society exhibit; does special projects editorial work for the Library of America.

Lisa R. Rubin, PhD, Arizona State U.; core faculty member, New School Bachelor’s Program and NSSR Dept. of Psychology; has published research on culture and body image, third-wave feminism, and women’s health; former research fellow at Sloan-Kettering Cancer Center.

David Rudofsky, MBA, Wharton; president of Rudofsky Associates; finance and strategy consulting; former director of strategic planning at Altria; frequent contributor to the New York Enterprise Report.

Sanjay Ruparelia, PhD, Cambridge U.; Commonwealth Scholar; research published in Comparative Politics and Economic and Political Weekly and edited volumes; advisory board member, India China Institute and Constellations; U.N. consultant; media commentator; previously taught at Columbia U. U.N. consultant; media commentator. Joseph Salvatore, MFA, The New School; founding editor, LIT, the journal of the New School Writing Program; co-founder, Tongue and Groove reading series; has taught at Parsons and Marblehead Writers’ World; work produced and published in Atelier Abroad, H.A.T., Mesh, Omnivore, Open City, and Soundings East.

Hélio San Miguel, PhD in Philosophy, Autonomous U. of Madrid; MFA in Film Direction and Production, NYU; specializes in film analysis and aesthetics, silent cinema, scientific cinema, and film history (Western and Latin American cinemas); co-author of Tierra en trance and The Cinema of Latin America; wrote and directed the short film Blindness, selected by more than 15 film festivals.

Jim Savio, MA, City College of New York; author of The Fairy Flag & Other Stories; work published in Brooklyn Rail and other literary journals; recipient of the Irwin and Alice Stark Short Story Fiction Prize, the Ada Shepherd Award for Creative Writing, and the Goodman Fund Award for Creative Writing.

Dina Schapiro, MPS, Pratt Inst.; psychotherapist in private practice of art therapy; certified in tuberculosis prevention and harm reduction training; clients include Housing Works' adult day care for homeless people with AIDS in East New York; adjunct professor, Pratt Institute graduate Art Therapy program; has written for Losing Time, Pratt's creative arts therapy journal.

Mort Scharfman, MFA, Pratt Inst.; playwright and screenwriter; has worked for Warner Bros., Paramount, and Columbia; winner of three Emmy Awards for teleplays and sitcoms; writer and lyricist for the stage; formerly taught at UCLA.

Joel Schlemowitz, BS, Ithaca College; filmmaker; experimental shorts screened at MoMA, Whitney Museum, Anthology Film Archives, and Chicago, Ann Arbor, London, and Sydney film festivals; Moving Images won a silver plaque at Chicago festival and honorable mentions at Thaw ’02 and NY Short Film Expo; Reverie was shown on the Sundance Channel.


Chiz Schultz created the two-hour PBS biography Paul Robeson: Here I Stand; executive producer of A Soldier’s Story (nominated for three Academy Awards) and A Raisin in the Sun with Danny Glover; executive at CBS-TV, Children’s Television Workshop, Belafonte Enterprises, and Aaron Spelling Productions.

Joan Schuman, MFA, San Jose State U.; independent NPR documentary and features producer since 1986; sound and radio artist since 1993, commissioned for festivals and radio networks in Canada, Australia, England, Germany, France, and the U.S.
Earl L. Scott, JD, Columbia U.; practicing attorney; adjunct professor of law, Bronx Community College; former assistant U.S. attorney, Southern District of NY.

Jennifer Scott, MA and doctoral studies, U. of Michigan; conducted field research in the Caribbean and West Africa; research interests include ethnography, identity, dress, material and visual culture, narrative, and gender.

Samuel B. Seigle, AM, Harvard; studied at the American Acad. in Rome; teaches classics as a member of the Literature, Language and Writing faculty, Sarah Lawrence College; formerly president, currently censor of the New York Classical Club.

MM Serra, MA, NYU; executive director of Film-Makers’ Cooperative, world’s largest archive of independent media; filmmaker, curator, and media program organizer; her latest film, Darling International, was screened at Sundance 2000 and the Berlin Film Festival.

Susan B. Shapiro, MA, NYU; journalist; has written for the New York Times, the Washington Post, Newsweek, The Nation, the Los Angeles Times, People, Salon.com, the Daily Beast, the Village Voice, Glamour, and More; edited the anthology Food for the Soul; author of Five Men Who Broke My Heart, Lighting Up, Secrets of a Fix-Up Fanatic, Only as Good as Your Word, Speed Shrinking, and Overexposed.

Michael R. Sheehy, PhD in Tibetan and Buddhist studies; teaches religious studies at Eugene Lang College; senior editor of Tibetan literary research, Tibetan Buddhist Resource Center; executive director, Jonang Foundation; has taught at City College of New York and Manhattanville College; specializes in Tibetan language, philosophy, and cultural studies.

Alexandra Shelley, MFA, Columbia U. School of the Arts; associate editorial director, Bridge Works Publishing; fiction published in Nimrod and Confrontation; winner of the Katherine Anne Porter Prize and a Fulbright grant; teaches at Yale U.

Jessie Sholl, MFA, The New School; her stories have appeared in several journals, including Other Voices, CutBank, Lit, and Fiction; co-edited the literary nonfiction anthology Travellers’ Tales: Prague and the Czech Republic.

Marina Shron, MFA, NYU; playwright and screenwriter; her screenplay X-tina selected for IFP Market Emerging Narrative Screenplay program; her short film The Silent Love of the Fish aired on PBS and received Best Short Film Award at the Hamptons; recipient of James Thurber, Jerome, and NYFA Fellowships in Playwriting and a 2005–2007 Fulbright Senior Scholar Award.

Patricia Simko, PhD, NYU; supervisor and training analyst, Training and Research Institute for Self Psychology; psychologist in private practice; former NY State assistant attorney general; author of Promised Lands: Vol. III.

Fiore Sireci, PhD, U. of Edinburgh; as a Fulbright scholar in Argentina, taught 17th-century British literature and English-teaching methodology; author of Regarding Love and Art, a biography of philanthropist Mary Tebbets Wolfe; research interests include 17th- and 18th-century British politics, women’s writing, and Enlightenment philosophy.

Andrew F. Smith, MA, U. of California, Riverside; author of 17 books, including The Tomato in America, The Turkey, Encyclopedia of Junk Food and Fast Food, Real American Food (with Burt Wolf), and Hamburger: A Global History; series editor of Reaktion Books’ Edible series; editor in chief of The Oxford Encyclopedia of Food and Drink in America and The Oxford Companion to American Food and Drink.

Jacqueline B. Smith, MA, Columbia U. Teachers College; co-author of Wordило: Your Personal English Organizer; freelance materials writer for Scholastic and Scotts-Foresman; adjunct professor, SVA.

Laura S. Smith, MA, MPhil, Columbia U.; Fulbright Scholar; Charlotte Newcombe Dissertation Fellow; has traveled and studied extensively in South Asia; currently conducting dissertation research on the Madhyamaka philosophy of Tibetan Buddhism; working on a translation from Tibetan of Ocean of Reason.

Maya Montañez Smukler, MA, UCLA; BA, Boston U.; film producer and filmmakers’ advocate; has worked for American Film Inst. Directing Workshop for Women, Women Make Movies, and Fuse music TV network; producer of the Don’t Knock the Rock Film & Music Festival.

Suzanne Snider, MFA, Columbia U.; writer and educator; recipient of fellowships at Yaddo, MacDowell Colony, and Ucross Foundation Center; has contributed essays to artists’ monographs (Danica Phelps’ Everyday Life and Clare Rojas’ Hope Springs Eternal); also contributor to The Believer, Nextbook, Tokion, Legal Affairs, Anathema, Oklahoma Review, and literary journals; teaches art criticism and essay writing in NYC.

Avron Soyer, MA, Cornell U.; painter; student of Isaac Soyer and Stefan Hirsch; many solo and group shows; represented in several collections.

Katia Spiegelman Lief, MFA, CCNY; author of Soul Catcher and Peculiar Politics; the pseudonymous author, as Kate Pepper, of best-selling suspense novels; has taught fiction writing at The New School since 1995.

Warren E. Spielberg, PhD, Adelphi U.; postdoctoral work at NYU; research centers on male development, African-American males, and trauma; post-9/11 consultant to NY Fire Dept.; American Psychological Association Practitioner of the Year, 2003; consultant,
Peace Now Dialogue Project, involving Israeli and Palestinian youth; three-time recipient of New School Distinguished Faculty Award.

**Michele Spinn**, MFA, The New School; award-winning author of more than 40 children’s books, including the Know-Nothing series, *The Bridges in London*, a retelling of *The Nutcracker*, *All Washed Up*, *Racing Against the Light*, and a biography of Olympic gold medalist Jackie Joyner-Kersee.

**René Steinke**, author of the novels *The Fires* and *Holy Skirts* (finalist for the 2005 National Book Award and included on the *Chicago Tribune* and *Washington Post* Best Books of 2005 lists); editor in chief of the *Literary Review*; her writing has also appeared in *Bookforum*, *Vogue*, and the *New York Times*.


**Mark Stolzenberg**, BA, Brooklyn College; actor; star of *Luggage of the Gods*; principal in Tom Selleck’s *Her Alibi*; stand-in for Robin Williams in *The Fisher King*; regular cast member of *The Robert Klein Television Show*; principal in MTV videos and commercials; currently producing a feature film.

**Karsten Struhl**, MA, U. of Miami; ABD, NYU: has taught at The New School for more than 30 years; also teaches at John Jay College of Criminal Justice-CUNY and Adelphi U.; co-edited *Philosophy Now*, *Ethics in Perspective*, and, more recently, *The Philosophical Quest: A Cross-Cultural Reader*; has published articles in various journals and anthologies on topics including human nature, war and terrorism, democracy, and global ethics.

**Paula Stuttman**, MFA, NYU; fine artist; has exhibited at Naked Duck, HOTdog, Trans Hudson, Site Simpatico, Rosenberg Gallery, Washington Square East, Loyola U., 1935 Gallery, 11th Hour Gallery, Centro de Difusión del IPBA, and Museum of Fine Arts, Boston; lecturer, Museum of Modern Art, Solomon R. Guggenheim Museum, and The Jewish Museum.


**Adam Swart**, MA, Teachers College, Columbia U.; BS, Skidmore College; exhibiting artist, art educator, and art historian, Education Department, Rubin Museum of Art; lecturer, Himalayan art and culture, Eugene Lang College; returned Peace Corps Volunteer, Nepal; visiting faculty, Kathmandu U. School of Fine Arts; artist-in-residence, Kathmandu Contemporary Art Centre.

**Kathleen Sweeney**, MA in Interdisciplinary Arts, San Francisco State U.; media artist and writer; her collaborative screenplay *The Lodestar* was short-listed for the 2009 Screenwriter’s Lab at Sundance; serves on the advisory board of Girls Write Now, a nonprofit that pairs inner-city girls with published writers in year-long mentorships; recently published *Maiden USA: Girl Icons Come of Age*; currently editing a series of books on environmental activism and media literacy for girls.

**Toby Talbot**, MA, Brooklyn College; teaches Spanish at NYU; author of *A Book About My Mother* and children’s books; translated Timerman’s *Prisoner Without a Name, Cell Without a Number* and Ortega’s *On Love*; directed documentary film, *Berimbau*.

**Karam Tannous**, MA, Hebrew U. (Jerusalem); instructor at NYU, Seton Hall U., Network of Arab-American Professionals; developed Arabic-language programs for CUNY, Alwan for the Arts, NAAP, Baruch College, City Tech, and Stuyvesant High School; NYS-licensed translator and interpreter; edited the *English/Arabic Oxford Picture Dictionary*; has worked for the Committee to Protect Journalists, Witness, Human Rights Watch, Amnesty International, Arab-American Family Support Center, and Mandela Inst.

**Richard Tayson**, MA, NYU; author of *The World Underneath*, *The Apprentice of Fever*, and essays and reviews in *Virginia Quarterly Review*, *Gay and Lesbian Review*, and *Pleiades*; recipient of a New York Foundation for the Arts fellowship, Pushcart Prize, and Edward Stanley Award from Prairie Schooner; Chancellor’s Fellow in English at CUNY Graduate Center.

**Catherine Texier**, graduate, U. of Paris; NEA fellowship recipient; author of novels *Chloë l’Atlantique*, *Love Me Tender*, *Panic Blood*, and *Camille*; co-edited two anthologies of short fiction, *Between C & D* and *Love Is Strange*; contributor to *New York Times Book Review*; has taught at Bennington Summer Writing Workshops, the Writer’s Voice, and Hofstra U.

**Lynn Tillman**, novelist, short story writer, and essayist; author, *No Lease on Life* (finalist for the National Book Critics Circle Award in fiction); *This Is Not It*, a collection of stories and novellas inspired by 22 contemporary artists’ work; and *American Genius, A Comedy* (forthcoming, Soft Skull Press); recipient of Guggenheim Fellowship.

**Victor M. Tirado**, MFA, The New School; Spanish translator for theater companies in NYC; does Spanish translations of live transmissions at NBC; has done translations and voice-overs for radio and TV commercials.
Douglas Tirola, MFA, Columbia U.; president and producer, 4th Row Films and feature-length documentaries including *An Omar Broadway Film* (Tribecca Film Festival), *Owning the Weather* (Full Frame Film Festival), *Making the Boys* (Berlin Film Festival), *All In - The Poker Movie* (CineVegas Film Festival; winner, Grand Jury Prize, Best Documentary); creator and executive producer, *The X Effect* (MTV); former head of production and development, Emerging Pictures; screenplay writer for Fox, Paramount, Nickelodeon, and New Line; director, *A Reason to Believe* (Lions Gate).

Betty Tompkins, MA, Central Washington State College; artist; solo and group shows in NYC at White Columns, P.S. 1, The New Museum, Aldrich Museum, and Alternative Museum; represented in 2003 Biennale de Lyon and permanent collection of Centre Georges Pompidou; awards include Yaddo and MacDowell Colony and visiting artist at Rutgers and Fairleigh Dickinson; teaches at SVA.

Suzi Tortora, EdD, LCAT, ADTR, Columbia U.; developed pediatric dance therapy program at Memorial Sloan Kettering; author of *The Dancing Dialogue*; lectures nationally and internationally; private practitioner.

John Travers, MBA, U. of Missouri, Columbia; has 15 years of professional experience as a manager and director; has worked for leading companies in multiple industries, including State Farm Insurance, Polo Ralph Lauren, Orvis, and US Foodservice.

Justin Trificana, MA in Teaching French as a Foreign Language, BA in French, NYU; teaches French language and Francophone literature and culture to Francophone immigrant students in the French Heritage Language Program at the French American Cultural Exchange; has taught French at NYU; areas of interest include second-language pedagogy and French-African history and relations.

Yunus Tuncel, PhD, The New School for Social Research; research interests include philosophy, art, literature, and culture; teaches philosophy at various schools and moderates discussions in the tradition of Café Philosophique.

Gina Turner, PhD, The New School for Social Research; spent two years as a research fellow in oncological sciences at Mount Sinai School of Medicine in NYC; currently assistant professor of psychology, Northampton Community College in Bethlehem, Pennsylvania.

Stefano L. Vaccara, MA, Boston U.; laureate, U. of Siena (Italy); editor and columnist of *Oggi 7*, weekly magazine of the Italian language daily *America Oggi*; his articles and interviews have been published in major Italian newspapers; has taught Italian at The New School for more than ten years; also teaches at Lehman College Dept. of Journalism, Communication, and Theater.

Guillermo E. Vallejo-Rodriguez, MA, Universidad de León (Spain); specialization in Linguistics, U. La Gran Colombia; native of Colombia; has taught Spanish at all levels for almost 21 years; also teaches at Marymount School.

Liria M. Van Zandt, MA in Cinema Studies, NYU; native of Brazil; has taught Portuguese at Fordham U., CCNY, and SUNY New Paltz.

Nargis Virani, PhD, Harvard U.; assistant professor, Arabic and Islamic studies; has published articles in the *Encyclopedia of the Qur’an* and other peer-reviewed journals; her research explores intersections between the Qur’an and literature in Muslim milieu.

Anthony Viti, artist; solo exhibitions at the Tibor de Nagy Gallery and Deven Golden Fine Art in New York; recipient, Fine Arts Work Center Fellowship, Elizabeth Foundation for the Arts, and Penny McCall Foundation grants; has held visiting positions at U. of Rochester and U. of Tennessee-Knoxville.

Jürgen von Mahs, PhD in sociology and social policy, U. of Southampton (UK); asst. professor of Urban Studies with joint appointment to Eugene Lang College; recipient of grants from the German Marshall Fund, Friedrich Ebert Foundation, and Fulbright Commission; previously taught at Temple U. and U. Penn.

Aleksandra Wagner, PhD and Women’s Studies Certif., CUNY Graduate Center; licensed psychoanalyst and member, NPAP-New York; contributor, *Contemporary Psychoanalysis*; member, editorial boards, *Psychoanalytic Review and Discourse of Sociological Practice*; former executive editor, *Edinburgh International Encyclopedia of Psychoanalysis*.


Richard Walton, MBA, NYU; president, ERMACORP; senior business counselor, SCORE (SBA); advisory board member, Technical Innovation Center, HCC, Maryland; publications include *7 Keys to Effective Planning: Operations Monitoring for Improved Productivity*.

Jamieson Webster, PhD, CUNY; candidate, New York Psychoanalytic Inst.; adjunct assistant professor, NYU Steinhardt; junior member of the faculty, IPTAR; child and adult psychoanalyst in private practice; author of several articles and book chapters on psychoanalysis in *Contemporary Psychology, Journal of the American Psychoanalytic Association, Cardozo Law Review, Bedeutung, N+1, and A New Kind of Evidence* (edited by Norbert Freedman).
Michael Weiskopf, BA, Montclair State U.; founder and chairman, Lifestyle Ventures (now Lifestyle Media), an independent privately held publisher of ten magazines; former executive vice president and publisher, Chemical Week Associates; publisher, *Personal Computing Magazine*; group vice president, Reed Exhibitions; advertising director, *East Coast Rocker*.

**Elissa Q. White**, BA, Goddard College; certified movement analyst; co-founder, Dance/Movement Therapy Graduate Program, Hunter College-CUNY; member, Acad. of Dance Therapists, American Dance Therapy Assn.

**Tracyann F. Williams**, MPhil, CUNY Graduate Center; teaches courses in literature, gender studies, and cultural studies; recipient, New School Teaching Excellence Award; Women’s Studies Certif. and PhD candidate in English at CUNY Graduate Center.

**Jennifer Wilson**, MA, RDT, Calif. Inst. of Integral Studies; has developed, supervised, and coordinated creative arts therapy programs in hospitals and homeless shelters; clinical work in psychiatric day treatment programs and community organizations; postgraduate training at Inst. for the Arts & Psychotherapy.

**Ann Yonetani**, PhD in Microbiology, Columbia U.; published research scientist in plant genetics and cancer biology; developed antibacterial drug discovery program at Harvard Medical School; member of American Society for Cell Biology, Biochemical Society, and New York Acad. of Sciences; has cooked in both soup kitchens and restaurants; amateur cheesemaker.

**Stephane Zaborowski**, MA in Education, Stendhal U., Grenoble III (France); MA in Archaeology, U. of the Louvre, Paris I; lecturer in art history (Picasso) at Carol Shen Gallery (NY); instrumental in setting up The French Evolution, an exhibition at the Museum for Contemporary African Diasporan Arts; teaches at NYU and CUNY; member of American Assn. of Teachers of French.

**Amotz Zakai**, MFA, USC; producer and manager at Echo Lake Productions, LLC; associate producer of *Dreamland* (Sundance 2006); manages writers and directors; produces independent films.

**Jia Xuan Zhang**, instructor in Chinese at The New School and Queens College; film critic; teaches film courses at Queens College, St. John’s U., and Fordham U.; calligraphy artist; teaches Chinese calligraphy at the China Institute.

**Adelheid Ziegler**, licensed translator of English, French, and German, Zurich School for Translation and Interpretation (Switzerland); translates and edits at the Guggenheim Museum; teaches German at Deutsches Haus and at IFA-NYU.

**Meli Zinberg**, MA, NYU; instructor of anatomy, physiology, and biology, NYU School of Education; has taught ballet and modern dance at 92nd Street Y, Stuyvesant H.S. Youth and Adult Center, and 14th Street Y; danced with Carmen Moore for Lincoln Center Out of Doors and Laura Foreman Dance Theatre.

**John Zinsser**, BA, Yale U.; abstract painter and art writer; co-founder, *Journal of Contemporary Art*; solo exhibitions at James Graham & Sons Gallery (New York) (spring 2008), Thomas Soloman’s Garage (Los Angeles), and Galerie Von Lintel (Munich); reviews published in the *New York Times* and *Art in America*. 
ADMISSION

The New School Bachelor’s Program welcomes applications from inquisitive individuals with the maturity to take charge of their education and the ability to work successfully in an intellectually challenging environment. Admission to the Bachelor’s Program is based on a number of factors, including prior academic accomplishments, writing samples, and relevant work or life experience. Applicants should have strong language skills (spoken and written) and a capacity for clear, critical thinking.

Twenty-four semester credits of prior college coursework are normally required for admission. Qualified applicants with fewer than 24 credits will be considered. Applicants who are uncertain of their eligibility are encouraged to consult with an admission counselor before applying.

Applications are reviewed and admission decisions are made on a rolling basis. All applicants, particularly those applying for financial aid and university housing, are encouraged to submit applications well in advance of the priority application deadlines.

If you have attended a college or university in another country, your transcripts must be evaluated by World Education Services (WES) or another National Association of Credential Evaluation Services (NACES) evaluation service. Appropriate forms can be obtained from the Office of Admission. If English is not your first language, you will be required to take the Test of English as a Foreign Language (TOEFL). A minimum score of 88 on the Internet-based examination or 230 on the computer-based test is required.

Applying Online

Detailed instructions on how to apply can be found on the program website at [www.newschool.edu/bachelorsprogram](http://www.newschool.edu/bachelorsprogram).

Additionally, admission staff is available to discuss any program, admission, or financial aid questions you may have.

Admission Staff

Merida Escandon, Director of Admission, EscandoM@newschool.edu
Cory J. Meyers, Associate Director, meyersc@newschool.edu
Anita M. Christian, Assistant Director, christia@newschool.edu
Coralee Dixon, Assistant Director, dixonm@newschool.edu
Sarah Burtch, Admission Counselor, burtchs@newschool.edu
Matt Morgan, Admission Counselor, morganm@newschool.edu

Contact Information

For more information about the New School Bachelor’s Program and an admission packet, contact:

The New School
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
Bachelor of Arts/Bachelor of Science

The New School bachelor's degree in liberal arts requires satisfactory completion of 120 credits. The bachelor of arts degree requires a minimum of 90 credits in the liberal arts and sciences. For the bachelor of science degree, a student must complete a minimum of 60 credits in the liberal arts and sciences. For the Bachelor of Fine Arts in Musical Theater, a student must complete 30 credits of liberal arts and sciences (this option is only available to AMDA transfer students). The liberal arts and sciences, as defined by the New School Bachelor's Program, correspond generally to the following subject areas:

- Anthropology and Sociology
- Arts: History, Theory, and Criticism
- Cultural Studies
- Film Studies
- Food Studies
- Foreign Languages
- Gender Studies
- Global Studies
- History
- Jewish Cultural Studies
- Journalism
- Literature
- Media Studies
- Philosophy
- Politics
- Psychology
- Screenwriting
- Urban Studies
- Writing

Bachelor of arts students may elect to include up to 30 credits, and bachelor of science students up to 60 credits, and Bachelor of Fine Arts in Musical Theater up to 12 credits in non-liberal arts areas of study, again corresponding roughly to the following subject areas:

- Film Production
- Management and Business
- Media and Film Business
- Media Production
- Performing Arts
- Recreational Movement
- Visual Arts

Courses in Creative Arts Therapy and Teaching English to Speakers of Other Languages may be classified as either liberal arts or non-liberal arts. Check with your advisor or refer to the Liberal Arts and Non-liberal Arts list posted in Current Offerings under Academics at www.newschool.edu/bachelorsprogram.

ACADEMIC PLANNING AND ADVISING

Advising in the Bachelor's Program is conducted by faculty advisors, a select group drawn from the teaching faculty at The New School. Each student is assigned a faculty member whose interests and skills in some way match his or her own as articulated in the student's application materials. Since there are no specific course requirements for the bachelor's degree in liberal arts, both the student and his or her advisor are responsible for designing a coherent and effective course of study.

The primary function of the academic advisor is to assist in:

- refining a student's educational goals and interests
- reviewing his or her academic progress
- identifying academic areas in need of development

Advisors also help students with program features such as certificate programs (page 25), graduation requirements (page 24), limits on non-liberal arts credits (page 24), credit for prior learning (page 25), bachelor's/master's options (page 26), and internships (page 26). Additional information about these program features can be found on the Bachelor's Program website, www.newschool.edu/bachelorsprogram, in the Academics menu (click on Program Features).

When new students meet with their advisors for the first time, they should be prepared to discuss:

- what brought them to The New School and what they hope to accomplish both academically and professionally
- the courses they would like to take in upcoming semesters

Students should also write a brief rationale for their choice of courses, explaining how each one fits into an academic/professional plan.

During their first semester, students should schedule appointments with their advisors, initiating a more relaxed and extended conversation about long-range goals. From then on, students meet with their advisors at least once a year for academic planning.

Continuing students should meet with assigned advisors to devise a course of study for the semester/year and to check progress toward completing the degree; advising meetings should be scheduled in April for fall course registration and in November for spring course registration. Continuing students are sent an ALTPIN and directed to the online catalogs of courses, which contain...
the information needed for registration. Students may also email their advisors for assistance.

As with most universities, registration is an exceptionally busy time at The New School. Students should make good and efficient use of advising sessions during these periods and schedule longer discussions at other times of the year. Questions about the advising process should be directed to the Bachelor’s Program office.

ONLINE LEARNING

The online degree option allows students to complete their bachelor’s degrees without setting foot on the school’s New York City campus. Students design a degree program by selecting from among the courses offered online each semester. The majority of courses will be drawn from the liberal arts, in areas such as literature, philosophy, history, psychology, politics, gender studies, foreign languages, creative writing, and film and media studies. In addition, students can take courses and workshops that develop practical and creative skills in areas such as digital design, management and business, and the visual arts, as well as approved internships and courses of independent study with New School faculty.

The New School Bachelor’s Program online degree is designed specifically for adults who are committed to completing their undergraduate education, either full or part time, without interrupting their professional careers. Students learn “in class” through a state of the art asynchronous environment—available 24/7 from anywhere in the world where there’s a computer, a browser, and an internet connection. Many students choose to complete their degrees by combining online and onsite learning experiences.

TRANSFER CREDITS AND ASSESSMENT OF PRIOR LEARNING

Subject to guidelines, credits toward New School bachelor’s degree requirements can be transferred from other institutions or awarded through assessment of prior learning. Credits for courses completed at other regionally accredited colleges and universities or at The New School prior to matriculation are accepted by the New School Bachelor’s Program under the following conditions: the courses are in the liberal arts or in other subjects comparable to those offered at The New School for General Studies, course grades of C or better were awarded, and courses are consistent with the student’s planned course of study at The New School.

Evaluation of transfer credit for undergraduate degree students is handled through the Office of Admission. The Office of the Registrar will post approved transfer credits to the student’s transcript. 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, only credits are transferred.

Prior Learning

Many adults have acquired knowledge outside the classroom—through jobs, independent study, or volunteer work. College credits can be awarded for this learning provided that certain criteria are met: it can be demonstrated, it is comparable to learning obtained in courses offered on the college level, and it is appropriate to the student’s course of study.

Assessment of prior learning begins with the Prior Learning Workshop. Registration for the one-credit Prior Learning Workshop must be completed during the scheduled registration period. Interested students must make an appointment with the coordinator of Prior Learning to obtain approval to register for the workshop. Registration for the Prior Learning Workshop is subject to the same deadlines as other registrations.

In addition to the one-credit workshop, students are asked to prepare a portfolio for assessment. Credits earned through portfolio assessment must be for learning in the liberal arts and sciences or in other subjects offered for credit at The New School for General Studies.

In no case can the combination of transferred and assessed credits exceed 34 credits. At least 36 credits must be earned through courses taken as a matriculated student in the Bachelor’s Program.

To obtain approval to register for the Prior Learning Workshop or for more information, please contact Rachel Heiman, coordinator of Prior Learning, 212.229.5119 x2390 or heimanr@newschool.edu; or visit the Program Features page of the Bachelor’s Program website, www.newschool.edu/bachelorsprogram, under Academics.

COURSES TAKEN OUTSIDE THE NEW SCHOOL

Once matriculated, students may not take courses at other institutions for transfer into The New School without prior approval.

PROFESSIONAL CERTIFICATES

Through careful selection of courses, it is possible for a student to earn a certificate of completion in a professional-level training program while completing courses for the bachelor’s degree. Students should consult with their academic advisors before applying for admission to a certificate program. Certificates for undergraduate credit are currently offered in Creative Arts Therapy, Film Production, Screenwriting, and Teaching English to Speakers of Other Languages.
BACHELOR’S/MASTER’S PROGRAMS

The bachelor’s/master’s option allows students completing a BA or BS in Liberal Arts to earn credits that apply to both their undergraduate and graduate degrees. This option is not available to BFA students. Under this option, bachelor’s/master’s students may take up to 12 graduate credits that would apply to the 120 credits required for the bachelor’s degree. If the student is accepted into one of the participating New School graduate programs, these 12 credits also count toward the MA/MS degree, provided they meet the standards of the graduate department in question.

The maximum of 12 graduate credits applies only to the number of credits that can be applied to the MA/MS degree. There is no limit to the number of graduate credits a student can earn and apply to the bachelor’s degree, assuming the student is ready to do graduate work and has advisor approval.

A PDF version of this information sheet is available at www.newschool.edu/bachelorsprogram in Program Features under Academics.

Participating Graduate Programs
At The New School for General Studies and
Milano The New School for Management and Urban Policy:
  International Affairs
  Media Studies
  Non Profit Management
  Organizational Change Management
  Urban Policy Analysis and Management

At The New School for Social Research:
  Anthropology
  Economics
  Historical Studies
  Liberal Studies
  Philosophy
  Political Science
  Psychology
  Sociology

Registration for Accepted Bachelor’s/Master’s Students
Depending on the program a student is accepted into, the student should receive assistance from the designated advisor(s) in the graduate program or department. Students must also meet with their undergraduate advisors to plot out an academic plan which includes graduate classes. This should happen at least once during the academic year.

New School Bachelor’s Program students are permitted to register for Media Studies graduate classes with permission from the department advisor. Permission will be granted on a “space available” basis. Required courses are Understanding Media Studies, Media Practices, Concepts, and Media Studies Ideas. Excluded courses are: all production courses, theses and independent courses, and Media Research courses.

For New School for Social Research programs, PhD students will be given priority over master’s and bachelor’s/master’s students in limited-enrollment courses. For graduate courses with limited enrollment, bachelor’s/master’s students must consult with the designated graduate student advisor to receive permission (approval is not granted by either the departmental chairperson or the instructor).

Important note: If a course is crosslisted, bachelor’s/master’s students will use the graduate CRN number to register for the course.

INTERNSHIPS

To apply for an internship, a student should have earned at least 12 credits in residence at The New School and have an internship in mind that contributes to the student’s overall plan of study. Registration for internships must be completed during the scheduled registration period.

Application Process
Students may obtain an internship contract from Chrissy Roden, assistant director of Academic Student Services, 212.229.5615 x2150 or RodenC@newschool.edu.

It is the student’s responsibility to obtain from the internship supervisor an internship plan which details the duties and the number of assigned hours each week (a minimum of 12-15 hours per week for the semester to earn 3 credits). The internship plan must be attached to the internship contract. The student is also responsible for obtaining the signatures of both the internship supervisor and the assistant director of Academic Student Services.

Internship contracts are subject to the same deadlines as other registrations. Also note that internships, because they are experiential, receive non-liberal arts credits and are graded, by the assistant director of Academic Student Services, on a pass/fail basis upon receipt of both a 4- to 7-page essay from the student detailing the experience and an evaluation of the student’s work from the internship supervisor.

INDEPENDENT STUDY

Students who have completed at least 12 credits in residence in the New School Bachelor’s Program and are in good academic standing are eligible to undertake independent study for credit. Independent study is arranged through the New School Bachelor’s Program office working with the appropriate academic department. Independent study is normally set up as a 3-credit course.
to be completed during a single semester, with one faculty member and one student. Students are permitted to take a maximum of two independent study courses while matriculated in the Bachelor’s Program. In most cases, students use independent studies to explore topics of personal interest that are not offered or not covered in depth in courses at The New School.

Application Process

A student who wishes to pursue an independent study must have a project in mind, which should be discussed with an academic advisor well in advance of the registration period of the term in which the student wishes to complete it. The proposed project should contribute to the student’s overall plan of study and may not duplicate an existing New School course offering. If the project is deemed viable, the student should contact the associate director of the New School Bachelor’s Program, Michelle Materre, 212.229.5119 or materem@newschool.edu, with a proposal. All independent studies must be approved by the associate director.

Students can download an application form and a description of the independent study process, both in PDF format, in Program Features under Academics at www.newschool.edu/bachelorsprogram.

Courses of independent study are subject to the same add and drop deadlines as other courses.

STUDY ABROAD

While the university does not have a central study abroad program, students are permitted to attend study abroad programs at other institutions. Any student interested in applying to a study abroad program must meet the requirements and adhere to the policies as described below:

- The student must complete 12 credits in residence at The New School prior to applying.
- The student must be in good academic standing, with a cumulative GPA of 2.95 or greater.
- The student may take a maximum of 24 credits abroad, not exceeding the maximum allowance of 84 transfer credits. (Study abroad credits taken at another institution will be counted as transfer credits, and only 84 of the 120 credits needed to complete a degree may be transferred.)
- The student may study abroad during any New School semester, including summer and winter break.
- While the school provides some information on outside programs and can make some suggestions, the student must research and select his or her own study abroad program, pending approval by the dean’s office. Approval is dependent on course selection, accreditation of the institution, etc.
- Upon completion of the program, the student must request a transcript to be sent for evaluation to Chrissy Roden, assistant director of Academic Student Services, 66 West 12th Street, Room 301, NY, NY 10011. The transcript must be in English; it is the responsibility of the student to have a transcript in a foreign language translated.

Please contact Chrissy Roden, assistant director of Academic Student Services, with questions about studying abroad (212.229.5615 x2150 or RodenC@newschool.edu).

ENGLISH LANGUAGE STUDIES

English has become the language of international communication, and command of spoken and written English is important in business, the arts, and other professions all over the world. The English Language Studies curriculum is designed to help students gain or polish fundamental communication skills needed to teach and communicate in English with confidence. The New School offers an array of stimulating and practical courses on the English language, as well as a highly respected certificate program for those interested in teaching English to speakers of other languages.

FOREIGN LANGUAGE STUDY

Students in the bachelor’s program who wish to study Arabic, Chinese (Mandarin), French, German, Hebrew, Italian, Japanese, Korean, Latin, Portuguese (Brazilian), Russian, Sign Language (ASL), Spanish, or Tibetan are encouraged to enroll in the university’s foreign language courses. Consult the Bachelor’s Program course catalog or contact the Department of Foreign Languages (212.229.5676 or foreignlanguages@newschool.edu) for more information about these courses.

RIGGIO HONORS PROGRAM: WRITING AND DEMOCRACY

The Riggio Honors Program provides a rigorous course of study for students interested in the study and practice of fiction, nonfiction, poetry, political writing, and arts criticism. In this 32-credit sequence, students participate in writing workshops, literature seminars, university lectures, and a thesis project. An ongoing series of public readings, literary forums, lectures, and discussions called The Writer’s Life Colloquium introduces students to the contemporary literary world. A student-run reading series and literary journal, 12th Street, supplement the academics and foster community. All students with a 3.0 grade point average are eligible to apply. For more information, including admission and curricular requirements and scholarship details, visit the program site, www.newschool.edu/riggio.
**Repeatable Courses**

Some courses may be taken more than once. Students interested in repeating a course should discuss this with their academic advisors and request permission from either the director or the associate director of The New School Bachelor’s Program.

**COURSES IN OTHER DIVISIONS**

**ULEC Courses**

New School Bachelor’s Program students may take courses in the ULEC program, which are open to undergraduate students from across the university. This curriculum creates a space for conversation between students pursuing their educations at different divisions of The New School. This conversation—grounded in the university’s longstanding commitment to “knowledge that matters”—is problem oriented, historically grounded, broadly interdisciplinary, and attentive to international concerns. ULEC courses feature lectures by The New School’s most dynamic and experienced faculty, offering students a shared experience that incorporates the vast cultural resource that is New York City.

**Environmental Studies**

Environmental Studies brings together courses from across the university in the natural sciences, the social sciences, and design, with an emphasis on urban ecosystems, sustainability, and public policy. New School Bachelor's Program students may enroll in Environmental Studies courses provided they meet any prerequisites or requirements. Students interested in Environmental Studies should consult their academic advisors and visit [www.newschool.edu/environmentalstudies](http://www.newschool.edu/environmentalstudies) for more information.

**Eugene Lang College The New School For Liberal Arts**

New School Bachelor’s Program students may enroll in any Eugene Lang College course which does not have restricted enrollments. For more information, visit [www.newschool.edu/lang/courses.aspx](http://www.newschool.edu/lang/courses.aspx).

**Mannes College The New School for Music**

New School Bachelor’s Program students may take classes in the Mannes Extension Program. For more information, visit [www.newschool.edu/Mannes/subpage.aspx?id=2844](http://www.newschool.edu/Mannes/subpage.aspx?id=2844).

**Parsons The New School For Design**

Parsons continuing education courses offered for credit and select Parsons degree courses are open to New School Bachelor’s Program students. Students should note that most courses at Parsons are classified as non-liberal arts, and should consult their academic advisors if clarification is needed. For more information on continuing education courses, visit [www.newschool.edu/parsons/continuing-education/](http://www.newschool.edu/parsons/continuing-education/); for more information on degree course options, refer to the Current Offerings page of the Academics menu at [www.newschool.edu/bachelorsprogram/](http://www.newschool.edu/bachelorsprogram/).

**Important note:** Students interested in taking select degree courses at Parsons should see the director of the Bachelor’s Program prior to the registration period.

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

Select courses offered through The New School for Jazz and Contemporary Music are open to New School Bachelor’s Program students. For further information about these courses, speak to your advisor or an administrator in the Bachelor’s Program office.

**REGISTRATION FOR STUDENTS NOT IN BACHELOR’S/MASTER’S PROGRAMS**

**The New School for Social Research**

Students who are not in accelerated bachelor’s/master’s programs must be juniors or seniors to be able to take graduate-level courses at The New School for Social Research. Students must receive written permission from the student advisor in the appropriate graduate department. These courses count only as undergraduate credits.

**Milano The New School for Management and Urban Policy**

Students interested in taking Milano graduate classes should contact the associate dean, Susan Morris at 212.229.5400, smorris@newschool.edu, or in person.

**Media Studies Graduate Program**

Only students in the Bachelor’s/Master’s program in Media Studies may take graduate classes.

**Graduate Program in International Affairs**

Only students in the Bachelor’s/Master’s program in International Affairs may take graduate classes.
THE CURRICULUM

Students in the New School Bachelor’s Program plan their own academic programs. The flexible degree requirements permit a wide range of curricular possibilities. The theory and practice model is emphasized throughout the entire curriculum.

Bachelor’s program students design their own curricula by selecting courses with advice from their academic advisors. A current listing of courses, as well as course descriptions, can be found in the online catalog at www.newschool.edu/bachelorsprogram under Current Offerings in the Academics menu. Students who would benefit from guidance in creating a thematic focus or who plan to go to graduate school should consult with their academic advisors well before the registration period.

FOUNDATIONS

Foundation courses provide students with skills necessary to a successful education in the liberal arts. These courses are designed for students who have not yet earned 30 undergraduate credits, but they are beneficial to anyone who wants to sharpen specific skills and go on to more advanced courses in a particular discipline. Students are encouraged to take one or more courses in each category at the beginning of their undergraduate program. Analysis and Methods courses introduce students to questions and procedures of qualitative and quantitative investigation used in a variety of disciplines in the liberal arts. Writing courses begin with the basics of composition and move on to greater skills in academic writing.

ANTHROPOLOGY AND SOCIOLOGY

Anthropology and Sociology are related disciplines that aim to elucidate the human condition by bringing into focus all corners of the globe, from favelas in São Paulo to the neighborhoods of New York. Anthropologists and sociologists study the range of dynamics that shape humanity’s diversity, linking personal intimacies to structural realities. This analytical perspective draws on a variety of research methods, from ethnographic to demographic, and sheds light on the experience of everyday life in the context of specific historical, economic, and political conditions. With an eye towards the relationship between dominant norms and ideologies and individual beliefs and behaviors, anthropologists and sociologists strive to understand what brings people together and what tears them apart.

To gain a grounding in these two related fields, students are encouraged to complete introductory-level courses in quantitative and qualitative methods (Family Values: Statistics for the Social Sciences and Documenting Culture: Anthropology in Practice) and then proceed on to the thematically and geographically organized electives. Advanced students are encouraged to draw on the rich tradition of The New School for Social Research by requesting permission to take selected graduate courses or by applying for bachelor’s/master’s status.

THE ARTS: HISTORY, THEORY, AND CRITICISM

The Arts: History, Theory, and Criticism is an interdisciplinary subject area in the liberal arts curriculum. It encompasses art and architecture, visual studies, and music, and draws its material from broad historical, critical, and theoretical perspectives. The curriculum puts a great deal of emphasis on the development of a strong visual or musical vocabulary, familiarity with genres, methods of analysis, and an understanding of the complex social and political contexts within which art is created. Interested students may also take art history and theory courses at Parsons The New School for Design.

CREATIVE ARTS THERAPY

Creative arts therapists are licensed psychotherapists specially trained to use the arts within the therapeutic relationship to facilitate health and healing in mentally, physically, and emotionally challenged patients. The Creative Arts Therapy Certificate Program prepares students to work in human services through a curriculum integrating music, drama, dance, and visual arts into the practice of psychotherapy. Courses are both didactic and experiential and are grounded in the latest developments in psychology and mind-body healing. Fieldwork and internship opportunities are available in diverse clinical settings. The program is open to students who have completed at least 30 college credits (including courses in music, drama, dance, art, psychology, and social work). Students who have professional experience in the arts may complete the academic prerequisites while pursuing the certificate. The certificate requires completion of nine courses, with a concentration in music, drama, dance/movement, or visual arts, and is usually completed within two years. All certificate students must have their courses approved by the program coordinator, Dr. Louise Montello, prior to registration. For more information, call 212.229.5567 or email CATinfo@newschool.edu. Individual courses may be taken by students not enrolled in the certificate program.

CULTURAL STUDIES

Since its official inception in Britain in 1964, Cultural Studies has been an interdisciplinary field that combines both a broad, anthropological and a more narrowly humanistic conception of culture. While drawing on specific disciplines, it aims at challenging and transforming them, as conventionally understood and practiced. Most importantly, the field of Cultural Studies argues that all forms of cultural production need to be
studied in relation to other cultural practices and to social and historical forms of power. Students study the products and processes of both “high” and “mass” culture with equal seriousness, and with critical intent. The goal is to become active participants in contemporary culture, both as thoughtful critics and as creative producers. Courses draw upon The New School’s strengths in anthropology and sociology, film studies, gender studies, literature, philosophy, and media studies. Advanced students are encouraged to complete a senior project, either critical or creative, under faculty supervision.

**FILM STUDIES AND PRODUCTION**

Students have the opportunity to study film and to create it. While the program offers traditional film courses, it also integrates new digital technologies into the classes. Courses are continually updated to reflect the changing fields of film studies and production. The program’s mission is to help students understand and analyze film, as well as to create their unique visions. Students use fiction, documentary, experimental, and interdisciplinary forms to realize their visions on big and small screens.

Students who want to focus their studies in film production may complete the Film Production Certificate. The certificate attests to successful completion of a sequence of approved courses, in which students master the art and craft of filmmaking. Students complete the sequence with their own production of a fiction, documentary, or experimental film, shot on sync-sound 16mm film or on HD digital video.

The following courses must be taken either sequentially or concurrently as indicated:

- The Art of Film (or concurrently with Filmmaking Studio 1)
- Filmmaking Studio 1
- Cinematography and Lighting: Film and Digital (or concurrently with Film 2: Advanced Pre-Production and Development)
- Film 2: Advanced Pre-Production and Development
- Film 3: Advanced Film Production
- Film 4: Advanced Post-Production

Two elective courses are required for completion of the certificate. Students can choose from other film courses offered each semester; recommended courses include:

- Script Analysis
- Developing Ideas for Film
- The Aesthetics of Directing
- Audio Production
- The Art of Editing

Students must earn a grade of B or higher to obtain certificate approval for the course. Courses can also be taken individually, without applying for certificate status, but production courses must be taken in the above indicated sequence.

Students interested primarily in the study of film as an art form are strongly encouraged to take Introduction to Cinema Studies and Art of Film prior to taking other film studies classes.

**FOOD STUDIES**

The interdisciplinary field of food studies draws on a range of disciplines to explore the connections between food and the environment, politics, history, and culture. Faculty includes historians, political scientists, policy activists, psychologists, and biologists. Courses provide students with the theoretical and practical tools they need to engage in the burgeoning global conversation on food production, distribution, quality, and safety, and to effect positive change in their own food environments. Students without any previous coursework in food studies are encouraged to begin with American Culinary History (offered fall) or Contemporary Food Controversies (offered spring); students with some previous background in the field may want to begin with 3000-level courses.

**FOREIGN LANGUAGES**

Foreign languages represent an important part of the traditional liberal arts curriculum that is increasingly relevant in the interdependent global community of the 21st century. Knowledge of one or more foreign languages is a valuable asset for students considering graduate school or seeking employment in the international field. Students at The New School have the opportunity to study foreign languages at levels from beginner to advanced.

Foreign languages at The New School are offered through the undergraduate degree programs (3-credit language courses, which meet twice a week for 80 minutes during the day) and the continuing education program (2-credit or 4-credit intensive courses, which meet once a week for 110 or 225 minutes in the evening or weekend). Degree students interested in Arabic, Chinese (Mandarin), French, Greek (Classical), Hebrew, Italian, Japanese, Korean, Latin, or Spanish should, whenever possible, register for 3-credit courses. Degree students interested in languages only offered through the continuing education program (e.g., German, Nepali, Portuguese (Brazilian), Russian, Sign Language, Tibetan) may register for these courses, most of which are offered for 2- or 4-credits.

Students who have studied a language in high school or college can place themselves in the appropriate level by using the following formula: one year of high school foreign language equals one semester of foreign language study (e.g., one 3-credit course) at the college level. For example, a student who has completed four years of high school French should enroll in French Advanced 1.
Students with a score of 4 on an Advanced Placement test in a foreign language should enroll in Advanced Level 1. Students with a 5 on an Advanced Placement test in a foreign language should enroll in either Advanced Level 1 or 2.

Students with reason to believe that this does not accurately measure their knowledge of a foreign language (e.g., it has been several years since they last studied the language) may petition Florence Leclerc-Dickler, chair of Foreign Languages, for alternate placement: 64 West 11th Street, room 114; LeclercF@newschool.edu; 212.229.5676 x3438.

GENDER STUDIES

Academic inquiry in Gender Studies is based on the hypothesis that gender plays a central role in human identity, which changes over time and from place to place. To study gender involves assessing the significance, in a particular historical context, of divisions of public and private; the distribution of wealth, patterns of labor and health; the representations of gender in literature, art, and popular culture; the nature of sexuality; representations of the body; the creation of norms for public life and the state; and the production and circulation of knowledge. Courses raise questions about how the gender divide is formed and maintained, and how it is often resisted or undermined. The curriculum draws from a wide range of disciplines, exploring the richness of scholarship about gender in the last four decades in the United States and globally.

GLOBAL STUDIES

Globalization is fundamentally changing the world. It redefines relationships between states, societies, communities, and individuals and creates new challenges that cannot be solved by nations or markets alone. The New School’s Global Studies curriculum gives students the tools to meet these challenges and bring about a more just and equitable global society. By emphasizing internships and field work in New York and abroad, foreign languages, and cross-disciplinary study within the university, Global Studies prepares students to pursue careers in public service, international organizations, global media, and the nonprofit sector. Current students interested in Global Studies should contact interim chair Gustav Peebles (globalstudies@newschool.edu) and visit www.newschool.edu/interdisciplinary-ugrad/ for more information.

HISTORY

“The past, simply as past, does not exist,” the historian R.G. Collingwood claimed. History is an investigative quest, which requires piecing together our knowledge of past events from traces of evidence and interpretations left behind. It entails identifying problems, searching for and interpreting difficult bodies of evidence, and conveying a synthetic story in a direct manner. Neither social theory nor poetic lyric, history attempts to borrow from both, creating a lucid and compelling vision of the past for a wide audience. It serves as a fundamental base of knowledge of the world and a guide to participation in it.

A range of courses cover a geographical place and era of time, such as those on the ancient world, Europe, and the United States, while more topical courses in intellectual and cultural history investigate specific questions. Students interested in gaining a solid background in history should take courses of breadth as well as depth, and ones that consider the pre-modern world. Finally, advanced research seminars call for students to be historians: to devise and execute a research project based on primary and archival sources. Students seeking more advanced courses in history may request permission to take graduate courses at The New School for Social Research, or apply for bachelor’s/master’s status.

JEWSH CULTURAL STUDIES

What does it mean to be a Jew? Is there a difference between Jewish culture and the religion of Judaism? How have Jewish cultural traditions influenced the city of New York, the country, and the world at large? The New School’s innovative Jewish Cultural Studies curriculum explores the histories and forms of Jewish cultural life, with a particular focus on the rise and fall of secularism in Jewish communities and the contributions of Jewish thinkers to secular intellectual traditions. Visit www.newschool.edu/jewishculture/ for more information. Additional Jewish Studies courses may be found at Eugene Lang College.

JOURNALISM

Journalism courses at The New School attempt to seek a balance between the artistic and the pragmatic. Students develop the skills in writing, editing, reporting, and pitching needed to flourish in the field. Courses cover a wide range of forms within the genre: from profiles to photojournalism, first-person essays to online reviews, opinion pieces to reportage. The faculty is drawn from a pool of highly accomplished critics, columnists, personal essayists, and photojournalists who provide a practical and academic approach to this rapidly changing field.

LITERATURE

According to Salman Rushdie, literature is a window on the world; it is a place to discover “the highest and lowest places in human society and in the human spirit.” In the literature curriculum at The New School, students enter into an exploration of all aspects of society and the human spirit. The curriculum is diverse and cross-cultural,
covering the genres of poetry, prose, drama, oral narration, and literary theory. The purpose of Literary Studies at The New School is to introduce students to the major historical periods and genres of world literature, to enable students to read and write critically, and to prepare them for further study on the graduate level. Students interested in specializing in literature should take at least five foundational courses. Foundational courses include an introduction to literary studies; a course in ancient, medieval or early modern literature; a course in 18th- or 19th-century literature; a poetry course, and a course treating underrepresented voices. Students are also encouraged to take electives in creative writing and screenwriting, and to study a foreign language.

MANAGEMENT AND BUSINESS

Management and Business courses at The New School teach specific business practices and provide in-depth understanding of the effects of social and economic forces on today’s businesses and nonprofit organizations. Students can learn to negotiate a changing market by acquiring or polishing job-related skills, preparing for new careers, opening a business, or supporting their work in nonprofits or the arts.

MEDIA AND FILM BUSINESS

New technologies and changes in production and distribution models have profoundly affected the film and media businesses. The Media and Film Business curriculum provides information and tools to understand and navigate these constantly shifting areas. Students focusing in film and media production are strongly encouraged to take these classes, as are aspiring producers, and students who plan to pursue or develop careers within the field of media management.

MEDIA STUDIES AND PRODUCTION

The curriculum in Media Studies and Production provides a balance of theory and practice. Students have the opportunity to study media, and to create it, from documentaries, digital and web-videos, digital design, to multimedia projects. Courses allow students to integrate studies in media history, theory and research with production work, so they can advance in almost any area of this wide-ranging field.

Based on their specific interests, students create their own plan of study with their advisors. All students are encouraged to take Introduction to Media Studies, a foundational theory course, and Integrated Media Production, an introduction to the various forms of media production, first, or concurrently with a more specialized class.

PERFORMING ARTS

The New School has a rich history of performing arts instruction and practice. In the 1920s and 1930s, renowned composer Aaron Copland led lectures and concerts; and in the 1940s, dramatist Erwin Piscator conducted workshops teaching then-aspiring figures Marlon Brando and Tennessee Williams his form of politically- and socially-conscious stagecraft.

Within the New School Bachelor’s Program curriculum, most performing arts classes are open to both beginning and experienced actors and students interested in improving their public personae. The program includes Introduction to Acting—which is recommended to anyone interested in developing basic skills—as well as more specialized classes on acting in front of the camera and acting on stage. Students should check course descriptions or contact the department at TNSArts@newschool.edu.

Courses on music appreciation, business, composition, history, theory, and reading, as well as instrumental and voice study, are offered uptown at Mannes College The New School for Music. For Mannes courses open to Bachelor’s Program students, visit www.newschool.edu/bachelorsprogram/ and check the Current Offerings under Academics, or call 212.580.0210 x4802.

PHILOSOPHY

Philosophy at The New School is a key component of the interdisciplinary liberal arts curriculum in the Bachelor’s Program. It challenges students to think critically about a wide range of issues central to understanding the world and people’s place within it. A well-chosen set of philosophy courses provides an excellent foundation for advanced work in literature, science, media, art, politics, law, and international studies. Courses are offered at the introductory, intermediate, and advanced levels and cover a variety of traditions and perspectives. Some are historical, some focus on individual thinkers, and others are organized thematically around particular philosophical issues. Students with no previous coursework in philosophy may want to begin with Introduction to Philosophy or Ancient Greek Philosophy. Advanced students may request permission to take selected courses at The New School for Social Research or apply for bachelor’s/master’s status.

POLITICS

Power, authority, sovereignty, legitimacy, and justice—these concepts are the basis of politics and New School courses explore how they have been thought about in theory and played out in practice. The study of politics considers people’s relationship to one another through various norms, institutions, and practices of rule. The curriculum focuses on democracy, citizenship, and civic
participation, looking at the theoretical principles underlying these ideas as well as comparing their varying forms in the U.S. and the world. More specialized courses examine international concerns about human rights, collective violence, the distribution of wealth and poverty within and between nations, the legacy of colonialism, and the conjoining of politics and economics in ordering the world.

Politics prepares students to understand the sources of power in the world, the ways in which it is exercised and how it can be made more effective, responsive, and accountable. Students are encouraged to take courses in political theory as well as courses about specific regions or countries, especially the Middle East and the Global South. Courses outside the discipline in history, sociology, and anthropology, such as Modern Social Theory and Culture and Globalization, detail the long-standing debates about these issues and their impact on everyday life. This curriculum prepares students for informed citizenship and advanced study in international affairs, political science, political economy, law, anthropology, and sociology. Advanced students may request permission to take selected graduate courses at The New School for Social Research or in the Graduate Program in International Affairs or apply for bachelor’s/master’s status in political science.

PSYCHOLOGY

Psychology is the science of the mind, behavior, and human experience. The study of psychology provides students with broad knowledge in areas such as human development, personality, psychopathology, social and organizational behavior, language and cognition, and neuroscience. Course offerings at The New School prepare students for graduate study in academic or applied psychology, or in psychology-related human service fields such as social work, counseling, and forensic psychology.

It is recommended that students begin with Fundamentals of Psychology, unless they have taken this introductory course elsewhere, followed by foundation courses in at least five domains and two methods courses (the program strongly recommends Statistics and Experimental Psychology for those who are considering graduate study). Participation in a research practicum/internship—either in a graduate faculty member’s research laboratory, in a clinical setting, or both—provides hands-on experience that is highly desirable for those pursuing a career in psychology. Students can take this recommended sequence of psychology courses completely onsite, completely online, or in a combination of onsite and online coursework. Advanced students, with permission of their advisor, can supplement their coursework with selected courses in psychology at The New School for Social Research, or apply for bachelor’s/master’s status in psychology.

RECREATIONAL MOVEMENT

The New School offers a non-competitive movement curriculum that specializes in meeting the needs of beginning and intermediate students. Students have the advantage of studying a movement system, both the theory behind it and the practice of it, with trained professionals. Courses in this curriculum teach students methods of breathing, exercise, and posture, including the Alexander technique, pilates, tai chi chuan, and yoga.

SCREENWRITING

The Screenwriting curriculum has been designed to create a cohesive program for the serious student. The core sequence of screenwriting courses carefully guide students through the entire screenplay writing process giving them a comprehensive grounding in story, character, theme, action, visuals, and dialogue. Bachelor’s program students who want to concentrate in screenwriting can also complete the Screenwriting Certificate. The certificate is awarded for successful completion of six approved courses. Four courses are required and should be taken in the following order:

• Script Analysis
• Screenwriting 1: Fundamentals
• Screenwriting 2: Writing the Screenplay
• Screenwriting 3: Finishing the First Draft

Additionally, students select two elective courses from Film Studies and Production to complete the certificate program. Students must earn a grade of B or better to obtain approval for the courses in the program.

Courses can also be taken individually, without applying for certificate status, but screenwriting courses must be taken in the above indicated sequence.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

For almost 20 years, The New School has been training qualified people to teach English as a second/foreign language through courses emphasizing communication, content-based, and student-centered learning. Teaching English to speakers of other languages is a valuable skill for students interested in cross-cultural exchanges, languages, and meaningful community involvement. Certificate-level training can lead to positions in nonprofit organizations, private language schools, or businesses. The demand for English language teachers has never been greater.

Both aspiring and practicing teachers enrolled in the New School Bachelor’s Program may be interested in applying to this five-course certificate program. The Teaching English to Speakers of Other Languages certificate curriculum introduces students to a variety of methods
York City is used as a laboratory of study. Students explore their imaginary, visual, and cultural dimensions. New institutional and material structures of cities as well as the New School Bachelor’s Program examine the perspectives and tools, students in the Urban Studies in an artistic muse. Drawing on multiple disciplinary approaches to urban life. Visit CityLink, www.citylink.newschool.edu to keep updated on the latest events, courses, and discussions in urban studies across the university.

**VISUAL ARTS**

The legacy of visual arts instruction and practice at The New School began with the artistic and philosophical contributions of such practitioners as Berenice Abbott, Thomas Hart Benton, Stuart Davis, Jose Clemente Orozco, and Ralph Pearson, as well as the renowned art historian, Meyer Schapiro. This legacy continues today at Parsons The New School for Design and through The New School’s Visual Arts courses.

Fundamental principles, techniques, theories of and approaches to drawing, painting, and photography are studied in classes with limited enrollments, allowing for the individual needs and interests of each student to be addressed in a focused, supportive environment. Most classes in the Visual Arts program are suitable for beginners. In drawing, the recommended sequence of courses is:

- Fundamentals of Composition and Design
- Beginning Drawing (Short or Long course)
- Life Drawing

In painting, the recommended sequence is similar, starting with Fundamentals of Composition and Design and Beginning Drawing (Short or Long course), then proceeding to Beginning Painting. In photography, the recommended sequence is Introduction to Photography 1 and 2. In addition to these courses, the Photography program includes a series of electives, most of which require Introduction to Photography 1 as a prerequisite. Students should check course descriptions or contact the department at TNSArts@newschool.edu.

For those looking to further their study of the visual arts, drawing and painting courses are occasionally offered at an intermediate level. Students also have the option of taking Basic Studio courses twice, taking specialized electives such as Project Studio, or taking printmaking, as well as other credit-bearing courses in the Parsons Continuing Education program, www.newschool.edu/parsons/continuing-education/. Select Parsons degree courses are also available; check Current Offerings in the Academics area at www.newschool.edu/bachelorsprogram/. Students interested in taking select degree courses at Parsons should see the director of the Bachelor’s Program prior to the registration period.

For students who wish to seriously pursue photography at an advanced level, a study option is possible through the undergraduate program in photography at Parsons. Students interested in this option should consult their academic advisors or administrators in the Bachelor’s Program office. In order to be considered, students must
present a portfolio of work to the director of the undergraduate program in photography at Parsons.

**WRITING**

The New School has been a vital forum for writing since 1931, when Gorham Munson, a member of the Stieglitz circle, initiated a workshop in creative writing. In the early 1950s, critic Maxwell Geismar stated that “The New School has become the richest center of new fiction among all our colleges and universities.” Writing instructors are all published writers and experienced teachers, and many students go on to publish or enter graduate writing programs.

The New School offers diverse writing workshops and events. The workshop method of teaching writing involves a professional writer working closely with serious students who are willing to write regularly and participate actively in class discussion about their own and classmates’ work. Instead of lecturing extensively, the writer-teacher provides guidance by focusing on student manuscripts. Published work is also discussed to inspire and challenge students and to teach close reading skills. The writers who teach workshops try to foster a supportive yet demanding atmosphere.

Serious undergraduate writers have two options for further concentration in writing within their course of study in the Bachelor’s Program. The Riggio Honors Program in Writing and Democracy is an innovative sequence of writing workshops and close-reading seminars designed to offer gifted undergraduate writers a balanced and substantial literary education. Tuition assistance is available for students who plan to complete the curriculum as part of their bachelor’s degree requirements. For more information, students can visit [www.newschool.edu/riggio](http://www.newschool.edu/riggio) or consult their academic advisors.

Undergraduate students who are interested in developing the craft of writing in the context of reading literature may design a course of study in collaboration with their advisors. It is recommended that students take five writing workshops and that three of the five writing courses be taken in a single genre (poetry, fiction, nonfiction, writing for children, dramatic writing, or journalism). Students are also encouraged to take three literature courses, starting with a foundation course. Students should also take one course that focuses on literature written prior to the 20th century. Workshops and literature courses ought to reflect or supplement the particular writing emphasis chosen by the student.

**PRIOR LEARNING, INTERNSHIPS, INDEPENDENT STUDY**

Please refer to pages 25–27.

**ONLINE COURSES**

All 3-credit New School online courses run on the same 15-week semester schedule as onsite courses. In the first week, students participate in an orientation to the online environment. Course instruction and content begin in the second week. There is a one-week break during Thanksgiving week in the fall, and during the university break in the spring. The final week may be used for make-ups or exams. Please contact the relevant department if you have specific questions about any online courses.
Student Services offers workshops, lectures, events, and programs that enrich each student’s academic experience at The New School and reflect the university’s diverse student population. It brings together students from all the university’s divisions to build a community dedicated to the principles of fairness, civility, and diversity. Students are encouraged to become involved in student organizations and other leadership programs. Student Services also offers a recreation program and a health education program. Offices include:

- 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](http://www.newschool.edu/studentservices).

### Student Housing and Residence Life

Student Housing and Residence Life offers undergraduates and graduate students unique living and learning spaces with amenities to suit individual needs and budgets. All residences and some apartment facilities are fully furnished and are staffed with professional residence hall directors and student resident advisors. Through the enthusiasm and creativity of resident advisors, students are exposed to diverse educational and social programs at The New School and in New York City. There is 24-hour security coverage, and the residential staff is trained to handle crises and emergencies should the need arise. The Residence Hall Handbook details housing services and residence hall policies that are 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 subletting opportunities are available in the Student Housing office. Student Housing provides a compilation of these listings upon request. The Off-Campus Housing Resource Guide also 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 are also available. For more information about student housing, visit [www.newschool.edu/studentservices](http://www.newschool.edu/studentservices).

### Student Health and Counseling Services

Student Health Services promotes the health and well-being of students by providing counseling and medical services, health education, and the Student Health Insurance Plan. All degree, diploma, visiting, mobility, graduate certificate, and nonmatriculating students in undergraduate and graduate degree programs, including students taking courses only online, are automatically charged a Health Services Fee at registration.

Student Health and Counseling Services offers medical services to students who are ill or injured or have questions about their health. A staff of physicians, nurse practitioners, physician assistants, nurses, and office assistants is available to serve students’ medical needs. The counseling services staff—which includes licensed psychologists, clinical social workers, psychological counselors, and a psychiatrist—provides students with a supportive environment to discuss concerns or problems. Counseling Services works with each student to decide on a plan of treatment that addresses these concerns in a reasonable and helpful manner. The Health Education Program offers health-related workshops and training and outreach programs throughout the university. For more information about Student Health and Counseling Services, visit [www.newschool.edu/studentservices/health](http://www.newschool.edu/studentservices/health).

### Student Health Insurance

The Student Health Insurance Plan offers affordable medical insurance. All degree, diploma, visiting, mobility, graduate certificate, and nonmatriculating students in undergraduate and graduate degree programs, including students taking courses only online, are automatically enrolled in the plan unless they waive participation by demonstrating that they already have comparable health insurance. Graduate and undergraduate students who register for fewer than 6 credits may waive participation without demonstrating that they have other insurance. There is a deadline for waiving student health insurance. For complete information about the Student Health Insurance Plan, visit [www.newschool.edu/studentservices/health](http://www.newschool.edu/studentservices/health).

### 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. The services provided are designed to assist students as they enter the competitive global arena. The services include individual counseling, special programs and workshops, full- and part-time employment opportunities, career resource information, job search strategies, résumé reviews, mock interviews, and cover-letter writing. To facilitate the online search, Career Development posts career information arranged by field on its website.
The online database of job opportunities for New School students is hosted through College Central. To access the database, visit www.collegecentral.com/newschool. Registration is required. The registration process enables students to upload their résumés and search for positions.

**International Student Services**

This school is authorized under federal law to enroll nonimmigrant alien students.

International Student Services’ mission is to help international students reach their fullest potential and have positive experiences while at the university. In cooperation with the university community, International Student Services promotes diversity and respect for cultures from all over the world. The office offers workshops and programs, as well as advice, support, and handouts.

All international students are required to attend orientation and check in with International Student Services. The office checks documents to see that students have been properly admitted into the United States, and reviews rights, responsibilities, and regulations. Each international student has access to one-on-one advising sessions. For more information, please visit www.newschool.edu/studentservices.

**Student Disability Services**

The New School fosters an environment that encourages all students to reach a high level of achievement. Through student services and programs, the school emphasizes the importance of recognizing and embracing individual differences. In keeping with this philosophy, The New School is committed to helping students with disabilities obtain equal access to academic and programmatic services. Student Disability Services is designed to assist students with disabilities in need of academic and programmatic 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 either a temporary or chronic disability of any kind, feel free to submit medical documentation to Student Disability Services at the beginning of the semester. The staff members can advise you on policies and procedures and discuss any available accommodations and support.

For more information about Student Disability Services, please visit www.newschool.edu/studentservices.

**University Student Senate**

The University Student Senate (USS) is the official student government of The New School. Senators are elected by matriculated students from every academic division with the number of senators determined by the size of the school. Elections are held each 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 USS website. Meetings are open to all students, who are encouraged to bring their concerns or ideas to the USS. Visit www.newschool.edu/studentservices for more information.

**Intercultural Support/ Higher Education Opportunity Program (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 as well as the University Diversity Committee. The office also administers the Arthur O. Eve Higher Education Opportunity Program and the Student Ombuds Office.

**Food Services**

Students may enroll in a meal plan or take advantages of dining facilities on campus on a cash basis. For more information, visit www.newschool.edu/studentservices.

**Diversity Initiative**

The University Diversity Committee is being reconstituted and renamed the Diversity and Social Justice Committee. The new name reflects the broadening of the committee’s mission beyond encouraging diversity to building structures and promoting interactions that will foster socially fair relationships among different groups. The committee is currently drafting a new mission statement, which will be available on the New School website sometime this fall.

**UNIVERSITY RESOURCES AND FACILITIES**

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

**Libraries**

The New School libraries offer a full array of workshops and lab classes for students and faculty. Individual reference appointments are available upon request. For information about the libraries listed below, visit www.library.newschool.edu.
The University Writing Center
The University Writing Center helps students become better expository writers through individual tutoring sessions in every phase of the writing process. Tutors can help students organize an assignment, develop a rough draft, and revise a paper. Rather than offering a quick-fix editing or proofreading service, the center offers tutors who help students develop versatile, lifelong communication skills that will serve them throughout their careers. The staff includes many professional writers in addition to ESOL specialists and speech coaches. Visit www.newschool.edu/admin/writingcenter for more information.

Other Resources

Barnes and Noble
105 Fifth Avenue at 18th Street
212.675.5500
www.barnesandnoble.com/textbooks
Textbooks for most courses are available for purchase at Barnes and Noble.

The Foundation Center
79 Fifth Avenue, 2nd floor
212.620.4230
www.fdncenter.org

Many foundations administer scholarship programs for students, but most funds are granted to colleges and universities, which then distribute awards according to various criteria. A small number of foundations (some 5,000 organizations identified by the Foundation Center) approve grants directly to individuals. These organizations are listed in an online database, and a significant proportion of those grants are for direct scholarships, fellowships, and loans to students at all undergraduate levels. Students pursuing foundation funding for their education should contact reference librarians at the Foundation Center. To learn more about these special resources for scholarships, visit the www.fdncenter.org.

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

Computer Facilities
Students have access to the latest technology in the university’s computer, print, and A/V equipment centers. For centers and hours, visit www.newschool.edu/at and choose Labs and Services. Features include:

- Mac and Windows open labs
- Computer-equipped presentation classrooms
- Advanced video, audio, Web, print design, 2D and 3D modeling, and animation programs; and research, statistics, and Microsoft Office software and hardware
- AV recording studio with microphones and lighting gear
- Private editing suites, an equipment center, and a print output center
- Self-help and online reservation for select facilities
- Specialty scanners (oversized, slide, film, and drum)

Wireless
The New School provides free wireless Internet access throughout the campus. Students should be sure to have the latest anti-virus and anti-spyware software.

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. For more information, visit www.newschool.edu/at/support/helpdesk/about.html.

COMMUNICATION WITH STUDENTS
The college and university administration routinely communicates with students through these channels:
MyNewSchool

MyNewSchool is the university’s customizable Web portal that connects students to the university. See Student Services on page 37 for more information.

Student email accounts

The university provides each student with a GroupWise email account. Students are required to activate their account and check their university email daily. Official communications from the college and the university will be made through this account. GroupWise accounts can be set up to forward to a personal email account, but delivery problems with certain providers may be encountered. It is recommended that students use GroupWise.

Change of Address or Telephone Number

Students are responsible for keeping their address and phone number current with the university. Students may update their contact information in MyNewSchool (http://my.newschool.edu) as needed. University correspondence is mailed to the address designated as “official” or emailed to the student’s New School (GroupWise) email address.
FINANCIAL AID AND SCHOLARSHIPS

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. 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.

Scholarships and Grants

Federal Pell Grant
Federal Supplemental Educational Opportunity Grant (FSEOG)
Academic Competitiveness Grant
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

How to Apply

In general, to be eligible to apply for assistance under the programs listed above, students must be matriculated in a degree program and be enrolled at least half-time (6 credits per semester). To be eligible for federal assistance, students must not be in default on or owe a refund to any of the federal aid programs. Students interested in applying for the government and institutional financial assistance programs listed above must complete a Free Application for Federal Student Aid (FAFSA) annually. The New School’s code is 002780. Students are encouraged to file this form electronically at www.fafsa.ed.gov. Completing and submitting the FAFSA enables Student Financial Services to receive a need analysis report or Student Aid Report (SAR) electronically. Undergraduate international students may be eligible to receive institutional scholarships and may apply by completing the online International Student Aid Application annually.

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 Regions

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.

ESTIMATED COST OF ATTENDANCE AND DETERMINING ELIGIBILITY

The Student Aid Report (SAR) allows Student Financial Services to determine a student’s eligibility for institutional scholarship awards and federal aid programs. The expected student contribution and aid from other sources are subtracted from the student expense budget to determine the individual student’s financial need. Thus, a simple expression of the financial aid equation is represented by the following formulation: Student Expense Budget – Available Resources = Need.
Your student expense budget, also known as your Cost of Attendance (COA), is the foundation on which eligibility for student financial assistance is determined. Federal laws regulating the disbursement of funds to students receiving Title IV aid (including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Academic Competitiveness Grant, William D. Ford Direct Student Loans, Federal Perkins Loans, and Federal Work-Study awards), dictate the expense items that can be included when calculating COA budgets. Allowable expenses for the period of enrollment are tuition and fees, books and supplies, room and board, other personal expenses, transportation costs, and federal loan fees.

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

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

Tuition and Fees for The New School Bachelor’s Program
Tuition is charged on a per-credit basis. The 2010–2011 rate for the New School Bachelor’s Program is $970 per credit. Most courses require the purchase of books; some also carry a fee for special materials or use of equipment.

The University Services Fee is $100 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 $15 per academic term supports student activities in the Bachelor’s Program.

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

In fall and spring terms, all undergraduate degree students are charged a Health Services fee ($260 per semester in 2010–2011). They must also be covered by basic medical insurance. Those who have their own insurance should complete a Student Health Waiver. All others will be automatically enrolled in a university health insurance plan and the annual premium, pro-rated, will be added to their registration fees each fall and spring semester (fall 2010, $733; spring 2011, $1084). Students enrolling for fewer than 6 credits in a semester may waive these fees by filing the Student Health Waiver.

Typical School Year Expenses 2010–2011
Academic Year
Full-Time On-Campus Resident
Tuition: undergraduate $23,280
(Based on 12 credits in fall and spring terms.
Additional credits charge at $970/credit.)
University Services Fee $200
Divisional Fee $30
Student Senate Fee $10
Student Health Insurance $1,817
Health Services Fee $520
Room* $12,260
Board** $3,000
Personal Expenses** $1,550
Transportation** $801
Books and Supplies** $920
Total $44,388

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

SCHOLARSHIPS AND AWARDS
All admitted students who complete the FAFSA or Undergraduate International Aid application are automatically considered for applicable institutional scholarships.

New School Bachelor’s Program Scholarships
Scholarships are available to students in the Bachelor’s Program enrolled at least half-time who demonstrate financial need and academic excellence. In recent years, awards under this program have ranged from $500 to $6,650. For more information, visit Tuition and Financial Aid, located in the Admission area of the program site, www.newschool.edu/bachelorsprogram.

LaGuardia Presidential Scholarships
The LaGuardia Presidential Scholars program provides $3,500 annual awards to undergraduate students. The New School Bachelor’s Program selects candidates annually from among students who meet the following prerequisites: transferred into the program with at least 60 credits in liberal arts subject areas; have demonstrated strong academic achievement and community involvement and leadership; reside in the New York City area; are U.S. citizens or permanent residents; and have filed for federal and state financial aid.

LaGuardia Presidential Scholars must enroll for a total of at least 18 credits over each academic year (fall, spring, and summer terms), maintain a 3.0 GPA, and complete the bachelor’s degree within four years.
University Scholars Program

This need-based program is designed to recruit and retain a diverse student body. Degree students in all academic divisions and programs of The New School are automatically considered as long as they are U.S. citizens or permanent residents and have filed the FAFSA.

Donor Scholarships

Thanks to the generosity of participating philanthropic organizations, The New School has several scholarship funds for continuing and entering students targeted to specific communities. Three donor scholarships available to New School Bachelor’s Program students are described below.

• Bernard Osher Foundation Reentry Scholarships aid high-achieving adult students (ages 25–50) who are returning to finish their degrees after being out of school five years or more; community college transfer students are welcome to apply.
• Charlotte W. Newcombe Scholarships for Mature Women Students help women (ages 25 and older) who are returning to finish their degrees after a hiatus from a previous institution; community college transfer students are welcome to apply.
• John Howard Kersner Memorial Scholarships in Theater and Performing Arts aid students whose educational and career interests are in the performing arts.

These competitive scholarships are awarded annually based on need and merit. Application deadlines, procedures, and eligibility requirements are announced regularly on the program site.

Community College Scholarships

The New School offers two scholarships specifically for community college graduates. Both awards are renewable annually provided students maintain satisfactory academic progress.

Phi Theta Kappa Scholarships: Members of PTK who graduated from community college with a GPA of 3.7 or better are recognized for academic achievement. Three scholarships of $2,000 each are awarded every year.

New School Academic Opportunity Grants: These scholarships recognize liberal arts graduates of community colleges who demonstrate various qualities that The New School believes contribute to the strength and diversity of its student body. In addition to academic merit and financial need, factors such as age, ethnicity, employment experience, and volunteer activities are considered in making the awards. Awards range from $2,500 to $5,000 per year and are available for part-time and full-time study.
UNIVERSITY POLICIES

Please note that certain policies and procedures in this section apply to other undergraduate and graduate programs across the university. Bachelor’s Program students should refer only to those policies and procedures which concern university and undergraduate students in general, or Bachelor’s Program students specifically. If Bachelor’s Program students require clarification about the policies and procedures that apply to their degree work and academic standing, they should consult their advisors or staff members in the New School Bachelor’s Program office.

REGISTRATION

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

Registration Procedures

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

Note the following specifics regarding registration procedures:

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

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

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

• Students who do not register or who do not make payments by the stated deadlines (see page 45) will incur late fees. Deadlines for completing registration will not be extended because of delays in clearing registration holds (which may be imposed for reasons including non-payment of tuition, late fees, or for failure to submit vaccination forms).

Registration Holds

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

Full-Time and Half-Time Status

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

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

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. (See the University Refund Schedule for more information.)

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

Adding a course: through 2nd week of semester

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

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

• Undergraduate students: through 7th week of semester

• Parsons, Mannes graduate students: through 7th week of semester

• All other graduate students: through end of semester

Withdrawal with a grade of WF noted on academic transcript (equivalent to an F in GPA)
• Undergraduate students: after 7th week of semester
• Parsons, Mannes graduate students: after 7th week of semester

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

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

Refund Schedule and Policies

In the event of early withdrawal, a percentage of tuition will be refunded (see University Refund Schedule below). Refunds will be granted only after the official withdrawal procedure has been completed or the university determines the student is no longer enrolled. Refund processing takes approximately four weeks.

University Refund Schedule for Degree Students

<table>
<thead>
<tr>
<th>Courses dropped</th>
<th>% Semester Tuition Charges 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>

Fees, including tuition deposits for new students, are non-refundable. Housing fees are subject to the terms stated in the housing contract.

The above percentages will be applied to the number of credits dropped and the tuition will be recalculated based on the new credit load. Refund amounts will be the difference between tuition already paid and the recalculated tuition. Student financial aid may be affected when a student withdraws or drops credits. Students should contact Student Financial Services with questions regarding their account. Failure to complete payment prior to withdrawal does not relieve a student of financial liability.

For students receiving Title IV funds (federal aid) who withdraw officially or unofficially from all classes, refund calculations will be based on the amount of Title IV aid earned and on the amount of time the student was in attendance, using a proportional calculation through 60 percent of the payment period. This calculation has no relationship to the student’s institutional charges. The amount of tuition, fees, housing, and meal plans assessed will be based on the institutional refund policy.

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 William Kimmel
University Registrar
The New School
79 Fifth Avenue, 5th floor
New York, NY 10003

BILLING AND PAYMENT POLICIES

Billing and Payment Information

For registered continuing students, invoices will be sent electronically. An email will be sent to the student’s New School email address (@newschool.edu) notifying him or her that the invoice is ready to view through MyNewSchool. The fall invoices are available for
viewing in early July with a payment due date of August 10; 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, please sign on to MyNewSchool (click the “Student” tab, then in the “Student Financial Services” channel click “Wire transfer information”).

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

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 per semester charges. Students will need to re-enroll each subsequent semester in order to continue using the payment plan as an option.

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

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

**Terms of Reimbursement**

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

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

**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.

**GRADES AND GRADING**

**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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>WF</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

- **W** = Withdraw
- **I** = Temporary incomplete
- **P** = Pass (credits count toward degree)
- **U** = Unsatisfactory (credits do not count toward degree)
- **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 Office of the Registrar to a student who officially withdraws from a course within the applicable deadline. There is no academic penalty, but the grade will appear on the student transcript.

**Grade of WF**

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

**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:

Undergraduate students: Work must be completed no later than the seventh week of the following fall semester for spring or summer term incompletes and no later than the seventh week of the following spring semester for fall term incompletes. Grades of “I” not revised in the prescribed time will be recorded as a final grade of “WF” by the Office of the Registrar.

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 still not satisfied after 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 completing the transcript request form available on the Web at www.newschool.edu/studentservices/registrar/transcript_requests.aspx?s=6:1.

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

ACADEMIC STANDING AND PROGRESS

Dean’s List
Undergraduate students at The New School for General Studies qualify for the Dean’s List if they are registered for at least 9 credits for the semester and have a term grade-point average of 3.7 or higher. Credits earned on a pass/fail basis do not count toward the 9 credits.

Students who receive grades of incomplete will be eligible for the Dean’s List if they complete all course requirements within the time allocated by the instructor, Dean’s List is noted on the academic transcript. Dean’s List is not awarded for the summer term.

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

Undergraduate students at The New School for General Studies may only retake a single course once.

**Academic Standing Requirements**

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

Incomplete grades not resolved in the time allocated by the instructor are automatically converted to grades of “WF” and will be considered in determining a student’s academic standing.

The “WF” is equivalent to an F in calculating the grade point average (zero grade points).

**All Graduate Students:**
Must earn a 3.0 term GPA 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 who earn less than a 3.0 term GPA or cumulative GPA for two consecutive semesters will be 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.

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

**Academic Dismissal Appeals**
Students who are dismissed from their degree program may petition to their dean’s office to reverse the decision by filing a formal, written 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 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.

**ACADEMIC PROGRAM STATUS**

**Change of Major or Program**
If a Bachelor’s Program student seeks a change of degree status within his or her program of study (e.g. from a BA to a BS, or to an Environmental Studies or Global Studies major), he or she should speak to a member of the Bachelor’s Program office staff. If a Bachelor’s Program student seeks admission to another division of the university, he or she should apply directly through the proper admission office.

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

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

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

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

**Attendance**

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.

**Withdrawal from a Degree Program**

Students who wish to withdraw completely from the university must meet with the academic affairs officer in their school 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/her program

**Degree Completion Term Limits and Extensions of Time**

Students must complete degree requirements within five years for the master's degree. Term limits for the PhD are: ten years at The New School for Social Research and eight years at Milano The New School for Management and Urban Policy. Beyond these time limits, 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.

**GRADUATION**

**Requirements for Graduation**

To earn an undergraduate degree, students must have a minimum 2.0 cumulative grade-point average and must complete all degree requirements (as specified in school catalogs and including transfer credit and outstanding incompletes) prior to the graduation date. To earn a graduate degree, students must have a minimum 3.0 cumulative GPA and must complete all degree requirements (as specified in each school’s catalog) prior to the graduation date. Doctoral programs may require cumulative GPAs above 3.0.

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

**Petitioning to Graduate**

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

For January graduation

Prior to October 1       No fee
After October 1          $20 late fee
After November 1         $50 late fee

The final deadline to petition is November 15.

For May graduation

Prior to February 15     No fee
After February 15        $20 late fee
After March 15           $50 late fee

The final deadline to petition is March 30.

PhD students must pay for the microfilming and binding of their dissertations when they petition to graduate.

The Commencement Ceremony

The graduation ceremony for both May and January graduates is held in May. Undergraduate students who are within nine credits of completing their degree requirements and who will complete all outstanding credits in the summer term following commencement may participate in the ceremony. 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.

Graduation with Honors

Undergraduates who have completed at least 60 credits in residence for a bachelor’s degree and 34 credits for an associate’s degree and who have a cumulative grade point average of 3.7 or higher may graduate with “with honors” noted on their diplomas and transcripts. Departmental graduation honors are internally awarded and may be noted on transcripts but not on the diploma.

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.
OTHER UNIVERSITY POLICIES

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 the university 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.

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."

(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.

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.

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 2010–2011 academic year, the university reports the “persistence rate” for the year 2009 (i.e., the percentage of all freshmen studying full time in fall 2009 who were still studying full time in the same degree programs in fall 2010). 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.

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.

**STATEMENT OF ETHICAL RESPONSIBILITY FOR RESEARCH INVOLVING HUMAN SUBJECTS**

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

**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.

**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.

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 or sexual orientation, religion, religious practices, mental or physical disability, national or ethnic origin, citizenship status, veteran or marital status.

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

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

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

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

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

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

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

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

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

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

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

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

*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
OFFICERS OF ADMINISTRATION

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David Scobey    Executive Dean, The New School for General Studies and Milano The New School for Management and Urban Policy
Joel Towers     Dean, Parsons The New School for Design

BOARD OF TRUSTEES

For the most up-to-date list, visit http://www.newschool.edu/administration.html.

ABOUT THE NEW SCHOOL

The New School was founded in 1919 as The New School for Social Research by a group of prominent progressive scholars, including Charles Beard, John Dewey, James Harvey Robinson, and Thorstein Veblen. The school was established as an alternative to the traditional university and offered an open curriculum, minimal hierarchy, and free intellectual exchange. In 1933, New School President Alvin Johnson created the University in Exile, a refuge for scholars driven out of Germany by the Nazis, and gave it a home at the school. In 1934, the University in Exile was renamed the Graduate Faculty of Political and Social Science and incorporated into The New School, making it a degree-granting institution.

Today The New School offers undergraduate and graduate degrees and certificates and continuing education courses in the arts, the humanities, the social sciences, and public policy. Students benefit from a variety of learning formats (from small seminars to studios to traditional lectures to hybrid online/onsite formats), access to the rich educational resources of New York City, and a faculty of prestigious scholars and working professionals. The New School’s main campus is located in Greenwich Village, one of New York City’s oldest and most beautiful neighborhoods. The university’s divisions are The New School for General Studies and Milano The New School for Management and Urban Policy, The New School for Social Research, Parsons The New School for Design, Eugene Lang College The New School for Liberal Arts, Mannes College The New School for Music, The New School for Drama, and The New School for Jazz and Contemporary Music.

The university’s commitment to transcending the boundaries between traditional academic disciplines, its ties to the cosmopolitan cultural and professional life of New York City, and its willingness to reinvent itself remain unchanged, as does its dedication to the ideal of lifelong education for all citizens. The New School holds
a place in the avant-garde of American universities, attracting adventurous, creative, civic-minded scholars. For more information, visit www.newschool.edu.

THE DIVISIONS OF THE NEW SCHOOL

The New School for General Studies and Milano The New School for Management and Urban Policy

66 West 12th Street, New York, NY 10011
212.229.5615, www.newschool.edu/generalstudies

72 Fifth Avenue, New York, NY 10011
212.229.5400, www.newschool.edu/milano

During the 2010-2011 academic year, The New School for General Studies and Milano The New School for Management Urban Policy are advancing a major initiative that will bring them together as one university division.

The New School for General Studies: A pioneer of lifelong education in the United States, The New School for General Studies is still a center of innovation today. Its offerings include a bachelor’s degree program for returning students, graduate degree programs that integrate theory and practice, and a broad and serious curriculum open to noncredit students. The school offers the following degrees: the BA and BS in Liberal Arts, BFA in Musical Theater (in association with the American Musical and Dramatic Academy), MA in Media Studies, MFA in Creative Writing, and MA in TESOL. The New School offers graduate-level certificates in Documentary Media Studies and Media Management and undergraduate and noncredit certificates in Creative Arts Therapy, Teaching English to Speakers of Other Languages, English as a Second Language, Film Production, and Screenwriting. Accelerated joint bachelor’s/master’s degree options are available in several graduate programs at the university. The curriculum open to noncredit students includes courses in history, psychology, literature, philosophy, film and media studies, visual arts, acting, writing, management and business, foreign languages, and food studies. The school is also the home of the Vera List Center for Art and Politics.

Milano The New School for Management and Urban Policy: The J.M. Kaplan Center for New York City Affairs was founded in 1964 as the first academic institution in the United States devoted to the study of a single metropolitan area. In 1975, the Kaplan Center evolved into the Robert J. Milano Graduate School of Management and Urban Policy (later renamed Milano The New School for Management and Urban Policy). Today the school trains working professionals for leadership in government, corporations, and nongovernmental and community organizations. Milano’s teachers are world-class theorists and working practitioners who use New York City as a training ground and laboratory for their students. The curriculum focuses on urban policy, nonprofit management, and organizational change. Students can earn an MS in Nonprofit Management, Organizational Change Management, or Urban Policy Analysis and Management; an MA and MS in International Affairs; a PhD in Public and Urban Policy; or a post-master’s certificate in Organizational Development.

The New School for Social Research

16 East 16th Street, New York, NY 10003
212.229.5700, www.newschool.edu/socialresearch

The New School for Social Research is a graduate center for the social sciences and philosophy that began in 1933 as the University in Exile, the legendary haven for European scholars seeking refuge from fascism. Today each department and program excels in its own area of inquiry while promoting dialogue that transcends the concerns of its field. Students participate in interdepartmental courses and multidisciplinary conferences and forums and collaborate with other social scientists, designers and artists, and faculty and students in other parts of The New School. The New School for Social Research awards masters and doctoral degrees in anthropology, economics, philosophy, political science, psychology, and sociology, as well as interdisciplinary master’s degrees in historical studies and liberal studies.

Parsons The New School for Design

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

Parsons The New School for Design is a degree-granting college of art and design offering professional and liberal education at the undergraduate and graduate levels. The school focuses on critical thinking skills, social engagement, collaborative methods, and global perspective. Parsons graduates are known for their leadership in creative, management, and scholarly areas of art and design. The school was named in 1936 for longtime president Frank Alvah Parsons, who devoted his life to integrating visual art and industrial design. Professional internships, interdisciplinary collaboration, and international study opportunities augment Parsons’ undergraduate, graduate, and certificate programs. Parsons offers the following degree programs: BFA or a five-year BA/BFA dual-degree program in Architectural Design, Communication Design, Design and Technology, Fashion Design, Fine Arts, Illustration, Integrated Design, Interior Design, Photography, and Product Design; BBA in Design and Management; BA in Environmental Studies; BS in Environmental Studies and Urban Design; AAS in Fashion Marketing, Fashion Studies, Graphic Design, and Interior Design; MFA in Design and Technology, Fashion Design and Society, Fine Arts, Interior Design, Lighting Design, Photography, and
Transdisciplinary Design; MArch; MArch/MFA (dual degree) in Lighting Design; and MA in History of Decorative Arts and Design and Fashion Studies. The following programs are in development: MA Urban Design Studies; MS Design Management, and MS Urban Design Ecologies. Nonmatriculated students of all ages can participate in a variety of programs, such as Summer Intensive Studies (pre-college and college-level), Continuing Education (for adults), and the Parsons Pre-College Academy (certificate programs and general art and design education for young people in grades 4–12).

Eugene Lang College The New School for Liberal Arts

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

Eugene Lang College is The New School’s four-year liberal arts college for traditional-age undergraduates. Established in 1985, the school was named in honor of the educational philanthropist and New School trustee Eugene M. Lang. Lang students enjoy the benefits of study in small seminar-style classes and can pursue the BA in the Arts, Culture and Media, Economics, Environmental Studies, Global Studies, History, Interdisciplinary Science, Literary Studies, Philosophy, Psychology, Urban Studies, or Liberal Arts. Liberal Arts majors can complete interdisciplinary programs in Education Studies, Religious Studies, and Social Inquiry; they can also elect a self-designed program of study. In addition, Lang offers a dual-degree program in which students earn a BA from Lang and a BFA from Parsons The New School for Design or The New School for Jazz and Contemporary Music. The college also offers several bachelor’s/master’s dual degree programs with other divisions at The New School.

Mannes College The New School for Music

150 West 85th Street, New York, NY 10024
212.580.0210, www.newschool.edu/mannes

Mannes is a leading conservatory of classical music that was founded in 1916 by violin and piano duo David Mannes and Clara Damrosch Mannes. It provides professional training for graduate and undergraduate students of music, preparatory instruction for children ages 4 to 18, and classes for adult students at every level of proficiency. At Mannes, a comprehensive curriculum, a faculty of experienced artists, and the resources of an innovative university support students in their quest for virtuosity. Mannes offers the BM, BS, and MM, as well as undergraduate and professional diplomas. Students can major in every classical instrument, orchestral or choral conducting, composition, theory, and voice. The Mannes community comprises students from every corner of the world and instructors at the top of their fields, including performers and conductors from prominent orchestras, ensembles, and opera companies, as well as renowned soloists, composers, and scholars.

The New School for Drama

151 Bank Street, New York, NY 10014
212.229.5150, www.newschool.edu/drama

The New School has been a center of innovation in theater since Erwin Piscator founded the Dramatic Workshop at the university in the 1940s. Today The New School for Drama prepares talented graduate students for lives and careers as performing artists. The school awards the MFA in Acting, Directing, or Playwriting. Students work under the instruction of distinguished theater professionals in small, challenging classes. The three-year program is progressive: Students begin with self-discovery, develop technical skills in the second year, and finish by writing, directing, and acting in productions and developing a business plan. New York City offers Drama students both limitless opportunities to learn through observation and a wealth of career possibilities.

The New School for Jazz and Contemporary Music

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

Established in 1986, The New School for Jazz and Contemporary Music offers talented musicians an opportunity to train with professional artists from New York City’s illustrious jazz community. The school’s teaching model is based on the tradition of the artist as mentor; students work with accomplished musicians immersed in the history and evolution of jazz, blues, pop, and newer genres. Learning takes place in three environments: the classroom (through instruction in ensemble playing, instrumental music, music history, music theory, and related topics), tutorial instrumental study (through one-on-one sessions with renowned musicians), and master classes (through lectures, performances, and workshops). In these settings, students develop their creative talent while working to meet the high standards set by their instructors. The school awards the BFA; it also offers a five-year dual-degree BA/BFA program in conjunction with Eugene Lang College The New School for Liberal Arts.